

**EFFECTS OF READERS THEATRE AND RECIPROCAL
TEACHING STRATEGIES ON STUDENTS' LEARNING
OUTCOMES IN PROSE LITERARY TEXTS IN IBADAN
METROPOLIS, NIGERIA**

BY

**Chinonyerem Ayeoritsetan, ICHEKU
B.A Ed. Hons. (ABSU), M. Ed. (Ibadan)
MATRIC NO.: 153785**

**A Thesis in the Department of Teacher Education (Language Unit),
Submitted to the Faculty of Education
in partial fulfillment of the requirements for the Degree of**

DOCTOR OF PHILOSOPHY

of the

UNIVERSITY OF IBADAN

FEBRUARY, 2017

ABSTRACT

Literature-in-English is taught in Nigerian secondary schools to develop students' literary competence and language proficiency. However, students' achievement in and attitude to Literature-in-English are below par in Ibadan metropolis. This has been partly attributed to students' deficiency in prose literature. Earlier studies focused largely on teachers' and students' factors influencing students' learning outcomes in prose literature with little emphasis on interventions that could make students engage and come into literary texts. This study, therefore, determined the effects of Readers Theatre and Reciprocal Teaching strategies on students' achievement in and attitude to prose literature in Ibadan metropolis, Nigeria. The moderating effects of gender and English language proficiency were also examined.

Carl Rogers's Attribution and I.A.Richards's Readers response theories provided the framework while the study adopted the pretest-posttest control group quasi-experimental design using a 3×2×3 factorial matrix. Purposive sampling technique was used to select six senior secondary schools in Ibadan metropolis based on the criteria of being co-educational and reading the current prescribed prose literature. An intact class of Senior Secondary School II Literature-in-English students was selected from each school. The resultant six intact classes were randomly assigned to experimental and control groups. One hundred and sixty-nine students (90 males, 79 females) participated in the study. The instruments used were: Achievement test in prose literature ($r=.79$), Students' attitude to prose literature-in-English Questionnaire ($r=.85$), English Language proficiency test ($r=.81$) and instructional guides. Treatment lasted twelve weeks. Data were analysed using Analysis of covariance and Scheffe post-hoc test at 0.05 level of significance.

Treatment had significant main effect on students' achievement in prose literature-in-English ($F_{(2, 152)} = 25.63$; partial $\eta^2 = .25$). Students in the Readers Theatre had the highest posttest achievement mean score (48.25) followed by Reciprocal Teaching (45.40) and control (19.40) groups. There was no significant main effect of treatment on students' attitude to prose literature-in-English. English language proficiency had significant main effect on students' achievement ($F_{(2, 152)} = 50.26$; partial $\eta^2 = .40$) but not on attitude. Students with high English language proficiency obtained the highest posttest mean score (68.40) followed by those in the medium (42.44) and low (18.95). The interaction effects of treatment and English language proficiency were significant on achievement but not on attitude ($F_{(3, 152)} = 32.051$; partial $\eta^2 = .39$). The other two-way and three-way interaction effects were not significant on achievement and attitude to prose literature-in-English.

Readers Theatre and Reciprocal Teaching strategies were effective in enhancing students' achievement in prose literature-in-English with Readers Theatre being more effective. Teachers of prose literature-in-English should adopt these strategies in their teaching delivery.

Keywords: Readers theatre and Reciprocal teaching strategies, English language proficiency, Achievement in and Attitude to prose literature-in-English, Ibadan metropolis, Nigeria

Word count: 420

ACKNOWLEDGEMENTS

My profound gratitude goes to the Almighty God, my All-Sufficiency, my Glory and The Lifter of my head for making this academic pursuit a great success. You are indeed worthy of all spell-bound adoration. It has been you all the way, Thank you Father!

To my fatherly supervisor, Dr. D. O. Fakeye, I express my sincere appreciation. Thank you very much sir for your time, patience, guidance, constructive criticisms and meticulous readings of this work. You gave me constant attention, guidance and the required assistance that ensured the timely completion of this study. I am indeed grateful, God bless you richly.

My special appreciation goes to my Internal-External supervisor Dr. Toyin Jegede of the Department of English, Faculty of Arts; University of Ibadan for her selfless assistance and concern at various stages of this work. . Ma, I am really grateful for the painstaking manner with which you read my work and for your words of encouragement.

I express my gratitude to all the lecturers in the Language Unit, Department of Teacher Education for their fatherly encouragements and support for this work in numerous ways: Prof. C.O.O. Kolawole, Dr. F. O. Ezeokoli, Dr. I. N. Ohia, Dr. A. Adeyinka and Dr. M. Araromi. My gratitude also goes to Prof. M. K. Akinsola, Prof. J. O. Ajiboye, Dr. S. O. Ajitoni, Dr. P. A. Amosun, Dr. Tella and all other lecturers in the Department of Teacher Education whose inputs and contributions made this work a success.

To my Pride, Engr. C.C. Arawo, my very own portion in this life, thank you for being an awesome part of this success story, you are indeed God-sent. God bless you real good! To my Sweetie-Pie, Esther, you lighten up our world with all the amiable things you do. Thank God for the privilege of being your parents. We love you Sweetie-Pie!

I am deeply indebted to my parents, Mr. Elias & Mrs. Catherine Icheku, and Siblings (Elias & Amara Ogbuoji, 'Meya and Imela Icheku, for their unreserved love and wholehearted support throughout the course of this study. To my very own sweet niece and nephew: Chinomso and Oyinba, you rock my world! What more can I ask for, for being so wonderful? Thank God for your lives!

Words are not enough to appreciate my very own Prof. B.T Fregene, for the key role played in the successful completion of my post-graduate programmes in the

University of Ibadan. Thank you for being a worthy vessel in the fulfillment of God's plan for me academically. God bless you, Greater heights await you!

I also want to say thank you from the bottom of my heart to my Uncles and Aunts: Rev (Dr.) & Dr. (Mrs.) F. Bekee, Rev (Dr.) & Dr. (Mrs.) T.O.A Adeleke, Dr. & Mrs. M. Fregene and Dr. & Mrs. P. Fregene, The Oboroakpors, The Omoregies, The Pauls and Dr. Felix Abraham for your continued encouragement and support. To my In-laws: Mum Arawo, Aunt Uga, Aunt Owajiima, Aunt Ugagute, Sussy, Julius and Isaiah Arawo, to the entire Arawo and Dappa family, thank you for your unique support and love all through. To my cousins: Mr. C. Icheku, Truman, Tochi, Eche, Ese, Beno, Fasa, Tega, Bariture, Barituka, Barivure, Dorcas, John, Anna, Ayanfe, Ethan and Josephine, you are all wonderful. Thank you for the encouragement.

I am indeed grateful to the Pastors: Pst. & Pst (Mrs.) U. Obed, Pst. & Mrs Akinbola; Elders: Bamgbose, Agbakwuru, Uponi, Adewunmi, Oke, Agbokeye and members of Glory Tabernacle Ministries, members of Bello Flats Discipleship centre and also to Ibadan Varsity Christian Union Fellowship for all the spiritual, moral and academic support throughout the programme. May God bless and enrich you. I also want to appreciate Pst. & Pst (Mrs) David Ibiyeomie, team of Pastors of Salvation Ministries, Mr Uba home cell fellowship and Pst Innocent Odianoson of Living Faith Agbowo for being a constant source of upliftment and blessings to me, God bless your labour of love!

To my wonderful friend, classmate and roommate: Patience Igubor (P), thank you for spicing up and making this academic pursuit worthwhile; there were never dull moments with you. You are a rare breed, God bless you. To my amazing sisters: Gracie and Ijeoma thanks for all your selfless love and sacrifice and for always being there, God bless you! To my lovely friends: Lola, Ugochi, Anto, Elijah, Caleb, Boaz, Olamide, Precious, Anne, Dara, Noble, Ayomikun, Ayodeji, Muyiwa, Edward, Kola, Noble Balewites, and others too numerous to mention, thanks for your constant support and love at various points. God bless you!

Words are not enough to express my hearty appreciation to my Boss, Dr. R. Okechukwu, who has truly been a father by rendering his unreserved support during the course of this programme. Sir, you are indeed a rare gift and blessing to humanity. God bless you for all your numerous show of benevolence. Greater heights await you. Also to all my colleagues at CTA/ ATASPI-IITA: Obi, Jacinta, Pascal, Jonathan, Ms. Jumoke, Ms. Folake, Ms. Ngozi, Mr Philip, Mr Mayowa, Mr Jimmy,

Feranmi and others too numerous to mention, I express my heart-felt gratitude. God bless you!

A special note of thanks to the principals, teachers, students of the various educational institutions who participated in the study for the huge support and co-operation received during this study. God bless you!

To my fellow research students: Drs. Wikina, Mr. Onyekwere, Mrs. Lawore, Ms Oduwole, Mr Samuel and others too numerous to mention, you are acknowledged. May we all enjoy the dividends of our academic toil. Amen.

I am particularly indebted to all authors of books, journal articles, projects, dissertations and theses consulted in the course of writing this thesis. May we together transform the educational landscape the society.

UNIVERSITY OF IBADAN LIBRARY

DEDICATION

This academic work is dedicated to God who graciously covered all my errors and coloured my efforts.

UNIVERSITY OF IBADAN LIBRARY

CERTIFICATION

I certify that **Chinonyerem Ayeoritsetan, ICHEKU** carried out this study for the award of the degree of Doctor of Philosophy in Language Education in the Department of Teacher Education, Faculty of Education, University of Ibadan, Ibadan, Nigeria, under my supervision.

.....
Supervisor

Dr D. O. Fakeye
BA.Ed (Ife); M.Ed., Ph.D. (Ibadan)
Lecturer, Department of Teacher Education,
University of Ibadan,
Ibadan, Nigeria

TABLE OF CONTENTS

Contents	Page
Title Page	i
Abstract	ii
Acknowledgements	iii
Certification	vi
Dedication	vii
Table of Contents	viii
List of Tables	xi
List of Figures	xii
CHAPTER ONE	
Introduction	1
1.1 Background to the Study	1
1.2 Statement of the Problem	19
1.3 Hypotheses	20
1.4 Scope of the Study	21
1.5 Significance of the Study	21
1.6 Operational Definition of Terms	22
CHAPTER TWO	
Review of Literature	23
2.1 Theoretical Framework	23
2.1.1. Facilitation Theory	23
2.1.2. Readers Response Theory	24
2.2 Conceptual Review of Literature	26
2.2.1 Concept of Literature-in-English	26
2.2.2 Values of Literature-in-English	30
2.2.3 Characteristics of Prose Literature	32
2.2.4 General Objectives of Teaching Prose	35
2.2.5 Strategies of Teaching Literature-in-English	36
2.2.6 Problems of Teaching Literature-in-English	41
2.2.7 Reciprocal Teaching Instructional Strategy	46
2.2.8 Readers Theatre Instructional Strategy	47
2.3 Empirical Review of Literature	49
2.3.1 Reciprocal Teaching and Students' Achievement	49

2.3.2	Reciprocal Teaching and Students' Attitude	51
2.3.3	Readers Theatre and Students' Achievement	51
2.3.4	Readers Theatre and Students' Attitude	53
2.3.5	Gender and Students' Achievement	54
2.3.6	Gender and Students' Attitude	55
2.3.7	English Language Proficiency and Students' Achievement	55
2.3.8	English Language Proficiency and Students' Attitude	58
2.4	Appraisal of Literature Reviewed	58

CHAPTER THREE

	Methodology	60
3.1	Research Design	60
3.2	Variables of the Study	60
3.3	Selection of Participants	61
3.4	Research Instruments	62
3.4.1	Achievement Test in Prose Literature	62
3.4.2	Questionnaire on Students' Attitude to Prose Literature	63
3.4.3	English Language Proficiency Test	63
3.4.4	Readers Theatre Instructional Strategy Guide	64
3.4.5	Reciprocal Teaching Instructional Strategy Guide	64
3.4.6	Conventional Instructional Strategy Guide	64
3.4.7	Teaching Research Assistants' Assessment Scale	64
3.5	Procedure for Data Collection	64
3.5.1	Preliminaries	65
3.5.2	Selection and Training of Teaching Research Assistants	65
3.5.3	Administration of the Pretest	66
3.5.4	Treatment Procedure	66
3.5.5	Administration of the Posttest	68
3.6	Choice of Contents and Teaching Units	68
3.7	Methods of Data Analysis	68

CHAPTER FOUR

	Results and Discussion	70
4.1	Presentation of Results	70
4.2	Discussion of Findings	75
4.2.1	Main Effect of Treatment on students' Achievement in and Attitude to	

Prose Literature	75
4.2.2 Main Effect of English Language Proficiency on students' Achievement in and Attitude to Prose Literature	76
4.2.3 Main Effect of Gender on student' Achievement in and Attitude to Prose Literature	77
4.2.4 Interaction Effect of Treatment and English Language Proficiency on achievement in and Attitude to Prose Literature	78
CHAPTER FIVE:	
Summary, Conclusion and Recommendations	79
5.1 Summary of Findings	79
5.2 Conclusion	79
5.3 Recommendations	80
5.4 Limitations to the Study	80
5.5 Suggestions for Further Study	80
5.6 Contributions to the Body of Knowledge	80
REFERENCES	82
APPENDICES	101

LIST OF TABLES

Tables	Page
1.1 Statistics of the entries and students' performance in Literature-in-English by grade and percentage for WASSCE (2000-2013)	6
3.1 $3 \times 2 \times 3$ Factorial Matrix	60
4.1 Summary of ANCOVA of Posttest Achievement Scores of Participants in Prose Literature by Treatment, English Language Proficiency and Gender	70
4.2 Estimated Marginal Means of Achievement in Prose Literature by Treatment	71
4.3 Scheffe Post-hoc Analysis of Treatment Effect on Students' Achievement in Prose Literature	71
4.4 Summary of ANCOVA of Posttest Attitude Scores of Participants in Prose literature by Treatment, English Language Proficiency and Gender	72
4.5 Estimated Marginal Means of Achievement in Prose Literature by English Language Proficiency	72
4.6 Scheffe Post-hoc Analysis of Achievement in Prose Literature by English Language Proficiency and students	73

LIST OF FIGURES

Figures	Page
3.2 Representation of variables in the study	63
4.1 Graph showing the two-way interaction effect of treatment and English Language Proficiency	74

UNIVERSITY OF IBADAN LIBRARY

CHAPTER ONE

INTRODUCTION

1.1: Background to the Study

Literature-in-English is a subject taught in Nigerian secondary schools for the purpose of promoting literary competence and language development. It exposes students to well-rounded humanistic education, healthy human values and the beauty and potentials of language amongst other benefits. Central to the subject is the critical analysis of how language is purposefully and creatively used in texts in order to create meaning and explore issues or themes (Gill, 2006). The study of Literature-in-English has a lot of benefits. Its values cannot be precisely estimated, it possesses both emotional as well as aesthetic values. It is a very useful tool for education, literacy, instruction, entertainment as well as many other academic and social benefits (Adebanji, 2003; Usoro, 2007). A very useful resource for achieving its numerous benefits is a literary text; a specific kind of text that opens itself to one or more readings.

Meanings and ideologies are communicated through literary texts. These texts stimulate the readers' imagination and help them develop intellectually (Bettleheim, 1976). This is usually achieved through realistic setting, characterisation, interesting but simple or complex language and style which enable the reader to relate to the text and be stimulated to examine his or her attitudes and find solutions to the problems and conflicts generated in the text. Literature-in-English is an inviting medium, both in content and structure, in which all students can productively develop, analyse, and defend interpretations (Langer, 2000).

The study of Literature-in-English encourages students to enter imagined worlds, explore, examine, and reflect on both current and timeless issues, as well as their individuality and humanity. While it is agreed that some subjects contribute to the formation of the whole, the study of Literature-in-English has a unique effectiveness in opening the mind, giving an in depth and better understanding of personal values and the choices of action people make continually. From the foregoing, Literature-in-English is the study of an art of expression which concerns itself with not just what is expressed but also with the manner of its expression which is connotative and referential in nature. In this study, the concern is on Literature-in-English as a subject, one of the humanistic subjects provided by the National Policy on Education.

The major benefits offered by Literature-in-English include: its being an instrument of acculturation of other cultural groups. In reading literary texts, readers get in contact with different cultures and become acquainted with their practices. Second, it also teaches morals; morals that enhance living in the family or group and the society in general. Third, it leads to all round development of the child (cognitive, affective, and psychomotor). Literature-in-English deals directly with the culture, art, language of the people as well as enables people to think for themselves and respect the views and feelings of other people. Furthermore, it serves as a source of entertainment to its readers. It serves as a form of relaxation during leisure, some resort to reading of novels to pass time or calm their nerves after tedious activities.

It is in recognition of these numerous benefits that the West African Examinations Council specifies the objectives of its study. The objectives of offering Literature-in-English at the Senior Secondary Schools as contained in the WAEC Regulations & Syllabus (2009-2013: 306) include:

- (i) Critical response to, and awareness of, how literature functions;
- (ii) Familiarity with the terms and concepts necessary for the appreciation of literature;
- (iii) Ability to distinguish between types of literature, their techniques of composition and modes of appeals;
- (iv) Competence in understanding literary texts at their various levels of meaning (e.g. surface, implied, etc); and
- (v) Facility in responding imaginatively to literature through an effective and organized use of language.

Similarly, The Nigerian Philosophy on Education in the NPE (2004) states that:

- a. To live in unity and harmony as an indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom and justice.
- b. To promote inter-African solidarity and world peace through understanding.

A critical look at the aims and objectives stated above places Literature-in-English on a high pedestal in the sense that its inclusion as a subject in the National Policy on Education (2004) affirms how important the subject is. A notable justification for the incorporation of Literature-in-English in the curriculum is that it is a subject that could ensure the actualisation of the aims and objectives of Nigerian philosophy of education.

Literature-in-English is sub-divided into three major genres: prose, drama and poetry. Genre is a term used in literary criticism to designate the distinct categories into which literary works are grouped according to form or technique or sometimes subject matter. Prose is a long narrative with a wide range of characters, events and experiences. It lacks an established regular rhythm pattern associated with poetry, making use of continuous writing. It touches on contemporary issues, not only in book form but in essays and articles in popular or serious-minded journals (Ibitola, 2005). Drama can simply be described as plays written to be acted. A play is best understood when it is acted on stage; it involves some casts or actors, use of costumes and various strategic actions (Okolo 2003). Poetry deals with the personal emotion of the poet or with what is happening in the poet's society written in a specially arranged line which is known as verse. It involves an expression of powerful feelings of the poet. It is of various types such as lyric, ode, sonnet and ballad etc. (Aluko, 1990; Dasylyva and Jegede 2005).

At the Senior Secondary level, Literature-in-English curriculum focuses on the study of whole and sustained literary texts from three main genres: prose, poetry and drama. A total of two novels, two drama texts (African and Non-African for each genre) and twelve poems (six African and six non-African) are prescribed by The West African Examinations Council (WAEC), an examining body for the Senior School Certificate Examination. Students are expected to cover all prescribed texts in order to sit for external examinations. Through the extensive and intensive reading opportunities offered by these literary texts, learners will be equipped with experience that would motivate them to express themselves in both oral and written forms. The different types of literary texts serve as rich resources which provide stimulating literary activities. To excel in internal as well as external examinations, students are expected, in addition to attending classes regularly, to read the texts themselves as many times as possible so as to be familiar with their contents. The level of success students at the secondary level achieve in their academics has far-reaching implications for their personal and professional lives; it ultimately impacts students' experiences, such as career choice, personal income, level of success as well as degree and nature of participation in community life. Students' negative conceptions could steer those who perform poorly in this subject away from their careers of choice. Students' academic success has immediate influence on their academic self-esteem, persistence in academics, and perseverance in higher education. A downturn direction

could perpetuate the under-representation of certain disciplines like Law, Journalism and Language teaching.

Of the three genres, prose is the most popular and easiest to read because of its linguistic structure, everyday or ordinary language. Rankin and Murphy (2010) define prose as the written equivalence of the spoken language. Prose is a form of language that has no formal metrical structure. It applies a natural flow of speech, and ordinary grammatical structure rather than rhythmic structure, such as in the case of traditional poetry (Collins, 2003). Normal every day speech is spoken in prose and most people think and write in prose form (Ogunsiji, 2008). Its language is the language of news, business, administration and instruction. Prose is full of sentences which consist of paragraphs and forgo aesthetic appeal in favour of clear, straightforward language. Prose literature can be classified into fictional and non-fictional works. Fictional works include novels and short stories while non-fictional works include: biographies, autobiographies, scholarly and scientific books, articles, guidebooks, manuals and law reports. It can be said to be the most reflective of conversational speech. This work is in the realm of fiction.

Fiction is the kind of story drawn from the author's imagination because it is mainly of untrue events. It serves as a means of instruction, edification, persuasion and arousal to its audience. Its various forms include: novel, novelette or novella and short story. Ibitola (2008) explains that a long narrative prose where the characters are usually imaginary is called novel, but when the prose narrative is short, it is called novelette while a short narration that has only one event is called a novella or short story. Non-fiction deals with stories that are true experiences and happenings i.e events that are true to actual life. It deals with facts. Its various forms include: biographies and autobiographies, letters, publications, book reviews and literary criticisms.

Literature-in-English curriculum in Nigeria has the following as its aims and objectives of teaching prose literature: Identify those elements in creative prose which enhance a reader's response to specific texts, such as subject matter, characterization, theme, setting, plot and language; recall incidents in fiction that are probable in life and whose interpretation can be valued, since fiction is imaginative writing; be exposed to various, different ideas, values embodied in fictions.

The various benefits of Prose Literature include the following:

1. Improves vocabulary development: it is very useful in improving the linguistic efficiency of the reader. The more reading is done the better and more familiar the readers are with new lexical items. Khatib et al (2011) conclude that through the medium of prose literature, students are opened to language opportunities and fun that will not only encourage their oral language but also strengthen and deepen their writing abilities.
2. Teaching of morals: through the reading of novels, readers are acquainted with social vices in the society and provided means of reformation. Writers correct bad behaviours and impart morals through the use of satire.
3. Education: educates students in many areas of human endeavor, i.e politics, love, religion, health, marriage, war and so on. It widens our horizons, broadens our minds and sharpens our understanding of things that we have not seen or experienced before.
4. Entertainment: it serves as a medium for relaxation and ruminating about life and its complexities.

Prose literature engages learners in awareness of people from diverse spheres of life and gives an in depth sensitivity to imaginations conveyed through patterns of every day speech. In view of all these benefits of studying prose Literature-in-English, it is therefore expected that through the study of prose literature, students will develop useful values, skills, desirable character traits and behaviour patterns such as moral and aesthetic values, love for reading, critical and creative reading, ability to analyse, synthesize and pass judgment as well as strengthen their language skills. It is expected that when the subject is taught well and the knowledge applied it transforms the society from prevalent social consequences.

Although Prose literary texts are easiest to read, these expectations are hardly met as many students of prose Literature Nigeria shy away from reading and find it difficult to express themselves in correct English thereby hampering the achievement of its stated objectives in students. To determine the extent to which the objectives of the teaching prose literature have been realised and the necessary skills acquired, evaluations are carried out at various levels internally and externally. The performance of students, not only in prose literature but also in Literature-in-English in general at public examinations, is not satisfactory. The continued poor performance of students in Literature- in-English can be buttressed with the statistics of entries and

performance in Literature-in-English by grade and percentage in May/June WASSCE (2000-2014) in Table 1.1 below.

Table 1.1: Statistics of the entries and students' performance in Literature-in-English by grade and percentage in May/June WASSCE (2000-2014)

Subject: Literature-in-English						
Number and % obtaining grade						
Year	Total Entry	Total sat	Total Credit 1-6	Pass 7-8	Fail	No of Absentees and %
2000	240564	226425	18519	55068	152838	14139
%		94.12	8.18	24.32	67.5	5.88
2001	384263	351582	21915	77086	252581	32681
%		91.5	6.23	21.93	71.84	8.5
2002	322374	287626	19263	81209	187154	34748
%		89.22	6.69	28.23	65.06	10.77
2003	311663	287178	23734	88452	169359	24485
%		92.14	8.26	30.8	58.97	7.85
2004	269918	251015	38284	97530	115201	18903
%		92.99	15.25	38.85	45.89	7
2005	336134	308502	57652	109012	128553	27632
%		91.77	18.68	35.33	41.67	8.22
2006	353404	328751	105890	130794	82159	24653
%		93.8	32.2	39.78	24.99	6.97
2007	381425	357511	133122	130103	82114	23914
%		93.73	37.23	36.39	22.96	6.26
2008	406165	384129	160664	140620	72818	22036
%		94.57	41.82	36.6	18.95	5.42
2009	421848	401890	160788	154547	61811	19958
%		95.27	40.1	38.46	15.38	4.73
2010	399095	375134	138948	145176	75488	22961
%		94.25	36.94	38.6	20.07	5.75
2011	462266	440295	184224	180301	73140	21971
%		95.25	41.84	40.95	16.61	4.75
2012	504343	481888	194542	153139	114509	22455
%		95.55	40.37	31.78	23.76	4.45
2013	510778	493348	98349	199506	175453	17430
%		96.58	19.93	40.43	35.56	3.41
2014	480100	470364	119881	170017	165028	9736
%		97.97	25.49	36.15	35.09	2.03

Source: The West African Examinations Council (WAEC), Test Development Division, Ogba, 2016.

Table 1.1 indicates students' performance in Literature-in-English between 2000 and 2014. Results between 2000 and 2005 recorded low percentage of students who obtained A1-C6 grades; the percentage of students who obtained A1-C6 in the following eight years (2006-2012) recorded a remarkable improvement leading to low percentages in the failure rate, in 2013 the percentage recorded a drastic downturn in the percentage of students with A1-C6 grades while the failure rate picked up. A look

at the review of students' performance reveals that 2001 recorded the highest failure rate while in 2009, students had the lowest failure rate; in 2011 students recorded the highest percentage of students with A1-C6 and the lowest in 2013. The performance of students in the reviewed years reveal some inconsistency.

The implication of the results is that in each of the years reviewed, candidates who qualify for admission into tertiary institutions were less than 50%. In some years, for instance 2000, only 8.18% of candidates qualified for admission into various institutions of higher learning. There is a vast majority that could not obtain A1- C6 pass and therefore do not meet the requirements and therefore cannot get admission. This is far below expectation and a great challenge to all stakeholders in education. This poses a challenge to teachers and other stakeholders in the teaching and learning of the subject; an urgent intervention is required in order to curb the trend of poor academic performance. In each of those years reported, students' poor performance in the prose genre was identified as being partly responsible.

Comments on the weaknesses of the candidates in the prose section (Paper III) of the WAEC examination reports, between 2008 and 2011 show that candidates failed to focus on the demands of the questions asked. Rather, they derailed by reproducing the story-lines of the text; the candidates left the requirement of the question to text narration. Candidates' weak performance was exhibited in their answers to questions on application of literary skills such as style and criticism. In the words of WAEC Chief Examiner (2008:23), "The candidates indicated their inability to critically analyse and comment on issues from texts according to the demands of the questions". It can, therefore, be concluded that students' dismal performance was due to shallow knowledge of the texts which was traced to their reliance on summary notes on the text. The same scenario painted in 2012 by the chief examiner is as follows: "Many candidates generalised their answers out of context while others merely narrated the storyline in the texts. Candidates showed no remarkable improvement in their performances as in previous years" (pg 42).

A possible explanation for students' failure to focus on the demands of the questions and shallow knowledge of texts as stated by WAEC chief examiner's report stems from the fact that student do not read and comprehend the texts. Although prose texts are popular genres and sometimes voluminous in nature, most students do not read them. This hampers the expected objectives it sets out to achieve in students. Understanding the challenges that students face in prose literature at the secondary

level is requisite to helping students achieve a higher level of success in this subject. Some of the factors militating against its teaching are: poor language proficiency, poor reading culture, lack of text possession and utilisation by students who study Literature-in-English, lazy attitude towards reading which has a socio-cultural implication, quality of teachers and ineffective teaching methods or techniques amongst others. The poor handling of prose literature by teachers is a prevalent source of some of these difficulties. Teachers of prose literature tend to teach prose literature using summary notes which do not engage students with the prescribed texts.

The spate of poor performance in prose literature has resulted in poor attitude of these students to prose literature. Attitude is an important construct in the teaching and learning process. Gök and Sılay (2010) define attitude as a mental concept that depicts favourable or unfavourable feelings toward an object. Students' attitude towards Literature-in-English is crucial to their learning and academic achievement in that subject. Students' attitude to a subject has to do with emotional reactions, behavioural tendencies and beliefs about that particular subject, which could be positive or negative. Fortunately, attitudes do not remain static, they can be changed through the learning process such as using appropriate materials and teaching strategies (Ajzen & Fishbein, 2000; Fishbein & Ajzen 1975; Freedman, 1997; Koballa 1988). Studies have shown that attitude is an integral part of learning and that it should, therefore, become an essential component of second language learning pedagogy. Students' attitudes to a subject must not be negative rather it must be positive and balanced (Lawal 2008).

Studies (Bas & Sahin, 2012; Ghaith & Bouzeineddine, 2003; Mohammad, 2001) have however shown that students' attitudes to prose literature have not been encouraging. Their attitude is an important factor that affects reading achievement and in-class reading activities, and determines whether they will become independent readers or not (Logan & Johnston, 2009). Researches (Ates, 2008; Bas & Sahin, 2012; Ghaith & Bouzeineddine, 2003; Sallabas, 2008) indicate that positive attitudes toward reading allow students to enjoy higher levels of academic achievement. Merisoustorm (2007) reports students' attitude to the development of literary skills, and Ezenandu (2011) examines the influence of teaching strategies on attitude to prose Literature in English. In addition, Mohammad (2001) and Siregar (2010) in their studies, determine students' attitude to Literature-in-English. While Mohammad reports that students' attitude to the subject is negative, Siregar on the contrary,

reports that students have a positive attitude to learning the subject. Yilmaz (2012) reports that teachers' instructional method has a positive influence on students' attitude to Literature-in-English while Clark and Graves (2008) stress that text mediation influences students' attitude to Literature-in-English.

The foregoing are pointers to the fact that in spite of how positive or negative an intervention is, the disposition of an individual to that intervention has great influence on the outcome. Consequently, the need to investigate students' attitude to prose literature in relation to the other variables employed in this study is necessary. In relation to the students' attitudes, the strategies employed in teaching these students will also be considered in Nigerian prose literature classrooms. One very pertinent question one may ask is whether the present approach to prose literature teaching enhances the achievements of the objectives of teaching prose and attitude to the genre. Icheke (2014), in a study, observed that teachers prefer prose genre the most. This was depicted in the greater portion of time allotted to the teaching of the prose genre, leaving the other genres to a later time. The manner in which the teacher handles the prose literature class goes a long way in giving the students the right attitude towards the subject in its teaching and learning. Teaching strategies are not an end in themselves, they are means to an end. They are vehicles used to lead students towards particular learning outcomes. The choice of specific strategies that best achieve subject objectives is one of the most important decisions a teacher faces.

Effective teachers use different strategies to address common student interests and concerns by developing a sense of community among their learners, including using group-based activities. Also, the methodology of prose literature in schools is basically the same. Teaching has become so mechanical and the emphasis on text scores force us to focus on skills to the detriment of the love of reading. The emphasis on text scores make us think we are teaching robots rather than human beings with hearts and emotions. A few variations probably arise from the creativity or resourcefulness of a handful of teachers. In most schools it was observed that the reading of literary texts, begins with reading the text aloud, the teacher asks questions at intervals as the reading proceeds, at the end of the reading exercise, a summary of portions read is given as assignments to the students. Furthermore, some teachers do not have detailed lesson plans for their lessons, although in the scheme of work topics to be taught are indicated, some teachers discuss questions instead of an in-depth study of texts. (Icheke, 2014).

According to Sumara (2002), schools tend to adopt curriculums in which students quickly read several books and teachers carry out some forms of evaluation to assess students' feedback from the given literature. This approach, he believes, defies any likelihood of students' deriving entertainment or meaningful experiences from literature. Lewis (2000) observes that literary texts are often taught through the language and technology of reading comprehension which often takes over the reading and teaching of Literature-in-English. Although, prose literature is an extended form of reading comprehension, some dwell more on comprehension which is an aspect of English language as a subject. This method of teaching prose literature features prominently in English as a second language.

Ogunsola- Bamidele (1996) remarked that conventional strategy is the most abused of all the least effective in many respects. This implies that the aim and objectives of prose literature cannot be attained with lecture method; hence, there is the need for more involving methods of instruction. That is if prose literature should be taught to achieve its stated objectives, an activity and student oriented approach should be used in line with the role of teacher which has gradually shifted from traditional disseminator to that of mentoring or tutoring. Here, the teacher assists students with sources of information and provides them with guidance. The teacher provides structural, supportive and professional role to the students in analysis, interpretation and reporting of findings (Sampson and Yeoman, 2010).

Teaching is not simply standing in front of a class talking, the best teachers contemplate the manner in which they will present a topic and have a wide variety of instructional models at their disposal (Orlich et al, 2010). It is, therefore, imperative to create room for further search for instructional strategies that could appeal and arouse learners' interest and at the same time help to achieve the objectives of prose literature. In choosing instructional strategies, teachers need to consider the challenges that the students may encounter and strategies to assist the students in overcoming them. Teachers need to evaluate the lesson goals and the action of both themselves and their students as well as define the point at which difficulties emerged.

Efforts to mitigate the deficiency of conventional strategy have led scholars (Ezenandu, 2012; Gafar, 2012, Igubor, 2013 and Amuta, 2014) to experiment with various strategies as a way of correcting the teacher-centered strategies employed in teaching prose literature. Gafar (2012) worked on the Effects Explicit Teaching of Multiple Reading Comprehension Instruction Strategies on Students' Achievement in

Prose Literature-English and found it very effective. Also Akinsulire (2012) worked on Effects of Narrative Text Structure Awareness on Students' Achievement in Prose Literature-in-English and found it very effective. Ezenandu (2012) looked into the effects of Literature Circle and Scaffolding on Senior Secondary School students' achievement and attitude to Prose Literature in English. Igubor (2013) investigated effects of Engagement Strategies on students' ability to critically respond to Prose Literature texts. However these strategies did not allow students to come into the texts, engage texts extensively using dramatization and reciprocal roles, reflect on the text, evaluate it and revise how they interact with it. Hence, readers theatre and reciprocal teaching strategies have been suggested by International Literacy Association (ILA) and the National Council of Teachers of English (NCTE) to compensate for the students' shallow knowledge of texts.

Reciprocal Teaching (RT) strategy is a process used to introduce some specific skills in the course of instruction. The concept of reciprocal teaching was first developed by Palincsar and Brown in 1986. It was developed to help Teachers Bridge the gap for students who demonstrated a discrepancy between decoding skills and comprehension skills (Palincsar, Ransom, & Derber, 1989). That is, the process is aimed at aiding students who possess grade-level skills in letter-sound correspondence ("sounding out" words and "chunking"), but are unable to construct meaning from the texts they decode. The purpose of Reciprocal Teaching is to facilitate a group effort between teachers and students by bringing meaning to segments of text. In order to promote understanding, RT is an instructional activity that utilises dialogue between teachers and students while segments of text are studied. The teacher and students take turns in assuming the role of an instructor in leading the two-way dialogue. The following are used to structure the discussion:

- 1) *Summarizing*. Students summarize the text that was read. The text can be summarized across sentences, paragraphs, and the passage as a whole.
- 2) *Questioning*. Students identify key information in the text, frame that information in the form of a question, and self-test for understanding and recall.
- 3) *Clarifying*. Students note when they have experienced a failure in comprehension, identify the source of that breakdown, and ask for help (for example, "What does a word mean?").

- (4) *Predicting*. Students make a prediction about what they think will happen next in the text.

Reciprocal Teaching consists of three main components: (a) the teaching and learning of specific concept and the strategies (b) the dialogue between an instructor and students where the instructor models why, when, and where to use the strategies and (c) the appropriating of the role of the instructor by the students, i.e. students begin to model the strategy for other students. Thus, the goals of RT are for students to learn the strategies, learn how and when to use the strategies and become self-regulated in the use of these strategies. These strategies are modeled by the teacher and then practiced by the students in cooperative groups. While the students engage in discussions aimed at constructing meaning to the text, the teacher provides the support necessary for students to learn how to implement RT strategies.

Research has shown that diverse students benefit immensely when they have the opportunity to collaboratively construct meaning amongst themselves thus leading to a higher quality of learning (Allan, 2003; Akinsola, 2006). Teachers foster reciprocal teaching through their belief that Reciprocal Teaching has been regarded as effective in helping students improve their reading ability in pre-post trials (Pearson and Doyle 1987, Pressley et al, 1987). Students take ownership of their role in reciprocal teaching as they feel comfortable expressing their ideas and opinions in open dialogue. They take turns articulating with each learning strategy employed. The learning community is able to reinforce understanding and to see, hear and correct misconceptions that otherwise might not have been apparent. All members of the community have shared responsibility for leading and taking part in dialogue during learning experience (Hashed and Connor, 2003). Furthermore, Reciprocal Teaching increases students' confidence and success in their understanding and use of strategies and in their enjoyment of Literature-in-English.

Reciprocal teaching is based on active socialisation, wherein the knowledge constructed from the text is negotiated within discourse communities through both teacher-student and student-student interactions (Gergen, 1999a, 1999b). In facilitating learning using reciprocal teaching activities, students are taught cognitive strategies (Rosenshine & Meister, 1994) through appropriate support and feedback (Oczkus, 2003). Students learn these strategies through discussion, support, and feedback to enhance reading comprehension, develop self-regulatory and monitoring

skills, and achieve an overall improvement in motivation (Palincsar, David, & Brown, 1989).

To help students learn the strategy, teachers first demonstrate how each strategy is to be used to a whole class. Then they give their students some guided practice with a lot of support, think aloud during the process, and give students guided practice. Finally, when each student had learned the four strategies and how to use the role sheets, they will be sent to do their individual practice. According to Bruer (1993), RT helps novice readers learn and internalize the strategies excellent readers employ. It is easily understood and mastered by both teachers and students. Reciprocal Teaching echoes the new definition of reading that describes the process of reading as interactive, in which readers interact with the text as their prior experience is activated. At the same time, meaning is constructed when they discuss with their group.

Knowledge and meaning can only be derived when the reader either interacts with the text alone or constructs its meaning with others. When students interact with the texts, they use their prior knowledge, acquire information from the context, and combine disparate elements into a new whole before they arrive at their own idea of the meaning (McNeil, 1992). In the process of interacting with others, the learning takes place in a sociocultural environment (students to student or student to teacher) through dialogue (Anderson & Pearson, 1984; Wilson, 1999).

Yu-Fen Yang of Taiwan (2010) conducted a study to develop a reciprocal teaching/learning strategy in remedial English reading classes. Yang's study concluded that "...students expressed that they observed and learned from the teacher's or their peers' externalization of strategy usage". Alfassi et. al (2008) developed a study based on Palincsar and Brown's design of reciprocal teaching for students who were considered academically too low for the complex skills of reading comprehension. The study compared two styles of teaching, remediation/direct instruction to Palincsar and Brown's reciprocal teaching. After twelve weeks of instruction and assessments, reciprocal teaching was found to produce a greater success rate in improving the literacy skills in the participants with mild to moderate learning disabilities. Also, Pilonieta and Medina (2009) conducted a series of procedures to implement their version of reciprocal teaching in elementary school students. The women adopted an age-appropriate model for reciprocal teaching and called it "Reciprocal Teaching for the Primary Grades," or RTPG (2009). Their

research shows that even in younger children, reciprocal teaching apparently benefited the students and they showed retention of the RTPG when re-tested 6 months later.

Studies by Agoro and Akinsola (2013) reveal there was a significant difference in the achievement of pre-service teachers exposed to Reflective-Reciprocal Peer Tutoring, Reflective-Reciprocal Teaching and the Modified Conventional Teaching strategies. The Reciprocal Teaching Method had significant effect on the students' performance in reading comprehension. A look at all the various researches discussed above reveals that most of the studies were carried out outside the shores of this country. Secondly, the studies were carried out in composition, grammar and comprehension. The effect of Reciprocal Teaching on senior secondary students' learning outcomes in prose literature specifically is yet to be determined, especially in Ibadan Metropolis. This necessitated further studies on Reciprocal Teaching as it relates to Prose Literature-in-English instruction especially in Ibadan Metropolis.

Another strategy of interest in this study is Readers Theatre. Readers Theatre is a highly motivational strategy that connects oral reading, literature, and drama in the classroom. Routman (1991) defined Readers Theatre as a "script performance activity" while Sloyer (1982) viewed Readers Theatre as "a specific interpretative reading activity". Shanklin and Rhodes (1989) considered Readers Theatre as a reading aloud activity. One popular definition for literature-in-English is by Adams (2003), who defined RT as "a presentational performance based on principles and techniques of oral interpretation with the intention of entertaining, instructing and persuading the audience". Although scholars have divergent views of Readers Theatre, researchers have agreed that it has five basic characteristics as described in detail by Ng (2003): Each actor in the cast uses a documented script; A narrator usually describes the setting, action, character or mood; Scenery and costumes are used sparingly; Oral expressions, gesticulations and facial expressions communicate the mood and effort made by the performer to develop a close contact with the audience during performance

Readers Theatre can therefore be described as a study that introduces the element of drama into literacy learning and magically transforms the classroom into a stage; the reader is at center stage, totally absorbed in reading. Unlike traditional theater, Readers Theatre does not require costumes, make-up, props, stage sets, or memorization. Only a script is needed, from which students read aloud. Using only

their voices, facial expressions, and bodies, they interpret the emotions, beliefs, attitudes, and motives of the characters. A narrator conveys the story's setting and action and provides the commentary necessary for transition between scenes. The element of drama enables students to realize that reading is an activity that permits experimentation; they can try reading words in different ways to produce different meanings. Using volume, pitch, stress, and intonation, readers delve into the Readers Theatre text, making printed words come alive and giving their characters life. As they practice their roles, readers are also given the opportunity to reflect on the text and to evaluate and revise how they interact with it (Carrick, 2000).

Educators (Burns, Roe, & Ross, 1999; Flood, Lapp, Flood, & Nagel, 1992; Trousdale & Harris, 1993) have long elaborated on the benefits of using Readers Theatre and related strategies for increasing reading fluency and sight-word vocabulary, improving reading comprehension, providing opportunities to interpret dialogue and communicate meaning, and increasing awareness and appreciation of plays as a form of literature. Through this interactive activity the students are energized, actively involved in responding to and interpreting literature-in-English (Sebesta, 1997). Readers Theatre reinforces the social nature of reading (Busching, 1981) and provides an opportunity for students of varying abilities to work as a team in a cooperative learning environment (Flood, Lapp, Flood, & Nagel, 1992; Trousdale & Harris, 1993). Because implementation includes many readings of the script, Readers Theatre promotes oral reading fluency (Carrick, 2000; Millin, 1996) and enhances students' ability to understand and transform text (Stayter & Allington, 1991).

Since there is no acting, props, costumes, or scenery in Readers Theatre, readers must use their voices to convey the meaning. The repeated and assisted practice involved in rehearsal will improve accuracy and automaticity in word recognition. Research has demonstrated the potential of Readers Theatre to improve reading performance (Griffith & Rasinski, 2004; Martinez, Roser, & Strecker, 1998/1999). Moreover, for Young & Rasinski (2009), Readers Theatre has been found to be an engaging and motivational activity for students. Readers Theatre had a profound positive effect on all readers and gave an opportunity for struggling readers to read fearlessly in the limelight.

Regardless of the compensatory strategies used in practice (Stanovich, 1980), their performance reflected proficient reading that was adequately paced, prosodic,

confident, accurate, and filled with meaning and enthusiasm. According to Kimbell-Lopez (2003) the use of Readers Theatre can offer a different context in which students are exposed to texts focusing on poetry, science, social studies, or other content-related topics. It is another way to enhance comprehension of text, as well as to create interest in and enthusiasm for learning. The Readers Theatre format provides an opportunity for students to develop fluency through multiple readings of the text by using expressiveness, intonation, and inflection when rehearsing the text.

In addition, the use of Readers Theatre provides an opportunity to enhance comprehension of text (Burns, Roe, & Ross, 1999) as well as to create interest in and enthusiasm for learning (Ruddell, 1999). Many studies point to the fact that Readers Theatre is an effective way of improving students' reading fluency (Hoyt, 1992; Martinez, Roser, & Strecker, 1998; Flynn, 2005; Corcoran and Davis, 2005; Flynn, 2007; Keehn, Harmon and Shoho, 2008; Kabilan and Kamaruddin, 2010). One of the greatest aids to such fluency development is the rehearsal of the Readers Theatre text. Each lesson students are given time in class to rehearse their scripts and prepare for their performance. By reading and rereading the texts they increase their chances of becoming fluent readers (Martinez, Roser, & Strecker, 1998). Keehn, Harmon, and Shoho (2008) also state that Readers Theatre can aid fluency development, because the teacher provides the modeling of proper expressiveness needed for such development.

Most of the studies mentioned were carried out in the areas of Science, Mathematics, Social Studies and Reading Comprehension and not in Prose literature specifically. Furthermore, the various researches shown above indicate that most of the studies were carried out using students who learn English as a first language (L1) but its effect on learning outcomes of senior secondary students of Literature-in-English who are users of English as a second language in Ibadan, is yet to be determined. In any classroom situation there are many other factors that interact with teaching strategies adopted by the teacher to influence students' achievement and attitudes. They include: class size, teacher and students' factors, school facilities, home background, gender, language proficiency among others. However, for the purpose of this study, gender and language proficiency were chosen as moderator variables in view of the nature and demands of the two strategies adopted in the study.

Gender, a social concept has remained a burning issue and has also remained relevant in education because it is a strong determinant of achievement and

participation in certain professions (Sotonade, 2004). Moto and Bassey (2004) view gender as cultural construct developed by the society to distinguish the roles, behaviour, mental and emotional characteristics between males and females. Certain cultures restrict particular gender to certain professions like farming, engineering and trading (Erinosho, 1997; Olatoye and Afuwape, 2004). Therefore, using gender as a moderating variable in an experimental study can yield useful practical information. The common goal of all teachers is to provide equitable learning opportunities for every student (boy or girl) in the classroom. However, there have been conflicting findings on how gender influences academic achievement. Stephen and Sandra (2010) assert that the widening gap between the average educational achievement of boys and girls has been subject of much discussion. It appears the influence of gender varies according to school subjects.

According to Smith and Wilhelm (2002), gender differences in literacy achievement basically take the following form: Boys take longer to learn to read than girls do; boys read less than girls; girls tend to comprehend narrative texts and most expository texts more significantly than boys do and boys tend to do better at information retrieval and work related literacy tasks than girls. By implication, there are variations in the type of texts and activities that boys and girls prefer to engage in as readers and this would likely influence their achievement in and attitude to the comprehension of a literary text. Lee (1998) observed that educators perhaps unknowingly had for many decades considered reading and literature as female domains and mathematics and science as male domains. While understanding the need to address gender difference represents a vital step, making education gender-responsive will require a genuine commitment to provide teaching-learning experiences that reflect female and male difference. In another study, Dornyei (2005) claims that gender affects every aspect of the language learning process. Some L1 studies from the late 1990s observed gender differences in achievement test performance at the college level. These studies found a relationship between gender differences and specific passage content (e.g. Doolittle and Welch, 1989). Furthermore, O'Reilly and McNamara (2007) explored if there were any gender-differences on measures of cognitive ability and empirical investigations on L2 reading approach, whether gender interacts with other variables to account for differences in reading comprehension performance in adults at various levels of language acquisition.

Studies within the shores of Nigeria relating to the role of gender in teaching and learning of language and literature include: Gafar (2012) and Yinusa (2012) who found that girls performed better than boys in prose literature. On the other hand, Akinsulire (2012) and Oyinloye (2010) found that there was no significant difference in male and female students' performance. This inconsistency calls for further study. Another notable factor capable of affecting students' performance in language learning tasks and Literature-in-English in particular is their English Language proficiency (Ezeokoli & Igubor, 2013). English Language proficiency refers to students' level of competence in the four English language skills (listening, speaking, reading and writing). Smith (2002) classifies language proficiency into two categories: basic interpersonal and cognitive academic language proficiency. Basic interpersonal proficiency deals with face to face conversations where meaning is derived by a range of contextual cues provided by concrete situations, intonations and facial expressions. It enables students to function in everyday life.

On the other hand, cognitive academic proficiency occurs in context like specific academic situations requiring higher order thinking skills such as analysis and synthesis. It is less visible in its semantic and functional aspect and relates to skills that are required outside the immediate everyday common situations. It indicates the language skills that learners are supposed to have to cope with academic tasks. Majority of students are deficient in this type of proficiency probably because the medium of instruction is different from students' mother tongue. Speaking on the relationship between English language and Literature-in-English, Egbe (1981;11) opines that the knowledge of literature forms the foundation upon which the child's proficiency in English language is built. Literature-in-English helps learners build up their cognitive and communicative skills and overall competence in the language. English language in Nigeria today is the language of text-books and the language of instruction in schools at all levels. The importance of English language for enhancing educational attainment through improved communication ability can never be over emphasized.

Literature-in-English is a good resource in language education for developing language proficiency skills in English Second Language (ESL) learners. The four skills are essential in order to be proficient in the language. Students who have much difficulty with their communication skill in English language may not function effectively, not only in English language but in their academics (Feast, 2002; Maleki

and Zangani, 2007). Students who are proficient in English language usually have large vocabulary and are usually good readers. The best way to acquire a large vocabulary is to read extensively. When students' proficiency in English Language is high, it will definitely improve the academic performance of such students. On the other hand, where the proficiency in English is lacking in any academic setting, it will definitely lower the academic performance of such students. Educational researchers (Iroegbu, 2002 and Idialu, 2014) have also found a strong correlation between English Language Proficiency and reading. Iroegbu (2002), commenting on chief examiners' reports on students' academic performance in English language, expresses the view that candidates' deficiency in English is the problem of most students in their academics. This implies that lack of proficiency in English could contribute to students' failure in and or attitude to Literature-in-English, especially as English Language is the subject of instruction and examination in Literature-in-English. Proficiency in English is required for effective study of literature-in-English. Since English is learnt as a second language in Nigeria, most students lack the basic skills of the language therefore finding it difficult to read and comprehend literary materials.

Reports of Olamide (2008), Fakeye and Ogunsiji (2009) indicate that English Language proficiency is a strong predictor of students' achievement in academic subjects. This may be as a result of the fact that students are taught the contents of school subjects at all levels in Nigeria through the English Language. Kolade (2012) determines students' language proficiency and their achievement in poetry and finds a positive correlation between them. Olopoenia (2006), Adegoke and Ibode (2011) report a significant positive relationship between students' English Language proficiency and academic achievement in Economics and Mathematics respectively but find no positive significant relationship between students' English Language proficiency and their attitude to the subjects. Reports for external examinations of the previous years on Literature-in-English reveal that candidates have problems with understanding the English language and expressing themselves in it. Although some studies have established the link between English Language proficiency and academic achievement in different subjects, there are conflicting results from these research findings, which necessitate further investigation into this area of study.

1.2. Statement of the Problem

Literature-in-English is taught in Nigerian secondary schools to develop students' literary competence and language proficiency. It exposes students to well-

rounded humanistic education and the beauty and potentials of language among other benefits. Therefore, it is expected that through the study of Literature-in-English students will develop useful values, skills, desirable character traits and behaviour patterns. These expectations are hardly met as many students of Literature-in-English in Nigeria perform poorly in the subject, especially in the prose genre, at public examinations and exhibit undersirable character in the society. This has been traced to the use of ineffective teaching strategies used by teachers in teaching prose literature. Efforts to improve the teaching and learning of prose literature have led scholars to focus on effective strategies such as scaffolding, explicit teaching of multiple comprehension and pre-discussion, among others. However, these strategies did not enable students to engage with and come into texts. Scholars have suggested adoption of Readers Theatre and reciprocal teaching to compensate for these deficiencies. Literature has documented the effectiveness of these strategies in teaching English composition, comprehension summary writing and grammar without considering their effects on students' learning outcomes in prose Literature, especially in Ibadan Metropolis. Therefore, this study determined the effects of Readers Theatre and Reciprocal Teaching instructional strategies on senior secondary students' achievement in and attitude to Prose Literature-in-English in Ibadan Metropolis. The moderating effect of gender and English language proficiency was also examined.

1.3. Hypotheses

Based on the stated problem, the following Null hypotheses were tested at $p < 0.05$ level of significance.

Ho1: There is no significant main effect of treatment on students

- a. Achievement in prose literature
- b. Attitude to prose literature

Ho2: There is no significant main effect of English language proficiency on students'

- a. Achievement in prose literature
- b. Attitude to prose literature

Ho3: There is no significant main effect of gender on students'

- a. Achievement in prose literature
- b. Attitude to prose literature

Ho4: There are no significant interaction effects of treatment and English language proficiency on students'

a. Achievement in prose literature

b. Attitude to prose literature

Ho5: There are no significant interaction effects of treatment and gender on students'

a. Achievement in prose literature

b. Attitude to prose literature

Ho6: There are no significant interaction effects of English language proficiency and gender on students'

a. Achievement in prose literature

b. Attitude to prose literature

Ho7: There are no significant interaction effects of treatment, of English language proficiency and gender on students'

a. Achievement in prose literature

b. Attitude to prose literature

1.4. Scope of the Study

The study determined the effects of Readers Theatre and Reciprocal Teaching instructional Strategies on senior secondary school two students' achievement in and attitude to prose literature. The study was restricted to Senior Secondary School Two (SS 2) students from six secondary schools in three local government areas in Ibadan Metropolis, Oyo State. The prose literary texts studied were *Native Son* by Richard Wright and *Lonely Days* by Bayo Adebowale which were the current prescribed prose literature texts by WAEC.

1.5. Significance of the Study

The study revealed that Readers Theatre and Reciprocal Teaching instructional strategies were effective in enhancing students' achievement in and attitude to English Prose Literature thereby addressing the problems of poor learning outcomes in this genre of literature. It also acquainted Literature-in-English teachers with knowledge of effective use of Readers Theatre and Reciprocal Teaching instructional strategies in teaching prose literature-in-English to improve students' learning outcomes. The study would be beneficial to curriculum planners who are in constant search of appropriate strategies for the delivery of the prose literature aspect of Literature-in-English. Finally, the research contributes to the pool of research efforts geared towards solving the problems of students' poor performance in and attitude to the study of Prose Literature-in-English.

1.6 Operational Definitions of Terms

The following were operationally defined:

Attitude to learning Literature-in-English: students' disposition to Literature in English as a subject as measured by their responses to questionnaire on attitude to Literature to be used for this study.

Conventional Instructional Strategy: This involves the teacher reading and explaining portions of chapters of novels to students..

English language proficiency: Students' level of competence in the use of all the English Language skills as measured by their scores in ELPT.

Gender: refers to social characteristics associated with the state of being male or female.

Achievement in Prose Literature: This is students' performance in Prose Literature in the study. It is measured by their scores in prose literature achievement test used as one of the dependent measures in the study.

Prose Literature: This refers to the genre of Literature that is expressed in simple day-day language. In this study, it refers to prescribed African and Non-African novels for study as part of Literature in English for Senior Secondary Schools which were taught to students in this study.

Readers Theatre Instructional Strategy: This is a strategy that demands repeated and assisted reading and which connects oral reading, literature, and drama in the classroom using expressiveness, intonation, and inflection when rehearsing the text.

Reciprocal Teaching Instructional Strategy: This is an instructional strategy that utilizes dialogue between teachers and students while segments of text are studied. The teacher and students take turns in assuming the role of an instructor in leading the two-way dialogue. Four strategies are used to structure the discussion: (1) summarizing (2) questioning (3) clarifying (4) predicting

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents the review of relevant literature to the study. The review is carried out under the following sub-themes:

2.1. Theoretical Framework

- 2.1.1 Facilitation Theory
- 2.1.2 Readers Response Theory

2.2 Conceptual Review of Literature

- 2.2.1 Concept of Literature-in-English
- 2.2.2 Values of Literature-in-English
- 2.2.3 Characteristics of Prose Literature
- 2.2.4 General Objectives of Teaching Prose
- 2.2.5 Strategies of Teaching Literature-in-English
- 2.2.6 Problems of Teaching Literature-in-English
- 2.2.7 Reciprocal Teaching Instructional Strategy
- 2.2.8 Readers Theatre Instructional Strategy

2.3 Empirical Review of Literature

- 2.3.1 Reciprocal Teaching and Students' Achievement
- 2.3.2 Reciprocal Teaching and Students' Attitude
- 2.3.3 Readers Theatre and Students' Achievement
- 2.3.4 Readers Theatre and Students' Attitude
- 2.3.5 Gender and Students' Achievement
- 2.3.6 Gender and Students' Attitude
- 2.3.7 English Proficiency and Students' Achievement
- 2.3.8 English Proficiency and Students' Attitude

2.4 Appraisal of Literature Reviewed

2.1. Theoretical Framework

2.1.1. Facilitation Theory

Facilitation theory is a humanist theory propounded by Carl Rogers in 1961. It is based on the premise that learning will occur if the facilitator establishes an atmosphere in which learners feel comfortable to consider new ideas and are not threatened by external factors. It is characterised by the belief that human beings have a natural eagerness to learn. This is made easier when teachers listen more to learners;

consider their feelings and pay attention to their relationship with other learners as much as to the course content. Learners are encouraged to take responsibility for their learning which mostly occur through their insight and experiences. Knowledge is believed to be something created afresh by each student on tasks in a social environment. The mental ability of individual learners determines what they learn; so students learn in groups, on projects discussing how best to solve problems.

The theory of facilitative learning relates to Readers Theatre because it engages students in activities that facilitate learning and the students experience the feelings and emotions expressed by characters in the literary text. The facilitation theory is linked to Readers Theatre which is a teaching strategy encouraged in educational circles in recent times. Wink (2002) referring to the psychologist, Vygotsky, states that individual learners engage in legitimate peripheral participation when they engage in learning before they become integrated in classroom activities. This according to Wells (2007), expands in a new context the socio-cognitive theory that people learn by observing others. Though learning occurs in individuals, it is distributed among other individuals and the environmental affordances - that is materials like textbooks, computers and other learning materials. Learning therefore occurs by the individual taking advantage of the human and environmental affordances. The emphasis on learning being facilitated by the teacher in the use of learning materials makes facilitation theory germane to Readers Theatre, which is a variable in this study.

Facilitation theory emphasizes the natural eagerness for humans to learn and the need for learning prompts the learner to adopt different study styles to make learning effective. The facilitative learning theory is also relevant to Reciprocal Teaching in that teaching and learning acts as a reciprocal activity between the teacher and students as well as students to students. Students are able to take reading into their hands as well build confidence that their ideas are valid. They become more involved in activities instead of being spectators, thereby gaining firsthand insight of characters, settings, themes and general comprehension of the text.

2.1.2. Reader-response Theory

Many trace the beginning of reader-response theory to Richards in the 1920s who discussed emotional response towards literature. This concept was further advanced by Harding and Rosenblatt in the 1930s, and by the 1970s, with more rigorous emphasis given to the readers and their experience of the text in works by

Norman Holland, Stanley Fish, Wolfgang Iser and Hans-Robert Jauss, the reader-response influence in literary criticism became prominent. Reader-response theory acknowledges the reader as an agent who plays the important role of assigning meaning and experiencing the text (Padley, 2006; Davis & Womack, 2002; Tompkins, 1980). It encompasses approaches and techniques that involve studying how readers respond to a literary work. Since it addresses the strategies adopted by readers of literary texts, the implication is that teachers must create better readers and allow for the possibility of more than one response to the text (Rosenblatt, 1978). Reader response stresses the importance of the reader's role in interpreting texts. Rejecting the idea that there is a single, fixed meaning inherent in every literary work, this theory holds that the individual *creates* his or her own meaning through a "transaction" with the text based on personal associations. Because all readers bring their own emotions, concerns, life experiences, and knowledge to their reading, each interpretation is subjective and unique.

Reader-response theory has long been a growing influence in the literature classroom. The theory largely emphasizes the active and communicative role of the reader. The reader is no longer a passive reader who negotiates the meaning of the text as the author had intended. Instead of looking at the meaning from within the text, the reader discovers meaning from within themselves, thus negotiates meaning from outside the text. Stanley Fish (1970), in *Literature in the Reader: Affective Stylistics* argues that a "literary work should not be seen as an object nor should it be described as one. Instead, a text should be seen as something that exists and signifies a meaning when it is read". Iser (1976) echoes the same notion when he argues that a text contains gaps that automatically install the reader as the active maker of meaning. Similarly, Holland (1975) says that reading enables readers to recreate the meaning of a story in their own style. Reader-response theory has evolved in the literature classroom through practical applications.

Using reader response in the classroom can have profound impacts on how students view texts and how they see their role as readers. Rather than relying on a teacher or critic to give them a single, standard interpretation of a text, students learn to construct their own meaning by connecting the textual material to issues in their lives and describing what they experience as they read. There is no one "right" answer or "correct" interpretation, the diverse responses of individual readers are key to

discovering the variety of possible meanings a poem, story, essay, or other text can evoke.

This theory provides bedrock for this study in that teaching students with Reciprocal teaching and Readers theatre strategy makes them become active learners. Because their personal responses are valued, they begin to see themselves as having both the authority and the responsibility to make judgments about what they read. The responses of fellow students also play a pivotal role. Through interaction with their peers, students move beyond their initial individual reaction to take into account a multiplicity of ideas and interpretations, thus broadening their perspectives.

2.2 Conceptual Review of Literature

2.2.1 Concept of Literature-in-English

There are numerous definitions of literature-in-English, each of them a reflection of its author's view of what the "essence" of literature really is. Literature comes from the Latin word "littera" meaning letter and "litteratura" meaning the knowledge of reading and writing (Phat, 2013). In Jakobson's words, literature is "a deliberate deformation of ordinary language" and "organized violence committed on ordinary speech" (as cited in Ha, 2002). Collins English Dictionary (2009) defines Literature as "written materials such as poetry, novels, essays etc especially works of imagination characterized by excellence of style and expression and by themes of general or enduring interest". Literature is a more elevated form of language, used in a more special and beautiful manner to express views, feelings, ideas, beliefs and emotions (Lawal, 2010). Corbin (1996) sees it as an experience and imagination. Some other researchers see it as a body of written texts produced by a culture and highly valued within that culture over a period of time as part of its literary heritage (Sivasubramaniam, 2006).

Widdowson (2005) defines Literature as "the communication and sharing of deeply felt emotions, the aim of which must be to ensure that there is a communication between the story-teller and his hearers; between the singer and the audience". Saruq (2007) views literature as "a piece of writing with dual roles, entertainment and education. These significant roles are derived from the stories it relates". The stories themselves came from the experiences that the author seeks to elucidate. In other words, Literature-in-English teaches and entertains through the experiences that such piece of writing conveys. Summing up the definitions

presented, Literature-in-English can be defined as an imaginative work – oral or written – crafted from words on any subject matter and expressed in diverse forms.

As a subject or discipline, Literature-in-English has been variously defined by different scholars. According to Onuekwusi (2013), “Literature-in-English is any imaginative and beautiful creation in words whether oral or written, which explores man as he struggles to survive in his existential position and which provides entertainment, information, education and excitement to its audience”. As a subject, Literature-in-English is the critical study and writing of literary texts. Central to the subject is the critical analysis of how language is purposefully and creatively used in texts in order to create meaning and explore issues or themes (Gill, 2006).

A literary text is simply a construct that is autonomous, intentional, and explicable. It is framed as a sign that opens itself to one or more readings. In this description of the term, it is both linguistically and sign constituted. A literary text is a specific kind of text. Through the literary skills of reading and responding critically and personally to literary texts, students actively construct meaning and in the process make connections between the texts, their lives and the world. Reading literary text foster emotional intelligence (Ghosn 2002). The study of Literature-in-English encourages students to enter imagined worlds and explore, examine, and reflect on both current and timeless issues, as well as their individuality and humanity. For the purpose of this study, Literature-in-English refers to a subject in the school time table. At the Secondary level, Literature-in-English focuses on the study of whole and sustained literary texts from the three main genres: prose, poetry and drama.

“Poetry is a type of literature in which the sound and meaning of language are compiled to create ideas and feelings.” (Arbuthnot, 1961). Flanagan (2010) in the words of William Wordsworth had this to say on poetry, “all good poetry is a spontaneous overflow of powerful feelings: it takes its origin from emotions recollected in tranquility”. Poetry is a beautiful manifestation of the spontaneous emotions of a poet. Ibitoye (2005) states that poetry is a form of writing stimulated by emotion and expressing a deep feeling that may be very difficult to explain in literary form. It is the act of uniting pleasure with truth by the help of imagination and reasoning. Nnolim (1990) noted that the language of poetry is nuance, not explicit, connotative rather than denotative, allusive rather than direct, figurative rather than literal, symbolic rather than plain. And these are not normally expected from the language of a novel or any prose narrative.

A poem is created when emotions find the right words to express themselves. A poem often begins in an abstract idea that is developed by means of concrete words, without letting the idea lose its abstractness! (<http://www.buzzle.com/articles/kinds-of-poetry.html>). The speaker in a poem is the poet, who addresses the reader directly or another person. The poet reveals the identity of the speaker in various ways: Choice of words, focus of attention, perspective and attitudes. Diction is the poet's choice of words. The poet chooses each word carefully so that both its meaning and sound contribute to the tone and feeling of the poem. In Ibitola's (2005) own view, Poetry elements evoke an emotional response from the reader. The art of poetry is rhythmical in composition, written or spoken. This genre of literature is for exciting pleasure by beautiful, imaginative, or elevated thoughts. It consists of poems composed by poets. In today's increasingly globalized world, poets often adapt forms, styles and techniques from diverse cultures and languages.

Poems often times are separated into lines on a page. Lines of poems are often organized into stanzas, which are denominated by the number of lines included. Thus a collection of two lines is a couplet, three lines a triplet, four lines a quatrain, and so on. When they are related to each other by rhyme or rhythm. It could also be organized into verse paragraphs, in which regular rhymes with established rhythms are not used, but the poetic tone is instead established by a collection of rhythms, alliterations, and rhymes established in paragraph form (Corn 1997). Poetry remains distinguished from prose by its two forms: structured and free verse. Structured poetry has predictable patterns of rhyme, rhythm, line-length and stanza construction. Some examples are the sonnet and the haiku. In free verse, the poet experiments with the form of the poem. The rhythm, numbers of syllables per line and stanza construction do not follow a pattern (Dasyuva and Jegede, 2005).

On the sources of poetry, Dasyuva and Jegede (2005) further explained that "poetry arises from the effects of social life for example, songs to celebrate the arrival of a new baby; wedding songs, elegiac songs and dirges to mock. The departure to the great beyond of a beloved; religious hymns; chants celebrating courage or mocking human foibles; all handed down from one generation to another". Poetry can be classified into three types: narrative, lyric, and dramatic poetry. Drama on the other hand, is the genre of Literature-in-English represented by works intended for the stage (Collins English Dictionary, 2009). Drama tells its own story through the speech and actions of the characters who are in actual fact impersonating or imitating the

character of other people before a live audience in the theatre (Adeboye, 2006). It reflects in almost every area of human endeavor. A playwright is one who writes plays. Drama is divided into the categories of tragedy, comedy, melodrama, and tragicomedy. Each of these forms can be further subdivided by style and content. The Theme in drama refers to what the play means. Sometimes the theme is clearly stated in the title. It may be stated through dialogue by a character acting as the playwright's voice. Or it may be the theme is less obvious and emerges only after some study or thought. The theme's abstract issues and feelings grow out of the dramatic action.

Drama Plot refers to the events of a play. The plot must have some sort of unity and clarity by setting up a pattern by which each action initiating the next rather than standing alone without connection to what came before it or what follows (Okolo, 2003). In the plot of a play, characters are involved in conflict that has a pattern of movement. The action and movement in the play begins from the initial entanglement, through rising action, climax, and falling action to resolution. Characters are the people presented in the play that are involved in the plot. Each character has its own distinct personality, age, appearance, beliefs, socio economic background, and language. The Language in drama is the word choice made by the playwright and the enunciation of the actors of the language. Language and dialogue delivered by the characters moves the plot and action along, provides exposition and defines the distinct characters. Each playwright can create their own specific style in relationship to language choices they use in establishing character and dialogue (Okolo, 2003).

Dramatic structure involves the overall framework or method by which the playwright uses to organize the dramatic material and or action. It is important for playwrights to establish themes but the challenge comes in applying structure to the ideas and inspirations. Most modern plays are structured into acts that can be further divided into scenes in which the playwright establishes a pattern of complication, rising action, climax, and resolution (Ibitola, 2005). Prose is the most typical form of language, applying ordinary grammatical structure and natural flow of speech rather than rhythmic structure. Prose is a kind of writing that is not poetic (Ibitola, 2005) It is a form of language that has no formal metrical structure. It applies a natural flow of speech, and ordinary grammatical structure rather than rhythmic structure, such as in the case of traditional poetry. Normal every day speech is spoken in prose and most people think and write in prose form. Prose comprises of full grammatical sentences

which consist of paragraphs and forgoes aesthetic appeal in favour of clear, straightforward language. It can be said to be the most reflective of conversational speech.

2.2.2. Values of Literature-in-English

Literature-in-English has valuable contributions to students' holistic development. Texts in Literature-in-English offer a wide scope for exploration and growth in the competencies required for modern times. It has potentials to challenge, arouse, interest, and awaken in students a passion for reading (Long and Gove, 2003). It plays an important role in building students' skill and desire for reading (Knickerbocker and Rycik, 2002). Exposure to Literature-in-English builds students' confidence in their ability to make meaning from text and encourages students to voice and justify their opinions. Multi-layered meanings are constructed by readers in distinctive ways. An interrogation of texts enhances students' analytical capability and challenges their thinking practices. Empathy and an ability to relate to others and confidence in the way they express themselves will help students in their efforts to participate and contribute to society. Responding to the challenges of the future will require individuals who can think for themselves with imagination and purpose (Trish, 2009). The knowledge, skills and dispositions acquired and grasped in the study of Literature-in-English will place students in good stead as active citizens of both their countries and the world.

According to Collie and Slater (1990), there are four main reasons which lead a teacher to use Literature-in-English in the classroom as a powerful resource in the classroom context. These include: valuable authentic material, cultural enrichment, language enrichment and personal involvement.

1. *Valuable Authentic Material*: Literature-in-English is an authentic material. Most works of Literature-in-English are not necessarily created for the primary purpose of teaching a language. In a classroom context, learners are exposed to actual language samples of real life / real life-like settings. Literature-in-English can act as a beneficial complement to such materials, particularly when the first "survival" level has been passed. In reading literary texts, because students have also to cope with language intended for native speakers, they become familiar with many different linguistic forms, communicative functions and meanings.

2. Cultural Enrichment: For many language learners, the ideal way to increase their understanding of verbal / nonverbal aspects of communication in the country within which that language is spoken - a visit or an extended stay - is just not probable. For such learners, literary works, such as novels, plays, short stories, etc. facilitate understanding how communication takes place in that country. Though the world of a novel, play, or short story is an imaginary one, it presents a full and colourful setting in which characters from many social / regional backgrounds can be described.

A reader can discover the way the characters in such literary works see the world outside (i.e. their thoughts, feelings, customs, traditions, possessions; what they buy, believe in, fear, enjoy; how they speak and behave in different settings. This colourful created world can quickly help the reader to feel for the preoccupations that shape a real society through visual literacy of semiotics. Literature-in-English is perhaps best regarded as a complement to other materials used to develop the foreign learner's understanding into the country whose language is being learned. Also, Literature-in-English adds a lot to the cultural grammar of the learners.

3. Language Enrichment: Literature-in-English provides learners with a wide range of individual lexical or syntactic items. Students become familiar with many features of the written language, reading a substantial and contextualized body of text. They learn about the syntax and discourse functions of sentences, the variety of possible structures, the different ways of connecting ideas, which develop and enrich their own writing skills. Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves. Thus, they improve their communicative and cultural competence in the authentic richness, naturalness of the authentic texts.

4. Personal Involvement: Literature-in-English can be useful in the language learning process owing to the personal involvement it fosters in the reader. Once the student reads a literary text, he begins to inhabit the text. He is drawn into the text. Understanding the meanings of lexical items or phrases becomes less significant than pursuing the development of the story. The student becomes enthusiastic to find out what happens as events unfold via the climax;

he feels close to certain characters and shares their emotional responses. This can have beneficial effects upon the whole language learning process. At this juncture, the prominence of the selection of a literary text in relation to the needs, expectations, and interests, language level of the students is evident. In this process, he can remove the identity crisis and develop into an extrovert.

Literature-in-English plays an important role in teaching the four basic language skills: reading, writing, listening and speaking. However, when using Literature-in-English in the classroom, skills should never be taught in isolation but in an integrated way. Teachers should try to teach basic language skills as an integral part of oral and written language use, as part of the means for creating both referential and interactional meaning, not merely as an aspect of the oral and written production of words, phrases and sentences. Literature-in-English helps improve vocabulary expansion and reading skills. In addition, Lazar (1993) has these to say on Literature-in-English benefits: it is very motivating; it is an authentic material; it has general educational value; it helps students to understand other cultures; it is a stimulus for language acquisition; it develops students' interpretative abilities; it expands students' language awareness and it encourages students to talk about their opinions and feelings

Akyel and Yalçın (1990) remind us of the practitioners', i.e., teachers' view of Literature-in-English in principle and maintain that they use Literature-in-English in their teaching practices: to broaden students' horizons by giving them a knowledge of the classics of Literature-in-English; to improve students' general cultural awareness; to stimulate students' creative and literary imagination and to develop their appreciation of Literature-in-English and to introduce students to masterpieces in British and American literature as an educative experience, and to add to students' knowledge of the world at large. All the points discussed above indicate that Literature-in-English has a lot to contribute to the complete development of an individual which occupies a central position in education and prepares the individual for the society and also enable him to be a functional member of the larger society.

2.2.3 Characteristics of Prose Literature

Prose, one of the genres of Literature is the most typical form of language, applying ordinary grammatical structure and natural flow of speech rather than rhythmic structure. It is derived from the Latin word "*prosa*" which literally means straight-forward which was derived from a Latin phrase "*prosa oratio*", meaning

"straight, direct, unadorned speech," which itself was derived from "*prorsus*", meaning "straightforward or direct" and can be further traced to "*pro versus*", meaning "turned forward. Prose is a form of language that has no formal metrical structure (Collins 2003). Prose is a template through which complexities and problems associated with human societies are told (Peck and Coyle, 2002). Normal every day speech is spoken in prose and most people think and write in prose form. Farlex (2008) opines that prose is an ordinary writing distinguished from verse, a literary genre that gives insight into a character's thoughts and feelings as they develop by means of a long soliloquy (i.e. stream of consciousness) and a style of expressing oneself in writing. It can be said to be the most reflective of conversational speech. It is of two types:

- Non-prose fiction: a literary work that is mainly based on fact. Its forms include: biographies and autobiographies, letters, publications, book reviews and literary criticisms.
- Prose fiction: is a literary production of man's imagination finding shape in stories of people or events. Its various forms include: Prose allegory, romances, satires, novels, short stories and novelettes. (Heidi, 2012).

Literary texts (such as stories, descriptions, essays, biographies, dialogues, novels, scripts, and poems) are written to entertain, provide insights, or communicate a writer's ideas and viewpoints. Literary texts are sometimes incorporated into informational text forms. Providing students with an approach to reading this type of text can help them become effective readers in other contexts as well. While there are critical debates on the construction of prose, its simplicity and loosely defined structure has led to its adoption for the majority of spoken dialogue, factual discourse as well as topical and fictional writing. It is commonly used, as examples, in literature, newspapers, magazines, encyclopedias, film, history, philosophy, law and many other forms of communication. Prose is the ordinary form of spoken and written language whose unit is the sentence, rather than the line as it is in poetry. The term applies to all expressions in language that do not have a regular rhythmic pattern. Some works of prose do contain traces of metrical structure or versification and a conscious blend of the two literature formats is known as prose poetry.

A presentation from the internet reveals that: short stories are works of at least 2000 words but under 7500 (5-25pages), novelette are works of at least 7500 words

under 17500 words (25-0 pages), novella are at least 17500 – 50000 words (0-170 pages) and novels are works of 50000 words or more (about 170 + pages)

The Elements of Prose include:

- Theme*: These are the slices of life upon which the work of art is predicated and forms the bedrock of the work. These slices are referred to as themes or preoccupations. Adebayo (2006) sees theme as the central or dominating idea in a literary composition. Through themes, the writer informs, educates and entertains his or her audience.

- Characters*: these are the participants in the narrative. Characterization refers to the means through which the writer gives an identity to the characters. In other way characters are the people in narratives and characterization is the author's presentation and development of characters. A character is judged by what the narrator says about such a character, what the character himself or herself says and does and what other characters say about him or her.

They are named after their roles in the narrative. The protagonist is the main person in the story; the narrative revolves around the protagonist. The antagonist opposes the protagonist; he acts against the protagonist. A dynamic is one who experiences change during the course of the narrative. A static is the opposite of a dynamic character; this character remains unchanged. Hilton (2007) opines that character is a construct of traits which are hierarchically arranged. This is because it is the work of the writer to say who this is or that character and the like.

- Setting*: place, time and social timings of events in the story. Setting is extended to cover the realities of the socio-political and religious atmosphere that are brought to bear on the events of the narrative. The setting of a story could be real or fictitious.

- Narrative Techniques*: are the instruments and the ornaments that are employed in the presentation of a story. The techniques are tools that aid the telling of the story. It is not as much as what is told but how it is told. The style encapsulates variations in the diction, dialogue, sentence structure, imagery, word pattern and tone; all which can be manipulated to achieve certain results. Point of View for instance, relates the choices made by the writer on 'who tells the story'. It refers to the voice telling the story and the perspective from which the story is told. The forms include: First person and Third person,

- Plot*- The plot refers to the arrangement of events and happenings in the narrative. The events are ordered in specific ways to fit specific designs and to achieve specific

purposes, as the writer deems fit. The four elements of plot include: *Initiating event*, here characters and setting of the narrative are introduced to the reader; background information that serve to enhance the understanding of the reader are presented. *The Rising Action* presents a build-up of events; tension comes into place and the conflict is set in motion. *The climax* refers to the turning point in the plot, here actions are in top gear and the curiosity of the reader is heightened. The reader is eager to know the subsequent events of the narrative. At climax, the conflict is full blown. *The resolution* presents the end of the story; here, all the knots are tied and the story ends.

The Nigeria Educational Research and Development Council (2009) gave the following as the aims and objectives of teaching prose literature at senior secondary school level; It says prose should be taught at all levels in order to enable students to:

- (i) Identify those elements in creative prose which enhance a reader's response to specify texts, such as subject matter, characterization, theme, setting, plot and language.
- (ii) Recall incidents in fictions that are probable in life and whose interpretation can be of valued, since fiction is imaginative writing;
- (iii) Be exposed to various/different ideas/values embodied in fictions.

Similarly, literature, especially narrative literature such as the novel, depicts something of humans – their lives, experiences and problems (Bosnak, 2009). This helps people to enjoy Literature-in-English and appreciate the meaning it conveys.

2.2.4. General Objectives of Teaching Prose Literature

The general objectives of teaching prose Literature as listed by Prem (2004) in Yinusa (2012) include:

1. To enable students understand the text
2. To teach students to read aloud with the correct pronunciation, articulation, intonation and stress
3. To enable students comprehend passages while reading silently
4. To increase students' active and passive vocabulary
5. To enable students express ideas contained in passages orally and in written form
6. To enable students enjoy reading and writing
7. To develop imagination to prepare students for world citizenship

In addition, an analysis of prose testing by West African Examination Council reveals that the following should be the objectives of teaching prose literature in schools:

1. To expose learners through reading to varied valuable experiences, real and imaginative, local and world-wide, which may contribute to their emotional, social and moral judgement.
2. To inculcate in learners through interesting reading, the love for extensive and continued pleasurable reading for its own sake
3. To develop the ability to think critically leading to adequate judgment
4. To aid the learning of the language in which the literary work is composed, through exposure to reading, role-playing and acting
5. To help students to appreciate their own culture and those of others and to develop the readers creative ability.

According to The Nigerian Educational Research and Development Council (2009) the aims and objectives of teaching prose at Senior Secondary School level corroborates the teaching of prose is taught at all levels in order to enable students to:

- i. Identify those elements in creative prose which enhances a reader's response to specific texts, such as subject pattern, characterization, theme, setting, plot and language
- ii. Recalls incidents in fiction that are probable in life
- iii. Be exposed to various/different ideas/values embodied in fiction.

In summary, prose Literature-in-English seeks to make students take reading into their hands, build students' confidence that their ideas are valid, deepen their knowledge of ideas and involve them more in teaching-learning activities instead of them being spectators.

2.2.5. Strategies of Teaching Literature-in-English

Teaching is a process by which one interacts with another person with the intention of influencing the learning of that person. It is interplay between the teacher and the learners. Teaching as a useful and practical art calls for intuition, creativity, improvisation and expressiveness. The most accepted criterion for measuring good teaching is the amount of student-learning that occurs. Sajjad (2009) defines effective teaching as "that which produces beneficial and purposeful student learning through the use of appropriate procedures".

A strategy is a general action plan made to reach an aim based on future forecasts. Strategies focus more on the way public participation is embedded in the decision making process. When choosing the strategy it is necessary to identify strategic aims-main activity directions leading to the implementation of the action plan. A strategy determines what techniques will be used in public participation (Duppenthaler, 1987). At some points in reading, the reader recognizes that the text is difficult (e.g., encountering unfamiliar words, syntactic structures, or topics) or that his/her goals are not being met. These cases require the reader to consciously and actively control his/her reading process through the use of appropriate strategies (e.g., assessing the situation, synthesizing and evaluating information, using contextual clues, skipping unknown words, rereading, etc.), individually or in combination, in order to improve reading achievement (Block & Pressley, 2002; Carrell, Gajdusek, & Wise, 1998; Phakiti, 2006).

Teaching strategies are not an end in themselves, they are means to an end. They are vehicles used to lead students towards particular learning outcomes. The choice of specific strategies that best achieves course objectives is one of the most important decisions a teacher faces. Effective teachers use different strategies to develop a sense of community among their learners, including using group-based activities, by addressing common student interests and concerns, by regularly changing seating arrangements so that students experience working with different classmates, by using humour and other ways of creating a warm and friendly classroom atmosphere, and by recognizing that students have both social as well as learning needs in the classroom.

The manner in which the teacher handles the Literature-in-English class goes a long way in giving the students the right attitude towards the subject. In recent years, the emphasis has shifted from mere identification and classification of reading strategies to their actual application in the language classroom (Aghaie & Zhang, 2012; Anderson, 2005; McNamara, 2010). Readers may become expert readers and learners and also develop a more positive attitude towards reading if they are explicitly taught effective strategies and trained to check and monitor their comprehension while reading (e.g., Dole et al., 1991; Janzen, 2003; McNamara, 2007; Pressley, 2006). There are many strategies that readers employ while reading a text, some of the more widely and flexibly used strategies are activating prior knowledge,

questioning, making inferences, predicting, summarizing and visualising (Graves et al, 2004; Oczkus, 2003; Palincsar, 2003).

According to *The National Capital Language Resource Center (2004)* Strategies that can help students read more quickly and effectively include

1. **Previewing**: Learning about a text before really reading it. Previewing enables readers to get a sense of what the text is about and how it is organized before reading it closely. This simple strategy includes seeing what you can learn from the headnotes or other introductory material, skimming to get an overview of the content and organization, and identifying the rhetorical situation. It involves reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection.
2. **Predicting**: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content
3. **Skimming and scanning**: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions
4. **Guessing from context**: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up. Dyeus (1997) defines guessing meaning from context as a strategy that helps to guess the meaning of unfamiliar, difficult or new words, which assist in proper understanding of text while reading. Guessing meaning from context helps to find out meaning of unfamiliar, new or difficult words from the text by focusing on the sentence in which the new word is used and considering some parts of words.

Banjo and Bisong (2006) are of the view that, to achieve this, a student should be able to do the following:

- (i) Describe what the authors' attitude is
 - (ii) Anticipate what is to follow in the train of thought.
 - (iii) Pick out the main points and see the relationships between them.
5. **Paraphrasing**: stopping at the end of a section to check comprehension by restating the information and ideas in the text

Some other critical strategies include:

6. **Contextualizing**: Placing a text in its historical, biographical, and cultural contexts. When you read a text, you read it through the lens of your own experience. Your understanding of the words on the page and their significance is informed by what you have come to know and value from living in a particular time and place. But the texts you read were all written in the past, sometimes in a radically different time and place. To read critically, a reader needs to contextualize, to recognize the differences between your contemporary values and attitudes and those represented in the text.
7. **Reflecting on challenges to a reader's beliefs and values**: Examining personal responses. The reading that is done in this class might challenge attitudes, unconsciously held beliefs, or positions on current issues. As a text is being read for the first time, an X should be marked in the margin at each point where the reader feels a personal challenge to attitudes, beliefs, or status. A brief note should be made in the margin about what the reader feels or about what in the text created the challenge. The places where the reader felt personally challenged and marked in the text should be looked at again.
8. **Outlining and summarizing**: Identifying the main ideas and restating them in one's own words. They are especially helpful strategies for understanding the content and structure of a reading selection. Whereas outlining reveals the basic structure of the text, summarizing synthesizes a selection's main argument in brief. Outlining may be part of the annotating process, or it may be done separately. The key to both outlining and summarizing is being able to distinguish between the main ideas and the supporting ideas and examples. The main ideas form the backbone, the strand that holds the various parts and pieces of the text together. Outlining the main ideas helps you to discover this structure. When you make an outline, don't use the text's exact words. Summarizing begins with outlining, but instead of merely listing the main ideas, a summary recomposes them to form a new text. Whereas outlining depends on a close analysis of each paragraph, summarizing also requires creative synthesis. Putting ideas together again -- in your own words and in a condensed form -- shows how reading critically can lead to deeper understanding of any text.
9. **Evaluating an argument**: Testing the logic of a text as well as its credibility and emotional impact. All writers make assertions that they want you to accept

as true. As a critical reader, one should not accept anything on face value but recognize every assertion as an argument that must be carefully evaluated. An argument has two essential parts: a claim and support. The claim asserts a conclusion -- an idea, an opinion, a judgment, or a point of view -- that the writer wants you to accept. The support includes reasons (shared beliefs, assumptions, and values) and evidence (facts, examples, statistics, and authorities) that give readers the basis for accepting the conclusion. When you assess an argument, you are concerned with the process of reasoning as well as its truthfulness (these are not the same thing). At the most basic level, in order for an argument to be acceptable, the support must be appropriate to the claim and the statements must be consistent with one another.

10. **Comparing and contrasting related readings:** Exploring likenesses and differences between texts to understand them better.

(http://www.salisbury.edu/counseling/new/7_critical_reading_strategies.html)

Brainstorming is another excellent strategy to generate ideas on a given topic. It helps to promote thinking (Wallace 1992). When students are asked to think of all things related to a concept, they are really being asked to stretch their thinking skills. It also promotes success for students with special need as there is no one right answer. This may take the form of giving the class a particular key word or key concept. Students are then invited to call out words and concepts they personally associate with the keyword or words provided by the teacher. The goal is to activate the learners' horizon of expectation, and help learners identify what the text is about. (Colorado 2008) says it helps students to examine the title of the selection they are about to read, list all the information that comes to mind as students read the title, use these pieces of information to recall and understand the material and in the process considerable knowledge will be activated. Brainstorming is also a spontaneous association of ideas where learners freely link thoughts about a topic. It enhances students' readiness to learn more about a topic.

Questioning the Author is another strategy that involves discussion. The questioning is done by use of special type of teacher-generated questions called 'queries' (Beck, et al., 1997). The teacher facilitates learning discussions asking the queries during the reading selection, so the students can create meaning as they read as well as challenge their understanding and solidify their knowledge. It takes into account the fact that authors are human and have the potential to be fallible. Questioning the Author helps

students dispose the author of the text, students learn to see text as someone's ideas written down and critique the writing, in so doing engage them with the text to create deeper meaning. It is a strategy that helps students become independent and critical interrogator of texts (Billmeyer, 2003).

These strategies are essential in the teaching and learning of literature-in-English. These strategies can be used by students to make comprehension easier and faster and as well make the reading activity enjoyable. Carell (1985) cited in Majid (2011) state that strategies can be taught and when taught, it helps improve students' performance on test comprehension and recall. The teaching of literature when rightly practiced can be lively, stimulating, challenging and a participatory activity and this can be achieved through approaches which include stylistic and thematic approaches.

2.2.6. Problems of Teaching Literature-in-English

It is obvious that Literature-in-English is language in use and various factors could be responsible for challenges encountered during the teaching- learning process. Some of these stem from the teachers and (or) students and can hamper the teaching-learning experience. A critical look in this direction will help curb some of its occurrence. Some notable problems will be discussed accordingly. One factor affecting teaching the Literature-in-English is the employment of impractical teaching strategies by the teachers. Most of the teachers use whatever strategies they have at their disposal; whereas Literature-in-English should be related to real-life experiences as much as possible. Teaching by itself is an art which aims at conveying information in such a way as to make the recipients understand, accept and think logically of the material that is being taught. If nothing of this happens, then there must be some error in the whole educational process. Effective teachers use different strategies to develop a sense of community among their learners, including using group-based activities, by addressing common student interests and concerns, by regularly changing seating arrangements so that students experience working with different classmates, by using humour and other ways of creating a warm and friendly classroom atmosphere, and by recognizing that students have both social as well as learning needs in the classroom. Icheku (2014) in a study noted that teachers do not prepare lesson notes on Literature-in-English especially in prose, they only ask students to read in turns in the class after which questions are asked. Most Literature-in-English classrooms are characterized by spiritless teaching and learning and undue emphasis on examination results.

Teaching personnel. The man power needed for the teaching of Literature-in-English is not adequate. In some schools, teachers who are neither English Language nor Literature-in-English specialists are made to teach Literature-in-English and therefore the teaching is done in a shoddy manner. Some English language teacher avoid teaching Literature-in-English with the excuse that it is too complex. The manner in which the teacher handles the Literature-in-English class goes a long way in giving the students the right attitude towards the subject. Ogunnaike (2002) observed that there is no specific method in teaching Literature-in-English hence; the teacher uses whatever approach/method available to him. The attitude of the teacher as well as his competence in handling the text will determine his output in the class. The teacher, in using Literature-in-English in his class, should relate the class activities to real life situations. The class should be made to be lively, interesting and attractive. In addition, the teacher should ensure that the students' background and culture are taken into consideration, when choosing literary texts.

Text possession is central to students experiencing the literary work. Text possession is a necessary precondition for the reader's active engagement with text. It is not uncommon to find students who chose Literature-in-English just to complete the number of subjects in the Senior Secondary Certificate Examinations (SSCE) and are not interested in the subject. This is depicted in the attitude they portray in acquiring the literary materials. For some, a weak background in English language is a major setback. Students cannot study the subject without the knowledge and the reading of texts written in English language. Consequently, they lack the motivation to study it effectively. Another possible explanation is, poverty on the part of parents may be a genuine reason for not acquiring the texts.

The sad aspect is that, for some of these students, the only exposure they have to the text is during reading exercise in class. How can they personally engage the texts, creating meanings of their own? Olasele (2007) and Nwaigwe (2007) in separate studies found students' level of text possession to be inadequate; this shows that non-possession of the prescribed texts in Literature-in-English by students is a trend which appears to be persistent. Dawson (2004) also stated that with the advent of free education in schools, buying of textbooks is no more a common practice. Most parents/ Guardians do not buy prescribed texts for their children/wards. This is has been a major setback in the teaching of Literature-in-English in schools.

Some teachers resort to the use of literary guides to interpret contents of a text during classes. Literary guides are notes or simplified writings on literary texts. The concept behind these guides is a very good one as it assists students in breaking difficult texts into simpler forms but some teachers use it as a sole resource. The novel is the actual text used in prose teaching and learning. Ogunnaike (2002) observes that most students in the Literature-in-English classes surprisingly could not purchase the recommended texts. Where some of them even had, they found it extremely difficult to read at their leisure. Ogunnaike adds that they depended mostly on the teacher's lessons, thus leading to their poor performance. Olutoyin (2010) observes that an average student in the Nigerian University does not want to read selected literary text even when he realizes that to a large extent, his knowledge and understanding of the text will determine his success in the examination in the course. Olutoyin adds that many students prefer the reading of the teacher's note over the reading of the text itself partly because the average Nigerian reader, if he reads at all, is not a spontaneous lover of books. The negative attitude of students towards text or towards reading might be traceable to our culture. In Chukwuemeka's (1998) view, as cited by Olutoyin (2010) Nigeria does not have a reading culture.

Language of the text is another challenge, especially when there is a mismatch between texts selected and students' language ability. Struggling readers experience challenges which are weak comprehension, lack of interest and confidence (Arvidson & Blanco, 2004). By challenges it means the degree of mastery of the literary language which is not always simple, often relying more on associations than basic meanings. These readers spend a lot of time looking up or guessing meanings of words which might result in regressive eye movement, losing sight of the plot or bigger picture by the time they get to the bottom of the page or end of the story. To avoid frustration and lack of participation, it is vital to ensure that the language of the text matches students' proficiency level and that there is a match 'between the linguistic expectations in the language syllabus with those of the Literature-in-English component syllabus (Ganakumaran, 2002 p. 65). In addition, incomprehension soon disappears with wider reading.

Unfamiliar vocabulary, grammar and sentence hamper students' understanding of texts. Students tend to misinterpret key words or fail to recognize them and focus instead on the less important part of a text. When faced with words, phrases or sentences, students use their lower-level reading skills where they look for meanings

instead of using higher-level skills like inferencing and to get meanings from the read texts. This hampers the reading and studying Literature-in-English for its primary functions of pleasure and enjoyment. Literary style and structure pose challenges to students' reading of texts as well. Students need to be aware of the cultural norms in the author's world to be able to identify language deviances and their significance. Students need a good grasp of the target language to appreciate the choices and deviances in the text. Although literary texts provide contexts in which ESL students can learn more about the L2 culture (McCafferty, 2002) unsuitable texts can create distance between the text and the readers, especially culturally.

Literature-in-English classrooms are predominantly teacher-dominated. Ogunnaike (2002) described the majority of Literature-in-English teachers' methods as routine and monotonous; Literature-in-English lessons are taught as comprehension lessons with the take-out-your-book-and-read approach. It appears that teachers are rigid in their application of teaching methods and strategies. Their methods are not sensitive to the local context of teaching and learning such as text possession and language difficulties. This leads to lack of incentive to study Literature-in-English for pleasure but only to pass examinations which is seen as a passport to further levels of higher education. The value of literary studies is dependent on the quality and enjoyment of the experiences gained not on ignorantly reading texts without any genuine insight or appreciation.

Although teaching can be viewed as a type of teacher performance, the goal of teaching is to facilitate student learning. The extent to which the focus of a lesson is teacher- rather than learner-focused is reflected in the following aspects of the lesson: The amount of talking the teacher does during the lesson; The extent of input from learners directs the shape and direction of the lesson; The extent to which the teacher's primary preoccupation during the lesson is with such things as classroom management, control, and order; The extent to which the lesson reflects the teacher's lesson plan; Some teachers, however, achieve a more learner-focused approach to teaching in their lessons, and this is reflected in these characteristics: The degree of engagement learners have with the lesson; The extent to which learners' responses shape the lesson; The quantity of student participation and interaction that occurs; The learning outcomes the lesson produced; The ability to present subject matter from a learner's perspective; The teacher's ability to reshape the lesson based on learner feedback; The extent to which the lesson reflects learners' needs and preferences;

The degree to which the lesson connects with the learners' life experiences and the manner in which the teacher responds to learner's difficulties

The ability to personalize one's teaching is also an important aspect of teaching. By personalizing teaching, it means centering teaching wherever possible on students and their lives, concerns, goals, and interests. This can be achieved by linking the content of lessons to the students' lives and by involving students in developing or choosing the content of lessons (Dornyei 2001). Take, for example, teaching narratives. Whereas the textbook might provide examples of what narratives are and describe their linguistic and textual features, having students share personal stories among themselves can be a powerful way of promoting genuine communication among students. In sharing accounts of their childhoods and discussing significant events or experiences in their lives, students will be prompted to practice and develop their communicative resources by asking questions, asking for clarification, responding with their experiences, and so on.

Mastery of teaching skills and the specialized thinking skills teachers make use of are essential aspects of teacher development. But teaching-learning also involves developing a deeper understanding of what teaching is, of developing ideas, concepts, theories, and principles based on our experience of teaching (Borg 2006). This involves making connections between the concepts, information, and theories in our classroom practices. Adeyinka (2001) observed that relevant instructional materials are absent in Nigerian schools. A large majority of Schools do not have functional libraries; existing ones are stocked with obsolete books. Simple aids like flannel graph, tapes, cardboards, chalks are not readily available, thus making illustration difficult.

Finally, there is the problem of insufficient time allocation to the teaching of Literature-in-English in the school time table. The number of periods allocated to its teaching is fewer as compared to other subjects in the time-table because the subject is probably viewed as a not-too-important subject. When teachers have to rush through a text, naturally, they would tend to overlook some salient points and the students may miss out on these especially when they do not carry out their own personal reading of the text. This situation in turn may negatively affect the students' understanding of the text and their performance in examinations. Onukaogu (2002) warns that de-emphasizing the use of fiction in our schools and colleges because we claim to be

only concerned about the promotion of science and mathematics will be at our own peril.

2.2.7. Reciprocal Teaching Instructional Strategy

Reciprocal Teaching (RT) strategy is a process used to introduce some specific skills in the course of instruction. The concept of reciprocal teaching was first developed by Palincsar and Brown in 1986. It was developed to help Teachers bridge the gap for students who demonstrated a discrepancy between decoding skills and comprehension skills (Palincsar, Ransom, & Derber, 1989). That is, the process is aimed at aiding students who possess grade-level skills in letter-sound correspondence ("sounding out" words and "chunking"), but are unable to construct meaning from the texts they decode.

The purpose of Reciprocal Teaching (RT) is to facilitate a group effort between teachers and students by bringing meaning to segments of text. In order to promote understanding, RT is an instructional activity that utilizes dialogue between teachers and students while segments of text are studied. The teacher and students take turns in assuming the role of an instructor in leading the two-way dialogue. Four strategies are used to structure the discussion:

- 1) **Summarizing:** In summarizing, students must identify and integrate the most important information in the text. Students may be asked to summarize across sentences, across paragraphs, or across the passage as a whole, and the difficulty level increases as the task includes a more comprehensive amount of text.
- 2) **Question generating:** To generate questions, students must first identify the kind of information that is significant enough and substantial enough to provide material for the answers as well as the questions. Students may be required to ask questions focusing on detailed information, or to go so far as to infer new information from the text
- 3) **Clarifying:** When students are asked to clarify, they become aware that there are many reasons why text can be difficult to understand (e.g., new vocabulary, unclear reference words, and unfamiliar or difficult concepts). Students can be taught to recognize the effects of such impediments to comprehension and to take measures to enhance meaning, for example, rereading the segment or asking for help.

- 4) **Predicting:** To successfully predict what the author will discuss next in the text, students must be cognizant of the relevant background knowledge that they already possess regarding the topic. The predicting strategy also makes use of text structure as students learn that headings, subheadings, and questions imbedded in the text are useful means of anticipating what might occur next.

These strategies are modelled by the teacher and then practiced by the students in cooperative groups. Reciprocal Teaching has been regarded as effective in helping students improve their reading ability in pre-post trials (Pearson and Doyle 1987, Pressley et al, 1987). According to Bruer (1993), Reciprocal Teaching helps novice readers learn and internalise the strategies excellent readers employ. The technique is easily understood and mastered by both teachers and students. All it takes is for teachers to model the strategy, think aloud during the process, and give students guided practice and independent practice. The goals of reciprocal teaching are: To improve students' reading comprehension using four comprehension strategies: predicting, questioning, clarifying and summarising; To scaffold the four strategies by modelling, guiding and applying the strategies while reading;

To guide students to think about their own thinking (become meta-cognitive) and reflective in their strategy use; To help students monitor their comprehension using the four strategies and to use the social nature of learning to improve and scaffold reading amongst others. Such active learning would force students to ask questions that “demand not just recall but higher-level reasoning and predicting and sometimes demonstrating reflective reading and writing behaviour” (Rosenblatt, 1985, p. 42).

2.2.8. Readers Theatre Instructional Strategy

Readers Theatre is a strategy for developing reading fluency. Readers Theatre is a reading aloud performance by a group of students. During the performance, the students would read aloud a script held in one hand. Each student would be given a specific role to read out, including the role of a narrator which is often the most important. The narrator conveys the story's setting, actions and scenes transition. The main aim is to read in such a way that the audience will be able to visualize the characters from the story come alive and be absorbed in the story (Hoyt, 1992). Tierney and Readence (2000) suggested that Readers Theatre is appropriate for

students of all ages and abilities. It is a student-centered activity that is adaptable to just about any classroom situation.

It involves children in oral reading through reading parts in scripts. In using this strategy, students do not need to memorize their part; they need only to reread it several times, thus developing their fluency skills (Worthy and Prater 2002). The best Readers Theatre scripts include lots of dialogue. The readers theatre strategy blends students' desire to perform with their need for oral reading practice. Readers Theatre offers an entertaining and engaging means of improving fluency and enhancing comprehension (Harp & Brewer, 2005). Readers theatre is a strategy that combines reading practice and performing. Its goal is to enhance students' reading skills and confidence by having them practice reading with a purpose. Readers theatre gives students a real reason to read aloud. Readers Theatre encourages students to *interpret* the text that they are reading and to read with an *appropriate* speed or rate rather than just simply reading fast.

Support for the comprehensive nature of Readers Theatre is found in several reading theories and educational paradigms including those of Samuels (1979), Rosenblatt (1979), Schreiber (1980), and Slavin (1987). Readers theatre motivates reluctant readers and provides fluent readers the opportunity to explore genre and characterization. In the words of Bafale (2003) "In readers theatre, there is no risk, because there's no memorization required. There's enough opportunity for practice, so struggling readers are not put on the spot." This study also shows that readers theatre is an effective tool used to motivate students to read. It gives their reading a clearly defined purpose and a chance to succeed as readers in front of an audience.

According to Sharp "Readers theatre is a wonderful technique for helping readers learn to read aloud with expression". In fact Readers Theatre is strongly recommended by The International Literacy Association (ILA) and the National Council of Teachers of English (NCTE). This is because Readers Theatre: Motivates students to read in reading class (Carrick, 2000); Provides interesting script reading activity for fun learning (Harris and Sipay, 1990); Provides a context for purposeful reading (Coody,1992); Reinforces the social nature of reading (Busching, 1981); Energizes students to be actively involved in responding to and interpreting literature thus increasing comprehension (Sebesta, 1997); Develops fluency through repeated exposure to the text (Trousdale & Harris 1993).

Flynn introduced a Curriculum-Based Readers Theatre which emphasizes passing along information while entertaining the audience. Using almost any topic students or teachers can create scripts which explain the topic they are studying. Students begin with the classroom curriculum content and use resources such as their textbooks to develop the script this form of readers theatre is a dynamic way of incorporating literacy skills and fine arts into science, mathematics, and social studies classrooms (Flynn, 2004 & 2007).

2.3 Empirical Review of Literature

2.3.1 Reciprocal Teaching and Students' Achievement

Reciprocal Teaching is a well-structured strategy that increases student comprehension (DEECD 2008 & 2007), it also improves understanding of complex tasks and thus helps students to gain confidence and motivation to read (DET, 2006). Secondly, Alvermann (2001) suggests that an adolescent's perception of how competent they are as readers affects how motivated they are to learn in subject area such as Mathematics. Alvermann goes on to argue that engaging students in small groups and treating text as a tool for learning is preferable to treating text only as a repository of information to be memorized. Reciprocal teaching is a strategy that allows students to experiment with making the transition from theory to practice while extending their understanding of texts.

Originally designed with seventh graders, reciprocal teaching has been demonstrated as an effective teaching practice in a variety of settings, by countless researchers (Palincsar & Brown, 1984; Palincsar & Klenk, 1992; Coley, DePinto, Craig, & Gardner, 1993; Rosenshine & Meister, 1994; Kelly, Moore, & Tuck, 2001; Myers, 2005). Also, Nadine, Joachim and Ulf (2009) investigated the effects of strategy instruction and reciprocal teaching on elementary school students reading comprehension. The results of their study state that explicit instruction of multiple reading strategies is a feasible tool to enhance students' reading comprehension. Rosenshine and Meister (1994) conducted a meta-analysis of 16 quantitative studies focusing on reciprocal teaching and concluded that it had a significant positive effect on students' reading comprehension performance relative to instructor-made assessments and standardized tests. It also revealed that reciprocal teaching is most effective for older and poorer reading students.

Language educators and scholars in literature-in-English such as Ajimuda (2008), Yisa (2009), Amokeodo (2012), and Owoeye (2009) believe that students

must be intellectually engaged and actively involved in the learning activities and that conventional modes of instructions are failing to provide this engagement as seen in the classroom situation where teachers transmit knowledge to students while students sit passively in the classroom and listen. Teachers can meet these complementary goals by focusing on remedies that make contents relevant to the intended audience, increasing student-student interaction in and outside the classroom and encouraging conceptual understanding rather than rote memorization of facts (Afolabi, 2008). Research by Pearson and Fielding (1991) has shown that reciprocal teaching instruction in comprehension strategies is especially effective for students who exhibit poor comprehension. Findings from a study done by Westera and Moore (1995), who used three groups of students (those who received reciprocal teaching for a short period of time, those who received reciprocal teaching for an extended period of time, and the control group, which did not receive reciprocal teaching), indicated that students who received 8 to 10 reciprocal teaching sessions gained, on average, more than one age-equivalent year in tested reading comprehension over a five-week period. In this study, 95% of the extended reciprocal teaching students showed gains in comprehension, compared to 47% of students in the short reciprocal teaching group and 45% of the students in the control group.

In higher education, Rosenshine and Meister (1994) conducted a meta-analysis of 16 quantitative studies focusing on reciprocal teaching that revealed that reciprocal teaching is most effective for older students as well as those with poor comprehension skills. Similarly, Soonthornmanee (2002) set out to investigate whether reciprocal teaching helps Thai university students in comprehending texts and whether both skilled and less-skilled learners could benefit from this method. Reading strategies were taught to a group of 42 students through reciprocal teaching (RT) approach while a skill-oriented instruction was used with the other group of 42 students. According to the findings of the study, reciprocal teaching could significantly influence EFL readers' reading performance. Moreover, although both skilled and less-skilled learners in the experimental group could benefit from reciprocal teaching method, the skill-oriented teaching method could only help the less-skilled learners in their reading comprehension.

In 2006, Marjatta Takala conducted research to recognize the importance of introducing comprehension strategies through reciprocal teaching. Takala selected 140 intermediate elementary students to participate in a five-week study to determine

the effectiveness of reciprocal teaching on comprehension. The teachers focused on practicing the key reciprocal teaching strategies. Test scores from experimental groups indicated positive results in comprehension areas compared to the control group who did not receive the instructional strategy. The purpose of a quasi-experimental study by Sun (2011) was to understand the effects of reciprocal teaching, as a means of reading strategy instruction, on Taiwanese EFL junior high school students' metacognitive awareness, self-efficacy, and reading comprehension in English. The 164 eighth-grade participants were divided into experimental (i.e. reciprocal teaching) and control (traditional reading instruction) groups. The instruction went on for a 10-week period. It was revealed through ANCOVA that students who were instructed in reciprocal teaching could improve more than students receiving traditional reading methods in reading comprehension, metacognitive awareness, and self-efficacy. The findings suggested that reciprocal teaching as a practical method of reading strategy instruction could enable students to develop an awareness of strategy use, increase self-efficacy levels, and most importantly, improve English reading comprehension. These conflicting findings necessitate further studies on reciprocal teaching in relation to achievement, especially, in prose literature.

2.3.2 Reciprocal Teaching and Students' Attitude

Saleh Freihat and Khalaf Al-Makhzoomi, (2012) investigated the effectiveness of the Reciprocal Teaching Procedure (RTP), a reading comprehension instructional technique, on enhancing 50 students' reading comprehension behavior in a university setting. Results showed a marked improvement in the students' reading comprehension behavior. The students also believed the (RTP) was beneficial to their reading comprehension in an EFL university setting throughout the study. From the reviewed studies it is obvious that these studies touched on areas other than Prose Literature, hence the need for this study.

2.3.3 Readers Theatre and Students' Achievement

Readers Theatre offers an authentic purpose for the kind of repeated practice required to become fluent readers especially for struggling readers (Martinez et al., 1999; Worthy, 2005; Worthy & Broaddus, 2000). Additional studies completed by Busching (1981), Edminston, Enciso, & King (1987), Forsythe (1995), Winegarden (1978), Young, (1991), and Martinez, Roser and Strecker (1999).

Keehn, Harmon, & Shoho, (2008) in a study, examined the effects of Readers Theatre on the reading achievement and motivation of struggling eight grade students in a low socioeconomic neighborhood in a large metropolitan area in south Texas. The researchers used two intact eighth grade classrooms as the treatment and control groups; Results showed that the students in the Readers Theater group outperformed students in the control group on gains in reading ability level, reading fluency, and vocabulary. Interview results also suggested that participation in Readers Theater was motivating for many students and helped build their reading confidence. The results for this study also showed that readers theatre can be used effectively in an academic subject other than language arts. This is consistent with the works of Flynn (2004 & 2007) mentioned in the literature review which stressed that fact that students or teachers can use almost any topic to create scripts which explain the topic they are studying.

Studies by Griffith and Rasinski (2004) and Young and Rasinski (2009) indicate that Readers Theatre also promotes fluency and interest in reading. Through repeated readings of the text, students increase sight word vocabulary and the ability to decode words quickly and accurately (Carrick 2006 & 2009). The repeated readings allow the students to phrase sentences appropriately, read punctuation markers, and read with greater ease. This fluent reading enables students to spend less time on decoding and increase comprehension (Pikulsi & Chard, 2005). A second study which investigated the influence readers theatre could have on comprehension was conducted by Kabilan and Kamaruddin (2010). This study was conducted at a premier school in Malaysia for a class of twenty students who were learning English as a foreign language and studying English literature. It was concluded that the readers theatre experience positively affected the interest, motivation, and perceived comprehension levels of the literary text for these Malaysian learners.

Clark, Morrison, and Wilcox (2009), focused primarily on male students. This result shows that female students' comprehension can benefit equally from the use of readers' theatre in the classroom. Both the male and female students in this study were equally engaged in the process of writing and performing their readers' theatre script. In Garret and O'Connor (2010), readers' theater was used to connect genres in literature with a content area study of the Statue of Liberty. At the completion of the studies, the learning objectives of the social studies unit were met and students "were able to define and give examples to demonstrate their comprehension of the area of

study” (p. 792). Similarly, Rasinski (2002) reported in a 10 week period of utilizing Readers Theatre in a second grade classroom, students made significant gains in reading rate and overall reading achievement. Not only was Readers Theatre found to be effective in reading gains, but also as a way of motivating students to read. Rasinski stressed that “Readers Theatre will lead to increased test scores as well as developing students into lifelong learners”. These conflicting findings necessitate further studies on readers theatre in relation to achievement, especially, in prose.

2.3.4 Readers Theatre and Students’ Attitude

Given the negative attitudes that many struggling middle school students have about reading (Baker, 2002; Ivey & Broaddus, 1999), the positive responses of the students in the intervention group to Readers Theater attest to its potential for engagement and also mirror previous findings about the motivating effects of Readers Theatre (Martinez, Roser, & Strecker, 1999). Likewise, Latrobe (1996) found that Readers Theatre engages students in reading and writing and brings about cognitive and affective benefits. Young and Vardell (1993) touted numerous affective benefits of Readers Theatre that suggest it might be instrumental in improving students’ attitudes towards reading. Their study found, for example, that students’ attitudes toward reading improved after participating in Readers Theatre activities. One of their subjects felt that “it is like reading aloud and being in a play, but a lot more fun!” (p. 398).

Millin and Rinehart (1999) utilized Readers Theatre with second grade Title I and other at risk students. Their findings were similar to Martinez et al. in concluding that Readers Theatre supported the development of oral reading ability and attitude towards reading and reading instruction. Regina Marie Rees (2005) carried out a study on the impact of participation in readers theatre on reading attitudes and fluency skills among ninth grade students in an alternative programme. Findings of this study indicate that the Readers Theatre experience had a positive impact on students’ attitudes towards reading and on their overall literacy development, including metacognition, confidence in oral reading, collaboration, and writing. Student who participated in Readers Theatre made dramatic improvements in fluency. Students’ test scores indicate a significant growth in reading rate and fluency. Partin and Gillespie (2002) concurred and suggested that in order for students to be successful readers, they must have a positive attitude about reading. It seems to follow that

positive attitudes about reading lead to increased reading, which in turn leads to higher academic achievement.

Overall, the available studies exposed information which supported Readers Theatre as an effective literacy tool for students of all abilities, learning styles, and languages. A close look at the reviewed studies indicate that they were carried in other aspects excluding Prose literature, hence the need for this study.

2.3.5 Gender and Students' Achievement

Moto and Bassey (2004) view gender as cultural construct developed by the society to distinguish the roles, behaviour, mental and emotional characteristics between males and females. Oyesoji (1999) looks at the sex of learners as being a very good predicting variable on their academic performance. Ayanniyi (2009), and Basu and Chakroborty (1996) report two conflicting findings on effect of sex on students' academic performance. While Yushau (2008) found that female students have a significantly higher performance than their male counterparts, Basu and Chakroborty (1996) reports, that boys achieve higher scores than girls. However, Aremu (1998) in her own study found no significant difference in the degree of preparation of male and female students towards important examination. A male advantage has also been reported for science achievement tests (Hedges & Nowell, 1995), whereas a female advantage is typically reported in reading comprehension (Hedges & Nowell, 1995; Lynn & Mikk, 2009; Nowell & Hedges, 1998).

Suneetha et al. (2001) studied age and gender differences as factors affecting academic achievement and revealed that gender was the more important variable than intelligence quotient in deciding high academic performance, girls were among top ranking students; girls were better in interaction and concentration while boys were better than girls in language, reasoning and drilling dimension. Also, Freeman (2004) presented an analysis showing the effects of gender differences on reading achievement between 1992-2003 on the administration of the National Assessment of Educational Progress (NAEP). The report revealed that females consistently perform better than their male counterparts in reading and writing achievement. These conflicting findings necessitate further studies on gender in relation to achievement, especially, in prose.

2.3.6 Gender and Students' Attitude

Ellis (1994) found that female students had better attitudes towards second language acquisition compared to male students. Female students were found to allocate more time and money in purchasing and getting access to reading materials in English and they will probably have better attitudes towards studying literature compared to male students. However, Siti (2008) revealed that only female students suggested the theme 'love' as they thought it suits their age and can prevent them from "getting involved in the negative aspects of love". The overall attitude of male students was higher than females. Zainol Abidin, et al. (2012) in his study also revealed similar findings regarding attitudinal differences concerning gender. It is not clear whether the gender difference can be attributed to a type of socialization that predisposes males to have a better attitude towards learning.

Shoab and Dornyei (2005) showed that female second language learners show more positive attitudes and performances compared with the male learners. The results of this study indicate that gender had a significant effect on students' attitudes to the study of English; where females showed a better attitude to the two languages than their male counterparts (Dennis Soku et al, 2011). Females were shown to execute more interests, positive behavior and performances, in comparison to the males (Keller, 1983; Aacken, 1999; Dornyei & Shoab, 2005). Eyo et al (2010) examined the attitude of secondary school students towards guidance and counselling services in Cross River state using gender and school location as variables. Results revealed that there are significant differences between attitudes of male and female students in rural and urban schools towards guidance and counselling services. Olatunji and Etuk (2011) investigated some variables that influence junior secondary school students' attitude to agricultural development and found that gender differences influence students' attitude to Agricultural science. The result further reveals that females exhibited a more positive attitude to Agriculture than males. In another development, still on the gender variable, Fakeye (2010) showed that learners' attitude was not gender-related. In view of the conflicting submissions on the effects of gender on students' attitude, there is a need for further research to investigate the effects of gender on students' attitude in Prose Literature.

2.3.7 English Language Proficiency and Students' Achievement

English Language proficiency refers to students' level of competence in the four English language skills (listening, speaking, reading and writing). Smith (2002)

classifies language proficiency into two categories: basic interpersonal and cognitive academic language proficiency. Basic interpersonal proficiency deals with face to face conversations where meaning is derived by a range of contextual cues provided by concrete situations, intonations and facial expressions. It enables students function in everyday life. On the other hand, Cognitive academic proficiency occurs in context like specific academic situations requiring higher order thinking skills such as analysis and synthesis. It is less visible in its semantic and functional aspect and relates to skills that are required outside the immediate everyday common situations. It indicates the language skills learners are supposed to have to cope with academic tasks. Majority of students are deficient in this type of proficiency probably because the medium of instruction is different from their mother tongue.

The importance of English language for enhancing educational attainment through improved communication ability can never be over emphasized. Students who have so much difficulties with their communication skill in English language may not function effectively, not only in English language but in their academics; English language in Nigeria today is the language of text-books and the language of instruction in schools. When Students' Proficiency in English Language is high, it will definitely affect and improve the academic performance of such students. Nevertheless, where the proficiency in English is lacking in any academic setting, it will definitely lower the academic performance of such students. Iroegbu (2002), commenting on chief examiners' reports on students' academic performance, expresses the view that candidates' deficiency in English is the problem of most students in their academics. This implies that lack of proficiency in English could contribute to students' failure in and or attitude to Literature-in-English, especially as English Language is the subject of instruction and examination in Literature-in-English. Adesoji (2002) explains that the complexity of language and terminologies of science, technology and Mathematics contribute to students' learning difficulties. Also, Olamide (2008) and Fakeye and Ogunsiji (2009), report that English Language proficiency is a strong predictor of students' achievement in academic subjects. This may be as a result of the fact that students are taught the contents of school subjects at all levels in Nigeria through the English Language.

With specific reference to Literature in English, proficiency in English plays a pivotal role. Studies (Ellis, 1993; John, 2006) report that learners' ability to understand what is required in a question depends on whether or not they comprehend

the language with which the questions are couched. The literature of a language is usually written in the same language. This is perhaps why Wallace (2003) posits that students should be proficient in the target language before undertaking to study its literature. Onukaogu (2002) asserts that English Language proficiency is bound to enhance the recognition of metaphors, analogies, figures of speech, connotation and denotation and facilitate how to distinguish between humour, satire and straightforward author strategies and tone. This assertion points to the unmistakable vital role of English Language proficiency on students' achievement in Literature-in-English. Suleiman (2011) reports a positive relationship between students' proficiency in reading comprehension and their achievement in Literature-in-English. Manyike (2007), reports that students' English language proficiency determine their ability to respond to questions or how adequately they meet the demands of a task in academic subjects.

Studies (Ellis, 1993; John, 2006) report that learners' ability to understand what is required in a question depends on whether or not they comprehend the language with which the questions are asked. The literature of a language is usually written in the same language. This is perhaps why Wallace (2003) posits that students should be proficient in the target language before undertaking to study its literature. Onukaogu (2002) asserts that English Language proficiency is bound to enhance the recognition of metaphors, analogies, figures of speech, connotation and denotation and facilitate how to distinguish between humour, satire and straightforward author strategies and tone. This asserts the unmistakable vital role of English Language proficiency on students' achievement in Literature-in-English. Jadie et. al (2012) averred that low proficiency in English language has been considered a barrier to learning and academic success at the post-secondary level and this is because English learners often lack the language proficiency necessary to understand the test content and academic work. Garcia-Vazquez et. al (1997) also revealed that high English language proficiency could also aid academic reading which is in a view to aptly indicate the influence of English language on students' academic performance in other disciplines. These conflicting findings necessitate further studies on English Language Proficiency in relation to achievement, especially, in prose.

2.3.8 English Language Proficiency and Students' Attitude

Students' attitude is one of the main factors that determine their success in language learning. Attitudes towards the target language, its speakers and the learning context may all play some part in explaining their success or failure (Candlin and Mercer, 2001). Numerous researches have been conducted on the role of attitude in second language acquisition, spurred by the knowledge that negative attitudes can be changed. Factors like better teaching strategies, classroom and social environment can help reduce negative attitudes. Kolade (2012) determines students' language proficiency and their achievement in poetry and finds a positive correlation between them. Olopoenia (2006) and Adegoke and Ibode (2011) report a significant positive relationship between students' English Language proficiency and academic achievement in Economics and Mathematics respectively, find no positive significant relationship between students' English Language proficiency and their attitude to the subjects. Although some studies have established the link between English Language proficiency and attitude in different subjects, there are conflicting results from these research findings, which necessitate further investigation into this area of study.

2.4 Appraisal of Literature Reviewed

Reviewed literature revealed that Reciprocal Teaching through discussion, support, and feedback has the potential of enhancing reading comprehension, developing self-regulatory and monitoring skills, and achieving an overall improvement in motivation. It has been observed that the majority of the studies conducted were in disciplines other than Literature-in-English especially English language. Also, it was carried out at other levels of education (tertiary and elementary) outside the shores of Nigeria. Some studies had contradictory findings and its effect on students' learning outcomes in Prose literature is yet to be determined. Reviewed studies on Readers Theatre revealed that it permits experimentation through the use of volume, pitch, stress, and intonation, readers delve into the text, making printed words come alive and giving their characters life; they can try reading words in different ways to produce different meanings. The studies were carried out in other disciplines but not in Prose literature and in locations outside the shores of Nigeria, creating a gap to be filled by this study.

Studies on learners' attitude to academic subjects revealed that different learning conditions and different variables combine to influence students' attitude to a subject. Research findings of these scholars are contradictory. While some researchers find a

significant positive relationship between students' achievement in and or attitude to Literature-in-English, others do not. This necessitates further investigation in this area. Researches on students' gender state that there is variation in the type of texts and activities that boys and girls prefer to engage in as readers and this would likely influence their achievement in and attitude to the comprehension of a literary text. There are conflicting results on the relationship between students' gender and their academic achievement. While some scholars find a positive correlation between students' gender and their academic success, there are others who do not find any significant relationship between them. Again, most of the studies on students' gender are not linked to students' attitude to academic subjects. The importance of gender which these studies emphasize and the inconclusive reports prompts the inclusion of gender as one of the variables in this study.

Studies on students' English language proficiency revealed that students who have so much difficulties with their communication skill in English language may not function effectively, not only in English language but in academics generally and this stems from the fact that English language in Nigeria today is the language of textbooks and the language of instruction in schools. It revealed strong relevance to general subjects or aspects of English Language (comprehension, essay writing, knowledge of linguistics and stylistics) but have not been used as moderator variables; Hence, the need for further studies. In conclusion, there is dearth of empirical studies in the area of Reciprocal Teaching and Readers Theatre instructional strategies with reference to prose literature teaching, these call for insight into the effects of these strategies on students' learning outcomes in prose literature.

CHAPTER THREE

METHODOLOGY

This chapter presents the methodology employed in this study. It deals with the research design, population, sample and sampling technique and research instruments, validation and reliability of the research instruments, research procedure and methods of data analysis.

3.1 Research Design

The study adopted a pretest-posttest, control group, quasi-experimental design. The schematic representation of the design is shown as follows:

O₁ X₁ O₂ (Experimental Group I- Readers Theatre Instructional Strategy)
 O₃ X₂ O₄ (Experimental Group II- Reciprocal Teaching Instructional Strategy)
 O₅ X₃ O₆ (Control Group – Conventional Instructional Strategy)

Where O₁, O₃ and O₅ represent pretests of achievement in and attitude to prose Literature-in-English; O₂, O₄ and O₆ represent posttests of achievement in and attitude to Literature-in-English and X₁, X₂ and X₃ represents Readers Theatre Instructional treatment, Reciprocal Teaching Instructional treatment and Conventional Instructional Strategy respectively. The study will adopt a 3x2x3 factorial matrix for data analysis. The factorial matrix is shown in table 3.1:

Table 3.1: 3x 2x 3 Factorial Matrix

Treatment	English Language proficiency	Gender	
		Male	Female
Readers Theatre Instructional Strategy (E ₁)	High		
	Medium		
	Low		
Reciprocal Teaching Instructional Strategy (E ₂)	High		
	Medium		
	Low		
Conventional Instructional Strategy (C)	High		
	Medium		
	Low		

3.2: Variables of the Study

The following categories of variables were used in the study:

1. **Independent Variable:** This is the instructional Strategy which were manipulated at three levels:
 - i. Readers Theatre Instructional Strategy

- ii. Reciprocal Teaching Instructional Strategy
 - iii. Conventional Instructional Strategy
 - 2. **Moderator Variables:** These are:
 - a. English language proficiency at two levels viz:
 - i. High ii. Low
 - b. Gender at two levels viz:
 - i. Male ii. Female
 - 3. **Dependent Variables:** There are two dependent variables: Students' achievement in prose literature and students' attitude to prose literature
- The variables are represented in figure 3.2.

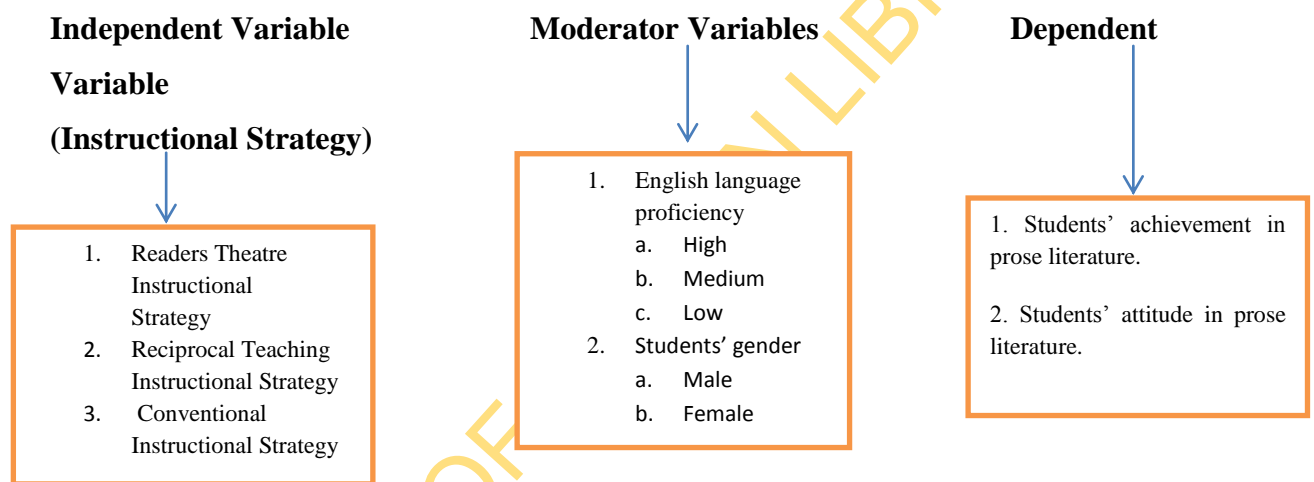


Figure 3.2: Representation of the Variables in the Study:

3.3: Selection of Participants

Out of the five Local Government Areas (Ibadan North, South East, North West, South West and North East) in Ibadan Metropolis, Oyo State, three (Ibadan North, South East, North West) were randomly selected. Two schools were purposively selected from each of the three Local Government Areas, making a total of six schools. The six schools were selected using the following criteria:

- i. Availability of qualified graduate Literature-in-English teachers with at least three years teaching experience.
- ii. The schools must have presented candidates for WAEC and/or NECO examinations.
- iii. The school must be coeducational.
- iv. The schools must be using the prescribed prose texts as at the time of this study.
- v. Readiness or willingness of the teachers to be involved in the study.

vi. The schools must be far apart to avoid interactions among students.

After selection of schools, one intact class of SS2 from each school was randomly selected to participate in the study. Thereafter, the six classes one from each school were randomly assigned to each of the treatment and control groups. This gave a total of two schools per group. The choice of SS2 students for this study is founded on the premise that they have acquired some levels of knowledge in literary studies and they are not under any form of pressure associated with external examinations preparation.

3.4: Research Instruments

Four instruments were used in the study. The instruments were:

1. Achievement Test in Prose Literature (ATPL)
2. Questionnaire on Students' Attitude to Prose Literature-in-English (QSAPL)
3. English Language Proficiency Test (ELPT)
4. Teaching Research Assistants Assessment Scale (TRAAS)

3.4.1: Achievement Test in Prose Literature (ATPL)

This instrument consists of a 20-item test, drawn from one Non-African and one African prescribed texts. A total of eighteen short answer questions and two essay questions were drawn from Richard Wright's *Native Son* and Bayo Adebowale's *Lonely days*. Presently, in the Senior Secondary School curriculum, only one Non-African text was prescribed for this session. The chosen African text was chosen in lieu of its alternatives because it has wider readership. The reason for their popularity is probably because it is smaller in volume than the alternative. This instrument will be used to measure the students' performance before and after treatment. The items are structured to test students' cognitive knowledge in the three levels of the cognitive domain according to the revised Bloom's taxonomy of educational objectives namely remembering, understanding and thinking. The contents focused on during the lessons are:

- i. Plot
- ii. Character and characterization
- iii. Themes
- iv. Setting

Details of lesson steps are in the appendix.

3.4.1.1: Validation of Achievement Test in Prose Literature (ATPL)

The instrument was tested for face and content validity through an in-depth assessment by some lecturers in the Departments of English and Institute of Education, University of Ibadan. After corrections made the final draft was produced. To ascertain the reliability of the instrument, the test-retest method was subjected to forty Senior Secondary School two students offering Literature in English who did not form part of the sample population for the main study. Using Pearson's Product Moment Correlation, a reliability of 0.79 was obtained.

3.4.2: Questionnaire on Students' Attitude to Prose Literature-in-English (QSAPL)

The instrument was designed to elicit students' views, beliefs and feelings about prose literature. It is divided into two sections – A and B. Section A covers students' demographic data. Section B, a 26-item modified Likert scale with four options – Strongly Agree, Agree, Disagree, and Strongly Disagree – elicits information on students' attitude to prose literature. The questionnaire was scored thus:

SA Strongly Agree = 4, A Agree = 3, D Disagree = 2, SA Strongly Disagree = 1 for positively worded items while, for negative items the reverse is the case. SA Strongly Disagree = 1, D Disagree = 2, A Agree = 3, SA Strongly Agree = 4. Details of lesson steps are in the appendix.

3.4.2.1: Validation of Questionnaire on Students' Attitude to Prose Literature-in-English (QSAPL)

The draft instrument was given to some lecturers in the Institute of Education and Department of Guidance and Counselling, University of Ibadan, to assess for face and content validity. Their objective criticisms and suggestions were used to improve the instrument. The reliability of the instrument was ascertained by trial testing it on forty senior secondary school two students of equivalent status as those to be used in the study but not from the six schools for the study. The reliability was determined using Cronbach's alpha with a coefficient of 0.85.

3.4.3: English Language Proficiency Test (ELPT)

This instrument was adapted from Olamide (2008). The English language proficiency Test (ELPT) was used to measure the students' four learning skills: Listening, Speaking, Reading and Writing. The instruments made up of sections – A: Listening-5 questions, Dictation- 10 questions; B: Speaking-Oral Composition 1

question, Reading Aloud 1 question, Test of Orals 6 questions, Stress 3 questions; C: Reading 7 questions, Summary 1 question and D: Writing 10 questions, Paragraph development 1 question . This brings the total marks to 100. Details of lesson steps are in the appendix.

3.4.3.1: Validation of English Language Proficiency Test (ELPT)

The instrument was tested for face and content validity through an in-depth assessment by some lecturers in the Departments of English and Institute of Education, University of Ibadan. After corrections were effected, the final draft was produced. The test-retest method ascertained the reliability of the instrument. It was administered to forty senior secondary school two students of equivalent status as those to be used in the study. The data collected was analyzed using Pearson's Product Moment Correlation with a coefficient of 0.81.

3.4.4: Teaching Research Assistants Assessment Scale (TRAAS)

This instrument consists of six (6) items serving as checklists, to monitor and measure the trained teaching research assistants' understanding and ability to follow instructions as stated in the instructional guides and lesson notes and adhere strictly to them, during and after the training session. The instrument was used to select teaching research assistants for the study. Details of lesson steps are in the appendix.

3.4.5: Readers Theatre Instructional Strategy Guide (RTISG)

This instructional guide was adapted from National Children's Book and Literacy Alliance by the researcher for use by the trained research assistants in the use of the Readers Theatre. It contains the expected activities of teacher and students in steps. Details of lesson steps are in the appendix.

3.4.6: Reciprocal Teaching Instructional Strategy Guide (RTISG)

This instructional guide was adapted from Teaching Album Literacy by the researcher for use by the trained research assistants in the use of the Reciprocal teaching. It contains the expected activities of teacher and students in steps. Details of lesson steps are in the appendix.

3.4.7: Conventional Instructional Strategy Guide (CISG)

This guide contains details on the conventional procedure of teaching Prose Literature in the classroom. It mainly entails a teacher-dominated type of classroom interaction organized in steps. Details of lesson steps are in the appendix.

3.5: Procedure for Data Collection

Research was conducted using the following procedure:

- 3.5.1 Preliminaries
- 3.5.2 Selection and training of research assistants.
- 3.5.3 Administration of Pretest, English Language Proficiency Test and Questionnaire on Students' Attitude to Prose Literature-in-English
- 3.5.4 Treatment procedure
- 3.5.5 Administration of Posttest

The number of weeks scheduled for data collection is summarized below:

Selection and Training of research assistants	2
weeks	
Administration of pretest, English Language Proficiency	
Test and Questionnaire on Students' Attitude to Prose Literature-in-English	1
week	
Treatment procedure	
8weeks	
Posttest Administration	1
week	
Total number of weeks	12
weeks	

3.5.1 Preliminaries

Letters of introduction from the Department of Teacher Education, University of Ibadan were presented to the school authorities for permission to use their schools, staff and students for the study.

3.5.2: Selection and Training of Research Assistants

Literature-in-English teachers in the schools selected for the study were trained as research assistants for this study. The researcher then embarked on a two week training of research assistants in the use of appropriate teaching strategies using the prepared teachers' guides. The training was done in two stages. First, the selected Literature-in-English teachers who were research assistants were briefed on the strategies and modalities by using some students not involved in the main study. Second, research assistants were asked to teach, using other teachers as students. This exercise was graded with the aid of the evaluation sheet prepared by the researcher.

3.5.3: Administration of Pretests of Achievement and Attitude and Other Instruments

The pretest was administered in the first lesson during the first week of the experiment. This featured the administration of the Achievement Test in Prose Literature (ATPL), English Language Proficiency Test (ELPT) and Questionnaire on Students' Attitude to Prose Literature-in-English (QSAPL) on both the experimental and control groups.

3.5.4: Treatment Procedure

Two double periods of 90 minutes were allotted to the study. During this stage, the researcher visited the schools on regular basis to monitor the teaching sessions. Treatment covered a period of 8 weeks. The procedure for presenting the strategies was as follows:

Experimental Group I: Readers Theatre Instructional Strategy (RTIS)

Introduction: Teacher activates students' prior knowledge using texts students are familiar with

Step I: Teacher announces objectives of the lesson verbally and displays the chart showing Visual Instructional Plan

Step II: Teacher explains the strategy, using the title of the script students are guided to make predictions on the story, characters, setting and themes in the text. Teacher provides guiding questions for the students thus:

1. What is the setting of the story?
2. Who are the characters and particularly the main character?
3. Are there challenges confronting the main character?
4. How does the main character resolve these?
5. Are there themes you can identify?

Step III: Teacher provides model reading of a portion.

Step IV: Students are assigned to groups of 4 to 6, scripts are distributed and students identify characters in the script. Students assume specific roles in the script with each student highlighting their specific roles on their scripts.

Step V: Students read assigned portions for the lessons expressively (i.e., using their voices and gestures to depict characters and moods in the text). During the reading of the scripts students look out for answers to guiding questions. The teacher moves round to offer assistance in the reading of the scripts.

Evaluation.

Step VI: Teacher evaluates their comprehension of the portions read in the scripts using the guiding questions in the plenary session. Teacher provides corrective feedback based on students' response.

Conclusion.

Step VII: Teacher concludes by summarizing all the steps involved in readers' theatre.

Step VIII: Teacher assesses students (i.e., write on any character traits, settings, conflicts and themes)

Experimental Group II: Reciprocal Teaching Instructional Strategy (RTIS)

Introduction: Teacher activates students' prior knowledge (i.e., students are asked to mention some novels they have read and allowed to describe any major event they remember in any of the novels).

Step I: Teacher announces objectives of the lesson verbally and displays chart showing Visual Instructional Plan.

Step II: Teacher explains to the students the strategies involved in reciprocal teaching (prediction, questioning, clarification and summarizing) and sets the purpose of the reading stating guiding questions thus:

1. Who is the protagonist?
2. What is the protagonist's view on white people?
3. How does the author project the effect of racism on the oppressed?
4. Where does the protagonist's violence stem from?

Step III: Teacher provides a model reading of a portion of the text using the strategies involved in reciprocal teaching.

Step IV: Students are divided into groups of four and each assigned the roles of a predictor, questioner, clarifier and summarizer respectively. Students are made to apply the steps modelled by the teacher. Students are guided to predict, question, clarify and summarize the portions of the read text.

Step V: Students return from their individual groups for a plenary session. Each group presents to the whole class what was done along the lines of the discussed strategies for further discussions.

Evaluation.

Step VI: Teacher evaluates the students using the guiding questions (explanation of certain expressions in portions read, summarizing character profiles, comparing or contrasting characters).

Step VII: Teacher summarizes the portions of the text read based on the strategies taught.

Step VIII: Teacher assigns portions for students to read further on what has been discussed during the reading exercise to consolidate what has been taught and questions to guide the reading.

Control Group: Conventional Instructional Strategy (CIS)

Introduction: Teacher gives background information about the author and the text.

Step I: Teacher discusses elements of prose Literature-in-English.

Step II: Students read portions of the text.

Step III: Teacher explains contents at intervals.

Evaluation

Step IV: Teacher asks students questions based on content read and corrects mistakes.

Conclusion

Step V: Teacher gives summary notes on portions read for students to copy.

Step VI: Teacher assigns chapters to be read at home.

3.5.5: Administration of the Posttest

The posttest was administered in the tenth week of the experiment. This involved exposing students in the experimental groups and the control group to Achievement Test in Prose Literature (ATPL) and Questionnaire on Students' Attitude to Prose Literature (QSAPL). The researcher was directly involved in the administration of both pretest and posttest.

3.6: Choice of Contents and Teaching Units

Contents taught during the experiments were based on one each of the prescribed African and Non-African Prose Literature texts as contained in WAEC syllabus of 2015-2018: Adebayo Adewale's *Lonely days* and Richard Wright's *Native son*.

3.7: Methods of Data Analysis

The data collected were analysed using descriptive statistics of mean and standard deviation as well as inferential statistics of Analysis of Covariance (ANCOVA) using pretests as covariates. In addition, Estimated Marginal Means

(EMM) was computed to show the mean scores of the groups, while Scheffe Post Hoc test was used to detect the source of significant difference among the three groups where they existed. All hypotheses were tested at 0.05 level of significance.

UNIVERSITY OF IBADAN LIBRARY

**CHAPTER FOUR
RESULTS AND DISCUSSION**

4.1 Presentation of Results

This chapter presents the results of the study. The results are presented in the order of the Null hypotheses generated for the study.

Testing the Hypotheses

Ho1(a): There is no significant main effect of treatment on students' achievement in Prose Literature. In order to test this hypothesis, the Analysis of Covariance was computed. The summary is presented in Table 4.1

Table 4.1: Summary of ANCOVA of Posttest Achievement scores of participants in Prose Literature by Treatment, English Language Proficiency and Gender

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	66129.393 ^a	16	4133.087	35.962	.000	.791
Intercept	36317.902	1	36317.902	315.999	.000	.675
Pretest	103.798	1	103.798	.903	.343	.006
Treatment	5891.612	2	2945.806	25.631	.000*	.252
English language proficiency	11553.669	2	5776.835	50.264	.000*	.398
Gender	.060	1	.060	.001	.982	.000
Treatment * English language proficiency	11050.908	3	3683.636	32.051	.000*	.387
Treatment * Gender	420.063	2	210.031	1.827	.164	.023
English language proficiency * Gender	99.443	2	49.721	.433	.650	.006
Treatment * English language proficiency * Gender	375.870	3	125.290	1.090	.355	.021
Error	17469.400	152	114.930			
Total	294068.000	169				
Corrected Total	83598.793	168				

*Significant at P<.05

The results presented in Table 4.1 show that treatment had significant main effect on students' achievement in Prose Literature ($F_{(2, 152)} = 25.3; p < 0.05; \eta^2 = 0.252$). This implies that the posttest prose literature scores of students in the Readers' theatre group differ significantly from Reciprocal teaching group and Conventional group. Hence, the null hypothesis 1(a) is rejected. The estimated marginal post achievement mean scores of the three groups are presented in table 4.2

Table 4.2 Estimated Marginal Means of Achievement in Prose Literature by Treatment

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Readers' Theatre	48.256 ^a	3.070	42.190	54.322
Reciprocal Teaching	45.400 ^a	2.347	40.763	50.038
Control	19.396 ^{a,b}	1.528	16.377	22.414

a. Covariates appearing in the model are evaluated at the following values: Pretest = 15.7811.

The estimated marginal means on table 4.2 revealed that students in the Readers' Theatre instructional strategy group obtained the highest posttest mean score ($x=48.256$) followed by their counterparts in the Reciprocal Teaching instructional strategy group ($x=45.400$) and conventional instructional strategy ($x=19.40$) groups. In order to determine the source of the significant difference, Scheffe Post-hoc Analysis was computed as presented in Table 4.3:

Table 4.3: Scheffe Post-hoc Analysis of Treatment Effect on Students' Achievement in Prose Literature.

Treatment	Mean	N	Reader Theatre	Reciprocal Teaching	Conventional
Readers Theatre	48.256	44			*
Reciprocal Teaching	45.400	50			*
Conventional	19.396	75	*	*	

Scheffe Post-Hoc test on Table 4.3 shows that Readers' Theatre group is significantly different from Conventional group but not significantly different from Reciprocal Teaching group. Also Reciprocal Teaching is significantly different from control. This implies that the significant difference observed is attributed to Readers' Theatre instructional strategy ($x=48.25$) and Reciprocal Teaching instructional strategy ($x=45.40$). The conventional instructional strategy is having the least posttest mean score ($x=19.39$).

H_{01(b)}: There is no significant main effect of treatment on students' attitude to prose literature

In order to test this hypothesis, the Analysis of Covariance was computed. The summary is presented in Table 4.4

Table 4.4: Summary of ANCOVA of Posttest Attitude Scores of Participants in Prose Literature by Treatment, English Language Proficiency and Gender

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1860.076 ^a	16	116.255	.969	.493	.093
Intercept	11676.614	1	11676.614	97.368	.000	.390
Pre Attitude	131.267	1	131.267	1.095	.297	.007
Treatment	263.910	2	131.955	1.100	.335	.014
English language proficiency	376.928	2	188.464	1.572	.211	.020
Gender	14.663	1	14.663	.122	.727	.001
Treatment * English language proficiency	88.341	3	29.447	.246	.864	.005
Treatment * Gender	269.017	2	134.508	1.122	.328	.015
English language proficiency * Gender	14.193	2	7.097	.059	.943	.001
Treatment * English language proficiency * Gender	188.862	3	62.954	.525	.666	.010
Error	18228.290	152	119.923			
Total	740367.000	169				
Corrected Total	20088.367	168				

R Squared = .093 (Adjusted R Squared = -.003)

Table 4.4 shows that there is no significant main effect of treatment on students' attitude to prose literature ($F_{(2,152)}=1.100$, $p>.05$; $\eta^2=.014$). Therefore, hypothesis 1_(b) is not rejected.

Ho2_(a): There is no significant main effect of English language proficiency on students achievement in prose literature.

Results in Table 4.1 indicate that English language proficiency has a significant main effect on students' achievement in Prose Literature ($F_{(2,152)}= 50.264$; $P<.05$; $\eta^2=.398$). Hypothesis 2_(a) is therefore rejected. The estimated marginal means of post-achievement scores of low, medium and high English Proficiency in prose literature is presented in table 4.5

Table 4.5. Estimated Marginal Means of Achievement in Prose Literature by English Language Proficiency

English language proficiency	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
High	68.403 ^a	4.380	59.749	77.057
Moderate	42.039 ^a	1.344	39.384	44.693
Low	18.946 ^a	2.256	14.490	23.403

a. Covariates appearing in the model are evaluated at the following values: Pretest = 15.7811.

The estimated marginal means in table 4.5 shows that students with High English Language Proficiency obtained the highest posttest mean score in prose

literature ($x=68.403$) followed by their moderate English Proficiency ($x=42.039$) and low English Proficiency ($x=18.95$) counterparts. To ascertain the source of the significant difference Scheffe Post-Hoc Analysis was computed as shown in Table 4.3.

Table 4.6: Scheffe Post hoc Analysis of achievement in Prose literature by English Language Proficiency on students

Treatment	Mean	N	High	Moderate	Low
High	68.40	44		*	*
Moderate	42.04	50			*
Low	18.95	75	*	*	

Table 4.3 indicates that students with high English Proficiency is significantly different from moderate and low. The moderate is also significantly different from low. Therefore, the source of the significant main effect of English proficiency is as a result of students with high and moderate English Language Proficiency. The estimated marginal means also shows that students with high English Language Proficiency have the highest posttest mean score ($x= 68.40$), followed by moderate ($x=42.04$) and the least is low ($x=18.95$).

Ho_{2(b)}: There is no significant main effect of English language proficiency on students' attitude to prose literature

Table 4.4 indicates that students' English language proficiency has no significant effect on their attitude to prose literature ($F_{(2,152)}=1.572$; $p>.05$; $\eta^2=.020$). Hypothesis 2_(b) is therefore not rejected.

Ho_{3(a)}: There is no significant main effect of gender on students' achievement in prose literature.

Table 4.1 indicates that gender has no significant main effect on students' achievement in prose literature ($F_{(1,152)}= 0.001$; $P>.05$; $\eta^2=.000$). Therefore hypothesis 3(a) is not rejected.

Ho_{3(b)}: There is no significant main effect of Gender on students' attitude to prose literature

Table 4.4 indicates that students' gender has no significant effect on students' attitude to prose literature ($F_{(1,152)}=.122$; $p>.05$; $\eta^2=.001$). Therefore, hypothesis 3_(b) is not rejected.

Ho_{4(a)}: There is no significant interaction effects of treatment and English language proficiency on students' achievement in prose literature.

From Table 4.1 the interaction effect of treatment and English Language Proficiency on students' achievement in prose literature is significant ($F_{(3,152)} = 32.051$; $P < .05$; $\eta^2 = .387$). Therefore, the null hypothesis 4(a) is rejected. This result implies that the treatment and English Language Proficiency when taken together have significant interaction effect on students' achievement in Prose Literature. The graph of interaction effect of treatment and English Language Proficiency is presented in Figure 4.1.

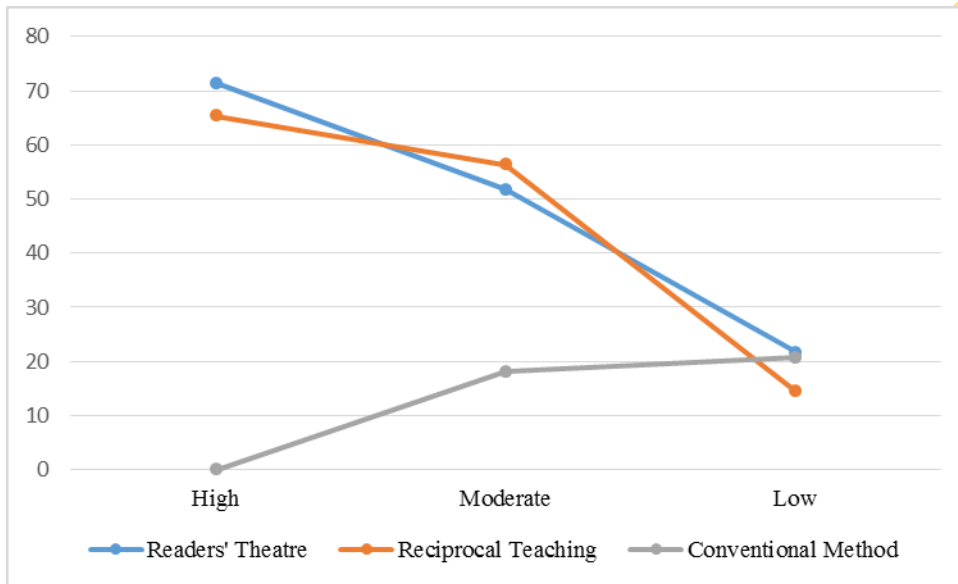


Figure 4.1: Graph showing the two-way interaction effect of treatment and English language proficiency

The line graph in figure 4.1 illustrates the interaction effect of treatment and English language proficiency on students' academic achievement. The graph is disordinal.

Ho4_(b): There is no significant interaction effects of Treatment and English language proficiency on students' attitude to prose literature

Table 4.4 shows that the interaction effect of treatment and students' English language proficiency on students' attitude to prose literature is not significant ($F_{(3,152)} = .246$; $p > .05$; $\eta^2 = .005$). Therefore, hypothesis 4_(b) is not rejected.

Ho5_(a): There is no significant interaction effects of treatment and gender on students' achievement in prose literature.

From Table 4.1, there is no significant interaction effect of treatment and gender on students' achievement in prose literature ($F_{(2,152)} = 1.827$; $p > .05$; $\eta^2 = .023$). Therefore Hypothesis Ho5_(a) is not rejected.

Ho5_(b): There is no significant interaction effects of Treatment and Gender on students' attitude to prose literature.

Table 4.4 shows that the interaction effect of treatment and students' gender on students' attitude to prose literature is not significant ($F_{(2,152)}=1.122$; $p>.05$; $\eta^2=.015$). Based on this finding, Hypothesis 5_(b) is not rejected.

Ho6_(a): There is no significant interaction effects of English language proficiency and gender on students' achievement in prose literature.

From Table 4.1, the interaction effect of English language proficiency and gender on students' achievement in prose literature is not significant ($F_{(2,152)}=.433$; $p>.05$; $\eta^2=.006$). Therefore hypothesis Ho6_(a) is not rejected.

Ho6_(b): There is no significant interaction effects of English language proficiency and Gender on students' attitude to prose literature.

Table 4.4 indicates that the interaction effect of students' English language proficiency and students' gender on their attitude to prose literature is not significant ($F_{(2,152)}=.059$; $p>.05$; $\eta^2=.001$). Based on this finding, Hypothesis 6_(b) is not rejected.

Ho7_(a): There is no significant interaction effects of treatment, English language proficiency and gender on students' achievement in prose literature.

Table 4.1 indicates that the interaction effect of treatment, English language proficiency and gender on students' achievement in prose literature is not significant ($F_{(3,152)}= 1.090$; $p>.05$ $\eta^2=.021$). Based on this finding, Hypothesis Ho7_(a) is not rejected.

Ho7_(b): There is no significant interaction effects of Treatment, English language proficiency and gender on students' attitude to prose literature.

Table 4.4 shows that there is no significant interaction effect of Treatment, English language proficiency and Gender on students' attitude to prose literature ($F_{(3,152)}=.525$; $p>.05$; $\eta^2=.010$). Based on this finding, Hypothesis 7_(b) is not rejected.

4.2: Discussion of findings

4.2.1: Main Effect of Treatment on students' Achievement in and Attitude to Prose Literature

The findings reveal significant main effect treatment on students' achievement in prose literature but not on students' attitude to prose literature. The results showed that Readers' Theatre Instructional Strategy was the most effective in improving students' achievement in prose literature, followed by Reciprocal Teaching Instructional Strategy, while the conventional instructional strategy was the least

effective. The Readers' Theatre Instructional Strategy was more effective than Reciprocal Teaching instructional strategy and conventional instructional strategy probably because of the fact that students had opportunities to assume character roles dramatizing portions of the text using scripts, thereby making them actively involved in the meaning-making process as the literary texts were read. This strategy requires full participation individually and in groups. The findings agree with Tutu (2006) who found that students taught with learners' centered and active strategies did better than the control group. Furthermore, the findings corroborate those of Ibafe (2002), Ibode (2004), Wren (2005) and Popoola (2014) who in separate studies reported that students exposed to activity based strategies performed better than those in the control group. However, this finding contradicts that of Kabilan and Kamaruddin (2010) who reported no significant main effect of treatment on students' achievement in literature.

On the other hand, treatment was not effective on students' attitude to prose literature. In other words, students' negative /positive attitude to prose literature was not changed after treatment. A possible reason for this is that a positive attitude is dependent on several other factors combined such as sample selection, sample size and some students' background. For instance, if the participants selected were students who shy away from reading and do not see any benefits derived in studying literary texts, this could affect their disposition to prose literature. Furthermore, attitude takes a reoccurrence of good performance to attain interests in any subject i.e. it takes a longer time to manifest while achievement is immediate. The findings tally with studies by Ezenandu (2011) and Nasr and Asgar (2011) who also reported no significant main effect of treatment on students' attitude to prose literature. The findings however, contradict those of Gafar (2012) and Popoola (2014) in which treatment was found to have significantly influenced students' attitude to prose literature and reading comprehension respectively.

4.2.2: Main Effect of English Language Proficiency on students' Achievement in and Attitude to Prose Literature

The findings of this study indicate a significant main effect of English language proficiency on students' achievement in, but not on their attitude to prose literature. Students with high English language proficiency obtained the highest mean achievement score, followed by the medium and low English language proficiency groups. This could be traced to the fact that the effective reading of prose literature is a cognitive activity that relies heavily on language competence of learners. Moreover,

the subject is called Literature-in-English. That is, any student reading any prose literary texts has to be proficient in the language of the written text to enable him or her to systematically organize ideas in order to achieve the ultimate purpose of reading the text. In other words, it has specific relevance to language learning in general and prose literature in particular because the level of competence determines to a large extent students' achievement and expressions.

The findings of this study corroborate those of Olopoenia (2006), Adegoke and Owooke (2011) who found that English language proficiency had a positive correlation with students' achievement in prose literature. However, the result is at variance with those of Suleiman (2011), Kolade (2012) and Idialu (2014) who reported significant influence of English Language Proficiency on students' achievement in Mathematics, reading comprehension and Prose literature respectively but not on their attitude.

4.2.3: Main Effect of Gender on students' Achievement in and Attitude to Prose Literature

The findings of this study show that there was no significant main effective of gender on students' achievement in and attitude to prose literature. The results indicate the mean scores for male and female students' achievement in prose literature with female students obtaining higher mean scores than male students but the difference was not significant. This might not be unconnected to the fact that females are often more into reading of novels than their male counterparts who are given to playing football at leisure or visiting cyber cafés and game rooms (Smith and Wilhelm, 2002). This finding is in line with Adeyemi (2008), Akinsulire (2012), Gafar (2012) and Yinusa (2012) who found that girls performed better than boys in prose literature. On the other hand, the finding is at variance with those of Owolabi (2009) and Oyinloye (2010) who found that there was no significant difference in male and female students' performance in literature-in-English and Oral English.. With regards to attitude to Prose Literature, it was reported in this study that there was no significant main effect of gender on attitude to prose literature. This finding is in line with Ezenandu (2012) who found no effect of gender on students' attitude to prose literature. This is, however, contrary to the findings of Cook (2005), Dorneyi and Shoaib (2005) and Dennis Soku et al, (2011) which indicate females were shown to execute more interests, positive behavior and performances, in comparison to the males.

4.2.4: Interaction Effect of Treatment and English Language Proficiency on achievement in and attitude to Prose Literature

Findings from this study indicate a significant two-way interaction effect of Treatment and English language proficiency on students' achievement in prose literature but not on attitude. The significance of treatment and English language proficiency may be connected to the fact that readers' theatre and reciprocal teaching strategies are in English language and rely on students' ability to fluently express skills in playing their roles effectively using the language. These two strategies rely solely on students' ability to use English language proficiently. A significant 2-way interaction effect of treatment and ELP also indicates that students' level of proficiency affects the efficacy of the treatment. This finding is consistent with those of Gafar (2012), Akinsulire (2012) and Popoola (2014), who found no significant interaction effect of treatment and English language proficiency on students' achievement in prose literature and reading comprehension.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the discussion of findings of the study, the recommendations and conclusion

5.1 Summary of Findings

The results of this study are summarised thus:

1. There is significant main effect of treatment on students' achievement in prose literature but not in students' attitude to prose literature. Participants in Readers Theatre Instructional Group had the highest mean score followed by those in Reciprocal Teaching Instructional Strategy and the Conventional Instructional strategy group respectively.
2. Students' English language proficiency has significant main effect on their achievement but not on their attitude to prose literature.
3. There is no significant main effect of students' gender on their achievement in and attitude to prose literature.
4. The interaction effects of treatment and English language proficiency on students' achievement in prose literature was significant but not significant in their attitude to prose literature.
5. There are no significant interaction effects on Treatment and Gender on students' achievement in and attitude to prose literature.
6. The interaction effects of students' English language proficiency and students' Gender on their achievement in and attitude to prose literature are not significant.
7. The three-way interaction effects of Treatment, students' English language proficiency and Gender was not significant on students' achievement in and attitude to prose literature.

5.2 Conclusion

This study examined the effect of Readers Theatre and Reciprocal Teaching Instructional Strategies on senior secondary students' achievement in prose literature and found the strategies effective at improving students' achievement in prose literature. It can be concluded from the study that when students are made to act out roles of characters in prose literary texts and are made to engage in reciprocal teaching of prose literature with their peers, prose literature instruction is enriched and

their achievement in and attitude to prose literature in particular and Literature-in-English in general could improve.

5.3 Recommendations

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

1. Teachers should adopt Readers Theatre and Reciprocal Teaching Instructional Strategies in their teaching of prose literature in order to improve students' achievement in prose literature.
2. Prose literature teachers should make room for practice sessions and corrective feedbacks during the course of instruction so as to motivate students' participation in the classroom.
3. Literature-in-English teachers should deemphasize sole reliance on lecture strategy and adopt student-centered strategies involving students' active participation in the teaching/ learning process.
4. Workshops and in-service training programmes should be organized for literature-in-English teachers on a regular basis to update them on innovative ways of teaching prose literature to reflect modern realities.

5.4 Limitations to the Study

In the course of this study, many constraints were encountered. First the commencement of the study was delayed at the early stages due to the mass transfer of teachers to other schools. This led the researcher to spend extra time to revisit schools. Secondly, Principals and teachers of some schools displayed negative/nonchalant attitude towards the research. The researcher had to search for schools that were not only willing to participate but had studied at least one of the prescribed literary texts. Thirdly, there was the problem of inconsistent attendance of students. Fourthly, a number of participants had the challenge of low proficiency in English language which hampered their active participation in the study. Furthermore, time constraint was a challenge as some of the selected schools embarked on frequent breaks.

5.5 Suggestions for further study

In view of the limitations of the study, the following suggestions are made for further research:

The duration of the experiment could be extended beyond the period of eight weeks. The study could be carried out on other genres of literature such as poetry and drama and replicated in rural environment. Further research using moderator variables such

as verbal ability, mental ability, self-esteem and age which could influence students' achievement in and attitude to prose literature should be embarked upon.

5.6 Contribution to the Body of knowledge

The study has contributed to knowledge in the following ways:

1. The study revealed that Readers Theatre and Reciprocal Teaching strategies were effective in enhancing students' achievement in and attitude to prose literature
2. English Language Proficiency is a strong factor in Prose Literature instruction.
3. The study underscored the need for students to engage texts as a means of effective comprehension and appreciation of literature-in-English texts.

UNIVERSITY OF IBADAN LIBRARY

REFERENCES

- Aacken, S. V. 1999. What motivates L2 learners in acquisition of kanji using CALL: A case study. *Computer Assisted Language Learning*, 12.2:113–136.
- Adams, W. 2003. *Institute book of Readers Theatre: A practical guide for school, theatre and community*. Chapel Hill, NC: Professional Press.
- Adegoke, B. A. and Ibode, F.O. 2011. Knowledge of English Language as a predictor of students' cognitive achievement in senior secondary school mathematics. *European Journal of Educational Studies* 3.2.
- Adekoya, T. E. 2011. *Senior secondary school students' perception of their Literature-in- English teachers' effectiveness in Ibadan South-East Local Government of Oyo state*. M.Ed Project, Ibadan: University of Ibadan.
- Adesoji, F.A. 2002. Language crisis in the Chemistry laboratory and its Implication for Curriculum Development and Implementation in Mansary A. and Osokoya I.O. (Eds). *Curriculum Development at the turn of the Century*. Published by the Department of Teacher Education, University of Ibadan.
- Adeyinka, A. A. 2001. The role of the teacher in National Development (*In Proceedings of the Biennial Conference on Teacher Education*). Gaborone: Ministry of Education, Development of Teacher Training and Development.
- Afolabi, F. 2008. *Effects of Action Learning and Inquiry-Based Instructional Strategies on Learning Outcomes of Secondary school students in Physics*. (Unpublished Ph.D. Thesis). University of Ibadan, Ibadan.
- Aghaie, R., and Zhang, L. J. 2012. Effects of explicit instruction in cognitive and metacognitive reading strategies on Iranian EFL students' reading performance and strategy transfer. *Instructional Science*, 40.6.
- Agoro A. A. and Akinsola M. K. Effectiveness of Reflective- Reciprocal Teaching on Pre-service Teachers' Achievement and Science Process Skills in Integrated Science. *International Journal of Education and Research* Vol. 1 No. 8 August 2013
- Ajimuda, O. S. 2008. *Complete work on Literature in English*. Akure Stecom Publishers.
- Ajzen, I. and Fishbein, M. 2000. Attitudes and the attitude-behaviour relation: Reasoned and automatic processes. In W. Stroebe & M. Hewstone (Eds.). *Dual-process theories in social psychology*. 117-138. New York: Guilford.
- Akinsulire, Y. P. 2012. *Effect of narrative text structure awareness on students' achievement in prose literature-in-English in Ondo West Local Government*. Unpublished M.Ed. Project, Department of Teacher Education. University of Ibadan.

- Akyel, A. and Yalcin, E. 1990. Literature in the EFL Class: A study of Goal-Achievement Incongruence, *ELT Journal*, 44/3:174-180.
- Alfassi, M., Weiss, I. and Lifshitz, H. 2008. The efficacy of reciprocal teaching in fostering the reading literacy of students with intellectual disabilities. Oxford: Routledge Taylor & Frances Group.
- Aluko, O. O. 1985. *The relationship between teachers' and students attitude to teaching and performance in prose and poetry*. Unpublished M. Ed Thesis, University of Ibadan.
- _____.1990. *Effects of three methods of poetry teaching on attitude and achievement of secondary school students*. (Unpublished doctoral dissertation). Department of teacher education, University of Ibadan, Ibadan.
- Alvermann, D. E. 2001. *Effective Literacy Instruction for Adolescents*. Executive summary and paper commissioned by the National Reading Conference. National Reading Conference. Chicago, IL.
- Amokeodo, O. O. 2012. *Classroom Participation and Study Habits as Predictors of Achievement in Literature-in-English in Selected Secondary Schools in Ibadan North Local Government, Oyo State*. (Unpublished B.Ed Project). University of Ibadan, Ibadan.
- Anderson, N. J. 2005. L2 learning strategies. In E. Hinkel (ed.), *Handbook of research on second language teaching and learning*. Mahwah, NJ: Lawrence Erlbaum, 757-771.
- Anderson, R.C., Hiebert, E.H., Scott, J.A., and Wilkinson, I.A.G. 1985. *Becoming a nation of readers: The report of the Commission on Reading*. Washington, DC: The National Institute of Education.
- _____, R.C. and P.D. Pearson. 1984. "A Scheme-theoretic view of basic processes in reading comprehension". In P. Carrel, J. Devine and D.E. Eskey (Eds.), 1998:37-55.
- Anthony, E. M. 1963. Approach, method and technique. *ELT Journal* 17.2: 63-67
- Applebee, A. N. 1989. *The teaching of literature in programs with reputations for excellence in English*. Albany, NY: National Research Center on Literature Teaching and Learning.
- Applebee, A. N., Langer, J. A., and Mullis, I. 1987. *Crossroads in American education: a summary of findings from the nation's report card*. Princeton, NJ: National Assessment of Educational Progress, Educational Testing Service.
- Arbuthnot, M. H. 1961. *The Arbuthnot Anthology of Children's Literature*, New York: Scott Foresman and Company.

- Aremu, A. 1998. Motivating Learners for more effective achievement in mathematics. *Nigerian Journal of Applied Psychology*, 4.1:27-34.
- Ayanniyi, M. A. 2009. *Effect of three modes of advance organizers on students' achievement in and attitude to poetic literature*. (Unpublished doctoral dissertation). University of Ibadan, Ibadan.
- Bafile, C. 2005. *Reader's Theater: Giving Students a Reason to Read Aloud*. The National Capital Language Resource Center, Washington, DC.
- Baker, L. and Scher, D. 2002. Beginning readers' motivation for reading in relation to parental beliefs and home reading experiences. *Reading Psychology* 23.4: 239-269.
- Banjo, L.A. and Bisong J.O. 2006. *Developmental English*. Spectrum Books Ltd. Ibadan Nigeria.
- Bas, G., and Sahin, C. 2012. İlkogretim 6. 7. ve 8. Sinif Ogrencilerinin Okuma Tutumlari Ve Yazma Egilimleri ile Turkce Dersindeki Akademik Basarilari Arasindaki Iliski. *Turkish Studies*, 7.3:555-57.
- Beck, I., McKeown, M. G., and Kucan, I. 2002. *Bringing words to life: Robust vocabulary instruction*. New York: Guilford.
- Bettleheim, B. 1976. *The uses of Enchantment*, New York. A. A. Knopf.
- Billmeyer, R. 2003. *Strategies to engage the mind of the learner: building strategic learners*. Omaha NE. Rachael & Associates copyright. 56.
- Block, C., and Pressley, M. (eds.). 2002. *Comprehension instruction: Research-based best practices*. New York: Guilford Press.
- Borg, S. 2006. 'Great idea but just no time': Teachers' views of research and its role in their professional lives. Retrieved August 24, 2014 from: www.ihes.com/bcn/tt/workshops/borg_mar06.pps.
- Bosnak, S. 2009. Ebedding Reading Comprehension Training in Content Area Instruction. *Journal of educational Psychology*, Vol.101:1-20.
- Brantmeier, C. 2003a. Does gender make a difference? Passage content and comprehension in second language reading. *Reading in a Foreign Language*, 15.1:1-24.
- _____. 2003b. Beyond linguistic knowledge: Individual differences in second language reading. *Foreign Language Annals*, 36.1:33-43.
- Bruer, J. 1993. *The mind's journey from novice to expert*. Washington, DC: American educator.

- Burns, P. C., Roe, B. D. and Ross, E. P. 1999. *Teaching Reading in Today's Elementary Schools. Seventh Edition.*
- Busching, B.A. 1981. Readers Theatre: An education for language and life. *Language Arts*, 58: 330-338.
- Candlin, C. and Mercer, N. 2001. *English language teaching in its social context.* New York: Routledge.
- Carrel, P. L. 1985. Meta cognitive strategy training for ESL reading. *TESOL Quarterly* vol 23:647-678.
- Carrel, P. L. 1991. *What schools can do to improve literacy instruction. Teaching advance skills to at-risk students.* B. Means, C. Chelmer and M. S. Knapp. Eds. San Francisco: Jossey-Bass. 176-203
- Carrell, L. P., Gajdusek, I. Teresa Wise, T. 1998. Metacognition and EFL/ESL reading. *Instructional Science*. 26: 97-112. Kluwer Academic Publishers, Netherlands.
- Carrick, L. 2001. Internet resources for conducting Readers Theatre. *Reading Online*, 5(1). Retrieved August 20, 2014, from http://www.readingonline.org/electronic/elect_index.asp?HREF=carrick/index.html
- _____. 2000. The effects of Readers Theatre on fluency and comprehension in fifth grade students in regular classrooms. (Unpublished doctoral dissertation) Lehigh University. Bethlehem, Pennsylvania.
- Chukwuemeka, A. 1998. Reading Instruction that Increases Thinking Abilities. *Journal of Reading*, 34:510-519.
- Clark, K. and Graves, M. 2008. Open and directed text mediation in literature instruction: effects on comprehension and attitudes. *Australian Journal of Language and Literacy*, 31.1.
- Clark, R., Morrison. T. G, and Wilcox. B. 2009. Readers' Theater: A Process of Developing Fourth-Graders' Reading Fluency. *Reading Psychology Volume* 30. 4, 2009.
- Coley, J., DePinto, T., Craig, S., and Gardner, R. 1993. From college to classroom: Three teachers' accounts of their adaptations of reciprocal teaching. *Elementary School Journal*, 94.2: 253 – 265.
- Collie, J., and Slater, S. 1987. *Literature in the language Classroom.* Cambridge, UK: Cambridge University Press.
- Collins, A. D. 2009. Teaching critical reading through literature. Retrieved August 20, 2014, from <http://www.ericdigests.org/2010/literature.htm>.

- Collins, S. R. 2008. Enhanced Student Learning through Applied Constructivist Theory. *Transformative Dialogues: Teaching and Learning Journal Vol. 292*. Retrieved August 20, 2014 from <http://www.google.com>.
- Collins English Dictionary. 2009. *Complete & Unabridged 10th Edition*. Retrieved May 01, 2014, from Dictionary.com website: <http://dictionary.reference.com/browse/literature>
- Coody, B. 1992. *Using literature with young children (4th ed.)*. Debuque, IA: William C. Brown.
- Corbin, F. 1996. Poetry and hard fact. *College English* 27.5: 341-346.
- Corcoran, C. A, and Davis, D. 2003. A study of the effects of readers' theater on second and third grade special education students' fluency growth. *Reading Improvement*, 42.2:105-111.
- Colorado, C. 2008. *Pre-Reading Activities for ELLS*. Retrieved September 20, 2014 from www.colorincolorade.org/article/c48/
- Corn, A. 1997. *The Poem's Heartbeat: A Manual of Prosody*. Storyline Press. ISBN 1-885266-40-5
- Dasylyva, A. O., and Jegede, O. B. 2005. *Studies in Poetry*. Ibadan: Stirling-Horden Publishers.
- Davis, J. N., Gorell, L. C., Kline, R. R., and Hsieh, G. 1992. Readers and foreign languages: A survey of Undergraduate attitudes toward the study of literature. *The Modern Language Journal*, 76.3:320-332
- Davis, J. N. 1989. The act of reading in the foreign language: Pedagogical implications of Iser's reader-response theory. *Modern Language Journal*, 73.4:420-428.
- Davis, T. F., and Womack, K. 2002. *Formalist criticism and reader-response theory*. New York: Palgrave.
- Dawson, P. 2004. *Teachers and Teaching*. Oxford: Basic Blackwell Ltd.
- Department of Education and Early Childhood Development (DEECD). 2008, VELS Level 4 – Reciprocal Teaching” www.education.vic.gov.au/studentlearning/teachingresources/english/literacy
- _____. 2007. More about reciprocal teaching. ' www.education.vic.gov.au/studentlearning/teachingresources/english/literacy/
- De Naplis, C. 2002. Generating Criteria for Evaluating Teachers Alertness. *Journal of Educational Research* 48.1:1-20.

Department of Education and Training (DET). 2006. *Reciprocal Teaching*,
<http://english.unitecology.ac.nz/resources/resources/reciprocal.html>

Doolittle, A. and Welch, C. 1989. *Gender Differences in Performance on a College-Level Achievement Test*. Paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA, March 27-31, 1989.

Dornyei Z. 1990. Conceptualizing motivation in foreign-language learning. *Language Learning*. 40.1: 45-75.

Dornyei, Z. and Shoaib, A. 2005. Affect in lifelong learning: Exploring L2 motivation as a dynamic process. In Nunan, D. and Benson, P. (Eds.) *Learners' stories: Difference and diversity in language learning*. (pp.22-41). Cambridge University Press: UK.

Duppenthaler, P. 1987. Some criteria for selecting and designing activities for the language classroom. *Modern English Teacher*, 15.1:36-37.

Dycus, D. 1997. *Guessing word meaning from context: Should we encourage it?* Aichi Shukutoku University.

Edmiston, B. and Wilhelm, D. 1998. *Imagining to learn; inquiry, ethics, and integration through drama*. Portsmouth, NH: Heinemann

Ellis, J. 1993. Japanese students abroad relating language ability in class and in the community, in *Thought Currents in English-in-Literature*, 66.

Ellis, R. 1994. *The study of second language acquisition*. Oxford: Oxford University Press.

Erinosho, S.Y. 1997. *Female participation in science: An analysis of secondary school science curriculum materials in Nigeria*. Abridged Research Report No 29. Nairobi Academic of Science Publisher: Nairobi, Kenya.

Ezedinbu, B. 2011. *The Teaching of Poetry in Senior Secondary Schools in Ibadan* Unpublished B.Ed project. University of Ibadan, Ibadan, Nigeria.

Ezeokoli, F. O. 1985. *Effects of teacher classroom behavior on students motivation and achievement in literature-in-English*; Unpublished Ph. D Thesis, University of Ibadan.

Ezeokoli, F. O. and Igubor, P. 2014. Text Possession and Teachers' Pedagogical Practices in the Teaching of Prose Literature-in-English in Some Schools in Ibadan. *Journal of*

Ezenandu, P.E. 2011. *Effects of literature circles and scaffolding instructional strategies on senior secondary school students' achievement and attitude to Prose Literature in English*. Unpublished Ph.D Thesis, University of Ibadan.

- Fafunwa, A.B. 1969. *Teacher education in a philosophy for Nigerian education*. Lagos: report of the National Curriculum Conference 8th-12th Sept.
- Fakeye, D. O. 2008. Factors accountable for declining enrollment in literature-in-English at public examinations. *Journal of Social Science, India*, 20:23-31.
- _____. 2010. Influence of two non-cognitive construct of senior secondary school students' achievement in literature-in-English in Ibadan metropolis. *Journal of Applied Psychology*, 12:46-58.
- Fakeye, D. O. and Ogunsuji, Y. 2009. English language proficiency as a predictor of academic achievement among EFL students in Nigeria. *European Journal of Scientific Research* 37.3: 490-495
- Farlex, C. 2008. Prose Literature. Farlex Clipart Collection Princeton University. Farlex Inc Retrieved August 20, 2014 from <http://www.farlexlibrary.com>.
- Fatusin, M. T. 1985. *An investigation into the problems facing poetry teaching and learning in secondary schools*: (Unpublished M. Ed Thesis) University of Ibadan.
- Feast, V. 2002. The Impact of IELTS Scores on Performance at University. *International Education Journal*, 2.4:70-85.
- Federal Republic of Nigeria. 2004. *National Policy on Education (Revised)*, Abuja NERCD Press.
- Fish, S. 1972. Surprised by Sin: The Reader in Paradise Lost: The Experience of 17th Century Literature .
- Flanagan, M. 2010. What is poetry? : grasping at the indefinable. *Contemporary Literature Guide*. Retrieved Nov. 16, 2014, from <http://contemporarylit.about.com/od/poetry.htm>
- Flynn, N. 2007. What do effective teachers of literacy do? Subject knowledge and pedagogical choices for literacy. *Literacy*, 41.3:137-146.
- Flood, J., Lapp, D., Flood, S., and Nagel, G. 1992. Am I allowed to group? Using flexible patterns for effective instruction. *Reading Teacher*, 45:608-615.
- Freedman, M. P. 1997. Relationship among laboratory instruction, attitude toward science and achievement in science knowledge. *Journal of Research in Science Teaching*, 34: 231-243
- Freeman, C. 2004. Trends in educational equality of girls and women: 2004. Washington DC: *National center for Education Statistics*.
- Gafar, A. S. 2012. *Effects of explicit teaching of multiple reading strategies on students' achievement in prose literature*. (Unpublished M.Ed. Project) Department of Teacher Education. University of Ibadan.

- Garcia-Vazquez, E., Vazquez, L.A., Lopez, I. C., and Ward, W. 1997. Language proficiency and academic success: relationship between proficiency in two languages and achievement among Mexican American Students. *Bilingual Research Journal*, 21.4:395-408.
- Gardner, R. 1985. *Social psychology and second language learning. The role of attitudes and motivation*. London: Edward Arnold.
- Garrett, T. D. And O'Connor, D. 2010. Readers' Theater: "Hold on, Let's Read It Again." *TEACHING Exceptional Children*, 43.1:6-13.
- Gergen, K. J. 1999a. *An introduction to social construction*. Boston: Sage.
- _____. 1999b. Agency/social construction and relational action. *Theory and Psychology*, 9:113-115.
- Gill, R. 2006. *Mastering English Literature*. (3rd edition). Great Britain: Palgrave Macmillan
- Gök, T. and Silay. I. 2010. *The Effects of Problem Solving Strategies on Students' Achievement, Attitude and Motivation*. Colorado School of Mines, Department of Physics, USA and Dokuz Eylul University, Izmir, Turkey. Science and Mathematics Education Department, University of Dokuz Eylul, Izmir, Turkey.
- Griffith, L. W. and Rasinski, T. V. 2004. A focus on fluency: How one teacher incorporated fluency with her reading curriculum. *The Reading Teacher*, 58.2:126-137.
- Gurnam, K. S.2003. Literature in the language classroom, In Ganakumaran Subramaniam (Ed), *Teaching Literature in ESL/EFL Contexts*: 88-110. Petaling Jaya: Sasbadi.
- Harris, A. J., and Sipay, E. R. 1990. *How to increase reading ability: A guide to developmental and remedial methods (9th ed.)*. White Plains, NY: Longman.
- Haynes, J. 1979. Poetry teaching as language teaching in Ebo Ubahakre (ed) *The teaching of English studies*. Ibadan: IUP.
- Hedges, L. and Nowell, A. 1995. Sex differences in mental test scores, variability and numbers of high-scoring individuals. *Science*, 269:41-45.
- Heidi, G. Cabiguin. 2012. *Types of literature*. Retrieved April 19, 2014, from <http://www.slideshare.net/darlingniugibac9/types-of-literature-14741588>.
- Hirvela, A. and Boyle, J. 1988. Literature courses and student attitudes. *ELT Journal* 42.3:179-184.
- Holland, N. 1975. *Five readers reading*. New Haven: Yale University Press.

- Hulstijn, J. 1992. 'Retention of inferred and given word meanings: Experiments in incidental vocabulary learning.' In P. Arnaud & H. Béjoint (Eds.), *Vocabulary and Applied Linguistics* 113-25. Basingtoke: Macmillan.
- Ibitola A.O. 2009. *Essential Literature in English*, Lagos: Tonad publisher.
- Icheku, A. C. 2014. *Teacher factors and Students' Affective factors as predictors of Achievement in Literature-in-English in Ibadan Metropolis, Oyo State*. A Seminar paper presented in The Department of Teacher Education, UI.
- Iser, W. 1974. *The Implied Reader*. John Hopkins University Press: Baltimore, p. 285.
- Jadie, K., Sonya, P., Laura, S., Natasha, W. 2012. Connecting English language learning and academic performance: A predictive study. *American Educational Research Association, Vancouver, British Columbia, Canada*. 1-17.
- Janzen, J. 2002. *Teaching Strategic Reading*. In JackRichards and Will, A Renana University Press.
- Jegede, O. 2010. Towards the enhancement of literacy acquisition in literature classroom discourse in Nigerian Universities. *The Indian Review of World Literature-in-English* 6. 11-1. Retrieved July 13, 2014 from <http://www.worldlironline.net/towards.the.pdf>.
- Johns, G. 1996. *Organizational Behavior*. Harper Collins College Publishers. USA. 68.
- Kabilan, M. K., and Kamarudin, F. 2010. Engaging Learners' Comprehension, Interest and Motivation to Learn Literature Using the Reader's Theatre. *English Teaching: Practice and Critique*, 9.3:132-159.
- Keehn, S., Harmon, J. and Shoho, A. 2008. A Study of Readers Theater in Eighth Grade: Issues of Fluency, Comprehension, and Vocabulary. *Reading & Writing Quarterly*, 24: 335– 362.
- Kellem, H. 2009. The fore meaning response approach: poetry in the EFL classroom. *English teacher forum*, 4:12-17.
- Keller, J. 1983. Motivational design of instruction. In Reigeluth, C. (ed). *Intstructional design theories and models*. Hillsdale, NL; Lawrence erlbbaum, 386-433.
- Kelly, M., Moore, D. W., and Tuck, B. F. 2001. Reciprocal teaching in a regular primary school classroom. *Journal of Educational Research*, 88:53-61.
- Koballa, Jr. T. R.1988. Attitudes and related concepts in science education. *Science Education* ,72:115–126

- Kolade, M. A. 2012. *Effects of instruction in stylistic and thematic approaches on students' achievement in poetic literature in selected secondary schools in Akure Metropolis, Ondo State*. An M.Ed Project, University of Ibadan, Oyo State.
- Langer, J. A. 2000. Literary understanding and literature instruction. NY: *National Research Centre on English Learning and Achievement*. Retrieved Aug. 9, 2014, from <http://cela.albany.edu/literary/index.html>
- Latrobe, K. 1996. Encouraging reading and writing through Readers Theater. *Emergency Librarian*, 23.3:51-57.
- Lawal, A. 2010. *Values and limitations of using literary text for teaching ESL*. Retrieved September 18, 2014 from <http://www.unilorin.edu.ng/journals/educat>.
- Lawal, F.O. 2000. *Approaches to secondary school Literature-in-English. A text for teachers and undergraduates, Lagos*. University of Lagos Press.
- Lazar, G. 1993. *Literature and language teaching: a guide for teachers and trainers*. Cambridge: Cambridge University Press.
- Lee, M. M. 1998. Gender differences in young adolescents mathematics and science achievement. *Childhood Education*, 2:123-134.
- Lewis, C. 2000. Limits of identification: The personal, pleasurable, and critical in reader response. *Journal of Literacy Research* 32: 253-266.
- Long, T. W., and Give, M. K. 2003. How engagement strategies and literature circles promote critical response in a fourth grade urban classroom. *The Reading Teacher* 57.4: 350-361.
- Logan, S. and Johnston, R. 2009. Gender differences in reading ability and attitudes: examining where these differences lie. *Journal of Research in Reading*, 32.2:199-214.
- Madden, D. 2006. 'Novel'. Microsoft^R 2006(CD).Redmond, WA: Microsoft Corporation.
- Majid, K. M. 2011. *The effect of strategies-based Instruction on students' reading comprehension of ESP texts*. Mizra Koochak; Khan Higher Fisheries Education Centre. Retrieved August 20, 2014 from <http://www.itygil.ac.ir/>.
- Maleki, A. and Zangani, E. 2007. A survey on the relationship between English language proficiency and the academic achievement of Iranian EFL students. *Asian EFL Journal* Volume 9, Number 1:86-96
- Manyike, T. V. 2007. *The acquisition of English academic language proficiency among grade learners in South African schools*.

- Martinez, M., Roser, N. L., and Strecker, S. 1999. "I never thought I could be a star": Readers theater ticket to fluency. *The Reading Teacher*, 52.4:326-334.
- McNamara, D. S. 2010. Strategies to read and learn: Overcoming learning by consumption. *Medical Education*, 44.4:340-346.
- McNeil, J. D. (Ed.). 1992. *Reading comprehension new directions for classroom practice*. Los Angeles: University of California.
- Merisou-Storm, T. 2007. *Pupils' attitudes towards foreign-language learning and the development of literary skills in bilingual education*. Teaching and Teacher Education.
- Millin, S. K. 1996. *Effect of Readers Theatre on oral reading ability and reading attitudes of second grade Title 1 students*. (Unpublished doctoral dissertation)West Virginia University, Morgantown, West Virginia.
- Millin, S., and Rinehart, S. 1999. Some of the benefits of readers theater participation for second-grade title I students. *Reading Research and Instruction*, 39.1:71-88.
- Mohamad, S. A. R. 2001. *A study of students' and English teachers' attitudes towards the learning of literature in selected schools in the district of Kuala Terengganu*. Malaysia.
- National Institute of Child Health and Human Development. 2000. *Report of the National Reading Panel: Teaching Children to Read: An evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instructions*. Washington DC; National Institute of Child Health and Human Development.
- Ng, P. 2003. Energising the ESL classroom through Readers Theatre. *STETS Language and Communication Review Journal*, 2.2: 25-28.
- Nnolim, E.C. 1990. *The Poem as a puzzle*. Time review of ideas and the arts. May 12, pp 15.
- Nwaigwe, C. P. 2007. Text possession and preparation for the senior school certificate Literature in English examination in some schools in Ibadan, Oyo State. B.Ed Project, University of Ibadan.
- Oczkus, L. 2004. *Reciprocal Teaching at Work: Strategies for Improving Comprehension*. Newark: International Reading Association.
- Ogunnaike, M. J. 2002. *Relative Effects of Discussion and Reading-Questioning Techniques on Secondary School Students' Achievement in Prose Literature in Ijebu Ode Local Government Area*. (Unpublished Ph.D) Thesis. University of Ibadan.

- Ogunsiji, A. 2008. Developing EL2 Learners' Communicative Competence through Literature in English. Readings in Language and Literature. L. Oyeleye and M. O Ladeju. Eds. Ife: OAU Press. 127-136.
- Okolo, I. C. 2003. *General principles of Literature*. Ibadan Book builders..
- Olamide, M.S. 2008. *Proficiency in English Language as predictor of senior secondary Students' academic achievement in Ikorodu L.G.A. of Lagos State*. An M.Ed Project, Department of Teacher Education. University of Ibadan.
- Olasele, O. G. F. 2007. *What teachers and students do to prepare for the senior secondary school certificate examination in Literature in English in some schools in Lagos*. (Unpublished B. Ed Thesis) University of Ibadan.vii+83.
- Olatoye, R.A. and Afuwape, M.O. 2004. Emergent issues in enhancing teaching and CTMrning of science in schools. In: O.A Afemikhe and J.G Adewale (Eds). *Issues in educational measurement and evaluation in Nigeria*. Institute of Education, University of Ibadan: Ibadan, Nigeria.
- Olatunji, G. T., Henry, A. R., and Akanji, J. A. 2003. *A New Approach to Co-Curricula Activities in Secondary Schools*. Ondo: Samak Printers.
- Olatunji, S. O. and Etuk, U. K. 2011. Variables that influence junior secondary school students' attitude to agricultural development. Global Approaches to Extension Practice: *A Journal of Agricultural Extension*. ISSN: 0794-1005. Retrieved October 22, 2014 from <http://www.ajol.info/index.php/gaep/article/view/64021>.
- Olopoenia, S. F. 2006. *Influence of comprehension in English Language, age, home and school environment on students' achievement on students' achievement in secondary school Economics in Ibadan*; a Ph.D. thesis of the University of Ibadan.
- Olutoyin, B.J. 2010. Towards the Enhancement of Literacy Acquisition in Literature Classroom Discourse in Nigerian Universities. *The Indian Review of World Literature in English* 6:11:1.
- Onuekwusi, J. A. 2013. A nation and her stories: Milestone in the growth of Nigerian fiction and their implications for national development. *Imo State Inaugural Lecture Series*, 13, 6.
- Onukaogu, C.F. 2002. *A Literature based English language curriculum in Nigerian schools and colleges: reflection on minimum requirements*. Ibadan, Stirling-Horden Publishers Ltd.
- Owoeye, O. O. 2009. Emerging Trends in Technological Advancement in Languages, Literature and Culture. *Journal of School Languages*, 4:10-16.
- Oyinloye, G.O. and Gbenedio, U. B. 2010. *Effect of methods with linguistic packages and socio-economic background on the overall achievements of senior*

4(3):165-174. Retrieved December 4, 2014 from <http://www.krepublishers.com/02-journals/S-HCS/HCS-04-0-000-10-O/HCS-4-3-165-10-099-Oyinloye-G-0-Tt.pdf>.

- Padley, S. 2006. *Key concepts in contemporary literature*. New York: Palgrave.
- Palincsar, A. S. and Brown, A. L. 1984. Reciprocal Teaching of Comprehension Fostering and Comprehension-Monitoring Activities." *Cognition and Instruction*. 1:117-175.
- _____. 1986. Interactive teaching to promote independent learning from texts. *The Reading Teacher*, 39: 771-777.
- Pearson, P. D., and Dole, J. A. 1987. Explicit comprehension instruction: A review of research and a new conceptualization of instruction. *The Elementary School Journal*, 88: 151-165.
- Pearson, P.D. and Fielding, L. 1991. Comprehension Instruction. *Handbook of reading research (Vol. 2)*. R.Barr, M.L. Kamil, P. B. Moseenthal, and P. D. Pearson. Eds, White Plains, NY: Longman. 815-860
- Phakiti, A. 2006. Theoretical and pedagogical issues in ESL/EFL teaching of strategic reading. *University of Sydney Papers in TESOL*, 1:19-50.
- Phat, C. H. 2013. The Implementation of Literature in Teaching Speaking for Advanced Students. Vol 1.2: *LEARN Journal* :198.
- Pikulski, J. J. and Chard, D. J. 2005. Fluency: Bridge between decoding and reading comprehension. *The Reading Teacher*, 58:510–519.
- Pilonieta, P. and Medina, Adriana L. 2009. "Reciprocal Teaching for the Primary Grades: "We Can Do It Too!"". *The Reading Teacher* 63.2: 120–129.
- Popoola, B.T. 2014. Effects of pre-reading discussions on senior secondary school students' achievement in prose literature in Ibadan South- East local government area of Oyo State Unpublished Ph.D Thesis, University of Ibadan.
- Pressley, M. 2006. *Reading instruction that works: The case for balanced teaching (93rd Ed.)*. New York: Guilford.
- _____, Borkowski, J. G., and Schneider, W. 1987. Cognitive strategies: Good strategy users coordinate metacognition and knowledge. In R. Vasta & G. Whitehurst (Eds.) *Annals of child development* Vol. 5: 89-129. New York: JAI Press
- Prince, P. 1996. Second Language Vocabulary Learning: The role of context versus translations as a function of proficiency. *Modern Language Journal*, 80.4, 478-493.

- Rasinski, T. V. 2003. *The fluent reader*. New York: Scholastic. Rasinski, T.V. 2004. Creating fluent readers. *Educational Leadership*, 61.6: 46-52.
- Rankin, E. and Murphy, B.L. 2010. *5 steps to a 5 AP English Literature*. USA: McGraw Hill. reading. *Educational Psychologist* 32.2: 69–82.
- Read, J.A.S. 2000. *Assessing Vocabulary*. J. C. Alderson and L. F. Bachman (Series Eds.). Cambridge: Cambridge University Press.
- Rees, M. R. 2005. *The impact of participation in readers' theater on reading attitudes and fluency skills among ninth grade students in an alternative program*. (Unpublished dissertation) University of Akron.
- Rosenblatt, L. M. 1978. *The reader, the text, the poem: The transactional theory of the literary work* Carbondale, IL: Southern Illinois Press.
- _____, L. M. 1995. *Literature as exploration* (5th ed.). New York: Modern Language Association.
- Rosenshine, B., and Meister, C. 1994. Reciprocal Teaching: A Review of the Research. *Review of Educational Research*, 64: 479-530.
- Routman, R. 1991. *Invitations: Changing as teachers and students K-12*. Portsmouth, NH: Heinemann.
- Sajjad, S. 2009. *Effective teaching methods at higher educational level*. Retrieved June. 12, 2014 from <http://www.define.com/glossary-of-instructional-strategies.doc.htm>.
- Sallabas, M. E. 2008. Relationship between 8th Grade Secondary School Students' Reading Attitudes and Reading Comprehension Skills. *Inonu University Journal of the Faculty of Education*, 9.16:141-155.
- Saleh, F. and Khalaf, A. 2012. The Effect of the Reciprocal Teaching Procedure (RTP) on Enhancing EFL Students' Reading Comprehension Behavior in a University Setting. *International Journal of Humanities and Social Science* Vol. 2 No. 5.
- Samuels, S. 1979. The method of repeated readings. *The Reading Teacher*, 32:403-438.
- Saracaloğlu, A. S. 2010. The Relationship between Students' Attitudes toward Foreign Language and Foreign Language Achievement. *Approaches to the Study of Language and Literature*. Paper Presentation at First International Conference Dokuz Eylül University Buca Faculty of Education.
- Sarjit, K. and Rosy, T. 1999. *The English reading habit of ELLS students in University Science Malaysia*. Retrieved August 24, 2014 from: <http://ultibase.rmit.edu.au/Articles/may00/thiyag.htm>

Saruq, S.B. 2007. *An Investigation into the Causes of Persistent Reduction in the Number of Literature Students* (Unpublished M.Ed project). Department of Teacher Education, University of Ibadan.

Schrieber, P.A. 1980. On the acquisition of reading fluency. *Journal of Reading Behavior*, 12: 177-186.

Sebesta, S. L. 1997. Having my say. *Reading Teacher*, 50:542-551.

Shanklin, D. R., and Rhodes, L. K. 1989. Comprehension instruction as sharing and extending. *The Reading Teacher*, 42:496-500.

Simpson, M. K. 1986. A Teacher's Gift: Oral Reading and the Reading-Response Journal. *Journal of Reading*, 30.1: 45-50.

Siregar, F. L. 2010. The language attitudes of Students of English Literature and D3 English at Maranatha Christian University towards American English, British English and Englishes in Southeast Asia, and their various contexts of use in Indonesia. *Philippine ESL Journal*, Vol. 4.

Siti Norliana, G. 2008. *Malaysian Journal of ELT Research*, Vol. 4:1-17

Sivasubramaniam, S. 2006. Promoting the prevalence of literature in the practice of foreign and second language education: Issues and insights in English language teaching and research articles. *Asian EFL J.*, 8: 254-273.

Sloyer, S. 1982. *Readers Theater: Story dramatization for the classroom*. Urbana: National Council of Teachers of English.

Soonthornmanee, R. 2002. The effect of the reciprocal teaching approach on the reading comprehension of EFL students. *RELC Journal*, 33.2, 125-141.

Sotonade, S. 2003. *Gender issues in schools as perceived by parents: Assuring quality in school practices and strategies*. Ijebu-ode: Lucky-Odoni Enterprises.

Stack, L. and McCloskey, M. L. 2010. *Strategies for teaching English, literature, tolerance and understanding*. Alphabetical Strategies. Croatia.

Stanovich, K. E. 1980. Toward an interactive-compensatory model of individual differences in the development of reading fluency. *Reading Research Quarterly*, 16, 32-71.

Stayter, F. Z., and Allington, R. 1991. Fluency and the understanding of texts. *Theory into Practice*, 30: 143-148.

Stephen, M. and Sandra, M. 2000. *Gender and Students achievement in English language schools*. Retrieved September 25, 2014 from <File:///E:/Gender%20and%20Students%20Achievement%20in%20English%20schools.htm>.

- Sternberg, R. J. 1987. Most Vocabulary is Learned from Context. In M. G. McKeown & M. E. Curtis (Eds.), *The Nature of Vocabulary Acquisition*. 89-105. Hillsdale, NJ:Lawrence Erlbaum.
- Sumara, D .J. 2002. *Why reading literature in school still matters: imagination, interpretation, insight* .Mahwah, N J: Erlbaum.
- Sun, L. 2011. *A study of the effects of reciprocal teaching as a reading strategy instruction on metacognitive awareness, self-efficacy, and English reading comprehension of EFL junior high school students*. Ph.D. dissertation, La Sierra University.
- The National Capital Language Resource Center. 2004. *Assessing Reading Proficiency.Teaching Reading*. Washington, DC.
- The Oxford Advanced Learner's Dictionary of Current English. 2007. 6th ed. Oxford: Oxford University Press.
- The West African Examination Council. 2007-2008. *Chief Examiner's Annual Reports*. Abuja: WAEC.
- The West African Examinations Council (WAEC) May/June 2008. *Senior School Certificate Examination Chief Examiners' Reports*. Yaba, Lagos: Test Development Division.
- The West African Examinations Council (WAEC). May/June 2009. *Senior School Certificate Examination Chief Examiners' Reports*. Yaba, Lagos: Test Development Division.
- The West African Examinations Council (WAEC). May/June 2010. *Senior School Certificate Examination Chief Examiners' Reports*. Yaba, Lagos: Test Development Division.
- The West African Examinations Council (WAEC). May/June 2011. *Senior School Certificate Examination Chief Examiners' Reports*. Yaba, Lagos: Test Development Division.
- The West African Examinations Council. 2009-2012. *Regulations and syllabuses for The West African Senior School Certificate Examinations (WASSCE)*. Yaba, Lagos: Test Development Centre
- Tierney, R., and Readence, J. 2000. *Reading strategies and practices: A compendium*. Boston: Allyn and Bacon.
- Timucin, M. 2001. Gaining insights into alternative teaching approaches employed in an EFL literature class. *CAUCE*, 24: 269-293.
- Torres, A.R. 2011. Literature in the foreign language syllabus: engaging the students through active learning. *Tejuelo* 15: 9-16.

- Trabasso, T. and Bouchard, B. 2012. Second Language Reading Acquisition. In Kamil, M., Pearson, D., Moje Birr, E., and Afflerbach, P. (Eds.). *Handbook of Reading Research. Volume IV*. New York: Routledge.
- Trish, B. 2009. Life-long learning and literacy development: what role does children's literature play? M. L. Dionísio; J. A. Brandão de Carvalhoe, R. V. Castro .Eds.*Discovering worlds of literacy. Proceedings of the 16th European Conference on Reading and 1st Ibero-American Forum on Literacies*. Retrieved November 4, 2014, from [www.repositorium.sdum.uminho.pt/.../1/Discovering Worlds of Literacy.pdf](http://www.repositorium.sdum.uminho.pt/.../1/Discovering_Worlds_of_Literacy.pdf)
- Tompkins, J. P. 1980. *Reader-response criticism from formalism to post structuralism*. London: The Johns Hopkins University Press.
- Too, W. 2006. Young Adult Literature: an alternative genre in the classroom reading list. *The English Teacher*, 28: 41-59.
- Trousdale, A.M., and Harris, V. J. 1993. Missing links in literary response: Group interpretation of literature. *Children's Literature in Education*, 24:195-207.
- Tseng, F. 2010. Introducing literature to an EFL classroom: Teacher's presentations and students' perceptions. *Journal of Language Teaching and Research*, 1.1: 53-65.
- Uwaifo, R. O. 1979. *The teaching of prose in Nigerian schools. The teaching of English Studies*. Ebo Ubahakwe (ed) Ibadan: IUP
- Vygotsky, L.S. 1978. *Mind in Society: the development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wallace, M. 2003. *A communication skill suite: speaking, writing, and graphics*. Law Library Resources.
- Weinburgh, M. H. 2000. *Gender, ethnicity, and grade level as predictors of middle school students' attitudes toward science*. Unpublished technical document: Georgia State University.
- Wellek, R. and Warren, A. 1956. 3rd ed. *Theory of Literature*. New York: Harcourt, Brace and World.
- Wenden A. 1991. *Learner Strategies for Learner Autonomy*. London: Prentice Hall.
- Westera, J., and Moore, D. 1995. Reciprocal teaching of reading comprehension in a New Zealand high school. *Psychology in the Schools*, 32.3: 225-232.
- Widdowson, H. 2005. *Stylistic and Teaching of Literature*. London. Longman, Press Ltd.

- Wilson, K. 1999. Note-taking in the academic writing process of non-native speaker students: Is it important as a process or a product? *Journal of College Reading and Learning*, 29.2: 166-179.
- Witte, Th., Rijlaarsdam, G. and Schram, D. 2012. An empirically grounded theory of literary development. Teachers' pedagogical content knowledge on literary development in upper secondary education L1- *Educational Studies in Language and Literature*, 12, pp. 1-33.
- Worthy, J., Prater, K. 2002. "I thought about it all night": Readers theatre for reading fluency and motivation. *The Reading Teacher*, 56: 294-298.
- Worthy, J., and Broaddus, K. 2000. Fluency beyond the primary grades: From group performance to silent, independent reading. *The Reading Teacher*, 55.4: 334-343.
- Yilmaz, C. 2012. *Introducing literature to an EFL classroom: teacher's instructional methods and students' attitudes toward the study of literature*. Canakkale Onsekiz Mart University, Faculty of Education, Department of English, Turkey.
- Yinusa, A. O. 2012. *Two modes of reading comprehension instruction strategies and students. Achievement in prose literature-in-English in some selected schools in Odeda Local Government in Ogun state*. (Unpublished M.Ed Project) Department of Teacher Education. University of Ibadan.
- Yisa, K. Y. 2009. Language and Technological Advancement. *Journal of the School of Languages*, 4:1-4.
- Young, K. A. 1994. *Constructing Buildings, Bridges, and Minds: Building an Integrated Curriculum through Social Studies*. NH: Heinemann, Portsmouth
- Young, T., and Vardell, S. 1993. Weaving readers theatre and nonfiction into the curriculum. *The Reading Teacher*, 46.5: 396-406.
- Young, C., and Rasinski, T. 2009. Implementing Readers Theatre as an Approach to Classroom Fluency Instruction. *The Reading Teacher*, 63.1:4-13.
doi:10.1598/RT.63.1.1
- Yu-Fen, Yang 2010. "Developing a reciprocal teaching/learning system for college remedial reading instruction". *Computers and Education* 55: 1193-1201.
- Zainal, Z. I., Termizi, A. A., Yahya, R. W., and Mohd Deni, A. R. 2010. Advancing students' response to literary texts through the use of literary journals. *The English Teacher*, 39: 222 - 232.
- Zainol Abidin, M. J, Pour-Mohammadi M, and Alzwari, H. 2012. EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students. *Asian Social Science*. 8.2: 119-134.

Zyngier, S. 2001. Towards a cultural approach to stylistics. *Journal of Educational Psychology*: 305-320.
http://www.salisbury.edu/counseling/new/7_critical_reading_strategies.html
2013 2004

UNIVERSITY OF IBADAN LIBRARY

APPENDIX I

University of Ibadan

Department of Teacher Education

Achievement test in Prose Literature-in-English

Name of School: _____

Sex: Male () **Female:** ()

Name: _____

Serial Number: _____

Part I: Richard Wright's Native son

Section A: Answer all the questions in this section.

1. State two themes in the novel.
2. How would you describe Bigger?
3. What role did Mary Dalton play in fuelling Bigger's feeling of insecurity?
4. What evidence in the text shows that Bigger hated his family?
5. Describe Bigger's feelings during the trial.
6. Describe the first violent act Bigger commits during the novel.
7. Why does Bigger not flee Chicago after Mary's bones are discovered?
8. Describe the character of Mary Dalton.
9. What does Mrs Dalton's blindness depict?
10. With close reference to the text, show in what ways Wright portrays Bigger's day-to-day existence as a prison, even before his arrest and trial?

Part II: Lonely days

Section B: Answer all the questions in this section:

1. Explain the cause of Yaremi's loneliness.
2. State four types of death that are considered abominable in Kufi.
3. State four things that keep the memory of Ajimobi's life in Yaremi's mind.
4. What were the mourners' intention?
5. Why was Yaremi giving thanks for her husband's death?
6. What does the cap picking ceremony signify?
7. List the types of cap placed before Yaremi.
8. Why were the people of Kufi suspicious of all feathered creatures?
9. Describe the character of Moye.
10. Why does Yaremi reject the love proposal of Farmer Lanwa?

APPENDIX II

UNIVERSITY OF IBADAN, NIGERIA.

DEPARTMENT OF TEACHER EDUCATION

Questionnaire on Students' Attitude to Prose Literature-in-English (QSAPL)

SECTION A

School: _____

Sex _____ Age: _____ No: _____

SECTION B

Instruction: Indicate with a "tick" the level at which you agree or disagree with the following statements.

S/N	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
	Reading prescribed texts in Prose Literature makes me feel uncomfortable.				
	I study Prose Literature only when I feel like.				
	I hate Prose Literature-in-English				
	I prefer reading novels in simple English language				
	I have many problems in Prose Literature-in-English.				
	Prose Literature-in-English is a difficult genre of Literature.				
	I enjoy lessons in Prose Literature-in-English				
	Prose Literature-in-English is my best genre of Literature.				
	I offer Literature-in-English in order to fulfil my future career.				
	My highest scores are in Prose Literature-in-English.				
	Prose Literature classes are usually boring.				
	I read Prose Literature texts only for tests and examinations.				

Reading other literary articles not used in the class will widen my English vocabulary.				
The recommended texts for Prose Literature-in-English are so many, so I feel bored.				
Reading prose literature in English language helps improve my knowledge of the language.				
Prose literature improves my reading skills.				
Reading prose literature improves my study habits.				
Prose Literature is not as important as other aspects of Literature-in-English Paper I.				
Prose Literature is an easy aspect of Literature-in-English				
I find it difficult to remember what I read in Prose Literature-in-English.				
Prose Literature-in-English should not be made compulsory in WAEC and NECO examinations.				
Prose Literature is not needed to pass Literature-in-English examinations.				
I read key points and teacher's note only.				
I prefer engaging in other activities to reading prose literature.				
Reading long passages discourages me.				
Prose Literature is not useful to me.				

APPENDIX III
ENGLISH LANGUAGE PROFICIENCY TEST (ELPT)

General Instructions

1. Write your name and the name of your school on the top of the page
2. Answer all questions

Listen to the following and choose the options that best answer the questions that follow.

Section A: Listening

1. **Peter:** My car is broken down

Elizabeth: I will pick you up

Narrator: What does Elizabeth imply?

- a. She'll give the man a ride
- b. She'll take the car to a gas station
- c. She'll look for a new car
- d. She'll ask for help

2. **Patrick:** Sam got the highest score in the biology class

Mary: No wonder he is at the library everyday

Narrator: What does Mary suggest about Sam?

- a. He doesn't come to biology class
- b. He is studying all the time
- c. He loves doing research in the library
- d. He doesn't care about his score.

3. **Geoffrey:** You like tennis so much. Why not take some lessons? Hmm... they start next week.

Linda: How am I going to fit that into such a tight schedule?

Narrator: What does Linda mean?

- a. She doesn't think he is a good tennis player
 - b. She knows tennis will make her fit
 - c. She has no time to play
 - d. She won't start taking lessons next week.
4. **Tracy:** Did you take the dog for a walk? He's been in all day.

Gabriel: Was I supposed to?

Narrator: What does Gabriel mean?

- a. He's not gone out yet
 - b. He doesn't think it's his job to take the dog for a walk
 - c. He didn't think the dog was supposed to be out
 - d. He didn't care to be with the dog all day
5. **Cynthia:** Could you take me to the football match?

Tom: I can't but Tim might. His game starts at 6:00

Narrator: What does the man say about Tim?

- a. Tim's game starts at the same time
- b. Tim may be able to take her to the game
- c. Tim will leave at 6:00.
- d. Tim's favorite game is not baseball.

(5 marks)

Dictation

Spell the following words:

Continuous, Ambassador, Calendar, Forty, Sword, Leisure, Receipt, Harass, February, Condemn

(10 marks)

SECTION B: SPEAKING

Oral composition

Give a talk on "My Best friend".

(10 marks)

Test of orals (Pronunciation)

Vowels

Which vowel sound is common to the following?

1. Straight rays variation penetrate behavior a. /i/ b. /a:/ c. /ei/ d. /ai/

(2 marks)

2. Which of the following has the vowel sound /u:/? A. instrument b. suffer c. medium d. result

(2marks)

Consonants

3. Which of the following does not have the consonant sound /j/ a. amplitude b. human c. enjoy d. you

(2marks)

4. Identify and underline parts of the word that have consonant clusters in the following:

a. instrumental b. epilepsy c. respond

(6marks)

SPEAKING: Stress

From the following choose the one that has the position of the primary stress correctly indicated in capitals

ABnormality; abNORmality; abnorMALity; abnormalITY

(2marks)

Emphatic stress

Read the following sentence and choose the answer that shows the correct emphatic stress

Four major **BRAIN** waves exist

- a. Do five brain waves exist?
b. Do four minor brain waves exist?
c. Do four major sea waves exist?
d. Do four major brain cells exist?

(2marks)

Rhyme

Write the words that rhyme in the following stanza.

Tell men of high condition,
That manage the estate,
Their purpose is ambition,
Their practice only hate,
And if they once reply,
Then give them all the lie.

(2marks)

SECTION D: READING

Read the following and choose the options that best answer the questions that follow.

Comprehension

The reputation of the deadly snakes of Africa is legendary. Tales which are hair-raising in the extreme and almost exclusively untrue have been propagated until many people believe that snakes are not of the principal hazards of this continent. In fact nothing could be further from the truth. Snakes save far more human lives than they destroy. In a land of clement weather and abundance, rats and mice would increase in such numbers that the only control measures would increase in such numbers that the only control measures would be the dreaded plagues, or rat-borne diseases- were it not for the severe culling effect of predators. Of these predators, the most important and the most efficient is the snake. A snake weighing 1 lb. or more can enter a hole, or a run that a rodent of a few ounces can only squeeze into, while cats and owls are limited to taking their quarry when they show themselves. It must not be believed that all snakes eat rat and mice. Some of them are highly-specialized. The Abyssinian Slug Eater, for instance, which lives exclusively on slugs and snails, will starve if it is unable to get its proper food. Although the deadly snakes can kill a person, and in some cases, kill a person quickly, they prefer not to do so. A dead person or a dead animal which is too large to eat, may even prove somewhat of an embarrassment for snakes- for it might attract animals or birds whose alternative diet is snakes! A snake will always give a man or a large animal a wide berth and will only bite if cornered or molested. In fact, most cases reported of snakes attacking people are instances of self-defence.

1. **'The reputation of the deadly snakes of Africa is legendary' (line1) means:**
- a. Deadly snakes of Africa have been widely described in ledgers
b. For hundreds of years people have believed that Africa is renowned for her deadly snakes
c. The snakes of Africa are famous because they are so deadly
d. Africa is notorious because of her snakes
2. **The first three lines:**
- a. Says that travelers are not usually accurate or truthful in describing Africa
b. Says that it is untrue that poisonous snakes are dangerous

- c. Quotes a popular belief and then denies it is true
- d. Outlines the position of snakes among other dangers in Africa
- 3. The general aim is to show:
 - a. Snakes are necessary evils;
 - b. Snakes' eating habits are specialized and no snakes are man-hunters;
 - c. Snakes are beneficial to man in Africa and only attack in self-defence;
 - d. Snakes are in fact not poisonous.
- 4. The author says snakes possess poison primarily:
 - a. To defend themselves;
 - b. To obtain food;
 - c. to protect their young;
 - d. A snake caused Eve's downfall and God said snakes would henceforth be a curse to mankind.
- 5. The author feels that the slaughter of snakes is
 - a. An economic necessity;
 - b. Important because of the value of their skins;
 - c. As a result of snakes' wanton destruction;
 - d. A piece of foolishness.

(10marks)

Reading 2

Summary

Read the following paragraph and answer the question that follow.

Experts agree that the only way to lose weight quickly is to consume fewer calories than we burn. The best way to accomplish this is to combine a modest increase in physical activity with a modest decrease in calorific intake. In the first place, if you want to pursue a personal weight control plan you should consume a few calories as possible in liquid form. Avoid alcohol, including wine. Drink water, skimmed milk or low-calorie soft drinks during the day and either tomato juice or grapefruit juice at breakfast; both are lower in natural sugar than orange juice. Secondly, it is difficult to regulate the amount of fat contained in food. The only alternative possible is to regulate the amount of fat contained in food. The only alternative possible is to regulate the amount of fat used in preparing the food. Therefore, you should avoid eating anything deep-fried and eliminate butter from your diet. In addition to a rigid diet is the need for regular exercise. The kind we all do every day but none of us thinks is exercise. No matter the age, we all walk and walking is one of the best forms of exercise for weight control. It is far better than keep-fit exercises because walking moves the whole body over a distance rather than a single limb in a small circle. It's moving the most weight over the greatest distance for the longest time that you burn the most calories. Therefore, spend an additional 30 minutes on your feet everyday walking at your customary pace.

Summarize in one sentence the two main conditions which experts say are necessary for an immediate loss of weight.

(20marks)

SECTION D: WRITING

Paragraph Development

Develop a paragraph on the topic: The importance of clean environment. The paragraph must contain a topic sentence and supporting details with 5- 10 sentences.

(10marks)

Structure

Read the following and choose the options that best answer the questions that follow.

1. **You look lean. You had better _____ a doctor.**
 - a. Consult
 - b. to consult
 - c. consult with
 - d. consult by
2. **Do you enjoy reading _____?**
 - a. swim
 - b. to swim
 - c. swimming
 - d. to swimming
3. **Do you have ___ to do this afternoon? If not. I'd like to take you to a movie.**
 - a. Many works
 - b. much work
 - c. much works
 - d. many work
4. **Mary has trouble _____**
 - a. Remember
 - b. to remembering
 - c. to remember
 - d. remembering
5. **Our friends will ___for 2 nights**

- a. Put up with us b. put us in c. provide us in d. provide us up
- 6. Many people like my plan. Will you ____ it?**
- a. Agree with b. agree to c. agree d. agree about
- 7. Tomorrow is Mary's birthday. Let's ____ it.**
- a. Praise b. honour c. congratulate d. celebrate
- 8. It's a long vacation. Would you like to _____ this weekend?**
- a. Have camp b. go camp c. go to camp d. go camping
- 9. Our company didn't pay ____ for that advertisement**
- a. Many money b. many funds c. much money d. much funds
- 10. The cholera epidemic _____ many families in Africa**
- a. Wind up b. run down c. wiped out d. run over
- (20marks) TOTAL 100%

UNIVERSITY OF IBADAN LIBRARY

APPENDIX IV
READERS' THEATRE INSTRUCTIONAL STRATEGY GUIDE (RTISG)

Week 4

Lesson 1 **Class:** SS II **Subject:** Literature-in-English **Topic:**

Yaremi mourns Ajumobi (pg 1-11; 47- 84) **Duration:** 90 Minutes

Reference Book: Bayo Adebowale's Lonely days

Objectives: at the end of the lesson, students should be able to identify character traits, settings, themes, conflicts and resolutions during expressive reading.

Instructional Material: Cardboard chart showing Visual Instructional Plan (VIP) for Readers' Theatre Strategy, Scripts and Chalkboard.

Introduction: Teacher activates students' prior knowledge using texts students are familiar with.

Steps	Time	Teacher Activity	Students Activity
1	4mins	Announces objectives of the lesson verbally and displays chart showing Visual Instructional Plan (VIP)	Listen to the objectives and observe steps
2	7mins	Explains the strategy to the students. Guides students using the script title to make predictions. Provides guiding questions: What is the setting of the story? Who are the characters and particularly the main character? Are there challenges confronting the main character? How does the main character resolve these? Are there themes you can identify?	Pay attention to the steps on the visual instructional plan and make predictions from the title of the script. They also write down the guiding questions.
3	6mins	Provides model reading of a portion of the script.	Listens as teacher models the reading process
4	10mins	Assigns students to groups of 4 to 6, distributes scripts and assigns specific roles to each student.	Move to their groups and identify characters in the scripts. They highlight their specific roles on their scripts.
5	30mins	Moves round to offer assistance in the reading of the text.	Read assigned portions expressively and look out for answers to the guiding questions provided by the teacher during reading.
6	20mins	Evaluates students understanding of the reading using the guiding questions in a plenary session. Provides corrective feedback based on students response.	Present answers to guiding questions in plenary sessions
7	10mins	Concludes by summarizing all the steps involved in Readers' theatre.	Students receive more clarifications were necessary. Students listen attentively
8	3mins	Gives the students assessment to write on Yaremi's character traits and setting of the script.	Write down the assessments in their notebooks

Week 5

Lesson 2 **Class:** SS II
 Suitors woo Yaremi (pg 90-103)
 Bayo Adebowale's Lonely days

Subject: Literature-in-English
Duration: 90 Minutes

Topic:
Reference Book:

Objectives: at the end of the lesson, students should be able to identify character traits, settings, themes, conflicts and resolutions during expressive reading.

Instructional Material: Cardboard chart showing Visual Instructional Plan (VIP) for Readers' Theatre Strategy, Scripts and Chalkboard.

Introduction: Teacher activates students' prior knowledge using texts students are familiar with.

Steps	Time	Teacher Activity	Students Activity
1	4mins	Announces objectives of the lesson verbally and displays chart showing Visual Instructional Plan (VIP)	Listen to the objectives and observe steps
2	7mins	Explains the strategy to the students. Guides students using the script title to make predictions. Provides guiding questions: 1. What is the setting of the story? 2. Who are the characters and particularly the main character? 3. Are there challenges confronting the main character? 4. How does the main character resolve these? 5. Are there themes you can identify?	Pay attention to the steps on the visual instructional plan and make predictions from the title of the script. They also write down the guiding questions.
3	6mins	Provides model reading of a portion of the script.	Listens as teacher models the reading process
4	10mins	Assigns students to groups of 4 to 6, distributes scripts and assigns specific roles to each student.	Move to their groups and identify characters in the scripts. They highlight their specific roles on their scripts.
5	30mins	Moves round to offer assistance in the reading of the text.	Read assigned portions expressively and look out for answers to the guiding questions provided by the teacher during reading.
6	20mins	Evaluates students understanding of the reading using the guiding questions in a plenary session. Provides corrective feedback based on students response.	Present answers to guiding questions in plenary sessions
7	10mins	Concludes by summarizing all the steps involved in Readers' theatre.	Students receive more clarifications were necessary. Students listen attentively
8	3mins	Gives the students assessment to write on the character traits of Yaremi's suitors.	Write down the assessments in their notebooks

Week 6**Lesson 3****Class:** SS II**Subject:** Literature-in-English**Topic:**

Yaremi meets with acquaintances and rejects suitors (pg 111-116)

Duration:

90 Minutes

Reference Book: Bayo Adebowale's Lonely days**Objectives:** at the end of the lesson, students should be able to identify character traits, settings, themes, conflicts and resolutions during expressive reading.**Instructional Material:** Cardboard chart showing Visual Instructional Plan (VIP) for Readers' Theatre Strategy, Scripts and Chalkboard**Introduction:** Teacher activates students' prior knowledge using texts students are familiar with

Steps	Time	Teacher Activity	Students Activity
1	4mins	Announces objectives of the lesson verbally and displays chart showing Visual Instructional Plan (VIP)	Listen to the objectives and observe steps
2	7mins	Explains the strategy to the students. Guides students using the script title to make predictions. Provides guiding questions: 1. What is the setting of the story? 2. Who are the characters and particularly the main character? 3. Are there challenges confronting the main character? 4. How does the main character resolve these? 5. Are there themes you can identify?	Pay attention to the steps on the visual instructional plan and make predictions from the title of the script. They also write down the guiding questions.
3	6mins	Provides model reading of a portion of the script.	Listens as teacher models the reading process
4	10mins	Assigns students to groups of 4 to 6, distributes scripts and assigns specific roles to each student.	Move to their groups and identify characters in the scripts. They highlight their specific roles on their scripts.
5	30mins	Moves round to offer assistance in the reading of the text.	Read assigned portions expressively and look out for answers to the guiding questions provided by the teacher during reading.
6	20mins	Evaluates students understanding of the reading using the guiding questions in a plenary session. Provides corrective feedback based on students response.	Present answers to guiding questions in plenary sessions
7	10mins	Concludes by summarizing all the steps involved in Readers' theatre.	Students receive more clarifications were necessary. Students listen attentively
8	3mins	Gives the students assessment to write on conflicts identified in the	Write down the assessments in their notebooks

		script.	
--	--	---------	--

Week 7

Lesson 4 **Class:** SS II **Subject:** Literature-in-English **Topic:** Segi, Alani and Elders visit Yaremi (pg 124-141) **Duration:** 90 Minutes

Reference Book: Bayo Adebawale’s Lonely days

Objectives: at the end of the lesson, students should be able to identify character traits, settings, themes, conflicts and resolutions during expressive reading.

Instructional Material: Cardboard chart showing Visual Instructional Plan (VIP) for Readers’ Theatre Strategy, Scripts and Chalkboard

Introduction: Teacher activates students’ prior knowledge using texts students are familiar with

Steps	Time	Teacher Activity	Students Activity
1	4mins	Announces objectives of the lesson verbally and displays chart showing Visual Instructional Plan (VIP)	Listen to the objectives and observe steps
2	7mins	Explains the strategy to the students. Guides students using the script title to make predictions. Provides guiding questions: 1. What is the setting of the story? 2. Who are the characters and particularly the main character? 3. Are there challenges confronting the main character? 4. How does the main character resolve these? 5. Are there themes you can identify?	Pay attention to the steps on the visual instructional plan and make predictions from the title of the script. They also write down the guiding questions.
3	6mins	Provides model reading of a portion of the script.	Listens as teacher models the reading process
4	10mins	Assigns students to groups of 4 to 6, distributes scripts and assigns specific roles to each student.	Move to their groups and identify characters in the scripts. They highlight their specific roles on their scripts.
5	30mins	Moves round to offer assistance in the reading of the text.	Read assigned portions expressively and look out for answers to the guiding questions provided by the teacher during reading.
6	20mins	Evaluates students understanding of the reading using the guiding questions in a plenary session. Provides corrective feedback based on students response.	Present answers to guiding questions in plenary sessions
7	10mins	Concludes by summarizing all the steps involved in Readers’ theatre.	Students receive more clarifications were necessary. Students listen attentively
8	3mins	Gives the students assessment to	Write down the assessments in their

		write on any theme in the script.	notebooks
--	--	-----------------------------------	-----------

Week 8

Lesson 5 **Class:** SS II **Subject:** Literature-in-English **Topic:** Bigger's fear (pg 1-81)
Duration: 90 Minutes **Reference Book:** Richard Wright's Native Son.

Objectives: at the end of the lesson, students should be able to identify character traits, settings, themes, conflicts and resolutions during expressive reading.

Instructional Material: Cardboard chart showing Visual Instructional Plan (VIP) for Readers' Theatre Strategy, Scripts and Chalkboard

Introduction: Teacher activates students' prior knowledge using texts students are familiar with

Steps	Time	Teacher Activity	Students Activity
1	4mins	Announces objectives of the lesson verbally and displays chart showing Visual Instructional Plan (VIP)	Listen to the objectives and observe steps
2	7mins	Explains the strategy to the students. Guides students using the script title to make predictions. Provides guiding questions: 1. What is the setting of the story? 2. Who are the characters and particularly the main character? 3. Are there challenges confronting the main character? 4. How does the main character resolve these? 5. Are there themes you can identify?	Pay attention to the steps on the visual instructional plan and make predictions from the title of the script. They also write down the guiding questions.
3	6mins	Provides model reading of a portion of the script.	Listens as teacher models the reading process
4	10mins	Assigns students to groups of 4 to 6, distributes scripts and assigns specific roles to each student.	Move to their groups and identify characters in the scripts. They highlight their specific roles on their scripts.
5	30mins	Moves round to offer assistance in the reading of the text.	Read assigned portions expressively and look out for answers to the guiding questions provided by the teacher during reading.
6	20mins	Evaluates students understanding of the reading using the guiding questions in a plenary session. Provides corrective feedback based on students response.	Present answers to guiding questions in plenary sessions
7	10mins	Concludes by summarizing all the steps involved in Readers' theatre.	Students receive more clarifications were necessary. Students listen attentively
8	3mins	Gives the students assessment to write on Bigger's character traits and	Write down the assessments in their notebooks

		setting of the script.	
--	--	------------------------	--

Week 9

Lesson 6 **Class:** SS II **Subject:** Literature-in- English **Topic:**
 Bigger's fear cont'd (pg 82-125) **Duration:** 90 Minutes **Reference Book:**
 Richard Wright's Native Son.

Objectives: at the end of the lesson, students should be able to identify character traits, settings, themes, conflicts and resolutions during expressive reading.

Instructional Material: Cardboard chart showing Visual Instructional Plan (VIP) for Readers' Theatre Strategy, Scripts and Chalkboard

Introduction: Teacher activates students' prior knowledge using texts students are familiar with

Steps	Time	Teacher Activity	Students Activity
1	4mins	Announces objectives of the lesson verbally and displays chart showing Visual Instructional Plan (VIP)	Listen to the objectives and observe steps
2	7mins	Explains the strategy to the students. Guides students using the script title to make predictions. Provides guiding questions: 1. What is the setting of the story? 2. Who are the characters and particularly the main character? 3. Are there challenges confronting the main character? 4. How does the main character resolve these? 5. Are there themes you can identify?	Pay attention to the steps on the visual instructional plan and make predictions from the title of the script. They also write down the guiding questions.
3	6mins	Provides model reading of a portion of the script.	Listens as teacher models the reading process
4	10mins	Assigns students to groups of 4 to 6, distributes scripts and assigns specific roles to each student.	Move to their groups and identify characters in the scripts. They highlight their specific roles on their scripts.
5	30mins	Moves round to offer assistance in the reading of the text.	Read assigned portions expressively and look out for answers to the guiding questions provided by the teacher during reading.
6	20mins	Evaluates students understanding of the reading using the guiding questions in a plenary session. Provides corrective feedback based on students response.	Present answers to guiding questions in plenary sessions
7	10mins	Concludes by summarizing all the steps involved in Readers' theatre.	Students receive more clarifications were necessary. Students listen attentively
8	3mins	Gives the students assessment to write on the character traits of Mr	Write down the assessments in their notebooks

	Dalton, Henry and Mary.	
--	-------------------------	--

Week 10

Lesson 7 **Class:** SS II **Subject:** Literature-in- English **Topic:**

Bigger's flight (pg 127-301)

Duration: 90 Minutes **Reference Book:** Richard Wright's Native Son.

Objectives: at the end of the lesson, students should be able to identify character traits, settings, themes, conflicts and resolutions during expressive reading.

Instructional Material: Cardboard chart showing Visual Instructional Plan (VIP) for Readers' Theatre Strategy, Scripts and Chalkboard

Introduction: Teacher activates students' prior knowledge using texts students are familiar with

Steps	Time	Teacher Activity	Students Activity
1	4mins	Announces objectives of the lesson verbally and displays chart showing Visual Instructional Plan (VIP)	Listen to the objectives and observe steps
2	7mins	Explains the strategy to the students. Guides students using the script title to make predictions. Provides guiding questions: 1. What is the setting of the story? 2. Who are the characters and particularly the main character? 3. Are there challenges confronting the main character? 4. How does the main character resolve these? 5. Are there themes you can identify?	Pay attention to the steps on the visual instructional plan and make predictions from the title of the script. They also write down the guiding questions.
3	6mins	Provides model reading of a portion of the script.	Listens as teacher models the reading process
4	10mins	Assigns students to groups of 4 to 6, distributes scripts and assigns specific roles to each student.	Move to their groups and identify characters in the scripts. They highlight their specific roles on their scripts.
5	30mins	Moves round to offer assistance in the reading of the text.	Read assigned portions expressively and look out for answers to the guiding questions provided by the teacher during reading.
6	20mins	Evaluates students understanding of the reading using the guiding questions in a plenary session. Provides corrective feedback based on students response.	Present answers to guiding questions in plenary sessions
7	10mins	Concludes by summarizing all the steps involved in Readers' theatre.	Students receive more clarifications were necessary. Students listen attentively
8	3mins	Gives the students assessment to write on conflicts identified in the	Write down the assessments in their notebooks

		script.	
--	--	---------	--

Week 11

Lesson 8 **Class:** SS II **Subject:** Literature-in- English **Topic:**

Bigger's fate (pg 303-454) **Duration:** 90 Minutes

Reference Book: Richard Wright's Native Son.

Objectives: at the end of the lesson, students should be able to identify character traits, settings, themes, conflicts and resolutions during expressive reading.

Instructional Material: Cardboard chart showing Visual Instructional Plan (VIP) for Readers' Theatre Strategy, Scripts and Chalkboard

Introduction: Teacher activates students' prior knowledge using texts students are familiar with

Steps	Time	Teacher Activity	Students Activity
1	4mins	Announces objectives of the lesson verbally and displays chart showing Visual Instructional Plan (VIP)	Listen to the objectives and observe steps
2	7mins	Explains the strategy to the students. Guides students using the script title to make predictions. Provides guiding questions: 1. What is the setting of the story? 2. Who are the characters and particularly the main character? 3. Are there challenges confronting the main character? 4. How does the main character resolve these? 5. Are there themes you can identify?	Pay attention to the steps on the visual instructional plan and make predictions from the title of the script. They also write down the guiding questions.
3	6mins	Provides model reading of a portion of the script.	Listens as teacher models the reading process
4	10mins	Assigns students to groups of 4 to 6, distributes scripts and assigns specific roles to each student.	Move to their groups and identify characters in the scripts. They highlight their specific roles on their scripts.
5	30mins	Moves round to offer assistance in the reading of the text.	Read assigned portions expressively and look out for answers to the guiding questions provided by the teacher during reading.
6	20mins	Evaluates students understanding of the reading using the guiding questions in a plenary session. Provides corrective feedback based on students response.	Present answers to guiding questions in plenary sessions
7	10mins	Concludes by summarizing all the steps involved in Readers' theatre.	Students receive more clarifications were necessary. Students listen attentively
8	3mins	Gives the students assessment to write on any theme in the script.	Write down the assessments in their notebooks

APPENDIX V

RECIPROCAL TEACHING INSTRUCTIONAL STRATEGY GUIDE (RTISG)

Week 4

Lesson 1 **Class:** SS II **Subject:** Literature-in-English **Topic:**

Yaremi mourns Ajumobi (pg 1-11; 47-84) **Duration:** 90 Minutes

Reference Book: Bayo Adebowale's *Lonely days*

Objectives: at the end of the lesson, students should be able to identify character traits, settings, themes, conflicts and resolutions during reading using: predictions, questions, clarifications and summary.

Instructional Material: Cardboard chart showing Visual Instructional Plan (VIP) for Reciprocal Teaching Strategy, Text and Chalkboard

Introduction: Teacher activates students' prior knowledge (i.e., students are asked to mention some novels they have read and allowed to describe any major event they remember in any of the novels).

Steps	Time	Teacher Activity	Students Activity
1	6mins	Announces objectives of the lesson verbally and displays chart showing Visual Instructional Plan (VIP)	Listen to the objectives and observe steps
2	8mins	Explains the strategies involved (predicting, questioning, clarification and summarizing) and sets purpose of the reading stating guiding questions: How does the author depict traditional mourning practices? How do these activities relate to practices in your culture How effective is the author's use of flashback in describing Yaremi-Ajumobi's relationship?	Pay attention to the steps on the chart and write down guiding questions.
3	5mins	Provides model reading of a portion of the text using the strategies involved.	Model reading portions of text.
4	30mins	Assigns students to groups of four to six students and assigns the roles of predictor, questioner, clarifier and summarizer respectively. Moves around to offer assistance.	Move to assigned groups and assume assigned roles.
5	20mins	Listens to students while they present and evaluates them using the guiding questions in the plenary session	Return from groups for the plenary session where each group presents along the lines discussed in the strategies.
6	15mins	Concludes by summarizing all the steps discussed in reciprocal strategy.	Listen as teacher summarizes the whole lesson activities.
7	6mins	Assesses the students' knowledge, asking them to write on Yaremi and Ajumobi's character traits	Write down assignments in their notebooks

Week 5

Lesson 2 **Class:** SS II **Subject:** Literature-in-English **Topic:**
 Sutors woo Yaremi (pg 90- 103) **Duration:** 90 Minutes **Reference**

Book: Bayo Adebowale's Lonely days

Objectives: at the end of the lesson, students should be able to identify character traits, settings, themes, conflicts and resolutions during reading using: predictions, questions, clarifications and summary.

Instructional Material: Cardboard chart showing Visual Instructional Plan (VIP) for Reciprocal Teaching Strategy, Text and Chalkboard

Introduction: Teacher activates students' prior knowledge (i.e., students are asked to mention some novels they have read and allowed to describe any major event they remember in any of the novels).

Steps	Time	Teacher Activity	Students Activity
1	6mins	Announces objectives of the lesson verbally and displays chart showing Visual Instructional Plan (VIP)	Listen to the objectives and observe steps
2	8mins	Explains the strategies involved (predicting, questioning, clarification and summarizing) and sets purpose of the reading stating guiding questions: What is the setting of the novel? Why does Yaremi reject her suitors? Which of the suitors' character traits do I exhibit?	Pay attention to the steps on the chart and write down guiding questions.
3	5mins	Provides model reading of a portion of the text using the strategies involved.	Model reading portions of text.
4	30mins	Assigns students to groups of four to six students and assigns the roles of predictor, questioner, clarifier and summarizer respectively. Moves around to offer assistance.	Move to assigned groups and assume assigned roles.
5	20mins	Listens to students while they present and evaluates them using the guiding questions in the plenary session	Return from groups for the plenary session where each group presents along the lines discussed in the strategies.
6	15mins	Concludes by summarizing all the steps discussed in reciprocal strategy.	Listen as teacher summarizes the whole lesson activities.
7	6mins	Assesses the students' knowledge, asking them to write on character traits of Yaremi's suitors and setting	Write down assignments in their notebooks

Week 6**Lesson 3** **Class:** SS II **Subject:** Literature in English **Topic:**Yaremi meets with acquaintances and rejects suitors (pg 111-116) **Duration:**
90 Minutes**Reference Book:** Bayo Adebowale's Lonely days**Objectives:** at the end of the lesson, students should be able to identify character traits, settings, themes, conflicts and resolutions during reading using: predictions, questions, clarifications and summary.**Instructional Material:** Cardboard chart showing Visual Instructional Plan (VIP) for Reciprocal Teaching Strategy, Text and Chalkboard**Introduction:** Teacher activates students' prior knowledge (i.e., students are asked to mention some novels they have read and allowed to describe any major event they remember in any of the novels).

Steps	Time	Teacher Activity	Students Activity
1	6mins	Announces objectives of the lesson verbally and displays chart showing Visual Instructional Plan (VIP)	Listen to the objectives and observe steps
2	8mins	Explains the strategies involved (predicting, questioning, clarification and summarizing) and sets purpose of the reading stating guiding questions: What do the caps symbolize? What are the prominent marriage practices for widows in this novel? What is the author's view on these practices?	Pay attention to the steps on the chart and write down guiding questions.
3	5mins	Provides model reading of a portion of the text using the strategies involved.	Model reading portions of text.
4	30mins	Assigns students to groups of four to six students and assigns the roles of predictor, questioner, clarifier and summarizer respectively. Moves around to offer assistance.	Move to assigned groups and assume assigned roles.
5	20mins	Listens to students while they present and evaluates them using the guiding questions in the plenary session	Return from groups for the plenary session where each group presents along the lines discussed in the strategies.
6	15mins	Concludes by summarizing all the steps discussed in reciprocal strategy.	Listen as teacher summarizes the whole lesson activities.
7	6mins	Assesses the students' knowledge, asking them to write on conflicts identified in the text	Write down assignments in their notebooks

Week 7

Lesson 4 **Class:** SS II **Subject:** Literature in English **Topic:**
 Segi, Alani and Elders visit Yaremi (pg 124-141) **Duration:** 90 Minutes
Reference Book: Bayo Adebowale's Lonely days

Objectives: at the end of the lesson, students should be able to identify character traits, settings, themes, conflicts and resolutions during reading using: predictions, questions, clarifications and summary.

Instructional Material: Cardboard chart showing Visual Instructional Plan (VIP) for Reciprocal Teaching Strategy, Text and Chalkboard

Introduction: Teacher activates students' prior knowledge (i.e., students are asked to mention some novels they have read and allowed to describe any major event they remember in any of the novels).

Steps	Time	Teacher Activity	Students Activity
1	6mins	Announces objectives of the lesson verbally and displays chart showing Visual Instructional Plan (VIP)	Listen to the objectives and observe steps
2	8mins	Explains the strategies involved (predicting, questioning, clarification and summarizing) and sets purpose of the reading stating guiding questions: Are there contrasts in character traits of Segi and Alani? Are there conflicts and resolutions to look out for? What is the author's language style?	Pay attention to the steps on the chart and write down guiding questions.
3	5mins	Provides model reading of a portion of the text using the strategies involved.	Model reading portions of text.
4	30mins	Assigns students to groups of four to six students and assigns the roles of predictor, questioner, clarifier and summarizer respectively. Moves around to offer assistance.	Move to assigned groups and assume assigned roles.
5	20mins	Listens to students while they present and evaluates them using the guiding questions in the plenary session	Return from groups for the plenary session where each group presents along the lines discussed in the strategies.
6	15mins	Concludes by summarizing all the steps discussed in reciprocal strategy.	Listen as teacher summarizes the whole lesson activities.
7	6mins	Assesses the students' knowledge, asking them to write on any theme in the text	Write down assignments in their notebooks

Week 8

Lesson 5 **Class:** SS II **Subject:** Literature in English **Topic:** Bigger's fear (pg 1-81)
Duration: 90 Minutes **Reference Book:** Richard Wright's *Native Son*.

Objectives: at the end of the lesson, students should be able to demonstrate the ability to read prescribed text in meaningful phrases using: prediction, questioning, clarifying and summary.

Instructional Material: Cardboard chart showing Visual Instructional Plan (VIP) for Reciprocal Teaching Strategy, Text and Chalkboard

Introduction: Teacher activates students' prior knowledge (i.e., students are asked to mention some novels they have read and allowed to describe any major event they remember in any of the novels).

Steps	Time	Teacher Activity	Students Activity
1	6mins	Announces objectives of the lesson verbally and displays chart showing Visual Instructional Plan (VIP)	Listen to the objectives and observe steps
2	8mins	Explains the strategies involved (predicting, questioning, clarification and summarizing) and sets purpose of the reading stating guiding questions: Who is the protagonist? What is the protagonist's view on white people? Where does the protagonist's violence stem from?	Pay attention to the steps on the chart and write down guiding questions.
3	5mins	Provides model reading of a portion of the text using the strategies involved.	Model reading portions of text.
4	30mins	Assigns students to groups of four to six students and assigns the roles of predictor, questioner, clarifier and summarizer respectively. Moves around to offer assistance.	Move to assigned groups and assume assigned roles.
5	20mins	Listens to students while they present and evaluates them using the guiding questions in the plenary session	Return from groups for the plenary session where each group presents along the lines discussed in the strategies.
6	15mins	Concludes by summarizing all the steps discussed in reciprocal strategy.	Listen as teacher summarizes the whole lesson activities.
7	6mins	Assesses the students' knowledge, asking them to write on Bigger's character traits	Write down assignments in their notebooks

Week 9**Lesson 6** **Class:** SS II **Subject:** Literature in English **Topic:**

Bigger's fear cont'd (pg 82- 125)

Duration: 90 Minutes**Reference Book:** Richard Wright's Native Son.**Objectives:** at the end of the lesson, students should be able to demonstrate the ability to read prescribed text in meaningful phrases using: prediction, questioning, clarifying and summary.**Instructional Material:** Cardboard chart showing Visual Instructional Plan (VIP) for Reciprocal Teaching Strategy, Text and Chalkboard**Introduction:** Teacher activates students' prior knowledge (i.e., students are asked to mention some novels they have read and allowed to describe any major event they remember in any of the novels).

Steps	Time	Teacher Activity	Students Activity
1	6mins	Announces objectives of the lesson verbally and displays chart showing Visual Instructional Plan (VIP)	Listen to the objectives and observe steps
2	8mins	Explains the strategies involved (predicting, questioning, clarification and summarizing) and sets purpose of the reading stating guiding questions: What does the protagonist's character symbolize? What does Mrs Dalton's blindness depict? What is the setting of the novel?	Pay attention to the steps on the chart and write down guiding questions.
3	5mins	Provides model reading of a portion of the text using the strategies involved.	Model reading portions of text.
4	30mins	Assigns students to groups of four to six students and assigns the roles of predictor, questioner, clarifier and summarizer respectively. Moves around to offer assistance.	Move to assigned groups and assume assigned roles.
5	20mins	Listens to students while they present and evaluates them using the guiding questions in the plenary session	Return from groups for the plenary session where each group presents along the lines discussed in the strategies.
6	15mins	Concludes by summarizing all the steps discussed in reciprocal strategy.	Listen as teacher summarizes the whole lesson activities.
7	6mins	Assesses the students' knowledge, asking them to write on character traits or Mr Dalton, Henry and Mary.	Write down assignments in their notebooks

Week 10**Lesson 7** **Class:** SS II**Subject:** Literature in English**Topic:**

Bigger's flight (pg 127-301)

Duration: 90 Minutes**Reference Book:** Richard

Wright's Native Son.

Objectives: at the end of the lesson, students should be able to demonstrate the ability to read prescribed text in meaningful phrases using: prediction, questioning, clarifying and summary.

Instructional Material: Cardboard chart showing Visual Instructional Plan (VIP) for Reciprocal Teaching Strategy, Text and Chalkboard

Introduction: Teacher activates students' prior knowledge (i.e., students are asked to mention some novels they have read and allowed to describe any major event they remember in any of the novels).

Steps	Time	Teacher Activity	Students Activity
1	6mins	Announces objectives of the lesson verbally and displays chart showing Visual Instructional Plan (VIP)	Listen to the objectives and observe steps
2	8mins	Explains the strategies involved (predicting, questioning, clarification and summarizing) and sets purpose of the reading stating guiding questions: Why is Bigger's flight hampered? What are the conflicting racial attitudes in the text? Are there contrasts between the characters of Bigger and Max?	Pay attention to the steps on the chart and write down guiding questions.
3	5mins	Provides model reading of a portion of the text using the strategies involved.	Model reading portions of text.
4	30mins	Assigns students to groups of four to six students and assigns the roles of predictor, questioner, clarifier and summarizer respectively. Moves around to offer assistance.	Move to assigned groups and assume assigned roles.
5	20mins	Listens to students while they present and evaluates them using the guiding questions in the plenary session	Return from groups for the plenary session where each group presents along the lines discussed in the strategies.
6	15mins	Concludes by summarizing all the steps discussed in reciprocal strategy.	Listen as teacher summarizes the whole lesson activities.
7	6mins	Assesses the students' knowledge, asking them to write on conflicts identified in the text	Write down assignments in their notebooks

Week 11**Lesson 8** **Class:** SS II**Subject:** Literature in English**Topic:**

Bigger fate (pg 303-454)

Duration: 45 Minutes **Reference Book:** Richard

Wright's Native Son.

Objectives: at the end of the lesson, students should be able to demonstrate the ability to read prescribed text in meaningful phrases using: prediction, questioning, clarifying and summary.

Instructional Material: Cardboard chart showing Visual Instructional Plan (VIP) for Reciprocal Teaching Strategy, Text and Chalkboard

Introduction: Teacher activates students' prior knowledge (i.e., students are asked to mention some novels they have read and allowed to describe any major event they remember in any of the novels).

Steps	Time	Teacher Activity	Students Activity
1	6mins	Announces objectives of the lesson verbally and displays chart showing Visual Instructional Plan (VIP)	Listen to the objectives and observe steps
2	8mins	Explains the strategies involved (predicting, questioning, clarification and summarizing) and sets purpose of the reading stating guiding questions: What is the verdict of the judge in Bigger's murder case? What is the language style of the author? Are there conflicts and resolutions to be identified?	Pay attention to the steps on the chart and write down guiding questions.
3	5mins	Provides model reading of a portion of the text using the strategies involved.	Model reading portions of text.
4	30mins	Assigns students to groups of four to six students and assigns the roles of predictor, questioner, clarifier and summarizer respectively. Moves around to offer assistance.	Move to assigned groups and assume assigned roles.
5	20mins	Listens to students while they present and evaluates them using the guiding questions in the plenary session	Return from groups for the plenary session where each group presents along the lines discussed in the strategies.
6	15mins	Concludes by summarizing all the steps discussed in reciprocal strategy.	Listen as teacher summarizes the whole lesson activities.
7	6mins	Assesses the students' knowledge, asking them to write on any theme in the text	Write down assignments in their notebooks

APPENDIX VI
CONVENTIONAL INSTRUCTIONAL STRATEGY GUIDE (CISG)

Week 4

Lesson 1 **Class:** SS II **Subject:** Literature in English **Topic:**
Yaremi mourns Ajumobi (pgs 1-11; 47-84) **Duration:** 90Minutes **Reference Book:**
Bayo Adebowale's Lonely days

Objectives: at the end of the lesson, students should be able to read and comprehend the portions read and answer correctly any given question.

Instructional material: Text and chalkboard.

Introduction: Teacher gives background information about the author and the text.

Steps	Time	Teacher Activity	Students Activity
1	10mins	Teacher discusses elements of prose Literature-in-English	Students listen and go through the text as teacher reads
2	40mins	Listens while students read aloud	Students take turns to read aloud following the pattern of the teacher
3		Explains the contents at intervals	Students listen and pay attention to the explanation
4	15mins	Asks students questions based on content read and corrects mistakes.	Students answer questions and take corrections.
5	20mins	Gives summary notes on portions read for students to copy	Students' copy summary notes on the text.
6	5mins	Assigns chapters to be read at home.	Write down the assignments.

Week 5

Lesson 2 **Class:** SS II
 Suitors woo Yaremi (pg 90- 103)
 Bayo Adebowale's Lonely days

Subject: Literature in English
Duration: 90 Minutes

Topic:
Reference Book:

Objectives: at the end of the lesson, students should be able to read and comprehend the portions read and answer correctly any given question.

Instructional material: Text and chalkboard.

Introduction: Teacher gives background information about the author and the text.

Steps	Time	Teacher Activity	Students Activity
1	10mins	Teacher discusses elements of prose Literature-in-English	Students listen and go through the text as teacher reads
2	40mins	Listens while students read aloud	Students take turns to read aloud following the pattern of the teacher
3		Explains the contents at intervals	Students listen and pay attention to the explanation
4	15mins	Asks students questions based on content read and corrects mistakes.	Students answer questions and take corrections.
5	20mins	Gives summary notes on portions read for students to copy	Students' copy summary notes on the text.
6	5mins	Assigns chapters to be read at home.	Write down the assignments.

Week 6**Lesson 3****Class:** SS II**Subject:** Literature in English**Topic:**

Yaremi meets with acquaintances and rejects suitors (pgs 111-116)

Duration:

90 Minutes

Reference Book: Bayo Adebowale's Lonely days**Objectives:** at the end of the lesson, students should be able to read and comprehend the portions read and answer correctly any given question.**Instructional material:** Text and chalkboard.**Introduction:** Teacher gives background information about the author and the text.

Steps	Time	Teacher Activity	Students Activity
1	10mins	Teacher discusses elements of prose Literature-in-English	Students listen and go through the text as teacher reads
2	40mins	Listens while students read aloud	Students take turns to read aloud following the pattern of the teacher
3		Explains the contents at intervals	Students listen and pay attention to the explanation
4	15mins	Asks students questions based on content read and corrects mistakes.	Students answer questions and take corrections.
5	20mins	Gives summary notes on portions read for students to copy	Students' copy summary notes on the text.
6	5mins	Assigns chapters to be read at home.	Write down the assignments.

Week 7

Lesson 4 **Class:** SS II **Subject:** Literature in English **Topic:** Segi, Alani and Elders visit Yaremi (pg 124-141) **Duration:** 90 Minutes

Reference Book: Bayo Adebowale's Lonely days

Objectives: at the end of the lesson, students should be able to read and comprehend the portions read and answer correctly any given question.

Instructional material: Text and chalkboard.

Introduction: Teacher gives background information about the author and the text.

Steps	Time	Teacher Activity	Students Activity
1	10mins	Teacher discusses elements of prose Literature-in-English	Students listen and go through the text as teacher reads
2	40mins	Listens while students read aloud	Students take turns to read aloud following the pattern of the teacher
3		Explains the contents at intervals	Students listen and pay attention to the explanation
4	15mins	Asks students questions based on content read and corrects mistakes.	Students answer questions and take corrections.
5	20mins	Gives summary notes on portions read for students to copy	Students' copy summary notes on the text.
6	5mins	Assigns chapters to be read at home.	Write down the assignments.

Week 8

Lesson 5 **Class:** SS II **Subject:** Literature in English **Topic:** Bigger's fear (pg 1-81) **Duration:** 45 Minutes **Reference Book:** Richard Wright's Native Son.

Objectives: at the end of the lesson, students should be able to read and comprehend the portions read and answer correctly any given question.

Instructional material: Text and chalkboard.

Introduction: Teacher gives background information about the author and the text.

Steps	Time	Teacher Activity	Students Activity
1	10mins	Teacher discusses elements of prose Literature-in-English	Students listen and go through the text as teacher reads
2	40mins	Listens while students read aloud	Students take turns to read aloud following the pattern of the teacher
3		Explains the contents at intervals	Students listen and pay attention to the explanation
4	15mins	Asks students questions based on content read and corrects mistakes.	Students answer questions and take corrections.
5	20mins	Gives summary notes on portions read for students to copy	Students' copy summary notes on the text.
6	5mins	Assigns chapters to be read at home.	Write down the assignments.

Week 9

Lesson 6 **Class:** SS II **Subject:** Literature in English **Topic:** Bigger's fear cont'd (pg 82-125) **Duration:** 90 Minutes **Reference Book:** Richard Wright's Native Son.

Objectives: at the end of the lesson, students should be able to read and comprehend the portions read and answer correctly any given question.

Instructional material: Text and chalkboard.

Introduction: Teacher gives background information about the author and the text.

Steps	Time	Teacher Activity	Students Activity
1	10mins	Teacher discusses elements of prose Literature-in-English	Students listen and go through the text as teacher reads
2	40mins	Listens while students read aloud	Students take turns to read aloud following the pattern of the teacher
3		Explains the contents at intervals	Students listen and pay attention to the explanation
4	15mins	Asks students questions based on content read and corrects mistakes.	Students answer questions and take corrections.
5	20mins	Gives summary notes on portions read for students to copy	Students' copy summary notes on the text.
6	5mins	Assigns chapters to be read at home.	Write down the assignments.

Week 10

Lesson 7 **Class:** SS II **Subject:** Literature in English **Topic:** Bigger's flight (pg 127-301) **Duration:** 90 Minutes **Reference Book:** Richard Wright's Native Son.

Objectives: at the end of the lesson, students should be able to read and comprehend the portions read and answer correctly any given question.

Instructional material: Text and chalkboard.

Introduction: Teacher gives background information about the author and the text.

Steps	Time	Teacher Activity	Students Activity
1	10mins	Teacher discusses elements of prose Literature-in-English	Students listen and go through the text as teacher reads
2	40mins	Listens while students read aloud	Students take turns to read aloud following the pattern of the teacher
3		Explains the contents at intervals	Students listen and pay attention to the explanation
4	15mins	Asks students questions based on content read and corrects mistakes.	Students answer questions and take corrections.
5	20mins	Gives summary notes on portions read for students to copy	Students' copy summary notes on the text.
6	5mins	Assigns chapters to be read at home.	Write down the assignments.

Week 11

Lesson 8 **Class:** SS II **Subject:** Literature in English **Topic:** Bigger's fate (pg 303- 454) **Duration:** 90 Minutes **Reference Book:** Richard Wright's Native Son.

Objectives: at the end of the lesson, students should be able to read and comprehend the portions read and answer correctly any given question.

Instructional material: Text and chalkboard.

Introduction: Teacher gives background information about the author and the text.

Steps	Time	Teacher Activity	Students Activity
1	10mins	Teacher discusses elements of prose Literature-in-English	Students listen and go through the text as teacher reads
2	40mins	Listens while students read aloud	Students take turns to read aloud following the pattern of the teacher
3		Explains the contents at intervals	Students listen and pay attention to the explanation
4	15mins	Asks students questions based on content read and corrects mistakes.	Students answer questions and take corrections.
5	20mins	Gives summary notes on portions read for students to copy	Students' copy summary notes on the text.
6	5mins	Assigns chapters to be read at home.	Write down the assignments.

APPENDIX VII

TEACHING RESEARCH ASSISTANTS' ASSESSMENT SCALE (TRAAS)

Name of School.....

Sex of Teacher.....

Teacher's Qualification.....

Date.....

Years of Experience.....

S/N	Objectives	1	2	3	4	5
1	Extent of mastery of the instructional strategy used					
2	Demonstration of adequate knowledge of the content of the topic taught					
3	Ability to follow the instructional guide					
4	Ability to deliver the content of the lesson note					
5	Ability to engage the class in learning facilitating activities					
6	Ability to provide relevant and stimulating introduction					
	Total					

Key:

5 – Outstanding

4 – Above average

3 – Average

2 – Below average

1 - Unsatisfactory

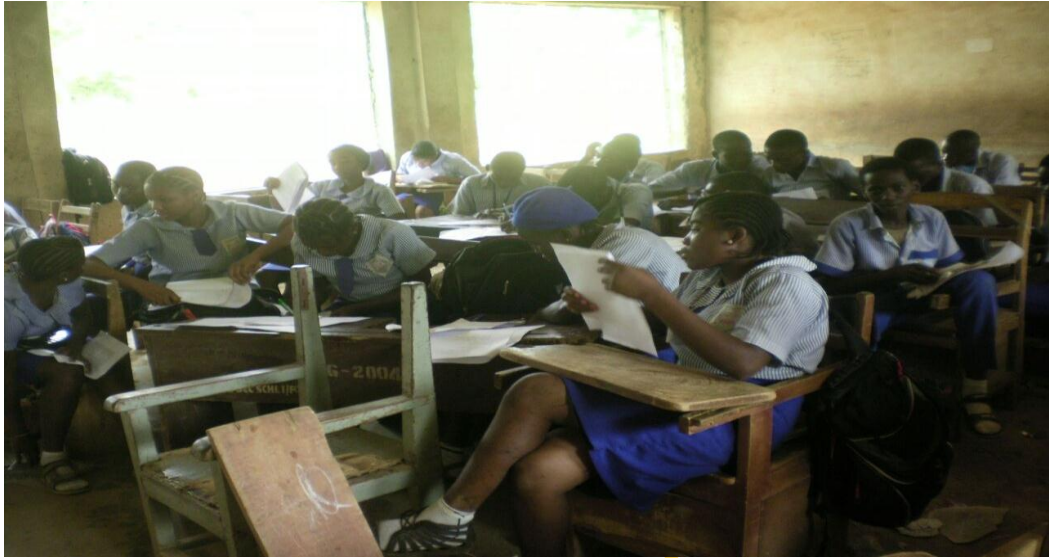
UNIVERSITY OF IBADAN LIBRARY

APPENDIX VIII
TREATMENT SESSIONS IN PIX
EXPERIMENTAL GROUP 1: READERS' THEATRE INSTRUCTIONAL
STRATEGY - SCHOOL A





EXPERIMENTAL GROUP 1: READERS' THEATRE INSTRUCTIONAL STRATEGY – SCHOOL B





BADAN



UN

EXPERIMENTAL GROUP 2: RECIPROCAL TEACHING INSTRUCTIONAL STRATEGY – GROUP C





IBADAI



EXPERIMENTAL GROUP 2: RECIPROCAL TEACHING INSTRUCTIONAL STRATEGY- SCHOOL D





IBADAI



UN