

Chapter One

Introduction

1.1 Background to the Study

The most valuable thing about education is for it to be functional. If education is not functional, its recipient is not respected in a society. Hence, for an educated person to be held in high esteem in any society, the benefits of his/her education must be practically felt. That is, the usefulness of such education must be seen in the society and in the life of the recipient. Functional education entails using the knowledge gained from such education to provide beneficial services to both the recipient and the society at large. When the generality of the educated people in a society are failing to exhibit certain unique characteristics and skills that will distinguished them from uneducated people, much aspersion will be publicly cast on the functionality of such education and the people who claim to be beneficiary of that type of education. The situation in Nigeria educational system is a good illustration of this assertion. Many Nigerians belief that education in this country is hardly functional¹. Thus a phrase like 'half-baked graduate' is a house hold phrase.

The fact above is supported by the claim that the standard of education in the country is seriously falling especially in the public schools. The general opinion is that the performance of the current crop of secondary school leavers can hardly be compared with their predecessors. Coincidentally, the yardstick that is mainly used to measure such acclaimed falling in the standard of education is the art of reading and writing. This is the reason why people keep on lamenting about the fact that most graduates of Nigerian public secondary schools can hardly read or write letters¹. However, the most disheartening aspect of this claim is that results from researches are supporting it. This is confirmed in the assertion that the status of reading in the

country's public schools is bad since learners could neither read and understand what they read nor retain or recall them². It is also found out that students are failing public examinations like West Africa Senior Secondary School Certificate Examination (WASSCE), National Senior Secondary School Certificate Examination (NSSCE), Joint Admission and Matriculation Examination (JAME) now Universal Tertiary Institution Matriculation Examination (UTME) and so on at alarming rate. The result statistics of WAEC from 2016-2018 for Oyo State public secondary schools shown in appendix 2 is a clear indication of this claim.

Also, the WAEC nationwide results statistics for senior school certificate examination in respect of 2019 and 2020 showed that students performance in English Language is not as desired by the stakeholders in education. For example, only 64% of the total number of students who sat for the examination in 2019 had credit and above in English Language while 65% had credit and above in the same subject in 2020. When these percentages of failure (36% and 35%) are transformed into actual figures, the number of failure is still significant. And more importantly, when the statistics for 2019 and 2020 are broken down into state, private and public schools, it is likely that the percentages of students who passed with credit and above in Oyo State public schools will be less than 50%. This failure rate could be traced mainly to the poor reading ability of the students³. Perhaps, this is responsible for the claim that Nigerians attitude to reading is poor while the habit of functional reading is dying fast among the students³. This phenomenon becomes unacceptable because one of the goals of primary and secondary education, as stated in the Nigerian National Policy on Education, is to ensure lifelong literacy, numeracy and effective communication in the lives of its recipients. Thus one can confidently assert that reading is a vital aspect of functional education. This being so, the process of teaching and learning reading should not be handled with levity in any

educational system. For this reason, concerted effort must be made to ensure better process of acquiring effective reading skills as well as appropriate means of cultivating positive attitude towards reading among Nigeria students and youths.

The term reading has been explained differently by different scholars. For instance, reading is regarded as a process which makes use of complex thought patterns to go through printed materials in order to deduce meanings from such printed symbols². It is equally explained as a process which involves symbol interpretation with the intention of getting or constructing meaning². Likewise, some scholars define reading as the ability to bring meaning out of printed or written words⁴. It is also stated that reading as a concept is used to describe an intentional focusing on written language so that one may derive meaning from it⁵. Reading is equally defined as a medium through which pieces of information contained in texts are extracted and put into various uses.

In addition, reading is regarded as a multi—dimensional cognitive process of decoding signs with the purpose of establishing meaning⁶. It is also explained as a process which involves manipulation of available linguistic elements chosen from perceptual pool of inputs that are based on the expectation of the reader⁶. Reading, in the same vein is described as a process through which the reader is required to decode meaning from the implied and stated message in a text by analyzing and interpreting written words, phrases, clauses and sentences⁷. In fact, the definitions of reading are numerous hence one can go on and on citing opinions of researchers, authors and writers on the concept. However, what is basic to all these definitions and many others is that reading is the meaningful interpretation of what is graphically represented. The meaningful decoding of printed materials⁸.

Another basic fact about reading is that many researches and scholarly works have been done on reading as a language skill. These include researches on how to ensure functional reading; different reading improvement programmes; proper methods of assessing reading materials, varied diagnostic tests to discover reading problems and so on. This fact is confirmed by the assertion that from the early 80s, reading as a language skill has been given a special attention by carrying out different researches on different aspects of reading⁹. This is to show that ensuring effective reading has been a matter of serious concern to linguists and educationists for a long time.

The reasons for giving reading so much attention are not hidden. They are imbedded in the fact that reading plays important roles in the life of individual; in the contemporary world and in the mechanisms of globalization generally. This assertion is evident in the numerous functions of reading in the modern society. Mentioning some of these functions will be apposite here. As established by researchers, reading has ability to change human's life and the society where he lives. It can enhance development and at the same time promotes discipline on the part of individuals. Reading enables us to be relevant in the modern society, it puts values into our lives by serving as a means of getting in contact with different cultural ethics and cultural heritage; it is an important ingredient of functional education³.

Researchers also acknowledged the importance of reading when they asserted that forming good reading habits is the surest way to all round development on the part of an individual. It does not only allow readers to attain success in their academic career but also provide necessary and appropriate exposure by which they can get better understanding of themselves,

other beings and the world as a whole. Reading sharpens people's personalities and widens their knowledge⁶. Reading provides a strong link between generations and makes individuals relevant in any environment they find themselves. It is also noted that the knowledge of reading is mandatory for everybody in the modern society even if it is for ordinary filling of documents and reading directives on equipment and purchased items¹⁰. More importantly, it has been established that a reading nation is not only a leading nation but also a growing nation because the level of a nation's development is determined by the fraction of her literate citizens².

Another pertinent fact about reading is the fact that a sound knowledge of reading is second to none in the life of students because it is the power house of their achievements in academic career. It is a foundation on which other learning activities are laid. Reading sharpens the intellect of the students, endows them with qualitative imagination and inculcate creative potentials in them. In fact, it is believed that students who develop good habit for reading are those that benefit maximally from academic activities and hence find school works easier and interesting². More importantly, reading is a global phenomenon that is capable of changing individual life and the community he lives³. Little wonder then that reading has been regarded as the core of any educational syllabus¹¹.

Because reading is so much important in modern society, concerted efforts are being made by researchers, scholars and educationists to ensure that ability to read is universal and continuous from generation to generation. This being so, different reading programmes are established worldwide. As noted by researchers, many governmental and non-governmental agencies have been actively involved in running and promoting different reading programmes. For instance,

Pan African Reading society and Writers and Readers Interactive and Total Empowerment Scheme for Africa (WRITES Africa) are noted for organizing conferences, seminars and literacy events for researchers on reading in some African countries⁴. Even it is also asserted that there exist many intervention programmes aiming at encouraging positive reading culture among Nigerians by different agencies. These include: Reading Association of Nigeria; the Nigerian Book Development Council; Nigerian Library Association and the Nigerian Book Seller Association⁵.

Similarly, it is on record that many individuals and corporations are using personal initiatives to promote functional reading culture in the country. Examples of these are abound. For instance, Bring Back the Book was initiated by Goodluck Jonathan while he was the President of Nigeria. Stakeholders in education regarded this initiative as a good step towards reviving the fast dying reading culture in the country. The same thing is the concept of providing libraries for Nigerian primary schools by the Federal Ministry of Education; formation of Junior Readers Club by the management of Nigerian Television Authority; establishing readers' clubs in secondary schools and presentation of various reading programmes by both the state and federal media houses. For example, programmes like 'Ayoka', 'Akagbadun', 'E je ka kawe', 'Gbigbagbara Moko Moka', and reading for pleasure are presented weekly in almost all the media houses in the South-West region of the country. Researchers are not left out in the quest to facilitate easy and efficient reading worldwide. Their efforts gave birth to different journals of reading and periodicals such as Reading Research Quarterly, The Reading Teacher, Journal of Reading, Literacy and Reading in Nigeria and so on⁵.

However, regardless of the fact that all these reading programmes are being carried out globally and the various efforts being made by researchers, reading problems are still far from

being eliminated. In fact, it seems the more the efforts the greater the problems. For instance, it is confirmed that for some years past, good reading culture has been dropping drastically among Nigerian youth in particular and Nigerian citizens in general and this is not unconnected with poor reading ability on the part of many citizens⁵. It has also been established that flair for reading in the third world countries like Nigeria is very poor since an average Nigerian could hardly boast of reading a book within a year. Likewise, it is asserted that the present-day Nigeria is plagued with the dearth of well-read citizens⁷. This claim is evident in the fact that many Nigerians have phobia for reading and the reason for this is that people do not have good reading skills.

The fact that reading problems prove difficult to be eliminated opens the eyes of researchers on reading into the different likely sources of problems of reading. Thus, researchers were able to establish that factors affecting reading could be biological, psychological, sociological, environmental or textual. Others grouped the factors as linguistic, environmental, innate and acquired defects¹². To other researchers, factors affecting reading are imbedded in the personality of the readers; the nature of the reading material; the content of text for reading and the language of the reading material¹².

Based on the information given above, it is evident that reading problems emanated from different sources and the problems are many since each factor could harbor numerous problems. But for whatever reason, reading as a language skill should not be allowed to suffer extinction because of the roles it plays in human society. Rather, more measures must be put in place to eradicate the problems or at least reduce them to the minimum. By so doing, art of meaningful reading will be cultivated and functional education enhanced.

A school can be described as an institution established by government, community, missionary, and group of people or an individual to carry out certain educational functions¹³. It is usually a place where the young ones in the society are formally trained to imbibe societal and global values with moral etiquette. Broadly speaking, schools as formal institutions are categorized into three and these three categories form the subsets of the whole called educational system in Nigeria and it is through their interactions that the objectives of educational system are accomplished. Primary School is the foundation and it provides basic education for the pupils. It equally provides entrants for secondary schools. Secondary School on the other hand is the next level of education after primary school. It builds on the nascent knowledge gained in primary school to provide what is termed secondary education. It is a compulsory link between primary education and tertiary institution. Secondary school prepares students for higher institutions. That is, it equips students for polytechnic education, College of Education and University Education.

Secondary education is very important in any educational system because it is at this level of education that critical decisions about lifelong ambitions are taken. It is a point of career choosing on the part of students. In addition to this, secondary school leaving certificate issued by the approved authorities is equally useful for appointment in various sectors and in politics¹⁴. Learners receiving secondary education in secondary schools are regarded as secondary school students. In Nigeria, secondary education is broken into two segments; the Junior School and the Senior School. The first three years of secondary education is known as Junior School and the students are known as Junior Secondary School students. The last three

years of secondary education is known as senior secondary school and the students there are referred to as Senior Secondary School students.

English was formerly regarded as the language of the English people both at home and diaspora. It has its origin in Britain which is also known as England. It emerged from the inter related continental language varieties and dialects of different tribes who invaded the land. However, English as a language has its developmental stages across space and time. Thus we can talk about old English period. This old English is also known as Anglo-Saxon and has many of its vocabularies as inheritance of present day English. The concept of old English existed till probably around 1100AD when there was “the norman conquest” which was regarded as the period of transition from the old English to Middle English. The Middle English had its own developmental stages based mainly on the giant writers of the period. Notable among these were Elizabethan English; Chaucerian English and Shakespearean English and so on. The Middle English was dominated by great writers and authors. However, the industrial and scientific revolutions of the 17th century and the British Empires insatiable quest for colonies created the need for a more robust language that would provide enough neologisms for describing new discoveries, creation, situations and experiences. This need acted as catalyst for quick expansion and restructuring of Middle English to be able to accommodate the new realities¹⁵. This fact gave birth to modern English where virtually almost all the world’s languages contributed one thing or the other to the development of English as a language. Thus, English has ceased to be the language of only English people but a world language of great repute.

English Language as an instrument of global communication and social interactions is associated with certain basic skills which are listening, speaking, reading and writing.

Although none of these skills are redundant, as discussed earlier, but reading has gained greater attention from researchers, educationists and scholars across the world because of its importance in human life and societies.

Academic achievement is the practical influence of education on its recipients. It is the totality of all those behavioral changes expected to be seen, noticeable or observable in learners after a training programme or teaching exercise. In its simplest nature, it is usually expressed in terms of providing correct answers to oral and written questions; or expressing or carrying out simple instructions. But in its complex nature, it is usually demonstrated through concrete task accomplishment, discovery, invention and display of professional skills in different fields. It is the practical benefit and usefulness of education to society. However, in this research, emphasis is placed on students' academic achievement in comprehension tests and it is considered in its basic term, that is, behavioral changes that the students are able to display after listening to series of teaching on comprehension. This would be measured by their scores in the tests that shall be given to them on selected comprehension passages taken from the text to be examined in this research.

Although it is generally believed that learning is a product of many factors like interest, environment, social background, personality, teachers and so on but teachers among these factors play key and unique roles. The fact remains that teachers are saddled with the responsibility of bringing the goals of education into realities. They are in the position of making the objectives of academic programmes realizable. This they do by imparting appropriate knowledge, skills and inspiration in their learners which usually turns the learners into competent professionals, technocrats and societal changers. In fact, hardly could the

objectives of any educational programme be accomplished without involving teachers. This being so, teachers could be regarded as major factor in the course of academic achievement. However, they (teachers) can successfully carry out these responsibilities only with efficient services which involves effective teaching, adequate coverage of learning content, and application of appropriate methodology and so on.

More so, these much-needed efficient services on the part of teachers can be affected either positively or negatively by some factors depending on how they are being handled or motivated. It is the sum of these factors that are regarded as teachers' factors in this research. These factors are many and they include the following: qualification, experience, competence availability, adequacy, remuneration, motivation and so on. For the purpose of this work, relevant factors are qualification, experience, availability, adequacy and availability and it is only those ones that will be considered.

Readability as a concept is often confused with 'reading ability'. This should not be so because they are different concepts entirely. The term 'reading ability' refers to innate capability of an individual to carry out the act of reading successfully. 'Reading ability' is inherent in the readers. It is a trait within the readers and their personality. The major determinants of person's reading ability is the level of intelligent quotient although other psychological and biological factors can still affect the degree of one's reading ability. Thus, reading ability is readers based. On the other hand, 'readability' is text centered. The concept of readability is within the text itself. It is the nature of the text that makes it readable or unreadable to the target readers.

The readability of a text has to do with reading activity and the text meant for reading. When a particular text is given to two categories of readers, each category is likely to read and

comprehend the text at different degree of fluency and understanding. Therefore, readability is about how easy a group of readers found the text assigned to them. It is the extent to which a group of readers found the content of a text readable without hindrances. It is regarded as the collection of linguistic elements inherent in text which are capable of affecting the success that the target readers will make out of reading it. It is the total sums of those linguistic factors that make the reading of a text easier and comprehensible for a group than the others¹⁶

Another area of readability that brings misconception is the 'level of readability'. Readability level is not the same thing as reading stages. Reading stages has to do with the process of how to acquire reading skills. Basically we have three stages. The first stage is 'learning to read'. These is the early stage when children are introduced to reading. It starts with children being guided to read individual alphabet and phonemes. Later, the individual phonemes are combined to form two/three letter words. This is followed by reading simple sentences and later complex sentences. At this stage nearly all children demonstrate ability to read and they do it with much joy. The second stage which is regarded as 'reading to learn' occurs when children have mastered the rudiments of reading. They are now reading in other to acquire knowledge. They are reading for specific purposes rather than trying to acquire reading skill. The next one is the advance stage where matured readers read in other to accomplished professional tasks. They read in other to meet their professional demands.

Readability level on the other hand, refers to the degree of understanding at which a reader is reading a text. Researchers have identified three levels of readability¹⁷. These are independent, instructional and frustration levels. Independent level of readability is equally known as unassisted reading. It is a level of reading in which a reader reads the content of a text fluently

and comprehensibly without assistance from anywhere. He/She reads meaningfully without help from either a teacher or a mate. Such a reader will be able to answer most of the questions set on the passage correctly to show that he/she actually benefited from the content of the passage. This level is always indicated by high scores in comprehension text on the part of the reader. Instructional level of readability is equally known as assisted reading. It is a reading level in which the reader needs to be under the guidance of a teacher before he/she can read the text fluently and at the same time benefit maximally from what had been read. It is a reading situation where a teacher must guide a reader properly before he or she can meaningfully read a text and answer questions correctly on the text he/she had read. Frustration level of readability is the level of reading in which the reader can hardly benefit from what he/she reads even with best assistance from the teacher. The content of the text, at frustration level, is well above the intelligence level of the reader. So readers operating at this level cannot read the passage meaningfully in the first instance and they cannot answer most of the questions set on the passage correctly because of their low level of understanding when reading the text¹⁷.

Another important term in readability is the “target readers”. This concept is used to describe the appropriate group that a text is written for. That is, a set of students that the writer thinks can benefit maximally when reading the text. For example, students in senior secondary school three cannot be used to measure the readability of a text written for senior secondary school two. Ditto, students in senior secondary one cannot be used to measure the readability of the same text. The target readers of that text are senior secondary school two students and they are the appropriate students to measure the readability of the text. This is because the writer had them in mind when writing the text and he/she must have written the text in line with their age and academic maturity.

Similarly, there is also a concept called readability indices. Readability indices refer to all the standardized yardsticks that can be used to access the readability of a text. They are the acceptable devices to measure how readable a text is to its target readers. There are several indices of assessing a text for readability. These include: lexical diversity which refers to the degree of varied vocabulary that a text contains. It is sometimes referring to as lexical richness. To make a book lexically diverse, the writer must employ a wide range of terms with little repetition of previously used lexemes. Another metric for determining readability is lexical density. The percentage of content words (nouns, verbs, adjectives, and adverbs) to the total number of words used in that text is referred to as lexical density. It is the proportion of content words in a given text to grammatical terms (prepositions, interjections, pronouns, conjunctions, and count words). It can alternatively be expressed as the total number of lexical terms divided by the total number of orthographic words. Syntactic complexity is also used to assess a text's readability. The term is used to describe the level and the sophistication of syntactic elements demonstrated in language production and usage. The term is used to capture the intricacies involved in the grammatical resources exhibited in a written or oral language. It is the level of variation in the linguistic properties used to carry out a communicative task with the extent of its elaboration¹⁸.

Culture load, as an index for measuring readability of a text refers to the extent to which cultural background of the writer reflects in his writing. It is the frequency of cultural materials, concepts, and events (especially that of the writer) in a given text. The influence or impact of a writer's culture on what he/she has written is regarded as the culture load. Mental age refers to the academic age of a child especially as regards to his/her class or grade (primary 1 primary

2...SS 1, SS 2...or college). Chronological age refers to the actual age of a child. It is the calendar age of a child (7 years old, 9 years old.....). Sentence length can be explained as the number of words that a sentence contains. This refers to how many words can be counted in a sentence and so on. It is the appraisal of a text using appropriate indices among these parameters that gives adequate indication about its readability.

There are various formulae for measuring readability. Notable among these are Fesch-Kincaid, Dale- Chall, Fry Graph, SMOG- index, McALPine EFLAW and so on. These are the tested instruments for measuring the difficulty levels of a text by subjecting sampled passages from a text into appropriate analysis and interpretation. The logical conclusion here is that reading and readability are inseparable concepts. Readability is inherent in reading and reading involves readability¹⁹.

As identified earlier when discussing reading, the problems associated with reading are many and they emanate from different sources. For this reason, it is not possible to use a single research to cover all the problems and investigate the sources of reading challenges. What is possible for a researcher is to choose a particular area that he would like to investigate in a specific research. Therefore, the areas of interest in this research are the content and the structure of the English language text used in the schools as well as teachers' factors as regards their contributions to students' achievement in comprehension test among senior secondary school students in Oyo state public schools. In other words, the study seeks to appraise the readability of English Language for Senior Secondary Schools Book Two Which is a major English language textbook used in Oyo government owned secondary schools.

1.2 Statement of the Problem

Ability to read and comprehend has been established as an indispensable tool for academic achievements. Unfortunately, most Nigerian students lack this academic virtue. In the past, it was justifiable to consider lack of professionally and academically qualified teachers in Nigerian schools as a factor responsible for the problem but presently, teachers in the schools are qualified in all aspects. Why then is the problem of inability to read still rearing its head among the students? Many factors may be responsible for this; among which includes the suitability or otherwise of the materials (texts) used to teach reading comprehension in the schools. There is no gainsaying in the fact that using inappropriate materials to teach reading comprehension can become a source of reading problem. Studies have observed that, reading materials that do not cater for the interest of the learners and contain concepts that the readers are not familiar with could be detrimental to the teaching of reading. It is also confirmed that a right choice of materials for reading can enhance proper development of reading interest and permanent good taste for reading of any kind; thus building a solid foundation for reading in Nigeria public primary and secondary schools will partly depend on the choice of appropriate comprehension passages to teach reading in those schools.

Based on this fact, there is need to examine the content of the comprehension passages provided for teaching reading in Nigerian secondary schools so as to determine the extent to which they can help the pupils to develop good taste for reading as well as inculcating permanent reading interest in them. Doing this becomes a problem because to determine the suitability of the comprehension passages for teaching of reading, we must match the linguistic context and the contents of the materials in use with the target group in terms of their chronological age and mental maturation. The process goes beyond face value. Finding

solution to this is a problem that initiated this research. For this reason, the purpose of undertaken this research is how to find solution to the issue of using inappropriate passages to teach comprehension in Nigeria schools

1.3 Aim and Objectives of the Study

The aim of this research is to investigate readability indices, teachers' factors and student achievement in English comprehension text among senior secondary school students in Oyo state as well as compares their scores in cloze deletion and comprehension tests. In view of this aim, the specific objectives of the study are to:

- i. identify the degree of lexical density, syntactic complexity and the average sentence length in the passage provided for comprehension exercises in the text concerned in public Senior Secondary Schools in Oyo State.
- ii. ascertain the impact of teachers' factors on students achievement in English comprehension test among students of public senior secondary schools in Oyo State.
- iii. determine the combined influence of readability indices (lexical density, syntactic complexity and average sentence length in the passage) and teachers' factors (teachers' competence, teachers' availability and teacher adequacy) on academic achievement in comprehension test among senior secondary school students in Oyo State.
- iv. ascertain the relative influence of readability indices (lexical density, syntactic complexity and average sentence length) and teachers' factors (competence, availability and adequacy) on academic achievement in comprehension test among senior secondary school students in Oyo State.

1.4 Research Questions

This research is undertaken to answer these questions:

1. What are the mean sentence length, the degree of lexical density and the syntactic complexity level of the comprehension passages in the text analyzed?
2. At what level of readability are the students concerned reading the text?
3. Do the contents of the passages in the text match the age grade of the students using them?

1.5 Hypotheses

- H₀1: There will be no significant relationship between readability indices (lexical density, syntactic complexity and average sentence length) and students' achievement in comprehension test among senior secondary school students in Oyo state.
- H₀2: There will be no significant relationship between teachers' factors (Availability, Adequacy and Competence) and students' achievement in comprehension test among senior secondary student in Oyo state.
- H₀3: There will be no significant combined relative influence of readability indices (lexical density, syntactic complexity and average sentence length) and teachers' factors (Availability, Adequacy and Competence) on students' achievement in comprehension test among senior secondary school in Oyo state.

1.6 Significance of the Study

The findings of this research, if get published and made available to the concerned stakeholders, are expected to shed light on the effects of the reading materials on the process of teaching reading in Nigerian public secondary schools and the influence of same on the

process of inculcating positive reading habits in the students. The findings shall provide information on whether the passages provided in the analyzed textbook are suitable for the target groups or not. Likewise, the findings shall be of immense help to the practicing teachers in helping them to identify major areas where the students are likely to have problems in reading comprehension. This, in no doubt, would aid easy learning on the part of the pupils and smooth teaching on the part of the teachers. The findings shall reveal the level of adequacy and competence of English Language teachers in Oyo State public secondary schools and the degree of their job satisfaction.

The findings shall equally serve as useful guides for educational administrators who are saddled with the responsibility of selecting textbooks for secondary schools as well as the writers and publishers of textbooks for secondary schools in Oyo State. And more importantly, the findings would provoke further research in the area.

1.7 Scope of the Study

Activities for this research covered all the three (3) Senatorial districts of Oyo State and the local government councils therein. The senatorial districts are Oyo North, Oyo Central and Oyo South. The three senatorial districts comprise of thirty-three (33) local government councils. Twenty-five (25) councils were used for this research. This number represents seventy-five percent (75%) of the local government councils in the state. Two hundred and eighty-eight (288) schools, representing seventy-five percent (75%) of the public senior secondary schools in the chosen local government councils, were selected for the research. Five students were chosen in each of the schools for the test. This implies that a total number of one thousand and five students (1,500) were actually tested.

The contents of the sampled passages in the text used for research were equally subjected to different readability analyses. This is done to determine the level of syntactic-complexity, the degree of lexical density, average length of the sentences and how the totality of all these indices enhanced the suitability or otherwise of the comprehension passages for the target group. The analyses were carried out using appropriate reading tests and formulas.

1.8 Limitations of the Study

This study is limited by money and time constraints, one thousand five hundred students were tested randomly and one hundred and twenty teachers were questioned. These two areas can be expanded to cover more scope and to capture the more state.

1.9 Operational Definitions of Terms

In this research, these terms connote the following meanings.

- **Readability:** This has to do with how easy or hard a reading material (text) is for the target group-(reader).
- **Readability Formula:** This implies tested and accepted method or principle of matching a reading material with its appropriate readers
- **Readability Tests:** These are series of diagnostic tests designed to determine the content area of a text that can hinder effective reading of such text.

- **Lexical Density:** This has to do with the number of content words (meaningful words such as noun, verb, adjective and adverb) in a text as a percentage of total number of words found in such text.
- **Lexical Diversity:** This concept has to do with the variation in the vocabularies used in a text. The idea of using different words instead of repeating words.
- **Syntactic Complexity:** This is measured in this research using structural classification of sentences such as simple sentence, compound sentence, complex sentence and compound complex sentence.
- **Secondary School:** This is the next level of education after primary school. It is a formal Institution where secondary education is provided
- **Students' Academic Achievement:** This is used to imply behavioral change that is noticeable in students after comprehension lessons as measured by the marks they are able to score in the comprehension test given to them.
- **Comprehension Test:** This is a test given to students after exposing them to lessons in comprehension
- **Readability Indices:** These are established variables for determining the readability level of a text. They are the approved tools for assessing or appraising how readable a text is to the target readers
- **Cloze Deletion Test:** This is a standardized test on comprehension in which some words are deleted following the approved pattern and students are asked to fill the missing gaps with exact words that are deleted.

- **Adequacy:** This is used to refer to the extent to which the teachers of English Language in public senior secondary schools in Oyo State are enough to carry out effective teaching of comprehension in the schools.
- **Competence:** This is used to refer to the ability of the teachers of English Language in Public Senior Secondary Schools of Oyo State to handle comprehension lessons effectively in line with the required professional and academic standard.
- **Availability:** This is used to refer to the fact whether qualified and competent teachers of English Language in Public Senior Secondary Schools in Oyo State are physically present in all the schools owned by the government of Oyo State.
- **Teachers' Factors:** The concept of teachers' factors in this research is used to describe all those variables that can influence teachers in the process of carrying out the act of teaching effectively. Three of such factors: availability, adequacy and competence are considered in this research.

Endnotes

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Chapter Two

Literature Review

This chapter is meant to present comprehensive reviews of issues, comments, opinions and views from the previous relevant researchers and literature in order to situate the study within the already existing body of knowledge. For this reason, the chapter is written under the following headings and subheadings.

2.1 Conceptual Review

2.1.1 The Concept of Reading

2.1.2 Why Reading

2.1.3 Types of Reading

2.1.4 Purpose of Reading

2.1.5 Levels of Reading

2.1.6 Factors Affecting Formation of Good Reading Habit

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2.2.1 Tagmemic Grammatical Theory

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2.1 Conceptual Review

2.1.1 The Concept of Reading

Reading is one of the basic skills in language Learning. It is an active language skill that is usually learnt formally. The concept of reading comes after the speaking skill has been mastered in the process of language learning. Reading has received a lot of attention in English language studies. This is because reading as a language skill plays significant roles in human civilization and in the process of globalization. In fact, researchers and scholars have offered series of explanations as regard the meaning of reading. Some of these are examined below.

Reading is regarded as the ability to bring out meaning from words that are written or printed¹. One good thing about this definition is that it is very brief, simple and comprehensive. However, because of its briefly and simplicity, it fails to account properly for the concept of meaning in reading. It is not just any meaning in reading or whatever meaning. It must be purposeful and acceptable meaning. For example, many students answer comprehension questions wrongly not because they don't bring out meaning from what they have read but because they do not bring out the appropriate meaning. Meaning is not any how in reading. Reading is also referred to as the act of deducing information majorly from texts. Therefore, reading implies digestion or giving meaning to written pieces of information². This definition

is equally deficient in the sense that the type of meaning that a reader gives to written pieces of information is very critical. It is when appropriate and adequate meaning is given that one can be sure that reading has taken place

Reading is also explained as multifaceted activities that connect the eyes with the heart in order to bring out meaning and assessment of the written materials². The first problem with this definition is that there are many complex activities that connect eyes with the heart. How do we distinguish reading from these? For example, common sight seeing is an activity that connects eyes with the mind. Second, like the other definitions treated above, the issue of meaning is not properly clarified. Meaning in reading must be specific. In the same vein, it is equally asserted that reading is about proper thinking, giving appropriate intelligible meaning to words, phrase, sentences and text as a whole. It involves all forms of thinking such as analytical, imaginative, creative, critical and so on². One lapse about this definition is that intelligible interpretation of texts, words, phrases and sentences may not imply reading in the real sense of it. Reading is equally defined as ability to identify words in print, comprehend them and say them aloud fluently². Like we have been noticing with the other definitions, the act of reading goes beyond mere recognition and comprehension of written and printed symbols. The impact that reading must have on the reader is not emphasized in most of the definitions.

From another perspective, reading is defined as an intentional gazing and comprehending of written medium of communication. It is a process that is partially influenced by the text, reader's background, situation and the environment³. The question here is that can an intentional gazing lead into comprehension automatically? Definitely no, the definition is

therefore grossly inadequate. Also, reading is explained as the process of interpreting the coded symbols with the intention of getting meaning⁴. This definition is too simple to bring out the meaning of reading perse. Furthermore, reading is regarded as the attempt to catch both the implied and stated information in a written text through interpretation and analysis of the content of the text⁵. Reading is more than ordinary attempt. In fact, reading cannot be said to have occurred until the attempt to read is succeeded. Therefore, reading must be a successful attempt to catch information in a written material. Reading is equally described as a basic tool for education. Something that is essential to success in academic career and intellectual development⁶. A close examination of this definition will reveal that it explains the importance or function of reading rather than giving the meaning of reading.

In another way round, reading is defined as a process which demands the use of complex reasoning pattern to give meaning to printed symbols as units of meanings in order to comprehend printed message⁴. When this definition is thoroughly examined, one could see that it is thoughtful and elaborate but it lacks adequacy. Reading is not limited to printed matter alone, hand written materials or texts can also be read. More so, reading is defined as the act that goes beyond a physical language learning process that must be associated with meaning. Any appropriate and adequate definition of reading must embrace proper reflection, critical assessment and thoughtful clarification of the meaning involved. The type of learning experiences which usually modify life views and personality⁷. The definition of reading that takes care of these is not only comprehensive but equally touches the most sensitive part of reading and appropriate interpretation that will lead to correct decoding the written or printed symbols.

Reading is also regarded as an act of thinking⁸. As apt as this definition may look, its acceptance calls for caution. There is no doubt that reading actually involves ability to make use of thinking skills, however it should be remembered that there are other man's endeavors that require making use of thinking as a skill. So the definition is not comprehensive and precise at all. Reading is equally seen as a form of complex language processing mechanisms which involves meaningful decoding of written or printed matters⁸. This definition brings the meaning of reading as a concept closer. This is because the act of reading in reality involves getting information from the text. Likewise reading is said to be the process of getting information from the combination of the 26 letters of the English alphabet⁹. This definition is out of it because it has limited the concept of reading to English Language alone. Reading is done in different languages of the world. Ditto, reading is described as a process of gazing through a series of written symbols with the intention of obtaining meaningful information from such¹⁰. This definition is not too far from the meaning of reading. It is comprehensive and based on meaning which is the bane of reading.

Reading as a concept is also regarded as a successful attempt on the meaningful decoding of verbal symbols that are graphically encoded⁹. The definition is also a good attempt at getting the meaning of reading. Also, reading is the aftermath of interaction between the perception of graphic signs which stand for Language and the readers knowledge of language and the world in general. It is an effective interaction between the encoded symbols and the readers' intellectual ability to understand the material read which is regarded as comprehension. Simply put it is a means of passing information between an author and the reader¹⁰. It is important to note that it is expected that a reader must make meaning out of what has been read. Otherwise, he has not read, because reading supposed to be meaning making process. It is when meaning

has been made from what is read that the evidence of having read is established. Concisely, reading is a process of comprehending written language⁹.

The concept of reading is also regarded as an act that is deeply involved in the extraction of meaning from a written text⁸. However, scholars have faulted this definition because it is believed that reading as a concept goes beyond mere act of extracting meaning from a written discourse. Reading is taken to include the process of meaning negotiation, act of meaning making, mechanisms of meaning construction and meaning reconstruction⁸. Reading has also been considered as an act that is actually entailed decoding and comprehension. Decoding as a process is regarded as a way of pronouncing printed materials into a representation that can be likened to oral language either in silence or aloud⁹. Likewise, the concept of reading is said to be a process of understanding a written language. It is observed that as a decoding process, it involves act of translating morpheme strings into oral phonemes that usually occurs simultaneously at the inception of learning to read⁹. Reading at primary stage can be seen as a process that is concerned with the identification of the properties of the alphabets, recognition of the alphabets, communication of the alphabets to form meaningful words and the reading of simple constructions, paragraphs and written discourse⁹.

From another perspective reading is explained as a process of gazing through symbols that are graphically represented and translating them into appropriate and meaningful sounds. It is the literacy skill that a man requires to get both the implicit and explicit messages and overall information from the written text¹¹. Reading from another angles is viewed as a choice taking process which partially involves the use of available minimum linguistic clues that are selected from the perceptual input based on the readers' expectation. It is further stated that when this

partial information is processed, temporary decisions are taken which are to be confirmed, rejected or modified as the act of reading progresses¹². This definition is said to be a description of the general mechanism which shows that reading in its simple form is basically a specific comprehension of written discourse strategy. The impression here is that reading basically is reaction to meaning that translated explicitly from the text¹². Reading is a complex activity that entails different kinds of factors which usually emanated from within the reader and the environmental factors¹².

Reading is equally described as one of the skills that are acquired through pedagogical processes. It is regarded as a very complex skill that involves vital perceptual components at beginning of formal learning process with a particular reference to the learners comprehension and composition ability. Reading is more than mere ability to pronounce the words or symbols represented in the text. This is because deriving appropriate meaning from what is written demands that the reader comprehends the nature and the structure of the sentence and ability to correctly assign correct functions to individual words within such sensial structure. In line with this, reading is also explained as the act of turning letter and symbols into meaningful words, phrases, sentences paragraphs or even a text that is capable of conveying comprehensible information to other people. It is the ability of a reader to comprehend the content of a text. This is synonymous with the readers' ability to internalize incoming visual information properly and quickly process such information and get meaning out of it¹³.

Reading as a concept is also seen as an activity with purpose that brings new information, which usually leads to new knowledge for man in his immediate and remote environment. Reading is not just for enjoyment alone. It is also undertaken for the purpose of getting

information that has been researched and formally documented¹⁴. Reading is regarded as the gateway to knowledge. It is an active and fluent process that involves the reader and the text in building meaning. Reading is said to involve interpreting the meaning of what is written since the purpose of reading is meaning. It is evident from this explanation that in the process of reading, information obtained from visual, conceptual, semantics and other linguistic sources usually interact in order to make meaning out of phrases and sentences. Reading is the act of using text to create meaning¹⁵. The two vital elements in this definition are creating and meaning. This is because if meaning is not created, reading has not actually taken place or occurred¹⁵. Reading is a formal and deliberate act which makes people truly free and protected from false beliefs and ignorance since. It is said that it is what we know that actually works for us because it is the amount of knowledge that we are able to acquire and retain that make our daily living meaningful in life¹³.

Lastly on this concept, reading is regarded as the process of assigning meaning into written texts based on the ability of the reader to comprehend the reason why the author has written what he wrote. It is not mere and quick recognition of written symbols but comprehending the intention, and thought of the writer and the concepts on which he writes⁸. The obvious lesson from this discussion on the concept of reading so far is the fact that the definitions of reading are inexhaustible. One can go on and on citing them. The definition to be given depends on the life view and personality of researchers or scholars who are interest in working on reading. However, in this research, reading is regarded as a process of language learning that is targeted at the correct and meaningful interpretation of what is graphically represented either printed or hand written.

2.1.1.1 What is Reading Comprehension?

Reading comprehension is an advance stage of reading process. Reading Comprehension as a concept goes beyond the stage of learning to read in the reading process. The concept commences at stage of reading to learn and gets matured alongside other reading stages. Some explanations about the concept are discussed below.

Reading comprehension can be described as a gateway to the process of obtaining useful and appropriate information from different written sources¹⁴. This definition is too casual to provide a detailed information about what reading comprehension should be and what it should entailed. Reading comprehension is equally likened to a process of deliberate reading with the purpose of extracting meaning from a text that is read¹⁵. However, the submissions of some scholars have taken the meaning of reading comprehension beyond mere extracting of meaning to include the concept of meaning making, meaning negotiation, meaning construction and meaning reconstruction¹⁵. This explanation of reading comprehension is comprehensive and therefore not too far from the actual meaning of the concept.

Reading comprehension is equally considered as an essential aspect of reading which all students must master in order to succeed in their academic and personal life careers.¹⁶ Reading comprehension is also defined as a reading process with the sole intention of obtaining both the explicit and implicit messages as well as general information from what is deliberately read¹⁷. comprehension of literature may also be defined as the act of engaging with a text with the goal of extracting and building meaning from what has been read¹⁴. From another perspective reading comprehension is seen as reading that is more than just reading of a text and know the meaning but involves a sort of deep reading in which the reader will understand

the content of what he has read to extent of getting the required point and information from the written material¹⁸. In a more elaborate way, reading comprehension is described as a multivariate process which involves a variety of mental and linguistic skills. It is the process of deliberately engaging oneself in perusing a text for the purpose of getting and constructing meaning¹⁴.

2.1.2 Why Reading

Reading is highly necessary in human society because of its benefits to man as an individual, man in his immediate environment and man in his global surrounding. It is important that some of these benefits be examined here before going further in this review. This is done through the consideration of the following functions of reading for both old and young members of our modern world.

Broadly speaking, reading provides a strong link across ages and spaces. It is a means through which the modern generations have the opportunity of retrospective attempts into the past generations. All the documented historical knowledge, wisdom, technologies, concepts, inventions and industrial revolution of the early age, middle age are made known to the present generation through reading and it is because of this that those things have not gone into extinction. Reading is equally an indispensable tool in the success and existence of formal education. If formal education is regarded as the mother of modernization, then reading is the back bone of civilization. It is an unparalleled instrument of retrieving information. Reading is regarded as the nerve of human development since it affords an individual the opportunity of growing and developing intellectual insights into viewing and adjusting into life phenomena accordingly. Through it, an individual is able to make personal and appropriate decisions that

will lead to his wellbeing and happiness⁴. Reading is equally a vital instrument for developing human mind, imagination and creative potentials¹. The development of all these are very essential for the formation of good and acceptable personality on the part of individuals.

Reading as an act has capacity to stimulate the positive development of an individual and transform his life and the society he lives into a haven². In the same way, it is also asserted that reading is playing major role in the existence of any society in the modern world. In fact, the ability of any modern human society to survive will depend mainly on the extent to which its citizens are involved in functional reading². Similarly, ability to read effectively is second to none in the life of students. For example, it has been established that reading is an instrument to lead students into appropriate intellectual capacity that they need in order to achieve what they have desired⁹. Ability to read effectively is second to nothing in the life of students. This is because effective reading is the powerhouse of academic achievements. The degree of success that a student will attain depends mainly on his ability to read effectively. This is because reading could be regarded as the true foundation of all other learning activities. It inculcates in the students a qualitative imagination and creative potentials as well as developing their intellect for academic excellence¹⁰.

Based on the benefits of reading discussed above, it is obvious that reading is very important in modern society and it is equally essential in human life both individually and collectively. Therefore, there is no amount of effort geared towards reading culture among Nigerian students and amidst Nigerian citizens that is too much or unworthy.

2.1.3 Types of Reading

Categorizing reading into types has to do with certain factors and contexts. For this reason, scholars and researchers have come up with different forms of categorization. However, there is a convergent point for the variance. Thus, reading types can be discussed under the following headings.

- **Extensive Reading:** This concept has been differently explained. To some people, it is an exposure of learners to large amount of fascinating reading material. To others, extensive reading is merely reading for entertainment. The act of perusing large quantities of lovely reading materials for enjoyment and in most cases out of class. It involves the reading of lengthy but easily comprehensible reading materials that may not necessarily take place in the class and may not time bound³. This type of reading is usually done at the readers' level and pace. Likewise, such reading is rarely followed by any exercise or task for reader to perform on the material he has read. The objectives of extensive reading are fair comprehension and personal pleasure. Detailed or in depth analysis is not mandatory.
- **Intensive Reading:** This type of reading requires a careful and thorough reading of the materials or texts involved for the purpose of better understanding and skills training or practices. It is regarded as a creative reading in which the reader reads a text with intention of exploring the meaning as well as familiarize himself with mechanisms involved in the writing of the text. Intensive reading is usually undertaken with the intention of total comprehension and retention of the information in the text. So, it must be read for a longer period. It is observed that knowledge acquired through this type of reading usually remain indelible in the memory of the reader for a longer period³.

Intensive reading is usually done whole heartedly and patiently too. The matter for concern in intensive reading is proper understanding not the length of the text or time taken. It is usually undertaken for the purpose of examination, in depth analysis and interpretation.

- **Skimming:** Skimming is a reading technique in which the reader reads through the content of a text in order to get general idea of what the text is all about. It involves glancing through the content of sub- headings in a materials meant for reading. The essential parts that can be glanced through include the title, headings, table of content, preface, the pictures and so on. The intention of doing this is just to have a glimpse of the message that the author aims at sending across to the target audience. It is a reading activity which allows the reader to skip some parts of what he reads and focuses majorly on the main points. This type of reading is sometimes referred to as gist reading³.
- **Scanning:** This implies to read very quickly through the content of a text with the intention of getting certain pieces of information from the text read. Scanning involves reading for the purpose of identifying specific items from what is read. The reader may not need to read the entire text but guided by the piece or pieces of information he wants to get or identify, he will glance through the content of the text and when he comes across the needed information, he notes them down. For example, a reader may decide to find out some particular information like dates, titles, names or facts³.

2.1.4 Purpose of Reading

In any reading activity, identifying the purpose of undertaking such exercise is essential if the reader wishes to make a success of his endeavor. This is so because it is the purpose of reading that will determine the type and the technique of reading that must be employed to make the reading effective. Generally, reading can be undertaken for different purposes. These purposes can hardly be exhausted and varied. Specifically, reading exercise can be undertaken for any of the following purposes.

Basically, the desire to acquire reading skill may be the reason why one engages himself in reading activity. In this situation, we talk about some one that is learning to read. One interesting fact about this purpose is that every reader starts with this purpose. This is the genesis of reading for everybody either old or young. It is normally carried out at the beginning of formal education⁷. Another purpose of engaging in reading exercise is the wish to use what we are reading to learn⁷. This is what mature students do when they read their notes and textbooks to update their knowledge on different subjects or courses. They engage in reading to acquaint themselves with more facts about concepts or to learn more about what they have been taught in the class. They are reading to gain mastery of concepts in different subjects like history, geography, political, science, literature, and so on. In addition, the purpose of reading may be to pass examination. Up till today, examination is the major instrument to test people's ability especially on matters relating to issuances of certificates and licensees for practice and employment. Thus, students are subjected to varied degrees of examination at different levels of education in order to adjudged them appropriately. When the intention of a reader is to pass any of such examinations, the purpose of reading for such person is for examination.

In the same vein, someone may be reading for survival. This is when a person is reading with intention of using what he reads to obtain his means of livelihood. He is reading to get something especially money for survival. This type of reading is usually done by the professionals¹. Lawyer reading to attend to cases, teacher reading to teach and so on. The purpose of reading can also be to get some tasks accomplished. This purpose of reading is evident when one is engaging in reading with intention of using what he reads to perform certain functions like reading manuals to guide the reader to operate new electronic gadgets (equipment) or reading recipe to carry out cooking and so on. In another sense, the purpose of reading can be mainly to get information for the sake of being current or being informed about an issue or both². This type of reading purpose occurs mostly when people reads newspapers, magazines and information on social media. The purpose of reading here is purely information extraction for the purpose of keeping the reader abreast of what is going on in his immediate and remote environments. Furthermore, reading can also be undertaken with the intention of obtaining new brand of knowledge. This is done when someone is reading to have a fair or deep knowledge about an issue or phenomenon. In this case, a mature reader goes into a different fields or disciplines to read literature in order to familiarize himself with some concepts in such fields or professions. For example, a teacher or pastor in a village who is reading the text *Where There is no Doctor* with the intention of using the new knowledge, he gains from what he has read to provide First Aid treatment for the villagers.

In addition, a reader may decide to read for the purpose of enjoyment and entertainment². This is when a reading exercise is carried out for the sake of pleasure. The reader has decided to read in order to occupy his time. The sole objective is to enjoy the story line of the text he reads. This is normally done with literature texts, novel, drama and poetry. As said earlier, a

good and effective reader must firstly identify or determine the purpose of the reading he wants to do before embarking on it in order to make his reading activities a huge success.

2.1.5 Levels of Reading Comprehension

This concept refers to the extent to which a reader understands the content of the materials he has read. It is the degree of comprehension that the reader enjoys when reading a text. The type of semantic interpretation that a reader gives to the lexical items and the structure in the text he reads. The levels of the in depth meaning that a reader assigned to individual words and the sentences in the text he has read as revealed by the interpretations of the message or information therein. Four levels of reading comprehension has been identified. These include literal, inferential, critical and creative levels¹¹. Each of these levels are briefly explained below.

- **Literal Level:** Literal level of reading is regarded as surface reading. It is a reading level in which the reader assigns basic or dictionary meaning to every word and sentence he reads. This reading involves mere comprehension of the individual word without paying rapt attention to intellectual thought of the author. There is total disregard for the author's figurative use of language that may bring about metaphorical connotation. Words, phrases and sentences are interpreted in their denotative sense. This level of reading is also known as reading the lines. This level of reading comprehension is found at the beginning formal education where the recipients are learning to read¹¹.
- **Inferential Level:** This level of reading comprehension is also known as deeper level of reading comprehension. This level transcends the surface level in the sense that the

reader here assigns deeper meanings to words, phrases and sentences. The interpretations of the linguistic items at this level of reading go beyond basic or dictionary sense. In the process of interpreting the text, appropriate and adequate room is given to figurative and metaphorical usage. The reader is mature enough to differentiate between denotative and connotative usages and meanings. At this level of reading comprehension, the reader is said to be reading between the lines. This reading level is evident at the mature stage of formal education where the learners are reading to learn¹¹.

- **Critical Level:** This level of reading is equally referred to as evaluative level of reading comprehension. At this reading level, the reader is expected to have been equipped with the ability to react and analyze what he reads constructively in order to strike a balance between what he reads and his previously acquired experiences. Through this, he will be able to detect what is bogus in the text he reads and imbibes only the authentic and beneficial information. The reader is advanced enough to evaluate and bring out the weakness and the strength of what he reads. This knowledge will afford him of correct and judicious use of the information he obtains from the text. This reading level is also known as reading beyond the lines. These types of reading level exists at college level¹¹.
- **Creative Level:** This is the highest degree of reading comprehension. It is a reading level where the reader is capable of applying the knowledge he gained from what he reads to life situation. He is able to use the knowledge of what he has read to create values for himself and the society as a whole. This is when reading is done to solve real life problem. Reading here affords the reader an opportunity to cope appropriately with

different issues and situations in his modern and sophisticated world. Reading for professional accomplishments is at the level of creative reading¹¹.

2.1.6 Levels of Reading Difficulties

In most cases, the act of reading does not just flow like a river. There are always checks and barriers to free flow and comprehensive reading. These checks and barriers always make effective reading difficult for readers hence they are regarded as reading problems. These reading hindrances usually manifest themselves at different levels of language hierarchy. Researchers have identified three major levels of reading difficulties. The level so identified include the following: words level; sentence level and Topical (comprehension) level¹².

- **Word Level:** This concept has to do with the problem of phonemic awareness. Many beginners may find it difficult to recognize and identify phonemes which is the pre-requisite knowledge for word recognition and reading. Difficulty at the level of word reading is a great barrier to further development in children's reading habit. If the cause is not remediated, the attempt to forge ahead in reading may be frustrated. The reasons for children having problem with phonemic identification and recognition could be many and they include: dyslexia, which is an indication of child's inability to decode word sounds; Irlen syndrome that is regarded as a sort of disturbance to the ability of the child's brain to process visual information and Autism spectrum disorder which means developmental disorder that is capable of affecting the process of how the brain comprehend the phonemes.
- **Sentence Level:** Children who are experiencing difficulty at this level of reading might have overcome the challenges of phoneme awareness. They are able to identify and

recognize phonemes quite okay. Even, they may be able to read individual words on the pages but how to join the words together for free flow reading is their major problem. In most cases, children having this problem are seen pronouncing words one by one when reading. Some of them may be repeating the words as they read and some even may be spelling the words before reading them. One of the factors that could be responsible for this problem is the inappropriate method of introducing children to literacy.

- **Topical/Comprehension Level:** Readers who are operating at this level of reading difficulty are those who might have overcome the problem of phoneme awareness and they can join words for free flow reading at sentence level. They can pronounce words correctly and read sentences fluently but the problem is that of retaining and understanding the information that the reading material contains. Although, they may be able to read the material fluently well with appropriate pronunciation but they may find it difficult to say anything tangible about what they have read. Many factors may be responsible for problems at this level of reading. They include: wrong use of background knowledge, poor knowledge of the basic vocabulary of the language used for the material inability to make inferences from the material read and so on.

2.1.7 Factors Affecting Formation of Good Reading Habit among Nigerian Secondary School Students

Many factors have been identified as hindrance to affective reading among the students in Nigerian secondary schools. Some of them are identified as follows: Family background, lack of appropriate and adequate resources for teaching and learning in reading; the school

environment and location, phoneme awareness, problem of comprehension, mixed reading issues and so on and so forth¹³. The family which is the first call point of the student has a great influence on ability of the students to read meaningfully and effectively¹⁴. Most of the students in Nigerian public secondary schools are from poor and semi-illiterate homes that are never conducive for building solid foundation for reading. Apart from lack of models in such homes, the resources for inculcating good reading habits are always absent. For this reason, many of the students get to school with least or none information and knowledge of reading. Unfortunately, the school in most cases may not be able to provide the needed succors for the students in the sense that the teachers may not be adequate and some of those are available may not be able to serve as good models for the students. Thus, most public secondary schools in Nigeria hardly provide the right environment for the teaching and learning of reading¹⁵.

In the same vein, appropriate and adequate resources are not available in the schools for the teaching of reading. For example, graded passages and text for teaching comprehension are lacking; prose for pleasure reading are not available: periods for reading on the time table where available are too few and in most cases there is no period for library on the school time table. As a result of all these, both the teachers and the students have to confine themselves to whatever is available in the recommended text only. In addition, the schools' physical environments often provide inhibition to formation of good and effective reading habits. Some of these schools are established in filthy areas where learning may be very hard because of the unpleasant odors that may be emanating from the refuse dumped near the schools. Likewise, some of these schools are located in noisy areas where personal reading may be very difficult if it is possible at all. Also, many of the schools are located in swamp areas where it will be very chilly most of the times while some are established in areas that are always too hot for

comfort. With all these, it is evident that good reading habits can hardly be inculcated in most of the public schools in Nigerian especially in the metropolitan cities. Some other factors have been identified which include the following¹². First, phoneme awareness, some of these students may have problem with recognition and reading of words, phrases and sentences in passages or texts. This may be as a result of poor reading background, faulty process of acquiring literacy and it could mean such students are suffering from what is regarded as disorder of the sensory processing which makes meaningful connection between phonemes and written words in the texts difficult for them¹⁶. This problem may be caused by their inability to decode word sound as Dyslexia. It could be Irlen Syndrome which is an impediment to the ability of the brain to process visual information and it could be as a result of Autism spectrum disorder which has to do with the development disorder which is capable of affecting the way in which the brain comprehends speech sounds¹⁷.

Another factor is the problem of comprehension. Some of these students are very good in word recognition and they can read fluently well but may not understand what they are reading hence they may not perform well in comprehension tests. If this persists they become frustrated and drop interest in reading so early which may prevent them from becoming mature readers. Formation of good reading habits could be that of mixed reading difficulties. These are students with mixed reading issues. They are faced with multiple variables that may be affecting their reading and comprehension skills¹⁸. They may be struggling against the problem of phonemic awareness (word recognition) understanding what they have read and retaining the information they read¹².

In fact, these factors are many and they can hardly be exhausted but the most important thing is that people who have anything to do with reading in the schools should be aware of their existence and cater for them both appropriate and adequately.

2.1.8 Meaning of Readability

Like varieties of academic concepts, readability also has suffered the problem of all embracing and generally acceptable definition. The definitions available on the concept are as many as scholars who have found the concept interesting and worked on it. Thus, it may be very hard, if not impossible, to deal with all the definitions of readability that scholars have proposed. However, few of these will be examined here in order to get inklinly of what the readability is all about. More importantly, it should be noted that works on readability had started a long time ago and it is appropriate to start the definitions from the beginning so that we may have the opportunity of peeping into the past in order to have a solid and broad based foundation on the meaning of readability as an academic concept.

In its earliest stage, readability is defined as the ease in which texts can be perused and comprehended¹⁹. Then, emphasis was placed on various factors such as eye movements, rate of speed of perception, perceptibility at a distance, visibility, the reflex blank technique etc. as factors for measuring readability. However, the reality about the meaning of readability given in the definition is not only obscured and obsolete but also failed to mention those linguistic elements that have been established as indices for measuring readability in recent time. Readability is also defined as the ease of comprehension as a result of the style employed by the writer²⁰. This definition is deficient in the sense that it places too much emphasis on the style of writing at the expense of content of the text and its diction. Likewise, It has been stated

that readability is the ease of reading through the words, phrases, and sentences in a text, which is thought to be an important aspect of clarity; additionally, readability is thought to be the extent to which a group of readers finds a particular text fascinating, compelling, and understandable. In this definition, attention is paid on interaction between the text and the groups of readers with identifiable traits like motivation, prior knowledge and skill of reading. However, it can be observed that the definition though very simple, is appropriate. This is because one vital aspect of readability is the inducement of willingness and comprehension on the part of the readers.

In another way, readability is explained as the total sum of linguistic elements within a text which make such a text appropriate or otherwise for the target group of readers²⁰. One good thing about this definition is that it differentiates readability from the issues bordering on the physical structure (layout) of the text but it is not adequate in the sense that it fails to cater for the interest of the readers. The concept of readability is also explained as the quality of a written text or message which makes it easy for a group of people to comprehend its meaning or that compels them to be willing to keep on reading the text²⁰. There are many issues with this definition. First, there could rarely be a single quality which may make a text compelling. In fact, there may be many things that can provide the willingness to read for the target readers. Second, how does one measure this quality that makes the text compelling? The issues of optional number of concepts become necessary here because willingness to read would come only when a text contains new things to arouse the interest of the readers.

In addition, readability is considered as an attempt to match the reading level of a written text with that of a reader. It is concerned with the problem and process of matching the reader and

the text²¹. This definition is in line with the objective of many scholars on readability. There is enough evidence to show that the major interest of most researchers in readability is concerned with making a text and its reader compatible. Similarly, readability is used to refer to all the factors which can affect the degree of success a reader can achieve in reading in terms of comprehension. The factors may include the motivation and the interest of the reader, the legibility of the print and the logicity and clarity of the illustrations and the complexity of words, phrases, sentences and ideals in line with the reading ability of the reader. Though, this definition appears comprehensive most especially when the interest and motivation of reader are recognized but it did not mention anything about the influence of culture on readability²².

The concept is also defined as the difficulty level of a written text meant for reading. The definition, though appears very simple but depicts the core of the concept. The main concern of any academic work on readability is to ascertain if a written text is easy or difficult to read for the target readers²². However, the definition fails to define the term “difficult” in relation to the target readers. A reading text may be difficult for a set of readers and may be appropriate for another set because of the differences in their academic age and chronological age. Still on the definition of readability. It is being referred to as the legibility of words, that is, ability to see clearly what is written by hand, typed or printed¹⁹. This definition is too casual and simple to be appropriately adequate. What makes a written text readable goes beyond the surface layout. A written material may be legibly written or neatly printed but still not readable for the target readers. In addition to the surface layout, the readability of a text equally has to do with the linguistic content and structure of a text.

Readability is also referred to as the interest that a text being read induced from its readers or the interest that the readers have in reading a text as a result of the style employed by the writer¹⁹. This definition is weak in the sense that the passion that readers have for a text and the interest the text aroused from the readers are not enough to make a text readable. Readability of text is a matter of understanding and comprehension than any other thing. Being fascinated by the style of a writer does not mean a reader will understand the content of such text. Furthermore, readability is reading and comprehending the content of a reading material¹⁹. The problem that this definition has is that the term reader is not well defined. Reader in the concept of readability must be the target reader not just any reader. A primary school pupil reading a text meant for secondary school students is a reader and the ease with which such a reader can read and comprehend the content of such text can never be used to determine the readability of the text.

Readability is also used to refer to the degree of easiness that a piece of written material is to be read and comprehended. It is a product of many factors which include the design of the text concerned¹⁹. Here, the concept of readability is well defined in the sense that every vital aspect of readability is touched. The readability of a text can be accurately measured when the content, the structure, the layout and the design of text are thoroughly examined. One of the most thorough definitions of readability is supplied when it is defined as the total sum of all the characteristics embedded in a certain piece of printed materials that can impact the success that a group of readers will have with it. The success we are talking to here is the extent to which they can comprehend it; get it read at the right reading pace; and find the topic captivating and exciting.²⁰.

The definitions of readability as a concept are many and can hardly be exhausted. However, the basic issues in readability are that of reading and comprehension. For this reason, I will like to define the concept as the extent to which a target reader can read a text and comprehend its content with or without assistance. From whatever perspective the concept readability is viewed, this seems an appropriate convergent point for all agitations on readability. On the final note, though there is no consensus among scholars and researchers as regards the acceptable definition of the concept but their efforts so far have successfully brought the issue of readability into lime light as a factor to be reckoned with when talking about effective reading and comprehension.

2.1.9 History of Readability

A major attempt on the issue of readability as essential educational phenomenon was not recorded until 18805 when it was established that English language sentences were then becoming shorter. This finding was able to prove the fact that shorter sentences and concrete concepts aid people understanding of what is written and the fact that verbal communication is easier to comprehended than written text. Also in 1889, there was a research into over 10,000 texts written by different authors and for different categories of readers and discovered that unknown words (strange words) and the use of so many lengthy sentences affect effective reading and better understanding. Likewise, a text called *The Mind of the Buyer* was written. The text was regarded as one of the fore runners of the application of psychology in marketing. In the text, he was able to establish the fact that the length of sentences and the length of words were the best indications of being easy to read. The efforts of these eminent scholars could be

regarded as the lowly beginning of serious works on the concept of readability although none of them was able to indicate any predictive formula for the measurement of readability¹⁹.

In fact, what could be regarded as the first formula of readability did not come into existence until 1923 some class teachers. They observed that teachers spent much of the time meant for actual teaching to explain meanings of difficult words since most of the textbooks they were using contained many strange (unknown) words especially in junior high schools. Therefore, they proposed a formula which they believed would not only measure the readability of the texts but that would also reduce the vocabulary burden of the textbooks to the barest minimum on the part of the teachers. Closely followed this effort was the publication of a book which was titled *Objective Method of Determining Grade Placement of Children's Reading Material* which was another successful attempt to establish a new readability formula. This formula was regarded as the first to incorporate the variable of interest to the concept of readability¹⁹.

Likewise, it was on record that between 1929 and 1939, many new readability formulae were published. Some of these were contained in two articles titled 'Measurement of the Difficult of Reading Material and Vocabulary Grade Placement of Typical Newspaper Content'. In the same way, in 1934 another formula for measuring readability of a text came up. In this formula, it was advocated for vocabulary development through regular introduction of new words and constant usage of those words by the teachers. Other scholars also contributed to the issue of readability. In 1939, they published an article titled "Formulae for Measuring the Vocabulary Burdens of Textbooks" was published. This formula was regarded as one of the early readability formulas that made use of Thorndike vocabulary frequency list. In addition, the book *What Adults Want to Read About* was published in 1931. In the book, they attempted to

investigate what people read and what they would like to read, and they discovered that many readers lacked acceptable reading materials that they would have liked to read since the available reading materials were too difficult for them at the time.¹⁹.

In 1934, researchers focused on adult reading skills, particularly the elements that influence reading ease. This work created a mechanism for determining the difficulty level of reading materials. *What Makes Books Readable* was published in 1935 by Gray and Leary. The book's concerns were all those variables that could make novels readable for adults with limited reading skills. It was discovered that greater percentage of adult population lacked suitable reading materials and this fact denied them of the enriching values of reading. In the book, the variables that effect reading were grouped into four: content, style, format and organization. Out of all these variables, they asserted that the most important one is the content. In 1943, Flesch in his PhD thesis, established a readability formula meant for the prediction of the difficulty of adult reading material. A year later, 1944, Lorge also came out with his own readability formula known as lorge index. This formula made use of three variables the content (vocabulary), the structure and the style. The formula was believed to be a pacesetter for the other simpler, more accurate and reliable readability formulas that would follow. In the same way, in 1948, Flesch published another readability formula referred to as Flesch reading ease formula¹⁹.

Since 1940s, there have been influxes of readability formulas from different scholars and researchers. The notable and acceptable ones among these readability formulas include, gunning fog index in 1944, Fry Readability Graph in 1963, McLaughlin's SMOG in 1963, the mean close formula and the FORECAST formula which were proposed in 1973. However, the

Flesch reading ease formula was recalculated in 1995 to become Flesch-Kincaid and Grade Level Formula. Also in 1995, Dale and Chall published a new version of their formula and upgraded the word list they used to 300. The formula since then is known as Dale- Chall readability formula¹⁹.

In fact, readability as a concept has received considerable attention and many works too numerous to be cited have been carried out on it. It has been established that by the year 1980, more than 200 readability formulas have been published in different languages and by the year 2000, well above 1000 studies on readability formulas have been carried out. This is to show that the list of works on the concept can hardly be exhausted since works and researchers are still on going on it¹⁹.

2.1.10 Levels of Readability

Scholars have agreed on three levels of readability²⁰. The three levels identified are as follows:

2.1.10.1 Independent: This is otherwise known as unassisted level of reading. It is the level of reading at which the target readers are able to effectively read fluently and comprehend the content of a reading material meaningfully without any form of aid or assistance. It is a level of reading in which advanced readers need to attain at least 92 percent of comprehension on the text he has read. Scholars described this level of readability as the reading level in which readers can correctly answer at least 80 percent of the questions set on the material read. It is also asserted that text meant for independent reading require higher score. They require that readers should be able to score at least 50 percent in the cloze deletion test and at least 70

percent in the multiple choice test. It is also described as the level of reading where the target readers are able to score 60 percent and above in cloze deletion. Simply put, independent level of readability is a reading level at which the target readers are able to read material fluently, comprehend the content and answer almost all the questions set on the text he has read correctly. A text that will be appropriate for use at this level of reading must have at least 96% of its words recognized by the readers and at least 90% of its content well comprehended by the readers. When a text is at this level of readability, the target readers will be able to read it effectively on their own²⁰.

2.1.10.2 Instructional: This level of reading is also referred to as assisted level of reading. It is a level of reading at which the target reader will require appropriate and adequate guidance from a teacher before he/she can effectively read the text and answer the questions set on the text he has read correctly. Readers operating at this level of reading are able to comprehend the content of the text involved effectively with the appropriate and adequate assistance from their teacher. As established by researches a performance of between 40 and 59 percent in close deletion test would place readers within the level of assisted reading. However, some scholars believed that the best level of classroom assisted reading is a slightly difficult text that causes a sort of setback to learning and for which readers can correctly answer between 35 and 50 percent in close deletion test especially if every fifth word is deleted and between 50 and 60 percent in multiple choice test. Reading at instructional level implies reading and comprehending effectively under the appropriate and adequate guidance of teachers. The readability level of a text that can be used for this level of reading must indicate the fact that 90-95% of the words in such text is recognized by the readers and the readers can understand 70-89% of the contents of the text very well²⁰.

2.1.10.3 Frustration: This is the level of reading at which the target reader cannot comprehend the content of a reading material to a significant degree even with the best assistance from the teachers. In this case, the content of the text involved is simply above the comprehension level of the target readers. It is a reading level at which the target readers score below 35 percent in a cloze deletion test and below 50 percent in multiple choice test. Likewise, It is described as a level of reading at which the target readers could not recognize more than 89 percent of the words used in the text and therefore having less than 70 percent comprehension of the text. This is when readers can not recognize more than 89% of the total words in a text and they cannot understand more than 69% of the contents of the text. A text displaying these qualities is manifesting the features of frustration level of readability²⁰.

2.1.11 Variables Affecting Readability

Another aspect of readability that is of interest to researchers is the issue of variables that are capable of affecting readability. This concept is referring to those elements that can exert positive or negative influence on the readability level of a text. Those factors that can make a text readable or unreadable. On this, many variables have been identified. However, it seems that there is a convergent point for their submissions. Some variables cut across their submissions and those variables that are common to many of those researchers are to be briefly examined²⁰.

In the first instance, the variables which contributed to the readability of text are grouped into four subheadings:

- (i) Factors in the readers' e.g. age, sex, interest, motivation, state of knowledge.

- (ii) Factors in print: type size, legibility, clarity and reading format.
- (iii) Factors in the content: fact, friction, and topic.
- (iv) Factors in the language: vocabulary, syntax and style.

In an opinion similar to the above, a scholar also identified variables that can affect readability. The variables he identified include reading ability, prior knowledge, interest and motivation. The problem with these identifications is that they are all about the readers. The influence that text itself can exert in this regard is neglected and there is no doubt that the text itself could contain variables that can affect readability both positively and negatively. Langeborge emphasized only one variable as the major one that must be catered for under readability. This factor accordingly him is motivation. He believed that motivation is imperative for comprehension since it can help reader understand a reading material that is well above his normal capacity²⁰.

Based on the above information, it is evident that the variables that can affect readability emanate from two sources the readers and text. The implication of this fact is that whenever issues are raised on readability the contributions of the variables from each of the two sources must be identified, acknowledged and well understood

2.1.12 Readability Formulas

Readability formulas have been defined as tested methods and principles of determining how readable a written text is to its target group of readers. They are the standardized tools for measuring the readability level of any reading material. They are the scientifically approved methods of matching texts with their target group of readers²³.

As said when reviewing the history of readability, as at 1980, more than two hundred formulas for readability had been established while more than one thousand researches had be carried out on the same concept by the year 2000. These pieces of information show that the list of readability formulas could hardly be exhausted. However, it is pertinent that a few of the popular readability formulas be listed at least for the benefit of those who may like to use this work as reference. The formulas slated for listing are as follows¹⁹:

i. Flesh Reading Ease

$$\text{Reading Ease Score} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

Where: ASL = Average Sentence Length

ASW = Average Word Length in Syllables

ii. Flesch-Kincaid Reading Ease

$$0.39 \left(\frac{\text{Total words}}{\text{Total Sentences}} \right) + 11.8 \left(\frac{\text{Total Syllables}}{\text{Total words}} \right) - 15.59$$

Fig 2.1: Aspect Model or Standard Theory

OR

$$\text{FKRA} = (0.39 \times \text{ASL}) + (11.8 \times \text{ASW}) - 15.59$$

Where

FKRA = Flesch-Kincaid Reading Age

ASL = Average Sentence Length

ASW = Average Number of Syllable Per word

iii. New Dale-Chall Formula

$$0.1579 \left(\frac{\text{difficult words}}{\text{words}} \times \frac{100}{1} + 0.046 \right) \left(\frac{\text{words}}{\text{sentences}} + 3.6365 \right)$$

Fig 2.2

Raw score = uncorrected reading grade of a student who can answer one half of the test questions on a passage.

PDW = Percentage of difficult words not on the Dale-Chall word List

ASL = Average Sentence Length

iv. The Gunning Fog Formula

Grade Level = $0.4 (\text{average sentence length} + \text{percentage of Hard words})$

Where: Hard words = Words with more than two syllables

v. McLaughlin's SMOG formula (Simple measure of Gobbledygook)

SMOG Grading = $3 + \text{Square root of Poly syllable Count}$

Where: Polysyllable count = number of words of more than two syllables in a sample of 30 sentences

vi. The FORCAST Formula

Grade Level = $20 - (N/10)$

Where N = Number of single syllable words in a 150-word sample

vii. Powers-Sumner-Kearl

$GL = 0.0778 (ASL) + 0.0455 (NS) - 2.2029$

GL = US Grade Level

ASL = Average Sentence Length

NS = Number of Syllable

Sample passage of a set of 100 words

Other readability formulas include the following:

Automated reading Index (ARI)

Degree of Reading Power (DRP)

Bormuth Index

R-aygor Readability Estimate

Strain Index

Linear Write

Douma-For Dutch Texts

Kandel & Moles for French Text

Mc Alphine EFLAN

Fry Graph and so on.

2.1.13 Validity and Reliability of the Readability Formulas

The results of numerous studies and application of the readability formulas have been showing that the formulas are valid and reliable. This assertion can be confirmed by glancing through the historical antecedents and current issues on the application of the formulas across space and time. One researcher carried out a readability study on 1,050 newspaper readers and he was able to find out that a very easy reading style aids in deciding how much of an article is read and the fact that people like to read short articles than longer ones. Another readability study carried out in the area showed that better readability increases the total number of paragraphs in articles read by ninety-three percent and the numbers of readers reading the paragraphs by eighty-two percent. Two researchers worked on newspaper and through their works in a few years, the readability of US newspapers went from the 16th to the 11th grade level¹⁹.

Another researcher also worked on the models for classifying texts into readability level through a support vector machine classifier that was based on the previously established

features and measures of readability. He was able to discover that classifying texts into readability levels is possible using a little quantity of data. In fact, using the technique, he was able to classify about ninety percent of the documents he used successfully²². In the same way, in the same way three people did comparison study of readability formulas juxtaposing using psycholinguistic and cognitive models with the orthodox readability formulas. They were able to find out that both approaches can correctly classify reading materials into the appropriate levels of readability as regards to intuitive text simplification²⁴. Likewise, two scholars worked on the methods of improving syntactic complexity of learners' essay by creative thinking skills using syntactic analyzer and they were able to come out with the fact that employing the techniques had a significant positive influence on learners' creative thinking skill as well as their essays over a period of time.²⁵

In addition, two researchers carried out a study on lexical density and readability with analyses of extracts from four texts-pre intermediate, intermediate and upper intermediate levels. The study used the three methods of deciding lexical density and readability level of texts suggested by Ure and Halliday. At the end of their study, they were able to find out that three out of four texts examined were lexically dense but the four texts including the three that were of high lexical density, corresponded to their expected readability levels²⁶.

In fact, one can keep on citing instances where the readability formulas have been applied to texts and reading materials in which positive results were yielded as regard their readability level. All such results are pointers to the fact that the readability formulas are valid and reliable. That is, they provide authentic information about how easy are the target readers find the texts they are asked to read. Maybe this is the major reason why scholars made different

complementary assertions about the validity and reliability of the readability formulas. One, that readability formulae are valid tools that can be used to measure the readability levels of texts and other reading materials. Second, that readability as determined by the readability formulae is often the best criterion that can be used to measure and select texts as reading materials. Third, that readability formulae are good and effective diagnostic instruments to determine at what level of readability that the students will be able to read the texts for comprehension recommended for them²². With all these, it is obvious that nobody should be left in doubt again as regards the valid and reliability of the formulas as appropriate instruments of matching the texts with their readers.

2.1.14. The Readability Tests Adopted in the Research

As stated earlier, readability formulas and tests are many and they have high correlative predictive powers. Also, it is not possible to apply all of them in a research work, thus the issues of choice and selection of formulas and tests always come up in any research that is readability oriented. In this research therefore, the following readability tests and formulas are adopted in order to determine the suitability and the appropriateness of the comprehension. Close deletion, lexical density, syntactic complexity, sentence length, Flesh Grade Level and New Dale-Chall Formulas.

2.1.15 Teachers' Factors

This concept is used to describe all those factors that can influence teachers in the process of carrying out the act of teaching effectively. The collection of all the variables that their presence will provide adequate satisfaction and respite for teachers through which their performance can be improved and their efficiency be raised to the maximal level. These factors are many but only three that are relevant to this research will be considered here. These are competence, adequacy and motivation.

2.1.15.1 Teachers' Competence: Competence as a concept refers to that ability of an individual to carry out an assignment well, effectively and following the professional standards. Therefore, a competent teacher is regarded as one who is effective, efficient and judiciously follow the tenets and standards of teaching profession²⁷. For this reason, teacher's competence is defined as the extent to which a teacher has acquired a teaching personality that could have

catalytic effects on how he imparts knowledge to his students²⁸. This definition is deficient in the sense that other variables apart from teachers' competence can still influence the way that the teacher impart knowledge to his students.

In a more complex nature, teachers' competence in the teaching process is regarded as a multifaceted concept that reveals various interrelated aspects of dishing out knowledge or learning content to the learners which will involve language use skills, mastery of subject matter, teaching skills and techniques as well as the attitude of the teacher²⁸. A competent teacher is described as one who can handle educational issues productively. He who can correctly and appropriately interpret the contents of curricular. A person who can translate and transform utopia educational goals into achievable concepts in the schools and classrooms. The clamoring for teacher's competence is based on the fact that it can mar or make the desired and product of the whole educational system²⁸.

2.1.15.2 Teachers' Adequacy: Adequacy is defined as the state or condition of being largely or effectively enough to serve a purpose²⁷. From the explanation, teacher's adequacy can be regarded as availability of enough teachers to carry out the act of teaching in schools both in terms of quantity and quality. The big question is that 'do Nigerian public secondary schools have 'effectively enough' teachers to teach comprehension in the schools. If the assertions of some scholars are anything to go by, this may not be so. For one thing, it has been observed that currently teachers are not adequate in Nigerian Schools both at the primary and Secondary levels and this has become a serious issue because for successful implementation of any educational system, there is need for provision of adequate teachers both in quantity and quality²⁹.

For the other, it is equally noted that the problem of non-availability of academically and professionally qualified teachers is one of the problems militating against effective implementation of teacher education in Nigeria³⁰. Likewise, it has been reported that one of the main challenges of the educational system in contemporary Nigeria is the non-availability of academically and professionally qualified teachers to handle different school subjects at various levels of the educational system in adequate number³¹.

In fact, various giant educators have laid prime importance on the availability of adequate teachers on the educational growth and development of a nation be it developed or developing one. For example, it has been claimed that in reality, teachers are the hubs of any educational system. The level of success of such system will depend on their number, their quality and their devotion³².

The importance of having adequate and qualified teachers is equally emphasized in the claim that school that are able to employ and retain experienced and professionally qualified teachers tend to have better facilities such as building, books and equipment than the schools which can hardly attract qualified and experienced teachers³². It is also said that regardless of the number and form of facilities available in the schools, whatever content is to be taught, which ever environment the school is located, whatever kind of students are to be taught, the importance of the role of teacher can hardly be over emphasized³².

On thorough examination, all these claims are pointers to the fact that the issue of teachers' adequacy is something that must be looked into in Nigerian Public secondary schools especially as it affects students' achievements in different school subjects.

2.1.15.3 Teachers' Availability: Availability as a concept implies the possibilities of being able to obtain, purchase or use something. It is the quality of being at hand when required or needed. The implication of these explanations is that anything that is available can be got and used at will by the time of its availableness. Teacher's availability in this research, therefore signifies the presence of qualified English Language teachers in public Senior Secondary Schools in Oyo State.

The concept of teachers' availability becomes educational issue for some reasons. First, it has been observed that the decline in Nigerian educational system is partially caused by the shortages of material and human resources. It should be noted that human resources here refer to teachers. It is equally pointed out that the degree of success that can be attained in any secondary school education depends mainly on the available resources especially human resources since teachers determine what actually happens to curriculum implementation at the final stage. It is equally said that there is a strong tie between the quantity and the quality of teachers and the academic performance of students' globally.

Based on the above facts, it is obvious that the issue of teachers' availability must not be taken lightly in any educational system.

2.2 Theoretical Framework

2.2.1 Tagmemics Grammatical Theory

The concept of this theory was firstly initiated by Bloomfield around 1930 but Pike in 1954 worked seriously on the concept under the name Grammemics. He had to change the name to Grammemics because of the protest from the association of '*grams*' then. But Bloch who was also a reputable scholar at the time advised that a complete new name was needed for the theory hence the name was changed to Tagmemics. Pike further worked on the concept and developed it into a full-fledged grammatical theory. This is the reason why Pike is always regarded as the pioneer of Tagmemics Grammatical Theory. In fact, the entire meaning of the theory is woven around the concept of 'Tagmeme'. Thereafter, many other notable linguistics such as Elson, Pickett, Longacre Tomori and so on worked on the theory and from there, the Tagmemics Grammatical Theory has become an acceptable linguistic model for language analyses.

The nucleus of the theory is the term "Tagmeme". Bloomfield used this term to refer to a unit of syntactic meaning that can exist even in a bound morpheme. But Pike viewed the concept differently. He used Tagmeme to refer to a meaningful pattern of speech that is more than a bound morpheme³³. The emphasis here is that meanings at both syntagmatic and paradigmatic axes are mandatory in tagmeme. Majorly, a tagmeme is made up of a pattern (form) and meaning. Elson and Pickett explained Tagmeme as syntactic unit with the correlation of a syntactic function or slot which consists of a group of mutually interchangeable items that do occur in that slot. The grammatical terms like subject, predicate, object, modifier and so on are the indicators of such grammatical functions³⁵. Further explanation on the core of 'Tagmeme' include: it has to do with the correlation of a functional slot at a particular level in the

hierarchy of the class of the linguistic items which can fill the slot. It is the relation between a functional slot with the category of language items which fit in suitably within that slot. It is the minimal functional element within the syntactic structure of a language³³.

From the various explanations of Tagmeme given above, it is evident that Tagmeme as a grammatical concept merges together both the form and the function of linguistic entity. This is the reason why the theory is being referred to as "slot and filler grammar". Simply put a tagmeme is the interrelation of the slots and the category of linguistic elements which can acceptably and meaningfully function in such slots. There are basic things to know about this theory.

- i. Tagmeme is usually described along four features thus:
 - a. Slot- this has to do with place or position where the unit can appear
 - b. Class: this is concerned with the type of unit that can appear there
 - c. Role: the manner in which the unit functions
 - d. Cohesion: this is all about how the unit relates to other units
- ii. It is equally important to note that Tagmeme is observable at the different levels of language structure. Thus, we can mention clause level tagmeme, phrase level tagmeme, word level tagmeme and morpheme (free) level tagmeme.
- iii. Another thing to note about the theory is the introduction of the tagmemic formula through which tagmemes can be expressed. This formula is illustrated with this sentence. Tolu greeted Sam. In this sentence, each word represents a tagmeme. Thus, the sentence can be expressed using tagmemic formula as $S^N P^V O^N$. This is to say that there are three grammatical slots: subject, predicate and object with a noun as a filler in the first slot, a verb in the second and also noun in the third³³.

The contributions of tagmemics theory to linguistic study are many. They include: the establishment of the fact that classification of grammar into morphology and syntax is at times artificial. The act of placing emphasis on string analysis in contrary to binary division, the idea of pay attention to the correlation between syntactic slot and the filler and the use of formula in the analysis of language data³⁴. One major usefulness of tagmeme theory is its capability of showing the interrelationship among language structural units. The theory equally shows the means of identifying linguistic constructions of various levels such as, the levels of the morpheme, the word, the phrase, and the clause and the sentence. It is also regarded as a good grammatical model for the rules of introducing those languages that have not been previously tackled³⁵.

2.2.1.1 The Relevance of the Theory

The theory is relevant to this research in two respects. One, the principle of tagmemics theory as slot and filler grammar anchored the concept of standardized cloze deletion test which is one of the instruments to be used in the research. Two, the concepts of form, meaning and function provide broad basis for better understanding of how the different linguistic structures are combined with one another to perform the basic function of language and equally help the learners to comprehend the structures used in comprehension passages hence enhances effective reading comprehension³⁵.

2.2.2 Systemic Functional Linguistic Theory

This linguistic theory which is also known as functional grammar was pioneered by Halliday in the sixties³⁶. It was propounded in response to linguistic clamouring for a general theory of

languages. Halliday's article "General Linguistic Theory" produced the work known as 'Scale and Category Grammar' from which systemic functional grammar steamed out. The main objective of Halliday concern the theory is the emphasis placed on the natural correlation between the syntactic meaning and the syntactic structure with the consideration of meaning as the underlying essence of language that the structure is always used to realized. Since its inception, many scholars have worked on the theory and paved way for different attempts to explain the core concept of the theory. Some of these explanations are paramount here in order to present the basic ideas about the theory.

Systemic Functional Linguistics (SFL) is a language theory which has established a strong orientation towards the description of the total sum of how language convey meaning in context. It is a theory that revolves around the understanding of language as meaning potential, in which all aspects of the linguistic system contribute to the process of meaning-making. For example, the semantic system semanticizes situational interpretation by providing resources to establish and confirm it as linguistic meaning; the lexico-grammatical system translates this grammatical mechanism into meaning by providing resources to make meaning in wording; and the phonological system is used to realize meaning through the sounding of the wordings used to realize the meaning. It was explained further that it is a functional orientation which implies that the syntactic analysis of written discourse in systemic functional terms is more than simply a formalized description of the grammar of the individual sentence taking away from their core text and context but a detailed explanation of the manner in which a specific synthetic unit correlate within a particular text and in the context of a particular socio-cultural environment. From this, it is obvious that in the view of SFL, the study of syntax can hardly be embarked upon solely. It must involve the study of meaning and the interpretation of the

intentions portrayed by the syntax within a specific text. The meaning that text itself involved through the context and the culture from where these meaning are brought forth. This is because semantics is the interface between syntax and situation. It is a grammatical theory that could be used for navigating meaning in any language³⁶.

Other series of explanations on the topic of systemic functional linguistics are also available. Language studies are approached from a multilingual viewpoint using systemic functional theory. It is a language theory that aims to provide a comprehensive approach to language studies. It is an approach in which the paradigmatic organization of language is prioritized as the major focus of linguistic description. Language structure is analyzed within the theory as a realization of system properties³⁷. A scholar equally offered some explanations on the theory. According to him, the notion of systemic functional linguistics is to pass the correct meaning across and to get certain social functions achieved with the language involved. The theory is considered primarily as functional linguistics. The systemic functionalists see language as not mere a social system but as a social semiotic system. A system in which meanings and forms are always taken from the context and the users purpose of communication. This runs contrary to the beliefs in traditional theories of language where grammar is considered as a different entity from meaning and situation of use. It is a broad term which covers different forms of linguistic analyses such as analysis of expression, content and context³⁸.

2.2.2.1 Basic Concepts in SFL

Basically, a discourse is analyzed in four different ways. This are context, semantic, lexico-grammar and phonology³⁸. All these are referred to as the key concepts in systemic functional linguistics. The four elements are briefly examined.

- i. **Context:** This can be regarded as the central focus of the theory. It is the integral part of the entire process of meaning making. The reason for this is that it contributes significantly to the mechanisms of meaning making. It is also established that when language is used in a context, its occurrence could relate to two main contexts thus. The context of culture which has to do with genre and the context of situation that has to do with 'register'. The two concepts are equally said to be linked with three contextual elements: the field of discourse (topic), the tenor of discourse (the relationship between the participants) and the mode of discourse (the medium of communication).
- ii. **Semantics:** This is regarded as discourse semantics and it has three meta-functions- interpersonal, ideational and textual.
- iii. **Lexico-grammar:** This combines syntax and lexical items in a stratum hence represents the view of language in both lexis and grammar.
- iv. **Phonology:** This refers to the system of sound which includes the writing system and the wording system.

2.2.2.2 The Critique of the Theory

There is no doubt that the systemic functional linguistics has many advantages. One, it provides a general linguistic theory through which any human language can be described and analyzed. The theory can equally be used in different fields and professions. It provides a road map for the identification, description and politiration of the categories and structures of specific language or any member of languages in a systematic way. The core of SFL is about the process of understanding how language is utilized for different purposes in different scenarios hence it serves as a communicative facilitator in the process of language learning.

The theory also provides an easy means of comprehending the mode and category variations that exist between the written and the oral language³⁷.

It is also noted that the use of SFL has proven successful when teaching early literacy. Ditto series of research have shown that SFL has capability of helping language students to Master English syntax from a grammatical viewpoint³⁷.

2.2.2.3 The Relevance of the Theory

The theory is relevant in this research because it provides a sound basis and better knowledge for the grammatic analyses that have to be done under the lexical density and syntactic complexity tests. For example, the concept of “context” which is the central focus of the theory provides a sound basis for knowing the correct options within the standardized cloze deletion test.

Likewise, the three metafunctions under the concept of semantics (interpersonal, ideational and textual) as described in the theory provides an appropriate anchor for the discussion on the lexical density test to be conducted in the research and hence makes the decision to be arrived at scientific.

In the same way, the concept of “lexico-grammar” which deal with the combination of syntax and lexical items in a stratum is sound basis for the syntactic complexity test that will be carried out in the research.

2.2.3 Transformational Generative Grammar (TGG)

This theory was propounded by Noam Chomsky in 1957. The concept of the theory came into limelight with the publication of Chomsky's book titled *Syntactic Structure*. This theory basically provided a simple and elegant means of understanding language with modern insights into the underlying psychological mechanism³⁹. It denotes the relationship between different sentential elements as well as possible sentences in the English language and the process or rules known as sentence transformation to communicate meanings with the help of 'surface structures' and 'deep structures'³⁹. The theory's main goal was to develop a specific set of basic and transformational rules that may explain how a native speaker of a language can make and comprehend all grammatical sentences in that language. The theory emphasizes mainly the syntax but not morphology and phonology³⁹. Transformational grammar with a set of rules strive to reveal the innate ability that a native speaker of a particular language uses in producing grammatical sentences with the aid of his competence through which the human mind constructs and comprehend sentences³⁹. Simply put, it is a theory that seeks to give explanation about the rules guiding structural formation and changes in utterance. It is an endeavour to make explicit that knowledge which is innate in the native speaker of a language⁴⁰.

However, Chomsky kept on modifying the theory through constant changing and introduction of rules for years till 1965 when he published a book titled '*Aspects of the Theory of Syntax*'. This is also known as Aspect Model or Standard Theory (ST). This theory comprises four major components thus

- i. The Base Component: This component deals with the production and generation of basic grammatical structures known as Deep structures.

- ii. The Transformational Component: This deals with rules guiding the changing or transforming the basic structures into sentences named surface structures.
- iii. The phonological component: This gives sentences a phonetic representation so that they may be produced correctly.
- iv. The semantic component: This has to do with interpretation of the sentences⁴⁰.

The relationship of the four components is shown in the diagram below.

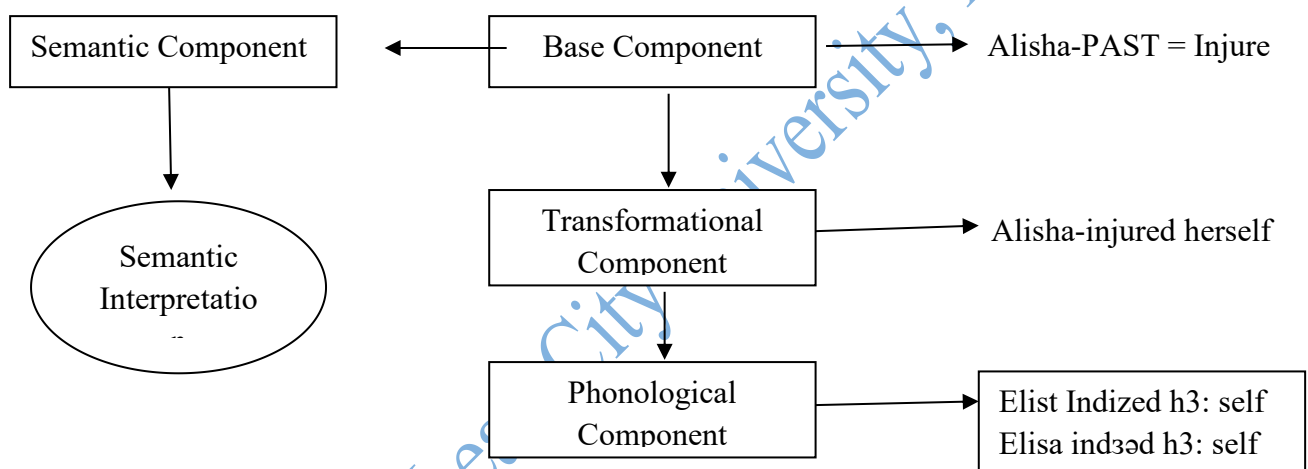


Figure 2.1: Aspect Model or Standard Theory
Source⁵⁵

There are other key concepts in Transformational Generative Grammar⁴². Some of these are briefly explained below

1. **Phrase Structure (orf) Rules.**

These rules have to do with how utterances are analyzed according to their grammatical constituents. Thus, the sentence 'Sola ate the food' can be subjected to analysis as subject + verb + object. The basic formula to carry out basic operations in Transformational Generative

Grammar are known as re-writing rules. On the basis of phrase structure rules, the complete derivation of this sentence. 'The lady paid the debt' is given as follows:

Sentence

NP + VP

T+N+VP

T+N+Verb+NP

The+N+verb+NP

The+lady+verb+NP

The+Lady+Paid+T+N

The+lady+paid+the+N

The+lady+paid+the+debt

In this example, every line is called a 'string'. The last line is referred to as the terminal string because it could not be re written again.

The constituent structure of the same sentence can be presented in a phrase maker like thus.

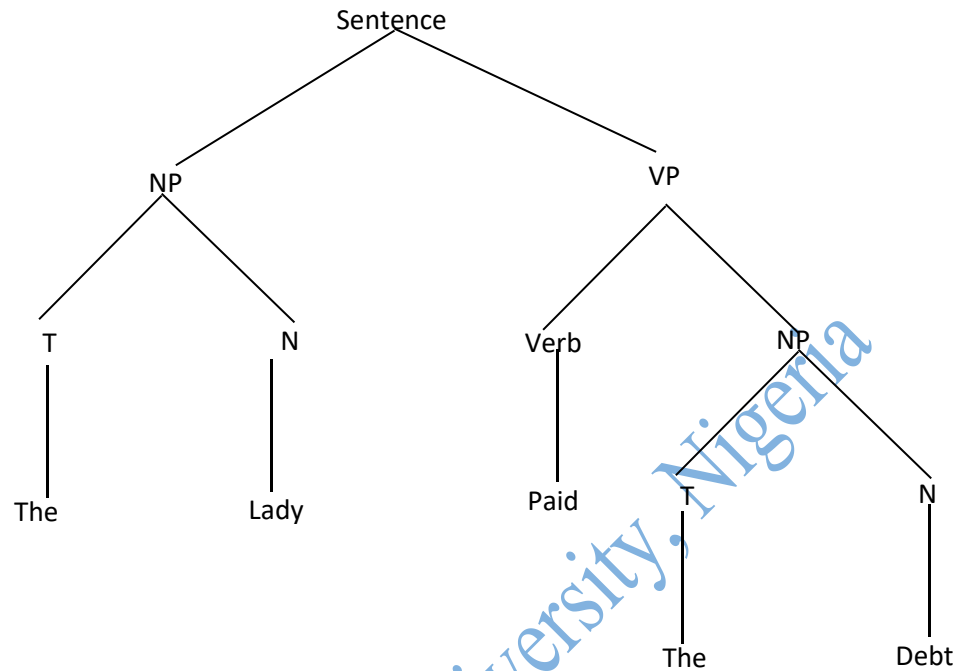


Figure 2.2: The constituent structure of sentence
Source⁵⁵

2. Transformational Structure Rules

Under this, five transformational rules were discussed and the rules are as examined.

- i. **T and:** This is talking about the rule to join two sentences that are similar in their constituents. Let consider this:
 - a. The honesty boy has been rewarded
 - b. The best girl has been rewarded
 - c. a and b. The honest boy and the best girl have been rewarded
- ii. **Inf:** This transformational rule is about how to derive the correct form of verb in sentences. Let's consider the following choices has/have/had; is/was/are/were; go/goes/going/went/gone and so on
- iii. **TP:** This is a transformational rule for generating (deriving) passive sentences from the active sentences for example, John ate the food- The food was eaten by John

iv. **T not:** This rule is mainly for generating or forming negative sentences from the positive ones.

v. **Tq:** This rule is meant for generating questions from positive sentences. For instance, we saw him, did we see him

3. **Morphoneme Rules:**

This is the level of transformational grammar where the terminal string of morpheme is converted into the sounds of the language. The rule guiding the phonetic realizations of the morphemes. For examples (i) look + PAST = looked but (ii) go + PAST = Went not *goed

4. **Context free Rules**

These are set of re-writing rules which stipulate that syntactic structures are combinations of noun phrases with noun phrases. For example, 'The boy played the ball' = NP + V + NP

5. **Context Sensitive Rules**

These are also referred to as selectional rules. These are rules used to explain the limitation of some linguistic items to collocate acceptably with certain items. The rules of restrictions on acceptable co-existing of some linguistic elements in order to produce perfect structures along the syntagmatic and paradigmatic axes. For example, if S = NP+VP+NP. This means that a sentence is a noun phrase + a verb phrase + a noun phrase. Then let consider these two sentences

(i) The boy is eating fruits

(ii) The stone is eating fruits

Sentence II is problematic because the subject 'stone' is selective of the verb it can co-occur with. Ditto we can equally notice that the verb 'eating' is restricted to the noun it can co-occur with

6. **Sub Categorization Rules**

This concept has to do with the re-writing rules restricting some group of linguistic items to certain grammatical frames. These are rules meant to indicate what linguistic items can fit in meaningfully in what syntactic patterns.

7. **Complex Symbol**

This concept is explained as the collection of characteristics related to a specific linguistic element in its existence within utterances of a language.

8. **Category Symbols**

These are grammatical signs or devices that are used to define the syntactic classifications of linguistic items such as NP, VP, T, N and so on.

2.2.2.4 **The Critique of the Theory**

Transformational Generative Grammar at its inception was a doyen of many language scholars and linguistic theorists hence it received a considerable attention from different researchers. This being so, many things have been said about the theory which have pointed out the areas of the strengths and weaknesses of the theory. Some of these views, opinions and comments about the theory are appraised here starting with the strongholds of the theory and then the limitations.

Transformational Grammar presented a simple and sophisticated way of understanding language and therefore offered fresh insights into the understanding of the underlying psychological mechanisms of language use and studies. It is equally observed that the transformational idea of inclusive provided for sentence combination, a theoretical foundation upon which the knowledge of language study and use is built³⁹. The theory also shows the

correlation among the different sentential elements: among the possible sentence formation in English language and the rules that are known as transformation of sentences to state meaning using the concepts of surface and deep structures³⁹. Furthermore, the theory focused mainly on syntax unlike structuralism that paid much attention on phonology and morphology. It has also noted that the evaluation of Transformational Generative Grammar broadened the study of grammar since the study is no longer restrained to what has been said and how what we said have been interpreted. The theory portrayed grammar as the native speaker's in born, subconscious ability to produce language. The internal system of syntactic rules which made up man's language capacity⁴⁰.

However, the theory has been plagued by certain shortcomings that are often regarded as its point of weakness. In the fore front of these weaknesses is the fact that as time went by, the theory could no longer retain its simple and elegant nature as a result of constant changes. Likewise, the theory later became ambivalent and ambiguous as far as meaning is concerned³⁹. At later stage, the theories which were subjected to continuous changes became purely abstract and, in some respects, more complex to a point where even the linguistic specialists were equally befuddled³⁹. Similarly, it was pointed out that the "phrase structure rules" as propounded in the theory have two major weaknesses. One, when the rule could explain the overt grammatical structures of almost all the utterances, they could hardly give the detail of the rules which underlie the formation of the sentences explicitly. Second, the rules could not be put in proper order in which they could be applied to generate well-formed and acceptable sentences.³⁹ closely related to this is the fact that the context free rules are deficient. As noted by linguistic scholars not every VP can collocate with every NP in English Language. Some

Noun Phrases are selective in the verb phrases they could grammatically and semantically co-exist with for meaningful and acceptable sentences.

2.2.2.5 The Relevance of Theory

The transformational generative linguistic theory is relevant in this research in one major way. The concept of context sensitive rules as expanded within the sub-categorization and selection rules provided anchor for cloze deletion test that would be carried out in the research as well as basis for contextual meanings that would be done under the comprehension test.

Likewise, the elements of English clause, categorization into syntactic structure, rank shifting elements, and the issue of deep and surface planes propounded in the theory provided a theoretical framework for the lexical density syntactic complexity and sentence length tests to be conducted in the research.

2.3 Review of Empirical Studies

Readability as a concept has received greater attention from scholars and researchers. This has led to emergency of so many readability formulas. Consolidating and validating all these numerous formulas call for testing and application. Thus, right from the inception of the readability as a concept, empirical studies have been carried out to adjust, consolidate and validate the formulas. This being so, a lot of researches too numerous to be exhausted have been conducted on readability. Such studies cut across ages and spaces. Some of these works will be reviewed here.

A readability study was carried out on 1,050 newspaper readers and at the end of his research, he was able to find out that a style of writing that promote easier reading would help to increase how much of an article would be read and the fact that people would read less of long articles than short ones. In 1948, a readability study was also carried out in which it was discovered that better readability enhances willingness to read. In his study he established that thorough comprehension increases the sum total of number of paragraphs ready by 93% and the number of people that would read every paragraph by 82%. Likewise, another researcher in worked extensively on how to improve readability on newspaper and wire services. After few years, it was on record that through their researches, they were able to move the readability of US Newspaper from the 6th grade to the 11th grade level. It is believed that the readability grade level of US newspapers remains the same till today¹⁹.

Similarly, a study was commissioned on different reading skills needed by people willing to take different jobs from US military. It was the efforts of the commission that produced the readability formula known as FORECAST. The formula was put into use and its application was successful and it has been successfully used by the US military to produce reading materials that are suitable to recruit and train military personnel. In a similar manner, two fellow researchers examined the effects of greater Reading Ease on Air Force recruits and they were about to note that texts that are readable always resulted in greater and more effective learning. They went further to establish the fact that the readers' skills, prior knowledge, interest and motivation have greater influence on Reading Ease¹⁹. In the year 2000, a group of researchers from the School Renaissance Institute and Touchstone Applied Science Associates worked on open standard reading ease formula for books known as ATOS. The formula was regarded as one that was very simple to use and could be used for any text. Their work which

was regarded as one of the widest reading ease projects involved 650 normed reading texts, 474 million vocabularies taken from about 28,000 books commonly read by students were involved. It was also involved more than 30,000 reading records of who actually read and tested on 950,000 books. From this elaborate work, they were able to find out that average sentence length, average grade level of words and characters per word are the most reliable measure of text reading ease. They equally established that mature readers require at least 92 percent understanding before attaining independent level of reading¹⁹.

In the same vein, a study was carried out on the validity of Fry Readability Graph. Using the formula, they examined the readability of third grade basal readers from different series. From their studies, they were able to establish the validity of the formula and the fact that it correlates highly with other readability formulas that are widely used by researchers. Furthermore, in 1980 a researcher carried out a study on the readability level of primary six English Language textbooks using cloze procedure formula. He was able to find out that very few of the pupils were reading the texts at independent level, some of them were reading the texts at assisted level while most of them were reading the texts at frustration level⁴¹. In 1993, another researcher also investigated the readability of prose passages for junior secondary school II students who are reading to learn. At the end of his investigation, he was able to find out that many of the students were reading most of the prose passages at instructional level. In 2002, a scholar worked on George Orwell's *Animal Farm* using cloze procedure and he was able to establish the fact that the target readers of the text were reading it at frustration level. In 2005, a scholar also worked on William Golden's *Lord of the Flies* adopting cloze deletion procedure and found out that the text is too difficult for its targets reader to comprehend since almost all of them were reading it at frustration level⁴¹.

Likewise, two scholars examined lexical density of some English Language textbooks as regards their influence on the readability of the textbook. They were able to find out that three out of the four textbooks analyzed were of the high lexical density and they were syntactically difficult to read⁴². A researcher worked on implementation and evaluation of classification into readability levels. The main objective was to create models that would be appropriate for automatic classification of reading materials into various predetermined readability levels. At the end of the work, a number of classification models which provided good and stable classification were presented⁴³.

In the year 2010, readability analyses of English Language textbooks for Swedish schools from year seven to nine using Flesch Reading Ease and Flesch-Kincaid formulas was carried out. An examination of the readability progress of the textbooks concerned within the series. The outcome of the analyses showed that all the series investigated showed appreciable and steady progression of textual difficulty across grade level 7 to 9. It was also established that the two formulas used for the analyses revealed almost same progressive trends within the series examined in respect of their reading grades⁴³. In January 2011, a comparison study of three readability formulas: Flesch Reading Ease, Flesch-Kincaid and Coh-Metrix Reading index was carried out. The study revealed that both readability formulas which are psycholinguistic and cognitive models of reading based and the authodox formulas have ability to group texts according to their level of text simplification. However, the study established the fact that the Coh-metrix reading index has capacity to discriminate better between the different levels of reading materials⁴⁴. Also, two researchers carried out readability analyses on the lexical density and the lexical diversity in the university students' written discourse. The written

discourse of two groups of first year undergraduates in the “Universities de Valencia” were used. Their written discourse were obtained at the beginning of the semester and at the end of the semester when they have been exposed to normal teaching periods. They were able to discover that it is possible to get a reliable measure of vocabulary richness which is stable across different pieces of written production of the same learners⁴⁵.

Likewise, a group of three researchers conducted a research to determine the readability level of Ernest Hemingways’s *The Old Man and the Sea* for senior secondary school three students who were using the text for final examination in Literature in English. They conducted three readability tests on the content of the book. These are average sentence length, lexical density test and standardized cloze deletion procedure. The end product of their work revealed that the text has an average sentence length of fifteen words per sentence; and sixty percent of the subjects were reading the text at frustration level; forty percent were reading it at instructional level while none of the subjects was able to read it at independent level. Through this research, they were able to establish the fact that the text was hardly suitable for the target readers⁴⁶. Also, a readability study of Evan’s English Course for Primary Schools using lexical density, culture load and age grade tests was done. It was discovered that the text has a very low lexical density, that the contents of the comprehension passages in the textbook were not culturally loaded while the Chronological age of the target readers on average matches the text. They found out that the majority of the pupils were reading the content of the comprehension passages at unassisted reading⁴⁷. In addition, a comparative study of the predictive powers of four readability formulas: Dale-Chall, Flesch Reading Ease; Flesch Kincaid and Gunning Fog was done. This is to ascertain their power of accurate prediction. Extracts from Achebe’s

Arrow of God were used. It was found out, through the study, that the formulas have almost the same predictive power⁴⁸.

In 2017, another readability analyses of the paragraphs which some undergraduates of English Department, “Universities Dein Nuswantoro” wrote during their second semester courses was carried out. The objective was to examine the lexical density of the paragraphs in relation to the nominal groups therein using Halliday’s formula. It was establish that the average lexical density of the paragraphs written by the subjects of the study was low ranging from 2 to 3.5. This was said to have been caused by the lack of enough suitable nominal groups in the paragraphs written by the subjects⁴⁹. Similarly, a lexical analysis of religious texts taking extracts from the world-famous religious books was carried out. Automated text memory and machine learning tools were used. It was found out that the most religious books originated from the same geographical Zone. Likewise, a study on the means of enhancing syntactic complexity of English as a foreign language (EFL) learners’ written discourse employing the skills of creative thinking was attempted. Three techniques were adopted: brainstorming, Syectics and scamper. At the end of the study, it was discovered that the techniques have tremendous influencing power on the skills of creative thinking of EFL students as well as capable of enhancing effective development of syntactic complexity of their essays⁵⁰.

Furthermore, a research on readability of a textbook titled Fast Tract to English meant for the students of SMN who were on third year was carried out. The objective was to determine the level of readability at which the students were reading the text and to find out whether the text was linguistically suitable for the target readers or not. The instrument used in analyzing the text was the Raygor Readability Estimate. When the instrument was applied on thirty-eight

extracts taken from the texts, the result showed that the texts from the book can only be appropriate for those students who have been studying English Language for over nine years. Therefore, the texts were not linguistically appropriate for the target readers since they have been learning English Language for only nine years⁵¹.

In 2017, a researcher examined the syntactic complexity in secondary students writing in English focusing on the difference between the writing of those who were running bilingual and non-bilingual courses. Essays of three hundred and ninety-three (393) students from the groups were evaluated. A sample of gauging measures for complexification within the sentence was used, the clause and phrase degree of syntactic organization. The result showed great differences between the two groups with the marks of all the syntactic measures used being significantly lower in the non-bilingual group while the scores were higher in the bilingual programme groups⁵². In 2021, other two researchers examined the level of compatibility between the readability and comprehensibility of the questions for the test on one hand and the failure rates of the candidates as regards learners' prior knowledge tests. Extracted data from the drivers' manuals and the obtained failure rates from the department concerned were used. The extracts were subjected into readability analysis using Flesch-Kincaid grade and comprehensibility level formula with the help of question understanding aid. The result of the study revealed that the failure rate in the tests was a product of the degree of the syntactic complexity of the questions⁵³.

In 2019, three researchers did a comparison of the Hybrid Text comprehension cloze deletion and the standardized texts of reading ability. It was a large scale study which involved about two thousand, nine hundred and twenty-three (2,923) Dutch Secondary School Students with

about one hundred and twenty (120) unique cloze tests. Through the study it was established that the hybrid text comprehension cloze (Hytec-cloze) has equal predictive power with standardized tests of reading ability. Even it was observed that sometimes, the later outperforms the former⁵⁴. In 2014, a study examined if the writings of second language users at different levels of proficiency could be differentiated using the tool of automatic indices of linguistic complexity. The result of the study showed that most proficient authors produced lengthy texts used varied lexical items and demonstrated sharp ability to produce more words per sentence and more complex structures and nominalizations⁵². Another three researchers did some longitudinal studies in which they examined and compared the performances of different groups. The studies compared the writings of selected undergraduates who were doing their study abroad and another selected undergraduate students of French who were doing their study on-campus for over a period of time. Their writing was subjected into a clause/Tunit analysis and it was discovered that the groups showed increase in the syntactic complexity in their written discourse with a proviso that those who studies on campus improved more than those who did their study abroad⁵².

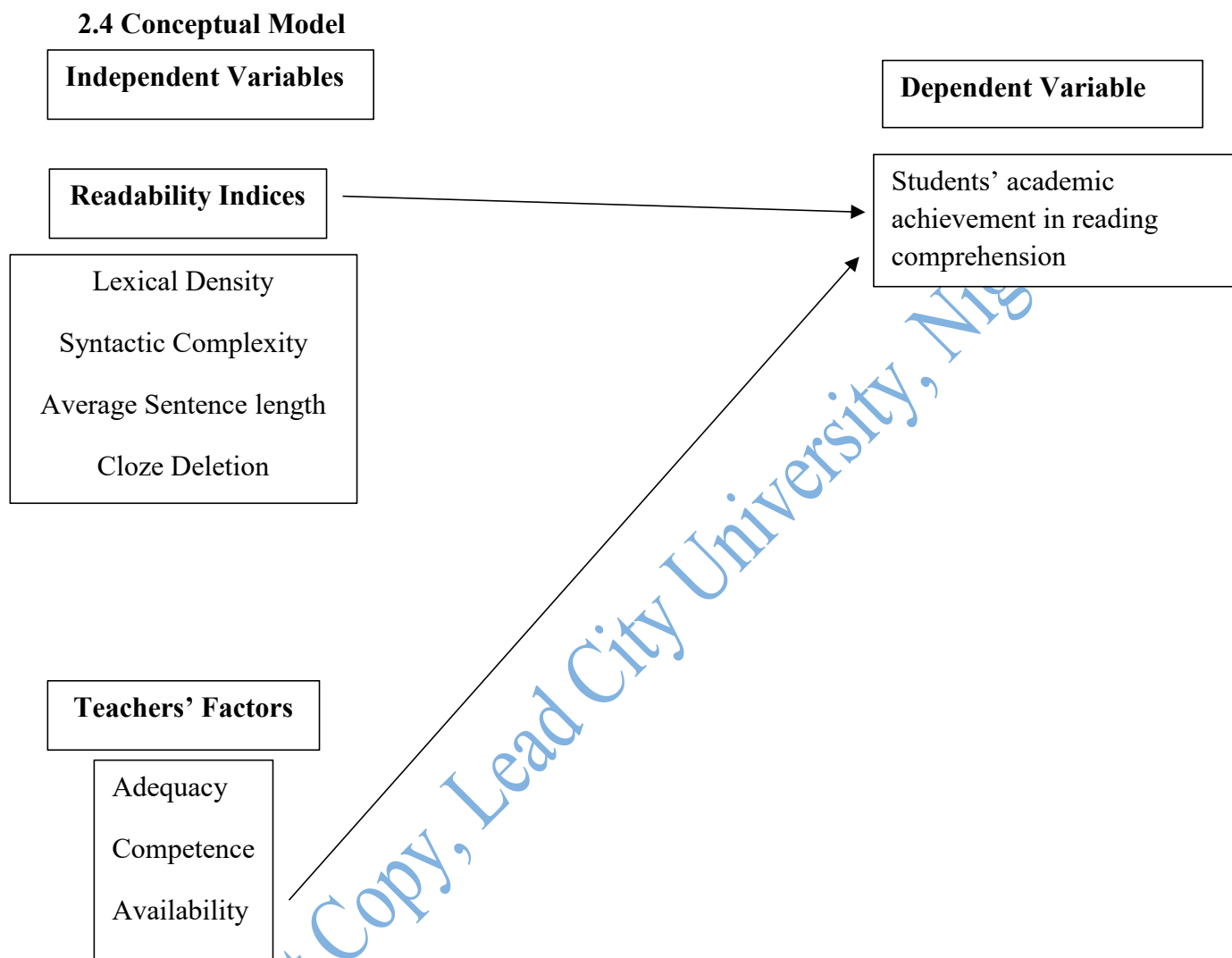


Fig 2.3: Conceptual Model for the study
Source: Researcher, 2023

2.4.1 Explanation of the Conceptual Model of the Study

The diagram provided above serves as the conceptual framework for this study. As shown in the model, the research is anchored on three main variables. Readability, teacher's factors and students' achievements in reading comprehension. In the model, readability and teachers' factors are the independent variables while students' achievements in comprehension is the dependent variable. The first independent variable which is readability has three levels-independent, instructional and frustration. These levels are product of some readability indices. The indices used in the model are sentence length, lexical density, syntactic-complexity chronological age and mental age. All these indices are to be used to measure the level of readability at which every student taking part in the study is operating and then be used to correlate his achievement in comprehension. The second independent variable which is teachers' factors would be measured through three major indices of adequacy, competence and motivation.

2.5 Summary of Gap in Literature Reviewed

The review of this study commenced with the discussion on the concept of reading. Various definitions of reading were examined and comments were made on each of the definitions that was examined as regards the weakness and the strongholds of such definition. The reasons for engaging in reading were equally examined. In line with the question "why reading"? Many benefits and function of reading were discussed with a conclusion that reading is not only essential in human society but also necessary in the life of people². Reading types were equally looked into where concepts like extensive and intensive reading; skimming and scanning were thoroughly examined. It was also pointed out that people engaged in reading for reasons: they

may want to learn how to read; they may be reading in order to learn; the purpose of reading may be to pass examinations. Reading may be done for survival and it may be for pleasure³. The five levels of reading comprehension were equally identified¹¹. The discussion on reading was concluded with a brief consideration of factors that can affect the formation of good reading habits among students¹³.

The issue of readability was also examined. Different opinions on the key concepts on readability were discussed. Concepts like meaning, history, levels, and variables of variables that can affect readability and readability formulas were considered²⁰.

Three grammatical theories were discussed. The Tagmenic Grammar Theory which was propounded around 1954 by Pike; the Systemic Functional Linguistic Theory which was believed to have originated from firth's 'Synopsis of Linguistic Theory' compiled between 1930 and 1935 and Transformational Generative Grammatical Theory which was initiated in 1957 and was later developed by another researcher. Some basic concepts in the theory such as kernel sentence, phrase structure rules, context free rules, context sensitive rules, sub-categorilisation rules, etc. were examined. Scholars' opinions about the strength and weaknesses of the theoris were equally pointed out³⁹.

So many empirical studies were reviewed. The review of such studies cut across ages and places. From 1948 to 2020, from Europe to Nigerian, different empirical works on reading and readability were considered. Practical works of many distinguished researchers were reviewed with the emphasis on the influence that such works could wield on the research at hand. The

entire review was brought to a conclusion with the drawing of the conceptual model for the study¹⁹.

As earlier examined, so many researches are already existing on reading and readability. One would then be wondering why language scholars are still bordering themselves on readability researches and tests, most especially, when publishers are expected to have done a thorough editing of the books they produce and the selection of those books for school learners are always done by experts in the ministry of education. But there are reasons for this. As noted by a scholar, despite the fact that publishers, editors and proofreaders always keep their vigilant eyes on publishing materials, bad books do get into the market and this is because the ultimate aim of publishers is to make gain from what they publish regardless of the quality. In addition, it should be noted that as the world is seriously aware of the need for effective and efficient communication through printed matters, the means to control problems associating with comprehension is quite essential especially in educational contexts. Thus, conducting readability researches and tests would continue to be relevant since the use of readability predictors would definitely assist education stakeholders, especially ministry of education officials and teachers in selecting appropriate texts for teaching and learning of comprehension in schools.

However, it should be pointed out that though the formulas, the method and processes of conducting readability tests may be similar but the result of tests on a text has extent to which it can be generalized. This is because two different texts produced for a particular grade even by the same publisher can hardly be the same in terms of lexico-syntactic and morph-phonemic contents and textual design. Likewise the different reading materials produced for the same

grade but by different publishers. The implication of this fact is that there is always that a need to conduct readability test for every text meant for reading produced by different publishers for the same or different reading grades. As rightly observed, Nigerian educational markets have been flooded with textbooks that were not prepared with interest of the users at heart but mainly for financial gains. In order to guide the students against miseducation which the use of bad reading materials can lead to, there is need for content evaluation of any textbook that will be recommended for use in Nigerians Schools. Appropriate evaluation for such text can only be carried out through readability tests¹⁹.

In line with this call, the need to conduct readability tests on different textbooks used in Nigerian public secondary schools is long overdue but only very few of such textbooks have been attended to as regards their readability nature. Therefore, the main gap that this research intends to fill is to carry out a critical evaluation of one of those textbooks that have overdue for readability assessments. Although the text is currently being used throughout the public secondary schools in Oyo State, but no test of readability has been carried out on it to determine whether it is appropriately suitable for the target students or not.

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Chapter Three

Methodology

This chapter describes the procedures and methods used to gather, analyze, and evaluate data for this study: As a result, the chapter is divided into the following sections: research design, population, sample, and sampling techniques, instruments for data collection, instrument validity, instrument reliability, data collection methods, and data analysis methods.

3.1 Research Design

This study, adopted a descriptive survey. This design was chosen since the goal of the study is to determine the impact of two variables (readability and instructor characteristics) on students' comprehension achievement. Because the study will contain content analysis of some comprehension sections in the English Language texts utilized for the research, and the results will be presented statistically, the design is equally appropriate for the research.

3.2 Population of the Study

The population for the study includes all the Senior Secondary School Two Students (SS2) in Oyo State and their English language teachers. Oyo State comprises of thirty-three local government councils: Ibadan North, Ibadan North East, Ibadan North West, Ibadan South West, Ibadan South East, Akinyele, Egbeda, Lagelu, Oluyole, Ona Ara, Afijio, Atiba, Iseyin, Itesiwaju, Oyo East, Oyo West, Ibarapa Central, Ibarapa East, Ibarapa North, Ido, Ogbomoso North, Ogbomoso South, Ogo Oluwa, Oriire, Surulere, Atisbo, Irepo, Iwajowa, Kajola, Olorunsogo, Oorelope, Saki West and Saki East. The statistics of the number of secondary schools in each of the aforementioned Local Government Councils is displayed in table 3.1.

Table 3.1: Population of the Study is 625 for Schools

S/N	Local Government	No of Schools
1.	Ibadan North	42
2.	Ibadan North East	34
3.	Ibadan North West	13
4.	Ibadan South West	30
5.	Ibadan South East	36
6.	Akinyele	36
7.	Egbeda	30
8.	Lagelu	26
9.	Oluyole	29
10.	Ona-Ara	33
11.	Afijio	17
12.	Atiba	15
13.	Iseyin	23
14.	Itesiwaju	11
15.	Oyo East	11
16.	Oyo West	11
17.	Ibarapa Central	10
18.	Ibarapa East	11
19.	Ibarapa North	8
20.	Ido	26
21.	Ogbomosho North	15
22.	Ogbomosho South	16
23.	Ogo-Oluwa	13
24.	Oriire	18
25.	Surulere	23
26.	Atisbo	12
27.	Irepo	6
28.	Iwajowa	9

29.	Kajola	16
30.	Olorunsogo	4
31.	Oorelope	8
32.	Saki East	11
33.	Saki West	22
	Grand Total	625

Source¹

Since the target population of this research is only SS 2 students and their teachers, their population according to local government councils in Oyo State is displayed in table 3.2.

Table 3.2: Population of the Study is 1260 for English Language Teachers and 65,079 For the SS2 Students

S/N	Local Government	No of English teachers	No of SS2 students
1.	Egbeda	63	3,808
2.	Akinyele	55	3,374
3.	Oluyole	40	3986
4.	Ona-Ara	39	3,802
5.	Lagelu	64	3,294
6.	Ibadan North	122	4,964
7.	Ibadan North East	92	3,600
8.	Ibadan North West	30	1,813
9.	Ibadan South East	97	4,916
10.	Ibadan South West	92	3,471
11.	Ogbomoso South	52	1,651
12.	Surulere	34	1,002
13.	Ogbomoso North	43	2,153
14.	Oriire	17	760
15.	Ogo Oluwa	19	816
16.	Afijio	37	2,136
17.	Atiba	33	1,643
18.	Iseyin	42	2,416
19.	Itesiwaju	7	538
20.	Oyo East	36	1,263
21.	Oyo West	32	1,030
22.	Ibarapa Central	14	954
23.	Ibarapa North	10	556
24.	Ibarapa East	22	939
25.	Ido	30	2,182
26.	Atisbo	17	822
27.	Saki East	11	544
28.	Saki West	38	2,858

29.	Irepo	10	638
30.	Iwajowa	14	612
31.	Kajola	28	1,348
32.	Olorunsogo	9	548
33.	Orelope	11	642
	Total	1,260	65,079

Source¹

Do Not Copy, Lead City University, Nigeria

3.3 Sample and Sampling Techniques

The activities for this research covered the three (3) senatorial districts in Oyo State. There are thirty-three (33) Local Government councils in the senatorial districts. However, only seventy-five percent (75%) of the local government councils, (25 councils) served as the sample for this study. In the same vein, seventy-five percent (75%) of the Senior Secondary Schools in each of the selected councils was used as sample while five students in each of the sampled schools took part in the tests. The statistics of the three senatorial districts and the local government councils in each district with the sampled councils are shown in table 3.3

Table 3.3 Selection of Local Government Councils Across Senatorial District

S/N	Senatorial District	Local Government councils	Sampled Council
1.	Oyo North	Saki West, Saki East, Atisbo, Irepo, Olorunsogo, Kajola, Iwajowa, Ogbomoso North, Ogbomoso, Orire, Itesiwaju South, Iseyin, Oorelope	Saki East, Atisbo, Irepo, Olorunsogo, Kajola, Iwajowa, Ogbomoso North, Iseyin, Oorelope, Itesiwaju, Ogbomoso South
2.	Oyo Central	Afijio, Akinyele, Egbeda, Ogo Oluwa, Surulere, Lagelu, Oluyole, Ona Ara, Oyo East, Oyo West and Atiba	Afijio, Ogo-Oluwa, Surulere, Lagelu, Akinyele, Oyo East, Oyo West and Atiba
3.	Oyo South	Ibadan North, Ibadan North East, Ibadan North West, Ibadan South East, Ibadan South West, Ibarapa Central, Ibarapa East, Ibarapa North and Ido	Ibadan south east, Ibarapa central, Ibarapa East, Ibarapa North, Ido, Ibadan North West

Source²

According to table 3.3, Oyo North senatorial district comprises of fourteen (14) local government councils, eleven (11) out of these were purposively taken as sample. Oyo central senatorial district contains eleven (11) local government councils, eight (8) out of these councils are purposively taken as sample while Oyo south senatorial district has nine (9) local government councils and six (6) out of these are taken as sample. The local government councils are purposively selected so that the selection would not be lump sided. The selection was done in such a way that every nook and cranny of the state was well and equally represented.

Likewise, table 3.4 shows the statistics of the sampled local government councils, number of schools in each of the sampled council and the number of students sampled in each council.

As shown in table 3.4, there are three hundred and eighty-three secondary schools in the twenty-five sampled local government councils. Out of these number 288 senior secondary schools representing 75% of the senior secondary schools in the sampled councils were randomly selected for the research. It is only the students chosen from those schools that took part in the tests used for the research. Five students who were randomly selected in each school were allowed to sit for the tests which means the total number of one thousand four hundred and forty students were tested.

Also, all the teachers teaching English Language in Senior Secondary School of all the two hundred and eighty-eight (288) schools used for the research were given questionnaires to respond to the items that are contained in the questionnaire.

Table 3.4: Distribution of the Sampled Local Government Councils with the Number of Secondary Schools in each Council and the Number of Sampled Schools and Students in each Council

S/N	Sampled Local Government Councils	Total No of Schools	Number of Sampled Schools (75%)	Number of sampled students
1.	Saki East	11	8	40
2.	Irepo	6	4	20
3.	Olorunsogo	11	8	40
4.	Kajola	16	12	60
5.	Iwajowa	9	7	35
6.	Ogbomoso North	15	11	55
7.	Iseyin	23	17	85
8.	Oorelope	8	6	30
9.	Itesiwaju	11	8	40
10.	Atisbo	12	9	45
11.	Afijo	17	13	65
12.	Ogo Oluwa	13	10	50
13.	Surulere	23	17	85
14.	Lagelu	26	20	100
15.	Akinyele	29	22	110
16.	Oyo East	11	8	40
17.	Oyo West	11	8	40
18.	Atiba	15	11	55
19.	Ibadan North West	13	10	50
20.	Ibadan South West	30	23	115
21.	Ibarapa Central	10	8	40
22.	Ibarapa East	11	8	40
23.	Ibarapa North	8	6	30
24.	Ido	26	20	100

25.	Ori Ire	18	14	70
	Total	383	288	1,440

*Source*¹

3.4 Description of the Research Instruments

The following instruments were used to collect data in respect of this research.

- i. Cloze Deletion Test (CDT)
- ii. Written Comprehension Test (WCT)
- iii. Lexical Density Test (LDT)
- iv. Syntactic Complexity Test (SCT)
- v. Average Sentence Length (ASL)
- vi. Age Grade Test (AGT)
- vii. Teacher Factor Questionnaire (TFQ)

3.4.1 Cloze Deletion Test (CDT)

This is a readability test rooted in the theory that readers are able to fill the missing words in the blank spaces with appropriate words as their reading skills improve and their knowledge of understanding of the content of a text increases. The test made use of a text that has some of its words been deleted at regular interval (every 5th word) and required that the subjects fill the blank space so created with appropriate words. Whatever percentage an individual was able to fill correctly out of the missing words was regarded as his cloze score and it was used to determine the level of readability at which such an individual was reading the text. Let us consider the Table 3.5

Table 3.5: Cloze scores and Readability Levels

Cloze score	Readability
50-60%	Independent/Unassisted reading
35-49%	Instructional/ assisted reading
Below 35%	Frustration level of reading

Source: Authors Computation, 2023

3.4.2 Written Comprehension Test (WCT)

This test was carried out by using the normal questions set at the end of a comprehension passage. It is meant to determine the extent to which a reader understands the content of the passage he has read. This research used the modified version of the questions set under the extract used for the research.

3.4.3 Lexical Density Test (LDT)

Lexical Density has to do with the number of meaningful words in relation to the number of empty words in a text. It is also regarded as the proportion of the content words to the number of grammatical words. The ratio of lexical items in a text to the running words in a text. Lexical density is used as one of the measures of readability because of the following established facts

- i. That texts containing few unknown words provide readers with an appropriate source from which to develop fluency and word knowledge.
- ii. When students read texts with very few strange words, the chances are for them to develop a sound understanding of those concepts that they are not familiar with in the

text and this tends to improve their reading and comprehension skills for further reading exercises.

- iii. If a text contains many difficult or complex vocabularies, this will affect readers' ability to use reading to learn new ideas.
- iv. When too many unknown linguistic items exist within a text, it will be hard for readers to use the surrounding context to determine or infer meanings of concepts in such a text.
- v. Word familiarity enhances readers' better understanding of the concepts in the text hence, ensures greater degree of comprehension.

The two methods of measuring lexical density proposed by Ure and Halliday has shown in table 3.6 and table 3.7 are available for use in this research. However, the method proposed by Ure was be used.

Table 3.6: Ure's Method

$$\text{Lexical density} = \frac{\text{Number of lexical items} \times 100}{\text{Total Number of words}}$$

Regarding this method, if the density is more than forty percent, it is an indication of higher density

Table 3.7: Halliday's Method

$$\text{Lexical density} = \frac{\text{Number of lexical items}}{\text{Number of ranking clauses}}$$

As regards this method, the typical average lexical density for written texts is between 3 and 6. The higher the index, the difficult the text is.

3.4.4 Syntactic Complexity Text (SCT)

Syntactic Complexity can be explained as the degree of variation in the linguistic items used to accomplish a communicative task and the extent of its elaboration. It can also be described as the range and the sophistication of grammatical resources exhibited in language production and usage. The syntactic complexity of a text concerned can be determined by using those measures that are capable of gauging language complexification at the level of sentence, clause and phrase within syntactic structure or organization. Hence these measures of sentential (syntactic) complexity with each gauging different but interrelated aspect of sentence complexity could be chosen in any research. However, this research made use of Sentence composition in terms of structure—simple sentence, complex sentence, compound sentence, and compound complex sentence. The proportion (ratio) of each type of the sentences identified was determined in relation to the total number of sentences existing in the text examined

3.4.5 Average Sentence Length Test (A S L T)

Sentence length was determined by the number of words that a sentence is made of. This becomes an index to measure readability because of the following established facts.

- i. When a sentence contains fewer words it is very easy to comprehend by the readers.
- ii. When sentences are short they help readers to understand better what they read
- iii. The major hindrances to readability are strange words and the use of too many long sentence
- iv. The longer the sentences, the greater the chances of it containing multiple discrete concepts otherwise known as proposition.

The average length of a sentence is determined by using the number of sentences to divide the number of words in such a text as shown in table 3.8.

Table 3.8: Sentence Length Formula

Average Sentence Length =	Number of words
	Number of Sentences

3.4.6: Age Grade Test (A G T)

The appropriateness of the linguistic contents of the passages in the text for mental and chronological age of the target readers was determined. This was done by subjecting extracts from the comprehension passages in the text to Text Readability Consensus Calculator

3.4.7 Teachers Factor Questionnaire (TFQ)

This questionnaire contained two sections labeled A and B

Section A: This requested for personal information about the respondents. The information required included: age, sex, teaching experience, qualification(s), marital status, class taught and number of students taught (SS II only)

Section B: This section contained 15 items relating to teachers' factors. Four likert type scale as follows was used: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Degree (SD) = 1

3.5 Validity of the Instrument

To make sure that the instruments actually test what they supposed to test, they were given to experts in the field of language education as well as experts in the field of applied linguistics

for corrections and proper guidance. After the necessary corrections, the instruments were handed to the projects supervisor for further advice.

3.6 Reliability of the Instruments

Reliability of the Instruments was determined by using Cronbach's Alpha to find out whether the obtained scores were not affected by sampling errors and to determine the respondents' stability to the items in the instrument. Likewise, the questionnaire and tests were administered on twenty (20) teachers and twenty-five (25) students. These set of people did not form part of the main test.

3.7 Method of Data Collection

The instruments for the research were reproduced into adequate copies and they will be taken to the subjects of the research in their different schools in the selected local government councils. This was done in conjunction with well trained research assistants. The responses were collected immediately after the respondents have finished the assignment for necessary scoring and analyses.

3.8 Method of Data Analysis

Data for this study were analyzed using the Statistical Package for Social Science (SPSS). Correlation analysis was used to determine the impact of readability indices and teachers' factors on students' comprehension test performance. The combined influence of readability indices and teachers' factors on students achievement in comprehension tests was also investigated using regression analysis, all at the 95% ($P < 0.05$) level of significance.

- Endnotes**
1. Oyo State Post Primary School Teaching Service Commission (TESCOM) Planning, Research and Statistics Department
 2. www.oyostate.gov.ng/localgovernment

Chapter Four

Results and Discussion of Findings

4.1 Demographic Data Analysis

Table 4.1: Teachers Statistics

Age of teachers	Teachers experience	Gender	Educational qualification	Teachers Registration
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		(years)	(years)			Council Number (TRCN)
N	Valid	120	120	120	120	120
	Missing	0	0	0	0	0
Mean		2.08	1.68	1.67	2.37	1.08
Std. Deviation		.422	.698	.473	.819	.278

Source: Survey 2023

Table 4.2: Age of Teachers (years)

		Frequency	Percent	Valid Percent	Cumulative Percent
	20-30	6	5.0	5.0	5.0
Valid	31-40	98	81.7	81.7	86.7
	41-50	16	13.3	13.3	100.0
	Total	120	100.0	100.0	

Source: Survey 2023

Table 4.3: Teachers Experience (years)

		Frequency	Percent	Valid Percent	Cumulative Percent
	1-10	54	45.0	45.0	45.0
Valid	11-20	50	41.7	41.7	86.7
	21-35	16	13.3	13.3	100.0
	Total	120	100.0	100.0	

Source: Survey 2023

Table 4.4: Teachers Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	40	33.3	33.3	33.3
Valid	Female	80	66.7	66.7	100.0
	Total	120	100.0	100.0	

Source: Survey 2023

Table 4.5: Teachers Educational Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
	M.A English	6	5.0	5.0	5.0
	BSc ed English	84	70.0	70.0	75.0
Valid	H.N.D	10	8.3	8.3	83.3
	N.C.E	20	16.7	16.7	100.0
	Total	120	100.0	100.0	

Source: Survey 2023

Table 4.6: Teachers Registration Council Number (TRCN)

		Frequency	Percent	Valid Percent	Cumulative Percent
	Registered	110	91.7	91.7	91.7
Valid	Non registered	10	8.3	8.3	100.0
	Total	120	100.0	100.0	

Source: Survey 2023

4.2 Presentation of Data

Research Question One: What are the mean sentence length, the degree of lexical density and the syntactic complexity of the comprehension passages in the text analyzed?

Three readability tests were conducted to answer this question. The results of the tests are as shown table 4.7.

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Table 4.7: An Average Sentence Length Test (ASLT)

No of passages	No of sentences	No of words	Averages	Mean length Sentence (MLS)
1	17	403	$\frac{403}{17}$	24 WPS

2	26	521	<u>521</u>	20WPS
			26	
3	19	391	<u>398</u>	24WPS
			16	
4	18	380	<u>380</u>	21WPS
			18	
5	33	627	<u>627</u>	19WPS
			33	
6	26	515	<u>515</u>	20WPS
			26	
7	15	382	<u>382</u>	26WPS
			15	
8	11	284	<u>284</u>	26WPS
			11	
9	28	611	<u>611</u>	22WPS
			28	
10	20	381	<u>381</u>	19WPS
			20	
11	15	252	<u>252</u>	17WPS
			15	
12	33	599	<u>599</u>	18WPS
			33	
13	16	261	<u>261</u>	16WPS
			16	
14	18	408	<u>408</u>	23WPS
			18	
15	17	318	<u>318</u>	19WPS
			17	
Total	312	6339	<u>6339</u>	20WPS
			312	

Source: Survey 2023

The content table 4.7 shows that the mean length of the sentence is twenty per sentence (20WPS) this average sentence length is classified as fairly difficult by flesch easy reading scale.

Table 4.8 Lexical Density Test (LDT)

Passages	No of words	No of lexical words	Percentage of the lexical words
-----------------	--------------------	----------------------------	--

1	403	214	$\frac{214}{403} \times 100 = 53\%$
2	521	297	$\frac{297}{521} \times 100 = 57\%$
3	391	232	$\frac{232}{391} \times 100 = 59\%$
4	380	218	$\frac{218}{380} \times 100 = 57\%$
5	627	314	$\frac{314}{627} \times 100 = 50\%$
6	518	264	$\frac{264}{518} \times 100 = 51\%$
7	382	222	$\frac{222}{382} \times 100 = 58\%$
8	284	151	$\frac{151}{284} \times 100 = 53\%$
9	611	342	$\frac{342}{611} \times 100 = 56\%$
10	381	244	$\frac{244}{381} \times 100 = 64\%$
11	252	159	$\frac{159}{252} \times 100 = 63\%$
12	599	231	$\frac{231}{599} \times 100 = 55\%$
13	261	145	$\frac{145}{261} \times 100 = 56\%$
14	408	225	$\frac{225}{408} \times 100 = 55\%$
15	318	195	$\frac{195}{318} \times 100 = 61\%$
Total	6339	3450	$\frac{3450}{6339} \times 100 = 54\%$

The table 4.8 shows the result of the lexical density test conducted on the passages. The degree of the density is averagely fifty-five percent (55%). This is a mark of high density since the standard percentage is forty (40%), it is also an indication of the passage being fairly difficult.

Source: Survey 2023

Table 4.9 Syntactic Complexity test (SCT)

Passage s	No of sentence	No of simple	No of compoun	No of complex	No of compoun	No of simple	% of simple	% of complex
--------------	----------------------	-----------------	------------------	------------------	---------------------	--------------------	----------------	-----------------

	s	sentence s	d sentences	sentence s	d Complex	sentence s	sentence s
1	17	2	2	5	8	12	88
2	26	9	0	10	7	35	65
3	19	3	5	4	7	16	84
4	18	4	0	9	5	22	78
5	33	15	3	11	4	46	54
6	26	9	4	9	4	35	65
7	15	0	0	13	2	0	100
8	11	0	1	5	5	0	100
9	28	3	4	17	4	11	89
10	20	4	1	8	6	20	80
11	15	1	1	10	3	7	93
12	33	5	4	9	15	12	88
13	16	3	2	4	7	19	81
14	18	0	2	9	7	0	100
15	17	2	0	9	6	12	88
Total	312	60	29	133	90	19	81

The table above shows that the degree of the syntactic complexity is eighty-one percent (81%). This is a mark of being difficult to read since passages that contains more simple sentences are easy to comprehend than those that contains long sentences.

Source: Survey 2023

Research Question Two: at what level of readability are the students concerned reading the passage?

The result of the students in the cloze deletion test used to answer this question are shown below.

Table 4.10: Scores of the Students in Cloze Deletion Test and their Readability Level

Passages	Score: 0 – 34 Readability: frustration level	Score = 35- 49 Readability: instructional Level	Score: 50-100 Readability: independent
1	98	0	2
2	97	3	0
3	98	2	0
4	96	3	1
5	92	6	2
6	92	6	2
7	98	2	0
8	96	3	1
9	93	6	1
10	98	3	0
11	92	6	2
12	93	6	1
13	98	2	0
14	96	3	1
15	96	2	2
Total	1433= 96%	52=3%	15=1%

The result of the cloze deletion test revealed that 1,433 students which is 96% scored below thirty-five percent (<35%) in the test which means they are reading the passages at frustration level. Fifty-two which is 3% scored between (35 and 49%) which is an indication that those are students reading the passages at instructional (assisted) level while only fifteen students (1%) scored between (50 – 100%) which also shows that they are the students reading the passage at independent (unassisted) level. This result shows that on average, the students are reading the passage at frustration level.

Source: Survey 2023

Research question Three: Are the contents of the passages appropriate for the students reading them?

To answer this question, text readability consensus calculator was used and the results are shown below.

Table 4.11: Readability Consensus

Passages	Readability Consensus	
1	<i>Reading level:</i>	fairly difficult to read
	<i>Reader's age:</i>	15-17 years old
2	<i>Reading level:</i>	fairly difficult to read
	<i>Reader's age:</i>	15-17 years old
3	<i>Reading level:</i>	fairly difficult to read
	<i>Reader's age:</i>	15-17 years old
4	<i>Reading level:</i>	difficult to read
	<i>Reader's age:</i>	15-17 years old
5	<i>Reading level:</i>	fairly easy to read
	<i>Reader's age:</i>	10-11 years
6	<i>Reading level:</i>	fairly easy to read
	<i>Reader's age:</i>	11-13 years
7	<i>Reading level:</i>	very difficult to read
	<i>Reader's age:</i>	college graduate
8	<i>Reading level:</i>	fairly difficult to read
	<i>Reader's age:</i>	17-18 years
9	<i>Reading level:</i>	standard/ average
	<i>Reader's age:</i>	13-15 years
10	<i>Reading level:</i>	fairly difficult to read
	<i>Reader's age:</i>	15-17 years
11	<i>Reading level:</i>	standard/average
	<i>Reader's age:</i>	12-14 years
12	<i>Reading level:</i>	fairly easy to read
	<i>Reader's age:</i>	11-13 years
13	<i>Reading level:</i>	fairly difficult to read
	<i>Reader's age:</i>	14-15 years
14	<i>Reading level:</i>	difficult to read
	<i>Reader's age:</i>	17-18 years
15	<i>Reading level:</i>	fairly difficult to read
	<i>Reader's age:</i>	14-15 years

The readability consensus as shown in the table above is that two out of fifteen passages are standard (passage 9 and 11) which is only thirteen percent (13%). Three of the passages (5, 6 and 12) are fairly easy to read from age ten to thirteen and this is twenty percent of the whole passage. Ten out of these passages representing sixty-seven percent (67%) are difficult to read. This shows that on average, the passages are difficult to read.

Source: Survey 2023

Hypothesis One

Ho1: There will be no significant relationship between readability indices (lexical density, syntactic complexity and average sentence length) and students' achievement in comprehension test among senior secondary school students in Oyo state.

Table 4.12

Descriptive Statistics			
	Mean	Std. Deviation	N
Readability indices	1.06	.298	1500
Comprehension test result	1.10	.380	1500

Source: Survey 2023

Table 4.13

Correlations			
		Readability indices	Comprehension test result
Readability indices	Pearson Correlation	1	.890**
	Sig. (2-tailed)		.000
	N	1500	1500
Comprehension test result	Pearson Correlation	.890**	1
	Sig. (2-tailed)	.000	
	N	1500	1500

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Survey 2023

Table 4.12 is showing a descriptive statistic of the data collected, where the mean, standard deviation of readability indices (1.06 and 0.298 respectively) and comprehension test (1.10 and 0.380 respectively) as well as the total number of the data collected. Therefore we can reject our H_0 : hypothesis which says there will be no significant relationship between readability indices (lexical density, syntactic complexity and average sentence length) and students' achievement in comprehension test among senior secondary students in Oyo state, and

conclude that there is significant relationship between readability indices (lexical density, syntactic complexity and average sentence length) and students' achievement in comprehension test among senior secondary student in Oyo state.

Hypothesis Two

Ho2: There will be no significant relationship between teachers' factors (Availability, Adequacy and Competence) and students' achievement in comprehension test among senior secondary student in Oyo state.

Table 4.14

Descriptive Statistics			
	Mean	Std. Deviation	N
Comprehension test result	1.11	.406	120
Teachers' factors	2.12	.621	120

Table 4.15

Correlations			
		Comprehension test result	Teachers' factors
Comprehension test result	Pearson Correlation	1	.546**
	Sig. (2-tailed)		.000
	N	1500	120
Teachers' factors	Pearson Correlation	.546**	1
	Sig. (2-tailed)	.000	
	N	1500	120

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Survey 2023

Table 4.14 shows a descriptive statistic of the data collected, where the mean, standard deviation of teacher's factors (2.12 and 0.621 respectively) and comprehension test (2.12 and 0.621 respectively) as well as the total number of the data collected.

Also, table 4.15 the value our correlation coefficient(r) is 0.546 which indicate a moderate positive relationship between Teachers' factors (Availability, Adequacy and Competency) and students' achievement in comprehension test.

Also, table 4.15 shows that our P which is 0.000 value is less than 0.05. A statistically significant test result ($P \leq 0.05$) means that the test hypothesis is false or should be rejected. Therefore, we can reject our H_0 : hypothesis which says there will be no significant relationship between teachers' factors (Availability, Adequacy and Competency) and students' achievement in comprehension test among senior secondary student in Oyo state.

In general, there is moderate positive significant relationship between teachers' factors (Availability, Adequacy and Competence) and students' achievement in comprehension test among senior secondary school students in Oyo state

Hypothesis Three

Ho3: There will be no significant combined relative influence of readability indices (lexical density, syntactic complexity and average sentence length) and teachers' factors (Availability,

Adequacy and Competence) on students' achievement in comprehension test among senior secondary school students in Oyo state.

Table 4.16

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	Teachers' factors, Readability indices ^b		. Enter

a. Dependent Variable: Comprehension test result

b. All requested variables entered.

Table 4.17

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.890 ^a	.792	.789	.186

a. Predictors: (Constant), Teachers' factors, Readability indices

Source: Survey 2023

R-value in the above represents the correlation between the dependent and independent variables. In this case, the value is .890, which is good.

R-square shows the total variation for the dependent variable that could be explained by the independent variables. A value greater than 0.5 shows that the model is effective enough to determine the relationship. In this case, the value is .792, which is 79%.

Adjusted R-square shows the generalization of the results i.e. the variation of the sample results from the population in multiple regression. It is required to have a difference between R-square and Adjusted R-square minimum. In this case, the value is .789, which is not far off from .792, so it is good.

Table 4.18

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.525	2	7.762	223.318	.000 ^b
	Residual	4.067	117	.035		
	Total	19.592	119			

a. Dependent Variable: Comprehension test result

b. Predictors: (Constant), Teachers' factors, Readability indices

• P-value/Sig value: For most studies, a 95% confidence interval or 5% level of significance is utilized. As a result, the p-value should be less than 0.05. It is .000 in the above table. As a result, the outcome is significant.

• F-ratio: It reflects an improvement in variable prediction by fitting the model after accounting for model imperfection. A value greater than one indicates that the ratio of F- yield efficient model. The value in the preceding table is 223.318, which is satisfactory.

These results estimate that as the p-value of the ANOVA table is below the tolerable significance level, thus there is a possibility of rejecting the null hypothesis.

Table 4.19

		Coefficients ^a			T	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	-.243	.070		-3.457	.001
	Readability indices	1.038	.062	.794	16.685	.000
	Teachers' factors	.116	.031	.177	3.726	.000

a. Dependent Variable: Comprehension test result

Source: Survey 2023

Table 4.19 shows the strength of the relationship i.e. the significance of the variable in the model and magnitude with which it impacts the dependent variable. This analysis helps in performing the hypothesis testing for a study

Significant value should be below the tolerable level of significance for the study i.e. below 0.05 for 95% confidence interval in this study, from the table we can see that significant values for Readability indices and Teachers' factors are 0.001 and 0.000 Based on the significant value, the null hypothesis is rejected or not rejected.

If Sig. value is < 0.05 , the null hypothesis is rejected. If Sig. is > 0.05 , then the null hypothesis is not rejected. If a null hypothesis is rejected, it means there is an impact. However, if a null hypothesis is not rejected, it means there is no impact.

So in the above regression analysis we can conclude that there is significant relative influence of readability indices (lexical density, syntactic complexity and average sentence length) and teachers' factors (Availability, Adequacy and Competence) on students' achievement in comprehension test among senior secondary school students in Oyo state.

4.3 Discussion of Findings

The findings of the study revealed many facts about the contents of the passages used for the research. These facts are discussed in line with the research questions and hypotheses as follows.

The first fact to be noted is that the passages contain fairly long sentences with an average of twenty words per sentence (20WPS). Let us consider this in accordance with flesch ease reading scale bellow

Table 4.20: Flesch's Analysis of the Readability of Reading Materials

Style	Average sentence length in words	Expected level of education
Very easy	8 or less	4 th grade
Easy	11	5 th grade
Fairly easy	14	6 th grade
Standard or average	17	7 th grade
Fairly difficult	21	Some high school
Difficult	25	High school or some college
Very difficult	29 or more	College

Source¹.

The content of the table above shows that average sentence length of the passage examined which is twenty words per sentence is classified as fairly difficult. One important thing to note is that difficult structure in language use is capable of affecting readability. This is so because it has been established by research that average sentence length is one of the predictors of textual difficulties². The finding here is that the sentences in the passages are long, therefore they will definitely have negative influence on how the students read and comprehend the sentences of the passages. This is in line with a research finding that shorter sentence and concrete terms increases readability and the fact that the longer the sentence the more difficult

it is ². It is also in accordance with a finding that sentence length exhibited a relationship with test failure rate in research in which the relationship between the readability and comprehensibility of practice test questions and failure rate on learner's permit of knowledge was examined ³.

The second finding in the research is the fact that the content of the passages is highly dense in terms of lexical components. The results of the formula for finding lexical density of a text that was used revealed that the passages are fifty-five percent dense (55%) on average. This percentage is regarded as high because the recommended percentage according to the formula used is forty percent (40%)⁴. The implication of this finding is that the lexical content of the passages is capable of impairing the appropriate comprehension of the text on the part of the students concerned. As established by researchers, vocabulary load is the most essential concomitant of textual difficulty and as a matter of rule; text with lower density is easier to understand ². Thus, the lexical density of the passages has negative influence on the readability of the text.

The third finding indicated that the degree of syntactic complexity of the sentences in the passage as shown in table 4.9 is 81%. This percentage is high and obviously capable of affecting level at which the targeted students could read the passage. This is so because it has been established with research that the nature of underlying structure is capable of making even simple text hard to read². In addition, the result is in line with a research finding that the high percentage of the syntactic complexity of test questions for learners' permit knowledge in the District of Columbia was partly responsible for the failure rates of the testees³. Another finding from this research is that the contents of the passages are well above the comprehension ability of the students concerned. As shown in table 4.10, one thousand and

four hundred and thirty-three (1433) out of one thousand and five hundred students tested (96%) were reading the passages at frustration level; fifty-two (52) which is the (3%) of the population were reading at instructional level while the remaining fifteen (1%) were reading the text at independent level. This is an indication that almost all the students cannot use the passages for comprehension lesson successfully.

This result is supporting the previous research conducted on primary six textbooks and it was discovered that most of the pupils were reading at frustration level. Likewise, a similar test was carried out on Gorge Orwell's Animal farm and it was found out that the entire students using the book for literature were reading at frustration level. Similarly, readability test was carried out on William Golden's Lord of the Flies and the result showed that the students concerned were reading at frustration level in addition, Ernest Hemingway's The Old man and the Sea was also subjected to readability test and it was discovered that the students were reading the text at frustration level⁵.

The research also discovered that the passages are not are not appropriate for the target students. As displayed in table 4.12 and table 4.13, almost all the passages were rated as difficult by text readability calculator⁶. The basic fact is that being difficult is never a positive clue to comprehensibility. Thus, there is a cogent reason to label the passage as inappropriate for the students. This finding is in support of the earlier discovery in the research that the passages contain fairly difficult sentences, high lexical density and complex sentences are always difficult text that cannot be read and easily understood. It is also in line with previous findings in this research that almost all the students were reading the passages at frustration level and the fact that most of them scored extremely low in the comprehension test given to them

Another finding is that the passages in the text examined were not graded, as shown by text readability consensus calculator, three of the passages were graded very easy which means they were below the standard of the students, two of the passages graded standard while others are graded difficult⁶. This is an indication of serious inconsistency, if the passage were graded all the passage ought to have been rated standard.

Three hypotheses were formed to know the influence of readability indices and teachers' factors on the achievement of targeted students on comprehension text.

Correlation analysis was used to know whether there is a relationship between readability indices (lexical density, syntactic complexity and average sentence length) and students' achievement in comprehension test.

Table 4.13 showed our correlation coefficient(r) to be 0.890 which indicate a strong positive relationship between readability indices (lexical density, syntactic complexity and average sentence length) and students' achievement in comprehension test. The table also showed that our P value is 0.00 which is less than 0.05. (A statistically significant test result $P \leq 0.05$ means that the test hypothesis is false or should be rejected). Therefore we can reject our H_0 : hypothesis which says there will be no significant relationship between readability indices (lexical density, syntactic complexity and average sentence length) and students' achievement in comprehension test among senior secondary students in Oyo state, and conclude that there is significant relationship between readability indices (lexical density, syntactic complexity and average sentence length) and students' achievement in comprehension test among senior secondary student in Oyo state. In general, there is strong positive relationship between

readability indices (lexical density, syntactic complexity and average sentence length) and students' achievement in comprehension test among senior secondary students in Oyo state.

Correlation analysis was also used to know whether there is a relationship between teachers' factors (Availability, Adequacy and Competence) and students' achievement in comprehension test among senior secondary students in Oyo state.

Table 4.15 showed our correlation coefficient(r) is 0.546 which indicates a moderate positive relationship between Teachers' factors (Availability, Adequacy and Competency) and students' achievement in comprehension tests. It also showed our P to be 0.000 which is less than 0.05. (A statistically significant test result $P \leq 0.05$ means that the tested hypothesis is false or should be rejected). Therefore, we can reject our H_0 : hypothesis which says there will be no significant relationship between teachers' factors (Availability, Adequacy and Competency) and students' achievement in comprehension test among senior secondary students in Oyo state, and say there is a significant relationship between teachers' factors (Availability, Adequacy and Competence) and students' achievement in comprehension test among senior secondary students in Oyo state. In general, there is moderate positive significant relationship between teachers' factors (Availability, Adequacy and Competence) and students' achievement in comprehension test among senior secondary students in Oyo state

Likewise, Regression analysis was carried out to know whether we can use independent variables (readability indices and teachers' factors) to predict/explain the dependent variable (achievement in comprehension test. In table 4.17 R-square shows the total variation for the dependent variable that could be explained by the independent variables. A value greater than 0.5 shows that the model is effective enough to determine the relationship. In this case, the

value is .792, which is 79%. These means readability indices and teachers' factors can be used to predict/explain students' achievement in comprehension test.

We can conclude that we can conclude that there is significant combine relative influence of readability indices (lexical density, syntactic complexity and average sentence length) and teachers' factors (Availability, Adequacy and Competence) on students' achievement in comprehension test among senior secondary school students in Oyo state.

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Chapter Five

Conclusion

5.1 Summary of Findings

This study aimed to see if the passages in English-language textbooks suggested for Senior High School II in Oyo State public schools are appropriate for teaching effective comprehension.

The result of the study revealed that sentences in the passages are quite long; the passages are lexically dense; and the passages are syntactically complicated. All of these indicators demonstrated that the passages in the studied textbook were difficult to read for the target students. As a result, they are ineffective in teaching good reading comprehension.

Another finding of this study was that 96% of the students were reading the material at the frustration level, three percent (3%) were reading it at the instructional or aided level, and only one percent (1%) were reading it at the independent or unassisted level. This confirms the fact that the passages are difficult to read. Similarly, it was also noted that the content of passages in the textbook is inappropriate for the age and academic level of the students who use them.

For one of the hypotheses, the correlation coefficient (r) was found to be 0.890, indicating a substantial positive link between readability indices and students' comprehension test performance. This result also revealed a P value of 0.00, which is less than 0.05. As a result, the H_0 hypothesis, which states that there would be no significant association between readability indices and senior secondary students' success in comprehension examinations in Oyo State, was rejected.

When the second hypothesis was examined, the correlation coefficient (r) another hypothesis was 0.546, indicating a fairly favorable association between instructors' variables and students' comprehension test performance. As a result, the H_0 : hypothesis, which states that there is no significant relationship between teachers' factors and students' achievement in comprehension tests among senior secondary students in Oyo State, was rejected. In general, there is a fairly favorable and substantial association between instructors' variables and senior secondary students' success in comprehension examinations in Oyo State.

In a similar vein, the results of the study also showed that R-square represents the entire variance for the dependent variable that can be explained by the independent variables. This means that readability indices and instructor characteristics can be used to predict or explain students' comprehension test performance. We can conclude that readability indices and teacher factors have a significant combined relative influence on students' achievement in comprehension tests among senior secondary school students in Oyo State.

5.2 Conclusion

English language is one of the core subjects in Nigerian secondary school curriculum as well as subject that a credit pass is required for further education after secondary school. In fact, failure in English language alone is like failure in other subjects in most extermination in Nigeria today. Thus, a certificate is hardly useful if a credit pass in English language is not obtained. As important as this subject is, it is disheartened that many students are still failing the subject as usually indicated by their results in public exterminations such as Senior School Certificate Examination (SSCE) conducted by different extermination bodies. In order to

improve Nigeria educational system there is need for minimizing students' failure in English language as a way of helping the students, the parents and the educational system itself

Therefore, this study was carried out to examine the comprehension aspect of one of the text books provided for the teaching of English language in public secondary school in Oyo state. The comprehension passages and the results of the students in comprehension tests given were subjected to content analysis (sentence length, syntactic complexity, and lexical density) and statistical analysis (correlation and regression analysis). Readability test using cloze deletion test and Readability consensus calculator was also conducted on the passages. Similarly, teachers' opinions about the ability of their students to read and comprehend the contents of the passages in the text were sought. Comprehension tests were equally conducted on the passages. Through the analyses that were carried out on the text, the study was able to establish the following facts: that the mean average length of the passages was twenty word per sentence which is under fairly long difficult sentences; that the degree of lexical density is fifty-five percent (55%) which is an indication of high density; that the degree of syntactic complexity is eighty-one percent (81%). These results taken together is an indication that the students would find the passages difficult to read and comprehend; that readability indices and teachers factor are good predictors of students' achievement in comprehension test.

5.3 Recommendations

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

1. Government recommendation of textbooks for public schools should be guided by a comprehensive readability test.

2. Government should consider whether or not a set of textbooks are appropriate for the target students before recommending such textbook for the students instead of using political or social influence of the authors and the publishers.
3. All the comprehension passages in the textbook analyzed should be given to readability experts for necessary and appropriate adjustment especially in the next edition.
4. More English language teachers should be employed by government into public senior secondary schools in Oyo state for effective teaching of English language comprehension
5. More periods and time should be allowed for the teaching of comprehension on the school timetable in all the public secondary schools in Oyo state
6. Literature reading should be made compulsory in public primary and public junior secondary school in order to have sound foundation for effective reading in senior secondary school

5.4 Contributions to Knowledge

The study has revealed that the content with the nature of comprehension passages is a critical issue to be considered in the teaching of effective comprehension especially in the public senior secondary schools. Also, it revealed that the comprehension passages in the text examined were not graded and therefore not appropriate for teaching effective comprehension. In addition, the study equally showed that inappropriate passages for teaching comprehension is partly responsible for students' unsatisfactory performance in comprehension test. Likewise, the study also indicated that a fair knowledge of readability as a concept is necessary for every language teacher in order for him/her to handle comprehension effectively. Furthermore, the

study revealed that readability indices and teachers' factors can be used to predict the achievement of students in comprehension test.

5.5 Suggested Areas for Further Research

This study was based on a single textbook for public senior secondary school, therefore, there is need for further research that will involve more English language textbooks by different authors and publishers in public junior and senior secondary schools as well as private secondary schools

It is also necessary to replicate this study on English language textbook for public primary schools. Moreover, similar studies should be carried out on the same textbook to corroborate or refute the findings of the study.

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Appendix 1

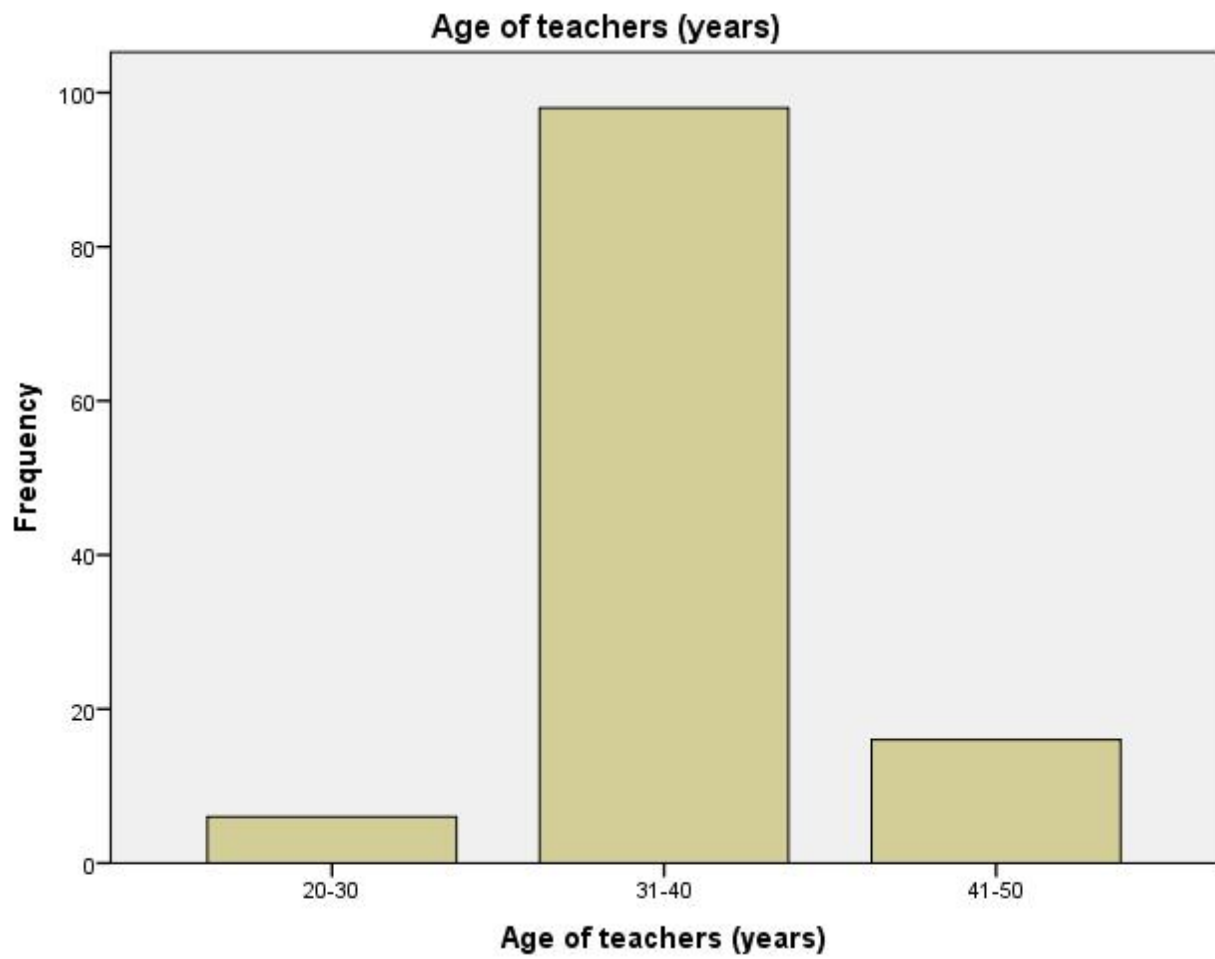


Fig. 4.1: Frequency of Teachers Age

Source: Survey 2023



Fig. 4.2: Frequency of Teachers Experience

Source: Survey 2023

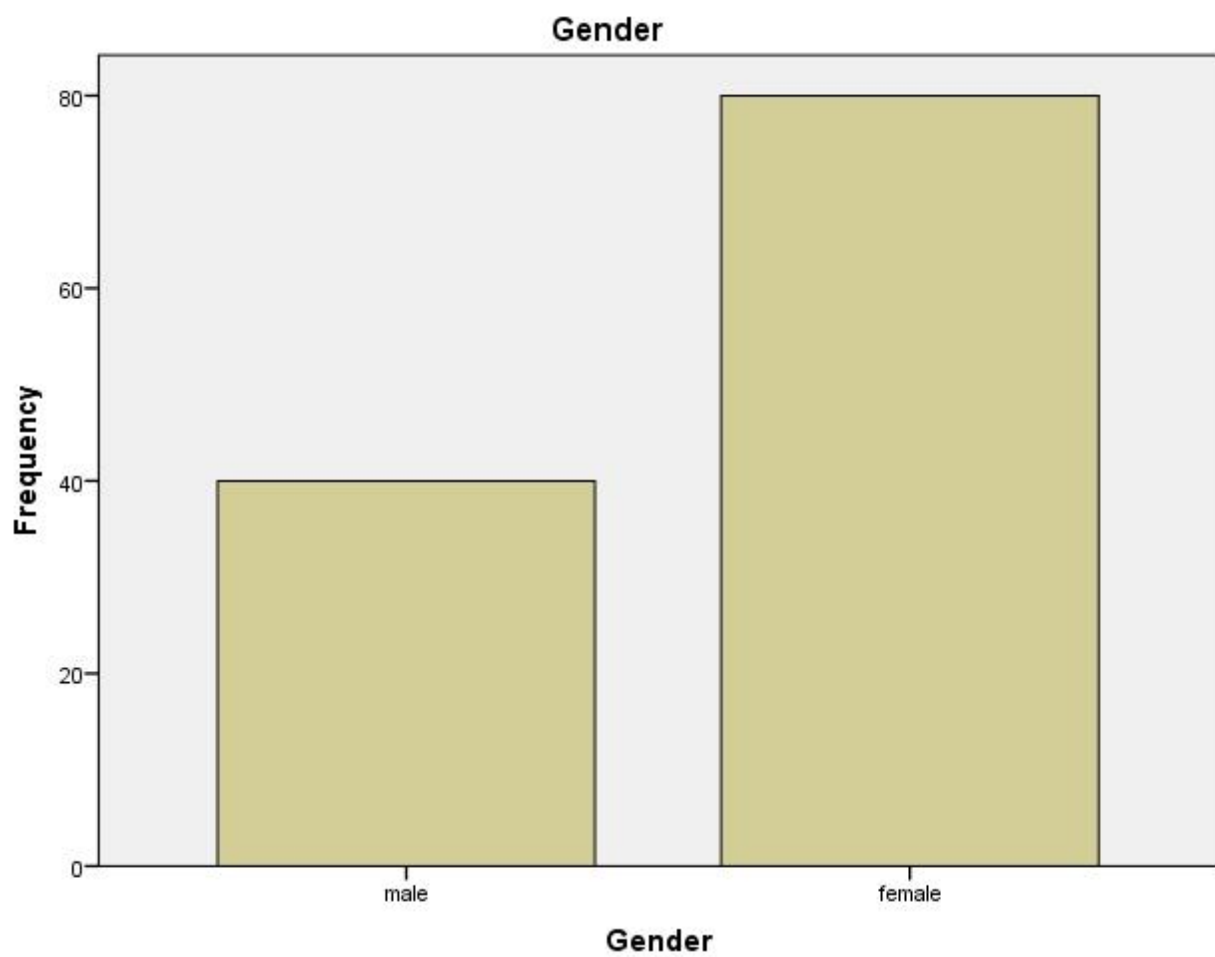


Fig. 4.3: Frequency of Teachers Gender

Source: Survey 2023

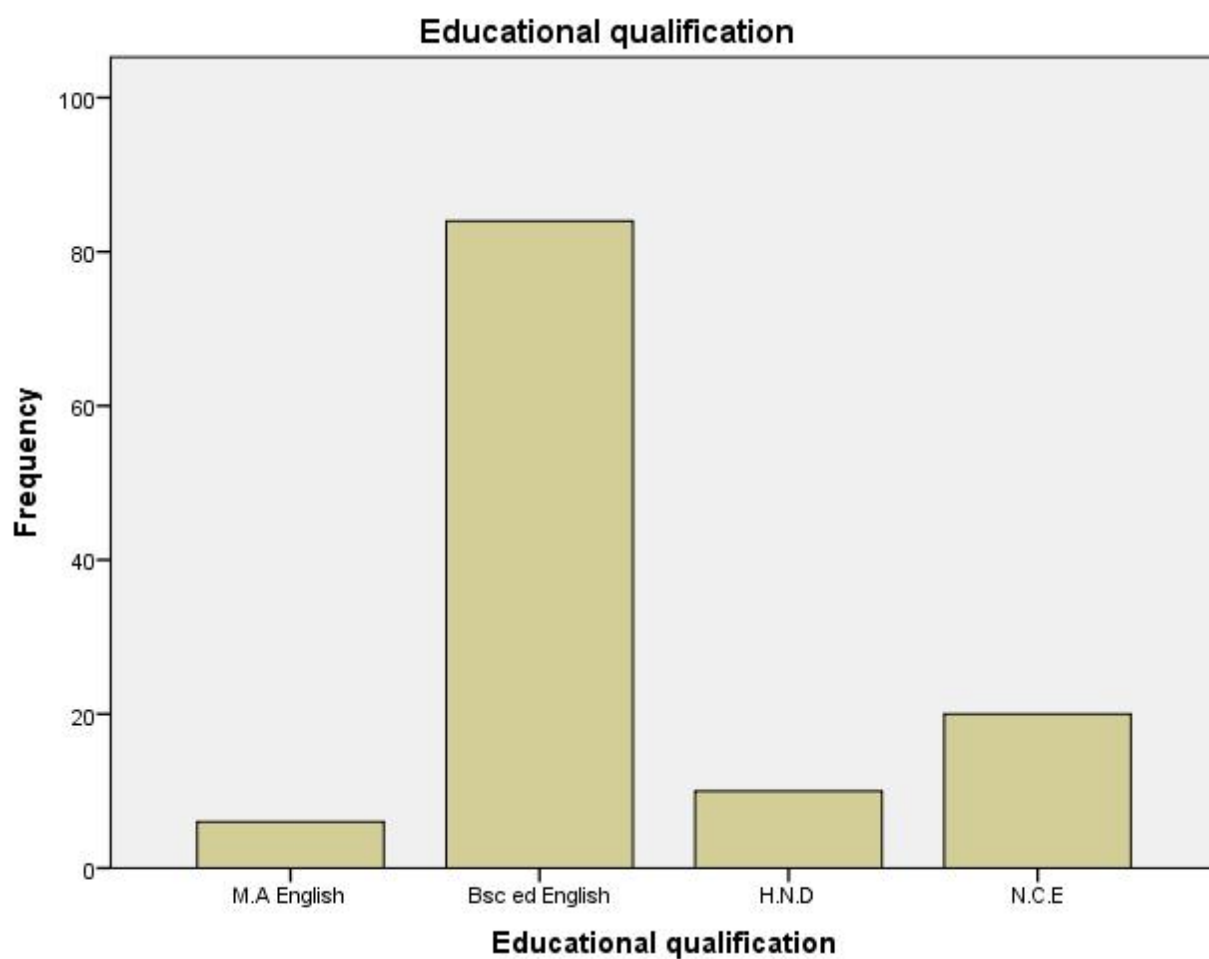


Fig. 4.4: Frequency of Teachers Educational Qualification

Source: Survey 2023

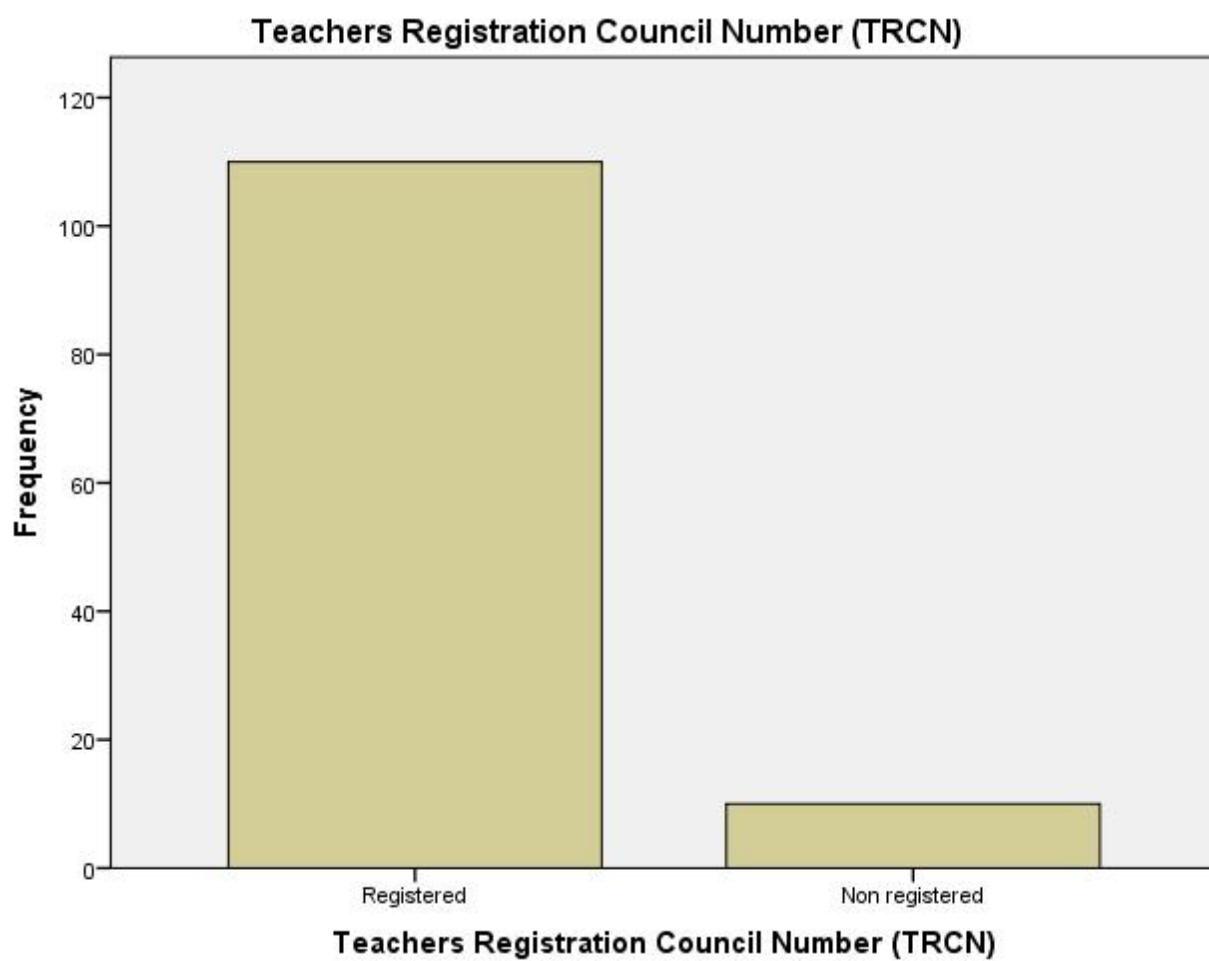


Fig. 4.5: Frequency of Registered and Unregistered Teachers

Source: Survey 2023

Appendix 2

Table 1.2.1:

2016			
	Male	Female	Total
Total Number of the candidates who sat for the examination	34,361	36,679	71,040
5 Credits and Above Including English Language	15,711	17,007	32,718
5 Credits and Above Including Mathematics	15,032	16,129	31,161
5 Credits & Above Including Maths & English Lang.	12,408	13,199	25,607
% of 5 Credits and Above including Maths & English Language	36.1%	36.0%	36.0%

2017			
	Male	Female	Total
Total Number of the candidates who sat for the examination	25,148	28,702	53,850
5 Credits and Above including English Language	15,741	17,967	33,708
5 Credits and Above Including Mathematics	16,551	18,420	34,971
5 Credits & Above including Maths & English Lang.	13,755	15,097	28,852
% of 5 Credits and Above including Maths & English Language	54.70%	52.60%	53.58%

2018			
	Male	Female	Total
Total Number of the candidates who sat for the examination	31,245	34,095	65,340
5 Credits and above including English Language	13,471	15,337	28,808
5 Credits and above including Mathematics	18,625	20,652	39,277
5 Credits & Above including Maths & English Lang.	11,688	13,054	24,742
% of 5 Credits and Above including Maths & English Language	37.41%	38.29%	37.87%

Source: WAEC Result Statistics 2016-2018 Oyo State

Appendix 3

Instruments

Lead City University, Ibadan

Faculty of Arts and Education

Department of English and Literature Studies

Extract for written Comprehension Test (WCT),

Lexical density test (LDT),

Syntactic Complexity test (SCT),

Average Sentence Length (AST),

Age Grade test (AGT).

Extract for Comprehension Test 1

Read the passage below and then answer the questions set on it.

Digestion takes place almost continuously in a watery, slushy environment. One of such environments is the large intestine. It absorbs water from its inner contents and stores the rest, until it is convenient to dispose of it. Attached to the first portion of the large intestine is the troublesome pouch called the appendix. The appendix has no function in modern humans. However, it is believed to have been part of the digestive system in primitive ancestors.

The large intestine or colon consists of ascending, transverse, descending and sigmoid portions. The ascending portion extends from the caecum superiorly along the right abdominal wall to the inferior surface of the liver and bends sharply at a right angle to the left at a curve called the hepatic flexure. From there, it crosses the abdominal cavity as the transverse colon to the left abdominal wall at the splenic flexure and there begins the ascending colon which transverse inferiorly along the left abdominal wall to the pelvic region. The colon form an angle medially, from the pelvis to form an s-shaped curve called the sigmoid colon. The last few inches of the colon is the rectum which is a storage site for solid waste, which leaves the body by way of an external opening called the anus, controlled by muscles called sphincters. Substances which have not been absorbed in the small intestine enter the large intestine in the form of liquid and fibre.

The large intestine is sometimes called the garbage dump of the body, because the materials that reach it are of very little use to the body and are sent on to be disposed of. The first half of the colon absorbs the fluids and recycles them into the blood stream. The second half compacts the wastes into feces. Secretes mucus which binds the substances and lubricates it to protect the colon and ease its passage. Of the two to two and a half gallons of food and liquid taken in by the average adult, only about twelve ounces of waste enters the large intestine. Feaces are comprised of about three quarter's water. The reminder is protein, fat, undigested food roughage, dried digestive juices, cells shed by the intestine and dead bacteria.

1. Use a sentence for each, mention two types of environment in which digestion takes place
2. In a sentence, give an example of that type of environment
3. What is the function of appendix in modern humans?
4. What does colon consist?
5. What is sigmoid colon?
6. Where is solid waste stored?
7. Where do substances not absorbed by small intestine go?
8. What is the 'garbage dump' in the body?
9. What does the first half of the colon do?
10. Suggest words that can replace the following words as used in the passage
 - i. portion
 - ii. called
 - iii. crossed
 - iv. opening
 - v. Feaces

Lead City University, Ibadan
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Extract for written Comprehension Test (WCT),

Lexical density test (LDT),

Syntactic Complexity test (SCT),

Average Sentence Length (AST),

Age Grade test (AGT).

Extract for Comprehension Test 2

Read the passage below and then answer the questions set on it.

We have often heard students making wild assertions that the public examining bodies are their worst enemies. Some, in fact, see the officials of these public examining bodies as wicked souls scheming day and night to devise ways of failing them. How correct are these assertions? The facts will speak for themselves.

The task of setting an examination paper begins long before the examination day. Indeed months or years before then, seasoned experts in the various subjects are given the teaching and examination syllabuses and requested to set questions. These are compiled for subsequent scrutiny. Then a second set of expert is invited to examine the questions critically, make necessary modifications and come up with questions that conform with acceptable standards. The result of this exercise is a set of polished and unambiguous questions that are very fair to those being examined. These questions are then securely stored.

The next stage is registration of candidates. This stage involves not just the examining body, but also the candidate, their parents, their teachers, principals and some other members of the public. This is so because apart from the candidate having to fill in the forms, his principal has to endorse them while the parents have to provide the registration fee. Any mistake or inaction on the part of any of these may ruin candidate's chances. If, for instance, the candidate makes a mistake in his choice of subjects or in completing his form or if the principal does not forward the registration fee at the right time, his chances in the examination may be jeopardized.

Next is the conduct of the examination itself. Again, more officials from outside the examining body than from it are involved. Think of the supervisors, the invigilators, and even the security officials. They are definitely more in number than the staff of the

examining body, and any one of them could take an action that might result in the failure of candidates. Take the invigilator for instance, if he is negligent, candidate could swap answer scripts under his very nose; and when this is detected by the markers, as it often is, the result of the candidates may be cancelled.

Probably, the most hated person to the candidate is the marker whom they, in their ignorance, regard as a wicked drunkard who delights in failing candidates. What candidates do not realize is that an examiner is trained to score points strictly according to a carefully prepared marking scheme from which he must not deviate. It is his constitution. Besides, his work is consistently checked by his team leader and the chief examiner. Should he be discovered to have marked inaccurately, he could be removed. So, contrary to candidate's opinion, the examiner is a seasoned teacher, a careful scorer, a person always on his guard.

1. Who are the people setting questions for examining bodies?
2. When does the task of setting examination questions usually start?
3. Who do the candidates hate most among the stakeholders in their external examinations?
4. From where are the questions for examinations usually set?
5. Use a sentence for each, mention three major stages that getting public examination done involved.
6. Use a sentence for each mention the roles of the candidate, the parents and the principal in the process of registration for public examinations.
7. Suggest words that can replace the following words as used in the passage.
 - i. Assertions
 - ii. Scheming
 - iii. Modifications
 - iv. Unambiguous
 - v. Endorse

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Extract for written Comprehension Test (WCT),

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Age Grade test (AGT).

Extract for Comprehension Test 3

Read the passage below and then answer the questions set on it.

Kidnapping is the unholy and clandestine act of taking a person or a group of people away by force and illegally especially, in order to obtain money called ransom in return for releasing the person or group. Kidnapping is done by criminals and political thugs. When people are kidnapped, huge sums of money running to millions of Naira are asked for by the kidnappers.

In no distant past, kidnapping in Nigeria mostly involved foreign oil-workers in the Niger Delta region where the now repentant militants or freedom fighters (as they prefer to be called) used to kidnap to drive home their disgust at the degradation of their environment. But recently, kidnapping has been extended to involve people of all descriptions: the rich, the poor, the old, the young, foreigners. Ransoms have become as low as Ten Thousand Naira or much less. The act has become a great menace.

Kidnapping is a highly condemnable act. It is a threat to national, group and individual peace. It causes diseases, distress and death of the victims and their relations. It puts the kidnappers themselves in danger of being killed by security agents as it often happens. And it paints a bad image of the country, a situation which does not augur well for her political and economic growth.

Kidnapping is an ill-wind that blows nobody any good. Therefore, the perpetrators of the unwholesome act are called upon to stop it. They should rather engage themselves in civilized and profitable ventures. There are engagements and businesses that yield high profits in Nigeria when people diligently apply themselves.

Governments and individuals have huge roles to play in the fight against the menace. Governments should empower security agents- and decisively punish kidnappers and their sponsors. Individuals should live decent lives and stop flaunting ill-gotten wealth thereby inciting the jealousy of the youths who become kidnappers.

1. Who are the people carrying out the act of kidnapping?
2. Who are the people involved in act of kidnaping?
3. Presently, who are the victims of kidnapping?
4. Who were the victims of kidnapping in the past?
5. What is the effect of kidnapping on Nigeria?
6. Explain this as used in the passage "blows nobody any good"
7. In a sentence, mention one major risk that kidnappers are exposing themselves to
8. Use a sentence for each, give two things that governments should do to curb the menace of the kidnapping
9. According to the passage, mention one act that usually encourage youths to become kidnappers
10. Suggest words that can replace the following words as used in the passage
 - i. Obtain
 - ii. Disgust
 - iii. Engage
 - iv. Ventures
 - v. Flaunting

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Faculty of Arts and Education
Department of English and Literature Studies

Extract for written Comprehension Test (WCT),

Lexical density test (LDT),

Syntactic Complexity test (SCT),

Average Sentence Length (AST),

Age Grade test (AGT).

Extract for Comprehension Test 4

Read the passage below and then answer the questions set on it.

Indigenous operators have expressed worry over the increasing dominance by expatriates in offshore and subsea activities. Offshore exploration and production as well as subsea operation require high level precision which most foreign contractors with enormous technical competence have to undertake.

However, the rising population of the expatriate workers has created a huge gap in local skills acquisition and participation in this area of operation. To bridge the gap, which experts say gives a bright investment future, there is an urgent need to step up local skills acquisition in subsea activities.

Commenting on the issue, Moses Iyengunwena, Director, OAG Engineering & Technology, said it is sad that most offshore drilling jobs and majority of installation and services project are conducted by foreign companies. He said: "What we have now is a situation where most of the shallow and deepwater operations at the subsea are being performed by the foreign experts. But this is not to say there are no local companies offering such services to offshore operators. But the truth is they are many. Many of them are just involved in the offshore operators. But the truth is they are not many. Many of them are just involved in the onshore. The offshore projects for so long have been the exclusive preserve of the expatriates.

"But there are many of these offshore projects that can be exploited by the locals if only the right skills are available. But I think the sensitivity of the offshore project is one major factor why most local players are not able to perform sufficient operations on the subsea".

The deepwater involves going down as far as 600 feet deep in water while using floating drilling vessels and floating oil platforms.

"so for us to be able to do this, we have to develop local skills in the use of this subsea technology so as to reduce the dominance by the foreign specialists. So, there is a need for government's legislation to boost local participation", he added.

On the rationale behind bridging skill gaps in subsea, Iyengunwena who is a member of Society of Underwater Technology (SUT), said global oil demand will witness strong growth as West Africa continues to remain a key geographical area for US imports.

I Why were the indigenous operators worried?

2. How can the gap between the number of indigenous operators and that of the expatriates be bridged?
3. Who is Moses Iyengunwena according to the passage?
4. What is sad according to Moses Iyengunwena?
5. In a sentence, give one major reason why indigenous operators can not perform well on the subsea
6. In the past, who were the people who had right to offshore exploration?
7. What are the tools meant for operations down' the deep water
8. What is the depth of the deep water
9. Use a sentence for each, mention two major operations that are usually conducted by the foreign companies
10. Suggest words that can replace these words as used in the passage
 - i. Expatriate
 - ii. Precision
 - iii. Population
 - iv. PERFORMED
 - v. Reduce

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Extract for written Comprehension Test (WCT),

Lexical density test (LDT),

Syntactic Complexity test (SCT),

Average Sentence Length (AST),

Age Grade test (AGT).

Extract for Comprehension Test 5

Read the passage below and then answer the questions set on it.

"How can a fortune-teller behave like this?" The elders' puzzled faces seem to be asking.

They are right. A fortune-teller is no mean man in Apa. We respect him. He is the medium of the gods. His counsel, his predictions regulate our lives. A child is born to a family. We consult the fortune-teller to know who among our ancestor has reincarnated so that the newly-born could be named appropriately. A new wife is taken into a household, we consult him so that her husband in the other world could be appeased. In bountiful harvest? In famine? We all seek out the fortune-teller for an appropriate sacrifice to our departed ancestors. When the rains are long in coming and drought camps in our farmsteads, when excessive rains threaten to drown our crops, we ask for the wise counsel of the fortune-teller. A man dies. The medium of the gods reveals during the inquest, the cause of the death and suggests the necessary sacrifice so that the soul of the departed son of Apa could reach the ancestors safely. Such then is the high esteem with which Ekadegba is held in Apa. He is even more respected because of the hereditary nature of his calling. Dating back to the days of the founding of Apa, his lineage had always produced the best fortune-tellers in the land. His great-grand father was a medium of the gods. So also was his grand-father and his late father.

Ekadegba was deep in thought. So many questions remained unanswered in his mind. How could he reveal to the elders of Apa that he had tried to murder Ukwenya with a club in his farm on an Ukwo market day because he had wanted to make his earlier prediction of

Apa and the members of his royal cabinet that he, Ekadegba, has been responsible for the mysterious deaths that befell the land that were usually attributed to the anger of the gods?

He examined his life. Memories of all the secret initiations that he underwent flooded his mind. Where did he go astray? How did he go wrong? So the end has come so soon? Oh! How ephemeral greatness is! On the mountain peak today, the next day you are in the valley. We rise and fall. We ebb away slowly like the tides of the great river Benue. There is too much barrenness in life but no more emptiness than to have a fortune-teller at the height of his fame publicly accused of murder on a market day. The news will not only spread in Apa but also throughout the neighbouring villages that usually patronise the Ukwu market.

1. In the sentence, 'They are right.', What does 'they' refer to?
2. Use a sentence for each, mention any four instances when a fortune-teller is normally consulted in Apa
3. Who is Ekadegba?
4. Who Murdered Ukwunya?
5. "The news will not only spread in Apa" what news?
6. Quote a phrase in the passage that shows that life is ephemeral
7. What figure of speech is evident the phrase 'like the tides of the great river Benue'?
8. Suggest words that can replace the following words as used in the passage
 - i. Puzzled
 - ii. Esteem
Mysterious
 - iv. Ebb
 - v. Height

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Extract for written Comprehension Test (WCT),

Lexical density test (LDT),

Syntactic Complexity test (SCT),

Average Sentence Length (AST),

Age Grade test (AGT).

Extract for Comprehension Test 6

Read the passage below and then answer the questions set on it.

Waiyaki stared at the country below him as if he were seeing nothing. Below the calm of the hills were strange stirrings.

What had brought all this trouble? Waiyaki blamed himself. He felt that things had really begun to go wrong from the time of the great meeting, the time when they all declared him the teacher. Since then, the rifts between the various faction had widened and the attempt by the Kiama to burn people's houses and their threat to Joshua and his followers were all an expression of that widened gulf. Perhaps he should not have resigned from the Kiama, he told himself over and over again. What if he had made his stand clear at that meeting? That was now a lost opportunity and he had to reckon with the present. Still, he wondered if he had not betrayed the tribe; the tribe he had meant to unite; the tribe he had wanted to save; the people he had wanted to educate; giving them all the benefits of the white man's coming.

For Waiyaki knew that not all the ways of the white man were bad. Even his religion was not essentially bad. Some good, some truth shone through it. But the religion, the faith, needed washing, cleaning away all the dirt, leaving only the eternal. And that eternal that was the truth had to be reconciled to the traditions of the people. A people's tradition could not be swept away overnight. That way lay disintegration. Such a tribe would have no roots, for a people's roots were in their traditions going back to the past, the very beginning, Gikuyu and Mumbi. A religion that took no count of people's way of life, a religion that did not recognize spots of beauty and truths in their way of life, was useless. It would not satisfy. It would not be a living experiences, a source of life and vitality. It would only maim a man's soul, making him fanatically cling to whatever promised security, otherwise he would be lost. Perhaps that was what was wrong with Joshua. He had clothed himself with a religion decorated and smeared with everything white. He renounced his past and cut himself away from those life-giving traditions of the tribe. And because he had nothing to rest upon.

Something rich and firm on which to stand and grow, he had to cling with his hands to whatever the missionaries taught him, promised future.

1. What happened at the great meeting?
2. Use a sentence for each, mention two things that Kiama decided to do after the great meeting
3. What was the opinion of Waiyaki about the ways of white men?
4. What was the lost opportunity that Waiyaki was referring to in the passage?
5. Use a sentence for each, mention four things that Waiyaki had in wanted to do for his people
6. What will happen to a people whose tradition is swept away overnight
7. Suggest words that can replace the following words as used in the passage
 - i. Stared
 - ii. Rifts
 - iii. Reconciled to
 - iv. Reconciled
 - v. Clothed

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Extract for written Comprehension Test (WCT),

Lexical density test (LDT),

Syntactic Complexity test (SCT),

Average Sentence Length (AST),

Age Grade test (AGT).

Extract for Comprehension Test 7

Read the passage below and then answer the questions set on it

Since the discovery of oil in Nigeria in the late 50s, successive Nigerian governments have sought to maximize their share of the business in a manner that benefits not only the governments but also the people of Nigeria. There is already in place joint venture agreements between the Nigerian government, represented by the Nigerian National Petroleum Corporation (NNPC), with roughly 60% equity participation, and the various international oil and gas companies. This relationship has been showing signs of stress particularly in relation to joint venture cash calls and the uncertain role of NNPC as government representative, regulator and entrepreneur. It is in an attempt to streamline the ambiguities surrounding that relationship that the federal government has found it necessary to introduce the Petroleum Industry Bill (PIB).

Of particular interest is the aspect of the PIB that deals with local content. The idea of local participation in an activity that provides at least 80% of the country's foreign exchange earnings has been canvassed for a long time. Changes in governments and in oil and gas policy have meant that there has been no consistency in the drive for local content. First, local content was seen as a manpower tool to compel the oil majors to actively promote their Nigerian staff with training and overseas work experience to take over from their expatriate counterparts. It was called a policy of "Nigerianisation" whose success was measured in terms of reducing expatriate quota. To further facilitate this drive, dedicated institutions like the Petroleum Training Institute in Effuru were built to provide middle and high level manpower for the oil and gas industry. Under former president Olusegun Obasanjo, a Petroleum Technology Development Fund (PTDF) was established by the federal government primarily to accelerate the development of indigenous high level manpower in the oil sector. The noble aim was dashed when the PTDF became mired in corruption.

Depending on whom you ask, the policy of Nigerianisation has largely succeeded or failed after 50 years of oil exploration in Nigeria.

The new PIB has broadened local content beyond manpower to now include local capacity in the provision of goods and services to the oil industry. The Nigerian Local Content Policy seeks to promote a framework that encourages active participation of Nigerians and Indigenous companies in the oil and gas industry, and consequently increase the contribution of this sector to the country's Gross Domestic Product (GDP)

1. Use a sentence for each, mention three uncertain roles of NNPC
2. Why was the petroleum industry bill introduced?
3. Use a sentence for each, mention two areas where Nigeria staff would benefit from the idea of local content
4. What is the difference between "Local content" and the policy of "Nigerianisation"?
5. What is the purpose of building petroleum training institute in Effuru?
6. According to the passage, how can the policy of Nigerianisation be described in terms of its implementation
7. When was Nigerian oil discovered?
8. Suggest words that can replace the following words as used in the passage
 - i. Manner
 - ii. Venture
 - iii. Streamline
 - iv. Mired
 - v. Broadened

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Extract for written Comprehension Test (WCT),

Lexical density test (LDT),

Syntactic Complexity test (SCT),

Average Sentence Length (AST),

Age Grade test (AGT).

Extract for Comprehension Test 8

Read the passage below and then answer the questions set on it.

Learning to speak one's language comes naturally to human being; we learn it without formal instruction. But writing is an unnatural activity; it must be taught formally and studied deliberately. Indeed, many of the problems that arise in learning to write are simply problems of finding proper written equivalent for the various features of speech. The spelling of our words is a clumsy attempt to produce the sound of our voices. The punctuation of our sentences and the sentences and the settings of paragraphs are designed to give some approximation of the pauses and intonation we use automatically to give shape and point to our speaking.

The writer of English (or any other language) loses a whole world of gestures, facial expressions and tone of voice the minute he decides to write something rather than say it aloud. He loses the immediacy of direct contact with his audience. If there were no compensation at all for all these disadvantages, then communicating with other people through the medium of squiggles on paper would be as unsatisfactory as trying to wash your feet with your socks on.

Writing takes more effort than speech, but the effort we make simply to capture our words on paper can also lead us to compose things that are worth the effort. The unusual energy that goes into achievement in any art or sport can and should function finally to help the individual increase his own powers and perfect his abilities. Three hundred and fifty years ago, a clever man pointed out that practice in speaking makes a man ready or quick in his responses, while practice in writing makes a man 'exact', helps him to polish and perfect his thoughts.

1. What does 'it' in line 1 of the passage refer to?
2. What is the major difference between speaking and writing according to the passage
3. What does the spelling of words represent in language learning

4. What is the meaning of phrase 'squiggles on paper'?
5. According to the passage, which one is easier speech or writing?
6. One major thing that a person loses when he/she decides to write instead of speaking is what?
7. What is the effect of practice speaking on man?
8. Use a sentence for each mention two things that art of writing can develop in man.
9. How does one learn his/her language?
10. Suggest words that can replace the following words as used in the passage
 - i. Deliberately
 - ii. Designed
 - iii. Equivalent
 - iv. Compensation
 - v. Polish

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Extract for written Comprehension Test (WCT),

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Extract for Comprehension Test 9

Read the passage below and then answer the questions set on it.

People, like plants are interesting phenomena. Nothing really explains the entity- man / a person. He is like a tree which when planted on fertile ground, grows out to show lush leaves and bears succulent fruits.

Society is peopled by brigands, cheats and felons. However, someone born into a good family will try to grow out to be an ideal person which the society considers as a normal human beings. He is a person who obeys societal laws and lives within the dictates of that society.

There are two groups of people, viz: the introverts and the extroverts. There are the boisterous people and there are the quiet people. There are exuberant people and there are humble people. People do not have any known compartmentalization and as such cannot really be packaged as it is to fit into this package pattern at all times. A lot of things work either for, or against the individual person to make him changing.

People can be classed into different groups. A person can also be called an extrovert, whose style exhibits familiar or friendly attitude towards other people. This is a character who makes friends easily and associates freely with other people. He is all smiles, confident, trusting, simple in style of living and approachable. A person can be an extrovert as a result of his upbringing or environment, peer group or simply through natural endowment. The extrovert allows his view of life to centre on the positive aspect always. Generally, such a person may appear like a pawn on the chessboard and no matter the events in his life, he is always able to wade through difficult situations. He believes here is an invisible hand that propels his affairs to his satisfaction.

The introvert is almost the exact opposite of the extrovert. He seems to build a wall around himself and it is not easy to make friends with such a person. He is taciturn, reticent, shy, withdrawn and remains only for himself. He does not find it easy to socialize as he is too self-conscious and sometimes appears to have self-doubt.

Yet, the introvert is a person within the same society peopled by the extrovert. One cannot really explain why he turns out that way apart from conceding that, such is the person's nature. On the other hand, certain factors during the early stages of a person's development may also contribute to creating an introvert. For instance, a child that grows up under a domineering and military —like type of home may turn out to be withdrawn, hence, taciturn. When a person is growing up and is not allowed the freedom of exhibiting individualism, such a child will grow up being unsure of himself.

1. Use a sentence for each, give two characteristics of an ideal person in the society
2. Mention the two types of people in the society according to the passage
3. Use a sentence for each, mention four factors that are capable of making a person an extrovert
4. According to the passage, can an extrovert be easily discouraged? Quote a sentence to support your answer from the passage
5. In a sentence, mention characteristics of an introvert according to the writer of the passage
6. Use a sentence for each, give two factors that can lead to creating introvert in the society
7. Suggest words that can replace the following words as used in the passage
 - a. Peopled
 - b. Compartmentalization
 - c. Endowment
 - d. Wade
 - e. Unsure

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Extract for written Comprehension Test (WCT),

Lexical density test (LDT),

Syntactic Complexity test (SCT),

Average Sentence Length (AST),

Age Grade test (AGT).

Extract for Comprehension Test 10

Read the passage below and then answer the questions set on it.

What is Discipline?

Parents, teachers, psychologists and educators speak of discipline and its results. We are referring to an ancient concept that appears in any societal group whether small or large. And of course, families in all societies and cultures apply some form of discipline to their children.

But what is discipline? What is its purpose? Many think of discipline as something that has to do with punishment, correction or reprimand; some link it to respect and consideration towards others. Others say that it is linked to fear or anxiety. Still, others confirm that the object of discipline is to develop good habits, agreeable behaviors, obedient attitudes and correct conduct.

Most psychologists and educators agree that discipline is education toward self control and makes the person more responsible; it gives greater freedom, but it also requires great self control. The truth is that if discipline is to be a positive factor and yield good results requires an intelligent and educated process that is systematic and continuous.

The educational process of self-discipline requires the promotion of correct behaviour that are freely accepted by the child. Disciplines should therefore be educational. This includes two functions: repetition, which is used to prevent, as much as possible, the child from using the bad behaviour; and correction, which is applied afterwards, if, in spite of everything, the child does behave badly. Let us look at some examples:

1. To illustrate the preventive role, let us examine the case of a 2 or 3-years old child insists on climbing upon a chair in order to reach the stove where the food is being prepared. This behaviour involves an important risk and his mother stops him with frown, a small scolding or perhaps even a spanking. In this way, she is disciplining son in order to prevent an accident or a bad habit.

2. The corrective or therapeutic role may be illustrated with the case of flogging a child behaving in a wrong way. This is probably the most commonly thought of discipline role. However, it should only be used when circumstances demand, and must always have a learning component.
1. Who are the stakeholders in discipline according to the passage?
2. Where can discipline be found?
3. When do families in societies apply discipline?
4. What does discipline give?
5. What does discipline require?
6. Use a sentence for each, mention two functions of discipline.
7. When can correction as discipline tool be applied according to the passage?
8. What is the difference between corrective and therapeutic role in discipline?
9. What must accompany the use of discipline?
10. Suggest words that can replace the following words as used in the passage:
 - i. Speak
 - ii. Concept
 - iii. Yield
 - iv. Risk
 - v. Component

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Extract for written Comprehension Test (WCT),

Lexical density test (LDT),

Syntactic Complexity test (SCT),

Average Sentence Length (AST),

Age Grade test (AGT).

Extract for Comprehension Test 11

Read the passage below and then answer the questions set on it.

The Albatross has been described as "the grandest living flying machine on Earth", and for a good reason. With a wingspan of three meters, this largest of all seabirds can reach a flying speed of more than 115 kilometers an hour. The albatross may appear ungainly on land, but in the sky, it is simply magnificent to behold.

Of the approximate 20 recognised species of albatross, some 15 species can be found in the oceans waters surrounding New Zealand. The sole mainland breeding colony in the southern hemisphere is Taiaroa Head, at the tip of the Otago Peninsula, on New Zealand's South island.

There, the northern royal albatross begins breeding between the ages of six and ten years. Breeding continues throughout its life, which can be quite long. Some of these birds have been known to live well over half a century! The albatross lays one egg every second year spending the interim year at sea. Customarily, the bird stays with one partner for life.

Both the male and the female albatross take part in nest building, which begins in September. Then, in November, the female lays an egg that may weigh up to 500 grams. For some 80 days, the parents share in incubation until the egg hatches in early February. Then, the parents take turns guarding and feeding the chick, whose diet consists of a regurgitated mush of fish and squid. At six months of age, the chick can weigh up to 12 kilograms considerably more than an adult albatross!

1. What is Albatross?
2. What is the speed limit of an average Albatross?
3. Where is the major breeding place of the Albatross?
4. Where is the mainland breeding colony of Albatross located?
5. When does an average Albatross commences breeding?
6. When does an Albatross stop breeding?

7. What is the approximate lifespan of an Albatross?
8. What is unique in the life style of the Albatross?
9. What type of food does Albatross chick eat?
10. Which Albatross build the nest?
11. Suggest words that can replace the following words as used in the passage
 - i. Ungainly
 - ii. Magnificent
 - iii. Species
 - iv. Half a century
 - v. Guarding

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Department of English and Literature Studies

Extract for written Comprehension Test (WCT),

Lexical density test (LDT),

Syntactic Complexity test (SCT),

Average Sentence Length (AST),

Age Grade test (AGT).

Extract for Comprehension Test 12

Read the passage below and then answer the questions set on it.

I sat on my bed tried to think, with my head in my hands. But a huge sledgehammer was beating down on my brain as on an anvil and my thoughts were scattering sparks. I soon realized that what was needed was action; quick, sharp action. I rose to my feet and willed myself about gathering my things into the suitcase. I had no clear idea what I would do next, but for the moment that did not trouble me; the present loomed so large. I brought down my clothes one at a time from the wardrobe, folded them and packed them neatly; then I brought my things from the bathroom and put them neatly; then I brought my things from the bathroom and put them away. These simple operations must have taken me a long time to complete. In all that time I did not think anything particularly. I just bit my lower lip and until it was sore. Occasionally, words like "Good Heavens" escaped me and came aloud.

When I had finished packing, I slumped down in the chair and then got up again and went out into the sitting-rooth to see if the sounds were still coming. But all was now dark and quiet upstairs. "My word!" I remember saying; then I went to wait for Elsie. For I knew she would come down shedding tears of shame and I would kick her out and bang the door on her forever. I waited and waited, and then, strange as it may sound, dozed off. When I started awake, I had that dull heavy terror of knowing that something terrible had happened without immediately remembering what it was. Of course, the uncertainty only lasted one second, or less. Recollection and pain followed soon enough, and then the humiliating wound came alive again and began to burn more freshly than when first inflicted. My watch said a few minutes past four. And Elsie had not come. My eyes misted, a thing that had not happened to me in God knows how long. Anyway the tears hung back. I took off my pyjamas, got into other clothes, and left the room by the private door.

I walked for hours, keeping to the well-lit streets. The dew settled on my head and helped to numb my feelings. Soon my nose began to run and, as I hadn't brought a handkerchief, I blew it into the roadside drain by closing each nostril in turn with first finger.

As dawn came, my head began to clear a little and I saw Bori stirring. I met a night-soil man carrying his bucket of ordure on top of a battered felt hat drawn down to hood his upper face while his nose and mouth were masked with a piece of black cloth like a gangster. I saw beggars sleeping under the eaves of luxurious department stores and a lunatic sitting wide awake by the basket of garbage he called his possession. The first red buses running empty passed me and I watched the street lights go off finally around six. I drank in all these details with the early morning air. It was strange perhaps that a man who had so much on his mind should find time to pay attention to these small inconsequential things; it was like the man in the proverb who was carrying the carcass of an elephant on his head and searching with his toe for a grasshopper. But that was how it happened. It seems that no thought-no matter how great had the power to exclude all others.

1. What was the condition of the writer of this passage?
2. 'These simple operations must have taken me to a longtime. In a sentence, summarize the operations that the writer was referring to
3. When the writer got to the sitting room, what did he discover?
4. Did Elsie come as the writer expected?
5. What happened to the writer when he was waiting for Elsie
6. The uncertainty only lasted one second what uncertainty?
7. When did the writer wake up?
8. Why did the writer need to blow his nose into the roadside drain?
9. When did the street lights go off?
10. For how many minutes did the writer walk?
11. Suggest words that can replace the following words as used in the passage
 - i. Huge
 - ii. Willed
 - iii. Bang
 - iv. Drain
 - v. Masked

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Department of English and Literature Studies

Extract for written Comprehension Test (WCT),

Lexical density test (LDT),

Syntactic Complexity test (SCT),

Average Sentence Length (AST),

Age Grade test (AGT).

Extract for Comprehension Test 13

Read the Passage below and then answer the questions set on it

Sometimes a person's attempt to read fast and comprehend much may be faced with a number of problems. Some of these obstacles can be traced to the reader's own habits developed over the years. Others are however, no fault of the reader, but can be traced to natural causes.

First, consider a person whose level of natural intelligence is lamentably low. Intelligence is God-given; and sometimes there is very little a person can do to improve his level of intelligence. So, when there is a child with a low level of intelligence, he would normally be slow in learning to read and would read slowly and poorly.

Nervous disorders also affect one's reading ability. When a person has brain damage, he will have problems in his intellectual activities, including, his reading performance. Furthermore, children develop at different rate. Some develop at a slower rate than others. If a child is pushed into reading programme before he reaches the appropriate level of development, failure might be expected. However, such a child may still catch up when reaches the right age.

While it has not been conclusively established, there is evidence to suggest that eye _ defects may adversely affect the reading ability of both good and poor readers. A person with bad eyes suffers considerable strain when reading: and it is this strain that discourage a liking for reading. This hinders constant practice and results in poor reading performance. Finally, children who have failed in learning to read and write often show signs of emotional problems, such as anxiety, fear, truancy, restlessness, nail-biting, etc.

Questions

1. Use a sentence for each, mention two major problems associated with fast reading and comprehension according to the passage?
2. In four sentences, a sentence for each, state four possible natural problems associated with fast reading and comprehension as stated in the passage?
3. How can a person with extremely low level of intelligence help himself/herself according to the writer of the passage?
4. What will happen to a person with low level of intelligence according to the passage?
5. Another phrase that can be used for brain damage in the passage is what?
6. What will happen to a person with brain damage according to the passage?
7. A child that is made to face a reading programme above his maturity is likely to experience what?
8. What will happen to a person with bad eyes?
9. What does 'strain' cause for readers?
10. List four indicators of emotional problems mentioned in the passage
11. Suggest words that can replace the following words as used in the passage
 - i. Obstacles
 - ii. Lamentably
 - iii. Established
 - iv. Adversely
 - v. Strain

Lead City University, Ibadan
Faculty of Arts and Education
Department of English and Literature Studies

Extract for written Comprehension Test (WCT),

Lexical density test (LDT),

Syntactic Complexity test (SCT),

Average Sentence Length (AST),

Age Grade test (AGT).

Extract for Comprehension Test 14

Read the passage below and then answer the questions set on it.

When a child has a small meaningful vocabulary in English, the first possible cause to investigate is intelligence. Low general intelligence shows itself clearly in retarded language development and difficulty in understanding and acquiring the meaning of words. The most important single test in the Stanford-Binet Intelligence Scale is one designed to measure the richness and accuracy of speaking vocabulary. One of the characteristics of the feeble-minded is their inability to understand words of general or abstract manner.

Lack of intellectual stimulation and practice in the use of language is also an important cause of vocabulary weakness. Words have meaning to a child only when related to things he has experienced or knows about. A child who has had a very-restricted life is ignorant of many things that are commonplace to the average child, and so has limited basis for understanding words which refer to those things. A child who speaks a language other than English in the home is handicapped in his language development because he does not receive enough practice in hearing and speaking good English. Speech defects and defective hearing also interfere with the acquisition of a rich vocabulary because they cut off many conversational opportunities.

A child who likes to read enriches his vocabulary with words and ideas that he gains from his reading. When a child has made a poor start in reading, he usually dislikes reading and thus gives up one of the best opportunities to expand his vocabulary. A vicious cycle is set up in which poor reading restricts the opportunity to learn new words, and a failure to build up vocabulary prevents improvement in reading.

Causes which handicap a child in making a proper start in reading continue to interfere with his later progress if they are not corrected. The same general objectives that are involved in developing readiness for reading are also important for later training in the acquisition of vocabulary.

In some cases, a child may be able to pronounce a word but has no understanding of what it signifies. Also, he may know the meaning of the word if presented orally but he may be unable to recognize it; and he may be both unable to pronounce it and ignorant of its meaning. If a child has difficulties of the first type, he needs training in word recognition. If he is weak in both word recognition and meaning vocabulary, both kinds of training need to be given simultaneously.

Questions

1. In three sentences, one for each, state the three factors which according to the author are responsible for vocabulary weakness in a child.
2. In three sentences one for each, state the three effects of vocabulary defect on the language development of a child.
3. State three areas where low level of intelligence usually manifest itself in the process of acquiring meaningful vocabularies in English by a child
4. When do words have meanings to a child?
5. Why do speech defects and defective hearing become problem to the child's acquisition of a rich vocabulary?
6. What does a child gain from reading according to the passage?
7. How do you determine feeble-minded person according to the passage
8. What does the phrase "ignorant of its meaning" imply in the passage
9. When a child has inadequate vocabulary in English, what is the first things to do according to the passage?
10. Give a word or phrase that can replace these words as used in the passage
 - i. Retarded
 - ii. Characteristics
 - iii. Handicapped
 - iv. Neglect
 - v. Signifies

Lead City University, Ibadan
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Department of English and Literature Studies

Extract for written Comprehension Test (WCT),

Lexical density test (LDT),

Syntactic Complexity test (SCT),

Average Sentence Length (AST),

Age Grade test (AGT).

Extract for Comprehension Test 15

Read the passage below and then answer the questions set on it.

Marriage as a human institution is facing its greatest threat ever in the twentieth century. Since the first man and woman were joined together, has the institution been beset by as many problems as it is now. And this trend, which started in the western world, has spread and is spreading to all parts of the globe.

The most disturbing problem is the high rate of divorce. It is no longer a social stigma for women to fill in forms indicating that they are divorced; men, too, proclaim their liberty from the shackles of matrimony, somehow with pride. Little wonder that young couples resort to separation and eventually divorce, at the slightest disagreement.

The availability of an alternative aggravate the seriousness of the problem. Instead of entering into matrimony, very many couples simply decide to live together. Even the courts now recognize such common law marriages, and respect the rights of partners in such associations. The great advantage this accords the partners is the fluidity of the association, the ease with which one or both can call off the union.

Besides, very many countries now enact laws that recognize the rights of children born out of wedlock. This singular factor has helped to shoot up the number of such children in many civilized communities. A recent survey in an urban college showed that about forty percent of the students were born out of wedlock.

Not less among the factors hastening the death of the marriage institution is the progressively rising cost of living. Nowadays, it is essential for both partners to be gainfully employed, to be sure of a reasonably decent level of existence. The

marriage ceremony itself cost so much that the young men save towards it for years. Little wonder then that many young men simply remain single, raising one **or** two children from ladies who themselves are often willing collaborators against the institution of marriage.

Questions

1. In four sentences, one for each, state four factors that are seriously affecting the marriage institution -
2. Where did the problems of marriage institution start?
3. What is the most common problem of marriage?
4. When does common law marriage occur?
5. State one advantage of common law marriages according to the passage
6. . . . helped to shoot up the number of such children . . which children?
7. Explain the phrase "born out of wedlock"
8. What figure of speech is evident in "death of the marriage institution"?
9. Why is it necessary for either of the marriage partners to be gainfully employed?
10. Give one reason why young men choose to be single
11. What do young men do instead of getting married?
12. Give the meaning of the word "liberty and shackles" as used in the passage Give one word or phrase that could replace each of the following as used in the passage
 1. Stigma
 2. Fluidity
 3. Enact
 4. Matrimony
 5. Globe

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Extract for Close Deletion Test 1

Fill in the gaps in the passage below with appropriate words

Digestion takes place almost continuously in a watery, slushy environment. One of such environments is the large intestine. It absorbs water from its inner contents and stores the rest, until it is convenient to dispose of it. Attached to the first portion of the large intestine is the troublesome pouch called the appendix. The appendix has no function in modern humans. However, it is believed to have been part of the digestive system in primitive ancestors.

The large intestine or _____ consists of ascending, transverse, _____ and sigmoid portions. The _____ portion extends from the _____ superiorly along the right _____ wall to the inferior _____ of the liver and _____ sharply at a right _____ to the left at _____ curve called the hepatic _____. From there, it crosses _____ abdominal cavity as the _____ colon to the left _____ wall at the splenic _____ and there begins the _____ colon which transverse inferiorly _____ the left abdominal wall _____ the pelvic region. The _____ form an angle medially. _____ the pelvis to form _____ s-shaped curve called the _____ colon. The last few _____ of the colon is _____ rectum which is a _____ site for solid waste, _____ leaves the body by way of an external opening called the anus, controlled by muscles called sphincters. Substances which have not been absorbed in the small intestine enter the large intestine in the form of liquid and fibre.

The large intestine is sometimes called the garbage dump of the body, because the materials that reach it are of very little use to the body and are sent on to be disposed of. The first half of the colon absorbs the fluids and recycles them into the blood stream. The second half compacts the wastes into feces, secretes mucus which binds the substances and lubricates it to protect the colon and ease its passage. Of the two to two and a half gallons of food and liquid taken in by the average adult, only about twelve ounces of waste enters the large intestine. Feaces are comprised of about three quarters water. The reminder is protein, fat, undigested food roughage, dried digestive juices, cells shed by the intestine and dead bacteria.

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Extract for Close Deletion Test 2

Fill in the gaps in the passage below with appropriate words

We have often heard students making wild assertions that the public examining bodies are their worst enemies. Some, in fact, see the officials of these public examining bodies as wicked souls scheming day and night to devise ways of failing them. How correct are these assertions? The facts will speak for themselves.

The task of setting an examination paper begins long before the examination day. Indeed months or years before then, seasoned experts in the various subjects are given the teaching and examination syllabuses and requested to set questions. These are compiled for subsequent scrutiny. Then a second set of expert is invited to examine the questions critically, make necessary modifications and come up with questions that conform with acceptable standards. The result of this exercise is a set of polished and unambiguous questions that are very fair to those being examined. These questions are then securely stored.

The next stage is _____ of candidates. This stage _____ not just the examining _____, but also the candidate, _____ parents, their teachers, principals _____ some other members of _____ public. This is so _____ apart from the candidate' _____ to fill in the _____, his principal has to _____ them while the parents _____ to provide the registration _____. Any mistake or inaction _____ the part of any _____ these may ruin candidate's _____. If, for instance, the _____ makes a mistake in _____ choice of subjects or _____ completing his form or _____ the principal does not _____ the registration fee at _____ right time, his chances _____ the examination may be _____.

Next is the conduct _____ the examination itself. Again, _____ officials from outside the examining body than from it are involved. Think of the supervisors, the invigilators, and even the security officials. They are definitely more in number than the staff of the examining body, and any one of them could take an action that might result in the failure of candidates. Take the invigilator for instance, if he is negligent, candidate could swap answer scripts under his very nose; and when this is detected **by** the markers, as it often is, the result of the candidates may be cancelled.

Probably, the most hated person to the candidate is the marker whom they, in their ignorance, regard as a wicked drunkard who delights in failing candidates. What candidates do not realize is that an examiner is trained to score points strictly according to a carefully prepared marking scheme from which he must not deviate. It is his constitution. Besides, his work is consistently checked by his team leader and the chief examiner. Should he be discovered to have marked inaccurately, he could be removed. So, contrary to candidate's opinion, the examiner is a seasoned teacher, a careful scorer, a person always on his guard.

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Extract for Close Deletion Test 3

Fill in the gaps in the passage below with appropriate words

Kidnapping is the unholy and clandestine act of taking a person or a group of people away by force and illegally especially, in order to obtain money called ransom in return for releasing the person or group. Kidnapping is done by criminals and political thugs. When people are kidnapped, huge sums of money running to millions of Naira are asked for by the kidnappers.

In no distant past, _____ in Nigeria mostly involved _____ oil-workers in the Niger _____ region where the now _____ militants or freedom fighters (as they prefer to be called) _____ to kidnap to drive _____ their disgust at the _____ of their environment. But _____, kidnapping has been extended _____ involve people of all _____ : the rich, the poor, the old, _____ young, foreigners. _____ have become as low _____ Ten Thousand Naira or _____ less. The act has _____ a great menace.

Kidnapping is a highly condemnable _____. It is a threat _____ national, group and individual _____. It causes diseases, distress _____ death of the victims _____ their relations. It puts _____ kidnappers themselves in danger _____ being killed by security _____ as it often happens. And it paints a bad _____ of the country, a _____ which does not augur well for her political and economic growth.

Kidnapping is an ill-wind that blows nobody any good. Therefore, the _____ perpetrators of the unwholesome act are called upon to stop it. They should rather engage themselves in civilized and profitable ventures. There are engagements and businesses that yield high profits in Nigeria when people diligently apply themselves.

Governments and individuals have huge roles to play in the fight against the menace. Governments should empower security agents and decisively punish kidnappers and their sponsors. Individuals should live decent lives and stop flaunting ill-gotten wealth thereby inciting the jealousy of the youths who become kidnappers.

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Extract for Close Deletion Test 4

Fill in the gaps in the passage below with appropriate

words

Indigenous operators have expressed worry over the increasing dominance by expatriates in offshore and subsea activities. Offshore exploration and production as well as subsea operation require high level precision which most foreign contractors with enormous technical competence have to undertake.

However, the rising population of the expatriate workers has created a huge gap in local skills acquisition and participation in this area of operation. To bridge the gap, which experts say gives a bright investment future, there is an urgent need to step up local skills acquisition in subsea activities.

Commenting on the issue, Moses Iyengunwena, Director, OAG Engineering & Technology, said it is sad that _____ offshore drilling jobs and _____ of installation and services _____ are conducted by foreign _____. He said: "What we _____ now is a situation where _____ of the shallow and _____ operations at the subsea, _____ being performed by the _____ experts. But this, _____ is _____ to say there are _____ local companies are offering _____ services to offshore operators. _____ the truth is they _____ many. Many of them _____ just involved in the _____ operators. But the truth _____ they are not many. _____ of them are just _____ in the onshore. The _____ projects for so long _____ been the exclusive preserve _____ the expatriates.

"But there _____ many of these offshore _____ that can be exploited by the locals if only the right skills are available. But I think the sensitivity of the offshore project is one major factor why most local players are not able to perform sufficient operations on the subsea".

The deepwater involves going down as far as 600 feet deep in water while using floating drilling vessels and floating oil platforms.

"so for us to be able to do this, we have to develop local skills in the use of this subsea technology so as to reduce the dominance by the foreign specialists. So, there is a need for government's legislation to boost local participation", he added.

On the rationale behind bridging skill gaps in subsea, Iyengunwena who is a member of Society of Underwater Technology (SUT), said global oil demand will witness strong growth as West Africa continues to remain a key geographical area for US imports.

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Extract for Close Deletion Test 5

Fill in the gaps in the passage below with appropriate words

"How can a fortune-teller behave like this?" The elders' puzzled faces seem to be asking.

They are right. A fortune-teller is no mean man in Apa. We respect him. He is the medium of the gods. His counsel, his predictions regulate our lives. A child is born to a family. We consult the fortune-teller to know who among our ancestor has reincarnated so that the newly-born could be named appropriately. A new wife is taken into a household, we consult him so that her husband in the other world could be appeased. In bountiful harvest? In famine? We all seek out the fortune-teller for an appropriate sacrifice to our departed ancestors. When the rains are long in coming and drought camps in our farmsteads, when excessive rains threaten to drown our crops, we ask for the wise counsel of the fortune-teller. A man dies. The medium of the gods reveals during the inquest, the cause of the death and suggests the necessary sacrifice so that the soul of the departed son of Apa could reach the ancestors safely. Such then is the high esteem with which Ekadegba is held in Apa. He is even more respected because of the hereditary nature of his calling. Dating back to the days of the founding of Apa, his lineage had always produced the best fortune-tellers in the land. His great-grand father was a medium of the gods. So also was his grand-father and his late father.

Ekadegba was deep in _____. So many questions remained _____ in his mind. How _____ he reveal to the _____ of Apa that he _____ tried to murder Ukwanya _____ a club in his _____ on an Ukwo market _____ because he had wanted _____ make his earlier prediction _____ Apa and the members _____ his royal cabinet that _____, Ekadegba, has been responsible _____ the mysterious deaths that _____ the land that were _____ attributed to the anger _____ the gods?

He examined _____ life. Memories of all _____ secret initiations that he _____ flooded his mind. Where _____ he go astray? How _____ he go wrong? So _____ end has come so _____ ? Oh! How ephemeral greatness

On the mountain peak , the next day you are in the valley. We rise and fall. We ebb away slowly like the tides of the great river Benue. There is too much barrenness in life but no more emptiness than to have a fortune-teller at the height of his fame publicly accused of murder on a market day. The news will not only spread in Apa but also throughout the neighbouring villages that usually patronise the Ukwo market.

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Extract for Close Deletion Test 6

Fill in the gaps in the passage below with appropriate words

Waiyaki stared at the country below him as if he were seeing nothing. Below the calm of the hills were strange stirrings.

What had brought all this trouble? Waiyaki blamed himself. He felt that things had really begun to go wrong from the time of the great meeting, the time when they all declared him the teacher. Since then, the rifts between the various faction had widened and the attempt by the Kiama to burn people's houses and their threat to Joshua and his followers were **all** an expression of that widened gulf. Perhaps he should not have resigned from the Kiama, he told himself over and over again. What if he had made his stand clear at that meeting? That was now a lost opportunity and he had to reckon with the present. Still, he wondered if he had not betrayed the tribe; the tribe he had meant to unite; the tribe he had wanted to save; the people he had wanted to educate; giving them all the benefits of the white man's coming.

For Waiyaki knew that _____ all the ways of _____ white man were bad. _____ his religion was not _____ bad. Some good, some _____ shone through it. But _____ religion, the faith, needed _____, cleaning away all the _____, leaving only the eternal. _____ that eternal that was _____ truth had to be reconciled to the traditions of the people. A people's tradition could not be swept away overnight. That way _____ disintegration. Such a tribe _____ have no roots, for _____ people's roots were in _____ traditions going back to _____ past, the very beginning, _____ and Mumbi. A religion _____ took no count of _____ way of life, a _____ that did not recognize _____ of beauty and truths _____ their way of life, _____ useless. It would not _____. It would not be _____ living experiences, a source _____ life and vitality. It would only maim a man's soul, making him fanatically cling to whatever promised security, otherwise he would be lost. Perhaps that was what was wrong with Joshua. He had clothed himself with a religion decorated and smeared with everything white. He renounced his past and cut himself away from those life-giving traditions of the tribe. And because he had nothing to rest upon. Something rich and firm on which to stand and grow, he had to cling with his hands to whatever the missionaries taught him, promised future.

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Extract for Close Deletion Test 7

Fill in the gaps in the passage below with appropriate words

Since the discovery of oil in Nigeria in the late 50s, successive Nigerian governments have sought to maximize their share of the business in a manner that benefits not only the governments but also the people of Nigeria. There is already in place joint venture agreements between the Nigerian government, represented by the Nigerian National Petroleum Corporation (NNPC), with roughly 60% equity participation, and the various international oil and gas companies. This relationship has been showing signs of stress particularly in relation to joint venture cash calls and the uncertain role of NNPC as government representative, regulator wld entrepreneur. It is in an attempt to streamline the ambiguities surrounding that relationship that the federal government has found it necessary to introduce the Petroleum Industry Bill (FIB).

Of particular interest is _____ aspect of the PIB _____ deals with local content. _____ idea of local participation _____ an activity that provides _____ least 80% of the country's _____ exchange earnings has been _____ for a long time. _____ in governments and in _____ and gas policy have _____ that there has been _____ consistency in the drive _____ local content. First, local _____ was seen as a _____ tool to compel the _____ majors to actively promote _____ Nigerian staff with training _____ overseas work experience to _____ over from thtir expatriate _____. It was called a _____ of "Nigerianisation" whose success _____ measured in terms of _____ expatriate quota. To further this drive, dedicated institutions the Petroleum Training Institute in Effuru were built to provide middle and high level manpower for the oil and gas industry. Under former president Olusegun Obasanjo, a Petroleum Technology Development Fund (PTDF) was established by the federal government primarily to accelerate the development of indigenous high level manpower in the oil sector. The noble aim was dashed when the PTDF became mired in corruption. Depending on whom you ask, the policy of Nigerianisation has largely succeeded or failed after 50 years of oil exploration in Nigeria.

The new PIB has broadened local content beyond manpower to now include local capacity in the provision of goods and services to the oil industry. The Nigerian Local Content Policy seeks to promote a framework that encourages active participation of Nigerians and Indigenous companies in the oil and gas industry, and consequently increase the contribution of this sector to the country's Gross Domestic Product (GDP)

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Extract for Close Deletion Test 8

Fill in the gaps in the passage below with appropriate words

Learning to speak one's language comes naturally to human being; we learn it without formal instruction. But writing is an unnatural activity; it must be taught formally and studied deliberately. Indeed, many of the problems that arise in learning to write are simply problems of finding proper written equivalent for the various features of speech. The spelling of our words is a clumsy attempt to produce the sound of our voices. The punctuation of our sentences and the sentences and the settings of paragraphs are designed to give some approximation of the pauses and intonation we use automatically to give shape and point to our speaking.

The writer of English (or any other language) _____ a whole world of _____ facial expressions and tone _____ voice the minute he _____ to write something rather _____ say it aloud. He loses the immediacy of direct _____ with his audience. If _____ were no compensation at _____ for all these disadvantages, _____ communicating with other people _____ the medium of squiggles _____ paper would be as _____ as trying to wash _____ feet with your socks _____

Writing takes more effort _____ 'speech, but the effort _____ make simply to capture _____ words on paper can _____ lead us to compose _____ that are worth the _____. The unusual energy that _____ into achievement in any _____ or sport can and _____ function finally to help _____ individual increase his own _____ and perfect his abilities. Three hundred and fifty years ago, a clever man pointed out that practice in speaking makes a man ready or quick in his responses, while practice in writing makes a man 'exact", helps him to polish and perfect his thoughts.

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Extract for Close Deletion Test 9

Fill in the gaps in the passage below with appropriate words

People, like plants are interesting phenomena. Nothing really explains the entity- man / a person. He is like a tree which when planted on fertile ground, grows out to show lush leaves and bears succulent fruits.

Society is peopled by brigands, cheats and felons. However, someone born into a good family will try to grow out to be an ideal person which the society considers as a normal human beings. He is a person who obeys societal laws and lives within the dictates of that society.

There are two groups of people, viz: the introverts and the extroverts. There are the boisterous people and there are the quiet people. There are exuberant people and there are humble people. People do not have any known compartmentalization and as such cannot really be packaged as it is to fit into this package pattern at all times. A lot of things work either for, or against the individual person to make him changing.

People can be classed _____ different groups. A person _____ also be called an _____, whose style exhibits familiar _____ friendly attitude towards other _____. This is a character _____ friends easily and associates style of living _____ approachable. A person can _____ an extrovert as a _____ of his upbringing or _____, peer group or simply _____ natural endowment. The extrovert _____ his view of life _____ centre on the positive _____ always. Generally, such a _____ may appear like a _____ on the chessboard and _____ matter the events in _____ life, he is always _____ to wade through difficult _____. He believes here is _____ invisible hand that propels his affairs to his satisfaction.

The introvert is almost the exact opposite of the extrovert. He seems to build a wall around himself and it is not easy to make friends with such a person. He is taciturn, reticent, shy, withdrawn and remains only for himself. He does not find it easy to socialize as he is too self-conscious and sometimes appears to have self-doubt.

Yet, the introvert is a person within the same society peopled by the extrovert. One cannot really explain why he turns out that way apart from conceding that, such is the person's nature. On the other hand, certain factors during the early stages of a person's development may, also contribute to creating an introvert. For instance, a child that grows up under a domineering and military —like type of home may turn out to be withdrawn, hence, taciturn. When a person is growing up and is not allowed the freedom of exhibiting individualism, such a child will grow up being unsure of himself.

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Extract for Close Deletion Test 10

Fill in the gaps in the passage below with appropriate words

What is Discipline?

Parents, teachers, psychologists and educators speak of discipline and its results. We are referring to an ancient concept that appears in any societal group whether small or large. And of course, families in all societies and cultures apply some form of discipline to their children.

But what is discipline? What is its purpose? Many think of discipline as something that has to do with punishment, correction or reprimand; some link it to respect and consideration towards others. Others say that it is linked to fear or anxiety. Still, others confirm that the object of discipline is to develop good habits, agreeable behaviors, obedient attitudes and correct conduct.

Most psychologists and educators _____ that discipline is education _____ self control and makes _____ person more responsible; it _____ greater freedom, but it _____ requires great self control. _____ truth is that if _____ is to be a _____ factor and yield good _____ requires an intelligent and _____ process that is systematic _____ continuous.

The educational process _____ self-discipline requires the promotion _____ correct behaviour that are _____ accepted by the child. _____ should therefore be educational. _____ include two functions: repetition, _____ is used to prevent, _____ much as possible, the _____ from using the bad _____; and correction, which is _____ afterwards, if, in spite _____ everything, the child does _____ badly. Let us look _____ some examples:

1. To illustrate _____ preventive role, let us examine the case of a 2 or 3-years old child insists on climbing upon a chair in order to reach the stove where the food is being prepared. This behaviour involves an important risk and his mother stops him with frown, a small scolding or perhaps even a spanking. In this way, she is disciplining son in order to prevent an accident or a bad habit.
2. The corrective or therapeutic role may be illustrated with the case of flogging a child behaving in a wrong way. This is probably the most commonly thought of discipline role. However, it should only be used when circumstances demand, and must always have a learning component.

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Extract for Close Deletion Test 11

Fill in the gaps in the passage below with appropriate words

The Albatross has been described as "the grandest living flying machine on Earth", and for a good reason. With a wingspan of three meters, this largest of all seabirds can reach a flying speed of more than 115 kilometers an hour. The albatross may appear ungainly on land, but in the sky, it is simply magnificent to behold.

Of the approximate 20 recognised _____ of albatross, some 15 species _____ be found in the _____ waters surrounding New Zealand. _____ sole mainland breeding colony _____ the southern hemisphere is Taiaroa Head, _____ the tip of the Otago Peninsula, on _____ Zealand's South island.

There, _____ northern royal albatross begins _____ between the ages of _____ and ten years. Breeding _____ throughout its life, which _____ be quite long. Some _____ these birds have been _____ to live well over _____ a century! The albatross _____ one egg every second _____ spending the interim year _____ sea. Customarily, the bird _____ with one partner for _____

Both the male and _____ female albatross take part _____ nest building, which begins _____ September. Then, in November, _____ female lays an egg _____ may weigh up to 500 grams. For some 80 days, the parents share in incubation until the egg hatches in early February. Then, the parents take turns guarding and feeding the chick, whose diet consists of a regurgitated mush of fish and squid. At six months of age, the chick can weigh up to 12 kilograms considerably more than an adult albatross!

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Extract for Close Deletion 'Test 12

Fill in the gaps in the passage below with appropriate words

I sat on my bed tried to think, with my head in my hands. But a huge sledgehammer was beating down on my brain as on an anvil and my thoughts were scattering sparks. I soon realized that what was needed was action; quick, sharp action. I rose to my feet and willed myself about gathering my things into the suitcase. I had no clear idea what I would do next, but for the moment that did not trouble me; the present loomed so large. I brought down my clothes one at a time from the wardrobe, folded them and packed them neatly; then I brought my things from the bathroom and put them neatly; then I brought my things from the bathroom and put them away: These simple operations must have taken me a long time to complete. In all that time I did not think anything particularly. I just bit my lower lip and until it was sore. Occasionally, words like "Good Heavens" escaped me and came aloud.

When I had finished _____, I slumped down in _____ chair and then got _____ again and went out _____ the sitting-room to _____ if the sounds were _____ coming. But all was _____ dark and quiet upstairs. " _____ word!" I remember saying; _____ I went to wait _____ Elsie. For I knew _____ would come down shedding _____ of shame and I _____ kick her out and _____ the door on her _____. I waited and waited, _____ then, strange as it _____ sound, dozed off. When _____ started awake, I had _____ dull heavy terror of _____ that something terrible had _____ without immediately remembering what _____ was. Of course, the _____ only lasted one second, _____ less.

Recollection and pain _____ soon enough, and then the humiliating wound came alive again and began to burn more freshly than when first inflicted. My watch said a few minutes past four. And Elsie had not come. My eyes misted, a thing that had not happened to me in God knows how long. Anyway the tears hung back. I took off my pyjamas, got into other clothes, and left the room by the private door.

I walked for hours, keeping to the well-lit streets. The dew settled on my head and helped to numb my feelings. Soon my nose began to run and, as I hadn't brought a handkerchief, I blew it into the roadside drain by closing each nostril in turn with first finger. As dawn came, my head began to clear a little and I saw Bori stirring. I met a night-soil man carrying his bucket of ordure on top of a battered felt hat drawn down to hood his upper face while his nose and mouth

were masked with a piece of black cloth like a gangster. I saw beggars sleeping under the eaves of luxurious department stores and a lunatic sitting wide awake by the basket of garbage he called his possession. The first red buses running empty passed me and I watched the street lights go off finally around six. I drank in all these details with the early morning air. It was strange perhaps that a man who had so much on his mind should find time to pay attention to these small inconsequential things; it was like the man in the proverb who was carrying the carcass of an elephant on his head and searching with his toe for a grasshopper. But that was how it happened. It seems that no thought-no matter how great had the power to exclude all others.

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Department of English and Literature Studies

Extract for Close Deletion Test 13

Fill in the gaps in the passage below with appropriate words

Sometimes a person's attempt to read fast and comprehend much may be faced with a number of problems. Some of these obstacles can be traced to the reader's own habits developed over the years. Others are however, no fault of the reader, but can be traced to natural causes.

First, consider a person _____ level of natural intelligence _____ lamentably low. Intelligence is _____; and sometimes there is _____ little a person can _____ to improve his level _____ intelligence. So, when there _____ a child with a _____ level of intelligence, he _____ normally be slow in _____ to read and would _____ slowly and poorly.

Nervous _____ also affect one's reading _____. When a person has _____ damage, he will have _____ in his intellectual activities, _____, his reading performance. Furthermore, _____ develop at different rate. _____ develop at a slower _____ than others. If a _____ is pushed into reading _____ before he reaches the _____ level of development, failure _____ be expected. However, such _____ child may still catch _____ when reaches the right age.

While it has not been conclusively established, there is evidence to suggest that eye _ defects may adversely affect the reading ability of both good and poor readers. A person with bad eyes suffers considerable strain when reading: and it is this strain that discourage a liking for reading. This hinders constant practice and results in poor reading performance. Finally, children who have failed in learning to read and write often show signs of emotional problems, such as anxiety, fear, truancy, restlessness, nail-biting, etc.

Lead City University, Ibadan
Faculty of Arts and Education
Department of English and Literature Studies

Extract for Close Deletion Test 14

Fill in the gaps in the passage below with appropriate words

When a child has a small meaningful vocabulary in English, the first possible cause to investigate is intelligence. Low general intelligence shows itself clearly in retarded language development and difficulty in understanding and acquiring the meaning of words. The most important single test in the Stanford-Binet Intelligence Scale is one designed to measure the richness and accuracy of speaking vocabulary. One of the characteristics of the feeble-minded is their inability to understand words of general or abstract manner.

Lack of intellectual stimulation _____ practice in the use _____ language is also an _____ cause of vocabulary weakness. _____ have meaning to a _____ only when related to _____ he has experienced or _____ about. A child who _____ had a very-restricted _____ is ignorant of many _____ that are commonplace to _____ average child, and so _____ limited basis for understanding _____ which refer to those _____. A child who speaks _____ language other than English _____ the home is handicapped _____ his language development because _____ does not receive enough _____ in hearing and speaking _____ English. Speech defects and _____ hearing also interfere with _____ acquisition of a rich _____ because they cut off _____ conversational opportunities.

A child _____ like to read enriches _____ vocabulary with words and ideas that he gains from his reading. When a child has made a poor start in reading, he usually dislikes reading and thus gives up one of the best opportunities to expand his vocabulary. A vicious cycle is set up in which poor reading restricts the opportunity to learn new words, and a failure to build up vocabulary prevents improvement in reading.

Causes which handicap a child in making a proper start in reading continue to interfere with his later progress if they are not corrected. The same general objectives that are involved in developing readiness for reading are also important for later training in the acquisition of vocabulary.

In some cases, a child may be able to pronounce a word but has no understanding of what it signifies. Also, he may know the meaning of the word if presented orally but he may be unable to recognize it; and he may be both unable to pronounce it and ignorant of its meaning. If a child has difficulties of the first type, he needs training in word recognition. If he is weak in both word recognition and meaning vocabulary, both kinds of training need to be given simultaneously.

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Lead City University, Ibadan
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Department of English and Literature Studies

Extract for Close Deletion Test 15

Fill in the gaps in the passage below with appropriate words

Marriage as a human institution is facing its greatest threat ever in the twentieth century. Since the first man and woman were joined together, has the institution been beset by as many problems as it is now. And this trend, which started in the western world, has spread and is spreading to all parts of the globe.

The most disturbing problem _____ the high rate of _____. It is no longer _____ social stigma for women _____ fill in forms indicating _____ they are divorced; men, _____, proclaim their liberty from _____ shackles of matrimony, somehow _____ pride. Little wonder that _____ couples resort to separation _____ eventually divorce, at the _____ disagreement.

The availability of _____ alternative aggravate the seriousness _____ the problem. Instead of _____ into matrimony, very many _____ simply decide to live _____. Even the courts now _____ such common law marriages, _____ respect the rights of _____ in such associations. The _____ advantage this accords the _____ is the fluidity of _____ association, the ease with _____ one or both can _____ off the union.

Besides, _____ many countries now enact laws that recognize the rights of children born out of wedlock. This singular factor has helped to shoot up the number of such children in many civilized communities. A recent survey in an urban college showed that about forty percent of the students were born out of wedlock.

Not less among the factors hastening the death of the marriage institution is the progressively rising cost of living. Nowadays, it is essential for both partners to be gainfully employed, to be sure of a reasonably decent level of existence. The marriage ceremony itself cost so much that the young men save towards it for years. Little wonder then that many young men simply remain single, raising one or two children from ladies who themselves are often willing collaborators against the institution of marriage.

**Lead City University, Ibadan
Faculty of Arts and Education
Department of English and Literature Studies**

Questionnaire for Teachers

SECTION A

1. Age Bracket: ☐ 20 - 25 ☐ 26 - 30 ☐ 31 - 35 ☐ 36 - 40 ☐ 41 - 45 ☐ 46 - 50 ☐ 51 - 55 ☐ 56 - 60
2. Sex: ☐ Male ☐ Female
3. Marital Status: ☐ Married ☐ Single
4. Qualifications: ☐ OND ☐ NCE ☐ HND ☐ HND+PGDE ☐ B.A Eng ☐ B.A. Eng + PGDE ☐ B.Ed (Eng)
☐ B.A Eng. Educ. ☐ M.A./M.ED ☐ Ph.D
5. Teaching Experience: ☐ 1-5 yrs ☐ 6 -10 yrs ☐ 11-15 yrs ☐ 16-20 yrs ☐ 21-25 yrs ☐ 26-30 yrs ☐ 31-35 yrs
6. Class Taught: ☐ SS II Only ☐ SS II + other classes
7. Number of Students taught: ☐ SS II Only ☐ Other classes No of all students taught together
8. Are you a registered member of Teachers Registration Council of Nigeria? ☐ Yes ☐ No

SECTION B

SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree

S/N	Statement	SA	A	D	SD
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1. The teaching of comprehension in English is handled by teachers who are not specialists in English Language in Oyo State Schools
 2. There is no single specialist in English Language among the teachers in my school
 3. There are schools in Oyo State where there is no single teacher who specializes in English Language
 4. There are enough teachers for effective teaching of English language in my school
 5. The number of students in my school is more than what the available teachers can effectively handled
 6. There are few students for a teacher to handle in English language in my school
 7. Most of the teachers of English for senior secondary school in my school are university graduates of English Language
 8. Most of the teachers of English for Senior Secondary School in my school are College of Education graduates of English
 9. Most of the teachers of English for senior secondary in my school are graduates from Polytechnics
 10. Most of the teachers of English for Senior Secondary School in my school are registered members of Teachers Registration Council of Nigeria (TRCN)
 11. Most students in my school hardly perform well in summary and comprehension
 12. Most students in my school can hardly read and comprehend the comprehension passages in their English textbook
 13. The comprehension passages in their textbook are well above their understanding
 14. Most students can read and comprehend the comprehension passages in their textbook under the guidance of competent teachers.
 15. Most students can read the comprehension passages and comprehend them well without assistance from the teachers.
-

Appendix 3: Teachers answering teacher factor questionnaire







Appendix 3: Students filling the questionnaire











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Bio-data

A. Personal Data

- | | |
|--------------------|-------------------------------------|
| 1. Name: | Olusola Fidelis Olatayo |
| 2. Home Address: | 27, Alaffia Street, Awotan, Ibadan. |
| 3. Email Address: | Olatayofidelis@Gmail.Com |
| 4. Phone Number: | 08074386531/07042046084 |
| 5. Place of Birth: | Idere |
| 6. Nationality: | Nigerian |

B. Educational Institutions Attended with Dates:

- | | | |
|-------|---|-----------|
| (i) | Baptist Day School, Idere | 1966-1971 |
| (ii) | Divisional Teacher Training College, Ijebu-Jesa | 1976-1979 |
| (iii) | University of Ife, Ile-Ife | 1981-1985 |
| (iv) | University of Ibadan, Ibadan | 1988-1990 |
| (v) | The Polytechnic, Ibadan | 1991-1992 |
| (vi) | Oyo State College of Education, Oyo | 2004-2005 |

C. Academic/Professional Qualifications with Dates:

- | | | |
|-------|------------------------------------|------|
| (i) | Primary School Leaving Certificate | 1971 |
| (ii) | G.C.E. O'L | 1978 |
| (iii) | Teachers' Grade II Certificate | 1979 |
| (iv) | B.A. (Ed) English Language | 1985 |
| (v) | M.Ed. (Language Education) | 1990 |
| (vi) | P.G.P.D. (Mass Communication) | 1992 |
| (vii) | Diploma in Computer Studies | 2005 |

D. Work Experience:

- | | | |
|----|--|-----------|
| a. | Ijesa South Schools Board, Ilesa, Class Teacher. | 1979-1981 |
|----|--|-----------|

- b. Oyo State Teaching Service Commission, Class Teacher. 1987-2002
- c. The College of Education, Lanlate
(Formerly Emmanuel Alayande College of Education, Oyo) May, 2002 till Date

E Research and Publications:

(a) Seminar Papers:

1. Olatayo, O. F. (2014, November). *The relevance of spir-whorfian hypothesis in the modern language classroom*. Paper presented at the seminar of the School of Arts and Social Sciences, Emmanuel Alayande College of Education, Oyo, Lanlate Campus.
2. Olatayo, O. F. (2014, December). *Perception of lecturers on the impact of English as the medium of instruction and language of examination on the academic achievement of their students*. Paper presented at the seminar of the School of Education, Emmanuel Alayande College of Education, Oyo, Lanlate Campus.
3. Olatayo, O. F. (2016, April). *Writing non-empirical articles for publication*. Paper presented at the seminar of the Department of General Studies Oyo, State College of Agriculture and Technology, Igboora.

(b) Conference Papers:

1. Olatayo, O. F. (2005, July). *The need for an integrative approach to the teaching of English Language in Nigerian public secondary schools*. Paper presented at the 7th Zonal Conference of Nigerian Association of Educationists for National Development Ogun and Oyo States, Oyo State College of Education, Oyo.
2. Alabi, S. A., Olatayo, O. F. & Obisesan, A. O. (2005, August). *Readers and literary club as a catalyst of national development: A prioritization survey in secondary schools co-curricular activities*. Paper presented at 1st Annual National Conference of COEASU, Oyo State College of Education Chapter, Oyo State College of Education, Oyo.
3. Olatayo, O. F., Adebisi, M. E. & Alabi S. A. (2005, November). *Language and nation building: An implementation assessment of a multi-lingual education in the national policy on education*. Paper presented at the 6th Annual National Conference of School of Arts and Social Sciences, Federal College of Education, Abeokuta.
4. Alabi, S. A., Adebisi, M. E. & Olatayo, O. F. (2007, September). *Attitudinal disposition of teachers of private and public nursery and primary schools to the use of the mother tongue as a language of instructions*. Paper presented at the 12th Annual Conference of National Association of Teachers of English in Colleges of Education and Polytechnics, FCE, Abuja.

5. Olatayo, O. F., Alabi S. A. & Ogundepo A. O. (2007, September). *Classroom assessment and the dwindling standard of English Language: A survey of teachers' views in selected secondary schools in Ibarapa East Local Government of Oyo State*. Paper presented at the 12th National Conference of National Association of Teachers of English in Colleges of Education and Polytechnics, FCE, Abuja.
6. Ogundepo, A. O., Olatayo, O. F. & Akinteye, S. A. (2008, May). *Examination malpractices as a threat to quality assurance in Nigerian educational system*. Paper presented at the 6th Annual National Conference of School of Education, Federal College of Education, Abeokuta.
7. Ogundepo, A. O., Adejobi, A. O. & Olatayo, O. F. (2008, July). *Language and communication as a means of engendering self-actualization*. Paper presented at the 3rd National Conference of Federal College of Education, Abeokuta.
8. Olatayo, O. F. (2011, May). *English language in quality education and good governance: challenges and opportunities*. Paper presented at the 1st International Conference of Federal College of Education, Okene, Kogi State.
9. Olatayo, O. F. & Falade M. O. (2011, July). *A survey of teachers opinions on the challenges and prospects of English Language teaching in Nigerian schools*. Paper presented at the 2011 Annual National Conference of School of Languages, Federal College of Education, Abeokuta.
10. Falade, M. O. & Olatayo, O. F. (2011, July). *Challenges and prospects of improving literature teaching methods in the classroom*. Paper presented at the 2011 Annual National Conference of School of Languages, Federal College of Education, Abeokuta.
11. Alabi, S. A., Olatayo, O. F. & Falade, M. O. (2013, August). *Reading culture sustenance: A grass root strategy for achieving national development*. Paper presented at the 2nd National Conference of Colleges of Education Academic Staff Union, Emmanuel Alayande College of Education Chapter, Oyo.
12. Falade, M. O., Olatayo, O. F. & Alabi, S. A. (2013 August). *Confronting moral decadence through resuscitation of school play: A route to national development*. Paper presented at the 2nd National Conference of Colleges of Education Academic Staff Union, Emmanuel Alayande College of Education Chapter, Oyo.
13. Olatayo, O. F. (2014, August). *Nigeria unending quest for national language: The need, the costs and the choice*. Paper presented at the 1st National Conference of ARDLASSE, Emmanuel Alayande College of education, Oyo, Lanlate Campus.
14. Olatayo, O. F. (2015, July). *Strengthening Nigerian democracy: English Language as a tool*. Paper presented the 2nd annual conference of ARDLASSE, Ikere, Ekiti State.

15. Olatayo, O. F. (2016, March). *Reviving reading habits in Nigerian youths: The roles of the home, the school and the government*. Paper presented at the 1st national conference of school of Arts and Social Sciences, The College of Education, Lanlate, Oyo State.

(c) Conference/Workshop Proceedings:

1. Falade, M. O., Olatayo, O. F. & Alabi, S. A. (2013). *Confronting moral decadence through resuscitation of school play: A route to national development*. Paper presented at the 2nd National Conference, of Colleges of Education Academic Staff Union held at Emmanuel Alayande College of Education chapter, Oyo, August, 19-22, 2013.
2. Alabi, S. A., Olatayo, O. F. & Falade, M. O. (2013). *Reading culture sustenance: A grassroot strategy for achieving national development*. Paper presented at the 2nd National Conference of Colleges of Education Academic Staff Union held at Emmanuel Alayande College of Education, chapter, Oyo, August, 19-22, 2013.
3. Olatayo, O. F. (2016). *Reviving reading habits in Nigerian youths: The Roles of the home, the school and the government*. Paper presented at the 1st National Conference of the School of Arts and Social Sciences held at The College of Education, Lanlate, March, 14 -17, 2016.

(d) Journal Articles:

1. Olatayo, O. F. (2006). *Basic concepts in morphological productivity in English*. **THE PACESETTER**, 13(2), 137 -145.
2. Alabi, S. A., Adebiye, M. E., & Olatayo, O. F. (2008). *Attitudinal disposition of teachers of private and public nursery and primary schools to the use of mother tongue as a language of instruction*. **NJECS**, 4, 25 - 36.
3. Olatayo, O. F., Alabi, S. A. & Ogundepo, A. O., (2008). *Classroom assessment and the dwindling standard of English Language: A survey of teachers' view in selected secondary schools in Ibarapa East local government area of Oyo state*. **NJECS**, 4, 85 - 94.
4. Olatayo, O. F., Alabi, S. A., & Falade, M. O. (2008). *Consolidation of Nigerian educational system: The relevance of language from the English Language perspective*. **COEASU Journal of Multidisciplinary Studies**, 2(1), 57 - 66.
5. Ayoade, R. A., Ogundepo, A. O., & Olatayo, O. F. (2008). *The roles of language in facilitating socio-economic rebirth: An overview of media language use*. **COEASU Journal of Multidisciplinary Studies**, 2(1), 169 - 177.
6. Falade, M. O., Olatayo, O. F., & Alabi S. A. (2008). *A stylistic analysis of 'Dylan Thomas' poetry and its pedagogical implication*. **THE BEACON**, 1(1). 104 - 117.

7. Alabi, S. A., Olatayo, O. F., & Adebisi, M. E. (2009). *A survey of communicative competence and performance in English of sandwich and regular NCE student-teachers towards the enhancement of Nigerian educational system. THE PACESETTER*, 14(1), 193 -206.
8. Obisesan, O.A., Alabi, S. A., & Olatayo, O.F. (2010). *Readers and literary club as a catalyst for national development: A prioritization survey in secondary schools' co-curricular activities. THE PACESETTER*, 15(1), 256 -268.
9. Alabi, S. A., Ogundepo, A. O., & Olatayo, O. F. (2010). *Education for self reliance as a panacea for global economic meltdown: The lessons of okonkwo's portrait in Achebe's Things Fall Apart. THE PACESETTER*, 15(2), 249 - 260.
10. Olatayo, O. F., & Falade, M. O. (2012). *A survey of teachers' opinions on the challenges and prospects of English Language teaching in Nigerian secondary schools. Journal of Language and Literature Teaching*, 9 (1), 39 -49.
11. Falade, M. O., & Olatayo, O. F. (2012). *Challenges and prospects of improving literature teaching methods in the classroom. Journal of Language and Literature Teaching*, 9(1), 181 - 188.
12. Olatayo, O. F. (2012). *Examination malpractices and the falling standard of English Language: A survey of secondary schools teachers' views in Ibarapa East Local Government Area of Oyo State, Nigerian. Nigeria Journal of Languages, Arts, Education and Social Sciences*, 3(1), 298 – 306.
13. Olatayo, O. F., Alabi, S. A. & Falade, M. O. (2013). *The readability level of Ernest hemingway's The old Man and Sea for SS3 literature students. THE PACESETTER*, 17(1), 222 - 236.
14. Olatayo, O. F., Alabi, S. A. & Falade, M. O. (2014). *English Language in quality education and good governance: Challenges and opportunities. Journal of Research in General Studies Education*, 3, 11 - 19.
15. Olatayo, O. F. (2014) *Negotiating for the inclusion of extensive reading through literature into Nigerian public primary school curriculum: A survey of public primary school teachers' opinions. International Journal of Special and General Education*, 3, 259 - 266.
16. Olatayo, O. F. (2014) *Effective teaching of reading in Nigeria public junior secondary schools: hindrances to remove. Olumo Journal of Education*, 3(1), 108 - 123.
17. Olatayo, O. F. (2014). *The challenges of foul language to Nigerian national rejuvenation. JOASSU*, 5(1), 159 - 166.
18. Olatayo, O. F. (2014). *The relevance of sapir-whorfian hypothesis in the modern language classroom. International Journal of Language and Communication studies* 7(1&2), 51- 61.
19. Olatayo, O. F. (2015). *Perception of lecturers at the Lanlate campus on the impact of English Language as a medium of instruction on the achievement of*

vocational and technical education students. *International Journal of Special and General Education*, 6, 67 - 74.

20. Adetuyi, C. A., & Olatayo, O. F. (2015) *Key concepts in transformational generative grammar*. *International Journal of English Language and Linguistics*, 1(7), 1 - 9. Retrieved from www.iiardonline.org
21. Adetuyi, C. A., & Olatayo, O. F. (2016). *Intertextuality awareness as a tool for effective understanding of texts*. *International Journal of Advanced Academic Research*, 2(1)7 - 13.
22. Olatayo, O. F., & Alabi, S. A. (2016) *Lexical and cultural indices into the readability level of Evans Modular English Course for Primary Schools6*. *International Journal of Advanced Academic Research*, 2(2) 30 - 38.

(e) **Chapters in Edited Books:**

1. Olatayo, O. F. (2005). *Phrases and clauses*. In L. Oyeleye (Ed.), Remedial English 1. (pp. 128-138). Ibadan: Akin-Johnson Press and Publishers.
2. Olatayo O. F, Adebisi, M. E. & Alabi, S. A. (2006). *Language and national building: An implementation assessment of a multi-lingual education in the national policy of education*. In L. A. A. Adeniji, S. A. Adeyemo & D. R. Adeniji (Eds.), *Conflicts in Nigeria: The New Trends and Way-out*. (pp. 290-302). Ibadan: Jilat Publishing Company.
3. Alimi, S. A. & Olatayo, O. F. (2006). *Oral Drills*. In A. Odebunmi (Ed.). Remedial English 2. (pp. 36-50). Ibadan: Akin -Johnson Press and Publishers.
4. Alimi, S. A. & Olatayo, O. F. (2006). *Punctuation marks*. In J. O. Ayodabo (Ed.), *Discourse in Language and Communication Skills*. (pp. 66-78). Lagos: Murfat Prints and Publishing Company.
5. Foyewa, R. A., & Olatayo, O .F. (2007). *Common errors in English*. In J. O. Ayodabo. (Ed.), *Towards Effective English Usage*. (pp. 10-34). Oyo: Odumatt Press and Publishers.
6. Olatayo, O. F. (2009). *Letters*. In B. T. Opoola (Ed.), *Towards Effective Communication in English Language 2: A Basic Text*. (pp. 49-69). Ibadan: Damp Publishers.
7. Olatayo, O. F. (2009). *Introduction to discourse analysis*. In B. T. Opoola (Ed.) *Towards Effective Communication in English Language 2: A Basic Text*. (pp. 75-81), Ibadan: Damp Publishers.
8. Ogundepo, A. O., Alabi, S. A. & Olatayo, O. F. (2011). *Role of language and communication in rebranding Nigeria*. In L.A.A. Adeniji, S. A. Adeyemo, & D.R. Adeniji. (Eds.), *Rebranding Nigeria for a Better Future: The Position of Religion, Education, Language, and General Studies*. (pp.361-369). Abeokuta:

9. Olatayo, O. F. (2011). *English language in Nigeria and communication process*. In Y. Y. Muslim (Ed.), *Communication Skills in English language 1*. (pp. 1-10.). Ibadan: Golden Touch Printing and Publishing.
10. Olatayo, O. F.(2011). *Reading Skills*. In Y. Y. Muslim (Ed.), *Communication Skills in English Language 1*. (pp. 97-106). Ibadan: Golden Touch Printing and Publishing.
11. Olatayo, O. F. (2011). *Writing*. In Y.Y. Muslim (Ed.), *Communication Skills in English Language 2*. (pp. 28-39.). Ibadan: Golden Touch Printing and Publishing.
12. Olatayo, O. F. (2011). *Listening skills and note taking*. In Y. Y. Muslim (Ed.), *Communication Skills in English Language 3*. (pp. 1-13.). Ibadan: Golden Touch Printing and Publishing.
13. Olatayo, O. F. (2011). *Sentence and passivization*. In Y. Y. Muslim (Ed.), *Communication Skills in English Language 3*. (pp.57-68.). Ibadan: Golden Touch Printing and Publishing.
14. Olatayo, O. F. (2011). *Registers*. In Y. Y. Muslim (Ed.), *Communication Skills in English Language 4*. (pp. 44-54). Ibadan: Golden Touch Printing and Publishing.
15. Olatayo, O. F. (2011). *Minutes Writing*. In Y. Y. Muslim (Ed.), *Communication Skills in English Language 4*. (pp. 65-83). Ibadan: Golden Touch Printing and Publishing.
16. Olatayo, O. F. (2012). *Verbs and tenses in English Language*. In B. T. Opoola (Ed.), *Essentials of Communication Skills in English Language*. (pp. 81-95). Ibadan: Godspower AJ Ventures.
17. Olatayo, O. F. (2016). *Parts of speech*. In B. T. Opoola (Ed.), *General English 1*. (pp 40-57). Lagos: Godspower AJ Ventures.
18. Olatayo, O. F. & Omowon, A. A. (2016) *Figures of speech*. In B. T. Opoola (Ed.), *General English 1*. (pp 133-150). Lagos: Godspower AJ Ventures.

(f) Books:

1. Olatayo, O. F. (2013). *Evils that men do*. Ibadan: Golden Touch Printing and Publishing.
2. Olatayo, O. F. & Alabi, S. A. (2014). *Oral–aural skills in the classroom: A practical approach*. Ibadan: Golden Touch Printing and Publishing.

F. **Academic Distinction(S)/Award (S):**

Nil

G. **Attendance at Learned Conferences:**

1. 1st Annual National Conference of History of Education Society of Nigeria
Theme: The Relevance of Nigerian Education: History perspective. Held at the Conference Centre, University of Ibadan, between 14 and 16 of December, 2004
2. 7th National Conference of Nigeria Association of Educationists for Nation Development
Theme: Education for National Development: the way forward. Held at the Oyo State College of Education, Oyo, between 18 and 22 July, 2005
3. 6th National Conference of School of Arts and Social Sciences, Federal College of Education, Abeokuta
Theme: Issues and Problems of Nation Building: The Nigeria Experience. Held at Federal College of Education, Abeokuta, between 5 and 9 of December, 2005
4. 12th National Conference of National Association of Teachers of English in Colleges of Education and Polytechnics (NATECEP).
Theme: The Dwindling Standard of English Language in Nigeria: A Challenge to the English Language Teacher. Held at FCE, Abuja. between 3 and 6 of September, 2007
5. 6th National Conference of School of Education, Federal College of Education, Abeokuta
Theme: Quality Assurance in the Nigerian Educational System and Millenium Development Goals: What Hope? Held at Federal College of Education, Abeokuta, between 6 and 9 of May 2008
6. 3rd National Conference of Federal Colleges of Education, Abeokuta
Theme: Education and Self-Actualization. Held at Federal College of Education, Abeokuta between 7 and 12 of July, 2008
7. A 5-Day Workshop of National Commission for Colleges of Education
Theme: Training of Teacher Educators on the Teaching of Primary Education Studies. Held at Supreme Management Resources Centre Ibadan, Oyo State, between 5 and 9 of January 2009
8. 2-day Workshop of Research and Publication Committee, Federal College of Education, Abeokuta
Theme: Empirical Research: Held at Federal College of Education, Abeokuta, between 3 and 4 of March, 2009
9. 1st National Conference of School of Education, Emmanuel Alayande College of Education, Oyo
Theme: Sustainable Reforms in Teacher Education in Nigeria. Held at the School Conference Room, Oyo, between 26 and 29 of April, 2010

10. 1st International Conference of the College of Education, Okene, Kogi State
Theme: Quality Education and Good Governance in a Globalized Economy. Held at the School Auditorium, between 9 and 13 of May, 2011
11. 2011 Annual National Conference of School of Languages, Federal College of Education, Abeokuta
Theme: Linguistics, Languages & Literature Teaching in Nigeria: Challenges and prospects. Held at the College Auditorium, between 11 and 15 of July, 2011
12. A Day Workshop of Emmanuel Alayande College of Education, Oyo, Lanlate Campus
Theme: Academic Staff Development. Held at the Campus Lecture Hall 2, on 8 of May 2012
13. 2 Day Workshop of Emmanuel Alayande College of Education, Oyo
Theme: Evolving High Quality Research Proposal and Paper Writing. Held at the College Main Campus, Oyo, between 10 and 11 of July, 2012
14. 2nd National Conference of Colleges of Education Academic Staff Union, Emmanuel Alayande College of Education Chapter
Theme: Centenary Milestone: Teacher Education in Nigeria and National Development. Held at the College Main Campus, Oyo, between 19 and 22 of August, 2013
15. 3rd National Conference of School of Arts and Social Sciences, Emmanuel Alayande College of Education
Theme: Nigeria: The Challenges of Reviving a Centenarian in near Comatose. Held at the College Conference Room, between 10 and 13 of March, 2014
16. 3rd National Conference of Emmanuel Alayande College of Education
Theme: Curriculum Issues and National Transformation Beyond the 21st Century in Nigeria. Held at Erelu Campus, Oyo, between 17 and 20 of February, 2014
17. 1st Annual Conference of ARDLASSE
Theme: Critical Issues in Nigerian Amalgamation Centenary and beyond: Matters Arising. Held at Emmanuel Alayande College of Education, Lanlate Campus, between 4 and 8 of August, 2014
18. 2nd Annual Conference of ARDLASSE
Theme: Nigeria Democracy: Issues, challenges and expectations. Held at Ekiti State College of Education, Ikere, between 13 and 17 of July, 2015
19. 1st National Conference of School of Arts and Social Sciences, The College of Education, Lanlate
Theme: Arts and Social Sciences and Building of Sustainable Nigerian Future. Held at Lecture Hall 2, between 14 and 17 of March, 2016

H. Other Relevant Information

(a) Member, COEASU Ethics/Code of Conduct Committee

2008 to date.

(b) Registered Member, Teachers' Registration Council of Nigeria

2006 to date

(c) Member, National Association of Teachers of English in

Colleges of Education and Polytechnics (NATECEP)

2007 to date.

(a) Member, Association for Research and Development in languages,

Arts and Social Sciences and Education (ARDLASSE)

2014 to date

Signature

Date

The University Compliance Certification

This is to certify that the thesis by Olusola Fidelis OLATAYO in the department of Arts & Social Science Education, Faculty of Arts & Education, Lead City University Ibadan, Oyo State is in full compliance with the approved university format and style.

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