THE RELATIONSHIP BETWEEN GRAMMATICAL COMPETENCE AND PERFORMANCE IN READING COMPREHENSION OF SELECTED SENIOR SECONDARY SCHOOL STUDENTS IN JALINGO METROPOLIS

BY

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M.ED/EDUC/9754/2009-2010

DEPARTMENT OF EDUCATION
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AHMADU BELLO UNIVERSITY, ZARIA

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A THESIS SUBMITTED TO POSTGRADUATE SCHOOL, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR H1E AWARD OF MASTERS DEGREE IN TEACHING ENGLISH AS A SECOND LANGUAGE (TESL)

DEPARTMENT OF EDUCATION
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AHMADU BELLO UNIVERSITY, ZARIA

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Declaration

I hereby declare that this thesis has been written by me and that it is the product of my effort to investigate into the Relationship between the grammatical competence and performance in reading Comprehension of selected senior secondary schools in Jalingo, Taraba State. I also certify that the work has not been presented in any previous application by anybody for a higher degree. All sources rummaged by me in this study have been acknowledged by means of references.

Mbiko. B. Aliyu (Mr)	Signature	Date

Certification

This is to certify that the thesis titled 'Relationship between Grammatical Competence and Performance in Reading Comprehension of Selected Senior Secondary School Students in Jalingo Metropolis submitted by Mbiko. B. Aliyu has been read and recommended to the faculty board of education Ahmadu Bello University Zaria in partial fulfillment of the requirement for the award of degrec of masters of education in Teaching English as the Second Language(TESL)

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Dedication

This thesis is dedicated to the memories of late:

step mother Wakwan Mota Ajiya who took care of me after the demise of my mum.

Acknowledgement

I will like to express my sincere gratitude to a number of people who have contributed in various ways to the success of this study.

First and foremost, I am highly indebted to Professor I. A. Olaofe whom I describe as academic star, the man of impeccable integrity, a scholar par excellence. His painstaking, perspicacious suggestions and corrections at various stages of this work is germane to the initial perception of this work.

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of these renown academics. They rekindle the spirit of hard work in me. I count on each of you.

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I undauntedly rummaged through the works of authors and publishers in order to benefit from their pearls of wisdom. I quoted many of them because they said exactly what I wanted to say better than I could myself. I am however responsible for any surviving faults or errors inherent in this study

Finally, to my beloved family, I pay a greater tribute for bearing the brunt of my perpetual absence within the period of the study. Without your endless patience and indulgence this study would have been abandoned long ago. I owe you a life- long appreciation

Abstract

This study entitled "The relationship between grammatical competence and performance in reading comprehension of selected senior secondary school students in Jalingo metropolis" investigated the extent to which grammatical competence affects reading at different comprehension levels. Most especially, reading for literal comprehension level, reading for inferential comprehension, reading for critical evaluation and the effect of location on performance of both rural and urban schools in the two variables measured. A sample size of four hundred and forty (440) students was drawn from eight (8) were senior secondary schools in Jalingo metropolis and its environs. Senior secondary schools (SSIII) was the focus of the study because they are the most affected in terms of language learning theory and standard set by West African Secondary School Certificate Examination (WASSCE). The method used for data collection was reading comprehension and grammar tests at 0.05 significant level. These instruments were submitted to experts in the field of linguistics and later pilot tested to ascertain their content and face validity. The test of grammar and reading comprehension were administered at two different periods. Most of the questions for the test of grammar were set in structures like elements of sentence structure and word class identification test format. The questions for reading comprehension tested all levels of comprehension stated in this study. The reliability of the instruments was measured using Pearson Product Moment Correlation Coefficient (PPMC) and two-tailed test. The computed r-value for the correlation coefficient and t-value did not show any significance difference. The overall findings revealed that grammatical competence affect reading at various comprehension levels. It was also noticed that students from the study area could comprehend reading without understanding the structures of English sentences. Therefore the study recommends that second language readers should be given thorough exercises in grammar before they are introduced to reading at various comprehension levels. This will help secondary school students to get over the grammatical problems that affect their performance in reading comprehension.

Operational Definition of Terms

Bottom-up model: Bottom-up models treat the reading process as a decoding activity with emphasis placed on the structure of the text.

Competence/performance: One's underlying knowledge of the language while performance is the realization of the language in specific situations.

Comprehension: Comprehension is the object and essence of reading for academic purpose

Constituent structure: The constituents of a sentence are groups of words within the sentence which are more closely related to each other than to the other words

Critical comprehension: Application of what is learned through the passage

Critical reading: Involves the reader's accurate knowledge and understanding of what the author says in the text

Cultural clues- The personal experience, the previous knowledge of the topic discussed that the reader brings into the text.

Form class: The form a word belongs whether as a form of noun like proper noun, common noun, abstract among others.

Frustration level: The category of students who find readingvery difficult to underatand

Grammatical competence: Grammatical Competence is a part of human being's ability to communicate. This includes one's knowledge of lexical items, morphology, syntax, semantics and phonology of a language.

Independent level: Reading beyond the line without the help of the teacher

Inferential comprehension: Inferential comprehension is based on one's interpretation of the facts that are presented

Literal comprehension; What most students get when they read a text, at the surface their literal comprehension

Logical clues-The pattern of development of the thinking or thought process, the occurrence of events, and the layering of information

Morpheme; The smallest unit of grammatical description that conveys meaning.

Morphology; The branch of linguistics that studies the internal structure of .words.

Reading comprehension: Reading with maximum understanding and in a fairly fast rate.

Reading comprehension levels: These include literal comprehension level, inferential comprehension level and applicative comprehension level.

Semantics: This is a branch of linguistics that deals with the theory of meaning of words and sentences of a language. Semantics studies meanings in a systematic and objective way

Sociolinguistic competence: This encompasses the knowledge of rules governing the production and interpretation of language

Syntax: This is the branch of linguistics that studies the internal structures of sentences. Syntax spells out a set of finite rules users of a given language follow in generating an infinite number of acceptable sentence structures

Text : The linguistic form of social interaction

Top- down: Top-down models take the opposite position of bottom-up continuum. It considers the reader and interests, world knowledge and reading skills as the driving force behind reading comprehension

Word class: The grammatical function of word as noun, pronoun, adverb, verb etc

Word identification: The test that probes the knowledge of the form of words and their grammatical functions.

Glossary of Terms

CLT: Meaning Communicative Language Teaching Method

Det: Determiner

ESL: English as a Second Language (status of English in Nigeria)

L2: Meaning Second Language Acquisition

NECO: National Examination Council –a body regulating Senior Secondary School Examination

NP: Noun Prhars

NTI: National Teachers Institute a body regulating teacher certificate, Rank Scale; functional analysis of grammar into morpheme, word, group or phrase and clause in its logical order

PS rule: Phrase structure rules

SSCE: Senior Secondary School Certificate Examination

SQR3: meaning survey, questioning, read, recite and review- a reading techniques used in this study

VP: Herb phrase

WAEC: West Africa Examination Council a body regulating Examination in the West Africa Sub-region

WASSCE: West Africa Senior Secondary School certificate Examination – the examination that offers senior secondary school leavers a certificate to move higher than secondary school

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Written Communication in English is based on cooperation between students to negotiate meaning and understanding of the text passage. Text normally consists of sentences readers come across and each sentence has to be computed from its grammatical elements.

Grammar as one of the properties of language is the study of the systems underlying, formal features of a language as morphemes, word, group, clause or sentence; a theory specifying the manner in which all the sentences of a language are constructed. It is the body of knowledge; something one knows about a language. The study of grammar is a way of finding out how a system of language operates. In the communicative competence model, the purpose of learning grammar is to learn the language of which the grammar is a part. Each language has a set of rules for combining morphemes to form sentences. To describe how sentences are formed in a language, it is important to describe the rules scholars and native speakers of the language use to create or formulate sentences. We call these rules syntactic rules of the language. In order to describe the rules, it is necessary to analyze sentences which have been produced and from the structure of English sentences, we must do two things:

i. Break the sentence down into its parts or what is called constituents.

ii. Show how the parts are related (elements of structure). The constituents of a sentence are groups of words within the sentence which are more closely related to each other than to the other words. Example: (a) The old dog found the rotten meat.

We can break this sentence into two main constituents: The old dog found the rotten meat "The" and "old" modify dog and therefore, go together with dog to form a unit or constituent. — "found the rotten meat" is what the dog did. Therefore, it forms a separate constituent.

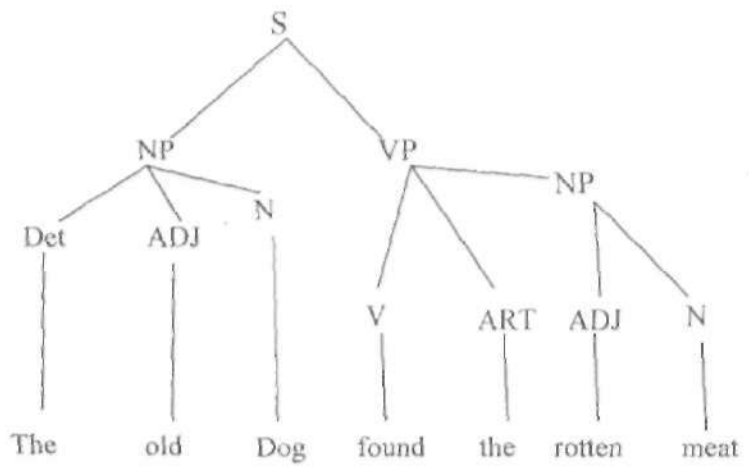
We can further break this down into "found""the rotten meat" since "the" or "rotten" modify "meat" and this phrase as a whole describes what the dog found.

As we analyze more and more sentences in different linguistic perspectives, we find that words and constituents which have similar structures and the same functions are grouped into the same syntactic categories. The easiest way to do this and to show the constituents and their relations is labeled tree diagram. This can be introduced by phrase structural rules (PS rules) thus:

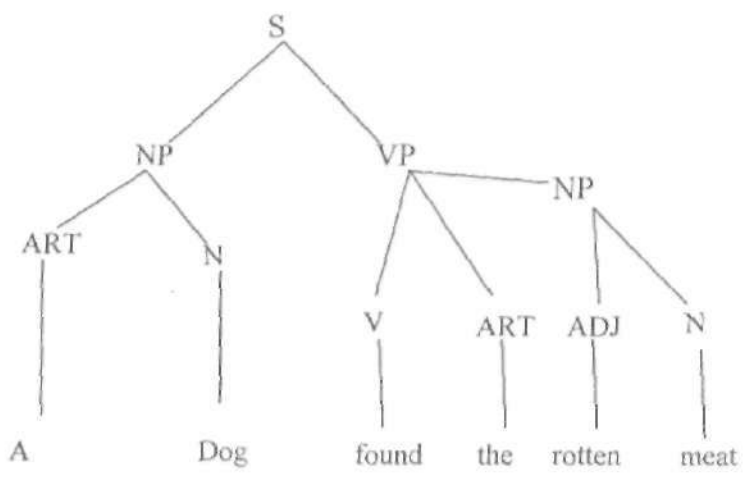
1. S → NP+VP: Meaning sentence re-writes noun phrase plus verb phrase
2. NP → Det (Art) + N: Meaning Noun phrase re-writes determiner or article plus a noun
3. VP → V+NP: Meaning verb phrase re-writes a verb plus a noun phrase

Fig.1: Constituent analysis of sentence structure by tree diagram

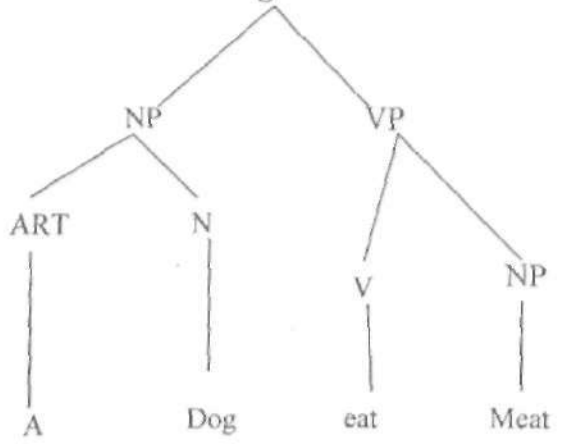
i.



ii.



iii.



Looking at this examples NP and VP are the immediate constituent of S. The immediate constituents of VP are V and NP. Constituents can be one word or several words. Any constituents which can be substituted for another without making an ungrammatical sentence belongs to the same category and will come under the same node label. Before we give further examples, let's establish some basic facts. Once we have analyzed several sentences in the language, we begin to see patterns in the structures and we can write rules based on the tree diagram which shows these patterns. There are seven basic sentence patterns in English language. These include sentence with the subject, verb pattern (SV); sentence with subject, verb, and complement pattern (SVC); sentence with subject, verb and object pattern (SVO); sentence with subject, verb and adverbials (SVA); sentence, verb, direct and indirect object (SVOO) among others. Teachers therefore should teach grammar forms and structures in relation to meaning and use for the specific communication tasks that students need to complete.

Therefore, to know a language can be equated to knowing the grammar of the language concerned. Grammatical Competence is a part of human being's ability to communicate. There are four entries under the word grammar as asserted by (Halliday, 1994; Olaofe,1994 and Quirk et al, 1985) these include:

(1) grammar as a text;

(2) as a person's knowledge and use of language;

(3) as a bunch of rules governing the use of a language; and

(4) how to form words with the letters and join them to form meaningful and acceptable sentences. Communicative language learning emphasizes interactive language as opposed to the traditional grammar translation or mere memorizing

of rules of grammar, semantics, phonology or lexical items. A student who is up-to-date with these four entries can be said to be grammatically competent.

Reading is primarily an individual activity. It is the ability of students to recognize words as language in print. It involves the skill of correlating the language in print and making meaning of the language in the brain.

Reading comprehension is the most practical way of assessing how much of the English forms; secondary school students can realistically wrestle with. It is a means of acquiring knowledge and information through books. Students who can read can equally communicate easily with minds that are not within the immediate environment. This enriches students' imagination and develops their intellectual growth quickly. Reading comprehension is the ability to know what is being communicated through the printed marks and to use the idea contained in it. It involves using both information provided in the text (by the author) as well as the information the reader has. This implies that reading comprehension depends on the students and the readability of the text. Reading comprehension therefore involves the process of understanding the idea expressed in the printed text. What students already know about the topic of the text, as well as getting familiar with the words and sentence structures used the text which plays an important role in reading comprehension. In other words, during the reading comprehension process the reader is actively trying to make sense of the relevant written text by integrating previous relevant experiences (grammatical experiences) with the text information.

In secondary schools, students learning English as a second language (L2) are faced with the task of figuring out how expressions are used in communicative context (Huddleston, 1984). Reader's (students) linguistic knowledge can be characterized as a grammar consisting

a finite set of rules that form the basis of their ability to produce and comprehend the unlimited number of phrases and sentences of the language. The reading material students come across are composed of various structures and are organized in to structural sequences which grammatical knowledge becomes the necessary editorial tool.

Year in year out there is a hue and cry over the dismal performance of Nigerian secondary school students in various public examinations in English especially the West African Senior Secondary School Certificate Examination (WASSCE). Several factors are responsible for this undesirable state of affairs, foremost of which are a hostile environment, poor teaching methods and badly written textbooks. Students themselves are always on tenterhooks because the English language plays a crucial role in Nigeria and other English-speaking West African countries. A credit in English language is a basic requirement for entry into tertiary institutions. It is against this background, therefore, in re-appraising the West Africa Examination Council (WAEC) conducted SSCE English language examination and official written declarations, deliberations during co-ordination sessions, and classroom pre-occupations, all suggest that grammar has a special recognition, if not a pre-requisite, for reading comprehension. To substantiate this claim, the aims and objectives of WAEC that are grammar- relate include:

- Use correct English;
- Write about incidents in English that are appropriate to specified audience and situations;
- Control sentence structures accurately
- Exhibit variety information technology the choice of sentence patterns; and punctuations... (WAEC Regulation and Syllabuses, 1999 – 2002; 182). These

propositions point to the role of grammar in producing the text that students come across in their reading exercise.

Reading comprehension cuts across all facets of students' learning activities. While writing, students are at the same time reading the piece puts on the blue print. WASSCE and NECO guidelines for comprehension as reflected in the regulations and syllabuses (1999-2002) categorically stated;

> The question will test the candidates' ability to find appropriate equivalents for selected words and phrases; respond to usages of English expressions to reveal/ reflect sentiment/ emotions/ attitudes, identify and label basic grammatical structures ,words, phrases, clauses and explain their functions as appear in the contexts; recast phrases or sentences into their grammatical alternatives (p.182)

This means that accurate grammatical knowledge gives effective understanding and facilitates grasps of comprehension passages. This view point relates to Adenyanju, (1989) and Olaofe, (2005) that "...students are unable to read text with understanding and cannot write clearly ..." because of poor reading comprehension habits. The principal goal of communicative language teaching is to develop communicative language competence. Communicative competence is a broad concept encompassing:

- grammatical competence;
- semantic competence which includes competence with lexical items and idioms;
- phonological competence;
- strategic competence (social appropriateness and fluency).

The challenges facing English language teachers and students in Taraba state is that of developing balanced competence to meet the language curriculum for the country. This reveals that any research on the relationship between grammatical competence and

performance of students in reading comprehension is timely and logical in the current trends of language education.

1.2 Statement of the Problem

Learners of English read differently at different times and for different purposes. Words, phrases, and sentences that exist in two languages do not often correspond. To use two languages familiarly without one contaminating the other is difficult, unless students are conversant with the way words are stringed in English, it will be difficult to comprehend a passage that consists different sentence patterns.

It is the concern of this study to find out the problem faced by students in breaking language into its parts or synthesizing separate sound into whole words, which may lead to difficulties in comprehension. Students who do not master sentence structures used in English are therefore unable to anticipate what may happen next in the sentences of the reading text thus, negating comprehension at all levels.

The study was intended to find out whether long and complex sentences employed by writers are likely to affect students' reading ability and make the relationship between various parts of the text difficult to sort out. The study was therefore done to identify the problem of various forms of constructions that are possible in the text, especially nesting of sentences that facilitate comprehension of the message contained in the passage.

The interpretation of one part of the text depends upon the understanding of another through various links and inter-relationship of ideas. When cohesive ties that establish the relationship are not properly understood, does it cause difficulty in the comprehension of a reading passage? This is one of the problems this study tries to investigate.

Another comprehension problem that this study intends to investigate arises from translation of the reading passage into full meaning through association of words that belong to the same group like the nominal group, verbal group, adjectival group etc. More specifically, the study tries to find out whether when attention is not paid to the strings of words that express similar concepts and some distinctions that can be made between one string and the other, students may find it difficult to comprehend a reading passage.

Difficulties in distinguishing the main ideas from relevant and irrelevant ones and in adequate vocabulary for adequate comprehension constitute another problem this study tries to investigate. This could be the reason why students don't understand examination instructions and often gave wrong answers even when the examination questions are simple and straight forward because teachers have failed to pay attention to the grammar of English which help readers in reading comprehension.

1.3 Research Questions

The Research questions that guided the design of the current study include:

1. What is the relationship between the grammatical competence performance on reading for literal meaning?
2. What is the relationship between the grammatical competence and performance reading for inference.
3. What in the relationship between the grammatical competence and performance on reading for critical evaluation?
4. What is the relationship between the grammatical competence and performance on reading comprehension of rural and urban schools?

1.3.1 Hypotheses

The hypotheses of this study are stated in a null form;

1. There is no significant relationship between the grammatical competence and performance in reading for literal meaning.
2. There is no significant relationship between the grammatical competence and performance on reading for inference.
3. There is no significant relationship between the grammatical competence and performance in reading for critical evaluation.
4. There is no significant relationship between the grammatical competence and performance on reading comprehension of rural and urban secondary schools in the study area.

1.4 Purpose of the Study

The purpose of this study is to:

- determine the relationship of the students grammatical competence on reading for literal comprehension;
- investigate the relationship between grammatical competence and reading for inference;
- find out whether grammatical competence relates to reading for critical evaluation;
- determine the relationship between students' words class identification and their achievements in multiple choice questions and to determine whether the reading process undertaken is effective, and to emphasize the valid assumption

that the readers' grammatical knowledge affect positively the effectiveness of their performance in reading comprehension.

1.5 Significance of the Study

Several researches in the realm of L2 reading comprehension and grammar have surprisingly produced consistent descriptions of the tools readers use to manage their interaction with written texts. Among others are the effect of direct-reading-thinking activity on students' reading comprehension; reading habits of students; test of comprehension levels; the effect of vocabulary development in reading activities, and so on and so forth. But no study has so far been conducted on the relationship between grammatical competences and performance of senior secondary school students in reading comprehension, especially in Taraba State.

This study therefore becomes an important instrument for students, language teachers, school administrator and even examiners to consider grammar as one of the major factors contributing to the poor performance of students in reading comprehension. The study is peculiar as it sees linguistics as a complicated field running the gamut of topics from a focus on sound of a language to the understanding of the rules of communication and grammar of the language. The study motivates students and teachers to see the knowledge of grammar as one of the factors affecting performance in reading comprehension.

This study is useful to students as they cannot go into reading activities without a purpose in the mind. It is the purpose that determines their success in the reading exercise. Students could learn from this study that each type of reading requires specific skills and styles. Reading for inference demands a different reading style from reading for critical analysis and so on.

The study examines various skills needed to read effectively and suggests classroom approaches and materials to develop and integrate reading with other language skills. The study interests those who would like to look further into the theory of reading in ESL as an organizational structure and sentence pattern.

In reading comprehension, readers will always have to draw on their interpretive skills to reconstruct the writers pre-supposition and draw appropriate inferences. This is significant in that it is expected to help writers in the organization of their ideas in a text is a fact of making use of grammar as an editorial tool in any written text, the writer presents the ideas logically exploring all language systems and tools to communicate certain information to readers. Therefore, the study is expected to inform students of the need for sentence sense, clarity, unity, interest, organization and effective vocabulary constituting grammatical competence to be able to perform productively in reading comprehension – the critical appraisal which this study takes.

The study is useful to linguists, scholars and curriculum planners in that any theory of linguistic communication must attempt to focus on structural properties of language and tend to view communication phenomena as outside its official domain. Hence, the understanding of the content of the sentence or comprehension exposes linguists, scholars and curriculum planners to ascertain the appropriate material commensurable to the grammatical level of learners.

1.6 Basic Assumptions

This study was conducted based on the following basic assumptions that:

i. grammatical fluency is the bases for selecting reading comprehension materials;

ii. the level of grammatical competence expected for ESL learners determines their proficiency level in reading comprehension;

iii. the ease or difficulty of reading with comprehension depends on the premise of the grammatical competence of the students; and

iv. reading comprehension is one of the pedagogical requirements for acquiring grammatical competence.

1.7. Scope of the Study

There are many variables in the field and sub-fields of linguistics that one could grapple with. Even in the field of grammar, one cannot study every aspect of grammatical theories. Similarly, it is impossible to investigate all aspects of grammatical descriptions as relates to reading comprehension and at the same time study all the 118 senior secondary school students in Taraba State. This study therefore investigates the relationship between the grammatical competence and performance in reading comprehension of selected senior secondary school students in Taraba State. In a study of this nature, the emphasis is on the relationship between grammatical competence and performance in reading comprehension of secondary students. It seems unrealistic to repeatedly expose students to all forms of reading comprehension and all areas of grammatical theories. It is assumed by the researcher that at the end of this study the findings would be generalized to involve all schools that were not considered in this study.

CHAPTER TWO;

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews prominent related studies to support the present research. The principal areas reviewed include; the concept of grammatical competence, scope and delimitation; theoretical views and the pedagogical implications.

2.1 Grammatical Competence: Definitions, Scopes and Delimitations

Several models of communicative competence have been proposed to explain the concept of grammatical competence or linguistic competence as proposed by Chomsky, (1965) {source;www.asian-efl-journal.com/2009}. This highlighted cognitive aspects of human language acquisition and learning. Chomsky distinguished between competence (one's underlying knowledge of the language) and performance (the realization of the language in specific situations). Which equally mean, language form (competence) and language use (performance) and established that the speaker-listener's internal grammar that judges the grammaticality of sentences should be the main object of investigation for linguists. It was no long after Chomsky's notion of idealized linguistic competence came attack by many linguists like Dell Hymes, Gurpetz, Cannale and Swain, among others.

Hymes (1971) coined the term communicative competence to embrace social, interactive, and negotiating process of language. Hymes expanded Chomsky's notion of competence into communicative competence by including both grammatical rules and rules of language use (Hymes, 1971; Taylor, 1983). In retaining the idea of Chomsky's underlying grammatical competence looks at contextual relevance as one of the crucial aspects of one's knowledge of

the language and claims that meanings in communication is determined by its speech community and actual communicative events in question.

In the view Canale and Swain,(1980) identified three distinctive components of communicative competence: grammatical competence, sociolinguistic competence and strategic competence. Grammatical competence includes one's knowledge of lexical items, morphology, syntax, semantics and phonology in a language. Sociolinguistic competence encompasses the knowledge of rules governing the production and interpretation of language in different sociolinguistic contexts. Lastly, strategic competence is defined as one's capability to sustain communication using various verbal and non-verbal strategies when communication breakdowns occur. Robert, (1998) said, every learner enters the language class with the prior knowledge. What the teacher needs is the content gain through the grammar of the language. Advancing the view, the scholar maintained that grammatical competence deals with the knowledge of the target language systems and the analytical knowledge.

This is crucial because one's fluency in the language determines one's perceptions and ability to accept or refute a point. Bolinger,(1994:25) confirmed that, to know the grammar of a language is to understand the phenomenon of that language. These opinions reiterate the intricacies and efficacies of grammar in Second Language (L2) learning. The presentation of information in several language teaching classes has a positive effect on grammatical knowledge and overall comprehension (Davies, 1990; Hill and Parry, 1994; Lyons, 1994 and Tomori 1974).

Traditionally, grammar instruction was the heart and soul of second language (L2) Class. But with time, research studies and teachers began to question the utility of inundating

students with grammar rules when they were seldom able to apply them to simple communication (Howatt, 1984 and Halliday, 1994). These were often premised on the assumption that comprehensible input would naturally lead to the acquisition of grammar rules without explicitly teaching them (Long and Cooks, 1992; Long and Porter, 1985).This claims is one of the propositions that led the field of linguistics to the realm of Descriptive Linguistics(McCarthy, 2000:7)

There seems to be from the conversation a lack of one –to –one correspondence between the grammatical form and communicative function. This is because the maxims of communicative language vary to some extent with the, grammatical or structural form of language upon which reading texts are base. It is important to note that grammar focuses on the form of the language while the communicative function of language is meaning-focused. These two (grammatical form and communicative language) represent the top-down and bottom-up theory of reading comprehension that will be discussed shortly. So, the interpretation of grammatical forms depends on a number of factors, some linguistics some purely situational. Hence, the interpretation and comprehension of literary and non-literary material sometimes depend on the in-depth knowledge of grammar. (Halliday1994; Quirk et al 1985)

One of the greatest contributions of traditional grammar in the study of language was the development of the set of categories for classifying chunks of words known as parts of speech (Chomsky, 1974; Olaofe, 1992; Butt ,2000;) Nowadays, the term parts of speech lend itself to several names by linguists. Some brand the category of this kind word class (Halliday 2006; Quirk 1985). Modern linguists raised a number of objections to the traditional classifications of and particularly, to the criteria for assigning this labels to items. Hallidayan

grammar, for instance, presents these word classes as noun, adjective, numerical, determiner, verb, preposition, Adverb, and Conjunction. However, if descriptions are to be made consistently and fully of the grammatical work of words and structures, a set of labels that identify what words do is necessary in the study of grammar.

Halliday and Hassan (1976) extended the view of grammatical competence in four ways:

(a) a set of functional labels build or set of class labels;

(b) a rank scale which allows for a more detailed exploration of clause structure;

(c) the constituent parts of the clause can be described in terms of the way each contributes functionally to the message of the clause.

Despite numerous theories of grammar and various positions held by linguists, the fields of grammar and of course grammatical competence remain an issue of heated debate. In line with this and the earlier position held by this study, grammatical competence is related to the ability of the second language learner to master the four entries under the word grammar presented in 1:1 of this study as:

(1) seeing grammar as a text;

(2) a person's knowledge and use of language;

(3) a bunch of rules governing the use of language; and

(4) how to form words with the letters and join them to form meaningful and acceptable sentences.

Grammar occupies a very prominent position in the entire component of linguistics. It relates sound and meanings, words and meanings as well as sentences and the meanings

obtainable from them thus, words are correlated to form meaningful sentences that are string in reading comprehension passages.

2.2 Reading Comprehension and Performance: Definitions, Scopes and Delimitations.

Communicative language teaching (CLT) starts with a theory of language as communication. The classroom goal of instruction is focused on developing learners' communicative competence. Thus, learners are encouraged to communicate with the target language through interaction with the text. Reading in each context consisted of authentic materials (Dewey, 2002). It is one of the four basic skills of communication. Success at school, especially, at the higher level, depends on the ability to read and understand. (Olaofe, 2005; Adeyanju ,1989) and Moreover, reading is an essential tool for acquiring variety of human knowledge.

Language teacher who is aware of the performance of students in reading comprehension would be moved to ask questions; why do students read so poorly? What are the factors responsible for such reading performance? How can I as a teacher help the students to overcome this weakness? The operational definition of reading earlier treated in this study maintained that reading is the means of acquiring information through books. A student who can read with understanding can easily communicate with minds that are not within the immediate environment. Such students get in contact mentally with people, places and ideas. This enriches the student and develops the student's intellectual growth quickly (Murphy, 1989; Solarin, 1989;and McCarthy, 2000).

The ability to comprehend what one reads is essential but struggling to understand every and all kinds of materials equally is not a good way to apply one's knowledge

(Aliyu,2001). Nuttall (1988) sees reading as a complex psycholinguistics process, which involves mastery of the language signals such as letters, words, sentence structures, and such psychological factors like readiness, motivation, interest and the likes.

Reading competence and performance is the ability of the reader to reason along with the author. By this, the student concentrates fully on what is read and follow the episode in the text. The reader discusses the issues in his mind while reading them, and in fact argues silently (Olaofe 1998, 2005). In other words, reading competence is the ability to read creatively, critically and efficiently. Learners who are competence in reading skills also understand the grammatical relations of words, understand literal meanings, sequence of events, re- state events and expressions in their own words, answer direct questions, infer deeper meaning and understand the difference between the main ideas and supportive ideas. Lyons (1977) holds the view that sentence meanings are realized from the grammatical features and words in the sentence. The foundation become solid when the teacher controls the reading activities through developmental reading activities.

A reader who is fluent in reading skill can be said to be flexible. In a related context, reading competence is a measure of ability to read fast and with comprehension. Ayodele (1989) equated reading competence to reading flexibility. The study considers the viewpoint of Ayodele (1989) relevant as reading flexibility is the ability to read different kinds of materials at different reading speeds, and with different degree of comprehension and concentration. Flexibility means ability to change, to be modified according to prevailing circumstances. The structural organization of reading text is grammatically construed. When words use in a text and the arrangement of sentence structure are difficult to the reader,

reading flexibility will be affected. This entails that students require the knowledge of grammar to be able to read fluently.

Stubbs (2001); McCarthy (1998); Nuttall (1989) raised a very crucial point to say, "flexibility in reading is one of the most outstanding traits of a matured, experienced reader" this means reading competence. An active reader reads ideas not words, discusses with the author rather than accept everything the author says. Any competent reader who is grappling with reading gets to analyze the language, style, ideas of the author. To do this requires maturity in reading and not just being fast or slow but being able to apply the most suitable reading skills for the right kind of material (Olaofe 2005, Howatt 1994, Haarman 1998). This summarizes the fact that to be a good reader, one must read with maximum understanding and must read in a fairly fast rate. In general terms, performance is facilitated when the old and the new information structure of the sentence correspond to what is pragmatically old and new to the reader.

2.3 Grammatical Competence and Reading comprehension performance: Areas of convergence and Divergence

Abundant evidence exists which suggests that extensive reading is effective to grammatical instruction and practice in promoting second language acquisition. Students indicated in a research conducted (McQuillan, 1994) that with extensive reading, students are exposed to text at various difficulty level and gave the opportunity to discuss and exchange views with colleagues. The author advanced, in small group discussions, that students had the opportunity to collaborate with more capable peers, and in the process were able to develop their competence in the target language as well as the way to tackle issues raised in the text

(p.288). In the same research, students' responses were sought thus, 'grammar is tedious and boring. Reading is more beneficial than learning grammar rules or vocabulary words every class period. This makes the class dull. By reading, I have learnt new vocabulary, grammar and how to read fluently (McQuillan 1994:290). Students overwhelmingly found reading to be not only pleasurable but also more beneficial for language acquisition than grammar instruction.

In contrast, the role of grammatical knowledge and its precise contributions to L2 reading comprehension remained open to speculations. In narrative texts, students should focus on the elements of story grammar (Mandler, 1984) or the story map. In expository texts they should focus on the identification of main ideas (Baumann, 1986). http://www.eduplace.com/rdg/res/literacy/st_read2.html

Few studies have addressed the relative contribution of the knowledge of grammar in L2 reading comprehension (Berry 1990; Guarino & Perkins 1986; Haarman 1998). Berry (1990) investigated the relationship of the analyzed knowledge of grammar and reading comprehension. The findings revealed that language experience with the selection of grammar rules were the best single predictors of reading comprehension with each contributing similar amount of variance (Berry 1990:225)

Reading, according to Dewey (2002); Givon (1999) and Ayodele (1989) is a complex psycholinguistic process which involves mastery of the language signals (such as letters, words, sentence structure) and such psychological factors as readiness, interest motivation and the likes. Quite a number of learners fail to comprehend what they read because they are unable to discern the relationship between the text and the language signals. This is frustrating in the light of the fact that, reading is a vital medium for learning in any academic level

(Olaofe, 1992; 2005). This implies that the learner who cannot read and comprehend cannot learn properly.

Knowledge of grammar is indispensable in reading activities. The interpretation and comprehension of literary and non literary material texts sometimes depend on the in depth knowledge of grammar (Van Patten, 2002) Readers who are grammatical competent understand how sentences are formed; how various sentences differ from one another; and how very many different ideas can best be blended together in the same sentence. When a student knows that in a complex sentence, the subject and its verb may be separated by very many clauses, this knowledge will guide them trace the main idea(s) in a sentence. Also, would not lose trend of the events even though, there are many other ideas that tend to distract students' attention (Aliyu, 2011)

Grammatical competence and reading comprehension are two different proficiency levels in language learning theory. Hence, the most efficient reading comprehension exams is that which ensures a careful balance between communicativeness and grammaticality (Aliyu, 2001:36) Grammar instruction appears to be effective with those grammatical features which are so close to the learner's first language(L1)(Pica,1994 & Howatt, 1994:241) did not yet see any consensus regarding the appropriate role of conscious grammar learning in second language with reading comprehension as one of the skill getting and the process of acquiring a large linguistic items. As far as Chomsky's (1965) performance is concerned, actual communication point to roughly the same phenomenon of uttering sentences in real communicative situations. Therefore, mastery of L2 phonological and lexico-grammatical rules and rules of sentence formation; to be able to express and interpret literal meaning of utterances (acquisition of pronunciation, vocabulary, word and sentence meaning,

construction of grammatical sentences, correct spellings, among others) are pre-requisite for effective reading comprehension levels.

In a slightly similar opinion, Widdowson (1998) and Pennington (1995;v11) see grammar as an underlying philosophy that characterizes " a situated process view of grammar learning was presented, the view transforms the students roles into that of a creative and active participants engage in a process which grammar options are marched to ambiguities and help to elucidate meaning, especially in complicated prose and poetry (Scott, Bowley, Brockett, Brown, Goddart (1975:20). On the contrary, Scott (1975:129) opposed this earlier stand that understanding the grammatical relationship does not provide the only requirement for understanding the meaning of a passage contained in a reading text yet, accepts that without it, the latter is hardly impossible.

Furthermore, reading and grammatical competence are related in several respects; grammar, for instance, occupies a central position among all the components of linguistics- it relates sound and meaning and the background into which words are correlated to form meaningful sentences. However, reading and grammar belong to two different proficiency levels (reading proficiency and grammatical proficiency). Reading is an active process; it is a language process whereby the reader and the author must have knowledge about language (Goodman et al, 1989; McCarthy, 1998; and Umolu, 1996).

This review brought out the contribution of psycholinguistics to the understanding of the reading process, showing that the reader actively interacts with text. Of particular importance to the present study is the evidence that readers use their prior knowledge and language competence (grammatical knowledge) in reading process. The review includes interactive models that were seen to build on psycholinguists' recognition of the role of a

reader as an active construct of meaning, while recognizing the evidence supporting automatic recognition by a fluent reader. Nuttall (1989); Quirk, Sydney and Greenbaunm 1985) remark that the structure of language is determined by subtracting the number of responses that results into ungrammatical sentences regardless of whether or not the sentences are meaningful. This proposition accords lack of understanding a passage as a result of ungrammatical sentences.

Rye (1982) in Umolu (1996) argues that in using cloze-test, the reader has to reason and construct suggestions to fill the gap on the basis of the evidence derived from the context. Yet, agreed with the fact that;

> "it is true that there are grammatical patterns' in language. The reader's innate ability to produce grammatically appropriate sentences will help determine the grammatical class of the word to be produced. However, the completion of meaning is based on the understanding and reasoning is a cognitive task"(pp3).

Grammatical competence can retard or improve students' performance in reading comprehension (Givon 1999).It retards performance when students do not understand the relationships that exist between the grammatical items and how they are used to achieve communication It improves when a reader is conversant with various devices put together in chunks with its organizational structures.

TABLE 2.3: Relationship between grammatical competence and reading comprehension

Grammatical knowledge	Reading Comprehension
Through reading comprehension: communicative skills are acquired;	Through grammatical knowledge students learn (to); increase reading speed/easy comprehension.
students learn how to use words;	associating one word to another;
content of specific subjects or field of study analyzed;	Developed specific communication skills;
developed vocabulary.	identify expression and their world shared meanings;
Acquisition of the knowledge of words (synonymous, homonyms etc).	Infer meanings from the sentence;
	More of language pattern and structures.
acquire collocational possibilities of words;	See meaning of words in context;
acquire skills to respond to different grammatical structures and elements.	choose appropriate task and assimilating the subject matter.
Use the language system and grammatical items accurately	Answer comprehension question of various level and interpret the passage in another way.
Learn sounds of words.	
Active and passive verb forms	

2.4.0 Grammatical Competence and Levels of Comprehension

Akmajan (2000) held the view that grammatical knowledge is important in many ways. Van Pattern (2002) argues that the interpretation and comprehension of literary and non-literary texts sometimes depend on the knowledge of grammar. Thus, grammar can be seen as governed by abstract principles with great generality (e.g. the structure dependency principle, the projection principle, and the subjacency principle in generative linguistics) (Givon, 1999; Chomsky, 1974; Cooks, 1984)

Reading is an activity that one does (Nuttall 1998) while comprehension is to understand something that one does. It is the process of building bridges between the known and the unknown. The reader who understands the reading materials can answer questions about it or can reproduce the gist of it in the form of a written or spoken summary. Even while

reading the reader can demonstrate the knowledge of the passage by supplying missing words, as in closed-test (McCarthy, 2000) Reading is indefinable without he element of comprehension. Comprehension is the object and essence of reading for academic purpose (Ayodele, 1987). This proposition is relevant as the success of the attempt to comprehend determines the quality of the reading act (McCarthy, 2000)

Solarin (1989), Gregory & Carrell (1978); Onyewotu(1991) hold that student can read on three levels; literal ,inferential, and applicative levels. Though, through diagnosis of reading comprehension, one can generate inferences about the quality of student's reading ability.

Perhaps the easiest way to understand comprehension is to realize that a reader can; (1) read the lines; (2), read between the lines; (3) read beyond the lines (McCarthy, 1998 and McCarthy 2000). Reading the lines is equivalent to literal comprehension, that is, comprehending what the author says. To read between the lines is to interpret what the author means and is inferential comprehension. The third level according to the authors is reading beyond the lines and this means applying what is read as in applicative comprehension.

Literal comprehension is what most students obtain when they read a material that is within their instructional reading level. It is what can be verified by referring directly to what the author has stated; there is no guesswork involved. Literal comprehension is sometimes call factual recall.

Inferential comprehension is based on one's interpretation of the facts that are presented. In a very real sense, inferences are the result of an "educated guess" because they cannot be proved by what is specifically stated. Students in this kind of comprehension level infer from the evidence and make an informed guess about what the author meant. Main

ideas of the passage are left to inferential comprehension because they are not stated out rightly. Furthermore, students need to read on inferential level if they are to identify the important concepts in the passage (Mcquillan, 1994; McCarthy 2000; and Nuttall, 1998).

The third comprehension level constitutes one of the ultimate purposes of reading –to be able to apply what is learned through reading. Many students cannot transfer what they read to their own lives and situations and reading for them is often perceived as a pointless and useless task. But when a student comprehends on the applicative level, such student is far more likely to remember the material because it has greater meaning for that student than for one who cannot apply the message of the text.

Olaofe (1998) and McCarthy (1998) hold slightly different views of the comprehension level thus; reading comprehension is dependent upon the students and the readability of the text. It is the extent to which effective communication exist between the texts and text and the reader. Three levels of reading were propounded by this school of thought;

1) Frustration level;
2) instructional level;
3) and independent levels. They exclaimed that each of these levels are determine by the reading ability of the student.

The frustration level portrays the category of students who find reading very difficult to understand because the linguistic items used is a complex one. Such readers have no hope of understanding what the writer is trying to convey.

The instructional level students can get some sense out of the reading passage but need the help of the language teacher. While the last level (independent level) can get the message

with help from the teacher (Olaofe, 1993) the students in this category are conversant with the vocabulary and the grammatical features used in the passage.

On the contrary, Nuttall (1989) holds a different view of the comprehension level tagged; cycle of frustration and cycle of growth. These are presented by two vicious cycles:

figure 2

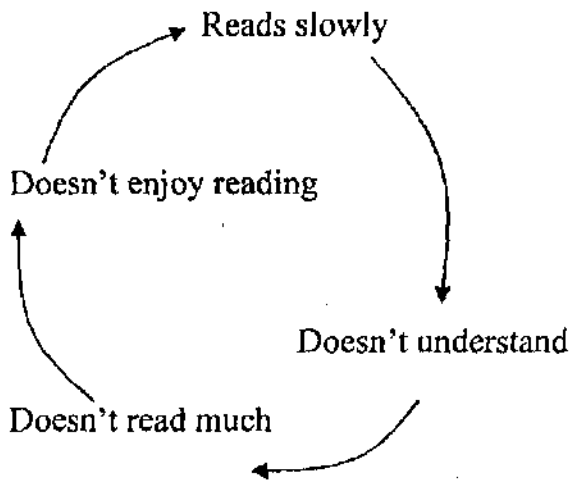
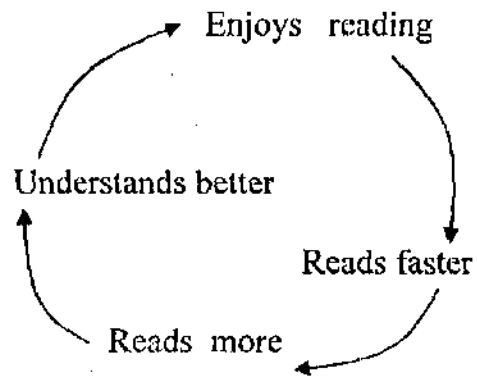


figure 3



The readers in figure one (1), find reading a difficult activity while those in figure two(ii), find reading such an interactive process. Since comprehension is an invisible and private process, students need some ways of making sure that it takes place in order to judge the success of the approach. It is the process of understanding i.e. what the students do between starting to read a new text and eventually correctly answering questions on it. Table 2.4.1 displayed the relationship between the aspect review to the grammatical competence and reading comprehension.

Table 2.4.1: Relationship between the aspect review to grammatical competence and reading comprehension.

Aspects reviewed	Relationship to reading comprehension	Relationship to grammar
Definitions, scopes and delimitation of grammatical competence and reading performance.	Get indepth knowledge of the concept of grammar and its application to reading text.	Various strands of grammar and its usage.
Grammatical competence and reading comprehension performance areas of convergence and divergence	The effect of the two proficiency levels (grammar and reading)	Relevancy and points of departure of the two concepts.
Grammatical competence and reading for inference	Drawing logical conclusion/assumptions from the context of the passage.	Sentence pattern.
Grammatical competence and reading for critical evaluation.	Understanding the factual content	Language use/grammatical features.
Grammatical competence and reading for creativity	Respond to uses of English expression to reveal/reflect/sentiment/emotions/attitudes Find appropriate equivalents for selected words and phrases Re-cast phrases/sentences into grammatical category Schema theory	Function of words class/implicature Vocabulary and their nesting to form group Sequence of tenses/structural elements. Validity and reliability to ESL teaching and learning.

Onyi (1996) reviewing a research conducted outside Nigeria (Anderson, 1985; Adams and Bruce, 1982) came up with a finding that, reading comprehension scores from passages written with high frequency patterns of language structure were found to be significantly superior to comprehension scores on passage written with low frequency patterns of language structure. Thus, one could say that students' understanding of the sentence structures (grammatical knowledge) is expected to enhance their ability to narrow alternate word meanings, and this contributes to comprehension. In a similar report, Onyi (1996), Warnick

(2002), Mcquillan (1994), Murphy (1994) and McCarthy (2000) noted that understanding a paragraph of a reading passage is dependent upon the readers' selection of the right elements and synthesizing them in the right relations which is the product of grammatical knowledge. Therefore, it is the study's view that relating various subordinating elements to the central ideas of a sentence may be of basic importance to comprehending a passage or text.

2.4.1 Reading to Write out Answers to Comprehension Questions

Different texts offer opportunity for different kinds of exploitation. Yet a passage in a traditional reading comprehension book has generally been exploited by means of questions of similar kinds for each text. Onyailu (1996); Yani (2001); and Onyi (1996) see comprehension questions as strategies and ways in which students level of comprehension can be enhanced. In other words, questions are used as teaching device and to assess students understanding of what they read. This sometimes results from choosing texts of rather similar types, and from the preference for having at fixed pattern for every lesson. Even when the compiler does respond to the variety of purpose, he seldom asks the reader to perform a task other than answering questions, writing essays or summarizing which is crucial in students reading tasks. Umolu (1996) and Olaofe (1983) establishe that the purpose of every reading activities determines the way reading is done. So, text should be capable of exploitation in variety of useful and interesting ways.

To find answers to comprehension questions entails close reading and full comprehension (Nuttall, 1989). There are words used to denote different levels of comprehension;-inferential questions investigate students' competence in connecting two or more ideas that are not implicit in the text. It makes the students to read between and beyond the lines in other to comprehend (Onyi 1996); to test the ability of the students to infer,

questions such as; what will happen if ...,Why not ....or why ?etc Questions for inferential comprehension require answers based on the text and the reader's knowledge of the world.

To test critical knowledge, language teachers provide pre-assessment tasks that guide the students in the reading activities. Questions for critical evaluation require answers based on the text, on reader's knowledge of the world and on his judgment such as;

Is it true that...
Why do think..?
Did you enjoy the story...?
For what reasons...?
How do you know...?
Is the issue raised an opinion or a fact?

Each form of comprehension determines the question techniques. Questions that test literal comprehension or recall of information that are explicit in the passage are formed with words like; who? What? How? Where? And how many..? In reading comprehension examination, questions for literal comprehension require answers based on the text only. (Onyewotu 1991)Reading to write out answer to comprehension questions are intended specifically to give students strategies for handling texts, rather than simply helping them to understand one particular text. This view is supported by Nuttall (1989), Givon (1985), elaborating further that, it aimed at making students aware of the word-attack and text –attack skills.

In another related research, Allen (1975) in Umolu (1996) supports that emphasis on reading to answer comprehension questions is meant to test students' understanding of the surface details rather than the ability to predict and negotiate meaning (pp 21).

Ayodele (1989) holds divergent view when he carried out a study on WAEC and NTI examination that there are inherent problems in the type of reading assessments in the nation's examinations. The study views the reasons of low performance of students in such test as, the test themselves are unreasonably difficult. And said '...this is the crux of the matter and it is in the light of this analysis that this particular measuring instrument is not particularly suitable... it is a valid measuring instrument only to a limited degree.(pp169)

In another comprehensive analysis of WAEC exam questions, Parry (1985) came to similar conclusion. As part of ethnographic study of 18 form five students of St Peters seminary Yola, he examined both the text used for comprehension and summary sessions, and the cultural/linguistic characteristics of the students as readers. The analysis led the study concludes that the comprehension tasks would be difficult for even skilled readers of ESL. The comprehension passage used was found to be weak in cohesion and coherence, and characterized by complex and unusual syntactic structures. For example, the study discovered in its findings that the students in its sample were familiar with most of the words in the passage. However, these words were used often in an unusual way thus contributing to misunderstanding the text. But, Nunan (1984) found that for ESL readers' relevant background knowledge was a more important factor in reading comprehension than grammatical complexity (Carrell et al, 1988). In the same vein, schema theory see reading as an interactive process between what the reader already knows about a given subject or topic and what the writer writes. It is not simply a matter of applying decoding convention and grammatical knowledge to the text but also to relate the text and the readers' background knowledge efficiently.

2.4.2 Grammatical Competence and Reading for Literal Comprehension

Reading for literal comprehension refers to the ability of students to understand what is overtly stated in the text. This requires the knowledge the learners acquired from the text which does not apply to the knowledge and the experience of the reader (Yusuf, 1996 and Grullet, 1982). When the writer makes false assumptions about the extent to which the reader is likely to share his knowledge, belief, the reader may be conscious of having struggled to understand which may sometimes fail (Ayodele, 1989). Reading is worthless unless students understood what they read. Reading speed and comprehension are closely linked together. A very slow reader is likely to read with poor understanding because his memory is taxed (Olaofe 1998; Nuttall 1989 and Pearson, 1975). The slow readers are bound to forgetting the beginning or even an important point in a sentence by the time he struggled to the end of the paragraph

Each sentence of a connected discourse contain some new information as well as some old information that are redundant with the preceding sentences, (Halliday,1976;1994 and Umolu, 1996) The new information fulfilled the function of communicating new knowledge. By contrast, the primary role of the old information may be integrative. But how does the reader knows what information is old and which is new? The distinction must be communicated because the two kinds of information are treated during literal comprehension.

There are different linguistic devices that signal constituents that are old and new. In some cases, the linguistic structure that the writer uses depend upon what he thinks his reader already know and what he is trying to communicate as new information. Halliday (1994) suggested that the information marked as old in a sentence should usually correspond to the pointer. This demonstrates the fact that, such correspondences facilitate comprehension by

examining some linguistic structures that explicitly marked the old and the new information in a sentence. Literal Comprehension involves relating the words and clauses in the sentences to other information in the text. Literal comprehension questions are those whose answers are directly and explicitly available in the text. Questions of this kind could often be answered in the words of the text itself. Unless the reader is sure that the plain meaning of the text is grasped otherwise, there is no point attempting more sophisticated exercise (Yusuf, 1996; Unoh, 1983; and Umolu, 1989)

2.4.3 Grammatical Competence and Reading for Inference

In most cases, meaning of a text may not be explicitly stated. MDG (2009) explained that learners should be led to understand that the relationship between sentences and paragraphs will help to bring out good inferential comprehension. This is obvious when every reader generally read with a view to be able to infer meanings, extract main ideas and pinpoint specific information. To infer meaning one would have to watch out for ideas not directly stated, though implied. It pays to concentrate on the central ideas rather than bother yourself with the individual words. Inference is a tricky skill. It is not clear how much the writer expects the reader to infer. Problem of inference arise continually and can only be solved by caution and common sense and of course by taking the whole context into consideration. When come across any difficult word, note it down, go on with the reading exercise and infer its meaning from the way it is used. In this wise, the reader will know when the writer says one thing and means another or when he does not say something and yet means it. Reading for inference is means of producing a faster and efficient reader. It demands a critical reading rather than a general cursory exercise (Olaofe 1983 and 1995) when a reader tries to infer in reading a text, he is trying to fish for unexpressed meaning from the text (Ellis, 1994; Ortega,

2000; Grellet 1981) Grellet for instance, defined inference or inferring to mean "making use of syntactic, logical and cultural clues to discover the meaning of the unknown elements". In line with this definition, to infer as in the view of this study is to deduce information or knowledge not overtly expressed in a text and to be close to an accurate guess. Grellet suggests in that statement that the reader must look for clues from three places;-

a) The syntax of the text-the sentences, relationships among the words and the pattern of sentences and clauses, the words form part of the syntax of the text.

b) Logical clues-the pattern of development of the thinking or thought process, the occurrence of events, and the layering of information

c) Cultural clues- the personal experience, the previous knowledge of the topic discussed that the reader brings into the text. Students can be guided to infer meaning from a previously learned but incomplete words through pre-reading activity. In the same vein, unfamiliar words can be approached through their forms (Tomori 1975); Jordan (2004); and Ellis (1994). The structure words used in the passage signal relationship among key words in a text and determine subtle meanings.

In real life reading, inference may not be straight forward. Nuttall (1989); Ullman (2004) and Mayer (1997) state that inference can be made from the context. They suggested that there should be enough clues to make the inference possible from the context. An experienced reader learnt from the reading the meaning of a great many words without checking it up from the dictionary. They make use of context in which the words occurred to give a rough idea of its meanings. With every subsequent occurrence the meaning became a little more precise. But then, if the proportion of new words in the text is high, the accumulation of uncertainty may be too great for inference to be drawn (Ortega, 2000). By

reading for inferences, the writer may want the readers to draw as integral part of the message being conveyed.

There are two types of inferences; authorized and unauthorized inference. The distinction between the two turns out to be crucial for theories of comprehension. This of course, is only a rough characterization of how readers understand author's intention. Before inference can have any substance, Akmanjan,(1999) said, students must be able to specify (a) the tacit contracts people have with each other (readers and writers as in Grice's cooperative principles (b) the inference these contracts lead to; and (c) the way readers actually use the contracts in drawing authorized inferences. Above all, else, the specification (a-c) re-affirm how much of comprehension is problem-solving of the most sophisticated kind, for it demands an extensive use of general knowledge of grammar, subtle judgments about the circumstances present, and in the end just but a plain skill.

Training students to infer meanings from context gives them the powerful aid to comprehension and greatly increase their reading speed. A good starting point would be with sentences containing nonsense words (Nuttall 1989; Ayodele 1989; Nichola, 1991). This will make students realize that they can get a great deal of information from the sentence even though they do not really understand them.

The next step might be to get students suggest what range of words could be used to complete a given sentence (the teacher writes the sentence on the board). This can follow by the teacher asking leading questions with students responding. A sequence of this kind is ideal for presentation on an overhead projector, which makes it easy to deal with all the possibilities of sentence especially, before the students are shown sentence or Alternatively, the teacher can write up the sentences one at a time or use a masking sheet of paper to reveal

only one at a time. It is important for students to understand that for most purposes, probability is all that is needed. The demand for one hundred percent (100%) certainty is of course what drives them to their dictionaries. But, frequently they do not need to understand every word exactly.

Questions for inferences are those that oblige the students to read between the lines, to consider what is implied but not explicitly stated. Questions of this kind are considerably more difficult than the ones of literal comprehension. These types of questions require the students to understand the text well enough to work out its implications. The difficulty in most cases result from intellectual ability rather than linguistics or grammar.

2.4.5 Grammatical Competence and Reading for Interpretation

Gregory and Carrell (1978), Sinclair (1990) and, Halliday (1995); raise a very vital point on reading materials that is composed of text structure. A text according to Gregory and Carrell (1978:89) is 'a piece of language that forms a unified whole, and it is not just a collection of unrelated sentences'. To expatiate, a text is the linguistic form of social interaction. It is the core of reading passage, the means through which message is transmitted from the writer to the reader (Bloor and Bloor 2000)

Sinclair (1990) stresses that text structures differ. Some texts are organized according to how events occur (in chronological order) another text may outline a problem then solve it (problem-solving text). Another may use cause –effect, classification and so on. All these constitute the major component of the reading passage. There are linguistic device that create links across sentence boundaries, pair and chain together items that are related (e.g. by referring to the same entity). But reading a text is far more complex that, ties have to be

interpreted and make sense of. All these are act of interpretation that depends as much on what readers bring to the text (Zydatiss 1986; Yani 2001; Spratt, 1994; and Shook 1994).

In order to produce an inventory of text attack skills, readers need some ideas of the kind of meaning that a text is composed of. These include: the conceptual meaning (meaning a word can have on its own.), prepositional meaning (the meaning a sentence can have on its own); the contextual meaning (meaning a sentence can have only when in context) and the pragmatic meaning (the meaning a sentence has as part of the interaction between the writer and the reader (Nunan, 1998; Halliday, 1994; and Nuttall, 1989)

In the related development, Nunan (1998); Hatch (1991); McCarthy (2000) stress rightly that there is a mental activities involved in the analysis of text interpretation call procedural approach. This emphasize the role of the reader in actively building the world of the reading text, based on their experience of the world and state and event are characteristically manifested in it as opined by Halliday and Hassan (1976); and McCarthy(2000) The reader has to activate such knowledge, make inferences, and constantly assess the interpretation in the light of the situation and the goals of the text as the reader perceives (work of DeBeaugrande and Dressler 1981 is central to this approach)

It is clear that the greater the knowledge of the language, the easier the communication will be. If the writer and the reader are not closely similar in background, training and attitude, the reader is likely to interpret the text with no conscious effort. The widely different backgrounds merely make more obvious a fact that students sometimes forget. In quite many texts, writers' ideas and meanings are not merely lying in the text waiting to be passively absorbed as establishes by Nuttall (1989). On the contrary, Olaofe (1998) remarks that the readers should be actively involved and very often have to work to get the meaning or

interpret the concepts out. When understanding authentic reading tasks, students are frequently help by information that is not strictly speaking, obtained from the text itself. The none text category according to Morris (1995); Warnick (1996) and Beck (2000) are things like the layout, punctuations, type-face, and use of symbol-known as graphic conventions. Or any part of an article or book that help the reader to locate information or predict what the text contained (including index, title, blurb, and the like.) Even if the relationship is less integral the non-verbal information is often of great assistance in interpreting a text.

2.4.6 Grammatical Competence and Reading for Critical Evaluation.

In reading it is more important, indeed crucial because print is more permanent in that the writer is not there answer any question reader may pose. In this case, readers most be on the lookout always for strange path and associate connections. In as much as reading is done for meaning but it is at the discretion of the reader to 'fish out' the meaning from the text and in the text (Warnick 2002; Nuttall 1989; Moris 1995and Solarin 1989). In this endeavor, whatever meaning of the text is arrived at becomes part of the reader experience and knowledge. If the meaning is wrong from the beginning, he carries it round until new discovery is made. A single letter in the word may make a lot of difference to meaning, thus keeping permanent the meaning until a new discovery (Ayodele, 1987) the reader needs to reach this discovery quickly to set things right- to advance the thought about the topic being discussed, otherwise, learners may get confused, feel frustrated, and abandon the text for lack of meaning (Grellet 1981).

Critical reading involves the reader's accurate knowledge and understanding of what the author says in the text. The reader must be critical of his own understanding of the text. Oyetunde (1991); Aboderin and Dele (1981) observe that it is easy to think the text says one

thing when it actually says something else. Only a critical reader would be able to spot or detect facts from opinion or even personal opinion. To get at the meaning conveyed by the writer involves an uphill struggle. The reader can bring to the reading task so little of what the writer has taken for granted that the way forward is continually blocked by problems of unfamiliar vocabulary, ignorance of facts or intellectual limitations. Poor readers often do not understand; so recognizing that there are problems is the first step towards competence (Grice, 1975; Sinclair, 1990; Longe, 1979; and Mcquillan, 1994).

An active reader according to Olaofe (1998); Paradis (1993); Ammagio(2001) and Saricoban (2002), reads ideas not words, discusses with the author rather than accept everything the author says. This is indeed the attribute of a competent reader, for then, the student would have to analyze the language, the style, ideas, and facts opinions of the author. To do this effectively requires maturity in reading not just being fast or being slow but being able to apply the most reading skills for the right kind of materials.

Olaofe (1998and 2010) puts it that ability to read critically requires highly developed cognitive skills like drawing inferences, making judgments, and evaluating the validity of the author's ideas as analytical reading. This stands is relevant as analytical reading is intensely an active process that involve literal understanding and the ability to interpret what the author means. Once a reader understands and interprets the author's message, if learning is to be effective, the reader must also scrutinize the message to isolate the grain from the chaff. Such probing according to Solarin (1989) occurs through reflecting upon and reacting to what has been said. The key to analytical reading is asking questions and students who constantly seek application in reading are the one who most easily learn to read critically. In summary critical/analytical comprehension level involve listening to explicitly stated points and using

those points, the content and other discourse situations to arrive at points not explicitly stated. Such covert meanings could be the speakers' bias, personal opinion, propaganda etc.

2.4.7 Grammatical Competence and Reading for Word Meanings.

Words in English enjoy various forms of relationship with one another in achieving meanings and in tapping the resources of a language. A good grammatical knowledge of words is indispensable in improving students' performance in reading comprehension. Every speaker of a language has an idea of certain sounds in the language. In written language as in text passage, words have various status (Widdowson, (1974); Tomori, (1977) clearly put, some words are meaningful only when they come into association with another words in a large structures. In a grammatical criterion, a word should belong to any of the classes known as parts of speech. Quirk et al (1985:11) grouped the parts of speech in to two broad headings:-open class and closed class systems. Halliday (2006) holds a bit different view from Quirk et al (1985) but however, augment similar grammatical functions such as reading for the meaning of words is based on the grammatical functions of the words used in a group. In a most general term, a group is a sequence of words that always co-occur as meaningful grammatical syntactic structures and occupies a distinct grammatical slot (Allen, (1972); Quirk et al (1985) and Tomori (1977). Reading for word meaning involves communicative interaction between the reader and the text. The reader perceives the symbols as language and responds to them as would in face-to-face Grammatical competence can help L2 learners to understand that all groups in English have a headword consistently occupying a distinct slot and can be replaced by one word without any serious damage done to the structure of the utterance. Some writers achieved this in some passages selected for reading comprehension

lessons and that demands a skillful reader with the grammatical knowledge to understand these technicalities.

Supporting this proposition, Adams and Collins, (1985) hold the view that a text only provides a direction to the reader as to how he should retrieve or construct previously acquired knowledge. That 'the words of the text evoke in the reader the associated concepts, their past inter-relationships, and their potential inter-relationships' (pp23).

Bowerman, (1979) and Huddleston, (2002) hold similar position with this study when they viewed reading for the meaning of words in terms of its grammatical name –sentences, clauses, phrases and words. In reading comprehension tests, especially, in WAEC-SSCE based examinations related questions such as;

(1) What grammatical name is given to the expression as it is used in the passage?

(2) What is its function? (WASSCE 2005).

The ability of the students to understand the grammatical name and function of words ranks them pass thereby portraying them being grammatical competent. The effect of which leads to comprehension or betraying a weak level of performance in reading for the meaning of words and for general context as lamented (Solarin, 1988;Adeyanju, 1979; Allerton. 1979; and Barbara 1970)

Olaofe, (2005); Quirk, Sydney and Greenbaunm, (1985:284) argue that there are factors that interact in pointing to the links between a reading passage, these include; semantics, content, lexical equivalence, and syntactic devices. They continue by saying that every experienced reader searches for semantic relationship implied between the sentences that are next to each other. Language is the direct instrument that conveys information to be comprehended. Words and their syntactic ordering provide clues here and there through

connectives in the text. The reader could for the purpose of comprehension therefore rely fairly well on lexical clues.

2.4.8 Grammatical Competence and Reading For Creativity

Creativity is the ability to use natural abilities in a new, fresh and interesting way. Reading for creativity is aimed at getting the reader imagine and to express feeling about the kind of the things that went on in the minds of the writer. It is the kind of reading that seeks to get the reader totally involves in what he reads (Olaofe,1998; Solarin, 1987). Though, critical reading also requires this but in a slightly different perception. Critical reading requires full attention as a condition of success while creative reading requires full attention as a starting point for success (Aliyu, 2003). Creative reading involves bringing all the knowledge and experience of grammar, context, situation, and language to the reading act. In other word, it involves bringing into the text knowledge of the language and of the world. In which case, reading is not passive because the reader has the obligations to internalize the viewpoint of the author. The way a text affects the reader on the grammatical bonds that unite the words, the social circumstances in which language is used and the actual form of the print on the page.

2.5 Theoretical Frame-Work

Canale and Swain (1980) proposed a theoretical frame work where they outline the contents and boundaries of three areas of communicative competence: grammatical, sociolinguistic and strategic competence. What is intriguing about their framework of communicative competence is that even the aspects of skills that are needed to employ the knowledge are now assumed to be part of one's competence. The communicative competence

is, then, distinguished from what Canale (1980), calls "actual communication" which is defined as the 'realization of such knowledge and skills under limiting psychological and environmental conditions, such as memory and perceptual constraints, fatigue, nervousness, distractions and interfering background noises (Canale, 1983:5). If one is to consider Canale and Swain's (1983) construct of communicative competence with that of Chomsky's (1983) in a broad sense, Chomsky's competence is equivalent to "grammatical competence" mentioned by Canale and Swain and all other areas of their framework are lacking in Chomsky's (1980) definition. This confirmed what Jordan (2004), referring to Nicola (1991), remark that many scientific theories in their formative years use poorly defined constructs in rather vague laws. This study relied strongly on the following theoretical frame work of reading comprehension:-

2.5.1 Bottom-up models

In bottom-up theories and models, the reading process is considered a text-driven decoding process of grammar by orientation. The sole role of the reader is to reconstruct meaning embedded in the smallest unit of text (Mckoon & Radcliff, 1992) it views the text as a "chain of isolated words, each of which is to be deciphered individually" (Martinez-lang, 1995:70), see the reader as someone who approaches the text by concentrating exclusively on the combination of letters and words in a purely linear manner (p70). Meaning is understood through analysis of individual parts of the language. The reader processes language in a sequential manner, combining sounds and letters to form words; combining words to form phrases, clauses and sentences of the texts (Shrum &Glisan, 2000:123). Readers relied on valued skills including discriminating between sounds and letter, recognizing word order and supra-segmental pattern or structures and translating individual words. In a strict bottom-up

model, the graphemic, syntactic, lexical, semantic and pragmatic codes were considered consonants with the meaning of the text.

Eskey (1988:77) emphasized the importance of holding onto bottom-up model especially, in promoting higher strategies such as predicting from context and the activation of schemata. The scholar warns that readers should not lose sight of fact that language is a major problem in the L2 reading and even educated guessing at meaning is not substitute of accurate decoding. To fully demonstrate this point, Eskey (1988) offers the following sentence pairs;

> "Take three stiggles, stick them in your ear". Given that nobody knows what a stiggle is and that no context or extra-linguistic cues to suggest that 'them' refers to stiggles, it must be a bottom-up texture structure of the language that allows readers to complete the anaphoric reference.

2.5.2 Top-down Models

While bottom-up models treat the reading process as a decoding activity with emphasis placed on the structure of the text. Top-down models take the opposite position and consider the reader and his interests, world knowledge and reading skills as the driving force behind reading comprehension(Graesser, Singer and Trabassan,1994; Barnett,1989). A more moderate top-down position is found in a oft-cited explanation offered by Goodman(1968) who depicts reading process as a psycholinguistic guessing game(p126) where the reader reduces his/her dependence upon the text itself by employing strategies such as predicting and sampling. In other words, the reader uses general knowledge of the world or particular text components to make intelligent guesses about what might come next in the text.

2.5.3 Theoretical Model of Schema Theory

The role played by background knowledge in reading process can best be explained and familiarized in the theoretical model of schema theory. According to Anderson and Pearson, (1988) schemata are abstract knowledge, a structure that represent information among component parts and house a collection of previously acquired and integrated information. The store is referred to as the reader's background knowledge and represent the general concept of a given object, event or situation. To illustrate the power of schemata, Carrell and Eisterbold, (1988:77) gave this example: "the man held up his hand and stopped the car" while there are several potential schemata related to this sentence, readers could make the following assumptions- the car has a driver, the man (a police man) signal for the driver to stop, the driver applies his brake and stopped the car. However, giving different background knowledge and/or activating different schema, interpretation of this text could be quite different. For instance, imagine that the man is a supper man and the car has no driver. In the superman schema, the holding of hand is no longer considered to be a signal to the driver to stop the car but rather as a physical stopping of a driverless car by superman's hand.

2.5.4 Interactive models

This is said to be the most recent set of reading model as opined by Eskey (1988) and Liotas (2002). It is the interactive group in which comprehension is derived as a result of bottom-up and top-down elements working in concert; an interaction between the reader and the text. Although, interactive models acknowledge the effect of textual information on the readers' mental activities, may assign slight importance to top-down factors such as meta-cognition (Bernhardt, 1986), the compensatory capacity of interest and background knowledge (Coady, 1979 and schemata by Anderson and Pearson, 1988). Though, most

strains of schema theory posit that comprehension is the result of a union of the text and the reader's background knowledge (lally, 1998). Specifically, every input is mapped against some existing schema and all aspect of that schema must be compatible with the information (Carrell and Eisterhold, 1988) Bottom-up processing is evoked by the incoming data and the features of the data enter the system through the best fitting, bottom level schemata. Top-down processing occurs as readers make inferences based on schemata and scan the input for information to match the partially satisfied higher order schemata (Lally,1998:271) Meaning-centered readers demonstrated good to excellent recall and comprehension of text. A reader's theoretical orientations toward reading may determine the degree to which low proficiency in the language restricts second language reading ability.

2.6 Pedagogical Implications

In general terms, this study shows that the traditional English grammar teaching and the communicative language teaching are not opposed to each other. However to improve students' ability and to gain better language teaching results, flexibility in use of teaching approaches should be employed. The most interesting suggestion this study offers is the use teaching methods that can improve learners' performance in communicative skills with particular attention to the learners basic needs of the knowledge of English grammar and reading comprehension.

Olaofe (2005) states that no method is too good that a bad teacher cannot use to destroy learning nor is there any method too bad that a good teacher cannot use to impact knowledge to bring learning outcomes. In view of this question, the present study augments some language teaching methods that could be used in teaching grammar. These methods include;

eclectic method, grammar translation method, functional national method, cognitive code teaching method and communicative language teaching method among others.

2.6.1 Eclectic Method

Garard (1986) and Azikiwe, (1998) reveal that the eclectic method integrates the best of all the methods of language teaching. The method is appropriate to the age of learners, motivational level of the ESL students and socio-cultural factors surrounding the classroom situation. The method applies to a degree of precision flexibility and adaptability in the selection of learning materials. This is very crucial to this study as grammar learning involves integrative, interactive, participation and learners-centered activities. The aim is to meet contextual and situational needs of the target language learners.

2.6.2 Grammar Translation Method

Olayinka, (2001) viewed language as a body of knowledge and sets of skills and attitudes which is useful in grammar practice. This learning approach attached great importance to the learner's understanding of the structure of the language and emphasize the learning of grammar deductively. Language learning through grammar translation involves learning and understanding a large number of highly complex grammatical rules, memorization of vocabulary and various declension/ conjugation of English sentences and the ability to translate the already acquired language into the target language. Olaofe, (2006) emphasized that the method placed emphasis on skill getting rather than skill using. Even though the approach is full of teacher talk but it sees language as a body of knowledge and sets of skills and attitudes that are vital for grammatical activities.

2.6.3 Functional Notional Approach

This emerged in a bid to make teaching and learning of English language meaningful. The method emphasized on breaking down the global concept of language into units of analysis on terms of communication situation in which they are used. In this approach as Olaofe, (2006) said FNM has two key words; functions and notions. Functions are situation which language is used for different function (Halliday, 2006) whereas, notion borders on meaning as contained in Hallidayan experiential grammar and textual grammar. This may be expressed through grammatical features of a language like nouns, pronouns, verbs, among others. The use of particular notion depends on the function, elements in the situation and topic being discussed. The relevant of this method to the study of grammar is that, it fosters interactive group activities among students especially in the area of group work and stimulating real life experiences.

2.6.4 Cognitive Teaching Approach

Cooks (1994) said all human beings have intuitive knowledge called language Acquisition Device (LAD). Language, according to this approach is seen essentially as a mental process; a natural endowment that is peculiar to all human beings.

According to the proponents of this method, all human beings have intuitive knowledge which is a processing mechanism to learn a language. Therefore, cognitive teaching approach fosters creative construction type of activity in reading comprehension and grammatical exercises. Widdowson (1998) said the approach emphasizes rigorous training in the aspect of grammar and mechanics which are very crucial for acquisition of language skills. Language teacher will find training in the aspect of grammar and mechanics very essential and crucial in effective teaching of reading comprehension. However they

emphasize on rigorous training and the assumption of the universality of language processing mechanism for teaching reading comprehension and learning of grammatical structures. This may be as a result of some environmental variables like ample exposure to the language which could be important in enhancing effective learning of grammar and reading comprehension.

2.6.5 Communicative language teaching method

This method has its roots in the same movement that gave rise to the functional – notional method. Widdowson (1998) maintained that the movement for CLT approach is a shift from the traditional teaching of grammatical and lexical items in isolation to presenting language in a functional system used in fulfilling a range of communicative purposes with reading as non-verbal communication. This approach led to the design of the communicative language teaching syllabus that emphasizes the purposeful use of language in various social situation.

Allen and Widdowson (1979) observed that many students who gain entry into tertiary institution use knowledge of the systems of the language but are deficient in effective reading comprehension. With this method, effective written communication is the aim of teaching reading comprehension in secondary schools. Brikerton (1996) said, good reading comprehension teaching is learner-centered and not teacher – centred.

Nunan (1987) is of the opinion that CLT is rather a cluster of approaches than a single method. The opinion of this scholar could not distinguish in a clear terms Eclectic teaching approach with the communicative teaching approach or functional notional approach with communicative teaching approach. However, the CLT focuses on developing in the target learners the ability to construct grammatically correct statements and ability to use language

to carryout real – life tasks. Howatt (1984) makes a distinction between what he calls a weak and a strong version of communicative language teaching method. The weak version emphasizes the importance of providing learners with opportunities to use written communication in English. The strong version stresses developing in students the diverse communicative language abilities through activities which stimulate target performance. This implies that class work should be activities based which requires readers dong outside the classroom the activities carry-out in the class.

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1 Introduction

This chapter presents the methodology and procedures for conducting this study. The chapter covers the research design, population of the study, sample size and sampling techniques, research instrument, pilot study, analytical procedures, validity and reliability of the instruments were discussed.

3.2 Research Design

Based on the topic of this study, expos facto research design was adopted to determine the level to which grammatical competence relates to the performance of students in reading comprehension: thus, the design provided for comparative study of the two variables in order to diagnose students' cognitive ability, skills, and knowledge in the application of grammatical competence in answering various reading comprehension questions. The test items were administered to two sets of learners by pilot study and real subjects of the research as contained in a design advocated by Cambell and Stanley, (1963) in Umolu, (1996).

3.3 Population of the Study

The population from which this study was drawn consists of all senior secondary school students in Jalingo metropolis. A target population of 8 eight schools in Jalingo metropolis was used in order to ensure, wide range of result representing all the sixteen local government areas in the state. Similarly, it is assumed that Jalingo being the administrative headquarters of Taraba State is made up of students from all over the state and some students outside the state representing a wide range of ethnic groups with different social status.

Senior secondary school (SSS III) students became the focus of the study because they are the most affected in terms of language learning theory. Especially, the standard set by WASSCE/NECO and English language curriculum planners. The eight (8) senior secondary schools chosen have a total of one thousand six hundred and eighty (1680) SSS III students. The ability of this category of students (who are thought to have had appreciable and reasonable progress in the grammar of English and have acquired adequate skills to carry-out various reading comprehension tasks) will cushion them with an unprecedented academic reward at the WASSCE and NECO English based examination.

3.4 Sample and Sampling Procedures

The validity of any research is often affected by the size of the sample and the techniques of selection. Taking this into consideration, a representative sample of four hundred and forty (440) SSS III students were selected from eight senior secondary schools in Jalingo metropolis to represent all the ethnic groups and social status of students in Taraba state. Four hundred and forty (440) sample size is justified because of complexity involved in carrying out such work. The study requires close observation of subject as well as scoring their work. Hence, similar researches think aloud protocol on performance of students in reading comprehension and the role of vocabulary development in performance of students n reading comprehension use the oversize of 20-35 student (Yusuf, 1996; and Parry (1985). This confirmed that a close observation and monitoring of performance, a limited number of students was necessary. Also, the sample size of 55 in each school or class could be representative of large class in which students could be up to 150 in a class above the ideal situation.

The sampling procedure used in this study is random sampling procedure by way of representation. This gives the subject equal opportunity to participate in the study as schools that will truly represent various interests and status of students in Taraba State. Thus the eight senior secondary schools selected with number of enrolment for each were taken serially on a piece of paper. The number written serially on a piece of paper folded and were randomly scattered on a table. SSSIII students who picked number 1-55 become the subjects for the study. This means fifty-five (55) students from each of the eight schools as contained in Table 3.3.1 were involved in the study

Table 3.3.1 Sample size of the Eight Senior Secondary Schools

Name of school	**SS3 enrolment**	**representative sample**
GSSS Jalingo	150	55
Gov. Coll Jalingo	100	55
Govt Tech coll Jalingo,	300	55
GDSS S/Gari,Jalingo,	230	55
G D S S Nukkai	200	55
G D.S. S Magami	200	55
GDSS S/Dogo	250	55
GDSS Kona	250	55
Total= 8schs	**1680**	**440**

A total of 440 students could be justified based on the assumption that the mean performance are likely to vary by the purposive selection of schools that are located apart. The procedure for rating the students' performance was categorized into high, moderate, and

low depending on students' ability in the test items. Students who were selected to answ comprehension questions and the test of grammar were categorized into any of the gradir system (high, moderate and low depending on their performance in the test). The samp carefully selected from each of the schools reflected this criterion.

3.5.0 Instrument of the Study

The study used the test of reading comprehension and of grammar in a test and re- te condition. Thus, the instruments for data collection included reading comprehension test ar grammar tests in the form of word class identification and lexis and structure tests was use The entire tests contained components of grammar and reading comprehension. Since tl study is meant to test the relationship between grammatical competence and performance students in reading comprehension, two passages were keenly selected. The passages we selected based on the fact that:

a. the content of the passages are within the prior knowledge of the students;
b. the subject matter of the passages are informative and educative in its natural sense;

Students found the texts interesting and within their instructional levels as the participated actively in the exercises. The tester set the grammar test questions (cla identification/structural test (element of sentence structure) and reading comprehensic questions from the texts. This was done to test various levels of comprehension to find out tl competence level and difficulty levels in order to provide useful suggestions at the end of tl exercise. Students were asked to identify various functions of the underlined sentences withi the grammatical slot.

Two types of statistical tools t-test independent and Pearson Moment Correlation Coefficient (PPMC) were employed to compute the two proficiency levels of the students as well as the variance of grammar and reading. This was done to validate the results or findings of the study. The tools were used to determine:-

(1) Whether there was no significant relationship between the grammatical knowledge and performance of students in reading for literal comprehension;

(2) Whether there was no significant relationship between the grammatical competence and performance of students in reading for inference;

(3) Whether there was no significant relationship between the grammatical competence and performance of students in reading for critical evaluation;

(4) The t- test related was chosen because the study set out to investigate the effect of location on grammatical knowledge and performance of students in reading comprehension of urban and rural schools in the study area and how these two variables representing proficiency levels would aid students' academic performance.

3.5.1 Word class identification test

In this test, forty (40) words that were necessary to the understanding of the passage titled 'The Roles of Examination in Educational Institutions' were randomly placed on top of the passage. Students were asked to identify the word class of the words placed on top of the page. Two and a half marks (2.5) were awarded to the forty words correctly identified. A total of 100 obtainable marks are awarded once students identify words in their appropriate form class or word class. This is done to test the grammatical knowledge of the students in terms of grammatical functions of words and its structural components.

3.5.2 Comprehension Test

This test was based on a passage titled 'Problem as part of human existence' taken from SSCE Revision Questions 2008. The comprehension questions were designed by the researcher to test literal comprehension, inferential, critical or evaluative comprehension. Students were given sufficient time to read through the passage (15mins) and were giving 30 minutes to answer all comprehension questions on the passage. The exam was scored over 100% (percent)

3.6 Validity of the instruments

To establish the validity and reliability of the instrument, content validity, and inter-rater reliability were ascertained through pilot study and analysis of the test result.

In view of this, the instruments were submitted to experts in the field of linguistics before they were pilot tested to ascertain their face validity. The pilot study was conducted in all the eight secondary schools in Jalingo metropolis. Fifty-five (55) students were randomly selected from each of the secondary school and were used as subjects of the study. The passages for the tests were selected by the tester taking into consideration the instructional level of the learners. The reliability of the instrument was measured using the Pearson Moment Correlation Coefficient (PPMC) and t-two tailed test in both pilot study and in the real study. The computed r-value for the correlation coefficient and t-value of the two-tailed test did not show much significance difference. The t-test (related) and the PPMC was used to analyse the pilot study and actual study results at 0.05 level of significance. The results of both test correlated.

This shows an appreciable level of reliability of the instruments administered. The opinions of the language teachers were sought to determine areas students might likely find difficulty to interpret and to clear all ambiguities in the test items. Teachers' observations contributed immensely in reframing and modifying questions that were vague and ambiguous. Most of the questions for the test of grammar were set in structure like elements of sentence structure and word identification test format to ensure reliability of scoring and grading. The questions for reading comprehension tested all levels of comprehension as stated in this study.

3.7 Pilot Study

This was meant to be a try-out instrument. It is geared towards assessing the suitability and usability of both the carefully selected comprehension and grammar test. The tester distributed photocopies of comprehension passage with the structured questions to the students. This was done to check poor comprehension problems, reasoning along with the author, undertaking the linguistic structures and flexibility. The tester instructed the students to put down any difficult word they came across in the process of reading. Comprehension questions were asked so that the students provided responses. Afterward, a section on grammar was equally presented. All the materials designed for the study were pilot tested on a separate group of students. During the pilot study, students were not given any formal instruction before the test. They wrote the test (the test items are enclosed in the Appendices A and B as test item). Through the pilot study, the problems of grammar were discovered. These were tacked by the test item during the study proper.

3.8 Observation from the Pilot Study

The pilot study provided useful insight to the whole study. As a result, modifications were made to the test items to update adequately the instruments used for the study. The following observations were made:

(1) almost half of the students in every school shuned the comprehension questions that test grammatical knowledge. One quarter of the students only guessed the response which was partly correct and partly wrong. Only few students supplied the correct response to the questions;

(2) those who got the test of grammar correctly equally got the test of literal comprehension with minor corrections;

(3) the responses to the grammatical test and comprehension test in both the pre- test (pilot study) and post- test (real study) situation varied from one school to another with similarities occurring from items that demand one correct response.

(4) The performance of students from the urban schools tended to be higher than those subordinates in the rural schools;

(5) The results of both tests raised suspicions as to those who scored higher grades might have been trained in recognized schools and had proper background knowledge of ESL;

(6) Students found it difficult to distinguish between the various levels of reading comprehension and apply the same strategies for all;

(7) When a request was made of research assistant, most language teachers who were the subject masters and might have been NCE or BA literature/BA (Ed) literature

hesitated to participate. Even those who agreed to participate made one complain or the other.

The performance of students in reading comprehension test called for some modifications in language teaching method and the time allocated for teaching of ESL in school timetable. Test results indicated that reading comprehension was seldom given attention in class room teaching because of the requirements of WAEC in reading passages as contained in the course books.

Teachers complained of over working themselves as in most cases, only one language teacher handles the course in all arms (from SS1—SS3 with streams). In some schools, those who handled the English language course were not language teachers as students complained. They were either corps members posted to schools or any fluent speaker of English are therefore assigned to teach the course. In some cases, teachers who were not biased in English language, but because of the shortage of staff in the school were pushed to teach English. The students who were taught by such inexperienced teachers faced the same examination conditions with their colleagues who were well taught by experienced language teachers.

3.9 Analytical procedures

The study analyzed the test of grammar separately using grammar analytical mode and reading comprehension test in a separate sheet of paper. The items for the two tests remained the same. The items were critically followed with rating procedures taking the pattern of test administration. The teacher who administered the test did the rating. Students were asked to provide answers to comprehension questions. This was deliberate to test various levels of comprehension in terms of understanding how one idea led to another and the intended message of a particular paragraph.

Testing occurred on one – on –one testing by writing a test in group. In one-on-one phase, students expressed aloud any thoughts that they had while reading silently. Following this think-aloud reading, Passages were removed from sight and students were asked to write out all they could recall from the passage. Two sets of two (2) reading passage of approximately 350 words were selected based on SSCE question paper for English. Students performance were rated based on the following scale (A) Excellent (B) Good (C) Fairly Good (D) Poor.

Incidental and intentional learning procedures were employed. Intentional learning refers to the learning mode in which participants were informed, prior to their engagements in the learning task that they would be tested afterward on their retention of particular types of information. Incidental learning as contained in this study was the learning mode in which participants were not forewarned of an upcoming retention test for particular type of information.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

Data collected from students to determine the relationship between the grammatical competence and performance in reading comprehension of selected senior secondary school students in Jalingo local government area of Taraba state were statistically analyzed in this chapter. A total of 440 students selected from eight senior secondary schools in Jalingo metropolis and its rural environs were involved in the study. The main variables assessed in the analysis were the students' performances in reading for literal comprehension, reading for inference, reading for critical evaluation, and achievement in multiple choice questions, in lexis and structures and word class identification. The mean scores obtained were used in the test of relations between the two variables.

4.1 Relationship between grammatical competence and reading for literal comprehension

Research question 1: What relationship has grammatical competence with reading for literal comprehension of students in the selected senior secondary schools within Jalingo local government area of Taraba State?

To answer research question one (1), Table 4.1 shows the result of the quantitative correlation between the performance of students in grammar and reading for literal comprehension test items.

Table 4.1a: Quantitative correlation between grammar and reading for literal comprehension.

Test	High	%	Moderate	%	Low	%	Total
Literal comp.	37	8.4	227	51.6	175	39.9	100
Grammar	2	.4	231	52.6	207	47.2	100

Table 4.1 clearly indicates that 37 students representing 8.4% got high marks in reading for literal comprehension by answering literal comprehension questions that say:

1. What is the short term goal of study?

2. Enumerate any four factors according to the passage that are responsible for students' failure in examination.

3.What did the author say has a price that every students desire it?

4. What is the irony of failures in examination?

When 37 students who gave correct responses to the reading for literal comprehension questions were compared with two (2) students who got high marks in the test of grammar that says "find a word(s) or phrase(s) that can replace the following words used in the passage:

(a) tertiary institution; (b) console; (c) vacancies; and (d) shoddy preparation.

Students responses gave much significant correlation between the knowledge of grammar and performance in reading for literal comprehension

The analysis equally shows that 51.6% students who got moderate scores in reading for literal comprehension test items when compared to 52.6% moderate scores in the test of grammar gave fairly good structures that earned them between 50-59 marks in both tests. It

can be noticed from the foregoing that increases in grammatical knowledge aided the performance of students in reading for literal comprehension. This was evident in students who proved to have the word knowledge of the previously stated grammatical questions were also able to structure the phrase 'tertiary institution' to mean schools above secondary school level like, Universities, Colleges of Education, Polytechnics and Colleges of Agriculture. Those who did not acquire such literal meanings of words would either not provide any alternative phrase or word to replace the option words given or produced wrong structures entirely. This portrays a weak knowledge of grammatical items. This was an indication that grammatical competence had positive impact on the reading for literal comprehension of students in the selected senior secondary schools.

4.2 Hypothesis 1 states that:

There is no significant relationship between grammatical competence and reading for literal comprehension of senior secondary school student in Jalingo local government area of Taraba state.

This hypothesis was tested with the students' scores in four reading for literal comprehension test items earlier stated and their aggregate scores in grammatical competence gained from lexis and structure and word class identification test conducted in this study. The Pearson Product Moment Correlation Coefficient (PPMC) procedure was adopted for the test as indicated in Table 4.1b.

Table 4.1b: Correlation between Grammatical Competence and Reading for Literal Comprehension of Senior Secondary School Student in Taraba state

Variables	Mean	S. D	S. E	R	DF	P	r-critical
Grammatical competence	28.4559	15.418	.7333	0.928	440	0.000	0.113
Literal comprehension	40.8370	18.491	.8795				

Note: SD= Standard Deviation, SE = Standard Error, r=observed correlation coefficient, DF= Degree of Freedom, P = Observed level of significance

The result in the table revealed that students' grammatical competence is positively correlated with their reading for literal comprehension as further indicated in Table 4.1b.

This relates to the observed correlation coefficient (r) as reflected in Table 4.1 which is 0.928 at 440 degree of freedom and the observed significant level is 0.000 ($P < 0.05$). This means that the null hypothesis that says there is no significant relationship between grammatical competence and performance in reading for literal comprehension of senior secondary school student in Jalingo, has been rejected. The indication here was that, the students' grammatical competence had significantly played a positive role in reading for literal comprehension within the study area as reflected in the test responses presented under research question that preceded hypothesis one. Especially, where students were asked to use some words in a phrase or give word equivalents or synonyms as in 4a-d literal comprehension test questions. Those who gave either the equivalents in words or phrases put up a very good performance in all the four literal comprehension test items administered.

4.3 Relationship between Grammar and Reading for Inference

Research question 2: What is the effect of grammatical competence on the reading for inference of students in the selected senior secondary schools within Jalingo local government area of Taraba State?

The result to the second research questions is presented in Table 4.2:

Table 4.2a: Quantitative correlation between grammar and reading for inferences.

Test	High	%	Moderate	%	Low	%	Total
Inference comprehension	1	.2	123	28	315	71.6	100
Grammar	0	.0	121	27.5	318	72.3	100

The summation from the test of grammar revealed in lexis and structure and word identification tests reflected in Table 4.2 showed that one (1) student representing .2% ranked high in reading for inferential comprehension as against zero (0) in grammar test. Similarly, 28% performed moderately in reading for inference's test items against 27.5% in the test of grammar whereas 71.6% students got low marks against 72.3% students in the test of grammar. The observed correlation coefficient in Table 4.2.1 is positive which clearly indicates that a linear relationship exist between the two variables. This is to say that the more competent the students were in grammar, the more they were effective in their achievement in reading for inference comprehension.

Hypothesis II: There is no significant relationship between grammatical competence and reading for inference of senior secondary school student in Jalingo local government area of Taraba state.

This hypothesis was tested with the students' scores on reading for inference and their mean score on grammatical competence. Table 4.2b presents the result of the correlation test used in determining the relationship between the two variables.

Table 4.2b: Correlation between Grammatical Competence and Reading for Inference

Variables	Mean	S. D	S. E	R	DF	P	r-critical
Grammatical competence	28.456	15.418	.7333	.842	440	0.000	0.113
Reading for inference	26.787	16.246	.7727				

Note: SD= Standard Deviation, SE = Standard Error, r=observed correlation coefficient, DF= Degree of Freedom, P = Observed level of significance

The observed correlation coefficient in the table is 0.842 at 440 degree of freedom. The observed level of significance (0.000) is lower than 0.05.

This means that the two variables were found to be significantly correlated. Therefore the null hypothesis that there is no significant relationship between grammatical competence and reading for inference of senior secondary school student state is rejected. To prove this findings qualitatively, students' actual performance in reading for inferential ability was analyzed in test items that state: *(a) How can you justify the fact that examination plays a gate keeping role in our institutions? (b) Is it true that examination remains the object of hate and fear by students? (c) What facts in the passage would you use to support the idea that students' failure lied in themselves?* The responses of persons who scored high marks were:

> Examination helps to choose few from many candidates who are required to fill certain vacancies; many students hate examination; shoddy preparation by students or not prepared for the exam at all.

The performance of students in the three test items was computed as stated in Tables 4.2a and 4.2b of this analysis.

The implication here is that students' grammatical competence could be a significant factor in their reading for inferences within the selected senior secondary schools. This is because only one student who was able to respond correctly to grammar test where a clause in the reading passage was underlined and students were asked to state the grammatical function(s) of the clause. In the same vein, some twenty (20) words were purposively picked at random from the passage and students were asked to state which word class those words belonged (See Appendix B attached in the study). The test in hypothesis II revealed that students' grammatical competence was positively correlated with their ability to read for inferential purposes in the selected schools. It would therefore be said that students' grammatical competence related positively to their reading for inference in the selected senior secondary schools.

4.4 Quantitative Relationship between Grammar and Reading for Critical Evaluation

Research question 3: What is the relationship between grammatical competence and reading for critical evaluation of students in the selected senior secondary schools in Jalingo local government area of Taraba State?

From the result of the test in hypothesis III and student's response to three items meant to test reading for critical evaluation thus; **(a)** *What did the author mean by saying 'examination is not a true test of knowledge?'(b) What danger did the author saw in examination? (c) who should be blamed in the massive failures of students in examination?*

It was observed that students' grammatical competence as reflected in the grammar test items (See Table 4.2) positively and significantly correlated with their reading for critical evaluation in the selected senior secondary schools. This means that grammatical competence

of students could be a major factor in their ability to read for critical evaluation in the senior secondary schools involved in the study. Table 4.3a elucidates on this proposition.

Table 4.3a Correlation between the Test Items

Question asked	No. Correct responses		No. of incorrect responses	
	Freq.	%	Freq.	%
literal comprehension	264	60	175	39.9
Inferential comprehension	124	28.2	315	71.6
Critical evaluation	61	13.9	378	85.9
Sentence structure	232	52.7	207	47
Word identification	98	22.3	341	77.5

As shown in Table 4.4, one can state that there existed a statistically significant relationship between reading for three comprehension levels and grammatical knowledge presented in two grammar tests (multiple choice questions and word class identification). Here, the analysis states that 264 correct responses representing 60% were recorded in the reading for literal comprehension, 124 correct responses representing 28.2% were recorded in reading for inferential comprehension and 61 students representing 13.9% scored correct responses in reading for critical evaluation. This can be equated to 232 students representing 52.7% correct responses in multiple choice questions and 98 students representing 22.3 correct responses in word identification test as against 175 students representing 9.9% who got incorrect response in reading for literal comprehension, 315 representing 71.6% incorrect responses in reading for literal comprehension, 378 students representing 85.9% incorrect responses in reading for critical evaluation, 207 representing 47% incorrect responses in multiple choice questions and 341 students representing 77.5% incorrect responses in word

identification test. Here, we can conclude that question types did influence reader's performance in the line of other research studies. The result, although different in figure indicated general trend in all the analyses namely, the students performed better on reading at various level using grammatical knowledge.

> Hypothesis III: There is no significant relationship between grammatical competence and reading for critical evaluation of senior secondary school student in Jalingo local government area of Taraba state.

In the test of this hypothesis, the students' scores in grammatical competence were correlated with their score on critical evaluation with the aid of the Pearson Product Moment Correlation procedure as indicated in Table 4.3. The aim was to determine the relationship between the students' competence in grammar and their ability to read for critical evaluation in the selected senior secondary schools.

Table 4.3b: Correlation between grammatical competence and reading for critical evaluation

Variables	Mean	S. D	S. E	R	DF	P	r-critical
Grammatical competence	28.46	15.418	.733	.858	440	0.000	0.113
Critical evaluation	20.00	14.198	.675				

Note: SD= Standard Deviation, SE = Standard Error, r=observed correlation coefficient, DF= Degree of Freedom, P = Observed level of significance

The result in the table revealed that the students' grammatical competence was positively and significantly correlated with their ability to read for critical evaluation. The observed significant level is 0.000 ($P < 0.05$). This means that there is no evidence to retain the null hypothesis that there is no significant relationship between grammatical competence

and reading for critical evaluation of senior secondary school student in Jalingo local government area of Taraba state. The implication here is that students' competence in grammar could be a major factor in their reading for critical evaluation in the selected senior secondary schools. This proposition is based on their performance in the test items which required the students to use their applicative and interpretative knowledge to respond to three critical comprehension test questions presented earlier.

4.5 Correlation between the Students Knowledge of Word Class in Identification of Elements of Sentence Structures

Research question 4: What is the Relationship of students' word class identification on their achievement in elements of sentence structure questions within the selected senior secondary schools in Jalingo local government area of Taraba State?

The finding from the test of Research Question IV revealed that word recognition by students was positively correlated with their achievement in identifying elements of sentence structure questions in the selected senior secondary schools. This means that word class identification by students could be a major factor in their achievement in multiple choice question and lexis and structure in the selected senior secondary schools

Hypothesis IV: There is no significant relationship between students' achievement in sentence structure questions and their achievement in word class identification within the selected senior secondary school in Jalingo local government area of Taraba State.

This hypothesis was used in testing the relationship within the components of the grammatical competence of the students. The two variables were the students' achievement in

the elements of sentence structures and their scores in the word class identification. The Pearson Product Moment Correlation procedure was used in the test as indicated in Table 4.4.

Table 4.4: Correlation between Grammatical Competence and Reading for Word Meaning of Senior Secondary School Student in Taraba State

Variables	Mean	S. D	S. E	R	DF	P	r-critical
Multiple choice	33.880	16.8002	.7991	0.874	440	0.000	0.113
Word recognition	23.032	15.0538	.7160				

Note: SD= Standard Deviation, SE = Standard Error, r=observed correlation coefficient, DF= Degree of Freedom, P = Observed level of significance

The result in the table indicated that the achievement of the students in test of elements of sentence structure questions was positively and significantly correlated with their scores in word class identification. The observed level of significance is 0.000 ($P < 0.05$). This means that the null hypothesis that there was no significant relationship between students' achievement in multiple choice questions and their achievement in word recognition within the selected senior secondary school student in Jalingo local government area of Taraba state could be rejected. The indication here is that students' recognition of words could be a major factor in their achievement in English sentence pattern(elements of sentence structures) questions in the selected schools.

Hypothesis V: There is no significant difference between Urban and rural students in their overall performance in grammar and reading comprehension of senior secondary school student in Jalingo local government area of Taraba state.

This hypothesis was tested for each of the five variables separately along with the test of the aggregate score of the students in all the five variables. The two sample t-test was used for the test because of the two independent groups (Urban and rural) involved in the test.

Table 4.5: Two Sample t-test on Students' Achievement in Grammar by their Location of Schools in Taraba State

Variables	location	N	Mean	S D	S. E	t-value	DF	P
Literal comprehension	Urban	275	44.764	18.0285	1.0872	5.948	440	.000
	Rural	167	34.371	17.4434	1.3498			
Inferential	Urban	275	29.764	16.0871	.9701	5.080	440	.000
	Rural	167	21.886	15.3338	1.1866			
Critical evaluation	Urban	275	21.800	15.1975	.9164	3.463	440	.001
	Rural	167	17.036	11.8367	.9160			
Multiple choice	Urban	275	36.727	16.6386	1.0033	4.679	440	.000
	Rural	167	29.192	16.0413	1.2413			
Recognition	Urban	275	25.891	15.7312	.9486	5.278	440	.000
	Rural	167	18.323	12.5584	.9718			
Aggregate Achievement	Urban	275	31.789	15.3385	.9250	5.259	440	.000
	Rural	167	24.1617	13.8200	1.0694			

The critical value of t at 440 degree of freedom and 0.05 level of significance is 1.96. In the Table 4.5, the observed t-values for the variables are all higher than 1.96. The observed level of significance for the study are all less than 0.05 ($P < 0.05$). This means that the null hypothesis that there was no significant difference between Urban and rural students in their overall performance in grammar and reading comprehension in the senior secondary school student in Taraba state was rejected. The table revealed that students in urban settings of the

local government area within the state were significantly better in their academic achievement with regards to grammar than those from the rural areas.

Overall finding of the study

Some of the major findings observed in the study are as follows:

i. Students' competency in grammar is significantly correlated with their performance in reading for literal comprehension. Once students are able to identify the head word of a phrase or sentence structure like the head of a nominal group, verbal group, pro-nominal and the likes, this knowledge affect their ability to distinguish between the main ideas from the support ideas, facts from opinion among others.

ii. Students' competency in grammar is significantly correlated with their performance in reading for inference. Once students learn to recognize larger syntactic units and can grasp syntactic relationship, there will be less danger in reading for inferential comprehension.

iii. Students' competency in grammar is significantly correlated with their performance in reading for critical evaluation.

iv. The location of schools has effect on students' performances in grammatical structures.

v. Students in urban schools performed significantly higher than rural students in the grammatical components examined in the study.

4.6 Discussion of Findings

It is observed from this study that student's competency in grammar is significantly correlated with their performance in reading for literal comprehension. Unlike L1 readers who

normally have some tacit grammatical knowledge of their language, L2 students need explicit of grammar learning to help them in reading comprehension. This study has been able to confirm earlier findings by (Anderson 1993 and 2000); Eskey, (1988) and Swaffar, Arens and Byrnes 1991) that there is a relationship between grammar and second language reading comprehension. The present study also confirmed the work of Burnhardt, (1991) who pointed to the use of the Gricean principle of cooperation by second language readers' syntactic structure in extracting the message conveyed in the written text. This view is sustained by Grabe (1991:280) that fluent readers need a sound knowledge of language structure and a large recognition of vocabulary. Consequently, learners' progress through series of stages and competencies set out in hypothesis one (1) that says-there is no significant relationship between the grammatical competences in reading for literal comprehension is rejected.

It is also the findings of this study that students' competency in grammar is significantly correlated with their performance in reading for inference. Gascoigne (2005), in a study related to reading for inferential comprehension inquired precisely into the relationship between grammar in foreign students' reading comprehension in India. The findings showed that there was no significant difference detected between performance on the reading comprehension task and the grammar tasks. So far, the extent to which grammar knowledge is required by L2 readers remains obvious in the current research. Given what is known about the role of contextual features in language use, it is not a surprise to find aspects of reading comprehension which made the structure of language test affect performance of students on language tests. The result of the test of structural components of sentence (grammar) and reading for inference in table 4.2b shows significant correlation as the finding confirmed.

The third finding of this study correlates with hypothesis three and the research question which says there is no significant relationship between students' grammatical competence and performance in reading for critical evaluation. The finding is that students' competency in grammar is significantly correlated with their performance in reading for critical evaluation. It is obvious that comprehension is the result of a union of the text and the reader's background knowledge of text-based variables (vocabulary, syntax and grammatical structures). In bottom-up theories and models, the reading process is considered a text – driven decoding process wherein the sole role of the reader is to reconstruct meaning embedded in the smallest units of isolated words, each of which is to be deciphered individually. The reader is someone who approaches the text by concentrating exclusively on the combination of letters. Meaning is understood through analysis of individual parts of the language and the reader processes language in a sequential manner. Readers use general knowledge of the world or of particular text components to make intelligent guesses about what might come next in the text. This is the product of the knowledge of the grammar of the language.

In the forgoing analysis, it was observed that students' grammatical competence could be a major factor in the reading for literal comprehension by the students in the selected senior secondary schools as asserted by this study. The two variables were observed to be positively and significantly correlated in the test of hypothesis I. From the analysis of the hypothesis, it was observed that the relationship was linear in nature. This means the more competent the students were in grammar, the more they were likely to be effective in their achievement with regards to reading for literally comprehension. This finding is consistent with Lyons (1977) where it was held that sentence meanings are realized from the

grammatical features and the words in the sentence. The finding is consistent with Bolinger (1994) who observed that to know the grammar of a language is to understand the phenomenon of that language. The finding is in line with Haliday (1994) who observed that the interpretation and comprehension of literary and non-literary material sometimes depend on the in-depth knowledge of grammar.

'The test of hypothesis II revealed that competence in grammar by the students could be a functional factor of their performance in reading for inference. Significant relationship was observed between the students' score in grammatical competence and their achievement in reading for inference. This finding is consistent with Chomsky (1974), where it was opined that one of the greatest contributions of traditional grammar in the study of language is the development of the set of categories of classifying chunks of words known as parts of speech and Quirk (1985), where it was stated that the interpretation of grammatical forms depends on a number of factors, some of which are purely linguistic and situational. This finding is in line with Nuttall (1989), Mayer (1997) and Ullman (2004) which establish that grammatically competent readers learnt from the reading of the text, the meaning of many words without checking them up in the dictionary. Smart readers try to anticipate the author and predict future ideas and questions. Once the reader gets it right it re-enforces his understanding but if wrong, the reader makes adjustment

The third finding of the study were aimed at the determination of the relationship between grammatical competence on the students' reading for critical evaluation. This was tested in the third hypothesis of the study. The result revealed that significant relationship existed between grammatical competence of the students and their achievement in reading for critical evaluation. The finding agreed with Saricoban (2002) where it was observed that

students who were competent in grammar would not lose trend of the events even though there are many other ideas that tend to distract their attention in the text. This finding correlates with Van Pattern (2002), which observed that readers who are grammatically competent understand how sentences are formed, how various sentences differ from one another and how very many ideas can best be blend together in the same sentence.

The fourth finding of the study was aimed at determining the effects of word recognition on the achievement of the students in the structural elements of sentence questions used in the study. From the test of hypothesis IV, it was observed that competence of the students in this direction could be a major factor in their achievement in multiple choice questions in the school. This observation agrees with Hatch (1991; Nunan, 1998 and McCarthy, 2000) which emphasized that the role of the reader in actively building the words of the reading text is based on their experience of the words, state and events they characteristically manifest. Smart readers try to anticipate the author and predict future ideas and questions. Once the reader gets it right it re-enforces his understanding but if wrong, the reader makes adjustment

Another finding in this study in relation to the fifth hypothesis is the effect of school location on the performances of the students in the components of the grammatical structures examined in the study. In the test of hypothesis V, it was observed that students from urban areas of the local government performed significantly better than those in the rural areas of the state. This effect of location was observed to be a significant constraint to the rural students in their academic performances as it relate to grammatical concepts.

Similar to the traits and strategies of the bottom-up/top-down continuum of reading models, those ascribed to more or less skilled readers also appear to form a binary set

characterized by text-focused(grammar test) and reader-focused (reading comprehension questions) extremes. Good or successful readers have been found to rely primarily upon top-down strategies. Using think aloud protocols to identify relationships between grammar and successful or unsuccessful L2 reading comprehension, Honsfeld (1977) found that successful L2 readers at the senior secondary school kept the meaning of the passage in mind and skipped words that they believe to be un important to the meaning of the sentence or text, read in broad phrases, and use context to determine the meaning of unknown words. This is very crucial to this current study. Less successful readers, on the other hand, translate sentences on a word-for-word basis, rarely skipped words, and looked up unknown words in a glossary. Block (1986), while comparing think-aloud protocols produced by native English speakers and ESL students on two expository passages, found that more successful readers use general strategies such as anticipating content, recognizing text structures, identifying main ideas using background knowledge, monitoring comprehension and reacting to the text as a whole. Less successful readers rely on local strategies such as questioning the meaning of individual words and sentences, seldom integrating background knowledge with the text and not focusing on main ideas.

Another studies conducted by Barnett (1989) examined the reading strategies employed by native English speakers studying French and found that the effective reader tends to read the entire passage then returns to reread, think about the topic, discusses and hypothesizes about what might come next, and guess the meaning of unknown words. Less effective readers focuses on the meaning of individual words, pay attention to text structure, reread isolated difficult passages only, never or rarely hypothesize and resist skipping unknown words. This finding correlate with the finding of this study in the areas of reading

for inferential comprehension .In the same vein, using a reading strategy inventory questionnaire, Saricoban,(2002;9) examined the strategy use of post secondary ESL students and found that the successful readers engaged in predicting and guessing activities, made use of their background knowledge related to the text's topic, guessed the meaning of unknown words, verbs in particular. The less successful readers were concerned with types of verbs used, their purpose in the text and the meaning conveyed. This finding differs from the earlier findings in stating two main types of schemata that exist for reading; content schema- representing existing knowledge of objects and events; and textual schema- including knowledge of discourse structure and conventions. There are at least six major schema functions important to reading comprehension: *(1) schemata provide slots for assimilating additional knowledge; (2) schemata aid in judging what is important; (3) schemata aid in making inferences; (4) schemata help summarize and edit material; (5) schemata activated during reading facilitate an orderly memory search for relevant information; and (6) schemata function in inferential reconstruction. Linguistic and metalinguistic schemata are aids to reading comprehension.*

Two main types of schemata that exist for reading; content schema-representing existing knowledge of objects and events; and textual schema- including knowledge of discourse structure and conventions.

Singhal (2001) summarizes fourteen reading strategy studies to support Olaofe (1998) concludes "it is clear that there are differences between successful and less successful readers in terms of strategy use. Specifically, the scholars said good readers tend to use cognitive, memory, meta-cognitive and compensation strategies far more than less proficient readers. Poor readers generally focus on local concern such as grammatical structure, sound-letter

correspondence, word meaning, and text details. Less proficient readers strategies tend to be more local or bottom-up reflecting a desire to treat reading as a decoding process rather than as a meaning-making process.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study investigated relationship between grammatical competence and performance in reading comprehension of some selected senior secondary school students in Jalingo Local Government area of Taraba State. The Expos-facto research design was adopted for the study and a purposive random sampling technique was used to select the sampled population of students from the different senior secondary schools involved in the study. A total of 440 students from the urban and rural areas of Jalingo local government area were selected. Five variables (reading for literal comprehension, reading for inference, reading for critical evaluation, achievement in multiple choice questions and word class identification) were investigated. Two statistical tools were employed to answer the five research questions developed to guide the study. The first was Pearson Moment Correction Coefficient (PPMC) to determine and t-test to find out the relationship between the grammatical competence and performance of students in reading at different comprehension levels.

Hypotheses I-3 test the relationship between grammatical competence and reading for literal meaning, reading for inference, and reading for critical evaluation by the senior secondary school students. The result showed that students competency in grammar is positively and significantly correlated with their reading for different comprehension levels. The null hypotheses stated in relation to these reading comprehension levels were therefore rejected.

Hypotheses 4 and 5 tested the relationship between competence in word class identification and achievement of the students in grammatical structures questions as well as

the effect of location on the achievement of students in grammar and reading comprehension levels. The result revealed that students' competency in word class identification and effect of location were significantly related to their achievement in reading at various comprehension levels. The hypotheses were therefore rejected.

5.2 Implication to students

The models that students hold may be of critical importance in allowing them to strike a successful balanced between the bottom-up and top-down processing necessary for the interpretation of a text using their grammatical knowledge.

- Students need to learn elements of sentence structures very thoroughly because they carry the main patterns of language. In using the corpus of English, teachers /students can make list of the grammatical patterns of high frequency words. By doing this they can learn important grammar structures in English.
- The classroom implication of this to the ESL readers is that they should learn to pay attention to lexical units such as words, set of phrases, idioms and collocation since these units contribute extensively in developing fluency in the language.
- The implication for reading comprehension is the need to note that words in themselves may not carry much value or meaning. For example, words such as the, of, nevertheless, among others, which are structural words, have no meaning on their own. It is only when they combine with other words that they carry meaning. Hence, the lexical way of teaching helps in understanding the meaning and their use in English. It also helps in expanding the language repertoire of the learners.
- It enables the teachers to note that learners should not be made to practice grammar in de-contextualized and mechanical way. Rather, meaningful exposure to large samples

of language is necessary in learning grammar. It exposes the learners to the fact that grammar should be practised in such a way that they learn to use the language meaningfully and appropriately.

5.2.1 Implication to Language Teachers

Based on the findings of this study, language teachers should know that linguistic and metalinguistic schemata are aids to reading comprehension. Students will have better recall if they make use of text structure schemata. This will help explain failure to comprehend especially, where there may not be enough clues to activate existing schemata and failure to comprehend may result when the reader makes an interpretation but not the one intended.

Similarly, language teachers should guide the students to activate what they know that will help them understand what they read, makes predictions, and set purposes. In communicative language teaching, teachers should therefore teach grammar forms and structures in relation to meaning and use for the specific communication tasks that students need to complete

5.2.2Implication for Curriculum Planners

The development of theories of communicative -grammar base language teaching should manifest broad and in-depth impact on almost every aspect of the language teaching including syllabus design, approach/ methodology and material design. Concentration on use and appropriateness rather than exclusively on language form can affect student's performance in the use of English.

Complexity of the relationship between form and function in reading passage should be factors language teachers should refer to when deciding on the contents of courses to be

taught and approaches of language teaching. Equally important is the possibility to teach explicitly pragmatic knowledge to students. But the result of such explicit instruction may be as in vain as the traditional instruction of linguistic form.

Time must be devoted in the reading lessons to bottom-up concerns such as the rapid and accurate identification of lexical and grammatical forms. Even students who have developed strong top-down skills in their native languages may not be able to transfer these higher-level skills to a SL context until they have developed a stronger bottom-up foundation of basic identification skills.

Some time must also be devoted in the reading class to top-down concerns such as reading for global meaning (as opposed to mere decoding), developing a willingness to take chances and developing appropriate schemata for the proper interpretation of texts. No student should ever be forced or encouraged to limit him/herself to decoding skills. In short, for second language readers, especially, both top-down and bottom-up skills and strategies must be developed conjointly since both contribute directly to the successful comprehension of text.

5.3 Conclusion

The study investigated relationship between grammatical competence and performance in reading comprehension of some selected senior secondary school students in Jalingo local Government area of Taraba State. From the performances of 440 students involved in the study and the test of four null hypotheses which were raised to determine the phenomena in the selected schools, there are evidence to suggest that grammatical competence of students could significantly contribute to their better performances in the

variables examined. The relationship was statistically significant and cut across all the variables examined in the study.

Location was an external variable whose effect was also investigated. The analysis of the data revealed that location has effect on students performances in the grammatical structures examined in the study. The statistical tools used to ascertain these claims are Pearson Product Moment Correlation Coefficient and t-test statistic. The results revealed that students need grammatical knowledge and various reading strategies to be able to succeed in reading comprehension.

5.4 Recommendations

Based on the findings of this study, the following recommendations were made to improve the performance of students in reading comprehension of the selected schools and by extension all the Senior Secondary Schools across Taraba State.

1. Taraba State Ministry of Education should adopt the findings of this study to all secondary schools so that performance of Students in reading comprehension would be improved.
2. Methods of teaching grammar and strategies employed in teaching reading comprehension in this study should be recommended to all secondary schools and language teachers in Taraba state.
3. Correlation exists between the grammatical competence and performance in reading and comprehension. Therefore, ESL learners' language teachers and educational research should not discredit it as grammar plays an important role in the strategy for teaching a language.

4. As language teachers if we are aware of the levels of difficulties of he various grammatical structure as augmented in this study, we will be better equipped to plan the teaching of the content of an English syllabus in such a way that will facilitate learning.
5. The awareness of the degree of complexity of grammatical structure and different levels of reading comprehension would help develop good strategies to reach them. This is because different strategies are required for different reading comprehension levels and grammatical exercise.
6. Text in reading comprehension should be designed in such a way that certain features of grammatical expression are integrated in the learning activities in the practical classroom experiences.

5.5 Limitation

It is important to note that no study of this magnitude would be conducted without some challenges in gathering data for this study, the researcher faced a lot of difficulty ranging from finance through to the personnel used as research assistance. Despite the openness of the school principals to accept the researcher to use their student as subject for the study, the language teachers on the other hand had a different perspective about the study, let alone the students who were not prepared for anything "test". This has affected the success of the work at the initial stage.

In the course of this study, it was noticed that poor linguistic and communicative competence of the students contributed to success of the study at various levels. Extraneouis various like teacher factor (lack of trained language teachers in some schools), motivation, and time frame of the study are constraints that the researcher was grapple with. All things

being equal, significance relationship between the grammatical competence and performance in reading comprehension of the selected schools was established.

5.6 Suggestion for Further Research

Looking at the scope of this work areas for further research could include:

1. The effect of grammatical competence on performance in reading comprehension of selected senior secondary schools.
2. The relationship between communicative competence and performance in reading comprehension of selected secondary schools.
3. The relationship between linguistic competence and performance in reading comprehension of selected secondary schools.
4. The relationship between teacher's grammatical competence and performance of students in reading comprehension in Taraba state.

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AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION (TESL)

Date: 13/03/2006

Our Ref: DE/S.25

TO ALL HEADS OF
SCHOOLS

Dear Sir/Madam,

TO WHOM IT MAY CONCERN

The bearer, Mr Mbiko B. Aliyu, is one of my masters students in Teaching English as the Second Language (TESL). He is developing an instrument to be used in his research based on the theme: The Relationship between Grammatical competence and performance in Reading comprehension of Secondary School Students. In this regard he will need to administer some instruments (Test/pilot study/Questionnaire).

The Department will esteem it an honour if you could permit him to administer the instruments as he appreciates your fullest corporation and supports.

Thank you very much.

Yours truly,

for .....
Prof, I.A. Olaofe
Major Supervisor.

AHMADU BELLO UNIVERSITY, ZARIA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION

Our Ref: DE/S.25

Date: 13/3/2006

Post-Sec Teaching
Service Board
Takum

Dear Sir,

STUDENTS' FIELD RESEARCH

The Department of Education, Ahmadu Bello University, Zaria requires each student working for a degree to complete a research Thesis/Project. Our students entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have. Please give assistance as much as possible.

TOPIC OF RESEARCH: THE RELATIONSHIP BETWEEN GRAMMARTICAL COMPETENCE AND PERFORMANCE IN READING COMPREHENSION: A ~~CASE~~ STUDY OF ~~SOME~~ SELECTED SENIOR SECONDARY SCHOOLS IN TARABA STATE.

Thank you for your continuing cooperation.

Yours sincerely

DEPARTMENT OF EDUCATION A. B. U. ZARIA. 13/03/06

Research Adviser

APPENDIX A

Read the following carefully and answer the question on it.

You cannot expect to go through life without meeting problems. Difficulties, perplexities and frustrations are an inevitable part of human experience. Accepting this idea of the inevitability of problems will help you to approach them in a robust frame of mind rather than thinking that you are a victim specially singled out by a malignant fate.

When confronted with a problem, the first thing to do is to gather all relevant data facts of exactly what the problem is stating it simply in black and white his gives you something definite with which to come to terms The problem is assessed and you will now have something concrete to deal with.

Next, give serious thought to the problem, making sure that such thought does not degenerate into worry as worry accomplish nothing. Aim at clear, dispassionate thought, viewing the problem as if it were a friend's and not your own. Look at it from all angles. and from the view point of all concerned. You court disaster if you are entirely selfish in your outlook. The single important purpose of all this is to discover all possible solutions to the problem.

Having examined the problem broadly and impartially. Carefully examine all the possible solutions or courses of action. The knowledge that you have done this will keep you from useless regrets later, when you can remind yourself that all possible courses of action were examined and you chose what appeared to be the best. Next, eliminate all proposed solutions which are seen on further thought to be impracticable.

You will now find that your list has been whittled down to two or three possibilities. At this stage it is often a good plan to get out into the open air. Go for a walk or a ride, preferably somewhere with wide horizons. There out in the open review the problem afresh. You will find it appears much less formidable. Ask yourself how the difficulty will appear in ten years' time, or even one! This fresh review will enable you to make a final choice as you turn to the remaining solutions and before you return home, decide which you are going to adopt. As you go to sleep that night. let your last thoughts he upon your decision. If. in the morning, you still feel it is the best one to take, go ahead.

If you have a friend you think is capable of giving sound advice, consult him. Do this before your final decision, so that you will have the benefit of his views before you decide. Talking this over with another is always a great help. It enables you to isolate the problem and to decide which are the important factors. Even if the friends offer no advice, a sympathetic ear will help you. Furthermore, as you describe to your friend the courses open to you, you will se them in a clearer light. Some will appear impossible even While you speak. Alternatively, one will appear most attractive.

In dealing with problems. remember the time factor. Although some problems solve themselves in nine, and delaying tactics are therefore the best form of action for them, most other problems generally get more complicated the longer they are left. You should therefore get to grips with problems immediately they occur.

All told, reasonable foresight and imagination can prevent many problems ever arising. Tact, thoughtfulness and responsible conduct can also keep life largely problem free.

APPENDIX B

TAKING EXAMINATIONS

The short term goal of study is to pass examinations, Examinations on their part are very important because they easily separate those who have studied from those who have not. In general terms, examinations at various levels of the educational system play gate-keeping roles by showing who goes to the next class and who should repeat; who qualifies for admission to universities and allied institutions and who does not; and who are fit for certain jobs and who should look elsewhere. This makes examination critical and closely tied to well-being and success in life.

Ironically, examination remains an object of fear and hate by many students; indeed many console themselves with the common saying that "examination is not a true test of knowledge'1. This may well be so, but the unfortunate thing is that man, in spite of his ingenuity, has not found a replacement for examination as a means of selecting from so many people to fill limited vacancies in institutions of learning or the work place. For example, what better means is there to place 30,000 students in Nigerian universities out of about 230,000 applicants, or to select 20,000 JS one pupils for admission to federal government colleges from a mass of 200,000 candidates?

This tends to make examination inevitable. But quite unfortunately, many more people fail than succeed. For example, in the 1998 Senior School Certificate Examination for private candidates, only 837 per cent of the candidates scored anything between AI and C6 in English Language. Mathematics fared only a little better with 1096 per cent. The question to ask is: Why?

Many would blame teachers, school authorities, governments and examining bodies, among others. They may be right, but after writing and passing examinations as a student and then setting and marking examinations as a teacher over the years, my conviction is that one of the major causes of failure In examinations is personal. The individual accounts for a good part of his or her failure, all things being equal. The real cause of failure is to be found in such personal factors as no plan, low aim, shoddy or no preparation, no future ambition, bad study habits, laziness and lack of self-confidence, to mention only a few. For these reasons, many students perform far below -their God-given potentials. It is as Cassius says in Shakespeare's Julius Caesar "The fault...is not in our stars, But in ourselves, that we are underlings".

This book has been written for one main purpose: to open the eyes of students and other examination candidates to the things that make for success in study and examinations. This will in turn challenge students and other candidates to position themselves for success. Success is sweet, everybody desires it, but it has a price. Only those who are ready to pay the price are rewarded with success.

To the student or candidate, I make bold to tell you that there is no mystery about people like you do. You are not to fear examinations, rather you should prepare very well and then confront them with all the enthusiasm, faith and confidence you can muster. This book tells you how to do just that by giving you guidelines that can help you not only to study better; but also to write your examinations in a way that guarantees the high grades and premier positions of your dream. Follow these guidelines and you will never regret it. I am not giving you guidelines I have not tried. I have tried them and I can assure you that they work Justify to put these points into practice and prove by experience that they work. Whatever your situation now, just take it that you can-do better by just stretching yourself a little more.

TEST OF GRAMMAR

Word class identification test

Take from passage: Taking examination instruction: arrange the following words into their word class as used in the passage:

Goal, examination, very, those, who, play, next, closely, success, class, object, themselves, unfortunately, institution, government, Nigerian, this, quite, for, little, better, many, they, right, but, and, student, of, over, failure, laziness, below, ourselves, book, other, sweet, everybody, you, should, by and am.

Element of sentence structure

Instruction: Identify elements of the following sentence structure

i. The man bought his son a toy

ii. The boy is a student

iii. The hunger killed a rat

iv. He came late to school

Reading comprehension test

i. What did the author said was a price and every body desires it.

ii. Find a word(s) or phrase(s) that can replace the following words:- (a) tertiary institution (b) console (c) vacancies (d) shoddy preparation.

iii. How true is it that examination is an object of fear by students

iv. What did the author mean by saying "Examination" is not the true test of knowledge"

v. **APPENDIX C**

URBAN SCHOOLS

S/N	First School	Literal	Inferential	Critical	Multiple choice	Word recognition
1.	Isa Babale	70	50	60	55	60
2.	Maryam Moh'd	55	45	30	40	30
3.	Suleiman Moh'D Toli	85	60	45	65	40
4.	Sharudeen Bashir	50	30	20	40	30
5.	Jibir Aliyu	85	60	45	60	40
6.	Jummai Sallah	30	30	10	0	0
7.	Rumantswe Samsokwa	70	65	50	60	50
8.	Zubairu Abdulkadir	25	20	10	0	0
9.	Anthony Bently	70	60	50	55	50
10.	Salisu Danjuma	70	65	50	60	55
11.	Nyayili Istifanus	80	70	55	60	50
12.	Abigail Stephen	60	55	40	55	55
13.	Dan'asabe Bila	70	60	55	50	50
14.	Jummai Nyako	65	55	40	50	45
15.	Zainab Bello	30	10	10	25	30
16.	Denis Eli	60	55	50	50	45
17.	Sunday Ali	60	60	40	45	50
18.	Irikweka Haggai	50	45	35	50	40
19.	Aliyu Nuru	40	40	20	30	20
20.	Naomi Simon	40	30	25	35	20
21.	Yiola Thomas	60	45	40	45	35
22.	Aminu Adamu	85	65	50	55	45
23.	Adamu Abubakar	70	60	55	50	40
24.	Comfort Musa	75	65	50	50	40
25.	Samira Moh'd	60	50	45	40	40
26.	Friday Ibrahim	55	50	40	45	50
27.	Zainab Moh'd	50	45	40	40	30
28.	Yani Naroki	70	65	50	45	60
29.	Ushafa Iornyogh	20	20	10	05	0
30.	Happy Amos	45	40	30	35	30
31.	Vera Genesis	20	0	05	05	0
32.	Dinatu Istifanus	20	10	0	0	0
33.	Sani Bashir	55	50	30	40	30
34.	Mubarak Bello	60	55	40	45	40
35.	Wilson Jacob	55	50	40	50	40
36.	Jamilatu Nuhu	10	05	0	10	05

37.	Ismael Umar	30	05	0	20	20
38.	Winfred Nwanjoh	55	30	05	40	30
39.	Lucky Iliyasu	80	40	35	60	40
40.	Murtala Mohammed	45	10	10	30	20
41.	Kanmilo Emmanuel	60	30	20	45	30
42.	Mercy Emmanuel	80	30	30	60	50
43.	Rahimatu Adamu	45	20	15	40	30
44.	Isaac Matudi	35	10	05	30	25
45.	Irene Igba	20	10	0	20	10
46.	Raino Iliya	40	20	20	40	30
47.	Elizabeth Musa	40	15	15	35	20
48.	Abubakar Buba	20	10	05	20	10
49.	Haruna Musa	25	05	05	20	05
50.	Joseph Bello	20	05	05	20	05
51.	Charles Columba	40	15	10	40	30
52.	Sunday Simon	70	30	15	50	35
53.	Hosanna Bulus	80	40	10	60	40
54.	Moh'd Badamasi	70	30	20	60	50
55.	Paul Ignatius	50	30	15	40	30

S/N	Second School	Literal	Inferential	Critical	Multiple choice	Word recognition
1.	Suleiman Aliyu	30	10	10	20	10
2.	Ayuba Yusuf	40	20	15	40	20
3.	Abubakar M. Mohammed	45	20	10	40	20
4.	Sylvester Samson	60	30	20	45	25
5.	Abubakar Idris	25	10	10	20	10
6.	Zamim Yerima	30	05	05	20	05
7.	Nelson Zedon	30	10	05	20	05
8.	James Awudu	40	20	10	40	05
9.	Rabi Garba	45	25	15	40	10
10.	Peace Babangida	45	20	10	40	05
11.	Junaidu Musa	30	10	10	30	05
12.	Malise Kanga	40	15	05	40	10
13.	Danjuma Umar	55	25	20	40	05
14.	Regina Yema	40	20	10	40	10
15.	Talatu Williams	50	25	20	45	10
16.	Nufinke Felix	25	20	20	10	05
17.	Dangana Yakub	35	25	15	15	05
18.	Abdulrazak Umar	30	20	15	0	0

19.	Awal Adamu	38	25	20	05	05
20.	Rashida Salisu	40	25	10	30	05
21.	Stephen Bitrus	55	40	30	40	15
22.	Luka Cletus	40	30	15	20	20
23.	Rufai Aminu	45	20	35	40	20
24.	Midre Gari	70	45	40	50	40
25.	Idris Abdullahi	30	15	10	20	0
26.	Samira Abubakar	35	25	0	20	20
27.	David Nicodemus	45	40	20	30	15
28.	Abubakar D. Moh'd	30	20	10	10	10
29.	Dauda Moh'd Ibrahim	35	30	20	30	0
30.	Felix Gombe	65	60	40	50	20
31.	Funke Emmanuel	18	10	10	05	0
32.	Phelomina Mathew	40	30	10	30	05
33.	Abbas Hamza	30	15	15	20	10
34.	Abubakar Umar	25	10	05	20	05
35.	Rukaiyatu Dahiru	10	0	0	10	05
36.	Helency Chama	40	30	05	25	10
37.	Ndenu Danjuma	35	20	0	10	15
38.	Emmanuel Abbo	40	40	10	20	10
39.	Sam Ngodi	25	10	0	25	10
40.	Peter Maxwell	60	50	35	55	40
41.	Pearsely Arrow	50	30	35	40	35
42.	Wuse Iyowua	60	45	40	55	50
43.	Nasiru Bala	40	30	25	30	20
44.	Halima Musa	25	15	0	15	10
45.	Rahina Goje	60	50	45	50	45
46.	Abdulmumuni Yuguda	25	10	0	10	05
47.	Nasiru Babaji	70	55	45	65	40
48.	Auwal Musa	30	20	0	20	20
49.	Aliyu Labaran	70	50	40	60	45
50.	Safiyanu Bello	65	55	40	55	40
51.	Micah Kasimu	10	05	0	10	05
52.	Ishaku Ibrahim	30	15	05	20	10
53.	Aloni Dauda	65	40	30	60	40
54.	Abbas Ibrahim	20	10	05	20	20
55.	Rahab Ibrahim	25	45	35	65	40

S/N	Third School	Literal	Inferential	Critical	Multiple choice	Word recognition
1.	Abubakar Almin	05	0	0	05	0
2.	Dorica Eli	50	35	30	40	30
3.	Abubakar Dauda	55	30	20	45	30
4.	Nafisatu Abdul	65	40	35	60	45
5.	Ismaila Ibrahim	10	0	0	0	05
6.	Hamza Abdullahi	15	0	0	10	0
7.	Rifkatu Bethel	55	30	20	50	45
8.	Muh'd Sani	45	25	20	40	40
9.	Rashidat Babadidi	35	20	10	40	25
10.	Ladi Ayuba	30	20	10	20	10
11.	Badamasi Abubakar	35	25	15	25	10
12.	Husseini Abdullahi	25	10	10	20	15
13.	Ibrahim Sa'ad	65	40	35	50	30
14.	Salihu Ahmed	20	30	05	30	20
15.	Dellek Andrew	55	35	20	45	30
16.	Auwal Abba Tukur	50	30	20	40	25
17.	Selina Paul	40	35	10	40	25
18.	Linda Phelimon	15	0	0	10	05
19.	Abubakar Musa	35	20	0	30	15
20.	Ekperasa Isaac	40	20	20	35	20
21.	Harisu Suleman	45	25	15	40	20
22.	Fatima Shetima	60	40	30	50	30
23.	Baru Ayuba	25	15	05	20	10
24.	Anas Abubakar	15	10	0	10	05
25.	Biskila Obidah	45	35	20	40	30
26.	Jamilu Umar	40	25	25	35	20
27.	Bulus Yakub	50	35	20	40	25
28.	Fibi Calvin	55	30	15	40	25
29.	Nathan Linus	40	30	10	35	10
30.	Mohammed Zuberu	15	10	10	10	05
31.	Biyamba Bitrus	30	25	0	35	10
32.	Shafa'atu Abubakar	60	40	40	50	40
33.	Evelyn Sunday	65	45	40	60	45
34.	Phemilo Alpha	40	30	25	40	20
35.	Esther Manasseh	50	40	35	50	50
36.	Aminu Moh'd	45	30	30	40	40
37.	Ayuba Isa	40	35	20	45	30

38.	Beloki Ishaya	45	40	35	40	25
39.	Ibrahim Garba	30	20	20	20	20
40.	Ladi Ahmadu	55	40	30	45	35
41.	Nyame Ezekiel	40	25	20	35	15
42.	Ruth Jacob	70	60	50	65	50
43.	Sirajo Umar	35	25	20	30	15
44.	Abdulmalik Ibrahim	40	35	30	40	25
45.	Cyprin James	50	35	35	55	35
46.	Blessing Bulus	75	60	40	60	45
47.	Kabiru Dahiru	50	30	30	45	35
48.	Bitrus Habu	65	50	40	55	40
49.	Raphael Ada	65	55	40	55	45
50.	Dishi Yurus	70	55	45	55	45
51.	Ruth Dauda	45	40	35	45	35
52.	Umar Ibrahim	20	15	05	10	10
53.	Samuel Onoro	20	10	10	15	10
54.	Rashida Umar	30	25	15	25	10
55.	Jamila Abubakar	35	20	10	25	15

S/N	Fourth School	Literal	Inferential	Critical	Multiple choice	Word recognition
1.	Hanatu Emmanuel	40	25	25	30	20
2.	Ezekiel Tippi	80	45	45	65	50
3.	Rachael Adani	55	40	35	40	40
4.	Boniface Philip	30	35	10	35	20
5.	Nasiru Kabiru	45	25	20	40	35
6.	Doris Joseph	60	50	40	60	45
7.	Vivian tata	45	30	25	40	30
8.	Sunday Mathew	10	0	0	10	0
9.	Ishaya Ishaku	15	0	0	10	05
10.	Sirajo Abdullahi	20	10	10	20	15
11.	Lucy Ephraim	35	20	05	30	20
12.	Sa'adatu Tanko	45	15	10	40	25
13.	Augustine Yohanna	10	0	0	10	05
14.	Abdullahi Qabn	60	35	40	50	40
15.	Aliyu Ismaila	55	30	20	50	45
16.	Emmanuel Waili	40	30	20	40	30
17.	Yahaya Mohammed	30	15	10	25	10
18.	Hapsatu Haruna	15	05	0	10	05
19.	Ahmed Umar	25	0	0	20	10

20.	Auwal Musa	50	20	25	45	30
21.	Abubakar Adamu	40	25	30	40	35
22.	Augustine S. Adamu	45	20	20	40	30
23.	Abdullahi Abubakar	30	25	20	25	20
24.	Adamu Gidado	55	30	30	50	40
25.	Abubakar B. Isa	60	45	30	55	40
26.	Abdulrahaman B. Suleman	55	30	25	50	35
27.	Abdullahi A. Abdullahi	80	55	40	70	50
28.	Aishatu Ibrahim	50	35	30	45	35
29.	Asma'u Abubakar	55	35	30	45	35
30.	Ahmed Usman	55	35	30	50	40
31.	Abdullahi Bello	65	40	35	60	40
32.	Abdullahi Ayuba	70	40	40	60	50
33.	Abdulrahman Yusha'u	80	45	45	65	55
34.	Abubakar A. Suleman	60	40	40	55	50
35.	Abdulmijeed R. Haruna	80	50	40	65	55
36.	Babangida Adamu	60	50	35	50	50
37.	Bakomi Yakubu	50	30	40	45	40
38.	Clement Sylvanus	70	50	45	55	45
39.	Clifford Zuppai	50	35	30	50	40
40.	Charles Angyu	45	35	35	45	30
41.	Rofina Adamu	50	30	35	45	30
42.	Collins I. Mungu	40	25	25	40	30
43.	Alexandar Yusi	10	0	05	10	05
44.	Clement Chia	30	0	0	20	05
45.	David Mathias	40	30	05	35	15
46.	Dorcas Habila	45	30	20	40	25
47.	Deborah Gahmje	80	45	40	60	40
48.	Dauda Mohammed	40	30	25	40	40
49.	DAhiru Adamu	50	35	30	40	35
50.	Sarauniya Dutse	30	20	05	25	20
51.	Talkisatu Babadidi	30	15	0	15	10
52.	Friday Hassan	45	35	30	40	40
53.	Kafwa Danlami Auta	35	20	00	30	30
54.	Usman Adamu	40	30	25	35	20
55.	Mutsali Usman	20	30	0	15	0

S/N	Fifth School	Literal	Inferential	Critical	Multiple choice	Word recognition
1.	Umul Adamu	40	45	20	35	25
2.	Nafisa Abubakar	40	25	20	30	20
3.	Evelyn Sabastine	35	25	15	30	20
4.	Nathan Namarwa	50	25	20	40	30
5.	Rejoice Ayuba	50	40	25	45	40
6.	Maryam Abubakar	45	20	30	40	35
7.	Rilwanu A. Salisu	40	35	20	40	30
8.	Sabina Michael	30	15	15	25	20
9.	Hanatu David	35	25	10	20	10
10.	Serah Ezekiel	45	30	25	40	30
11.	Brilliant J. Wakili	60	45	40	55	40
12.	Sani S. Umar	40	35	30	45	40
13.	Husseina Sani	50	35	25	40	45
14.	Danlami D. Waziri	45	40	40	40	35
15.	Habibu Mohammed	25	10	10	20	30
16.	Rejoice Yi Jacob	40	15	10	25	20
17.	Ramson Danjuma	45	35	30	40	35
18.	Bulus Ahmed	65	50	50	60	40
19.	Maryam B. Zuberu	60	45	40	60	45
20.	Bilyaminu Danladi	55	40	40	60	40
21.	Gladys N. Joshua	70	50	55	65	50
22.	James Jude	45	30	30	40	35
23.	Christy N. Akila	40	35	30	45	40
24.	Emmanuel Shehu	35	15	15	30	20
25.	Bitrus Muazu	30	15	10	25	20
26.	Jaafaru A. Abubakar	40	30	10	35	20
27.	Jolly Samuel	50	40	20	45	20
28.	Salvation Sunday	60	40	25	50	25
29.	Stephen Geoffrey	30	20	10	25	10
30.	Liberty B. Samson	30	25	05	30	15
31.	Isaac Sunday	35	20	05	20	10
32.	Jerry Joseph	40	15	0	40	10
33.	Victor Dahiru	65	45	25	55	40
34.	Shadrach B. Fibwa	35	30	20	20	25
35.	Kani Musa	70	50	40	60	50
36.	Safiyanu Magaji	50	40	30	50	45
37.	Colossia Danladi	40	30	25	55	30

38.	Luka Buba	20	10	05	10	05
39.	Ziyaulah Haladu	60	30	25	55	30
40.	Hauwa John	50	35	20	40	30
41.	Rashida Sabo	40	30	25	45	35
42.	Amechi ananneka	70	40	30	65	40
43.	Glory Ezekiel	60	50	30	50	35
44.	Joy John	50	40	25	45	30
45.	Tarna Mathew	15	10	05	10	05
46.	Bala Abubakar	10	05	05	10	0
47.	Patience Wakili	10	05	0	10	0
48.	Denis Tema	25	10	05	10	05
49.	Mali J. Sauda	20	10	0	15	10
50.	Peace Haliday	75	50	30	55	40
51.	Hiskilu Num	20	10	05	15	0
52.	Eforsey Joseph	15	05	0	10	05
53.	Idris Yusuf	60	40	30	60	40
54.	Edna Jacob	30	15	05	20	15
55.	Mudashiru Musa	30	15	10	25	10

S/N	Sixth School	Literal	Inferential	Critical	Multiple choice	Word recognition
1.	Mas'ud Moh'd	20	10	10	20	10
2.	Kasana Yusuf	50	30	20	45	25
3.	Serah Ishaya	40	25	20	40	30
4.	Blessing Audu	20	05	05	20	05
5.	Usman Saidu	50	30	20	50	30
6.	Hadiza N. Bawa	40	25	20	40	20
7.	Jaafaru Umar	50	35	25	45	20
8.	Dahiru Masobi	45	35	20	40	25
9.	Josephina Yusuf	40	30	20	35	20
10.	Gambo Clement	50	40	15	40	30
11.	Hassanatu Useini	10	30	10	0	0
12.	Rahab Joseph	10	05	05	0	05
13.	Hamza A. Ali	50	40	35	40	35
14.	Adamu D. Musa	60	35	35	50	40
15.	Obadiah Bitrus	30	15	20	20	15
16.	Zukairani Moh'd	25	05	05	20	15
17.	Hashimu Yahaya	20	10	10	15	10
18.	Beauty Francis	60	45	40	55	40
19.	Suleiman Musa	30	25	20	40	20

20.	Gideon Christian	35	15	15	25	15
21.	Mark Boniface	60	45	35	40	35
22.	Aliyu A. Gabdo	30	15	05	20	05
23.	Hassan Nuhu	50	40	30	40	30
24.	Mudasiru Abubakar	50	40	35	45	40
25.	Hanatu Joel	35	20	20	30	25
26.	Kauna Amos	45	35	35	40	35
27.	Hamza Abubakar	40	20	20	35	30
28.	Abednego Ali	10	10	10	0	05
29.	Danladi Ya'u	50	45	35	40	30
30.	Beatrice Kefas	05	0	05	05	0
31.	Abubakar Moh'd	10	10	10	0	0
32.	Friday Haruna	15	05	05	0	0
33.	Zaradeen Umar	60	50	35	40	40
34.	Osama Musa	20	10	0	05	0
35.	Esther Bulus	40	30	25	25	20
36.	Patience Isa	45	40	20	45	25
37.	Barmani Nuhu	05	05	0	05	05
38.	Kemi R. Idowu	50	40	30	45	35
39.	Charity Nuntu	40	30	25	40	30
40.	Aishatu Aliyu	20	15	10	20	10
41.	Chia Yargwu	65	45	40	55	30
42.	Abubakar Ahmed	05	0	0	05	0
43.	Suleiman isa	05	0	0	0	05
44.	Labaran Magaji	10	0	0	05	0
45.	Dahiru A. Bappi	40	20	20	35	25
46.	Bernard James	55	40	35	40	20
47.	Rejoice Appolos	45	35	30	40	25
48.	Abdulrazak Muktar	50	40	35	45	20
49.	Dalhatu Isa	55	45	30	45	35
50.	Paul Obadiah	50	40	30	50	30
51.	Sunday Peter	45	35	35	40	25
52.	Abubakar Yakubu	55	30	30	50	20
53.	Amos Barnabas	60	40	35	55	40
54.	Denis David	05	0	0	05	0
55.	Usman Umaru	55	30	35	40	35

S/N	First School	Literal	Inferential	Critical	Multiple choice	Word recognition
1.	Saadu Sambo	10	10	10	05	10
2.	Abubakar Suleiman	10	05	05	05	05

3.	Ike Uchenna	55	40	30	35	40
4.	Umar Salihu	50	45	35	40	20
5.	Abiatha Thomas	60	50	40	50	25
6.	Sanusi Ahmed	60	50	40	50	25
7.	Faisal Abdul	50	45	30	45	20
8.	Hamisu Yakub	30	20	20	25	10
9.	Ibrahim R. Kawn	0	0	0	05	10
10.	Iliya Lazarus	0	0	0	05	0
11.	Mathew Yoila	30	20	10	20	05
12.	Isa A. Muri	15	0	0	10	05
13.	Yusuf Joel	50	35	25	40	20
14.	John Daniel	30	20	20	25	10
15.	Farida Usman	40	30	20	40	30
16.	Musa Shuaibu	10	0	0	10	0
17.	Hassan Dauda	10	05	0	05	0
18.	Sunday Markus	40	20	20	30	20
19.	Absolom Philip	30	0	0	20	10
20.	Jamilu Usman	15	05	0	10	05
21.	Sadiya Adamu	40	30	30	40	25
22.	Godiya Istifanus	25	0	15	20	20
23.	Emmanuel Manesseh	05	0	0	05	10
24.	Abba Sangari	25	15	10	20	05
25.	Marafa Sanusi	15	0	05	15	05
26.	Hakuri Yohanna	30	05	05	25	15
27.	Godiya Bukar	45	10	20	45	20
28.	Lare Mazang	35	10	20	30	20
29.	Prescilia James	40	25	25	40	20
30.	Shehu Danjuma	25	10	10	20	0
31.	Blessing Bitrus	10	10	05	10	10
32.	Bello Abubakar	10	0	0	10	15
33.	Zubainatu Usman	30	0	0	10	10
34.	Laraba Yohanna	40	05	20	35	20
35.	Aliyu Abdulmumuni	05	0	0	05	0
36.	Kauna Habu	30	05	05	25	0
37.	Sirajo Yakubu	10		05	10	05
38.	Pheebemi Micah	50	40	20	40	30
39.	Angela Karimu	30	10	20	30	10
40.	Adamu M. Aboki	40	20	25	40	25
41.	Kabiru Suleman	30	15	20	30	25
42.	Saidu Adamu	35	20	15	30	30
43.	Prisca Cletus	40	15	20	40	30
44.	Umaru Mohammed	10	0	0	10	05
45.	Paul Nyege	40	20	15	40	25
46.	Rasheed Moh'd	0	05	10	05	0
47.	Rahila John	15	05	05	10	10

48.	Uwani Kadiri	30	15	20	25	10
49.	Naomi Hassan	40	15	30	40	20
50.	Subuti Gayus	35	20	10	30	05
51.	Amina Abdulwahab	40	15	15	35	10
52.	Ayu'ana Emmanuel	50	0	15	40	25
53.	Mbasirendo Yaro	25	0	10	20	10
54.	Mauntari Samuel	10	05	0	10	15
55.	Kabiru Hamza	20	0	0	20	10

S/N	Eight School	Literal	Inferential	Critical	Multiple choice	Word recognition
1.	Amos Tuwa	40	30	25	35	20
2.	Kerimam Emmanuel	35	30	20	30	15
3.	Bashir Dahiru	50	35	35	40	30
4.	Mohammed Jibir	55	40	15	45	35
5.	Esther Pius	60	45	25	45	30
6.	Nadi Obadiah	30	20	10	40	20
7.	Abigail Solomon	40	25	15	40	15
8.	Lafiya Yakubu	35	20	10	20	05
9.	Bello Abdulwahab	25	15	05	20	05
10.	Joseph Shambonabu	40	30	15	45	10
11.	Saraya Daniel	65	45	25	50	25
12.	Umar Abdulkareem	60	40	30	55	30
13.	Mohammed A. Tukur	05	0	0	05	0
14.	Amina Mohammed	30	20	15	20	05
15.	Lami Eric	50	35	20	45	20
16.	Hajara Babari	20	10	05	20	10
17.	Martina Karshima	15	10	0	10	0
18.	Rakiya Ayuba	20	15	05	10	10
19.	Lucy Augustine	25	15	05	15	10
20.	Kinozo Titus	35	20	05	20	05
21.	Yosi namarwa	40	35	20	40	20
22.	Ibrahim Ibrahim	35	30	20	25	20
23.	Abubakar Ahmadu	40	30	30	30	15
24.	Rasheeda Bakkoji	45	35	30	40	20
25.	James Saleh	30	25	20	20	25
26.	Titus Pius	25	10	05	20	15
27.	Moh'd Yahaya	40	30	10	40	20
28.	Abdul'azeez Suleiman	35	25	15	30	10
29.	Adamu Aliyu	40	30	30	30	05

30.	Nanet Jacob	35	20	20	30	20
31.	Kurungu Julius	05	0	0	05	0
32.	Jaafaru Isa	50	40	20	50	35
33.	Ngunam Francis	40	30	25	35	25
34.	Bello M. Mohammed	15	0	05	10	05
35.	Simon Joseph	15	05	05	10	05
36.	Tajudeen Abubakar	50	40	35	50	30
37.	Ali Iliyasu Audu	0	10	0	10	0
38.	Abubakar Idris	05	0	05	0	0
39.	Sadiya Phineas	35	30	20	30	20
40.	Gloria Napoleon	55	40	25	40	40
41.	Wateku Alias	50	35	20	45	30
42.	Sahabi Mamudah	60	40	30	45	40
43.	Rahimatu Adamu	50	40	30	45	40
44.	Sabiha Jonah	65	45	40	60	45
45.	Joseph T. Daratai	55	40	25	50	40
46.	Caroleen Edward	40	35	30	40	35
47.	Nelson Joseph	70	40	30	60	40
48.	Hanatu Joel	40	30	20	45	30
49.	Rabecca Joseph	30	15	10	30	20
50.	Zakka Titus	40	15	10	40	25
51.	Mena James	60	45	30	45	40
52.	Ladapi Bompi	50	40	40	45	40
53.	Ikilimatu Ibrahim	60	45	25	50	45
54.	Gabriel Idi	20	20	15	15	0
55.	Bigman Tella	50	35	20	40	25

RECODE LITERAL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	HIGH	37	8.4	8.4	8.4
	MEDIUM	227	51.6	51.7	60.1
	LOW	175	39.8	39.9	100.0
	Total	439	99.8	100.0	
Missing	System	1	.2		
Total		440	100.0		

RECODE INFERENCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	HIGH	1	.2	.2	.2
	MEDIUM	123	28.0	28.0	28.2
	LOW	315	71.6	71.8	100.0
	Total	439	99.8	100.0	
Missing	System	1	.2		
Total		440	100.0		

RECODE CRITICAL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MEDIUM	61	13.9	13.9	13.9
	LOW	378	85.9	86.1	100.0
	Total	439	99.8	100.0	
Missing	System	1	.2		
Total		440	100.0		

RECODE MULTIPLE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	HIGH	1	.2	.2	.2
	MEDIUM	231	52.5	52.6	52.8
	LOW	207	47.0	47.2	100.0
	Total	439	99.8	100.0	
Missing	System	1	.2		
Total		440	100.0		

RECODE RECOGNITION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MEDIUM	98	22.3	22.3	22.3
	LOW	341	77.5	77.7	100.0
	Total	439	99.8	100.0	
Missing	System	1	.2		
Total		440	100.0		

RECODE ACHIVE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MEDIUM	120	27.3	27.3	27.3
	LOW	319	72.5	72.7	100.0
	Total	439	99.8	100.0	
Missing	System	1	.2		
Total		440	100.0		

RECODE GRAMMAR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MEDIUM	121	27.5	27.6	27.6
	LOW	318	72.3	72.4	100.0
	Total	439	99.8	100.0	
Missing	System	1	.2		
Total		440	100.0		