EFFECTS OF DIALOGIC DISCOURSE AND SCAFFOLDING INSTRUCTIONAL STRATEGIES ON READING COMPREHENSION LEARNING OUTCOMES AMONG SENIOR SECONDARY SCHOOL STUDENTS IN OYO STATE, NIGERIA

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ABSTRACT

Reading is a language skill that cuts across every other school subject. However, it has been observed that senior secondary school students have low comprehension skills, which might be due to the instructional strategies adopted. Previous studies had focused on many other teaching methods and students' factors with little attention paid to dialogic discourse and scaffolding instructional strategies in improving learning outcomes. Therefore, the effects of Dialogic Discourse (DDIS) and Scaffolding (SIS) instructional strategies on students' attitude to, and achievement in English language reading comprehension were examined. The moderating effects of parental involvement and school location were also determined.

Schema Theory provided the framework, while the pretest-posttest control group quasi experimental design with 3x2x2 factorial matrix was used. Schools in Oyo State were clustered along the eight educational zones, from which Ibadan Municipal and Ibarapa educational zones were chosen. From each zone, one local Government Area (LGA) (Ibadan North and Ibarapa East) was randomly selected. Simple random sampling technique was adopted in selecting three public senior secondary schools in each LGA, totaling six schools. Twenty senior secondary students in each of the schools were randomly selected, making a total of 120 students. The selected schools were randomly assigned to (DDIS - 40), (SIS - 40) and control (40) groups. Instruments used were Reading Comprehension Achievement Test (r=0.87), Parental Involvement Scale (r=0.81), Students' Attitudinal Scale (r=0.91) and instructional guides, while treatment lasted nine weeks. Data collected were analysed using Analysis of covariance and Sidak post-hoc test at0.05 level of significance.

There were significant main effects of treatment on students' attitude to reading comprehension($F_{(2.107)}$=5.66;partial$_{\eta2}$=0.10) and achievement ($F_{(2,107)}$=22.204; partial $_{\eta2}$=0.29). Students in DDIS had highest mean score in attitude to reading comprehension (68.38), followed by SIS (62.50) and control (61.62). Students in DDIS had the most enhanced achievement mean score in reading comprehension (17.56), followed by SIS (16.42) and control (13.55), while parental involvement had no significant main effect on students' learning outcomes in reading comprehension. School location had significant main effect on students' attitude to reading comprehension ($F_{(1.107)}$=4.09; partial $_{\eta2}$=0.04), but none on achievement. The two-way interaction effect of treatment and school location was significant on students' attitude to reading comprehension($F_{(2.107)}$=4.37; partial $^{\eta2}$ =0.076) in favour of participants in DDIS from rural schools, but none on achievement. The two-way interaction effects of treatment and parental involvement, and parental involvement and school locations were not significant. The three-way interaction effects were also not significant.

Dialogic discourse and scaffolding instructional strategies enhanced senior secondary school students' learning outcomes in reading comprehension in Oyo State, Nigeria. These strategies should be adopted by teachers of English language to facilitate effective learning regardless of students' parental involvement.

Keywords: Dialogic discourse instructional strategy, Scaffolding instructional strategy, Students' attitude to reading comprehension, Achievement in reading comprehension

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CERTIFICATION

I certify this work research work was carried out by Abiodun Ayoola ATANDA (98190) in the International Centre for Educational Evaluation (ICEE), Institute of Education, University of Ibadan, Nigeria.

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DEDICATION

This work is dedicated to the Almighty God, who is my Alpha and Omega. Without Him, I am nothing. He is the Maker of everything. The One and Only God that I shall serve till the end of my life.

TABLE OF CONTENTS

CONTENTS   **PAGE**

CHAPTER FIVE; SUMMARY OF FINDINGS, CONCLUSION, IMPLICATIONS, LIMITATIONS AND SUGGESTIONS FOR FURTHER STUDIES AND RECOMMENDATIONS

LIST OF APPENDICES

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

Background to the Problem

The English language has continued to grow globally in importance over the years. Virtually every country has it in its curriculum either as a foreign, second or native language. In Nigeria, it is used as the second language, and that of instruction. It plays a dominant role in a student's academic, social and emotional development as well as support in the learning of other school subjects. Students, especially at secondary schools must take and pass the subject to enable them progress to the next level of their studies. A deficiency in this subject may make it difficult for students to perform well in other school subjects. This is because the subjects are taught and learnt using the English language.

Anyadugbalu (2010) claims that oral proficiency in English language serves as an edge for people seeking employment. Apart from the economic benefits of proficiency in the English language, other social and educational benefits tied to learning and speaking the English language in Nigeria include requirement forthe present world of work, it also equips individuals to cope with the post-secondary school education and training, thereby laying a strong foundation for other life-long learning.

Of all the roles played by the English language in Nigeria, its role in education is the most pervasive. Therefore, the English language, as a unifying language of communication, is considered very important. The position of the English language in the Nigerian educational system cannot be overstressed because it plays a crucial and central role. However, despite the crucial roles played by the English language in Nigeria and the several attempts made by the government at ensuring that English language is learnt and passed, many students still fail the subject in public examinations particularly the Senior Secondary Certificate Examinations (SSCE) conducted by the West African Examinations Council as revealed in the Table 1.1 as follows;

Table 1.1:

Results of candidates that obtained at least credit pass including English Language in SSCE May/June (2005-2018).

Year	Total No of Candidates	Total Credit level (A1-C6)
2005	1,064,537	272,922. (25.6%)
2006	1.154.266	375.007 (32.48%)
2007	1.252.570	371.831 (30.32%)
2008	1.274.166	446.285 (35.02%)
2009	1.355.725	563.294 (41.55%)
2010	1.307.745	459.404 (35.13%)
2011	1.514.164	866.692 (30.24%)
2012	1.623.125	523.136 (38.8%)
2013	1.516.167	712.333 (36.57%)
2014	1.692,435	529,425 (31.28%)
2015	1,593, 442	616,370 (38.68%)
2016	1.544,234	878,040 (52.97%)
2017	1.471,151	923,486 (59.22%)
2018	1.572,396	786,016 (49.98%)

Source: Statistics Dept. WAEC, Lagos. (2018)

Table 1.1 revealed the proportion of students that made at least credit pass in the West African Senior School Certificate Examinations (SSCE) including English language between (2005-2018). From the table, it is evident that 50% and above success was recorded only in 2016 and 2017. The question is whether the purposes of exposing Nigerian students to the secondary school education are being achieved. Again, one could see from the table that the lowest percentage was recorded in 2005, from the data, 1, 064,537 candidates sat for the examination but only 272,922   (25.6 %) passed with credit level and above, while the highest percentage was recorded in 2017 with (59.22%). In summary, the figures fluctuate from time to time which connotes that the performance of the students in this subject is not encouraging and not stable over the years. From the foregoing, transition from secondary school education to the tertiary education is impossible for the students failing the subject which is one of the major purposes of taking the subject as stated in the admission requirements. Performance of students inEnglish

language in public examinations in the table showed that students seem to find the subject very difficult to learn.

Among the factors in the literature responsible for the students' poor performance in English language include deficient teaching of the subject, the type of instructional methods adopted in teaching it, teacher incompetence, class size, students' attitude, teachers' inadequate mastery of the subject and so on. (Tella,2011). Also, from the WAEC Chief Examiners' Report (2014), low level of performance in English Language and Mathematics was largely due to the instructional strategies used in teaching the subjects. Again, the following were noted in the 2018 Chief Examiner's Report of May/June SSCE: poor paragraphing; poor expression as a result of wrong concord, poor punctuation marks, wrong use of tenses, poor use of prepositions and articles, failure to grasp the requirements and demands of the questions attempted, inability to construct simple and correct sentences, wrong use of pronoun 'I', poor vocabulary and organization of thoughts writing below the required number of words on the essay topics; illegible handwriting, spelling errors and the use of text message abbreviations such as ''u'' for ''you'' ''d'' for ''the'' ''ur'' for ''your'' and so on. The large number of students failing English language has become worrisome to parents, teachers, curriculum developers, educationists as well as policy makers as this requires urgent attention.

There are different aspects of English language as a school subject which include parts of speech, grammar, lexis and structure, essay writing, letter writing, reading comprehension, summary writing and so on. But the major area of concern of this work is reading comprehension. This is because reading comprehension is an important aspect of the English language in the public examinations. Students must be proficient in reading skills as these give them the basic knowledge they need to achieve maximally in other school subjects. Reading comprehension is an aspect of the English language in which learners perform poorly. Apart from this, reading comprehension takes a chunk of the total marks in Senior Secondary Certificate Examinations (SSCE).This implies that students must take it with all seriousness and make sure they obtain at least a credit pass in English language.

Reading is a necessary skill for general literacy. Reading is one of the four major language skills that is so important or crucial for educational achievements in general. The other language skills include writing, speaking and listening. Reading is making meaning from the printedmaterial which requires a process of identification of words in print and construction of

meaning from them, a process called comprehension (Eyre,1993). Eyre argues that reading is the process of decoding the information given by the writer without stress.Reading affects every aspect of students' learning, from the ability to listen and understand a story, to the gaining of reading skills and the ability to apply the information to other real life situations. Morocco (2001) claims that insufficient reading ability reduces students' attainment of the knowledge and skills rooted in the general education curriculum. Students in most cases result to mindless lifting which leads to reduced or limited learning outcomes. Reading difficulties may also lead to other problems such as lack of motivation and engagement, high levels of anxiety and misconduct in the classroom (Lane, 2002). Shoebottom (2010) identifies some benefits of reading as follows: reading develops students' reading competence which is essential for academic achievement, it develops their writing skills, aids academic achievement and also develops learners' repertoire of vocabulary.

Reading comprehension refers to the act of understanding and deducing meaning from written words. It involves all the activities related to deriving meaning from written language including books and other forms of written language. Producing meaning from a written text indicates that there is a concealed meaning in the text and the meaning needs to be understood. Drake (1990) describes comprehension as an all-inclusive process of deducing meaning from written text. Comprehension is more than the ability to read individual words and understand what those words imply but to understand the message conveyed by the author. It is crucial that students are taught the rudiments of deducing meaning from reading (Ekwali, 1992). Goff (2004) asserts that comprehension entails successful extraction of meaning from written text. Constructing meaning means that often, readers go beyond the meaning explicitly contained in the text and add to that meaning based on the reader's prior experiences and the ability to deduce additional or deeper meaning, (Yivisaker, 2006). It is important that the students recognise that the reading process is more than just deciphering words but to understand how words are combined to form meaningful sentences and that the dictionary meaning of words are different from theircontextual meaning.

Comprehension is the main focus of reading exercise and it is defined as deliberate thinking when meaning is constructed through the interaction between text and reader in a serious reading context (Ilodges, 1995). Thus, readers extract meaning from text when they are involved in intentional and problem-solving thinking. As identified by National Reading Panel

(2000) comprehension is a feature of reading instruction and it is very paramount to reading. Reading without understanding the text being read is a mere waste of time. It is an important tool for reading and the medium through which we acquire meaning from words constructed by others. Comprehension also directly affects individuals' learning outcomes. Comprehension is the ability to understand the meaning of text as the reader builds a mental representation of a reading material. A reader with ability to comprehend is able to identify with characters in a reading material and produce mental representation of a story while reading he or she can read and follow the sequence of events and thought, distinguish main events from supporting details and predict the outcomes of events. A reader with a strong comprehension ability is able to become completely engaged in reading and inferring personal meaning from the text.

Comprehension can also be described as the method of readers interacting and getting meaning from text, implementing the use of prior knowledge with the information found in the textual material (Pardo, 2004). Comprehension is what gives the words meaning. It allows the reader to understand information about a topic. Thus, comprehension is essential throughout the curriculum because its variations are not intuitive. The forms of comprehension as well as their applications across types of reading material must be taught unambiguously (Research Corporation, 2009). The determination to improve reading outcomes and to uphold that improvement must commence early and must be sustained. Effective comprehension for students in the context areas is imperative. Akpama(2005) argues that the comprehension questions which students answer in examinations reveal their level of understanding of various aspects of the subject, that is, the grammar, vocabulary, sentence structures, parts of speech and content level. This showed that absence of competence in any of the aforesaidwill negatively affect the overall performance of students in the reading exercise.

Onukaogu (2014) reports that over 70% of the candidates failed public examinations due to their performances in the comprehension and summary sections of English language paper 1. According to the author, over 40% of those students who fail in these sections scored below 10% because their inability to understand a passage makes it difficult for them to answer questions on it. This is an indication that most of the students are not adequately prepared in reading comprehension because they lack the necessary techniques of answering reading questions. Instead of reading and understanding the text and then stating the answers to questions in their

own words, most of the students would rather copy portions of the passage, thereby demonstrating their inability to produce or come up with the original idea in the passage.

Again, other factors that are responsible for students' low performance in public examinations in reading comprehension include providing two different answers to a question, giving wrong synonyms to replace underlined words and phrases in the passage, grammatical and expression errors, using a grammatical form of tenses different from the form of the word or phrase to be substituted or replaced, giving answers out of the context of the passage, inability of the students to identify the main idea and supporting details in a passage. Writer's style of writing also poses problem to the students.

Furthermore, there are other factors affecting reading comprehension apart from the aforesaid problems as revealed in the literature which are very important to note if any meaningful interpretation is to be made from the passage to be read. Such factors include poor reading skills, inadequate vocabulary level, reader's attention span, inadequate syntactical abilities to put together and deduce meaning from the reading material effectively coupled with the inability of the students to deploy the higher thinking skills to process the written message and go beyond the surface meaning of the text. Any breakdown in the aforementioned points will result in reading comprehension problem for the students (Akpama, 2005),

Obinegbo (2012) also researched into the causes of reading comprehension problems. The work revealed that causes of reading comprehensions problem include some affective factors such as poor study environment and teachers' methods of teaching the concepts. The study claims there are psychological factors which the learners must overcome in order to achieve maximum reading efficiency. The work concentrated on some affective factors that affect reading comprehension, while this work focused on instructional strategies that may positively contribute to students' attitude to, and achievement in English language reading comprehension.

The conventional teaching method is one of the methods generally adopted by teachers of English language to teach students in the classroom due to such reasons as hastily covering the syllabus before the term ends and time constraint. In the classroom generally, the conventional teaching method emphasizes direct instruction. Again, students learn through listening and observations with the use of instructional resources such as textbooks and individual writing materials. Many students believe that the conventionalmethod of teaching is not challenging and

there are needs for more students-centered instructional strategies to teach English language reading comprehension. One of the problems associated with the conventional method of teaching, according to Adam (2009), is that it is simply impossible for an instructor to give each student the one-on-one attention the students deserve or self-expression or instruction that may be required. The author believes that it is common tosee children becoming bored anddiscouraged when the conventional teaching method is adopted. Furthermore, the method is thought to be teacher-centered and relegating the learner to a passive learners in the matter that concerns him.

In the conventional teaching method, the emphasis is on the learners doing the reading and writing because the method seems to keep them engaged. Teachers do most of the talking, while the students listen with questionable amount of understanding. The teachers often forget that the teaching and learning processes are reciprocal in nature where both the teacher and students learn from one another. However, the conventional teaching method is necessary and may be adopted when the teacher is presenting new topics or ideas in which the students have little or no contributions.

A great amount of research has been carried out with respect tothe different communicative and problem-solving teaching strategies to explain the causes of low performance in English language as a school subject especially in public examinations. Such works include Adegbile (1985),Atanda and Jaiyeoba (2011) made same submissions in their studies that performances of Nigerian students in the spoken and written aspects of English language were very poor. This is evident in the annual (WAEC) results. However, the students' performance in English language is not as poor as improved performances were observed at times but not up to the desired level.

The four language skills (listening, speaking, reading, and writing) are performed simultaneously in the process of teaching and learning. Normally, learners in English language as a second or foreign language do not use the language in authentic situations. Theyare unable to communicateappropriately in the language. It is worthy of note that learning of any language demands that the learners should be able to concentrate and take note of all the language conventions and rules in order to communicate freely in the language, the English language inclusive. Nigerian students often lack confidence when communicating with the native speaker of theEnglish language because they do not want to commit blunders.

Ability to speak is the most essential skill in language teaching and learning because it is the basis for communication. It was stated that speaking as a skill is the most difficult particularly for foreign learners. It was reported that foreign studentsoften stutter when communicating in English language (Research and Development Institute, 2012).

The reason which may be adduced for the inability of foreign learners of English language to freely communicate and express ideas is lack of exposure to the real English language environment. Again,learners must be exposed to the beliefs, cultures and philosophies of any new language for effective communication. Mastery of language beliefs, cultures and philosophies is an indication that the speaker hasaccurate knowledge of the language.

Speaking skills can be developed through communicative activities which include dialogue, information gap and jigsaw puzzle. In addition, the communicative activities may be supported with debate and role-play (Research and Development Institute, 2012). Language activities are also important factors in language teaching because they help to create real and effective interaction in the language classroom. In essence, communicative activities can motivate the learners including the shy ones to establish good relationships with the teacher and other learners, thereby promoting a supportive environment for language learning.

From the foregoing, it is clear that communicative teaching strategies may play a vital role and contribute significantly to students' learning outcomes in English language reading comprehension. This is because teacher's ability to employ effective communication strategies to solve comprehension problems will go a long way in determining students' learning outcomes. A good teacher should be able to teach well, possess adequate reading skills, speak effectively, be a good listener, present his idea in a sequential and logical order, learn how to communicate with different ages and culture while teaching. It is through these, the teacher is adjudged as effective and efficient as students often depend and rely on whatever they hear from them.

In a bid to contribute to the existing knowledge and to find solution to the inherent problems associated with the use of conventional teaching method and to improve students' learning outcomes in reading comprehension, two instructional strategies which are students-centered were adopted for the teaching of reading comprehension at the secondary school level. They are 'dialogic discourse and scaffolding instructional strategies', also known as (communicative and problem-solving strategies respectively). It is important to state that these teaching strategies are not new as they have been researched on in other climes. The study

adopted these instructional strategies and tried to establish their effectiveness over theconventional and other teaching methods and to examine if the teaching strategies would improve senior secondary schools learners' attitude to, and achievement in English language reading comprehension in Oyo State.

Freire (1970) defines dialogic discourse as a dramatic approach of verbal communication involving two or several people. Before now, dialogic discourse had been adopted as an instructional and political campaign strategy. Normally, in some communities, dialogic discourse is used in an organised discourse void of anger and resentment, whereas, in some situations, dialogic discourse is being seen as a problem-solving technique. According to Freire (1970) dialogic discourse as a teaching strategy involves relationship among learners and teachers/facilitators. Through dialogic discourse, students are involved in an activity to listen to diverse viewpoints, stimulate teamwork, work on serious mattersand create knowledge and skills which may not be possible through the use of the conventional teaching method.

Furthermore, it is an all-inclusive teaching strategy that leaves positive and lasting effects on students. Similarly,its effects go beyond the classroom and can also lead to peaceful co-existence. Thus, properly planned discourse is called deliberate effort towards others to facilitate meaningful interaction among cohorts, different ethnic members, religion leaders and followers of different beliefs, students and teachers. Students should be allowed to engage in dialogic discourse to build self-meaning of what they are being taught no matter how clearly the teachers or texts clarify the idea to them. This is done through linking their prior experience to what they are being taught presently for improved understanding.

Compared to debate and group discussion, dialogic discourse stresses listening to deeper understanding, invites new ideas, come-up with different beliefs, allows participating members to express their own opinions. Dialogic discourse assumes that the individualmembers of the group will add to their knowledge bank and may act collectively. This concept of teaching has severalassociations with how a student views the world around him (Freire, 1995). It is a general belief that ideas and issues are best solved through practical experiences and when encountered in diverse situations and expressed in a variety of ways. The strategy makes sure that ideas and issues resolved in the discourse become permanent in a student's knowledge bank. Dialogic discourse is a kind of intellectual conversationamong peoplewho have different and diverse opinions and notions about things based on quest and passion to know more about the subject of

the discourse. This is achieved through arousing critical thinking abilities of the members involved in the conversation.

It is a conversational teaching method which calls for an oppositional views in which the position of a member about a matter contradicts that of any other member in the group, but the beauty is that all members present their views and explore the different ways the issue at hand can be resolved rather than mutually agreeing on one solution thereby consolidating the questioner's perception (Guthrie, 2014). Socratic dialogic discourseshowed that students' abilities to read and analyse texts progress using the strategy (Robinsson, 2006). The discourse will help students to develop a high-level reading skill and students will learn to organise their reading more systematically (Robinsson,2006). Other communicative abilities will develop by using dialogic discourse, like listening to, and understanding others, expressing and underpinning ideas in speech, reading and writing, to collaborate with others and to build on the ideas of others in developing ones' skills (Pihlgren, 2008). The discourse will afford the participating members the ability to resolve difficult situations and reasonjudgmentally.

Dialogic discourse strategy treats participating members with due respect. Naturally, it starts from the ideas of the learners first, while the teacher serves as a moderator in the classroom to do justice to the matter or topic at hand. The subject matter could be a reading passage, writers' views and opinions, a concept or general issues outside the classroom activities. Through this, the students will be able to understand deeply the topic being treated having listened to what other members have to say. Hitherto, participating members may be thinking they have good grasp of the topic but may come to appreciate the views of others during the discourse. It should be noted that there are differences between group discussion and dialogic discourse. Dialogic discourse goes beyond mutually agreeing on one meaning to unfold shared meaning of concepts. Other distinctions between dialogic discourse and group discussion include to inquire to learn, to unfold shared meaning, to integrate multiple perspectives, to uncover and maximise assumptions, while group discussion entails to tell, to persuade, to gain agreement, to evaluate and select the best and to justify/defend assumptions (Salzburg St. Vigil, 2008).

In the teaching of adults, learning through dialogic discourse still remains the foremost topic in the literature, though it comes with a wide variety of distinction and emphasis.Dialogic discourse is both practical and political. The practicability of dialogic discourse is a situation

whereby learners are recognised as adults who come to the classroom with some forms of past experience. The strategy affords the learners the opportunity to expose and utilise these accrued experiences and knowledge for the benefits of all members in the group. The teacher can best ascertain how to differentiate or perhaps personalise learning programmes so that the diverse needs and purposes of members are addressed through the teaching strategy (Knowles, 1983).

Dialogic discourse emphasises fewer number of students in the classrooms and considerable teaching time for maximum participation as part of its rules, they. Extensive research in the classroom has shown that teachers' speech dominates 70-75% of the talking in conventional classrooms (Liljestrand, 2002). The conversational pattern in the classroom is often limited to the teacher initiating a question, the students answer, while the teacher evaluates the answers. More than half of the questions are teacher asked questions that he/she already has the answers to (Wolf, Crosson and Resnick, 2006). However, theconventional teaching method might be necessary during lessons where the teacher is teaching new knowledge to the students, in this case, it is called "expositive teaching strategy". Even when dialogic discourse or exploring methods are used, a certain result might be desired, something particular that the student is supposed to understand after the activity.

Again, using the dialogic discourse teaching strategy, the facilitating teacher must abstain from controlling the content in the discourse. The values and ideas that will be deliberated upon during the dialogue must come from the students. In its ideal form, when working as intended, the discourse is open, more co-operative and critically examining interlocutions among equals, revealing little differences among the facilitators and the students. In the study conducted by Shuan (2013) on students' learning outcome in Biology, using interactive dialogic discourse method, it was revealed that students taught with interactive dialogic discourse performed better than the group taught using the conventional teaching method. In another study conducted by Sheabottan (2004) on students' learning outcomes in Geography employing dialogic discourse teaching strategy with 25 participants randomly selected, the results revealed that the group taught with dialogic discourse performed better than the group taught using the explicit teaching method.

This communicative strategy is employed in all our daily conversations, be it business or careers. The ability to respond appropriately is a great asset. Recognition of the part dialogic discourse plays in the development of individuals and in the transmission of point is very vital.

Realisation of its role in passing ideas and values makes the strategy important for all teachers. The literature reviewed showed that dialogic discourse is a teaching strategy which has been used in teaching with significant positive effect on students' learning outcomes in other climes.

Scaffolding instructional strategy is another method of teaching that may contribute significantly to students' learning outcomes in any school subject. Chang (2000) defines scaffolding instruction as the role of teachers and knowledgeable others supporting the learners' development and providing support to get to that next stage or level of learning. Literally, scaffolding is used when building high-rising structures whereby scaffolds are pillars of support to both the building and the builders. As soon as the builders are done and building can stand without the supporting pillars, the scaffolds are removed. In teaching and learning, the teacher who represents the builder can use the brilliant and fast learners as scaffolding having understood what the teacher has taught them to aid or build up the slow or average learners in the classrooms as students learn better and faster from one another. Scaffold involves the teacher controlling and supervising the learning task so that each child is able to solve a problem or perform a task which would not have been possible without assistance/help from the teacher in the first place. An important aspect of scaffolding instruction is that the scaffold/assistance is momentary.

As the learners' abilities increase, the scaffolds provided by the more knowledgeable others are gradually withdrawn. Finally, the learner is able to complete the task or master the concepts independently (Chang, 2002). The aim of the teacher when using the scaffolding teaching strategy is for the students to become an independent, self-regulating learners and problem-solvers (Hartman, 2000). As the learners' knowledge and learning competence increase, the facilitating teacher gradually reduces or fades-off the support provided (Darkin Worthingto, 2000).

Vygotsky (2000) affirms that external scaffolds provided by the teacher can be removed gradually because the learners have developed more sophisticated cognitive systems related to the field of learning such as science or language. The knowledge system itself becomes part of the scaffolds and social support for the new learning (Raymond, 2000). Raymond's finding resolved that scaffolding instruction achieved better result on students' learning outcomes in Geography compared to explicit teaching method used for other group in his study. The essence of scaffolding is the temporary support a teacher gives to help students individually or collectively to complete a task that they might not be able to do without help. The support is

meant to facilitate and improve students' abilities, skills, knowledge and understanding (Rogoff, 1990). Poorahmadi (2009) describes the concept as providing support to facilitate students in attaining a skill or mastering a concept and then little by little shift responsibility to the students. There are three essential aspects underpinning the concept of scaffolding in the educational setting: temporary assistance/support, improving skills and knowledge, and shifting of academic responsibility to the students.

Based on the above, scaffold is seen as a process or activity in which a teacher renders temporary assistance to students by supporting their learning with the help of other students in most cases. The teacher provides assistance when students need it. The assistance is gradually reduced and later removed completely when the learners develop more knowledge and skills. Poorahmadi (2009) work reveals scaffolding that strategy contributes substantially to students' academic performance in Mathematics in the experimental group, while the conventional group performed below average. Amoo (2015) researched into scaffolding instruction and its effect on students' learning outcomes in Biology among SS 11 students. The study found that scaffolding instruction significantly contributed to students' learning outcomes in the subject. This study focused on reciprocal scaffolding. Reciprocal scaffolding is a method that involves a group of two or more students working together in a group. In this situation, the group members can learn from each other's experiences and knowledge after the teacher must have taught them. As the group continues working on a given task, the scaffold is rotated among members and constantly changes.

Higher-level thinking skills will be developed by learners with an expert or with a peer of higher capabilities during scaffolding (Vygotsky,1978). It is against this background this study was interested in investigating whether scaffolding instructional strategy would improve students' attitude to, and achievement in English language reading comprehension in the senior secondary schools in Oyo State.

There are other factors that can affect students' learning outcomes. One of such correlates has been found to be parental involvement. The contribution of the parents has been defined and measured in various ways including activities parents involve in with their children at home and positive attitudes parents have towards their child's education, school and teacher (McMahun, 2000). Parental involvement is seen as an intangible concept that is related to a mutual relationship between the home and the school (Schulenberg, 2007). The involvement of parent in

child's schooling correlates with student's positive performance, school attendance and social manners (Edwards, 2004). The said mutual relationship between the parents and the child delights school administrators, parents and students themselves. Parental involvement is also linked or associated with various encouraging learning outcomes.

The positive learning outcomes brought about as a result of parental involvement in child's education include increased grade point average (G.P.A), improved writing and reading skills. Parental involvement also contributes to other academic achievements such as favourable disposition to learning, low drop-out rate, increased in time spent on homework and improved self-regulatory ability (Barnard, 2004). Also, it is regarded as an important component of traditional and face-to-face education, whether public, charter or home schooling. (Hoover and Dempsey, 2007). Richardson (2008) argues that parental involvement is the most influential factor in children schooling.

Studies concerning family participation in child's schooling largely did not start with distinguishing among forms of contribution on learners' learning outcomes, rather, the linkages among the overall measures of parental participation with learners' examination results were evaluated (Sheldon, 2009). Nevertheless, recently, investigation began to show how diverse types of contribution or involvement to the exact students' learning outcomes Centre for Comprehensive School Reform and Development (2009).The parental involvement is described as ongoing and active contributions of parents and caregivers towards the education of his or her child. Parents may show their contributions through various ways, for example, they can read with their children, help the child with homework, engage in regular dialogues about school work with the children and employing lesson teacher. Again, it is imperative parents tell their children what they expect from them at the end of their schooling. This will guide the children in focusing on their education and avoid anything that may distract them.

Research has shown ample evidencethat involvement of parents in the child's education can influence achievement in core subjects such as English language, Mathematics and Science;even the behaviour of students, school attendance, attitude and adjustment to school will be improved (Sheldon and Sanders, 2009). According to Henderson (2002), students' perception of their parents' involvement and expectations are also highly effective and influential to their education. Moreover, students who enjoy their parents' support towards their education through effective communication are more likely to continue their studies to high school.

Involvement of parents in the child's education may play a vital and important role in a child's success at school. Parental involvement may determine the attitude a child has towards his or her education but this does not mean that parental involvement works all the time for the child that receives such. This was why this study was also interested in examining the role parental involvement may play in students' learning outcomes in English language reading comprehension as the first moderator variable. However, the parental involvement in this study was limited to the assistance the students receive from the parents/caregivers in terms of school activities like assignments or homework.

Again, school location may be another factor that can contribute to students' learning outcomes. School location refers to the environment in which a school is situated. A school may be sited either in the urban or in the rural area. Difference in location of schools simply means existence of difference in the language environment and the school tone. School location refers to where a learner lives and is surrounded by those who regularly speak and communicate with him or her through the language of that location (Lawal, 2001), Similarly, the location of a school may determine the kind of life a student lives and the types of facilities the student enjoys in the school. The language spoken in the environment of a learner has a lot to do with the learners' achievement in the school subject due to the fact that learner learns from what he or she hears or sees around.

Schools in urban areas often have a reasonable number of instructional resources such as computer systems, well equipped laboratories, reasonable numbers of qualified teachers, standard library and so on. Some of these instructional resources are often inadequate in the schools located in the rural areas. For example, in a place called Eruwa in Ibarapa East Location Government area of Oyo State, a secondary school has only one teacher of English language teaching all JSS and SSS classes, and no computer laboratory. All these the researcher found during the pre-field study. Ezema (2002) affirms that electronic instructional resources are very facilitative in teaching a second or foreign language but cannot be used in the rural schools where there is epileptic power supply and inadequate trained staff.

In order to be sure whether school location (urban or rural) contributes to students' learning outcomes in reading comprehension as there are conflicting findings in the literature, this study investigated the effect of school location on students' attitude to, and achievement in English language reading comprehension as the second moderator variable in the study.

The interaction effects of dialogic discourse, scaffolding instructional strategies, parental involvement and school location are expected to contribute to the students' learning outcomes in reading comprehension as shown in the various literature reviewed in this study. Learning outcomes are levels of knowledge, skills, attitude and increase in achievement level students are able to demonstrate at the end of teaching and learning activities. Studies have shown the numerous usages and acceptability of dialogic discourse and scaffolding instructional strategies as students' centered strategies which encourage students' participation and improve students' learning outcomes in other climes with little empirical studies in Nigeria.

1.2   Statement of the Problem

The English language is a second language in Nigeria. it plays important roles as it is used as the official language of communication, language of legislature, mass media, politics, and official business. Again, it is contained in the Federal Republic of Nigeria's National Policy of Education that the English language should be used as the medium of instruction from basic four up to the tertiary level of education. However, despite the efforts of the government at all levels and stakeholders in the education sector in making sure that there is improvement in students' learning outcomes in English language as a school subject, yet, students' low performance lingers.

Variables such as class size, teacher factors, school characteristics, teaching methods were common focus of previous studies in a bid to achieve better students' learning outcomes in English language, yet, the trend of students' under performance persists. Therefore, it is difficult for students who are persistently failing English language to further their studies in tertiary institutions. The conventional method was one of the methods employed by the teachers of English language to teach students. The conventional teaching method emphasises direct instruction, while many students believe that the method is not challenging and there are needs for more students-centered instructional strategies.

Dialogic discourse and scaffolding instructional strategies have been found to be parts of such instructional strategies valuable to teach school subjects. The teaching strategies call for considerable teaching time, and students' full participation in teaching and learning activities. These instructional strategies had not been widely used in this clime to the best knowledge of the researcher after wider consultation.

There had been also little studies on the use of these strategies separately even in Nigeria but in other school subjects like Biology, Mathematics. It was necessary to adopt these strategies in the teaching of English language as a school subject in Nigeria to establish if they could be effective. Therefore, this study examined the effects of dialogic discourse and scaffolding instructional strategies on students' learning outcomes in reading comprehension in senior secondary schools in Oyo State. It also examined the moderating effects of parental involvement and school location on students' attitude to, and academic achievement as the dependent variables of the study.

1.3 Hypotheses

The following null hypotheses were tested in the study:

Ho₁There is nosignificant main effect of treatment (dialogic discourse, scaffolding and conventional teaching strategies) on

    (i) students' attitude to reading comprehension.

    (ii) students' achievement in reading comprehension.

.**Ho₂**There is nosignificant main effect of parental involvement on

    (i) students' attitude to reading comprehension

    (ii) students'achievement in reading comprehension

Ho₃There is nosignificant main effect of school location on

    (i) students' attitude to reading comprehension

    (ii) students' achievement in reading comprehension

Ho₄There is nosignificantinteraction effect of treatment and parental involvement on

    (i) students' attitude to reading comprehension

    (ii) students' achievement in readingcomprehension

Ho₅There is nosignificantinteraction effect of treatment and school location on

    (i) students' attitude to reading comprehension

    (ii) students' achievement in reading comprehension

Ho₆There is nosignificantinteraction effect of parental involvement and school location on

    (i) students' attitude to reading comprehension

    (ii) students' achievement in reading comprehension

Ho₇There is nosignificantinteraction effect of treatment, parental involvement and school location on

    (i) students' attitude to reading comprehension

    (ii) students' achievement in reading comprehension

1.4   Scope of the Study

The study covered senior secondary school students (SS II) in Oyo State, Nigeria. It investigated the effects of dialogic discourse and scaffolding instructional strategies on students' learning outcomes in reading comprehension. Also, the study involved parental involvement and school locations (urban and rural) as the moderator variables. Six instruments were used in the study, while Analysis of Covariance (ANCOVA) was employed to analyse the data collected.

1.5   Significance of the Study

This research work is significant because the findings would provide empirical information on the relative effects of dialogic discourse and scaffolding strategies on students' attitude to, and academic achievement in reading comprehension in senior secondary school. The findings will also enlighten teachers, parents, curriculum developers and the students on the effect of these strategies on students' attitude to and achievement in reading comprehension. The findings would also inform the teachers to adopt the most appropriate instructional strategies that can improve the learning outcomes of students.

Students, through dialogic discourse and scaffolding instructional strategies, would be more likely receptive when the teacher's body language and tone of voice indicate openness and encouragement. These strategies will further strengthen the teacher-parent relationship and make it easier to know happenings in school about their children since the study talks about their involvement. The curriculum developers will be enlightened through the findings of this study by emphasizing and giving more attention to time spent to teach dialogic discourse and scaffolding strategies when planning English language curriculum.

Lastly, findings of the study will also enlighten the government to pay more attention to teacher/pupil ratio in the class as the teaching strategies emphasise fewer students in the classrooms contrary to the congested classes we have these days especially in the public schools.

1.6   Definition of Terms

The following terms were defined as used in the study;

Definition of Terms

Reading: Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning in a passage read.

Comprehension: Comprehension is the ability to fully comprehend the message conveyed in the reading text.

Teaching Method: This refers to series of activities through which a teacher wishes to make learners to acquire knowledge, attitude, and skills.

Rural Location: School located in areas with low population density, where one major economic activity is agriculture and where the people are relatively homogenous in values, attitude and behavior. In this study, Iparapa East is taken as rural location of schools

Urban Location: School that is situated in a human settlement with high population density and infrastructure of built environment. Ibadan North is taken as urban location of school in this study

Communicative Teaching Strategy: This is a communicative strategy teachers of English language may employ when teaching. In this study, the only communicative strategy to be employed is dialogic discourse instructional strategy.

Dialogic Discourse Instructional Strategy: The privilege availed students to discuss comprehension passage as well as opportunity to explore their own views and to make a critique of the issues presented to them in the reading comprehension class. It is an instructional method through which the teacher allows the students to engage in dialogic discourse and proffer answers to questions in the passage read, while the teacher only guides them. Here, teacher plays a passive role and he is called facilitator. The dialogic discourse instructional guide was employed to teach the experimental group.

Scaffolding Instructional Strategy: The interim supports or assistance rendered to the students to solve some tasks in form of reading comprehension questions. It is a teaching method where the teacher demonstrates how a task is done with ample examples till the students master the skills and later fades off his assistance and allows students to do the task on their own. Here, students work in a group. The scaffolding instructional guide was used to teach the experimental

group in the classroom and measured its effectiveness on learning outcomes using students' pre and posttests scores generated through an achievement test

Parental Involvement: Various activities parents participate in at home and positive attitudes parents have toward their child's education. Here, the involvements of the parents are limited to assignments and home-work. Here, the parental involvement scale was administered on the parents of the students that will be involved in this study to assess their levels of involvement in their child's education.

Students' Attitude; The behaviour students exhibited before and after the use of the teaching strategies in this study. The attitudinal scale was used to measure students' attitude during pretest and posttest stages of the work.

Students' Achievement in English Language Reading Comprehension: The students' test scores derived from the knowledge of reading comprehension achievement test that was administered to the students during the course of this study.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter presents the review of relevant literature in the study under the following headings:

2.1 Theoretical Background

2.1.1 Schema Theory

2.1.2 Mental Representation

2.1.3 Content Literacy

2.1.4 Problem-Solving

2.2 Conceptual Review of Literature

2.2.1 Models of Reading Comprehension

2.2.2 The Bottom-Up Model of Reading (Linguistic Model)

2.2.3 The Top-Down Model of Reading (Psycholinguistic Model)

2.2.4 The Interactive Model of Reading (Pragmatic Model)

2.2.5 Content and Formal Schemata

2.2.6 Activating and Building Schemata

2.2.7 Pre-reading

2.2.8 During-reading

2.2.9 Post-reading

2.2.10 Prediction

2.2.11 Semantic Mapping

2.2.12 Reading Skills

2.2.13 Automatic Word Recognition Skills

2.2.14 Vocabulary Structure Knowledge

2.2.15 Formal Discourse Structure Knowledge

2.2.16 Content/word Background Knowledge

2.2.17 Synthesis and Evaluation Skills

2.2.18 Metacognitive Knowledge and Skills.

2.2.19 Status and Importance of English Language in Nigeria

2.2.20 Objectives of Reading Comprehension as Mentioned in English Language Curriculum

Theoretical Background

2.1.1 The Schema Theory

The theory that supports this research work is schema theory with its sub-divisions. The term schema was first propounded and used by Piaget 1926, which was later developed and expanded by Anderson, a respected educational psychologist. This learning theory views organized knowledge as a network of abstract mental structures which represents ones' understanding of the world. Schema theory describes the process by which readers combine their own background with the information in a text to comprehend such text. Furthermore, the theory elucidates in full what way the students' previous idea adds to the reading assignment and exemplifiesby what means a pupil's prior understanding with thereal life situations are important to decode a manuscript. The ability to use this previous knowledge is central for effective comprehension to take place. All readers have different schemata (background information) and these are also often culture-specific (Stott, 2001).

The schema theory of reading fits within the linguistic, psycholinguistic and pragmatic based views of reading. The function of background knowledge in the reading processed is formalized in schema theory. According to schema theory, the reader brings previously acquired background knowledge organized into interrelated pattern, or schemata, to the reading process. Then the reader creates meaning by relating the text to this background knowledge, including knowledge of customs and beliefs from his or her own experiences.

Rumelhart (2005) described schemata as the foundation for reasoning which is used in the process of understanding information, in retrieving information, in allocating resources and in guiding the flow of the processing system. Rumelhart (2005), also stated that if our schemata are incomplete and do not provide an understanding of the incoming data from the text, it will be a difficult task processing and understanding the text.

According to Nunan (1999), "schema theory justifies how suchformer encounters relate to the forming of mental frameworks that enable us connect or link the meaning of what we are experiencing presently in the reading exercise''. For instance, he usedbasic schema for a teaching activity that assists one in making meaning of the reading activity one is not hitherto been. It implies that, earlier understandings are linked to new situation, this involves in most cases the information about some objects,circumstances, activities as well as knowledge of processes for recalling and explaining information. Anderson (1994) put forward a

researchstudy showing that rememberingwhat is read in a passage are influenced by the persons' schemata and goes further to illustrate that a reader understands a reading material through bringing to mind a schema that illustrates the content of what is contained in the passage read. Understanding what one reads is through activating the background that offers a complete information and description containedin a text.

For Anderson and Pearson (1988), to comprehend what one is reading, the reader must allow the interaction between the previous and present data or information. To say that one has comprehended a text, is to say that the reader has found a mental 'home of the information in the text, or that he has modified an existing mental home in order to accommodate that new information. Therefore, a learner's schemata will restructure itself to accommodate new information as that information is added to the knowledge system, (Omaggio,1993).

The following are the principles of schema theory:
✓ General knowledge and non-specific concepts are to be taught especially in cross-cultural situations.
✓ Teachers must help learners to build schemata and make connections between two or more ideas
✓ Teacher should assist learners to build the prerequisite knowledge, or their prior knowledge before introducing new materials, since it is essential for comprehension of new information.

Other aspects of the schema theory include:

2.1.2   Mental representation

In reading a text, a mental representation of the text is created by the reader, which describes how the reader understands the text. Many studies about reading showed or supported this submission that multiple levels of representation are involved in drawing meaning or inferences in the passage read (Van Oostendorp, 1998). To be précised, the work of Kintsch (1998) had a great influence on research on reading. Kintsch distinguishes among three different levels or components of the mental representation created when reading a text: the surface component, the text-based, and the situation model. When words and phrases themselves are

programmed in the mental representation possibly together with linguistic relations between them and not the meaning of the words and phrases, one can talk about a surface component of the mental representation.

The text-based represents the meaning of the text, that is, the semantic structure of the text, which consists those elements and relations that are directly derived from the text itself without adding anything that is not explicitly specified in the text. Since the text-based include the meaning of the text and the same meaning can be expressed in different ways, a text-based can be formed without any memory of the exact words or phrases from the text.

A pure text-based can be incoherent and to make more sense of the text, the reader uses prior knowledge to create a more complete, sophisticated and coherent mental representation. A construction that integrates the text-based and relevant aspects of the reader's knowledge is called the situation model. Some prior knowledge is also needed to create a text-based, but this knowledge is of a more general kind that is needed to decode texts in general, while the prior knowledge referred to in the creation of a situation model is more specific with respect to the content of the text.

A skilled reader usually does not need to actively think very much to create a mental representation when reading. The use of syntactic and semantic rules together with the activation of more specific prior knowledge thus happens quite automatically, on a more unconscious level. In general, different cognitive processes can be more or less conscious.

2.1.3   Content literacy

Content literacy refers to the ability to read, understand and learn from text from a specific subject area (McKenna and Robinson, 1990). Both authors also distinguished between the three components of content literacy: general literacy skills, content specific literacy skills, and previous knowledge of content. Both the general and the content-specific literacy skills can be assumed to refer to some more general type of knowledge that is not dependent on the detailed content of a specific text. This type of knowledge is mainly used to create a text-base in the mental representation. The third component, prior knowledge of content, refers to knowledge that is connected to the content of a specific text, and is thus primarily used to create a situation model in the mental representation

2.1.4   Problem-Solving Model

Problem-solving,on the other hand, deals with intentional thinking, a more resource demanding process, for example, when trying to remember the name of a person you meet and recognize. Thus, when reading a text without any difficulties in understanding what you read, the process has more in common with perception than with problem solving, in the sense that, the process of understanding is unconscious. This is a situation representative for Kintsch (1998), concept of comprehension, which is located somewhere along that continuum between perception and problem solving.

Problems that warrant solution can come in different ways and forms, but here, focus is on reading comprehension problems given in questions. Specific theories about the problem-solving process sometimes include the reading of the problem text as an important aspect, Pólya, (1990) which seems normal since one surely needs to start by reading the given problem text in order to try to understand the problem. Therefore, a mental representation of the text is formed, that is, a mental representation of the problem is created. But in order not to limit the description of the result of this reading process to that the reader either has understood the text or not, and what kind of negative effects this might have on the solution process, a more cohesive view is suggested. (1) reading the problem, (2) understanding the problem, and (3) finding solution to the problem.

It is understandable that deficiencies in literacy skills, general or content-specific can negatively affect the effort to solve a given problem, since direct reading errors, that is, problems in creating a text-based meaning. However, the mental representation created in the reading process does not only serve as basis to tackling the problem, but the solving process has already commenced, since previous knowledge is activated in the reading process, including more specific types of prior knowledge that is appropriate for solving the problem, that is, the comprehension of the problem need not only consist of a pure text-base in the mental representation but also a situation model can be formed. It could even be the case that the problem in principle has been solved through the reading process or at least the problem is believed to be unraveled.

In such case, the problem is solved using mainly unconscious cognitive processes, that is, the problem is solved through pure understanding of the problem/situation. Davis (1984) gave

apractical example of this type of solution by comprehension, where an existing mental representation of a similar problem was activated, and the person "had done this unconsciously, but had been able to recreate some of the process by determined introspection afterwards." Thus, this is not only a theoretical possibility, and it has also been shown that these types of unconscious comprehension processes can be used to explain behaviour in such situations as action planning and decision making (Kitajima, 1995). Perhaps, some observed students' behavior when solving problems also can be explained by assuming that the student is relying mostly on these types of comprehension processes when trying to solve the problem, for example, when Lithner (2000), argued that focusing on what is familiar and remembered at a superficial level is dominant over reasoning based on English language properties of the components involved.

To provide the answer to the posed question in a given problem can be seen as a natural goal of the situation and in order to reach that goal, one needs to regulate one's behaviour, that is, self-regulating processes are active. The given question can therefore play a very important role also in the creation of the mental representation in the reading process since it can influence what kind of prior knowledge is stimulated, that is, the self-regulation seems to start already in the reading process. It has also been shown that self-regulating processes which usually are considered as meta-cognitive processes can function at an unconscious level (Fitzsimons, 2004). Consequently, it could be of specific interest to examine how variations of questions in problem texts can affect the comprehension and solution of a problem.

Another content-specific skill that seems to develop among learners is to focus attention on given keywords in the problem text (Hegarty, Mayer, and Monk, 1995). This seems to be a reading strategy specific to comprehension Bilsky, Hikson, Blachman, Shella, Chi, Chris, Chan-Mui, Athens, and Winter. (1986) showed that students' reading strategies can be influenced by making them read a text either as a mathematics problem or as a telling of a story. When it is read as a problem, the text was read with a focus on quantitative aspects and as a story it was read with a focus on more qualitative and temporal aspects. Studies that in a more direct manner examine both the mental representation often by permitting students repeat the text and the solving of the problem consistently show a strong connection between these two aspects Category ES, and Cummins (1988), that is, the students solve the problem as they have understood it. Another possibility would be that one creates an elaborate mental representation of

the text but bases the solution on something else e.g., parts of the text itself and not the mental representation of the text. More detailed studies of the relationship between the mental representation and the solution show that good problem solvers mostly remember the semantic structure of the text while worse problem solvers mostly remember details in the text Hegarty (1995) and that the repeating of a problem text occasionally is made in another order than what was presented in the given text, an order that more closely look likes the words that are used when solving the problem (Hershkovitz, 2001).

The schema theory underpins this work since it is based on activating prior knowledge and mental representation before connections can be made with new topics and the most important implication of schema theory is the role of prior knowledge in processing. In order for learners to be able to effectively process information, their existing schemas related to the new content need to be brought to the fore. The theory also encourages the use of analogies and comparisons in order to focus attention of learners to existing schema and to help them make connections/relationship between existing schema and the new information. In terms of fostering students' problem solving ability, instruction should focus more on scheme-building strategies.

In addition, instruction should use realistic, familiar scenarios in teaching problem-solving rather than more conventional abstract situations. Price and Driscoll (1997) also stated that instruction should facilitate schema building by providing learner feedback in the form of numerous fully worked out and explained examples or worksheets that explicitly guide learners in building their own schemata Driscoll (1994) also promoted explicitly teaching mental models to facilitate students developing an suitable schema.

Various researchers have shown that language can be understood as a culture that has its own rules and values and that language teaching and learning should be seen as a process of enculturation (Carvalho, 2006). This concept of language teaching as enculturation calls for the development of multiple classroom practices aimed to facilitate the difficult tasks of introducing students to the global new views of the world. However, this change of focus in teaching will only become reality if the teacher's role in the classroom is also changed and teachers, in addition to their conventional practices, embrace a series of new discoveries, new skills and teaching strategies

29

2.2.1   Models of Reading Comprehension

The reading process involves the text, the reader, and the interaction between the two. Reading models have undergone various stages of development throughout time. Under the dominance of audio-lingualism, reading was neglected. During the 1960's reading was seen as a passive decoding process. Terms such as bottom-up, letter- and word-recognition theory, text-based test-driven or data-driven have been used to describe theories that hold this view of reading. Three major models to reading include top-down model, bottom-up model and interactive model.

2.2.2   The Bottom-up Model of Reading (The Linguistic Model)

Thisconventional reading strategy was greatlymodified by behaviorist psychologists in the 1950s, they argued thatknowledge was founded on "character creationthroughrepetitive association of a stimulus with a response, (Omaggio, 1993). Language development was considered as a response procedure that weobtain through unconscious conditioning activities, where many structures of language are compensated and only the language structures patterns reinforced by the community of language speakers shall persist, (Omaggio, 1993). Behaviorism then became root of the audio-lingual technique. Thissought to create other language "habits" such as repetition, drilling and correction of errors. In summary, reading is a decoding process (focus on the text). The phonic approach to teaching reading is used. Alphabet letters with sound, words with grammar rules, sentences with discourse rules

2.2.3   The Top-down Model of reading (Psycholinguistic Model)

A major change took place in the knowledge sciences in the 1960s. Behaviorism became somehowcondemned asnovel cognitive theory characterised the mind's natural ability for learning. The reading approach talks about knowledge-based information, that is, what the reader knows already also informs what information is being processed in the text being read. The information the reader already has impacts a lot on the field of ESL/EFL." (Omaggio, 1993). The top-down models simply states, reading is a psycholinguist guessing game (focus on the reader).

The whole language approach to teaching reading is used. The reader receives input from the text, makes predictions (based on conceptual abilities, background knowledge, and language processing skills), tests and confirms or revises those predictions. Use a holistic approach to reading and writing that advocates the use of children's literature and authentic reading materials.

2.2.4   The Interactive Model of Reading (Pragmatic Model)

This refers to the relationship between top down and bottom up processing abilities. This reading model admits that lesser thinking abilities are important for smooth and precise reading. Again, it stresses that as bottom-up processing becomes more automatic, the higher-level abilities become more engaged. The interactive factors are the reader's mind, text's background and the reader's prior knowledge and world view. In essence, reading is a process of constructing meaning from text through the use of both bottom-up and top-down processes, and skills (focus on the interaction). The balanced approach to teaching reading is used. Both bottom-up and top-down processes occur simultaneously for the reader to comprehend the meaning of the text. The levels of interaction: - the interaction between the reader and the text, the interaction between two kinds of cognitive skills: identification and interpretation.

2.2.5   Content and Formal Schemata

Formal schema may be explained through the differences among reading materials to be read (Smith, 1994). The author further gave an instance that a reading text could be anything that is written or printed words and that signs can also be read and infer meanings from them. However, each printed or written words has its own structure and organization. Adequate knowledge of each write-up's structure and organisation could assist effective reading. This gives the readers a basis for anticipating the detailed information contained in the passage. An instance of the aforesaid point is that, if the reader of a text is aware that the material contains different sections such as sub-themes, introductory part, models, techniques, results presentation and summary section, the information shall prepare his or her mind, assist interaction with the reading text and aid understanding, hence, this would snowball into enhanced reading capability

with permanent and valuable effects. In conclusion, prior knowledge of rhetorical structures and conventions (e.g. different types of expository organizational patterns: cause and effect, comparison and contrast, problem and solution, and chronological order). The content schemata simply states that background knowledge of the subject of the text, which is culture-bound.

2.2.6 Activating and Building Schemata

The theory recognisesthe fact that the reader has a major role in the building of accurate meaning in the text. Consequently, the reader's profile such as gender, age, experience, maturity, state of mind and culture are important and must be considered bytutorsthat seekto pick reading materials which willstimulate the interest of the pupils it is meant. Anderson (1994) argued that when readers are able to recognise a schema that suits a reading text, they will find the text easy and comprehensible. It is possible that the reader is unable to find and identify a schema that is suited to the text. It could be that the readers need assistance from the teacher in activating the appropriate schemata before meaningful reading activity is achieved. In such instance, it may not be easy for the reader to fully comprehend the reading material, he or she is required to involve in activating the existing background knowledge and building new one. Lack of previous knowledge presumed by the reading text may result in difficulties in comprehending the text. It views the obligation of instructors as being twofold, assist students integratingsequesteredinformation into a schemata in building a new one and to activate existing schematain a texts that contains cultural contents which aredissimilar from the learner's. Therefore, the issue of formal and content schemata becomes even more imperative (Bransford, 1994).

It will be difficult to read for non-native speakers of the English language especially when the texts have specificethnic assumptions of the target culture because the assumptions are alien or strange to them. Therefore, reading the material for the first time poses a great challenge to them. Some research works that demonstratedin a way people outside a given culture may misunderstand events with unaccustomedethnic connotations were revealed by Bransford. Apparently, the teacher must play his or her part in activating the necessary schemata in the students. The principal assignment is choosing reading materialsapplicable to the readers' wants,

interest and individual differences. The aim remains providing meaningful reading materials in whichstudents are able to comprehend the main message in the text (McDonough, 1995).

2..2.7 Pre-reading

In this crucial stage, the facilitating teacher makes sure thelearners possessappropriate schema for meaningful reading. This is done by encouraging the students to activelyreflect, put down few things, thendeliberate on theissue, usingtools as forecasting, reconciled reading and semantic mapping. At this stage, reading activity takes few minutes since the readers are going through the text for the very first time.

2.2.8 During-reading

One essential skill the reader requires here is the skill of taking notes. This affords reader the opportunity to pay attention to details, identify and write out new vocabulary and their meanings, essentialfacts and to do the abridged version of the text read without leaving out important information contained in the original version of the text.

2.2.9 Post-reading

The focus here is on gauging or evaluating the gain of the reading activity through self-asked questions. Some of the questions to be asked are: what is the passage all about? How did the writer approach the subject matter?. Again, the reader should also assess the writers' choice of words, the way the writer combines words and so on. Answers to these self-asked questions are contained in the text itself. In the Bloom's taxonomy, there are simple and multi-facetedset of questions and assignments suit post-reading stage. This stage also provides the privilege to appraise students' interpretation appropriateness, as long as the writer's thoughts are contained in the students' responses to the issue of accuracy is not so important but that the readership must be appreciated (Tieriney, 1994).

Anderson (2001), there are three stages in schema activation and building.Great attention must be given to this stage of reading since it is the first time students are reading the text and their schemata will be triggered. The three stages are as follows; Pre-reading activities,

Prediction and Semantic Mapping. Graves andChen (1995)reported their findings on the influenceof pre-reading exercise. The authors defined such exercises as reducing the gap between the reader's schemata and the text's contents. Various materials and exercises can help the teacher introduces clues and promptsin order to activate both content and formal schemata. The purpose of these activities here is for teachers to trigger the previous schemata, build new one, then, provide information about what the students already know.When formal schemata such as advance organizers and overviews are activated, it will assist students in focusing on the arrangement of a text. Similarly, the content schemata require activation through the use of various pre-reading exercises in order to help learners brainstorm and predict how the information fits in with their prior knowledge.

2.2.10 Prediction

Forecasting is the major emphasis of reading activity. Reader's experiences, prior understanding of places facilitate predictions and comprehension, actively involved and derive pleasure in the reading text. Forecasting brings anticipated meaning to texts, decreasing uncertainty and removing unrelated substitutes before the actual reading exercise.

Additional activity is previewing, this is achieved when the learners are asked to have a look at the headings, sub-headings, graphs, read the first few paragraphs and the concluding paragraph in order to have an overview of the text and to anticipate what to read when the real reading begins. Such actions will then support students appreciate what the reading material through activation of their proper and content schemata and therefore make them conversant with the theme before they begin to read.

Prediction is also described as the pre elimination of improbablesubstitutes. To the author, Predictionsare readers' asked questions during reading and comprehension is receiving accurate responses. He asserts precisely this is what makes the avid readers active in familiar and unfamiliar reading texts on different themes (Van, 1998).

2.2.11 Semantic mapping

Van (1998) critiqued comprehensionquestions which are given at the end of reading activities. Van affirmed the questions are synonymous to memory tests. He argues that using prior knowledge efficiently contributes to the success of fluent readers and he believes that there is a reciprocal relationship between visual and non-visual (prior knowledge) information. The more the readers have the latter, the less they need the former. Although, not all the post-reading questions can be easily turned into pre-reading ones, this method can be invaluable to activate schemata from the text when they engage in intentional and problem-solving thinking processes. The data suggested that text comprehension is enhanced when readers actively relate the idea represented in print to their own knowledge and experiences and construct mental representations in memory. It is a complex cognitive process involving the intentional interaction between the reader and the text to create meaning, (National Reading Panel, 2000). In other words, comprehension does not just occur. It requires conscious effort. Readers must intentionally and purposefully work to create meaning from what they read.

Van (2009) comprehension is probably better regarded as a process rather than a particular outcome or product through which a reader interacts with a text to construct meaning. This view of comprehension emphasises the deliberate, strategic and problem-solving processes of the reader as he or she reads a text. Hence, the meaning a reader derives from a text is influenced by his or her own knowledge including knowledge of language and print, experience, and perceived purpose for reading. This meaning making process is what Durkin (1993) terms the essence of reading

According to the Reading Study Group (2002), reading comprehension was defined as the process of simultaneously extracting and constructing meaning through interactions and involvement with written language. It was believed that the word extraction and construction were used to emphasise the importance and the insufficiency of text as the determinants of comprehension. Hence, they believed that readers actually move through the text, finding their ways, evaluating the accuracy of the text to see if it fits their personal agenda, and finally arriving at a self-selected location. Pardo (2004) also defined it is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text and the stance the reader takes in relationship to the text Pardo (2002) argued that it is the ability to derive meaning from written materials.

Reading comprehension is a process in which the reader constructs meaning using the information on the printed page as the building materials and the knowledge stored in the reader's memory. Reading is comprehension. Comprehension is what reading is all about. Decoding without comprehension is simply word barking, being able to articulate the word correctly without understanding its meaning.

From the cognitive perspective of learning to read, reading comprehension is the ability to construct linguistic meaning from written representations of language. This ability is based upon two equally important skills. One is comprehension, the ability to construct meaning from written words, the second is decoding, the ability to recognise written words. These two main foundations of reading are represented by the two supporting legs in the graphic depiction of this cognitive framework (Pardo, 2010).

2.2.12   Reading Skills

Six component skills and knowledge areas essential for reading fluency were identified Grabe (1992). (a) automatic word recognition skills (b) vocabulary structure knowledge (c) formal discourse structure knowledge (d) content/word background (e) synthesis and evaluation skills (f) metacognitive knowledge and skills.

2.2.13 (a)Automatic Word Recognition Skills

Automatic recognition skills afford the readers opportunity to identify letters and words without being aware of the process. Avid readers are able to read fast because they can recognise most words automatically and consequently process this information very competently. The combination of fast and precise word recognition has proven to be an effective predictor of reading ability, particularly of young readers.

2.2.14 (b)Vocabulary Structure Knowledge

Readers need to know a large percentage (approximately (95%) of the words in any given text in order to comprehend the meaning of the reading or to guess the meaning of words unfamiliar to them. Vocabulary is not acquired in quick doses, but rather is a process of incremental learning

and constant reinforcement, readers need to know not just one meaning of a word in a particular context but also its alternative meanings in different contexts and other aspects of the word such as its grammatical properties.

2.2.15 (c) Formal Discourse Structure Knowledge

Knowledge of the structure of formal discourse/rhetorical organizational patterns (i.e. formal schemata) assists the reader in comprehending and remembering the text. Research indicated the explicit teaching of rhetorical organization of text facilitated ESL students' reading comprehension

2.2.16 (d)Content/Word Background Knowledge

Activating the reader's knowledge of the subject matter and cultural content of the text is a significant factor in the reading comprehension and recall. Research shows that L2 learners can better recall information from text on topics familiar to them than readings of equivalent difficulty level on subject with which they are less familiar. Moreover, readers can more easily comprehend and recall texts of which the content is based on their own culture than texts based on unfamiliar and more remote culture

2.2.17 (e) Synthesis and Evaluation Skills

Fluent readers are able not only to comprehend the text, but to make judgment about the information, the author's purpose, and the usefulness of the text. They usually use strategies like predicting to assist them in anticipating text development and evaluating the author's perspectives as they read

2.2.18 (f) Metacognitive Knowledge and Skills

Metacognitive knowledge is knowledge about how readers think and self-regulate their cognitive processes. It includes knowledge about language and ability to recognize structural and rhetorical features of the text using suitable strategies for accomplishing particular goals. In the process,

metacognitive skills include recognizing main ideas, adjusting reading rate for skimming, scanning, paraphrasing, and summarizing, guessing meaning from word formation rules, prefixes, and suffixes and taking note. The ability to effectively apply metacognitive strategies to reading process is a major ingredient to skilled reader, especially for mature readers.

2.2.19 The Status and Importance of the English Language in Nigeria

In Nigeria, the English language is the language brought by the Great Britain during the colonial reigns, since then, the language has been adopted in Nigeria as the official language of communication while the three major languages, (Hausa, Yoruba and Igbo) are also used especially when a matter involves the major speakers of each of the languages. Again, the three major indigenous languages as mentioned earlier are used in the media houses to cast location news, customary courts of law and used as the language of instruction as contained in the Federal Republic of Nigerian' National Policy on education. The English language serves as a means through which diverseethnicities and cultures are bonded. It is used in businesses, casting of national news, politics, delivering of judgments in courts of law, even religious activities are carried out through the language. Adepoju (2003) affirmed that English language is ranked among the topmost 30 languages of the world. The English language promises to be an effective tool for technological advancement in Nigeria and even some countries of the world.

English Language has become an indispensable tool through which Anglo-phone African countries engaged the world and this has made the mastery of English language both in the spoken and written imperative. As at 2019, it was revealed that English language is a linguistic tool which links all the over 200 million people with about 520 indigenous and mutually unintelligible languages together in Nigeria. Moreover, in the mass media, English language is used in all the national newspapers, on the television, for news and announcements..

Apart from teaching of the English language in Nigerian classrooms at all levels of education, western technological thoughts and ideas are conceived through the language (Adepoju, 2003).Adepoju (2003), finding showed that about 90% of Nigerians reason and speak in English language. English language stimulates nationwide growth in the country as the bonding language among several ethnic andcultural clusters. It is a known fact that Nigeria is able to relate well with the countries of the world due to the ability to communicate in the

English language, however. there are dangers in total abandonment of our location languages, such potential dangers include: loss of cultural values embedded in the location languages, loss of rich reasoning abilities that come with the location languages and so on. It is sufficed to add that in as much as the English language plays important roles in Nigeria since independence, this guarantees a future for the language.

Also, literature has revealed that the English language plays a prominent role in the society. It serves as an official language that is used for the purposes of administration and governance. By implication, government records and all other documents of the both federal and state government are written in English language. It is used as a second and an official language in Nigeria, it is a medium of instruction and expression in Nigerian schools (Awonusi, 2004). English Language is an instrument for effective teaching and learning. Labo-Popoola (2004) observed that the main aim of teaching English language in Nigeria especially at the secondary school level is to inculcate in learners permanent literacy in the language and also to lay a solid foundation for their higher academic pursuits.

Adegbile (1993) revealed that the English language is one of the most important languages of the world. According to the author, English language is the largest of the accidental languages and spoken by more than 370 million in the United Kingdom, USA and former British Empire. Adegbile also revealed that French and English are both languages of wider communication. According to Ellis (1980) Britain, Australia, New Zealand, Canada and the United State use English language as their first language while Norway, France, Italy, Spaniard Germany, Brazil, Zaire and Senegal accommodate English language as a foreign language. Among the countries that use English language as a second language are Nigeria, Ghana, Zambia, Singapore, Hongkong, fuji and Malawi.

.The summary of this is that the English language has come to stay in Nigeria as its importance is felt in all spheres of life. It is so obvious in various homes that hardly do parents speak their mother tongues to children, they usually communicate using the English language. This is an evidence that the English language is so important in Nigeria.

2.2.20   Objectives of Reading Comprehension as Mentioned in the Senior Secondary School English language Curriculum include the following;

(i)   Readers bring to the fore that which they know currently concerning the topic and use this knowledge before, during and after reading to clarify misconceptions and understand the text. This will enable the students to employ previous knowledge to help comprehend text and solve problems across the curriculum.

(ii)   Readers juxtapose what they read with personal experience (reading material-to-self) to information from other text (reading material-to-reading material) and to information about the world (reading material-to-world) in order to enhance understanding of self, text, and life. It helps them make text-to-text, text-to-self and text-to-world connections to help comprehend text and tackle problems throughout the curriculum.

(iii)   Readers ask question about the text and the author intentions and seek information to clarity and extend their thinking before, during and after reading. It will enable them to come up with questions to aid comprehension of text, seek information and solve problems throughout the curricular.

(iv)   Readers create image in their minds that reflect or represent the ideas in the text. These images may include any of the five senses and serve to enhance understanding of the text. It helps visualizing and comprehending text and solve problems throughout the curriculum. Ability to infer meaning from what was read to help comprehend text and solve problems throughout the curriculum.

(v)   Readers identify key elements and condense important information into their own words during and after reading to solidity meaning. It helps in summarising what was read to help comprehend text and solve problems throughout the curriculum.

(vi)   Readers' judges, justify, and/or defend understandings to determined importance based on stated criteria. It helps readers in evaluating what was read to help comprehend text and solve problem throughout the curriculum.

(vii)   Readers create original insights, perspectives and understandings by reflecting on text(s) and merging elements from text and existing schema. It helps to organize the material read to help comprehend text and solve problems throughout the curriculum.

(viii)   It is to determine the meaning of words in a variety of written text.

(ix)   To perceive and recognize outcomes in a variety of written text

(x)   To analyse information, to make inferences and generalization in a written text.

Again, reading comprehension is the ability to understand a written passage of text. It is what allows the reader to interact with the text in a meaningful way. It is the bridge from passive reading to active reading, from letters and words to characters and contexts. Reading comprehension is the crucial link to effective reading, a strong factor in our educational and professional lives. For many, reading comprehension also opens the door to a lifetime of reading recreation and enjoyment.

One of the important steps towards literacy is to understand what is being read. It is very imperative to get the gist of what we are reading otherwise, reading would be meaningless. It will be like staring at the words without knowing what they mean. Reading without comprehension is also like listening to a person talking to you without understanding what he or she is trying to convey. Here are reasons reading comprehension is important. Comprehending the text we are reading makes life easier. It gives children the foundation to future academic endeavors. Reading helps increase children's vocabulary level which is strongly needed in reading comprehension thus, making them more confident in speaking and writing. It will also help them read effortlessly or more naturally. It will help them make predictions, arrange the sequence of the story, make clarifications on difficult or confusing parts on the texts. It will help them connect what they are reading to their life experiences and/or to their previous knowledge, (Ashley, 2011).

Everyone agrees that sound reading and comprehension skills are essential for learning. The student also needs comprehension skills that include learning new vocabularies prior to reading, learning how to use text clues to identify important information such as titles, sub-headings, graphics and summary statement and to also recognising key terms that imply relationships between ideas. Learning how to read is learning how to develop one's mind and general development. Reading makes one to understand how a writer feels, his mood, tone, personality, and style of writing. Therefore, reading may be considered an important language skill. A student with adequate reading skills will be able to do well in other school subjects because reading cuts across all the subjects including mathematics.

2.2.21 Factors Affecting Reading Comprehension.

There are various factors that affect reading comprehension, Jones (2010) mentioned some of them. Thechieffactor affecting reading according to Jones is the enjoyment level of the material. Majorityof the readersdiscover their level of comprehension is decreasing especially when the printed words are boring and uninteresting to them. Again, if the topic is humorous or stimulating but then the material is so dry then, reading becomes a routine, understanding the text further diminishes. Contrastingly, ifsomebody is reading a reading material he finds very fascinating, the understanding level becomes highersince the readeris devoted to his reading, regardless of whether the text is well written or not and if badly structured.

Furthermore, individual reading aptitude may positively or negatively influence assimilation. Majority of the readersthat read well also performwell in school subjects sincetheir attention is exclusively on the message conveyed, rather than looking for the dictionary meaning of everyterm or word used conveying the message. It has been said those who have difficulties in reading often forget that the literary meanings of words are different from the contextual meaning of such words depending on how the words are used in relation with other words in the sentences they appear. Hence, going beyond the meaning of each word is so important in reading if success is to be achieved.

Similarly, some readers can read for hours while some may not, reading for so long does not determine whether the reader will be able to comprehend what he or she is reading. It is therefore suggested that readers' attention span may affect a person's ability to fully comprehend what they are reading even if he or she is interested in what to be read or not. There is likelihood of not assimilating the text if the reader's attention from time to time is not focused on what he is reading, this in turn, result into a poor reading habit. For anyone to achieve maximally in reading activity, great attention must be paid to the reading task and avoid unnecessary distractions.

Some readers are just going to be better in comprehending what they are reading than others, even when allowed the equal background and amounts of prior reading due to the innate dissimilarities among them. However, this may or may not also be a sign of differences in intelligence, it is generally considered to be such when such people are tested on material that has been read.

Some factors affecting reading comprehension were mentioned by (Ashely, 2011) and they are:

2.2.22 Decoding and Word Recognition Speed

The speed at which the reader decodes and recognises words is a cognitive factor that can affect reading comprehension. Decoding refers to the reader's ability to make sense of letter-sound relationship, including proper word pronunciation and noticing common letter combinations. Readers who experience difficulty with decoding and recognizing words read at a much slow pace find it more difficult to comprehend the meaning of reading passages than their peers without decoding difficulties.

2.2.23 Vocabulary Level of the Reading Material

The reader's attention and motivation are important to reading comprehension. A reader whose attention is only partly on the reading passage may read the same paragraph several times without understanding what he is reading due to high level of vocabulary used. Readers who lack motivation of comprehending the text my do the bare minimum of reading and understanding necessary for their assignment or class discussion without fully absorbing or interpreting meaning of what they have read.

2.2.24 Quality of Reading Material

The quality of writing can also affect reading compression. Text that is poorly organized and difficult to understand can slow reading speed and significantly hinder reading comprehension. Poor quality writing may slow decoding speed, as well as syntactic recognition and sentences comprehension, this negatively affects the reader's comprehension of the text.

2.3.1 Empirical Studies on Dialogic Discourse Strategy and Students' Learning   .

In conventional teaching method, the focus tends to be on the students doing reading and writing, probably because it seems to keep them quiet and it is easier to organize. Similarly, most teachers probably do most of the talking while the students do the listening with a questionable amount of understanding. In real life, it is not so easy to separate the language/communication skills, as most communication skills are preceded or followed by a different skill. Adegbile (1985) pointed out that we often take communication skills for granted.The foregoing explains

why there is yet to be a consistent policy on how to impart knowledge in the classrooms, language is the only distinguishing feature that makes man to be different from animals. This is because man can easily register or make his feelings, thoughts and imagination known to other people. It further implies that if there is no effective communication between the teachers and students, or if there is communication breakdown, effective learning cannot take place. It is only when the learners understand what the teacher is saying that effective teaching and learning is achieved.

Several authors have explained the term 'communication' variously. Communication is a process of transmitting information involving dimensions such as space, time and method of transmission as well as social and cultural contexts in which the process is taking place. This explanation is aptly summarized in the figure 2.1;

MAN —————————— VALUE ↑ ↑ —— CONSTANTLY

CHANGING

Sends

MESSAGE _____ has _____

for a

PURPOSE _____ has _____

Which has   and is

ENVIRONMENT
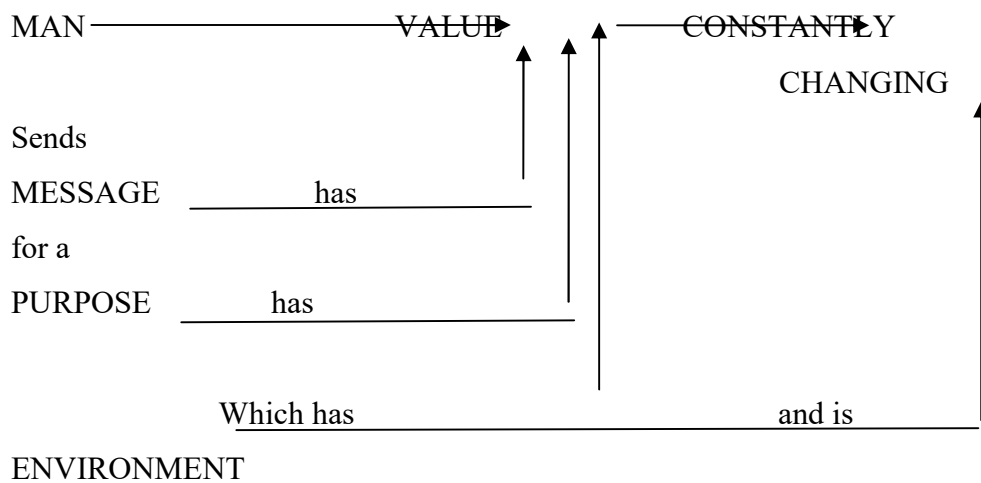
Source: Adegbile (1999).

Adegbile (1999) viewed communication as the exchange of message between two or more people. In other words, communication is the passing or sharing of messages in the form of experiences, ideas, thoughts, notions and feeling to other people. From this analysis, it is obvious that communication could be effected in different ways and these can be classified under two major groups, namely: verbal communication and non-verbal communication. Non-verbal communication may be in form of facial expression, gestures, whistling, shrugging, body movements and various types of signs. Adegbile (1999) stated that communication has three major parts, namely:

The source of information: the speaker, the writer or the maker of the sign. (encoder)

The message: speech, writing, signs, or body movements (the code)

The audience: the receiver of the message. (decoder)

It is necessary to point out that the three major parts of communication are quite related, and the relationship between the three is depicted in Figure 2.2:

The source of the information ⟶ message ⟶ the Audience ⟶
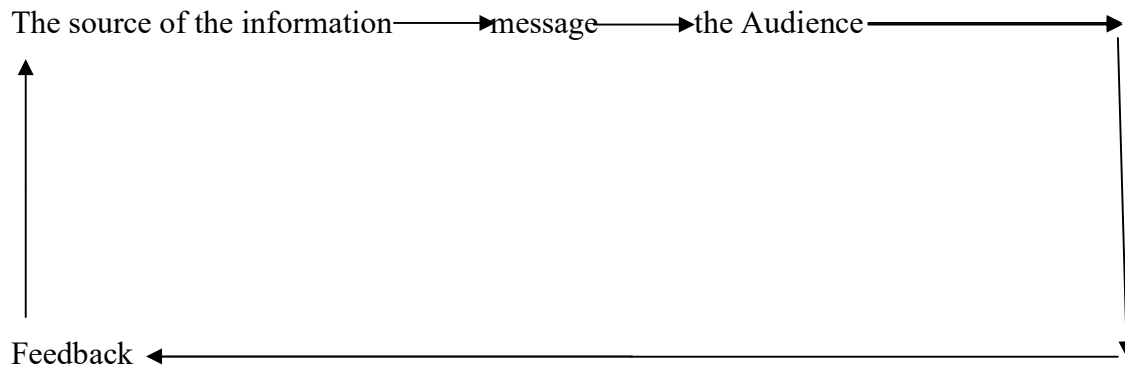
Feedback ◄

Three Major parts of Communication

Source: Adegbile (1999).

It is obvious from this that there is a relationship among the major components of communication. The message leaves the source or sender and gets to the audience, and finally, a feedback is given to the sender by the receiver. In relation to the classroom situation, the teacher or the resource person is the source (encoder) of information; the message is the subject matter while the students constitute the audience (decoder). In this context, the teacher has a feedback through answers and other reactions during formative evaluation and other forms of interaction with the students.

Bearing in mind the detailed analysis of the concept of communication including the relationship between its three components which has been described, and its role in the teaching-learning process, it is sad to note that there has not been effective communication in the Nigerian classrooms. This was established in a study conducted by Adegbile (1999) which pointed out that one of the causes of students' poor performance in English Language is the teachers' method of teaching. This implies that some teachers have not been employing effective communicative teaching strategies in the classrooms. In other words, poor display or lack of communication strategies may have been responsible for students' poor performance in both internal and public examinations. Eyre (1993) affirmed that communication skill is just part of the general communication process itself. It is not just the giving of information but giving understandable/in formation and receiving and understanding the message. Communication is the transfer of a

message to another party be it written or spoken words so that it can be understood and acted upon.

The various communication skills are very important for teachers of English language to possess if he or she is to effectively impact knowledge to the students. If teachers of English language can learn and use these skills and their categories, persistent failure of candidates sitting for this subject will be reduced. One of the basic rules of communication is that, participants in communicative activities constantly change roles, that is, the speaker at a time becomes the listener and the listener becomes the speaker. This is to make sure that the message is understood by both parties and to achieve effective feedback where necessary.

In making sure that teaching and learning is give and take in nature which is the normal classroom learning should be, reciprocity is the rule of the game. This stresses the fact that the teachers should not see themselves as all-knowing, they can also benefit from the ideas of their students if they can bury their ego. The likelihood of structuring teaching in order to promote improved learning has always been one of the majorfundamentals of education Comenius (1592-1604). Nevertheless, in dealing with the planning and implementation of such teaching, one still finds teachers that do not have the expertise necessary to express themselves effectively with their learners and skills that can facilitateimplementation of the teaching plan. These days, it is undoubtedly agreed that Nigerian curriculum invention must be   complemented with research work that emphasises development of the said invention in the classroom, research study which illustrates the events proposed for presenting the inventions and the communication skills that teachers must learn to ensuring   that their students achieve the envisionedaims. Language instruction has been recognised in recent years as a field of research and hypotheticalcodificationconcentrating on the severalfacets which characterise language teaching. Theaccumulation of knowledge has lent support towards the planning of courses whose plans would lead students to produce substantial knowledge and information regarding the content of the language as a field and more importantly, the construction of language itself.

Alexander (2004) held the view and said learning is mutual activity, in the sense that realpath of education and knowledge should not be from a single person to the public, but from the public to the individual. To Alexander, educators are not just ordinary instructors contrary to whatphilosophies of teaching argued it is. Rather, learning is an activity whereby, facilitators and pupils are seen ascollaborative partakers, both students' involvement and teacher interferences

are important. However, Alexander held the view that pupil's idea is more vital than what the teacher has to say. It then means dialogue permitseducatorstowards facilitating future preparation of the teachingactivities based on what students say. Alexander's attention is mainly training of the child, using dialogue. Alexander said, dialogue is better adopted in teaching rather than its political attractiveness. The author also pointed out that if dialogue has been proven to be highly effective for children's learning, then, it will also be effective in achieving better academic and moral education if it is employed to teach the adults who are more experienced compared to children. Alexander (2004) defined dialogic discourse teaching as cooperative, give-and-take, helpful, collective as well asfocused, viewing knowledge as open rather than given and closed.

When we talk of dialogic discourse, we talk of a give and takeapproach ofinterrogations and responses, problems and ways of solving them. It is viewed as themethod of thinking founded on hypothesis, ideas and opinions rekindling. These understandings of dialogue makeeducationalists perturbed on the teacher's role as an organizer/facilitator of students' discoveries of certain informationand knowledge through self-search. Most times, it is in search of aninformation the teachers hadpreviously, though in some situations, none of the participants would have anticipated. Other people have concern particularly about role of elaborate group discussion and intellectual jaw-jaw as the footing for reasonable conclusions out of the several new opinions and speculations. Still, others have wondered the teacher'srole as a principal member in the dialogue, as both parties (students and teacher) explore the problem collectively. We have quite different views of others using the dialogue such as Zen Buddhism, who criticised the import of meretalk as a means of passing instruction or information. The author also argued against trusting on the indirect effect of riddles, paradoxical statements, proverbs, indirect way of saying things and questions which may not be easilyreplied. Zen Buddhism argued that suchancestral and inherited beliefs must clarify that the modern ideology of dialogic discourse as a method of instruction is democratic, open to criticisms, educationally empowering which is based on the construction of knowledge. Contrasting studies see dialogic discourse as a means of misleading others to jump into conclusions or as a trick the teacher uses in assessing the qualities of other people'sopinions.

Freire (2002) revealed that a different relationship between teacher, student, and society is possible through dialogic discourse. This, the author termed the 'banking theory'. It refers to students as bank account that was just opened without cash being deposited in it, therefore, it

remains blank. In terms of actual teaching, Freire was well-known for to his disapproval about the concept he labeled the 'depositing idea' of teaching, in which the student is taken to be blank container which must be filled by instructions of the teachers. Freire regarded students as active individuals contrary to the idea of taking students as being'tabula rasa'. In addition, great scholars such as J. Dewey and Plato were critical of the passing of simple facts as the main aim in pedagogy. Dewey's interpretation of learning was frequently illustrated as an instrument of social transformation. Dewey further elucidatedthat education is the process of sharing in the social consciousness and that the individual needs to adjust his activity because the only sure way of social rebuildingis social awareness (Dewey J, 1897). Freire's work, nevertheless, modified Dewey'snotion and juxtaposed it with the presentideas as well as reforms of teaching.

Freire's work criticised the 'banking method' of teaching which equate students to 'blank bank accounts' that is disposed to payments (instruction) made by the account owner (teacher) and said the outcomes are dehumanizing to both thestudents and the teachers. The author went further to say that the methodarouses an authoritarian or domineeringstatus.Freirethen suggestedexclusively mutual and a more world-mediated approach to teaching which considers people imperfect as one of the alternatives. This humanistic method of teaching affords students the opportunity to be conscious of their imperfect nature and effort to be more fully human. The writer wants people to continue educating themselves and not remain without new knowledge, innovations, information and ideas through dialogic discourse as a method of teaching (Freire, 2006).

Also, the writer wants students to be treated as partners in knowledge creation. Freire wanted educators to approach teachingthroughstudent-teacher and teacher-students, that is, a teacher who desires to learn from the students and a learner who teaches the teacher, as the ideal rules of classroom participation. The author however affirmed that teacher and students should not be seen as being equal when it comes to life experiences, age and exposure, but the educators are expectedto be so unassuming and humble enough to be willing to re-learn what theyalready think they know, through interaction with the learners, sharing social-democratic relations of education. In his writing, Freire stressed the fact that teachers exercise a form of power and authority over their students because the students see them as experts and specialists that they must listen to. The power and the authority must not be misused by the teachers so they will not be seen as cruel dictators. It is assumed that students learn better when the teacher's body

language and tone convey friendliness than when the teacher is seen as being harsh, not welcoming ideas and arrogant.

A question was asked about ''how is dialogic discourseused as a pedagogical strategy?' As Vella (2004) documented in one of her literary works titled''Learning to Teach and Learning to Listen''. The book highly regarded and gave due recognition to adult educators andproposed tenphilosophies of 'Dialogue Education' beginning with an ideology to learning as an all-inclusive, spiritual, integrated and activepractice. This book was the first major work that revealed how teacher throughout the world can reposition and structure their classrooms. The ''DialogicInstruction Handbook''was full ofexplanatorystudies which demonstrated how to put Vella's ideology to work.

Dialogue education was a popular concept in adult education. Vella stated that this method has drawn on various adult learning theories, including those of (Paulo and Benjamin Bloom 1980). Vella (2006) argued that "it is a synthesis of these abstract theories, doctrines and procedures that can be applied in a tangible way to learning design and facilitation. The author confirms as discussed in her findings that 'Dialogue Education' is a form of Constructivism and can be instrumental to transformative learning.

Vellaproposed that dialogue supports the philosophy of meaning-driven instruction and advocates the instructional method should be part of the system in the global sphere as a practitioner. Vellaadded that dialogue has been part of her life style both personal and professional ideology. Vella considered having a reflective dialogue with one's inner world is essential to personal developments and professional life, because true dialoguehardly occurs in a conventionaldomineering academic setting,

The dialogue will assist students in developing sophisticated and meaningful reading. They will learn how to structure their reading more systematically (Robinsson, 2006). Other communicative abilities will develop by using dialogic discourse, like listening to and understanding others, expressing and supporting ideas in speech and writing, to collaborate with others and to build on the ideas of others to develop ones' own (Billings, 2002). The dialogue will also influence the readers'capability in approachingdifficult tasks and reasonanalytically (Orellana, 2008).

The dialogic discourse method is different from other teaching methods regarding how it is being carried out. The method is all-inclusive and treats participating members with respect as

well as embraces analytical viewpoints.Naturally, students are the initiators of what to be discussed in the dialogue, while the teacher serves as dialogic facilitator through perusing a text, a picture, table, diagram and questions in the text, consequently, the students shall arrive at deeper understanding (Pihlgren, 2008).

Dialogic discoursetakes its foundation from the European *Bildung*movement1, 'Improvingthe overall and life-long learning for all and sundry'. The strategy is put forward byOscar Olsson, Hans Larsson and later Lars in Sweden. They all developed and came up with the behaviour contained in the Socrates dialogue, to help participants deliver their thoughts. (Golf, 2008). Through the use of Socrates' 'maieutic' as a group activity, with recurring feature, the participants will collectively and independently probe into a text. The educationists termed this dialogue a moralistic method, making it easy to embrace as a way of teaching. In the discourse, written words or imageswill stimulate reflections and questions which will in turnencouragenumerous interpretations.

Catarina (2013) revealed in her thesis that conventional instructional methodhardly provides learners the potentialsto debate their views/meaning andevaluate texts collectively. Nonetheless, to comprehend the manuscripts as well as develop permanent interest in reading, thoseevents are imperative. Advanced linguistic development and communicative abilities are the positive end results of Socratic thoughtful dialogues especially if the students are providedwith helpful tips before, during and after the discourse. (Robinsson, 2006). The readers shall have privilege to appreciate different cultural heritages in literary works by discussing such literary works on their own terms in the dialogues. Effective dialogue will also have an extensive impact on students' advanced cognitive abilities (Pihlgren, 2013).

Dialogic discourse can be adopted to teach all school subjects to enhance students'knowledge, understanding and thinking and ultimately to contribute significantly to learning outcomes (Pihlgren, 2013). This instructional method will afford the members the opportunity to gain deeper knowledge into the subject matter being discussed, as well as also discover morevalues pertaining to the topic. The discussion and the text can also teach moral to the participating members including the facilitating teacher.Similarly, the dialogic discourseoffers a powerful approach of dealing with fundamental issues of society as a practice in analysing and taking a stance.

Enabling environment for such a collaborative learning are established through creating a cooperative dialogue culture and controlling the intellectual discourse, using a procedural format and guidelines in the dialogue. Dialogue in the educational setting has several forms, they are: debate,role play, inquiring dialogues and conversational exchange(Burbules, 1993). The dialogic discourse is an inquiring method, this is an activity geared towards learning, uncovering new ideas, and learning in a non-oppressive and dictatorial way. Dialogic discourse gives the participants an unusual opportunity to appreciate and understand individual differences by allowing several voices and ideas be heard(Dysthe, 2004). The quality of the questions to be asked in the dialogue is important to academic outcomes as well as the eventual impacts it has on the improvement of the individual (Orellana, 2008)

The dialogic discourse is also regarded as an interactive instructional method, in the sense that the students feel relaxed, attentive and involved. The method is correlated to many positive academic, behavioral and social outcomes (Haroutunian, 2006). The method assumes learning is collaborative by working with peers and knowledgeable others, through this, the members will incorporate the communicative and mental abilities emanating from the activity. Later on, these abilities and skills will aid members to analyse and make choices from several alternatives on his or her own. Learning in dialogue is likened to Vygotsky's idea of viewing education as an interactive process, a situation whereby the participating members have access to a development region. This development region is reached with the content itself and conversations involving other members in the group (Pihlgren, 2009). To the author, the individual will access the thinking skills in cooperative conversational exchange as the first, secondly, the students independently will be able to put to use the acquired abilities on his own, in form of analysing and solving problems void of assistance from knowledgeable others and peers. In an educational context, the development process presumes that context as well as interaction is well organized to aid the intended learning.

In order to be part of the cooperative learning, the student must have read the text before the class. Though, it is not sufficient to just read the comprehension passage, he must device a particular approach in doing that, targeted towards comprehension and scrutiny, instead ofdecipheringor cramming (Marton, 1997). Rosenblatt (1995) said that "efferent and deliberate reading" are different in a way , "efferent reading", a situation whereby the reader combs for an

information and has no real intention for the written text itself, and "deliberate reading" the readerexplores both the text and his own inner self.

Dysthe(1995) defined 'deliberate reading', as a process whereby the reader combs the text for hidden information. Trondman (1994) referred to this form of intentional reading as critical reading". Here, the reader approaches the reading activity in a special and emotive way, throughscrutinizing and probing the reading material, juxtaposing its content with the reader's personal previous and present experiences. The reader understands theglobe better since the reading activity offersthe opportunities to apply what is read to realities of life. Ricoeur (1993) argued that one of the reading purposes is to offer reader theprivilege of personal regurgitation. The reader will query the text and interact with it through innate ability. The reader shall take a break from his or her everyday way of thinking and think afresh aboutinnovative thoughts.Again 'critical reading', will enable the reader to be more decisive in addressing ever increasingtrials of life (Lindström, 2000,). However, it is worthy of note thatnot every reading text islikely to beconsideredwhen targeting at this special form of reading. The text should not be an easy one but a text that takes real effort and reasoning ability to understand (Olssom, 1987)

The text must be the one that can be explored and elaborated uponduring the thoughtful dialogue (Lindström, 2000). Dialogic discourse strategy ispreferred by the Norwegian National Ministry for Literacy and Education being activity-driven and methodically documented instructional technique to have positively influencedachievement scores in school subjectsamong students in grade K -9. Extensive research has shown that teachers' speech dominates 70-75 % of the talking in classrooms (Liljestrand, 2002). The conversational pattern in the classroom is often limited to the teacher initiating a question, the student answering, and the teacher evaluating the answer. More than half of the answers are obvious the teacher asks questions that he/she already knows the answer to (Wolf, 2006). The conventional might be necessary during lessons where the teacher is presenting new knowledge to the students that the students have little knowledge of the subject matter. Even when dialogic discourse or exploring methods are used, a certain result might be desired, something particular that the student is supposed to understand after the activity.

The facilitating teacher must refrain from controlling the content, the values and ideas that will be presented during the dialogue. In its ideal form, when working as intended, the dialogue is an open, cooperative, and critically examining interlocution among equals, exposing

little difference between the facilitator and the participants. As an instructional activity, the dialogue will improve by teachers and students taking several steps towards the development of self and that of others in the dialogue. The facilitator's role will differ from that of the participants in the beginning, Even though the teacher is a partner in the egalitarian dialogue, he or she will have to control the progression of the dialogue.

The facilitating role could be difficult to acquire in the beginning and takes practice, though the teacher is used to work with dialogues or experiments (Pihlgren, 2008). The facilitator might in the beginning experience that his or her good ideas no longer are in focus. The facilitator will not feel appreciated and acknowledged, feelings that often are sources of joy in the teaching profession. When the personal ideas no longer guide the content, the facilitator might experience feelings of doubt. Maybe the participants will learn "wrong" values where is the limit to what they might be allowed to critically analyse? Inexperienced facilitators tend to feel uncertain and afraid of losing control because it is hard to see what might cause that something goes wrong in the new situation. The lack of experience and of role models might make the teacher ask himself or herself if the discourse really worth the time it takes.

However, research showed that recurrent and systematic dialogues have good effects on reading, communicative ability, ability to critical analysis and social skills. When the class has taken part in dialogic dialogues a couple of times, the participants are familiar with the dialogue structure and will control parts of the dialogue. The teacher will only come in to enhance thinking about some idea, to unveil weak reasoning or to point out important ideas that might otherwise be forgotten. In dialogical rules, it is important to create an allowing atmosphere, where critical examination is possible. This is done by different means, showing what is desired and not in the dialogue. The dialogue can be described as a "game" with other rules than those that are generally exposed in the classroom practice. Presenting the following rules and guidelines on the white board before the teaching takes place is a starting point: We shall help one another to think carefully about the ideas presented; there are several possible answers; listen carefully to what others say; be prepared to change your mind if you discover a better idea.

If the students are to adopt this approach, they will have to practice. All readers will observe the facilitator to get guidance in what is accepted or not in the dialogue. This makes it necessary for the facilitator to speak more than what is actually intended in the dialogue, to show how the dialogue is done. The facilitator might have to encourage by gestures or facial

expressions what is proper or not. However, the facilitator must be observant when encouraging or correcting by speech, gestures, and facial expressions tend to control the intellectual content, rather than exposing the sought dialogical culture. In the daily profession as a teacher, one of the tasks is to teach children and young ones what are accepted and desired values in our society. As a facilitator of thedialogic discourse, the teacher will instead have to encourage a critical analysis of all values and ideas, even those that are considered undesirable. For instance, Philgren (2008) proposed that the teacher'smission of identifying and determining a problem's nature in understanding both theliterary structures and the rules of conventional punctuations, should be seen and approached as a research project.

A process that is achievable with the full involvement of the readers in the dialogue. In the context of teaching reading, Philgren argued that teachers should treat learner as specialists and that helping readers read as a form of examining the content and literary rules the learner wants to adopt. Dialogue therefore,aids pre-analytical gauging of strengths, weaknesses, opportunity, threats andobstacles to effective learning which is the essential aspect ofinstruction. Most students and tutors, pairs or groups talk a lot about the feelings and challenges involved in reading. This sort of language awareness is being moreextensively recognized as an indispensableconstituent of learning.

The dialogic discourse structures include the following sections, every section aiming at a particular cognitive function: The dialogue starts with an opening question, and all participants are asked to answer it.(1). The students read or hear the text before the class, preferably several times. The opening question encourages all participants to evaluate the text from their pre-cognition when reading the text. The participants take a silent pause to think about their answer to the question. The question is then answered by all participants. By listening to the exposed ideas, they will discover that there are several different interpretations. (2). The core of the class is the interpretation and analysis of the text. The group works together to try to come to a better understanding, by examining the text and the participants' statements critically.

Participants are asked to buttress their claims by referring to the text, building on what has been said previously, by presenting bold ideas that might differ from what has been said before or from what is conventional, and at the same time treat oneanother with respect. The teacher must have prepared a list of interpretive questions, but these might not be presented, depending on what turn the dialogue takes. (3). At the end of the dialogue, the facilitator asks the

readers to reconnect what they have learnt to their own everyday experience, by asking them an evaluative question, closely connected to what has been discussed. 4. When the class has closed, a meta-dialogue follows, to give the readers opportunity to evaluate their performance in the dialogue. The meta-dialogue is an important learning opportunity, focusing on the anticipated dialogical cooperation. (Pihlgren, 2008).

The teacher's way of posing questions is crucial if the dialogue is to be reflective and analysing in a way that will enhance students' ability to understand texts. Factual questions, where the teacher is looking for a particular answer will rarely lead to deeper reflection. For example, questions like 'What is the name of the main character in ''The hunger games'? Where is the boy in the story going? What year was the battle of Trafalgar? What is 84?are best avoided in the dialogue. Using interpretive and analytical questions is more effective, when the students have to "read between the lines" to gather and analyse information to find likely solutions or suitable interpretations, and weed out the less probable alternatives. The interpretive questions facilitate the process by encouraging the students to compare, critically examine, and evaluate information or points of views.

Questions like why does Heathcliff lie about his first wife? Why does Jack trade his mother's cow for a couple of beans? What way to solve this equation will be most effective? Why did the Vikings turn Christian having believed in the Norse gods for several hundred years?are all interpretive. Evaluative questions encourage the students to estimate or evaluate and this type of questions belongs to the last section of the dialogue. The answer is to look "beyond the lines" and the participant is asked to take a personal stance. Is it ever right to kill a man, and in that case, when? What outweighs the benefits or the drawbacks, do you think? How would you do, if you happened to be in the same situation as the main character in the story?are evaluative questions(Pihlgren, 2008). Interpretive and analytical questions in combination with evaluative questions give students the best possibilities to practice their understanding and thinking. A key to classroom discussion is to refrain from seeking unanimity and to encourageopenness towards differences and distinction.

The literature reviewed so far showed that dialogic discourse is a teaching strategy with great advantages and substantial influence on students' academic achievements where it has been adopted, apart from this, it also facilitates mutual relationships between the teacher and the students and among the students themselves. The disposition of the students towards the teaching

strategy is also an encouraging. It is worthy of note that the strategy was used mostly outside Nigeria. It was against this background, this present study investigated the effect of dialogic discourse instructional strategy on students' learning outcomes in reading comprehension in Oyo State.

2.3.2   Empirical Studies on Scaffolding Strategy and Students' Learning.

Scaffolding as a teaching strategy originated from Vygotsky's socio-cultural theory and his concept of the zone of 'proximal development'. The zone of 'proximal development' is the distinction between what children can do by themselves and the next learning that they can be helped to achieve with a competent person " (Raymond, 2000). The scaffolding teaching strategy provides individualised support based on the learner's ZPD (Chang, Sung, and Chen, 2002). In scaffolding instruction, a more knowledgeable person provides scaffold or support to facilitate the learner's development. The scaffold facilitates a student's ability to build on prior knowledge and internalize new information. The activities provided in scaffold instruction are just beyond the level of what the learners can do on their own (Olson and Pratt, 2000). The more capable person provides the scaffolds so that the learner can accomplish the tasks that he or she could otherwise not complete (Bransford, 2004).

Scaffolding instruction is the "role of the others and teacher in supporting the learner's development and providing support structures to get to that next stage or level" (Raymond, 2000). An important aspect of scaffold instruction is that the scaffolds are temporary.As the learner's abilities increase the scaffold provided by the more knowledgeable other is progressively withdrawn. Finally, the learner is able to complete the task or master the concepts independently (Chang, Sung, and Chen, 2002). Therefore, the goal of the teacher when using the scaffold teaching strategy is for the student to become an independent, self-regulating learner and problem solver (Hartman, 2002). As the learner's knowledge and learning competency increase, the teacher gradually reduces the supports provided (Ellis,2005). According to Vygotsky, the external scaffolds provided by the teacher can be removed because the learner has developed more sophisticated cognitive systems related to fields of learning such as mathematics or language, the system of knowledge itself becomes part of the scaffold or social support for the new learning (Raymond, 2000).

The essence of scaffolding is the temporary support a teacher gives to help students individually or collectively to complete a task that they might not be able to do without help (Graves, 1994). The support is intended to facilitate children to improve their abilities, skills, and knowledge (Rogoff, 1990). Poorahmadi (2009) described the concept as providing support to facilitate students in attaining a skill or mastering a concept and then little by little shifting responsibility to the students. There are three essential aspects underpinning the meaning of scaffolding in an educational setting: temporary assistance/help/support, improving skill and knowledge, and change responsibility to the child, the novice. The teacher provides assistance when students need it and then gradually reduces and removes it as they learn and develop their knowledge and skills.

In the context of reading comprehension, Graves and Clark (2005) classified three types of scaffolds as (1) moment-to-moment verbal scaffolding, (2) instructional frameworks that foster content learning and (3) instructional procedures for teaching reading comprehension strategies. Moment-to-moment verbal scaffold requires the teacher to provide appropriate support for each student, for example, asking questions and elaborating on the student's responses in the reading process. In doing so, the teacher may transfer knowledge and experience to support the learning process in the classroom. Anotherform of scaffold emphasises structures that foster content learning. This type of scaffold is meant to guide and improve students' comprehension skills. If possible, moment-to-moment verbal scaffold can be implemented in this framework. In doing so, a teacher may design her/his lesson to optimally support the reading experience for students. There are two frameworks for this type: (1) Questioning the Author (QtA) (McKeown, 1996) and (2) the Scaffold Reading Experience (SRE) (Graves and Graves, 2003). The first framework focuses on verbal scaffolding and the second consists of a variety of scaffold.

Questioning the Author (QTA) supports students in interpreting, comprehending and elaborating on the meaning of the text by asking questions about the author's intentions. Through this, teachers may generate open-ended questions as queries, such as: what does the author mean in this text? Does she/he explicitly explain that in the text? Why does the author agree or disagree with something? Essentially, these kinds of queries are intended to involve students in exploring the meaning of the text gradually to reach full comprehension at the final stage of reading process. Scaffold Reading Experience is a more flexible framework in assisting students

to comprehend the text, learn from it and enjoy both narrative and expository texts (Graves, 2003). Just like in the QtA framework, Reciprocal Teaching, the teacher's role is to design and implement her/his lesson to optimally support the learning experience. In this framework, the teacher considers what the students will do in reading, what kind of text is appropriate for the students, and what aspect needs to be stressed in the reading activity. Particularly in this phase, the teacher may design pre and post-reading activities for the students.

Other kind of scaffold emphasizes teaching processes for teaching reading comprehension strategies. The main goal of this scaffold is to help students become independent readers through strategies (Graves, 2005). Through this, the instructor explicitly teaches strategies that promote independent reading, continually engages students in practice supported with various texts and gradually transfers responsibility to students as they become independent readers. This type of scaffolding includes direct explanations of comprehension strategies (DECS) and reciprocal teaching (RT) (Clark and Graves, 2005; Duffy, 2002).

The Direct Explanation of Comprehension (DECS)Strategies teaches individual comprehension strategies in an explicit and very straightforward way (Duffy, 2002; Duffy, Roehler, Sivan, Rackcliffe, Book, andMeloth, 1987). Duke and Pearson (2002) proposed five procedures that teachers should follow in implementing the strategies, which are describing the strategy, modeling, using a strategy collaboratively, providing guided practice and using the strategy independently. DECS teaches four strategies in a process that includes a relatively short period of instruction, followed by many small-group dialogues in which the teacher guides students as they collaboratively read segments of a text. According to Palincsar and Brown (1984), the four strategies emphasised the teacher's role in posing questions, guiding students to summarise the important ideas of the text, clarify meaning, and guessing meaning from the context. Essentially, the core of the reciprocal teaching (RT) is to set up the learning process in a series of dialogues wherein, the teacher and students are involved in the reading process and discuss a text in small groups. Before discussion, the teacher may explain in detail the strategies and do a preliminary assessment to measure the students' ability so that the teachers know how to support the students individually in the learning process.

Furthermore, as the group progresses through the text segment by segment, the teacher implements the four strategies in practice. These strategies help students to understand the purpose of reading, activate their prior knowledge, focus their attention on important content,

critically evaluate the text, monitor comprehension, draw and test the inferences the students make. The teacher's role in the discourse is to facilitate and help students when needed in each group and monitor the discourse to ensure it does not go on the wrong direction.

In the specific context of reading comprehension, most studies on scaffolding were influenced by a cognitive, psychological or social constructivist approach. From a constructivist view, Ormond (2011) investigated the effect of scaffolding on reading comprehension of diverse text types. Partakers of this experimental study were 180 Iranian readers with different levels of proficiency. The participants were selected randomly and divided into three homogeneous classes consisting of 30 students in each group: three scaffolding groups as experimental groups, and three other non-scaffolded groups as control groups. In the experimental groups, students were exposed to constructivist-interactive models of learning. Students worked with texts individually in the whole classes and then discussed the meaning of the texts in a small group. In the control group, students were taught in a conventional individual learning way. All groups were taught 20 units on selected different text types for each level. The texts were authentic and on general topics in different genres: narrative, argumentative, descriptive, and explanative texts. The texts were selected from English books with three different levels for elementary, intermediate and advanced readers.

The total time of forty minutes was divided into two time spans, 15 minutes and 25 minutes for both scaffolded and non-scaffolded groups. The first fifteen minutes were assigned to identify teaching conditions for both groups including pre-reading and during-reading activities. The scaffolded group was exposed to a constructivist interactive and collaborative learning mode while the non-scaffolded groups were taught using conventional individual reading. The result revealed that effect of intervention was robust for reading comprehension. By considering the various types of text, the narrative genre especially was found to be appropriate to scaffold students in reading comprehension. The study also found support for the important role of overall language proficiency in processing reading comprehension. The interactions between various text types and different proficiency levels showed the superiority of scaffolding in narrative text for the mid level of readers.

Pishghadam and Ghadiri (2011) also examined the effect of two types of scaffolding on reading comprehension within groups that worked cooperatively in balanced and unbalanced conditions. The subjects of this study were 52 participants assigned to two groups based on their

pre-test scores. Group 1 (equal) consisted of 24 participants, and group 2 (unequal) consisted of 28 participants. The equal group consisted of pairs of students with the same level, whereas, in the unequal group pairs consisted of students with different levels. To operationalise scaffolding, the researchers used the same reading tasks in both groups, consisting of 8 short passages. The students completed the tasks co-operatively in the groups, guided by the same teacher. Basically, students' activities in this experiment were discussing and helping one another to comprehend the text better. The study found that unequal scaffolded group is more effective than equal scaffolded group. However, both of them were effective in improving students' achievement in reading comprehension. Safadi (2012) used a quasi experimental research design, the study found that scaffolding was effective in assisting students in increasing reading comprehension achievement in the EFL classroom context. They compared two scaffolded groups as experimental groups and two conventional groups. They found that scaffolding instruction improved reading comprehension achievement and skills related to finding main ideas, drawing inferences, critical thinking and vocabulary.

Furthermore, Poorahmadi (2009) conducted an experimental study to measure the effect of scaffolding strategy and classroom tasks on reading comprehension among 130 Iranian female freshmen readers. The study found that scaffolding has a strong effect on the students' achievement in reading comprehension. Participants in the study were selected from the population of English language major students who had passed a placement test (i.e., a Cambridge Key English Test) at a private university in Tehran in the academic year of 2005-2006. The participants were randomly assigned and divided into experimental and control groups with 65 students in each group. The study was guided by the assumption that EFL students with adequate assistance in reading comprehension could improve their abilities and could speed up their comprehension.

For the instrument, the researcher adopted the Cambridge Key English Test and complemented it with four task-based examinations. The items of the test were selected and improved from the various textbooks for elementary level. Then, reading comprehension tasks for elementary and intermediate levels were provided in the preliminary phase of this study. Scaffolding procedures included with an emphasis on task-based instruction, with skimming and scanning the text, preliminary activities as a warm up to activate background knowledge, instruction in the students' mother tongue, supporting translation, verbal scaffolding and using

dictionaries when needed. Then, the data were collected based on the pre-test, 4 internal tests, and the post-test. Data analysis was performed by a repeated measure using analysis of variance (ANOVA). The results revealed that the experimental group performed more than the control group. There was a statistically positive difference in the mean scores of the experimental group, which indicated an enhancementduring the period of the treatment. There was no substantial mainvariance in the control group' performances on the achievement tests. This suggested that the experimental group participants' abilities in reading weresignificantly enhanced due to the strategy used in the study.

Parents and guardians must assisttheir wards in learning how to relate previous knowledge or accustomedcircumstances with present and novelinformation through modeling attitudes and verbal conversations in a corrective tone. Research conducted on early childhood learning through observational technique revealed that parents and other care-providers expedite learning by rendering initial assistances in form of supports. The assistance availed are events and assignments which:

- ✓ Motivate or arouse the child's curiosity related to the task
- ✓ Make the task simple in order to make it more manageable and achievable for a child
- ✓ Give directions in order to help the child focus on realizing the goal
- ✓ Visibly indicate differences between the child's task and the standard or desired solution
- ✓ Reduce hindrance and risk
- ✓ Model and vividly define the outcomes of the task to be carried out (Bransford, 2000).

In the work of Van (2005), he stressed that ample time must be given in this regard to allow students come up with reasonable solution to a given task. He further stressed that in a study conducted in England college using flexible learning situation to solve set of given tasksin reading comprehension involving experimental and control groups, it was found that experimental group performed better than the control group.

As an aspect of scaffolding instruction, English language teacher should find a departure from an exclusively formal organization to an ideal classroom setting which is more of the steps toward improving teaching and learning in his own classroom by reducing the amount of class activities and increasing amount of time for guided study and individual conferences. In the work of Van (2005), he stressed that ample time must

be given in this regard to allow students come-up with reasonable solution to a given task. He further stressed that in a study conducted in England college using flexible learning situation to solve set of given tasks in reading comprehension involving experimental and control groups, it was found that experimental group performed better than the control group.

To sum up, scaffolding can improve the reading ability and general proficiency of EFL language learners. The literature provided enough support in considering scaffolding instructional as an effective strategy to improve reading comprehension abilities, either in collaborative or individual learning. The current study used a somewhat different condition. The scaffold participants were taught in a co-operative manner that is, grouping approach, while the non-scaffold participants were exposed to the conventional teaching method.

2.3.3   Empirical Studies on Parental Involvement and Students' Learning.

Johnston (1998) argued that oneundisputablefact in teaching and learning is that parental involvement in the child's schooling encouraged students'accomplishment and the attainment of successes in the long run. Majority of the educationrestructuringplans advocate parental involvement. The United States Department of Education has mandated that by the year 2000 all schools would have increased parent involvement and participate in promoting the social, emotional, and academic growth of children (Goals2000: Educate America Act, 1994).It is important for a nation to include parents or caregiver in the schooling of their children, this is not negotiable. The focus of parental involvement is toenlighten parents and teachers of the copiousrewards inherent therein. Greenwood (1995) revealed in his study that parents' participation in school undertakings portrays a positive relationship between academic performance and through mentioning of this in the school bulletin increases and encourages parent attendance during school functioning and activities.

The support availed by the parents to their children in order improve their educational achievement is described as parental involvement. The may take different forms such as provision of educational resources, reading with them, involvement in the homework, getting lesson teachers, prompt payment of school fees and so on (Ireogbu, 2006). All these are to

improve learners' achievement in school subjects. It had been established that learners with parental involvement do better academically. Parental involvement also inspires the students to go extra miles and do better in the school work (Bush, 2002).

Parental involvement has been described as a way of giving the children good parenting and enroll them in good schools in order to improve their academic performance (Hoge, Smit and Crist 2007). Peters, Seed, Goldstein and Coleman (2008) termed parental involvement as the activities that take place in school such as participation in parent-teacher association (PTA) meeting and parents' attendance at school events as well as activities that take place in the home such as helping the child in his or her homework and assignment and discussion about school issues between the parent and child. Also, Mapp (2003) affirmed that parental involvement consists home activities such as parents ensuring that their children engage in reading at home and that do not bother them with chores that can disturb them from studying. Epstein and Voohis (2001) stressed on helpful activities which include encouraging reading at home, provision of adequate and essential instructional resources as well as monitoring and supervision of assignment and after school opportunities for learning and development such as reading books, going to museums, discussing currents events and visiting libraries.

Research conducted by Cotton and Wikelund (2005) argued that the more the parent is involved in their children' education, the better the performance. Moreover, when parents work together with the school management in the nurturing of their children, they perform better and score higher both in examinations and tests, consistent and prompt in the class, finish assignments on time, shows good study habits and attitudinal change, easily progress from secondary school with better grade and more possibly enroll in the tertiary institutions than children of poor upbringing and parenting (Adegoke and Amatari, 2013}

Also, Hartas (2013) revealed that parental involvement in monitoring their wards assignments and homework goes a long way in determining educational achievement. The work of Desforges and Abouchaar (2003) revealed that the more the support given by the parents, the better the educational achievement and attainment of such children. Similarly, Kernan (2012), Desforges and Abouchaar (2003) established that good upbringing is a good predictor of learners' achievement and adjustment.

Parental involvement is of two broadclasses, home and school involvement (Waterman, 1998). The author focused attention on three measures of parent/school involvement: attendance

at school events, participation in a school council or advisory committee, involvement in school and PTA meetings. Gastwicki (1996) also indicated that home involvement includes helping the child with homework, communicating with the child about school, and spending "quality" time with the child.

Velez (1997) concluded parent/child communicationsets a strongfooting for educationalaccomplishment. The stronger the connections, particularly as they relate to academicmatters, the greater the educationalsuccess. The finding is now beyond argument. When colleges and homes collaborate to aideducation, learners tend to prosper throughout life (Wherry, 1999). Johnston (1998) attributes learner's success to school correction, and decentconduct of parental/family contribution. Henderson(1981, 1987, and 1995) quoted more than 85 studies, which documented the thoughtful and comprehensive rewards for students, families and schools, when parents and family members became contributors towards the schooling of their children.

Research discoveries revealed that there is an awesomelinkageamong literary resources in the homes and children reading abilities (Sheldon, 2009). Children who come from educated homes, wherebooks are readily accessible to them and their parents are booklovers,have thepropensity to do better in reading achievement quizzes thanchildren from less reading background. Therefore, parents/guardians have encouraginginfluence towards children's reading abilities especially when they read together and provide books constantly.Studies on the influence of parental involvement on students' literacy skills and abilities have been conducted with the involvement of parents who have their children in the lower classes such asplaygroups and pupils in the first grades of primary school and it is apparent that, schools and teachers have substantial influences on children's learning to read. (Sheldom, 2009).

Parental involvement has not ceased to positively affect reading success of students especially during the pre-school years. It also appears to continue to positively affect the reading achievement and the general academic development of students in primary school, college and tertiary education (Sander, 2009). Study among college students revealed that those students whose parents have great educational expectations communicate with them about their school, future plans and monitor their assignments have a tendency to receive a higher grade in English language reading achievement tests (Sanders, 2009). Findings like these approve that parents' interest and efforts for reading continues to be a vitalinfluence on learner's academic learning

outcomes. These resultsunderline the significance of schools and parentsforming and sustain a strong associationduring children's stay in the school.

In essence, research findings have shown that relationship exists between parental involvement and students' learning outcomes but majority of the work reviewed involved lower classes of students. Again, parental involvement was considered as an independent variable and that the works were mostly carried out outside the country. Therefore, parental involvement was used as the first moderator variable in this work. The essence was to establish if it would affect students' attitude to, and achievementin reading comprehension.

2.3.4 Empirical Studies on School Location and Students' Learning

In this study, school location refers to the site of a school. A number of researchers have investigated the effect of school location on students' learning outcomes. The results of the past studies revealed that school location determines to a large extent the language environment of the readers. Burt, Dulay and Krashen (2007) explaining what constitutes the language environment of a language user stated that it includes everything the language learner hears and sees in the new language such as books, newspaper, video films, television etc. They stressed that the quality of the language environment is of great importance to success in learning a new language.

The authors' view is supported by the fact that students in the rural schools have limited access to quality reading materials. Also, students in the rural areas experience inadequate qualified teachers of English language due to lack of social amenities like electricity, pipe borne water, access to good accommodation, good road and means of transportation among others. This leads to a situation whereby the schools in the urban areas have more qualified teachers. Location of schools may affect the overall performance of the learners especially in language learning.

Ozioko (2008) also buttressed the above views when the author wrote that it is now an established fact that the rural and urban environments produce difference in language ability and achievement in the learners. The author further said that tasks having verbal content and requiring speed favor urban learners. The verbal fluency of urban learners is because of excessive verbal content in urban culture where people must learn to talk in different styles with

80% accuracy. What Ozioko (2008) seems to be saying is that the urban children are exposed to varieties of educational materials and situations that stimulate and encourage language usage. Students from the rural areas lack recent and quality reading materials, first-hand experience and educational activities such as events that promote reading abilities. They are at the disadvantaged end due to delay and interruptions in their education as a result of lack of money for school fees and other educational materials as some of them will have to do some hard tasks before, during and after school hours. However, the students in the urban areas have the background experiences that support learning.

In a study on the teaching of reading at Pre-primary level in the Public schools of Imo State by Okpara (2007), the researcher used 40 teachers from urban and rural schools to determine the acquisition of reading skill and level. The findings revealed that the pupils in the urban schools have a better reading skill acquisition over pupils in the rural schools. The effect of learning environment is crucial for a meaningful academic achievement of students. In support of this, Effiong and Effiom (2005) in their study on classroom environment discrepancy; implication for curriculum implementation and evaluation, stated that students and teachers construct meaning based on their interaction in the learning environment. In the same vein, Okeke and Okpara (1991) in their study on teaching primary science through informal approaches stressed that the observed poor learning outcomes of primary science could be attributed to poor environmental stimulation among other factors. Udosen and Afangideh (2007) also carried out a study on selected environmental variables and secondary students' reading effectiveness in Uyo education authority in AkwaIbom State. It was a survey research with a sample size of 200 JSS1 students, 120 students and 80 students were drawn from urban and rural schools respectively. After analysing the data collected using mean and independent t-test the study showed that the urban students performed significantly better than those from rural schools.

However, in the study carried out by Uzoegwu (2005) on the effect of cooperative learning method on students' achievements in essay writing, location was one of the variables used. Out of sample of 299 students involved in the study, 155 students were drawn from urban schools while 144 were selected from the rural schools. The findings of the study revealed that school location has no significance influence on the achievement of students in essay writing although urban students achieved slightly higher than their rural counterparts. Also, Ezema

(2002) in a study on factors militating against the teaching and learning of English language in rural areas, showed that students in urban centre did better in language learning.

There is no consistency in the findings of the past studies reviewed on school location and learning outcomes as some findings affirmed the positive impact of school location on learning outcomes, some said otherwise. Hence, this study sought to find whether school location would affect students' attitude to and achievementin reading comprehension as the second moderator variable.

The interaction effects of Dialogic discourse, Scaffolding instructional strategies, parental involvement and school location are expected to contribute to the students' learning outcomes in reading comprehension as shown in the various literature reviewed in this study. Learning outcomes are levels of knowledge, skills, attitudes and understanding students are able to demonstrate at the end of teaching and learning activities. Studies have also shown the numerous usages and acceptability of dialogic and scaffolding instructional strategies as students' centered which encourage students' participation and can improve learning outcomes in other climes with little empirical studies in Nigeria.

2.4   Conceptual Framework

Based on the reviewed literature reviewed, it has been established that one of the variables that can promote better learning outcomes is teaching method. Thus, a well implemented teaching strategy may help leaners to do well academically. A teaching strategy that treats learners as adult and mature individuals who come to class with some forms of background knowledge assists learners to attain mastery in any field of education and consequent excellent performance, while the otherwise creates problems to learning outcomes.

Also, parental involvement goes a long way in assisting learners to perform better in academic activities. Such involvement may include providing an enabling environment for private study, provision of educational resources, involvement in homework, employment of home tutor and prompt payment of school fees. Researches have shown that the more parents are involved in their wards' education, the better the students' learning outcomes. Research discoveries also revealed that there is an awesomelinkageamong literary resources in the homes and children'sreading abilities. Children who come from educated homes, wherebooks are

readily accessible to them and their parents are booklovershave the tendency to do better in reading achievement tests thanchildren from less reading background.

School location is another variable that can equally improve students' learning outcomes. This is because schools that are situated in urban location and motivating environment may promote effective instruction thus leading to improved learning outcomes. The results of the past studies revealed that school location determines to a large extent the performance of the readers. What constitutes the language environment of a language user include everything the language learner hears and sees in the new language such as books, newspaper, video films, television. It was stressed that the quality of the language environment is of great importance to success in learning a new language.

Dialogic discourse and scaffolding instructional strategies are the interventions in this study which were referred to in the conceptual model as the independent variables and the conventional teaching method as the control group. The two independent variables were manipulated by the researcher to establish their effects on the dependent variables. The factors which may confound the effectiveness of the independent variables are the moderator variables which the researcher built in to the study. The two moderator variables in this study were parental involvement and school location, while the dependent variables for the study were students' attitude to, and achievement in English language reading comprehension. Thefigure 2.3 illustrated the relationship that existed among the variables in the study

Independent variables	Moderating variables	Dependent variables
Dialogic Discourse and scaffolding strategies	parental involvement and School location	Attitude to reading comprehension
		Achievement in reading comprehension
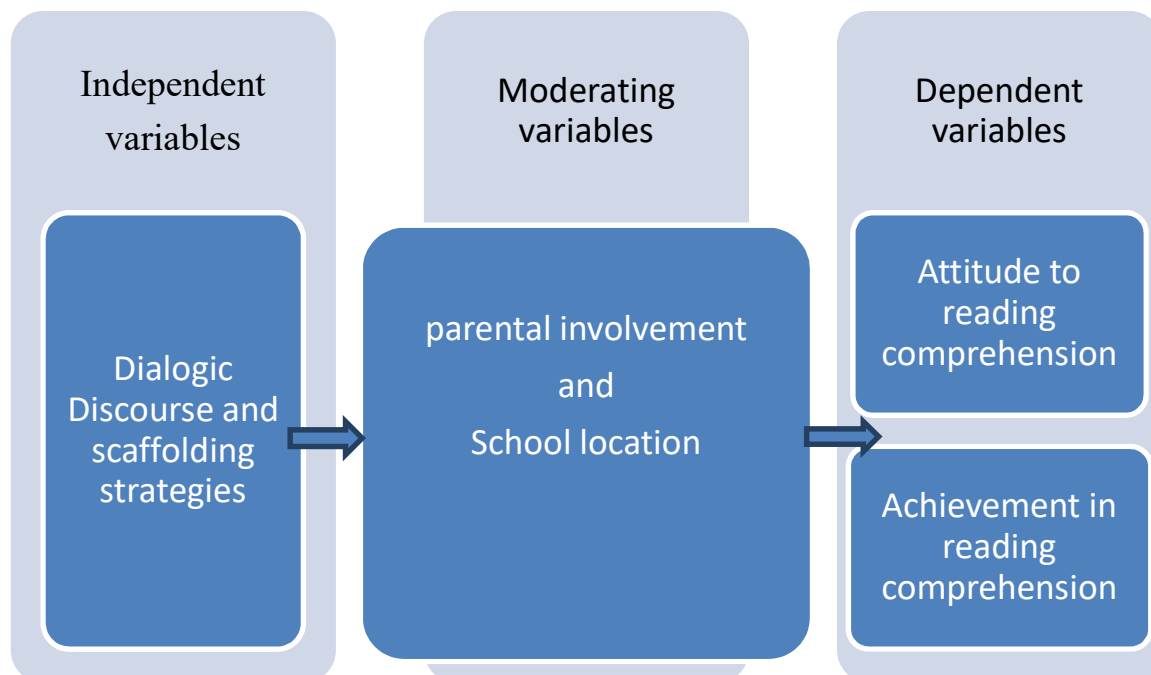
Source: (Atanda, 2014)

2.5   Appraisal of the Literature Reviewed

The English language is of great importance in Nigeria because it serves as a second and language of communication and instruction. Its importance can be seen in its usage as a language of the mass media, politics, governance, education and many more. The role of the English language as the medium of instruction is most pervasive, as such, Nigerian students must take it and make sure they obtain at least a credit pass before moving to the next level of their education. Reading is a language skill that cuts across all other school subjects, that is, reading skill is an important skill that students must possess if any meaningful success is to be achieved academically Reading is the ability to decode meanings from printed text with full comprehension. Comprehension is as important as reading. It is the crux or essence of reading because reading without comprehending is like a mere waste of time.

From the variousliterature reviewed so far, it was established that learners of English language as a school subject have difficulties in the use of the language. Some of the problems were traced to the teaching methods adopted in the teaching the subject. Another problem militating against students' learning outcomes in English language is the students' attitude towards the subject.

However, some researches had been carried out on the most possible way to improve students' learning outcomes in reading comprehension yet, the problem of low performance lingers. Research findings on the use of dialogic discourse and scaffolding instructional strategies confirmed that the instructional strategies were better,more effective than the conventional and other teaching methods since dialogic discourse and scaffolding instructional strategies are systematic, goal oriented and that the strategies are students-centered. It is worthy of note to state that the instructional strategies had been used and proved effective in teaching school subjects like Physics, Mathematics, Chemistry, even English language vocabulary and grammar and reading comprehension.

Also, a strong relationship exists between parental involvement and students' learning outcome based on the literature reviewed in this study. Research discoveries revealed that there is an awesomelinkageamong educational resources in the homes and children'sreading abilities.

Children who come from educated homes wherebooks are readily accessible to them and their parents are booklovers do better in reading achievement tests thanchildren from less reading background. Studies on the influence of parental involvement in students' literacy skills and abilities have been conducted with the involvement of parents who have their children in the lower classes such asplaygroups and pupils in the first grades of primary school and it wasapparent that parental involvement had significant influence on children's learning to read abilities.

School location was also found to contribute to students' learning outcomes in reading comprehension. Nevertheless, there was inconsistency in the findings of the past studies reviewed on the effect school location and learning outcomes as some findings affirmed the positive impact of school location on learning outcomes, some works argued otherwise. This implies that studies on the effect of school location on students' learning outcomes were inconclusive.

However, most of the works done on dialogic discourse and scaffolding instructional strategies were done outside the shores of Nigeria. This was why the present study investigated the effect of dialogic discourse and scaffolding instructional strategies on students' attitude to, and achievement in English language reading comprehension in Oyo State with parental involvement and school location as moderator variables.

CHAPTER THREE
METHODOLOGY

This chapter focused on how the study was carried out. The issues discussed include research design, target population, sampling techniques and sample, instrumentation, data collection and data analysis procedures.

3.1   Research Design

The study adopted a pretest-posttest control group quasi experimental design with 3x2x2 factorial matrix.

3.2   Variables of the study

1.   **Independent variables:** -

The instructional strategy was the only independent variable in this study. It operated at three levels which were;

(a) Dialogic discourse instructional strategy (DDIS)

(b) Scaffolding instructional strategy (SIS)

(c) Conventional teaching method (control group)

2.   Moderator variables

(a)   Parental Involvement: High and Low

(b)   School Location: Rural and Urban

3.   Dependent variables:

(a) Students' Attitude to English language reading comprehension

(b) Students' Achievement in English language reading comprehension

Table 3.1: Showing 3 x 2 x 2 Factorial Matrix

		Treatment					
		DDIS		SIS		CM	
Parental Involvement		H	L	H	L	H	L
School Location	Rural						
	Urban						

3.3 Illustration of the Research Design

$O_1 X_1 O_2$ Experimental group I

$O_1 X_2 O_2$ Experimental group II

$O_1 X_3 O_2$ Experimental group III

0_1 Represented pre-test on students' attitude to, and achievement in English language reading comprehension.

0_2 Represented post-test on students' attitude to, and achievement in English language reading comprehension.

X_1 Represented the group that was taught using dialogic discourse instructional strategy.

X_2 Represented the group that was taught using scaffolding instructional strategy.

X_3 Represented the group that was taught using conventional method of teaching.

3.4 Population of the Study

The target population comprised all the students in SS2 public senior secondary schools in Oyo State. The choice of SS2 students for the study was necessary considering their levels of maturity (between 15-17 years), which made it easier for them to be able to adapt to any teaching method. Also, the class (SS2) was free from the pressure of external examinations usually noticed with SS3 class as at the time the study was conducted. Again, they were in the

penultimate class, meaning that the students would benefit from the study in preparation for SSCE examinations.

3.5   Sampling Techniques and Samples

The study adopted a multi-stage sampling technique. Oyo State was already clustered along the eight existing educational zones, they are: Oyo, Ogbomoso, Kajola, Irepo, Saki, Ibadan Municipal, Ibadan Less City and Ibarapa, from which Ibadan City and Ibarapa educational zones were chosen. From each of the zones, one local government area (LGA) (Ibadan North and Ibarapa East) was randomly selected. Secondly, simple random sampling technique was adopted in selecting three public senior secondary schools in each location government area, totaling six schools. Twenty (SS2) students in each of the schools were randomly selected, making a total of 120 students. Finally, the selected schools in each local government were randomly assigned to (DDIS Rural- 20 and Urban- 20), (SIS Rural – 20 and Urban- 20) and control (Rural- 20 and Urban- 20) groups.

Table 3.2 Distribution of schools and number of selectable schools

Local Government	Total Number of Schools	Number of Selected Schools
IBADAN NORTH	42	3
IBARAPA EAST	11	3
Total	53	6

Source: Oyo State Teaching Service Commission, Ibadan

Table 3.3 Actual Sample Involved in the Treatment

Local Government	School	Number of Students
Urban location: Ibadan North	School 1	20
	School 2	20
	School 3	20
Rural location Ibarapa East	School 1	20
	School 2	20
	School 3	20
Total	6 Schools	120 Students

3.6   Instrumentation

Two types of research instruments were used for this study; these are response and stimulus instruments.

A. Stimulus

1. Dialogic Discourse Instructional Package (DDIP).

2. Scaffolding Instructional Package (SIP).

3. Conventional Teaching Method (CTM)

B. Response instruments

 4. Parental Involvement Questionnaire (PIQ)

5. Students' Attitude Questionnaire (SAQ)

6. Students' Achievement Test in English language Reading Comprehension (SATERC)

(1) Operational Guide on Dialogic Discourse Instructional Package (OGDDIP).

The instrument was adapted by the researcher from the work of Pihgren (2010). The dialogic discourse instructional package aimed to guide and equip the teachers and the students with necessary dialogic discourse skills in reading comprehension classes. It involved the activities both the teachers and students performed in the course of teaching. The instrument was used to facilitate effective teaching and learning. DDIP was validated along the construct of the guidelines for using Dialogic Discourse Instructional Strategy. The researcher and the research assistants ensured the proper use of this instructional strategy in the teaching of English language reading comprehension.

Steps involved in dialogic discourse instructional strategy

Preamble

The facilitating teacher assisted the learners through activating students' prior knowledge by linking what the students already know with what they were to experience during reading exercise. The students were also asked to quickly skim through the comprehension passage in

order to check for captions, highlighted information and so on in order get familiar with the materials before the passage was thoroughly read. The passage was read individually before the students were divided groups for group reading and engaged in dialogic discourse.

1. The teacher pre-assessed the students by asking questions on the previous topic taught on comprehension passage through verbal questioning from already prepared questions.
2. The teacher introduced a new topic to be taught in reading comprehension.
3. The teacher described what dialogic discourse is all about, this is done through guiding the students to read, discuss their interpretations and analyse texts interactively. The students discussed the passage themselves during the discourse for them to have the opportunity of exchanging ideas which will aid the understanding of the passage.
4. The teacher divided the students into manageable dialogic discourse groups of 4 students with a leader chosen by the students.
5. The teacher monitored the direction of the discourse with questions and examples that led the discourse to the achievement of the stated objectives.
6. The teacher made sure that students were motivated to participate fully in the discourse through demonstrations, after which the teacher played passive role in the discourse and allowed the students to do the talking.
7. The teacher ensured that no response from any student during the discourse was totally rejected as part of the rules.
8. The teacher summarised the discussion by presenting the students' resolutions to the comprehension questions treated.
9. The teacher verbally asked questions from the students to determine whether the learning outcomes have been achieved.

(2)   Operational Guide on Scaffolding Instructional Package (OGSIP)

This instrument was adapted by the researcher from the work of (McKenzie, 2002).The scaffolding instructional package aimed to help the students develop reading comprehension skills and strategies that can be applied to other reading situations without teacher's support. It contained the activities both the teachers and students performed in the course of teaching and the instrument was used to facilitate effective teaching and learning. The steps were divided in to

two; teachers' and students' activities. SIP was validated along the construct of the guidelines for using Scaffolding Instructional Strategy. The researcher and the research assistants ensured the proper use of this instructional strategy in the teaching of English language reading comprehension.

Teacher's Activities

1. The previous knowledge of students was activated by asking questions already prepared by the teacher orally.
2. The teacher revised the previous work and asked relevant questions that linked what was to be learnt with what was already known.
3. He broke down complex concepts/tasks into manageable bits. The teacher defined the concept. The keywords that give the concept meaning are explained repeatedly.
4. Positive reinforcement was given to students correct responses, also immediate and specific feedback was given where students gave incorrect responses.
5. As the students demonstrated success in responding to one or two questions, the teacher encouraged more responses from the students with various examples.
6. When students; competencies increased, the teacher faded direction, prompting students to complete more tasks. Eventually, the teacher asked more questions and students provided all the correct answers.
7. The teacher invited more students to actively solve more tasks. Students asked questions, then, students and teacher responded.
8. The teacher allowed the students to work independently (i.e. the teacher began the process of fading or gradual removal of the scaffolds.

Classroom Activities

The teacher arranged the classroom for conducive learning through groupings of students.

The students listened to the definition and description of concepts.

The students responded to the teacher's questions.

The students were asked to carry out some tasks to describe the concepts.

(3)   Operational Guide on Conventional Instruction Package (OGCIP)

This instructional guide was adopted by the researcher from Richards (2009). He highlighted that in conventional methodology "learning was very much seen as under the control of the teachers. To sum up, the conventional methodology puts the responsibility for teaching and learning mainly on the teacher and it is believed that if students are present during the lesson and listen to the teacher's explanations and examples, they will be able to use the knowledge. Therefore, the teaching steps involved in the conventional teaching method was employed to teach the control group in the study, then, the result of this was compared with the students taught using the treatment.

Steps involved in the use of conventional teaching method:

1. Teacher asked questions on the earlier topics taught.
2. Students responded to the teacher's questions
3. Teacher introduced a new topic.
4. Teacher elucidated on the new topic.
5. Students listened with rapt to teacher's explanation.
6. Teacher allowed the students to ask questions.
7. Teacher responded to the' questions asked by the students and re-explained where necessary.
8. Teacher wrote the main points of the topic taught on the chalkboard.
9. Teacher asked related questions on the topic taught and the students answered the teachers' questions.
10. Teacher marked and scored students' notebooks.
11. Teacher gave homework to students on the topic taught.

(4)   Parental Involvement Questionnaire

The following instrument was adapted by the researcher in this study, the instrument contained 36 items from the Hoover-Dempsey(2005) work in measuring the parental involvements in a child's education. They considered the rating of 1-49% as being low parental involvement while from 50-100% as being high attitude. The instrument was administered on the parents/guardians of the students that were involved in the study. The instrument was divided into two sections with Section 'A' as the demographic section, asking for the respondents' name, gender and school location among others, and Section 'B' containing the items. The questionnaire was designed structurally in order to enable the respondents pick from the alternative answers. The respondents were only to tick ($\sqrt{}$) against any of the responses which was applicable. The instrument was revalidated which was significant at 0.05. The reliability of the instrument was determined using Cronbach Alpha at 0.812

(5)   Students' Attitude Questionnaire

The instrument was adapted from the work of Okafor Joseph (2004), Institute of Education, University of Ibadan. The instrument was used to elicit information from the students regarding the attitudes they held against reading comprehension in English language before and after the administration of the treatment. It contained 20 items. The response formats were modified to suit this work. It is a 4- point rating scale ranging from Very true, True, Almost true, Not true.The instrument was divided into two sections with Section 'A' as the demographic section, asking for the respondents' gender, age, name, class and school location among others, and Section 'B' which contained the actual items. The instrument was revalidated which was significant at 0.05. The reliability of the instrument was determined using Cronbach Alpha at 0.91

(6) Students' Achievement Test in English Comprehension (SATEC)

The achievement test was adopted from the WAEC past question of 2010. The passage was used to measure students' achievement in reading comprehension in English language. It was administered on SS2 students in public secondary schools. . R was r-087.

3.7   Method of Data collection

There were different stages of data collection activities

3.7.1   Seeking permission

In carrying out this research, the researcher collected a letter of introduction from Institute of Education, University of Ibadan to Ministry of Education and Location education Board in each of the selected location Government Areas in Oyo State that were involved in the study. The researcher also visited the schools selected to seek the permission and co-operation of the principals and the English language teachers who served as research assistants in the study

3.7.2   Meeting with the Research Assistants.

The researcher met with the teachers of English language that were also the research assistants in charge of the experimental and control groups to sensitise and liaise with them about the activities and discuss the aspect of the English language selected for the study and the activities that took place.

3.7.3   Training of Research Assistants

Six teachers of English language in the selected schools were trained. The teachers were divided into two groups, that is, those that were trained on experimental treatment and the control group. The researcher trained both groups separately on the nature of the experiment and its purposes.

They were also trained on how to administer and score research instruments. The training lasted one (1) week.

3.7.4   Pre-testing

Pre-test was conducted by the research assistants. The research assistants ensured all students were examined under same condition, time lag and the test scripts were collected immediately.

3.7.5   Treatment procedures

Experimental and control groups were involved in the study receiving treatment using English language curriculum as a guide. The treatments were dialogic discourse and scaffolding instructional packages that focused on improvement of students' learning outcomes.

3.7.6   Post- testing.

\The posttest was conducted on the three groups and scored. The same six(6) trained research assistants were involved in the administration of the instruments during posttest.

3.7.7 Scoring of the Instruments
The three stimulus instruments were scored as follows:
(a). Parental Involvement Scale. The instrument contained thirty six (36) items. The scale was scored as follows.
Positive items: (VT)-4, (T)-3, (AT)-2, (NT)-1. Negative items: (VT)-1, (T)-2, (AT)-3, (NT)

(b) Students' Attitude Scale

The instrument contained twenty (20) items. The scoring of the scale was done as follows:
Positive items;(VT)-4, (T)-3, (AT)-2, (NT)-1.Negative items (VT)-1, (T)-2, (AT)-3, (NT)-4.

(c) English language Reading Comprehension Achievement Test

This was scored with the marking guide presented on page 130.

3.7.8   Summary of the Time Schedule for Data Collection

The researchers trained six (6) research assistants on the technicalities involved in the implementation of the instructional packages and how to administer the instruments. The ground rules for administering the research instruments were given to the research assistants during the training. Written permission was given by the Head of International Centre for Educational Evaluation (ICEE), Institute of Education, University of Ibadan, Ibadan, to the principals of the selected schools to enable the researcher carry out the study. The selected teachers were briefed about the purpose of the study. This was followed by the teaching and learning activities. The process of data collection lasted nine (9) weeks.

3.7.9   Procedure for Data Analysis

Analysis of Covariance (ANCOVA) was used for this study. Analysis of Covariate was adoptedfor the study to establish both the main effect and interaction effects of the independent variables on the dependent variables for the study. Sidak Post-Hoc test was used to test the level of significance in order to establish if the main effects weresignificant. All hypotheses were tested at ($p = 0.05$) level of significance.

CHAPTER FOUR
RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the results of data analyses as well as discussion on them based on the hypotheses presented in chapter one. The results are presented in the order in which the hypotheses were stated in this study.

4.1.1 Hypothesis 1(i): There is nosignificant main effect of treatment on students' attitude to reading comprehension.

Table 4.1 **Presents the Analysis of Covariance (ANCOVA) of Students' Attitude to Reading Comprehension by Treatment (Dialogic Discourse, Scaffolding and Control), Parental Involvement and School location.**

Table 4.1:Summary of Analysis of Covariance (ANCOVA) of Students' Attitude to Reading Comprehension by Treatment (Dialogic Discourse, Scaffolding and Control), Parental involvement and School location

Dependent Variable: Post-test (Attitude to reading English language comprehension)

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2795.593[a]	12	232.966	6.614	.000	.426
Intercept	7382.218	1	7382.218	209.578	.000	.662
PRE-TEST	3.300	1	3.300	.094	.760	.001
TREATMENT	398.800	2	199.400	5.661	.005	.096
Parental involvement	28.029	1	28.029	.796	.374	.007
Location	141.521	1	141.521	4.018	.048	.036
TREATMENT PARENT_INVOLMENT	*27.735	2	13.868	.394	.676	.007
TREATMENT * location	308.109	2	154.054	4.374	.015	.076
PARENT_INVOLMENT location	*31.096	1	31.096	.883	.350	.008
TREATMENT PARENT_INVOLMENT location	*61.327 *	2	30.663	.871	.422	.016
Error	3768.998	107	35.224			
Total	497189.000	120				
Corrected Total	6564.592	119				

a. R Squared = .426 (Adjusted R Squared = .361)

Table 4.1 showed that after adjusting for pre-test score in students' attitude to reading comprehension, the effect of treatment on students' attitude to reading comprehension was statistically significant (F (2, 107) = 5.661, p<0.05). Consequently, the hypothesis which states "There is nosignificant main effect of treatment on students' attitude to reading comprehension" was rejected. Although the treatment (dialogic discourse and scaffolding) significantly affect the

attitude of students to reading comprehension in English language, the size of the effect was relatively low (partial Eta squared = 0.1). The result showed that 10 % of the variance observed in the attitude of the students to reading English language reading comprehension was accounted for by the treatment. To check where the significant difference lies, Sidak Post-Hoc test was conducted. The results are presented in Table 4.2 below.

Table 4.2:Pair Wise Comparison of Students' Attitude to Reading Comprehension by Treatment (Dialogic Discourse, Scaffolding and Control)

Dependent Variable: POST_ATT

(I) TREATMENT	(J) TREATMENT	Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b]	
					Lower Bound	Upper Bound
dialogic discourse	Scaffolding	5.527	2.423	.072	-.349	11.404
	Control	6.755[*]	2.017	.003	1.862	11.647
Scaffolding	dialogic discourse	-5.527	2.423	.072	-11.404	.349
	Control	1.227	2.010	.904	-3.647	6.102
Control	dialogic discourse	-6.755[*]	2.017	.003	-11.647	-1.862
	Scaffolding	-1.227	2.010	.904	-6.102	3.647

Based on estimated marginal means
*. The mean difference is significant at the .05 level.
b. Adjustment for multiple comparisons: Sidak.

Table 4.2 showed that the observed difference was between dialogic discourse and control (p<0.003). The result of the adjusted mean attitude to reading English language comprehension presented in Table 4.3 below showed that students taught using the dialogic discourse recorded the highest (Mean = 68.380) attitude to reading comprehension followed by students taught using scaffolding (Mean = 62.85) and lastly the students in the control group (Mean = 61.62). It is worthy of note that the mean difference between scaffolding and control groups was low. This means that scaffolding instructional strategy did not achieve much on students' attitude to reading comprehension.

Table 4.3:Estimated Marginal Means of Students' Attitude to Reading Comprehension by Treatment ((Dialogic discourse, Scaffolding, and Control)

Dependent Variable: POST_ATT

TREATMENT	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
dialogic discourse	68.380[a]	1.736	64.940	71.821
Scaffolding	62.853[a]	1.680	59.523	66.184
Control	61.626[a]	1.049	59.547	63.705

a. Covariates appearing in the model are evaluated at the following values: ATT_PRE_TEST = 58.5250.

These results showed that dialogic discourse significantly increased the attitude of students to reading comprehension. Furthermore, the result showed that scaffolding had little significant effect on students' attitude to English language reading comprehension.

4.1.2 Hypothesis 1(ii): There is nosignificantmain effect of treatment on students' achievement in reading comprehension.

Table4.4:Summary of Analysis of Covariance (ANCOVA) of Students' Achievement in Reading Comprehension by Treatment (Dialogic Discourse, Scaffolding and Control), Parental involvement and School location

Dependent Variable: ENG_POSTTEST

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	443.282[a]	12	36.940	9.856	.000	.525
Intercept	874.875	1	874.875	233.420	.000	.686
Pre-test	73.669	1	73.669	19.655	.000	.155
TREATMENT	166.445	2	83.222	22.204	.000	.293
Parental involvement	2.319	1	2.319	.619	.433	.006
Location	.212	1	.212	.056	.813	.001
TREATMENT * Parental involvement	9.214	2	4.607	1.229	.297	.022
TREATMENT * location	4.491	2	2.245	.599	.551	.011
Parental involvement * Location	.844	1	.844	.225	.636	.002
TREATMENT * Parental involvement * location	10.032	2	5.016	1.338	.267	.024
Error	401.043	107	3.748			
Total	30329.000	120				
Corrected Total	844.325	119				

a. R Squared = .525 (Adjusted R Squared = .472)

Table 4.4 showed that after adjusting for pre-test score in achievement in reading comprehension, the effect of treatment on students' achievement in reading comprehension was statistically significant (F (2, 107) = 22.204, p < 0.05). Consequently, the Hypothesis which states "There is nosignificant main effect of treatment on students' achievement in reading comprehension" was rejected. Furthermore, the table showed that the size of the effect was relatively large (partial Eta squared = 0.293). The result showed that 29.3 % of the variance observed in the students' achievement in reading comprehension was accounted for by the treatment (dialogic discourse and scaffolding instructional strategies. To check where the significant lies, Sidak Post-Hoc test was conducted. The results are presented in Table 4.5

Table 4.5:Pair Wise Comparison of Students' Achievement in Reading Comprehension by Treatment (Dialogic Discourse, Scaffolding and Control)

Dependent Variable: ENG_POSTTEST

(I) TREATMENT	(J) TREATMENT	Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b] Lower Bound	Upper Bound
dialogic discourse	Scaffolding	-1.134	.790	.395	-3.051	.783
	Control	2.872[*]	.660	.000	1.272	4.472
Scaffolding	dialogic discourse	1.134	.790	.395	-.783	3.051
	Control	4.006[*]	.660	.000	2.405	5.607
Control	dialogic discourse	-2.872[*]	.660	.000	-4.472	-1.272
	Scaffolding	-4.006[*]	.660	.000	-5.607	-2.405

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Sidak

Table 4.5 showed that there was a significant difference between dialogic discourse and control (p< 0.001) and scaffolding and control (p < 0.001). The result of the adjusted mean achievement in reading comprehension presents the most effective treatment. The result is presented in Table 4.3.

Table 4.3: Estimated Marginal Means of Students' Achievement in Reading Comprehension by Treatment ((Dialogic discourse, Scaffolding, and Control)

Dependent Variable: ENG_POSTTEST

TREATMENT	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Dialogic discourse	16.429[a]	.566	15.307	17.551
Scaffolding	17.563[a]	.557	16.458	18.668
Control	13.557[a]	.335	12.894	14.221

Covariates appearing in the model are evaluated at the following values:

Pre-test = 10.01.

Table 4.3 showed that students taught using the scaffolding recorded the highest (Mean = 17.563) achievement in reading comprehension followed by students taught using dialogic discourse (Mean = 16.429), while students in the control group recorded the least (Mean = 13.557) achievement in reading comprehension. These results revealed that dialogic discourse and scaffolding instructional strategy significantly affect the achievement of students in reading comprehension.

4.1.3 Hypothesis 2 (i): There is nosignificantmain effect of parental involvement on students' attitude to reading comprehension

The result presented in Table 4.1 showed that after adjusting for pre-test score of students' attitude to reading comprehension, parental involvement was found to have no significant main effect on Students' attitude to English language reading comprehension (F (1, 107) = 0.796, p> 0.374). Therefore, the null hypothesis which states that there is no significant main effect of parental involvement on students' attitude to reading comprehension was not rejected. This result revealed that parental involvement had no significant effect on students' attitude to reading comprehension

4.1.4 Hypothesis 2 (ii): There is nosignificantmain effect of parental involvement on students' achievement in reading comprehension

The result presented in Table 4.4 showed that that after adjusting for pre-test score of students' achievement in reading comprehension, parental involvement had no statistically significant main effect on students' achievement in reading comprehension (F (1, 107) = 0.619, p

>0.433. Therefore, the null hypothesis which states that there is no significant main effect of parental involvement on students' achievement in reading comprehension was not rejected. The result showed that parental involvement had no significant main effect on students' achievement in reading comprehension.

4.1.5 Hypothesis 3(i): There is nosignificant main effect of school location on students' attitude to reading comprehension.

The result presented in Table 4.1 showed that that after adjusting for pre-test score of students' attitude to reading comprehension, school location was found to have significant main effect on students' attitude to reading comprehension. Consequently, the null hypothesis which states that there is nosignificant main effect of school location on students' attitude to reading comprehension was rejected (F (1, 107) = 4.018, p > 0.048). The table further showed that the size of the effect was low (partial Eta squared = 0.036). This showed that school location accounted for only 3.6% of the variance observed in the attitude of students to reading comprehension.

In order to assess where the significance observed in the effect of school location on the students' attitude to reading comprehension lies, Sidak Post-Hoc test was conducted. The result is presented in Table 4.6 and 4.7.

Table 4.6:Estimated Marginal Means of Students' Attitude to Reading Comprehension by School location (Rural and Urban)

Dependent Variable: POST_ATT

Location	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Rural	66.030[a]	1.503	63.050	69.010
Urban	62.543[a]	.878	60.802	64.284

a. Covariates appearing in the model are evaluated at the following values: ATT_PRE_TEST = 58.5250.

Table 4.6 showed that after the pretest scores of the students in attitude to reading comprehension had been adjusted, students in rural location recorded higher mean gain (mean = 66.30) than students in the urban schools (Mean = 62.54). The significant difference as estimated with Sidak pair wise comparison is offered in Table 4.7.

Table 4.7:Pair Wise Comparison of Students' Attitude to Reading Comprehension by School location (Rural and Urban)

Dependent Variable: POST_ATT

(I) location	(J) location	Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b]	
					Lower Bound	Upper Bound
Rural	Urban	3.488*	1.740	.048	.038	6.937
Urban	Rural	-3.488*	1.740	.048	-6.937	-.038

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

Adjustment for multiple comparisons: Sidak.

Table 4.7 showed that the significant main effect of school location observed on the attitude of students to reading comprehension was due to the mean gain in the attitude of students of rural schools to reading comprehension (mean difference = 3.488, p > 0.048).

4.1.6 Hypothesis 3(ii): There is nosignificant main effect of school location on students' achievement in reading comprehension.

The result presented in Table 4.4 showed that after adjusting for pre-test score of students' achievement in reading comprehension, school location had no statistically significant main effect on students' achievement in reading comprehension (F (1, 107) = 0.056, p > 0.813). Therefore, the null hypothesis which states that there is no significant main effect of school location on students' achievement in reading comprehension was not rejected. The result showed that school location had no significant main effect on students' achievement in reading comprehension.

4.1.7 Hypothesis 4(i): There is nosignificant interaction effect of treatment and parental involvement on students' attitude to reading comprehension.

The result presented in Table 4.1 showed that after adjusting for pre-test scores of students' attitude to reading comprehension, treatment and parental involvement had no significant interaction effect on attitude to reading comprehension (F (2, 107) = 0.394, p > 0.676). Consequently, the null hypothesis which states that there is nosignificant interaction effect of treatment and parental involvement on students' attitude to reading comprehension was not rejected. This result revealed that the treatment and parental involvement had no significant interaction effect on students' attitude to reading comprehension. This result indicates pattern of response of attitude to reading comprehension to the three types of treatment (Dialogic Discourse, Scaffolding and Control) was not significantly different for students with high and low parental involvement.

4.1.8 Hypothesis 4(ii): There is nosignificant interaction effect of treatment and parental involvement on students' achievement in reading comprehension.

The result presented in Table 4.4 showed that after adjusting for pre-test scores of students' achievement in reading comprehension, treatment and parental involvement had no significant interaction effect on students' achievement in reading comprehension (F (2, 107) = 1.229, p > 0.297). Therefore, the null hypothesis which states 'there is nosignificant interaction effect of treatment and parental involvement on students' performance in reading comprehension was not rejected. This result revealed that treatment and parental involvement had no significant

interaction effect on students' achievement in reading comprehension. This implies that the pattern of response of achievement in reading comprehension to the treatment (Dialogic Discourse, Scaffolding and Control) was not significantly different for students with high and low parental involvement.

4.1.9 Hypothesis 5(i): There is nosignificant interaction effect of treatment and school location on students' attitude to reading comprehension.

The result presented in Table 4.1 showed that after adjusting for pretest scores of students' attitude to reading comprehension, treatment and school location had significant interaction effect on students' attitude to reading comprehension $(F (2, 107) = 4.374, p > 0.015)$. Therefore, the null hypothesis which states that there is no significant interaction effect of treatment and school location on Students' attitude to reading comprehension was rejected. This result revealed that treatment and school location had significant interaction effect on students' attitude to reading comprehension. The size of the observed effect was rather small (partial Eta squared = 0.076) In order to assess which of the treatment showed interaction with respect to school location, the estimated marginal mean and its plot were examined. Table 4.8 presents the estimated marginal means of students' attitude to reading by treatment and school location.

Table 4.8:Estimated Marginal Means of Students' Attitude to Reading Comprehension by Treatment ((Dialogic discourse, Scaffolding, and Control) and School location (Rural and Urban)

Dependent Variable: POST_ATT

TREATMENT	Location	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
dialogic discourse	Rural	68.382[a]	3.047	62.341	74.423
	Urban	68.379[a]	1.684	65.040	71.718
Scaffolding	Rural	68.555[a]	3.063	62.483	74.627
	Urban	57.151[a]	1.556	54.066	60.236
Control	Rural	61.154[a]	1.327	58.523	63.785
	Urban	62.098[a]	1.629	58.868	65.327

a. Covariates appearing in the model are evaluated at the following values: ATT_PRE_TEST = 58.5250.

Table 4.8 showed that participants in both rural and urban schools had the same mean score (Mean = 68.38) for Dialogic discourse. In the control group, the participants in rural and urban schools had similar scores (Rural, Mean = 61.15; Urban, Mean 62.10). Furthermore, the table showed that participants in the rural schools had higher attitude to reading comprehension, scores for the scaffolding (Mean = 68.56) than participants in the Urban schools (Mean = 57.15). Figure 4.1 further confirmed this information.
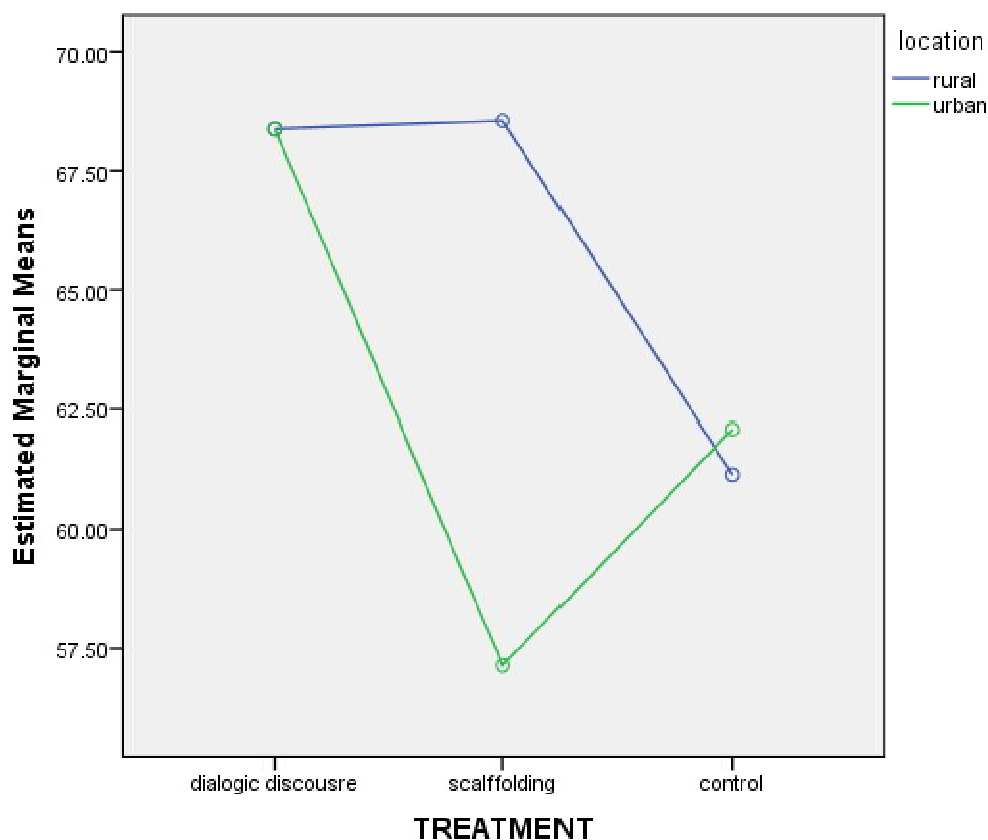
Figure: 4.1: Graph showing the interaction effects of treatment and school location on students' attitude to reading comprehension. It further showed that scores of the students in rural and urban schools were relatively different for the scaffolding treatment. The results indicate that the treatment (Scaffolding) worked better in enhancing students' attitude to reading comprehension in rural than in urban school location.

4.10 Hypothesis 5(ii): There is no significant interaction effect of treatment and school location on students' achievement in reading comprehension.

The result presented in Table 4.4 showed that after adjusting for pretest scores of students' achievement in reading comprehension, treatment and school location had no significant interaction effect on students' achievement in reading comprehension (F (2, 107) = 0.599, p> 0.511). Therefore, the null hypothesis which states that there is nosignificant interaction effect of treatment and school location on students' achievement in reading comprehension was not rejected. This result revealed that treatment and school location had no

significant interaction effect on students' achievement in reading comprehension. This implies that the pattern of response of achievement in reading comprehension to the treatment (Dialogic Discourse, Scaffolding and Control) was not significantly different for students in rural and urban school locations.

4.1.11 Hypothesis 6(i): There is nosignificant interaction effect of parental involvement and school location on students' attitude to reading comprehension.

The result presented in Table 4.1 showed that after adjusting for pretest scores of students' attitude to reading comprehension, parental involvement and school location had no significant interaction effect on students' attitude to reading comprehension $(F (1, 107) = 0.883, p > 0.350)$. Consequently, the null hypothesis which states that there is nosignificant interaction effect of parental involvement and school location on students' attitude to reading comprehension was not rejected. This result revealed that parental involvement and school location had no significant interaction effect on students' attitude to reading comprehension. This result indicated the pattern of response of attitude to reading comprehension to the level of parental involvement was not significantly different for students in rural and urban location.

4.1.12 Hypothesis 6(ii): There is nosignificant interaction effect of parental involvement and school location on students' achievement in reading comprehension.

The result presented in Table 4.4 showed that after adjusting for pretest scores of students' achievement reading comprehension, parental involvement and school location had no significant interaction effect on students' achievement in reading comprehension $(F (1, 107) = 225, p > 0.636)$. Therefore, the null hypothesis which states that there is nosignificant interaction effect of parental involvement and school location on students' achievement in reading comprehension was not rejected. This result revealed that parental involvement and school location had no significant interaction effect on students' achievement in reading comprehension. This implies that the pattern of response of achievement in reading comprehension to the level of parental involvement (High and Low) was not significantly different for students with in rural and urban school locations.

4.1.13 Hypothesis 7(i): There isno significant interaction effect of treatment, parental involvement and school location on students' attitude to reading comprehension.

The result presented in Table 4.1 showed that after adjusting for pretest scores of students' attitude to reading comprehension, treatment, parental involvement and school location had no significant interaction effect on attitude to reading comprehension (F (2, 107) = 0.871, p > 0.422). Hence, the null hypothesis which states there is no significant interaction effect of treatment, parental involvement and school location on students' attitude to reading comprehension was not rejected. This result revealed that treatment, parental involvement and school location had no significant interaction effect on students' attitude to reading comprehension. This result suggests that pattern of response of attitude to reading comprehension to the types of treatment (Dialogic Discourse, Scaffolding) with levels of parental involvement (High and Low) was not significantly different for students in rural and urban location.

4.1.14 Hypothesis 7(ii): There is nosignificant interaction effect of treatment, parental involvement and school location on students' achievement in reading comprehension.

The result presented in Table 4.4 showed that after adjusting for pretest scores of students' achievement in reading comprehension, treatment, parental involvement and school location had no significant interaction effect on students' achievement in reading comprehension (F (2, 107) = 1.338, p > 0.267). Therefore, the null hypothesis which states that there is nosignificant interaction effect of treatment, parental involvement and school location on students' achievement in reading comprehension was not rejected. This result revealed that treatment, parental involvement and school location had no significant interaction effect on students' achievement in reading comprehension. This result suggested tha thet pattern of students' achievement in reading comprehension to the types of treatment (Dialogic Discourse, Scaffolding) with levels of parental involvement (High and Low) was not significantly different for students in rural and urban location.

4.2.   Discussion of Findings

The finding of the study showed that there was a significantmaineffect of treatment on students'attitude towards reading comprehension. This implies that the instructional strategies do have significant influence on senior secondary students' attitude towards reading comprehension for the experimental groups. The result of the adjusted mean on students' attitude towards reading comprehension presented in Table 4.3 showed that students taught using the dialogic discourse recorded the highest in the students' attitude towards reading comprehension followed by students taught using scaffolding. Lastly, the students in the control group recorded least mean score.Furthermore, the result showed that scaffolding had little significant effect on students' attitude to reading comprehension. The significant difference in students' attitude was as a result of the fact that the dialogic discourse and scaffolding teaching strategies are students' centred that call for students' full participation, while teachers only serve as facilitators.

The result is in line with the position of Knowles (1983) who affirmed that dialogic discourse recognises learners as adults who expose and utilize their accumulated experiences and knowledge for the benefit of everyone in the group. Amoo (2015) found that the students' attitude increased using scaffolding instructional strategy to teach the experimental group in Biology at the senior secondary schools in Oyo State.

The result from the study also showed that there is a significantmain effect of treatment on students' achievement in reading comprehension for the experimental groups. The result showed that 29.3 % of the variance observed in the students' achievement in reading comprehension was accounted for by the treatment. Table 4.3 further showed that students taught using the scaffolding instructional strategy recorded the highest, followed by students taught using dialogic discourse, while students in the control group recorded the least achievement in reading comprehension.

It is not surprising that the treatment positively affected students' learning outcomes in reading comprehension because the treatment allowed the students to exploit different views before arriving at a concrete solution coupled with the assistance rendered by the teachers before the students are allowed to do things on their own. Going further on the result of this study, ordinarily, societal issues are better resolved when dialogue is involved. This is so due to the fact that individual in the dialogue is given fair chance to contribute to the issue at hand bringing

individual's life experiences to bear while the issues is being analysed. In the same way, students at this level are considered as adult and mature learners who must have experienced one thing or the other as they grow in life. The student's life experience is expected to aid learning and contribute significantly to students' learning outcomes. This result is in agreement with Philgren (2011) who asserted that dialogic discourse is adopted throughout the curriculum in order to improve students' thoughtful thinking, comprehension and knowledge. Again, the result is in agreement with the findings of Amoo (2015) who found that scaffolding instructional strategy promoted better students' learning outcomes in Biology at the senior secondary school.Furthermore, this result aligns with Poorahmadi's (2009)findings on the effect of scaffolding instructional strategy and classroom tasks on reading comprehension among 130 Iranian EFL female readers. The study found that scaffolding had a strong effect on the students' achievement in reading comprehension.

Moreover, the result of this study also showed that there was no significant main effect of parental involvement on students'attitude towards reading comprehension. Further analysis showed that the main effect of levels of parental involvement on students' attitude towards reading comprehension is very low. From the personal experience of the researcher, parental involvement may not do the magic all the time for those students that are privileged to have it. This is because there are situations where students who do not experience parental involvement have strong attitude towards school subjects. This finding is contrary to findings of other studies such as Velez (1997) which established that parent and child interactionsets a strongfooting for educational achievement. The stronger the affairs particularly as they relate to academicmatters, the greater the academic accomplishment.

The result from this study also revealed that there is no significantmain effect of parental involvement on students' achievement in reading comprehension. The result also showed that parental involvement had no significant main effect on students' achievement in reading comprehension with Eta squared = .006). The result is not in agreement with findings of the previous studies in terms of an overwhelming connection between educational resources in the homes, parental involvement and children's skills (Sheldon 2009). Also, Whitney (2009), argued that children who came from reading-oriented homes, where books are readily available to them and their parents are avid readers have a tendency to score higher in reading achievement tests than children from less reading-oriented homes. Again, from the personal experience of the

researcher, students who do not have the support of the parents do well academically when compared to the students that have it. It is possible that students without parental involvement were involved in self-help activities such as after school lessons, spend several hours studying hard or involved in group discussion and so on just to make sure they do well in school subjects.

The result presented in Table 4.1 showed that school location was found to have significant main effect on students'attitude towards reading comprehension for the experimental groups. Although the table further showed that the effect size was low (partial Eta squared = 0.036). This showed that school location accounted for only 3.6% of the variance observed in the students' attitude towards reading comprehension. The students in the rural location really demonstrated with positive attitude to learning than their urban counterparts. The reason may be that the students had never been taught with such a teaching method before now, so the enthusiasm was high. In a study on the teaching of reading at Pre-primary level in the Public schools of Imo State by Okpara (2007). The researcher used 40 teachers from urban and rural schools to determine the acquisition of reading skill and level. The findings revealed that the pupils in the urban schools had better reading skill acquisition than pupils in the rural schools. The effect of learning environment is crucial for meaningful learning outcomes. In support of this, Effiong and Effiom (2005) in their study on classroom environment discrepancy and its implication for curriculum implementation and evaluation reported that students and teachers construct meaning based on their interaction in the learning environment.

Again, there is no significant main effect of school location on students' achievement in reading comprehension.The result presented in Table 4.4 showed that School location had no statistically significant main effect on students' performance in reading comprehension. The result showed that the experimental groups in both locations performed same way. There had been a concerted debateon whether school location influences students' learning outcomes. The result of this study is a pointer to the fact that school location may have little or nothing to do with learning outcomes, depending on other factors. This result agrees with the finding of the study conducted by Uzeogwu (2005), who reported that school location had no significant influence on the students' academic achievement in Essay Writing.

Furthermore, the result presented in Table 4.1 showed that treatment and parental involvement had no significantinteraction effect on students' attitude towards reading comprehension. Further analysis indicates the pattern of response of students' attitude towards

reading comprehension to the three types of treatment (Dialogic discourse, Scaffolding and control) was not significantly different for students with high and low parental involvement.

Also, the result presented in Table 4.4 showed that treatment and parental involvement had no significantinteraction effect on students' achievement in reading comprehension. This result revealed that treatment and parental involvement had no significantinteraction effect on students' achievement in reading comprehension. This implies that the pattern of response of achievement in reading comprehension to the treatment (dialogic discourse, scaffolding and control) was not significantly different for students with high and low parental involvement. This result is contrary to the findings of Sanders and Sheldon (2009) the authors affirmed that parents' support and interest continue to be an important factor in young peoples' academic development in high school.

The result presented in Table 4.1 showed that treatment and school location had significantinteraction effect on students'attitude towards reading comprehension. This result further revealed that treatment and school location had significant interaction effect on students' attitude towards reading comprehension, though size of the observed effect was rather small. This result aligns with the study of Ezema (2002), the author stressed that individual behaviour is based pattern which is activated by environmental stimuli. The author further added that quality of instructions for teaching and learning situation are governed by certain predetermined explanation and ordering which eventually has an influence on students' attitude.

The result in Table 4.4 showed that treatment and school location had no significant interaction effect on students' achievement in reading comprehension. This implies that the pattern of response of performance in reading comprehension to the treatment (dialogic discourse, scaffolding and control) was not significantly different for students in rural and urban school locations. This result does not support what Ezema (2002) found in the study of factors militating against the teaching and learning of English language when the study concluded that students in the urban location performed better in language learning. Udosen (2007) also carried out a study on selected environmental variables and secondary school students' reading effectiveness in Uyo, the study showed that the urban students performed significantly better than those from rural schools.

Again, the result presented in Table 4.1 showed that parental involvement and school location had no significantinteractions effect on students' attitude towards reading

comprehension. This result revealed that parental involvement and School location had no significantinteraction effect on students' attitude towards reading comprehension. This result indicates that the pattern of response of students' attitude towards reading comprehension to the level of parental involvement (High and Low) was not significantly different for students in rural and urban location.

The result presented in Table 4.4 also showed that parental involvement and school location had no significantinteraction effect on students' achievement in reading comprehension. The result in this study result revealed that parental involvement and school location had no significant interaction effect on students' achievement in reading comprehensions. This implies that the pattern of response of achievement in reading comprehension to the level of parental involvement (High and Low) was not significantly different for students in rural and urban school locations.

The result also revealed that treatment, parental involvement and school location had no significant interaction effect on students' attitude towards reading comprehension. This result suggests that the pattern of response of students' attitude towards reading comprehension to the types of treatment (dialogic discourse, scaffolding) with levels parental involvement (High and Low) was not significantly different for students in rural and urban locations.

Lastly, the result in this study showed that treatment, parental involvement and school location had no significantinteraction effect on students' achievement in reading comprehension. This result revealed that treatment, parental involvement and school location had no significant interaction effect on students' achievement in reading comprehension. This result suggests that pattern of students' achievement in reading comprehension to the types of treatment (dialogic discourse, scaffolding) with levels of parental involvement (High and Low) was not significantly different for students in rural and urban locations.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusion and recommendations of the study. Also presented are the limitations of the study and suggestions for further studies.

5.1   Summary of Findings

The analyses of students' result in English languagein theexaminations conducted by the West African Examinations Council (WAEC) in the years past revealed that students' performance was consistently below the average. Although,government and all the concerned stakeholders are making relentless efforts in making sure that students' performance is improved greatly. In a bid to contribute to what other researchers have done in the past in this regard, students' attitude to, and achievement in English language reading comprehension formed the basis upon which this study was carried out. The study examined the effects of dialogic discourse and scaffolding instructional strategies on students' learning outcomes in English language reading comprehension in senior secondary schools in Oyo State. A total number of 120 students were used from six public schools in Ibadan North and Ibarapa East local Government areas of Oyo State. The study adopted a pretest, posttest non-randomized group quasi-experimental design employing two experimental groups and a control with 3x2x2 factorial design. Six research instruments were used and the obtained data were analysed using Analysis of Covariance (ANCOVA). Fourteen hypotheses were tested at 0.05 level of significance.

The research results presented and discussed in chapter four are summarized as follows:

1. There was a statistically significant main effect of treatment on students' attitude to reading comprehension ($F_{(2, 107)} = 5.661$, $p < 0.005$).
2. There was a statistically significant main effect of treatment on students' achievement in reading comprehension $F_{(2, 107)} = 22.204$, $p < 0.005$).
3. There was no statistically significant main effect of parental involvement on students' attitude to reading comprehension ($F_{(1, 107)} = 0.796$, $p > 0.374$).

4. There was no statistically significant main effect of parental involvement on Students' achievement in reading comprehension (F (1, 107) = 0.619, p > 0.433).

5. There was a statistically significant main effect of school location on students' attitude to reading comprehension (F (1, 107) = 4.018, p > 0.048)

6. There was no statistically significant main effect of school location on Students' achievement in reading comprehension (F (1, 107) = 0.056, p > 0.813).

7. There wasinteraction effect of treatment and parental involvement on students' attitude to reading comprehension (F (2, 107) = 0.394, p > 0.676).

8. There was no interaction effect of treatment and parental involvement on students' achievement in reading comprehension (F (2, 107) = 1.229, p > 0.297).

9. There was a significant interaction effect of treatment and school location on students' attitude to reading comprehension (F (2, 107) = 4.374, p >0.015).

10. There was no significant interaction effect of treatment and school location on students' achievement in reading comprehension (F (2, 107) = 0.599, p > 0.511).

11. There was no significant interaction effect of parental involvement and school location onstudents' attitude to reading comprehension (F (1, 107) = 0.883, p > 0.350).

12. There was no significantinteraction effect of parental involvement and school location on students' achievement in reading comprehension (F (1, 107) = 225, p > 0.636).

13. There was no significant interaction effect treatment, parental involvement and school location on students' attitude to reading comprehension (F (2, 107) = 0.871, p >0.422).

14. There was no interaction effect of treatment, parental involvement and school location on students' achievement in reading comprehension (F (2, 107) = 1.338, p >0.267).

5.2   Conclusion of the Study

The major conclusions drawn from this study are that students that were exposed to dialogic discourse and scaffolding instructional strategies (experimental groups) achieved high attitude towards reading comprehension. There was no difference in the students' attitude towards reading comprehension in dialogic group both in the rural and urban locations, while the students in the scaffolding group held different levels of attitudes in both rural and urban locations as the students in the rural location embraced scaffolding method compared to their counterparts in the urban location. In addition to that, the findings in the study further revealed that both instructional strategies promoted better students' academic achievement in reading

comprehension for the experimental groups through the mean scores compared to the students in the control group. However, it was observed that the students in the scaffolding group performed better than the students in dialogic discourse group.

The finding of the study also showed that parental involvement had no significant main and interaction effects on students' attitude to, and academic achievement in both school locations. It was also revealed in this study that school location (rural and urban) had little nothing to do with students' achievement as there was no significant mean difference between the performances of students in both locations.

Lastly, findings on parental involvement and school location were found to be inconclusive as the two variables were found to have little or no effects on students' learning outcomes in this study. Therefore, there are needs for further research in this regard..

5.3   Implications of the Findings of the Study

Students

The two instructional strategies adopted (dialogic discourse and scaffolding instructional strategies) in this study improved students' learning outcomes in reading comprehension. The implication of this is that the teaching strategies should be employed in teaching reading comprehension and other school subjects in order to achieve students' improved learning outcomes. The teaching strategies will also promote students' interest in school subjects. Students will be able develop communication and problem-solving skills through the instructional strategies used in this study. It is important to state that students will learn better when they study in groups and that the shy ones among them would be given chance to contribute in matter that concern them using the strategies. Through the use of teaching strategies, students will also develop sophisticated thinking abilities needed in solving social and academic problems.

Teachers

The findings of this study have some implications for the teachers. Teachers should not see students as passive role players in the teaching and learning activities. Students in the senior secondary schools are seen as adults and mature individuals who come to classroom with some forms prior experience and knowledge. This prior experience is brought to bear during teaching and learning because such prior experience would aid the understanding of new information. Therefore, teachers are encouraged to assist the students in activating their prior knowledge. In doing this, students would be able to link or relate the prior experience to new information the teacher is presenting. Again, the teachers should be humble enough to learn from their students since the students are said to be mature and are knowledgeable too. It is also argued that teaching and learning process is reciprocal in nature. This implies that the roles of students and teachers are constantly changing during teaching and learning, that is, teacher/students talk approach. Lastly, students should be allowed to take part in matters that concern them.

School Management

School administrators should encourage the teachers to adopt these teaching strategies. School management should find a departure from the conventional teaching methods and introduce teaching strategies capable of improving students' learning outcomes, such teaching strategies as dialogic discourse and scaffolding. This is because it had been established in this study that the two instructional strategies promoted enhanced students' learning outcomes. The adoption of these teaching strategies should not be limited to reading comprehension, but to all school subjects.

Parents

Findings in this study also have some implications for the parents. Parents are to be involved in their children's education. Involvement of parents must commence early. This is realised by telling the children the anticipated learning outcomes they are expecting from them at the end of schooling. This is done through constant communication with the children. In essence, children

must not be left alone when it comes to school activities. Parents should constantly monitor their students' school activities if any meaningful learning outcomes are to be achieved.

Government and Curriculum Planners

Government and curriculum planners should make efforts to implement dialogic discourse and scaffolding instructional strategies in the school curricular to teach all school subjects. The implementation of these teaching strategies should not be done haphazardly. Effective implementation plan should be put in place. Orientation, awareness and enlightenment activities targeted at stakeholders should be carried out before the implementation of the teaching strategies. Regular monitoring and supervision must be carried out from time to time to ensure the strategies are well implemented.

5.4   Recommendations

The following recommendations are made based on the findings of this study.

1. Schools Management/and Teachers: The use of dialogic discourse and scaffolding teaching methods should be encouraged in schools for effective teaching and learning of English language and other school subjects. These teaching strategies afford the teachers to learn from their students, allow the students to come up with new ideas, solve problems on their own, while the teachers serve as facilitators. The school management should be ready to allocate considerable teaching time to teach the students in the classrooms as this is one of the criteria for using the strategies.

2. Parents and Guardians: Findings from this study should serve as an eye opener to parents and guardians that children are to be encouraged to discuss their personal and educational issues freely with the parents in order to know the areas they need assistance.

3. Government and Curriculum developers: Government policies on education should include teaching strategies such as dialogic discourse and scaffolding in the teaching and learning of English language and other school subjects. The use of the teaching strategies

should be extended to all tiers of education. Government should organise workshops, seminars, and conferences for teachers on the use of dialogic discourse and scaffolding instructional strategies.

4. Provision for monitoring the teachers' activities in the classrooms to ensure the effectiveness of the training they have received in teaching the concepts to the readers by the government.

5.5 Limitations to the Study

The study was limited to Ibadan North and Ibarapa East location government areas of Oyo State. Therefore, the findings of this study may not be generalised to other States of the federation. The study was conducted at the senior secondary school level hence, junior secondary schools and primary school setting could generate a different results. This study only covered English language, it can be replicated in other school subjects. Again, interpreting items contained in the parental involvement scale to the parents in the rural location was another limitation to this study. The study was also limited to two moderator variables (parental involvement and school location), therefore, further researches can adopt other moderator variables and try to establish whether such variables would have significant effects on the dependent variables. Theoretically, the study made use of the 'Schema Theory of reading comprehension' to explain how reading activities can be organised to achieve improved learning outcomes. Other theories of reading can be explored by other researchers.

5.6   Suggestions for further Studies
1. This study can be replicated with focus on other States of federation.
2. This study could be extended to larger population for wider and
   more valid generalisation of research findings.
3. The researcher is suggesting that the same study could be carried out at the junior secondary school or at the primary school levels.
4. Further studies could be carried out on the effects of these two teaching methods in other school subjects.

5. The study was conducted using public secondary schools, same study can be replicated in private schools too

6. The combined effects of dialogic discourse and scaffolding could be established by other researchers.

7. The teaching strategies could be employed to teach large classes in order to establish their effectiveness.

8. Parental involvement and school location could be used as independent variables in other studies since both variables were found to have no effect on the dependent variable in this study.

5.7   Contributions to Knowledge

1. The findings of the study have shown the effectiveness of dialogic discourse and scaffolding i nstructional strategies over the conventional teaching method as means of improving students' learning outcomes in reading comprehension.

2. The findings of the study have also shown that these teaching strategies call for students' full participation in teaching and learning activities. Therefore, the adoption of the teaching methods will improve students' academic successes.

3. The findings of the study will also enlighten educational authorities and all stakeholders on effective implementation of each of the teaching strategies in the school curriculum.

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INTERNATIONAL CENTRE FOR EDUCATIONAL EVALUATION
APPENDIX 1
PARENTAL INVOLVEMENTS ON STUDENTS' LEARNING OUTCOMES IN READING COMPREHENSION

Dear Parents,

This questionnaire was designed purposely for educational research and it is meant to find out the level of parental involvement on students' learning outcomes in English reading comprehension. Kindly give your response to each item as sincerely as you can. Your utmost confidentiality is guaranteed. Thank you for your co-operation.

SECTION A: Demographic Data

Name of the school the child attends_____

Location Government Area _____

Parent's Name; _____

Student's Gender: Male (   ) Female (   )

Child's class; (   )   Age: (10-15)   (16-20)

Introduction:

In each of the items below, kindly tick (√) the best option describes you out the four-point scale in the space provided in each statement. Please note the keys. Very True, True, Almost True, Never True.

Section B

S/N	Items	Very True	True	Almost True	Never True
	We encourage this child				
1	when he has difficulty organizing home-works.				
2	to try new ways to do home-work when he or she is going through a hard time.				
3	to be conscious of how he or she is doing with school-work.				
4	when he or she has difficulties doing school-work.				
5	to look for more ideas about class subjects.				
6	to developconcern in school-work.				
7	to have the belief that he/she can do well in school.				
8	to believe that he/she can learn novelconcepts.				
9	to ask other people for assistance when problems are hard to solve.				
10	to explain his or her views to the teacher.				
11	to follow the teacher's instructions				
	We show this child that we				
12	like to attempt new things				
13	like to study new innovations				
14	love trying things out				
15	do not relent when things get turf				
16	Request for assistance when a problem is hard to tackle.				
17	can clarify what we know to others				
	We show this child we like it when he or she				
18	has a good behavior concerning doing his or her home-work.				
19	keeps working on home-work even when he or she does not feel like doing something.				
20	works seriously on home-work.				
21	Focus on a problem until he or she is able to solve it				

22	plans his or her school-work				
23	Goes through his or her assignments thoroughly				
24	looks new ways of doing school-work when he or she gets trapped.				
	We teach this child				
25	move at his or her own pace and ability while doing school-work				
26	take a pause from his or her work when he or she gets bored.				
27	how to crosscheck home-works as he or she progresses				
28	how to cope with peers in his or her classroom.				
29	to follow theinstructions of the teacher				
30	how to style his or her home-work enjoyable.				
31	how to look for more information about the objects that interest him or her.				
32	to show a good disposition towards his or her home-work				
33	to focus on his or her assignment until he or she solves it.				
34	to relate with the teacher when he or she has questions and observations about class activities.				
35	to ask questions from knowledgeable others when he or she does not understand a concept.				
36	to make sure he or she comprehends one part before moving to the next stage.				

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APPENDIX 2
STUDENTS' ATTITUDE TOWARD READING COPREHENSION IN ENGLISH
LANGUAGE (STTRC)

Dear Respondent,

This questionnaire was designed purposely for educational research and it is meant to find out about students' attitude towards English reading comprehension. Kindly give your response to each item as sincerely as you can. Your utmost confidentiality is guaranteed. Thank you for your co-operation.

SECTION A: Demographic Data

Name of School;_____

Location Government Area _____

Student's Gender: Male (   )   Female (   )

Class:

Age: (10-15)   (16-20)

Introduction:

In each of the items below, kindly tick (√) the best option describes you out the four-point scale in the space provided in each statement. Please note the keys. Very true, True, Almost true, Never true.

Section B

S/N	Items	Very true	True	Alost true	Never true
1	Reading comprehension is an interesting aspect of English language to me				
2	Reading comprehension is too complicated for me				
3	Reading comprehension is not that hard to me				
4	I have trouble coping with some aspects of reading comprehension				
5	Studying reading comprehension would be easy if only I had the time				
6	I am afraid I do not do well in reading comprehension				
7	I apply reading comprehension skills to analyze situation				
8	I do not enjoy reading comprehension				
9	Reading comprehension makes me think				
10	I feel I should learn more reading comprehension				
11	Reading comprehension is uninteresting as a scholarly field				
12	Reading comprehension is a dry subject				
13	Reading comprehension can be very exciting				
14	Reading comprehension is difficult to understand				
15	Reading comprehension is bored subject				
16	Everyone should study some reading comprehension				
17	Reading comprehension is important to one's education				
18	Reading comprehension will not be useful to me personally				
19	Reading comprehension will improve my social life				
20	No one should be required to study reading comprehension				

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APPENDIX 3
READING COMPREHENSION
ACHIEVEMENT TEST.

Returning home after a decade-and –half abroad, our Geography master remained addicted to foreign ways and ideas for years after landing here. He would forever stick to his theory of African suffering from a curse inflicted in them by the Almighty God for some heinous sins committed centuries ago. He would in support of his theory ask listeners; why would our mosquito inflict deadly malaria on us whereas the British mosquito does not bite? Why aren't there poisonous snakes in Britain whereas here most snakes are deadly? Why would the deadly sickle cell disease be peculiar to the black race?

Of course, he hardly waits for answers to these and similar questions before jumping to the same inevitable conclusion. However, he met his match one day when a new student joined the class and heard the litany we were used to. The new boy calmly said, 'Sir, I happen to know a few white men who suffer from the sickle cell disease; some are Italians and some are Spanish. The mosquito is equally deadly in India, south-east Asian countries and South America. The United State and other South American countries have their deadly snakes. And sir, I know many white men, some of them British, who would prefer our brilliant sunshine to their horrible cold winter' and he sat down.

I had never, before that day, seen our master so consumed in anger. He directed a burning look at the poor boy, who had no answer to this new battle, without as much as saying a single word, the master stalked out of the classroom. Needless to say, our anger was turned on the new boy who had decided to rock the boat without taking the time to sound the water. A delegation was sent to the master to apologies to him. He was appeased. But we all noticed something rather unusual thereafter-never again did he dwell on the issue of Africans being the accursed people.

QUESTIONS

What point of view is the geography master fond of advancing?

Mention the three argument he uses to support this view

What extra argument did the new boy offer after countering each of the master's points?

Why do you think the master fought back with the look rather than with further argument?

''…. Rock the boat.''

i.   Identify the figure of speech is this expression

ii.   Identify the meaning of it as used in the passage

''…. Who had no answer to this new battle.''

i.   Identify the grammatical name given to the above expression as used in the passage?

2.   What is its function in the passage

Look for another term or expression that means the same and can replace it as it is used in the passage;

Addicted to; (ii) heinous; (iii) inevitable; (iv) brilliant; (v) stalked

MARKING GUIDE TO THE COMPREHENSION PASSAGE FOR THE PRE AND POST TESTS FOR ALL THE GROUPS

ITEM NO	
A	That Africans are an accursed people. 2 marks
Bi	In Africa, the mosquito causes deadly malaria whereas in Britain, it does not bite. 2 marks
Ii	The snakes in Africa are deadly or poisonous but those in Britain are harmless. 2 marks
Iii	The sickle cell disease is peculiar to the black race. 2 marks
C	Many white men prefer the African sunshine to their cold winter. 2 marks
D	He knew that the boy's points were valid. 2 marks
Ei	Metaphor 1 mark
Eii	Disrupt the class. 2 marks
Fi	Relative clause 1 mark
Fii	Co-ordinate main clause 1 mark
Gi	Addicted- fond of, given to. 1 mark
Gii	Heinous- terrible, very wicked, serious, outrageous. 1 mark
	Inevitable- unavoidable, obvious, invariable. 1 mark
Giii	Brilliant- pleasant, bright, warm. 1 mark
	Stalked- walked, stiffly, stoned. 1 mark
	Total marks obtainable 22

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APPENDIX 4
OPERATIONAL GUIDE FOR INSTRUCTION ON CONVENTIONAL METHOD OF TEACHING (OGICM)

Steps involved in the use of conventional teaching method:

1. Teacher asks questions on the previous topics taught.

2. Students answer teacher's questions

3. Teacher introduces the new topic.

4. Teacher explains the new topic.

5. Students listen to teacher's explanation.

6. Teacher allows the students to ask questions.

7. Teacher answers the students' questions and re-explains where necessary.

8. Teacher writes the key points of the topic taught on the chalkboard.

9. Teacher asks questions on the topic taught and the students answer the teachers' questions.

10. Teacher marks students' notebooks.

11. Teacher gives an assignment to students on the topic taught.

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APPENDIX 5
OPERATIONAL GUIDE ON DIALOGIC DISCOURSE INSTRUCTIONAL PACKAGE
(OGDDIP)

Steps involved in dialogic discourse instructional strategy;

1. The teacher pre-assesses the students by asking questions on the previous topic taught on comprehension passage through verbal questioning from already prepared questions.

2. The teacher introduces a new topic to be taught in reading comprehension.

3. The teacher describes what dialogic discourse is all about, this is done through guiding the students to read, discuss their interpretations, to analyze texts interactively, discussing the passage among themselves in order for the students to have the opportunity of exchanging ideas which will aid their personal opinion and come to appreciate others' views.

4. The teacher divides the students into manageable dialogue groups of 5 students per group with a leader chosen among the students.

5. The teacher monitors the direction of the dialogue with questions and examples such as 'identification of main ideas in a passage' that will lead the discussion to the achievement of stated objectives.

6. The teacher makes sure that students are motivated to participate fully in the discourse through demonstrations, after which the teacher plays passive role in the discourse.

7. The teacher ensures that no response from any student during dialogue is totally rejected as part of the rules, it is the students in the group that will go against incorrect responses.

8. The teacher summarizes the discussion by presenting the students' resolutions to the comprehension passage treated.

9. The teacher verbally asks questions from the students to determine the learning outcomes based on the passage read.

APPENDIX 6

OPERATIONAL GUIDE ON SCAFFOLDING INSTRUCTIONAL PACKAGE (OGSIP)

This was adapted by the researcher from the work of (McKenzie, 2002).The scaffolding instructional package aimed to help the students develop comprehension skills and strategy that can be applied to other reading situations without teacher's support. It contained the activities both the teachers and students were expected to perform in the course of teaching and the instrument was used to facilitate effective teaching and learning. The steps are divided in to two; teachers' and classrooms activities. SIP was validated along the construct of the guidelines for using Scaffolding Instructional teaching Strategy. The researcher and the research assistants ensured the proper use of this instructional strategy in the teaching of Reading Comprehension in English language.

1. The teacher activates the previous knowledge of students by identifying what they already know.

2. He revises the previous work and asks relevant questions that linked what is to be learnt with what is already known.

3. He breaks down the complex concepts/tasks into manageable bits and reduces the numberof steps in the concepts/tasks to manageable number.

4. He provides immediate and specific feedback as well as positive reinforcement with each student's response.

5. He encourages students to give correct answers by modeling the concepts/skills while he praises the students for his/her risk taken and effort.

6. He encourages the students to demonstrate success in responding to one or two questions and asks for an increase number of student responses with ample examples.

7. He fades off direction (i.e. go slowly out of the support) as students increase the number of competence, prompting students to complete more problem-solving process.

8. The teacher invites students to actively solve problems with him/her that is, students asking questions, then students and teacher will respond.

9. The teacher allows the students work independently (i.e. starts the process of fading or gradual removal of scaffolding.

Teacher's Activities

1. The previous knowledge of students was activated by asking questions already prepared by the teacher orally.

2. The teacher revised the previous work and asked relevant questions that linked what was to be learnt with what was already known.

3. He broke down complex concepts/tasks into manageable bits. The teacher defined the concepts/skills, the keywords that give the concepts meaning are explained repeatedly. For example, in breaking down the concept of 'main idea' in a passage, the first step is to define the concept 'main idea'. This is the main message conveyed in a passage. The teacher defined the concept in such a way that he concept is made clearer. The second step was to underline the keywords in the definition of main idea. The third was that, the teacher gave various examples from passages. In the fourth step, he asked the students to give their own examples to show they have mastered the concept. The teacher asked the students to demonstrate what they know and at the same time asked answered questions from them.

4. Positive reinforcement was given to student's correct responses, also immediate and specific feedback was given where students gave incorrect responses.

5. As the students demonstrated success in responding to one or two questions, the teacher asked for an increase number of student responses with various examples.

6. When students demonstrated increase competence by prompting students to complete more problem-solving process. Eventually, the teacher asked questions and students provided all the correct answers.

7. He invited more students to actively solve problems with him/her that is, students asked questions, then students and teacher responded.

8. He fades off direction (i.e. go slowly out of the support)

9. The teacher allowed the students to work independently

Classroom Activities

The teacher arranges the classroom for conducive learning through grouping of students.

The students listen to the definition and description of concepts.

The students will respond to the teacher's questions.

The students will be asked to carry out some tasks to describe the concepts.

APPENDIX 7
LESSON PLAN 1
DIALOGIC DISCOURSE STRATEGY

SUBJECT: English language

TOPIC: Reading Comprehension

CLASS;SS2

SUB-TOPIC: Andrew's Birthday Party

DURATION: 80 minutes (double periods)

INSTRUCTIONAL RESOURCES: English language recommended textbook and individual writing materials

ENTRY BEHAVIOUR: The students are familiar with the topics.

BEHAVIOURAL OBJECTIVES: At the end of this lesson, students should be able to;

     (a)   Read and answer the questions under the passage

     (b)   List and explain types of reading comprehension skills

INTRODUCTION: The teacher introduces the topic to the students.

PRESENTATION

STEP 1: The teacher enters into a dialogic discourse with the students through activation of their prior knowledge about the topics.

STEP 2: The teacher groups the students and moves round to oversee the direction of the discourse, he encourages students' full participation through turn taking.

STEP 3: The teacher allows students' justifications for the views held.

STEP 4: The teacher molds the students' views and explains specific term of the topic by using analogy.

STEP 5: The teacher leads the students to make final submission of a new response on the topic

EVALUATION: (a) List and explains types of transportation systems we have

                (b) list and explains types of reading comprehension skills

CONCLUSION: The teacher summarizes the main point of the passage read.

ASSIGNMENT: Write on the need for rail transport system in Nigeria.

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APPENDIX 8
LESSON PLAN 1
SCAFFOLDING STRATEGY

SUBJECT: English Language

TOPIC: Reading Comprehension

CLASS; SS2

SUB-TOPIC;Andrew's Birthday Party

DURATION: 80 minutes (double periods)

INSTRUCTIONAL RESOURCES: English language recommended textbook and individual writing materials

ENTRY BEHAVIOUR: The students are familiar with the topics.

BEHAVIOURAL OBJECTIVES: At the end of this lesson, students should be able to;

(a) Read and answer the questions under the passage

(b) List and explain types of reading comprehension skills

INTRODUCTION: The teacher introduces the topic to the students.

PRESENTATION: STEP 1: The teacher creates cooperative groups of 8-10 students.

STEP 2: The teacher models the class into scaffolding strategy.

STEP 3: The teacher demonstrates how to use the strategy within the groups and appoints one of them as a leader in each group.

STEP 4: The teacher moves round the groups to practice the problem-solving strategy in each group.

STEP 5: The teacher models his thinking capacities, using each of the problem-solving strategy.

STEP 6: The teacher asks the students to demonstrate success in responding to questions and asks for an increased number of students' responses with various examples.

STEP 7: Teacher fades off direction (i.e, gradually removes the supports) given to the students by allowing them to work independently.

EVALUATION: (a) List and explains types of transportation systems we have.

(b) List and explains types of reading comprehension skills

CONCLUSION: The teacher summarizes the main point of the passage read.

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INTERNATIONAL CENTRE FOR EDUCATIONAL EVALUATION
APPENDIX 9
LESSON PLAN 2
DIALOGIC DISCOURSE STRATEGY

SUBJECT: English language

TOPIC: Reading Comprehension

CLASS; SS2

SUB-TOPIC: Bride-Price and Polygamy

DURATION: 80 minutes (double periods)

INSTRUCTIONAL RESOURCES: English language recommended textbook and individual writing materials.

ENTRY BEHAVIOUR: The students are familiar with the topics.

BEHAVIOURAL OBJECTIVES: At the end of this lesson, students should be able to;

> (a) Read and answer the questions under the passage
>
> (b) Identify main ideas expressed in the passage

INTRODUCTION: The teacher introduces the topic to the students.

PRESENTATION:

STEP 1: The teacher enters into a dialogic discourse with the students through their prior knowledge about the topic.

STEP 2: The teacher groups and moves round to oversee the direction of the discourse, he encourages students' full participation through turn taking.

STEP 3: The teacher allows students' justifications for the views held.

STEP 4: The teacher molds the students' views and explains specific term of the topic by using analogy.

STEP 5: The teacher leads the students to make final submission of a new response on the topic

EVALUATION: (1) questions under the passage are answered by the student (2) students write out the main ideas on the passage

CONCLUSION: The teacher summarizes the main point of the passage read.

ASSIGNMENT: More exercises on identification of main idea.

LESSON PLAN 2
SCAFFOLDING STRATEGY

SUBJECT: English language

TOPIC: Reading Comprehension

SUB-TOPICS: Bride-Price and Polygamy

DURATION: 80 minutes (double periods)

INSTRUCTIONAL RESOURCES: English language recommended textbook and individual writing materials.

ENTRY BEHAVIOUR: The students are familiar with the topics.

BEHAVIOURAL OBJECTIVES: At the end of this lesson, students should be able to;

(a)   Read and answer the questions under the passage

(b)   Identify main ideas expressed in the passage

INTRODUCTION: The teacher introduces the topic to the students.

PRESENTATION: STEP 1: The teacher creates cooperative groups of 8-10 students.

STEP 2:   The teacher models the class into scaffolding strategy.

STEP 3: The teacher demonstrates how to use the strategy within the groups while reading the passage to the students and appoints one of the as a leader in each group.

STEP 4: The teacher goes round the group to practice using the problem-solving strategy in each group.

STEP 5:   The teacher models his thinking capacities, using scaffolding

STEP 6:   The teacher asks the students to demonstrate success in responding to questions and asks for an increased   number of students' responses with various examples.

STEP 7:   Teacher fades off direction (i.e, gradually removes the supports) given to the students by allowing them to work independently.

EVALUATION: (1) questions under the passage are answered by the student

(2) students write out the main ideas in the passage

CONCLUSION: The teacher summarizes the main point of the passage read.

ASSIGNMENT: More exercises on identification of more idea.

DIALOGIC DISCOURSE STRATEGY

SUBJECT: English language

TOPIC: Reading Comprehension

CLASS: SS2

SUB-TOPIC: The Trial of a Hardened Criminal

DURATION: 80 minutes (double periods)

INSTRUCTIONAL RESOURCES: English language recommended textbook and individual writing materials.

ENTRY BEHAVIOUR: The students are familiar with the topics.

BEHAVIOURAL OBJECTIVES: At the end of this lesson, students should be able to;

(a) Read and answer the questions under the passage

(b) Write out the vocabularies in the passage and look for their similar meanings

INTRODUCTION: The teacher introduces the topic to the students.

PRESENTATION:

STEP 1: The teacher enters into a dialogic discourse with the students through their prior knowledge about the topics

STEP 2: The teacher groups the students and moves round to oversee the direction of the discourse, he encourages students' full participation through turn taking.

STEP 3: The teacher allows students' justifications for the views held.

STEP 4: The teacher molds the students' views and explains specific term of the topic by using analogy.

STEP 5: The teacher leads the students to make final submission of a new response on the topic

EVALUATION: (1) students answer the passage questions.

(2) students build their own vocabularies

CONCLUSION: The teacher summarizes the main point of the passage read.

ASSIGNMENT: More excises are given on vocabulary development.

SCAFFOLDING STRATEGY

SUBJECT: English language

TOPIC: Reading Comprehension

SUB-TOPIC: The Trial of a Hardened Criminal

DURATION: 80 minutes (double periods)

INSTRUCTIONAL RESOURCES: English language recommended textbook and individual writing materials.

ENTRY BEHAVIOUR: The students are familiar with the topics.

BEHAVIOURAL OBJECTIVES: At the end of this lesson, students should be able to;

   (a) Read and answer the questions under the passage

   (b) Write out the vocabularies in the passage and look for their similar meanings

INTRODUCTION: The teacher introduces the topic to the students.

PRESENTATION: STEP 1: The teacher creates cooperative groups of 8-10 students.

STEP 2:   The teacher models the class into scaffolding strategy.

STEP 3:   The teacher demonstrates how to use the strategy within the groups while reading the passage to the students and appoints one of the as a leader in each group.

STEP 4:   The teacher goes round the group to practice the scaffolding strategy in each group.

STEP 5:   The teacher models his thinking capacities, using the scaffolding strategy.

STEP 6:   The teacher asks the students to demonstrate success in responding to questions and asks for an increased   number of students' responses with various examples.

STEP 7:   Teacher fades off direction (i.e, gradually removes the supports) given to the students by allowing them to work independently.

EVALUATION: (1) students answer the passage questions. (2) students build their own vocabularies

CONCLUSION: The teacher summarizes the main point of the passage read.

ASSIGNMENT: more excises are given on vocabulary development.

DIALOGIC DISCOURSE STRATEGY

SUBJECT: English language

TOPIC: Reading Comprehension

CLASS: SS2

SUB-TOPIC: The Origin of Examinations

DURATION: 80 minutes (double periods)

BEHAVIOURAL RESOURCES: English language recommended textbook and individual writing materials.

ENTRY BEHAVIOUR: The students are familiar with the topics.

INSTRUCTIONAL OBJECTIVES: At the end of this lesson, students should be able to;

(a)   Read and answer the comprehension questions

        (b)   Learn how to summarize reading passages

INTRODUCTION: The teacher introduces the topic to the students.

PRESENTATION:

STEP 1: The teacher enters into a dialogic discourse with the students through their prior knowledge about topics.

STEP 2: The teacher groups and moves round to oversee the direction of the discourse, he encourages students' full participation through turn taking.

STEP 3: The teacher allows students' justifications for the views held.

STEP 4: The teacher molds the students' views and explains specific term of the topic by using analogy.

STEP 5: The teacher leads the students to make final submission of a new response on the topic

EVALUATION: (1) students answer the comprehension questions

(2) students are asked to summarize the passage in their own words.

CONCLUSION: The teacher summarizes the main point of the passage read.

ASSIGNMENT: Write on the importance of Agriculture in Nigeria

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INTERNATIONAL CENTRE FOR EDUCATIONAL EVALUATION
APPENDIX 14
LESSON PLAN 4
SCAFFOLDING STRATEGY

SUBJECT: English language

TOPIC: Reading Comprehension

SUB-TOPIC: The Origin of Examinations

DURATION: 80 minutes (double periods)

INSTRUCTIONAL RESOURCES: English language recommended textbook and individual writing materials.

ENTRY BEHAVIOUR: The students are familiar with the topics.

BEHAVIOURAL OBJECTIVES: At the end of this lesson, students should be able to;

(a) Read and answer the comprehension questions

(b) Learn how to summarize reading passages

INTRODUCTION: The teacher introduces the topic to the students.

PRESENTATION: STEP 1: The teacher creates cooperative groups of 8-10 students.

STEP 2: The teacher models the class into scaffolding strategy.

STEP 3: The teacher demonstrates how to use the strategy within the groups while reading the passage to the students and appoints one of the as a leader in each group.

STEP 4: The teacher goes round the group to practice the problem-solving strategy in each group.

STEP 5: The teacher models his thinking capacities using scaffolding

STEP 6: The teacher asks the students to demonstrate success in responding to questions and asks for an increased number of students' responses with various examples.

STEP 7: Teacher fades off direction (i.e, gradually removes the supports) given to the students by allowing them to work independently.

EVALUATION: (1) students answer the comprehension questions

(2) students are asked to summarize he passage in their own words

CONCLUSION: The teacher summarizes the main point of the passage read.

ASSIGNMENT: Write on the importance of Agriculture in Nigeria

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APPENDIX 15
LESSON PLAN 5
DIALOGIC DISCOURSE STRATEGY

SUBJECT: English language

TOPIC: Reading Comprehension

CLASS: SS2

SUB-TOPIC: Malnutrition

DURATION: 80 minutes (double periods)

INSTRUCTIONAL RESOURCES: English language recommended textbook and individual writing materials.

ENTRY BEHAVIOUR: The students are familiar with the topics.

BEHAVIOURAL OBJECTIVES: At the end of this lesson, students should be able to;

 (a) Read and answer the comprehension questions

 (b) Identify the grammatical structures contained in the passage

INTRODUCTION: The teacher introduces the topic to the students.

PRESENTATION:

STEP 1: The teacher enters into a dialogic discourse with the students through their prior knowledge about insurance and grammatical structures.

STEP 2: The teacher groups moves round to oversee the direction of the discourse, he encourages students' full participation through turn taking.

STEP 3: The teacher allows students' justifications for the views held.

STEP 4: The teacher molds the students' views and explains specific term of the topic by using analogy.

STEP 5: The teacher leads the students to make final submission of a new response on the topic

EVALUATION: Students are asked to answer the comprehension questions.

CONCLUSION: The teacher summarizes the main point of the passage read.

ASSIGNMENT: Students are asked to identify the grammatical structures in the passage and state their functions

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APPENDIX 16
LESSON PLAN 5
SCAFFOLDING STRATEGY

SUBJECT: English Language

TOPIC: Reading Comprehension

SUB-TOPIC: Malnutrition

DURATION: 80 minutes (double periods)

INSTRUCTIONAL RESOURCES: English language recommended textbook and individual writing materials

language recommended text.

ENTRY BEHAVIOUR: The students are familiar with the topics.

BEHAVIOURAL OBJECTIVES: At the end of this lesson, students should be able to;

 (a) Read and answer the comprehension questions

 (b) Identify the grammatical structures contained in the passage

INTRODUCTION: The teacher introduces the topic to the students.

PRESENTATION: STEP 1: The teacher creates cooperative groups of 8-10 students.

STEP 2: The teacher models the class into scaffolding strategy.

STEP 3: The teacher demonstrates how to use the strategy within the groups while reading the passage to the students and appoints one of the as a leader in each group.

STEP 4: The teacher goes round the group to practice the problem-solving strategy in each group.

STEP 5: The teacher models his thinking capacities, using scaffolding strategy.

STEP 6: The teacher asks the students to demonstrate success in responding to questions and asks for an increased number of students' responses with various examples.

STEP 7: Teacher fades off direction (i.e, gradually removes the supports) given to the students by allowing them to work independently.

EVALUATION: Students are asked to answer the comprehension questions.

CONCLUSION: The teacher summarizes the main point of the passage read.

ASSIGNMENT: Students are asked to identify the grammatical structures in the passage and state their functions

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APPENDIX 17
LESSON PLAN 6
DIALOGIC DISCOURSE STRATEGY

SUBJECT: English language

TOPIC: Reading Comprehension

CLASS; SS2

SUB-TOPIC: A Carefree Lorry Driver

DURATION: 80 minutes (double periods)

INSTRUCTIONAL RESOURCES: English language recommended textbook and individual writing materials.

ENTRY BEHAVIOUR: The students are familiar with the topics.

BEHAVIOURAL OBJECTIVES: At the end of this lesson, students should be able to;

   (a)   Read and answer the comprehension questions

   (b) Replace the underlined words or phrases in the passage

INTRODUCTION: The teacher introduces the topic to the students.

PRESENTATION:

STEP 1: The teacher enters into a dialogic discourse with the students through their prior knowledge about the Banking industry and word replacement

STEP 2: The teacher groups and moves round to oversee the direction of the discourse, he encourages students' full participation through turn taking.

STEP 3: The teacher allows students' justifications for the views held.

STEP 4: The teacher molds the students' views and explains specific term of the topic using analogy.

STEP 5: The teacher leads the students to make final submission of a new response on the topic

EVALUATION: (1) students are asked to answer the comprehension questions.

(2) students are asked to appropriately replace the underlined words or phrases in the passage.

CONCLUSION: The teacher summarizes the main point of the passage read.

ASSIGNMENT: More exercises on words replacement.

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APPENDIX 18
LESSON PLAN 6
SCAFFOLDING STRATEGY

SUBJECT: English language

TOPIC: Reading Comprehension

SUB-TOPIC: A Carefree Lorry Driver

DURATION: 80 minutes (double periods)

INSTRUCTIONAL RESOURCES: English language recommended textbook and individual writing materials.

ENTRY BEHAVIOUR: The students are familiar with the topics.

BEHAVIOURAL OBJECTIVES: At the end of this lesson, students should be able to;

(a)   Read and answer the comprehension questions

(b)   Replace the underlined words or phrases in the passage

INTRODUCTION: The teacher introduces the topic to the students.

PRESENTATION: STEP 1: The teacher creates cooperative groups of 8-10 students.

STEP 2: The teacher models the class into scaffolding strategy.

STEP 3: The teacher demonstrates how to use the strategies within the groups while reading the passage to the students and appoints one of the as a leader in each group.

STEP 4: The teacher goes round the group to practice using the problem-solving strategy in each group.

STEP 5: The teacher models his thinking capacities, using scaffolding problem-solving strategy.

STEP 6: The teacher and the students share their conversation to come up with a mutual position about the passage.

STEP 7: Teacher fades off direction (i.e, gradually removes the supports) given to the students by allowing them to work independently.

EVALUATION: (1) students are asked to answer the comprehension questions.(2)students are asked to appropriately replace the underlined words or phrases in the passage.

CONCLUSION: The teacher summarizes the main point of the passage read.

ASSIGNMENT: More exercises on words replacement.

ANDREWS' BIRTHDAY PARTY

It was a sunny day in the month of May. The sun took its rightful position very early, lending credence to the general feeling that Andrews' birthday was going to be greeted with the blessing of a pleasant weather. The sky looked bright that Andrew insisted on having an open-hair party. The habitual doubting Thomas's had no **dissenting** opinion to express.

Andrew had gone to great lengths to ensure a hitch free party, a party which would remain the talk of the town. Although it was not intended to be free for all, a lot had been done to **stamp** the occasion on the memories of many people long afterwards.

The bright sun continued to smile. Andrew's face beamed with pleasure with every passing moment. Very few of his **contemporaries** have so far succeeded in reaching the top of the ladder. Andrew in particular had been an orphan of storm. His father's death during his third year in the secondary school and that of his mother two years later were only two of his orphan's storms. He suffered a physical misfortune when a stock fish machine **severed** his left middle finger. But Andrew did not despair.

The courage to fail is very cheap. Every fool can afford to fail. But it raises one above the herds of cowards and never-d-wells to be up and struggling. The reward of **forbearance** in the end is resounding success.

And so it was for Andrew. Ever since he finished his university education, it had been success galore. He had got a job in one of the country's insurance companies. His pay was good, his promotion had been steady and his prospects **seemed** bright. At forty, he had a good car and had already bought a house of his own. **The world was at his feet.**

Questions
- (a) At what age was Andrew celebrating a birthday party?
- (b) What encouraged Andrew to organise an open-air party.
- (c) What two hardships had Andrew gone through in life?
- (d) Why was Andrew able to succeed brilliantly?
- (e) 'The world was at his feet' What is implied by the expression?
- (f) 'the bright sun continued to smile'
  - (i)   What figure of speech is this?
  - (ii)   Why do you consider it to be so?
- (g) 'The courage to fail'
  - (i) What grammatical name is given to this expression?
  - (ii)What is its function?
- (h) For each of the following words, find another word or phrase that means the same and can it as it is used in the passage.
- (i) Dissenting (ii) stamp (iii) Contemporaries   (iv) severed (v) Forbearance   (vi) seemed

Adapted from New Oxford Secondary English Course SS2

Bride–Price and Polygamy

Enthusiasts for tradition have consistently argued that the custom of bride-price should be upheld as it is a major African tradition. These apologists also advance the argument that the bride-price helps to keep polygamy. In check in a more mercenary vein, the supporters of bride-price insist that it represents some compensation to parents for the upbringing of a daughter and for lost earnings in the case of a breadwinning female offspring unfortunately, these argument do not stand close scrutiny.

That bride-price is a means of checking polygamy is an assumption without basis. Polygamy has always been an 'accepted' social custom in black African countries. It has been in existence since the pre0colonial era (when of course the basic argument was that more hands were needed on the farm even though this rationale conveniently ignores the fact that more mouths will then also need to be fed)

However, in this day and age, polygamy in spite of the bride-price is not only still in our midst but is on the increase. Polygamy used to be regarded as prevalent among 'unenlightened African men., but these days even the so-called educated counterparts seem to be deriving some form of 'twisted' pleasure from assiduously practicing this custom, the only difference being perhaps that polygamy is practiced in amore 'sophisticated' way by the latter, that is, while presenting a front of a monogamous home they keep and support 'outside wives.

Questions

   (a) What two arguments are advanced b proponents of bride-price?

   (b) Are the arguments in favour of retention of bride-price valid?

   (c) What was the reason for polygamy in pre-colonial era?

   (d) What does a breadwinning female do that makes the difference from a female that is not breadwinning?

(e) What is h difference between men who practice polygamy nowadays and those who did so in former times?

(f) 'more hands were needed' what is the figure of speech used here?

(g) '.... that the bride-price helps to keep polygamy in check;   (i) what syntactical name is given to this? (ii) what is its function?

(h) For each of the following words, find another word or phrase that means the same and that can replace it as used in the passage: (i) mercenary (ii) compensation (iii) upbringing (iv) scrutiny (v) era (vi) prevalent.

Adapted from New Oxford Secondary English Course, NOSEC SS2

The Trial of a Hardened Criminal

The court-room was jam-packed with people from all walks of life to watch the proceedings of the day. It was one trial that had generated much interest in the city. For the notorious dare-devil armed robber that had been striking terror into the hearts of all and sundry had eventually been apprehended by the cack police team operating in the area.

The proceeding of the day commenced as soon as the judge arrived. Here was the tall, handsome Sule...a log of wood- in the dock before the slim built, soft spoken but firm judge. He was unruffled in spite of the jeers and catcalls from the crowd.

In the previous trial that had earned him a short stretch in jail, Sule had told the judge that crime was his livelihood. ; society must be protected from characters like you' he could still hear the stern judge intoning in the hushed courtroom. 'you and your type constitute a threat to life and property and this court will always see o it that you get your deserts according t the law'.
'I am innocent of all charges, Your lordship,' the hardened criminal retorted.

The judge then fixed him a stern gaze, which Sule coolly returned, he had stared into too many so called stern judges' eyes to be easily intimidated. Besides, he feared nothing and no one except Allah. The judge thrust his legal chin forward and asked, 'Do you pause to consider that the road of crime leads to only frustration, punishment and suffering? You look fit enough for anything. Why don't you try your hand at earning an honest living for a change?' Sule had shrugged his broad shoulder , ' I earn my living the only way I know,' he said. ' the way I have chosen . ' the judge had sat back, dismayed. He eventually asked 'innocent' man to be behind the bars for ten years.

Questions
    (a) Why had the case generated so much interest?

    (b) What did Sule returned to the judge?

    (c) Give two reasons why Sule was not intimidated

    (d) What, according to the judge, are the consequences of committing crimes?

149

(e) Why is the word 'innocent' put in quotation marks?

(f) – a log of wood-   what figure of speech is this?

(g) ..... that had been striking terror into the hearts of all and sundry' (i) what syntactic name is this? (ii) Its function?

(h) For each of the following words, find another word or phrase which means the same and which can replaces as it is used in the passage; (i) jam-packed (ii) apprehended (iii) unruffled (v) intimidated (iv) stretch (v) dismayed

Adapted from New Oxford Secondary English Course.NOSECSS2

The Origin of Examination

As they were preparing for their final examination, two students in the college reading-took time off to discus examinations in general.

'I wonder why examinations should be deemed necessary', said Musa.

'Why?' said Obi, 'aren't they a necessary evil?'

'No, you haven't thought of it,' said Musa, 'you attend classes for years, your teachers labour night and day to teach you, and you spend endless days learning the different subjects. Should that not be enough?'

'I see, quite interesting, 'said Obi, 'Except that you will find it pretty difficult to propose a substitute, to work out a different yardstick to decide who deserves a certificate.'

'Look, my brother,' said Musa, are apprentice mechanics, carpenters, tailors and masons subjected to the rituals of examinations before they are adjudged competent to set up their own? Or, does a father set up an examination for his son whom he has been taking to the farm? Of course, not. Besides, when there are many bakers in a street, do we set up an examination for them to decide whose cake is the best? No, of course. We know the best through their products.'

'I see,' said Obi, 'but don't you think things must be different with academics? FOR instance, how else can we know who is the best and who is the worst?'

'That's the point you are missing, 'stressed Musa.

'There should not be any need to distinguish between the best and the worst. When you say someone is the best does it mean he'd be the most successful in life? Some students who did not do so well at school are now successful businessmen. Some have, in fact, employed the so-called best students. So why all the hullabaloo about examinations?' asked BBI. 'why do I have to labour myself to death sweating over formulae? I wonder who invented examinations?'

'Don't mind the idiot, 'said Musa. It was a man from China, long ago. He most probably wanted to put students in their place. If he had confined his invention to China, I would not have minded, but the fool succeeded in selling his ideas to us, poor Africans, knowing we would always copy others.'

Questions

what are the attitudes of Musa and Obi towards examinations at the beginning of the discussion?

How does Musa propose that students be assessed in place of examinations?

From Obi's point of view mention any one purpose which examination serves.

 (i) From Musa's point of view, what is the relationship between success and life   after school? Quote a sentence from the passage to support your answer.

'...... whose cake is the best (i) what syntactic name is given to the above expression? (ii) what is its function?

'..... labor myself to death' (i) what kind of figurative expression is this? (ii) what does it mean?

 Look for another term or expression that means the same and can substitute it as used in the passage; (i) deemed (ii) labor (iii) competent (iv) distinguish (v) hullabaloo (vi) confined

Adapted from New Oxford Secondary English Course NOSEC SS2

Malnutrition

Undernourishment has been described as a tragedy of great magnitude. WHO declares that it is an accomplice in the least half of the 10.4 million child deaths each year. Malnutrition covers a wide range of illness from undernourishment due to a lack of one or more nutrients such as vitamin and mineral deficiencies- to obesity and other diet-related chronic diseases.

However, protein-Energy Malnutrition (PEM) is by far lethal form of malnutrition. Malnutrition is not restricted to children It casts long shadows in the developing world according to WHO.

Industrialised countries are not free from the scourge of malnutrition as about 11 million people suffer from it. Malnutrition is caused by a deficiency in the intake of nutrients by the cells of the body and it is usually triggered by a combination of factors, an insufficient intake of protein, calories, vitamins and minerals and frequent infections.

Illness such as diarrhea, measles and respiratory diseases tax the body heavily and cause loss of nutrients. They reduce appetite and food intake thus contributing to malnutrition. Children are at a greater risk of suffering malnutrition. This is because they are in a period of rapid growth that increases the demand for calories and proteins. For similar reasons, pregnant and nursing women are easily prone to malnutrition.

Frequently, the baby's problem begins even before birth, if a mother is undernourished or malnourished before and during pregnancy, the baby will have low weight. The early weaning, poor feeding habits and lack of hygiene bring on malnutrition.

Malnutrition wreaks havoc on the body particularly that of a child and various studies have shown that poor growth in a child in is associated with impaired mental development and poor scholastic and intellectual performance. A report from th united nations calls these effects the most serious long-term results of malnutrition. For children who survive malnutrition, the aftermath can linger on into adulthood.

Questions

(a) Why is malnutrition described as a tragedy of great magnitude?

(b) What, according to the passage, are the immediate causes of malnutrition?

(c) Why are pregnant women and nursing women easily vulnerable to malnutrition?

(d) How can a child's problem begin before birth?

(e) What according to the passage are the long-term results of malnutrition?

(f) '....the scourge of malnutrition' what figure of speech is this?

(g) '..... who survive malnutrition' (i) what is the grammatical name given to this expression? (ii) what is its function?

(h) For each of the following words, find another word or phrase which means the same and can replace it as used in the passage. (i) magnitude (ii) lethal (iii) restricted (iv) industrialised (v) risk (vi) havoc.

Adapted from New Oxford Secondary English Course NOSEC SS2

154

A Carefree Lorry Driver

'Look out, look out,; shouted his mother in panic. He saw it, nearly too late, he swerved sharply to the left bringing the car to a halt mere inches short of a telegraph pole on the offside of the road. He had very narrowly avoided a head-on collision with a lorry, indeed, he had been very fortunate, for his vehicle would have somersaulted a thousand and one times. He had mistaken the oncoming vehicle for a motorcycle because it had only a single headlamp, which the driver had not dipped. It was at the last minute that the 'motorcycle' had suddenly metamorphosed into a lorry- with a near- disastrous consequence.

'My God, my God' Deborah cried in fright. Dende climbed out of his car, fuming. The driver of the lorry had stopped. He too came out, and shouted; 'why won't you drive carefully? You nearly ran into my lorry.

'You must be mad, you senseless idiot.' Dende answered him, asking with rage and from the shock of the averted accident. 'Don't you call me an idiot, I tell you,' the driver cried. 'And don't you tell me I'm mad. There is no madness in my family history. You appear to be a big man. This is the only reason why I refrain from calling you mad yourself.'

'Why on earth don't you have both headlights working properly?'
'The other one is not working. 'The mechanic tried to get it working but it just wouldn't work. And what I'm I to do, Mother?' he appealed to Deborah as if to say: I know you are his mother or his aunt but this case here is so straightforward that even you , his relative, cannot but agree that I'm right and he is wrong, 'What can I do? Can I pluck out one of my eyes to fix it on the lorry, can I? I tell you I will not. Not even if my master pays me forty thousand naira a month.' You are talking rubbish,' Dende said helplessly.

Questions

Why did Dende's mother shout in panic?

What was the reaction of Dende?

What was the near-disastrous consequence?

(i) Why the word 'motorcycle' put in inverted commas? (ii) how did it metamorphosed into a lorry?

'.....which the driver had not dipped'' (i) identify the syntactic name given to this expression? (ii) what is its function?

'..... a thousand and one time' what figure of speech is this?

Find another term that means the same and can substitute it as used in the passage; (i) panic (ii) a halt (iii) oncoming (iv) metamorphosed (v) rage (vi) master

Adapted from New Oxford Secondary English Course NOSEC

The following schools were involved in this study

Group A- Dialogic Discourse Instructional Strategy (DDIS)

Sango High School, Ibadan North, Ibadan

Apode Grammar School, Ibarapa East, Eruwa

Group B- Scaffolding Instructional Strategy (SIS)

Orogun Grammar School, Ibadan North, Ibadan

Akolu Grammar School, Ibrapa East, Eruwa

Group C- Conventional Method   (CM)

Abadina College, Ibadan North, Ibadan

Eruwa High School, Ibarapa East, Eruwa