

**THE RELATIONSHIP BETWEEN LITERATURE IN ENGLISH AND
PERFORMANCE IN READING COMPREHENSION SUB-SKILLS A STUDY OF
SENIOR SECONDARY SCHOOLS STUDENTS IN MINJIBIR EDUCATION ZONE OF
KANO STATE**

BY

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THE AWARD OF MASTER'S DEGREE IN TESL**

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DECLARATION

I declare that this study is an original work of research undertaken by me. And to the best of my knowledge, it has never been presented partially or wholly anywhere for the award of a higher degree in any form. Information derived from the published or unpublished work of others has been acknowledged in the text.

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Date

CERTIFICATION

This thesis entitled “The Relationship between Literature in English and Performance in Reading Comprehension Levels”: A study of Senior Secondary Schools in Minjibir Education Zone of Kano State” by Suleiman, Ibrahim Halilu, meets the regulations governing the award of Master’s degree (TESL) of the Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

I humbly dedicate this work to my late parents, Late Alhaji Muhammad Bashir (Inuwa) Suleiman and Lauratu Muhammad, for being the best of parents, may Allah (SWT) forgive them and shower His gracious mercy on their abode. Ameen.

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ABSTRACT

The main focus of the study was to investigate the relationship between literature in English and performance in reading comprehension of SS11 students of senior secondary schools of Minjibir Education Zone, Kano State. Six (6) hypotheses were used to guide and keep the investigation in focus. The population of the study was 3,150 SS II students from 35 senior secondary schools in Minjibir Zone. The sampling technique used was that three schools that offers literature in English and the three schools that do not offer literature in English were selected. Thirty (30) students each were randomly selected from the schools that offer literature in English and those that does not offer literature in English as a subject. These schools were later named group A and group B for easy processing. The research instrument used was a qualitative and standardized tests in literature genres and in reading comprehension. These questions were intended to find out the students in-depth knowledge of literature in English and reading comprehension. Conclusively The study sample consisted of one hundred and eighty (180) SS11 students. An expo de facto study was designed in which the subjects were assigned to two groups. Group A- literature students and group B-non- literature students. Group A was given a test in drama, poetry, prose and reading comprehension (at literal, inferential, interpretative, critical and vocabulary sub-skills). The same reading comprehension was then given to group B (non- literature students).The aim was to compare the two variables (literature and reading) to observe if there is any gainful relationship between them. The findings show that students offering literature as a subject (group A) performed better in reading) comprehension test than students that do not offer literature as a subject (group B). The statistical techniques used in this study was simple percentage correlation and a t-test to measure the extent of relationship and of difference. Conclusively literature was found to be helpful and facilitative to reading comprehension. It was therefore, recommended that literature in English programme should be made mandatory for secondary schools' reading syllabus. This will lead to success in reading comprehension.

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DEFINITION OF TERMS AND ABBREVIATIONS

ANALYTIC SCORE: This means score obtainable from the separate components of the text of reading. For example prose, drama, poetry, literal, and inferential

PEER FEEDBACK/ INTERACTION: This is a checklist for providing reading, through student's peer, information on the state of student's reading skills such as comprehension of theme, literal, plot development with a view to correcting or reading the text.

ELT:	English Language Teaching
ESL:	English as a Secondary Language
J.S.S	Junior secondary School
K.E.R.D:	Kano State Educational Research Department
L2:	Second Language
NTI:	National Teachers' Institute
PPMR:	Pearson Product Moment Correlation
SSCE:	Senior Secondary Certificate Examination
SSII:	Senior Secondary Two (2)
TESL:	Teaching English as a Second Language.
WAEC:	West African Examinations Council
WASC:	West African School Certificate

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Reading comprehension is an important aspect of communication and language development skills. It is a good means of acquiring knowledge information through written English text materials. For any effective communication in English, there must be mutual interaction between students and the reading texts by negotiating meaning and understanding of the text/passage. This activity requires a good thinking process and interaction between the reader and the text. By reading comprehension levels, this study means comprehending reading at literal, inferential, interpretative and critical evaluation sub-skills.

Readers find themselves able to communicate easily with other people and greater minds that are not within the immediate environment. This exposure happens to enrich students' imagination and develops their intellectual growth rapidly. According to Alderson (1984), reading comprehension is defined as the ability to know what is being communicated through printed marks and to use the idea found therein. This has to do with using ideas or information given by the author in the text which the reader processes based on his experiential knowledge as well as the idea the author possessed (schemata). Impliedly, comprehension of any given text depends on the standard of the reader and the readability of the text.

Literature, on the other hand, is a form or an act of expression which concerns itself with not just what is expressed, but also the manner of its expression. Therefore, literature places emphasis on the aesthetic or elegance of expressions. Being one of the art subjects studied at secondary school level, literature in English is divided into genres such as prose, poetry and drama. Generally, these genres are imaginative; they are creative works imitating true life events. National Teachers Institute (N.T.I. 2007) states that literature provides the reader with a reasonable stimulus for objective critical thinking (NTI 2007 98-9). Ishola (1995) also views literature as a body of writing that shows excellence of expressions. This study on the relationship between Literature in English and reading comprehension is a response to the present reading deficiencies manifest among secondary school students in Kano State. The basic problem is the students' inability to read very well so as to comprehend the text material. This study wants to see whether exposure to copious

literature in English studies significantly improves students reading-comprehension.

Students in Kano State also portray a negative attitude to reading habit (KERD 2006). Lack of specific and effective reading lessons might have contributed to the poor reading culture among students. This study is motivated by this trend in reading. The inspiration is borne out of the need to find out the relationship between literature in English on the different components of reading comprehension. To see if the relationship could be beneficial to the second language (L2) learner in relation to competency and capacity to comprehend variable texts as reflected in literal, inferential, interpretative and critical levels.

Again, besides Federal Government colleges, private schools and colleges, only a few public schools in Kano State teach literature as a subject. These Schools include: Army Day Secondary School (A.D.S.S). Janguza (Boys), Army Day Secondary School (A.D.S.S). Bukavu (Girls), Government Secondary School (G.G.S.S). Kura, and Government Secondary School (G.S.S). Rano. At junior level, the schools include: Government Secondary School Stadium, (G. S.S). Government Girls Secondary School (G.S.S) Gwale and Government Commercial Secondary College (G.C.S.C) Airport Road offer literature as a course of study (K.E.R.D, 2009). In effect, both teachers and students tend to see literature as an advanced language learning that requires special talent.

The mass failure of senior secondary school leavers continues to soar. Public concern continues to build up on the state of Nigeria academic fortunes against the backdrop of the pursuit of excellence in human capital development. This means that a study like this must inspire and enhance reading performance of secondary school students.

According to the NECO 2009 SSCE results, only 1.80 percent of candidates that sat for the November, 2009, passed with five credits including English and mathematics. While the May/June examination recorded a paltry 10 percent success level. Concerning this trend, NECO heaps the blame on schools, parents and pupils (Weekly Trust 3/4/2010).

By implication,, students of secondary schools that are learning English as a second language (L2) are faced with the burden of finding out how expressions are used in communicative context, (Huddleston, 1984) efficient readers' knowledge can be characterized by reading fluency that forms the basis of readers' ability to produce and comprehend the literary expressions used in the passage. Indeed, this ability in the education sector is a bad

predicament. That is why parents, teachers, and even governments show their concern and dismay over the dismal performance of secondary school students in various public examinations in English, especially the Senior Secondary School Certificate Examination (S.S.C.E).

The present study investigated whether exposure to literature in English by students will have direct relationship with their reading comprehension performance. This is with a view to measuring derivable benefit to the L 2 learners.

Reading comprehension is cutting across all areas of students learning activities. One finds oneself reading even when writing; hence the WAEC Chief Examiner's Report (Nigeria) in SSCE (Nov/Dec 1992) concerning English language, said students do not portray this reading talent, especially at different levels of literal, inferential, interpretative and critical reading ability. The WAEC's comment of the areas of weakness in the essays of the candidates indicates expression as a big problem. The report concerning expression says: *major reason is that candidates do not read (WAEC report says) (WAEC 1992)*

The above report confirms the need for a study in the relationship between literature and reading.

Indeed, there are several authors that students can read and enjoy, and that can foster familiarity with reading. WAEC reports continue to suggest remedies for overcoming the above mentioned weaknesses as: *Reading, Reading and More Reading, Should Help Here as Well (WAEC 1992:3).*

This means that students should read intensively and extensively; for readers are made by reading. And reading is like an infectious disease it is caught not taught (Nuttal, 1988). The present study is further inspired by Adeyanju (1989) and Olaofe (2005) who feel that students are unable to read text with understanding and cannot write clearly because of poor reading comprehension habit.

Many studies such as Amaechi (2005), Rimintsiwa, (2001), Osundare (1995) have shown clearly the impact of literature in English on enhancing

vocabulary gain which leads to reading and writing proficiency in the target language. The result of such studies showed the impact of extensive reading on the student's ability to read complex English sentences correctly (Abdul, 2006).

In view of the above circumstances, the study was set to find out whether or not there exist a mutual and positive relationship between literature and reading comprehension. This is expected to provide basis for assessing the derivable benefits or otherwise for the improvement of reading fluency and comprehension among students. The non-challant attitude to teaching and learning of literature in English in public schools of Kano State according to Kano State Educational Resource Department (K.E.R.D, 2009) is another area of concern for the present study. To the few schools that offer the subject, teaching and learning activities were not rich enough to yield the desired objective, as most students failed reading comprehension exams as reported in the K.E.R.D annual report (2006).

1.2 Statement of the Problem

Mass failure of students in WAEC, NECO, JAMBE and IJMB indicates a great problem of inability to read with comprehension. The students have no reading habits which could have led them to success in their examinations.

Many senior students in secondary schools, colleges and even universities tend to be much slower readers than they ought to be (Widdowson 1998). Many students have no reading culture (WAEC, 1992). The inability of readers springs, fundamentally, from lack of flexibility in their approach to the range of reading materials which they encounter. This means the inability of the students to condition their reading efficiency to areas such as literal, inferencial, interpretative and critical levels. Yet some students tend to read slowly all the time, no matter what the nature of the material or their purpose in reading it. This is quite patently inefficient, not every piece of reading material, nor every purpose in reading, require a slow, ponderous approach.

As far as reading comprehension and fluency is concerned, reading among secondary school students is very poor. Many students cannot read text

books fluently not to talk of comprehending the content read (Williams, 1998). This is because there are no diverse reading materials at the disposal of the learner. This is a great obstacle to teaching and learning situations. The situation makes students to feel reluctant to read which may result in mass failure in the final examinations; a case that is currently being experienced in Minjibir Education Zone.

Indeed, fluent reading would be impossible if the reader is unable to read and interpret with clarity the used images, devices and figures of speech. Learners also found some difficulties in differentiating the main ideas from relevant and irrelevant ones. Inadequate vocabulary for adequate comprehension is another problem this study investigated. WAEC Chief Examiners' Report (1995) stated that the reason for mass failure is the fact that students do not read and could not read and understand even examination instructions. Nowadays, no prominence is given to reading skills, and literature in English has no place in the time-table of many of public schools of Minjibir zone in particular and Kano State in general. This is shown in K.E.R.D report (2009), which indicates that only five schools offer literature as subject in Senior Secondary Schools

The study was set to find out the relationship between literature in English and reading comprehension performance among senior Secondary School Students in Minibir Education Zone. This was with a view to enhance students reading comprehension.

1.3 Research Questions

In the light of the above broad-questions, the following questions are raised in order to find the relationship between literature in English and reading comprehension performance.

1. What is the relationship between literature in English and students' performance in reading for literal meaning?
2. What is the relationship between literature in English and students' performance in reading for inference?
3. What is the relationship between literature in English and students' performance in reading for interpretation?

4. What is the relationship between literature in English and students' performance in reading for critical evaluation?
5. What is the relationship between literature in English and students' performance in the vocabulary component of reading comprehension?
6. Is there any difference between students with literature in English and those without their performance in reading comprehension?

1.4 Research Hypotheses

The hypotheses of this study are in a null form. These are presented as:

1. There is no significant relationship between literature in English and students' performance in reading for literal meaning.
2. There is no significant relationship between literature in English and students' performance in students' performance in reading for inference.
3. There is no significant relationship between literature in English and students' performance in reading for interpretation.
4. There is no significant relationship between literature in English and students' performance in reading for critical evaluation.
5. There is no significant relationship between literature and students' performance in the vocabulary development of reading comprehension.
6. There is no significant difference between students' with literature in English and those without literature in their performance in reading comprehension.

1.5 Objective of the Study

In broad terms, the objective of the study was to investigate the relationship between literature in English and performance in reading comprehension sub-skills among Senior Secondary School students in Kano State. Thus, the study was set to:

- (a) Investigate the relationship between literature in English and Students ability in reading for literal meaning
- (b) Find out the relationship between literature in English and students ability in reading for inference
- (c) Find out the relationship between literature in English and students ability in reading for interpretation

- (d) Investigate the relationship between literature in English and students ability in reading for critical evaluation
- (e) Identify how literature in English and mastery of vocabulary relate.

1.6 Significance of the Study

This study could be of great importance to students, teachers of literature in English, educational administrators, examination bodies and even parents. Students' reading comprehension skills at secondary school level could be developed through suggestions that could be made for developing reading comprehension. Effectively, it is hoped that this study would contribute to knowledge especially in teaching and learning of reading comprehension.

The study could equally be of importance to teachers of literature in English and English language teachers since it could suggest ways of selecting the most appropriate instructional options for teaching literature. The study could also be of importance to authors of English and literature in English texts. This is because it could assist in designing ways of improving reading, comprehension strategies and performance development.

Another area of significance is the curriculum development. It could help in providing reading diagnosis, development, support and remediation which can influence curriculum choices.

1.7 Basic Assumptions

In this study, the following basic assumptions are made:

- (a) Literature in English studies can elicit awareness and competence in reading comprehension.
- (b) Reading comprehension is independent as literature in English with regards to reading proficiency.
- (c) Literature in English awareness can be the basis for selecting reading comprehension materials.
- (d) Senior secondary students' reading comprehension performance is generally good.

1.8 Scope and Delimitation of the Study

The scope of this study covered only schools in Minjibir Education Zone leaving the other Zones in Kano state. The schools were chosen because they comprise different students (males and females) from different parts of the State and with different backgrounds.

The study was also limited to finding out the relationship between literature in English and reading comprehension among Senior Secondary School students leaving out other language sub-skills such as reading speed.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed literature related to the study in the following order. The concept of literature in English, literature and performance, literature and reading comprehension performance, literature and reading for literal comprehension, literature and reading for inferences, literature and reading for interpretation, literature and reading for critical evaluation and literature and reading for vocabulary development. Previous studies on the relationship between literature in English and reading comprehension had been undertaken. Furthermore, research in such areas as: literature and vocabulary development, children literature, and the effect of extensive reading has also been carried out.

2.2 The Concept of Literature in English

According to Roberts (1998), every learner enters the language lesson with the prior knowledge known as the schemata. This schema (of literary awareness) tends to facilitate the teaching learning situations. Therefore even the word “literature” is an offshoot of the word “literate” which means ‘able to read and write’. In this sense literature can be used to describe all printed materials which give instructions, information, knowledge et cetera (Amaechi, 2005:1).

However, as a field of study, literature is a form or an act of expression and thus it concerns itself with not just what is expected, but also the manner of its expression. Thus, literature places emphasis on aesthetic or elegance of expressions. As one of the art subject studied at secondary schools level, literature studies, such works as come under the heading of prose, poetry and drama called genres, has an artistic significance. These literary genres can be further broken down as: poetry which constitutes elements like character development, diction, devices, theme, plot, and style. Prose also has characterization, diction, theme, plot, and style and drama also has theme, plot, character and dramatic effect. These literary elements are the very points from which literary appreciations are made.

Generally, these genres (prose, poetry and drama) are imaginative, they are creative works imitating true life events for the dual dimensional purpose of imparting

literature knowledge to learners as to reinforce their view of life and to provide them with reasonable stimulus for objective thinking (NTI, 2007: 98-9).

Ishola (1995) is also of the view that literature is a body of writing that shows excellence of expressions. A classical example of (literary expressions in both genres) a body established for making prescriptive statements of the Greek orators. Its main purpose is to acquire enough vocabulary for elegant oration. This could mean that literature is the study of how speech expressions found in stories could be said to sharpen learners' prior experience.

Even though all creative works set out to tell stories, their modes of delivery are not the same and that is why the genres are different from one another. This logically means that the three genres of literature (prose, poetry and drama) could not be taught using the same method.

Relatively, the prose genre has a remarkable feature of length as above one can find in the other two genres, (i.e. poetry and drama). All the same reading comprehension texts needs to be brief in order to motivate the students. The teacher's stories could be told in episodes or chapters, after the plot has been narrated in the first place. Another level of prose (literature) is folktales which are good materials in that they are documented works of folklores that students are familiar with or they have heard about.

This study maintains that literature (i.e prosaic, poetic and drama) competence deals with the knowledge of the target language styles and the appreciation or analytical knowledge. This is crucial because one's fluency in the language determines one's perceptions and ability to accept or reject a point. Oculi (1987) said the three genres of literature (drama, prose and poetry) have the potentialities of developing the imaginative capacities of the learners as well as originality and fluency of thought and expression. However, learners used to be scared of reading literature or literary materials because the text contained images, symbolisms and figurative expressions and these elements constitute a knowledge of it self which is a pre-requisite for understanding any literary materials.

The framework within which this study centers claim is that there are two major components which are said to be scaring readers as opined by Carter, and Burton, (1982).

1. Literary competence/awareness
2. Images, symbolism and figurative competence

In a relative discussion of communicative competence, Adeyanju (1989) says that one important indication of one's mastery of a language is ability to communicate effectively in the language. And in order to be able to do this, one should master the basic language skills, namely, listening, speaking, reading and writing.

Williams (1990) indicates that passages normally presented for reading comprehension exercise are selected not so much for their aesthetic literary value as for their usefulness in enabling the teacher to solicit answer to questions related to factual or inferential meaning (1990:259). Here Williams (1990) could be perceived to be concerned with the quality of the literature selected. Therefore, the literature taught in schools does not have to be great literature, in the classical sense of the term. This is because supplementary texts also qualify as literature, without having to include the classical sense of the term. Williams (1990) said the basic work of literature in the reading comprehension material is that it sets out the potential of the language in its variety of syntax and its richness of vocabulary. Literature here is seen as providing additional material for the reading lesson. Such passages may be an excerpt from *Camera Layes African Child*, Chinua Achebe's *Things Fall Apart*, George Orwell's *Animal farm* or Olaofe & Masembe's Reading in *Advanced, Tertiary and University Second Language Contexts*, (A Clause Relational Approach). It may be used to sharpen the students' reading skills with respect to following structure and development of passage, deciphering the meanings of words with local colour through contextual clues or simply grasping the main point from the variety of imagery and illustrations in the passage. In the present study, the concepts of literature that are expected to influence reading comprehension are literal, inferential, interpretative and critical levels.

2.3 Literature in English and Reading Comprehension

According to Challot (1975) literature has come to mean several things and to some people like teachers, students and L2 learners, it is "a tool for the literate to express their cultural heritage" (Challot 1975:256). To others, literature means an "appreciation of themes, plot, styles and message (Amaechi, 2005). While to a few literature is a "political document of protest against colonialism, imperialism and

apartheid” (Oyeleye 2003: 127). But Williams (1990:56) sees literature as that art that “organize language in the most exemplary fashion.”

Osundare (1995) and Schmitt (1994) state that when a reader of literature examines closely, the writer’s use of languages may help one to see language in its most powerful form. This is because literature is an area, which demonstrates language at work. By implication a literature teacher who knows the performance of students in reading comprehension, would be interested to ask such questions as: why do students read without understanding? ‘What factors are responsible for such reading performance?’ how could teachers help students to overcome such weakness? Result of such a study as this will answer these disturbing questions. Teachers would be resourceful enough to improve curriculum and method. One of the operational definitions of reading comprehension stated earlier in this study maintained that it is the means of acquiring information through books. A student may read with understanding to communicate with writers that are not within the immediate environment. Yerima (2001) says such students get in contact mentally with people, places and ideas through reading. This tends to enrich the students and develop the students’ intellectual growth quickly (Awobode, 1983; Virginia, 1988; Kure, 2004). The ability to comprehend what one reads is very important but the act of struggling to understand every bit and all kinds of materials is equally not a good way to apply ones knowledge. However, Aliyu (2001), Auwal (2005), Aina (1977), and Nuttal (1987) see reading as a complex psycholinguistic process, which involves mastery of the language signals; words, sentences and psychological factors; readiness, motivation and interest.

Indeed, this study sees reading competence and performance as the ability of the reader to show analytical reasoning of a given text. Here, the students pay more attention to what is read following the episode in the text. The reader interacts with issues in mind while reading them (Olaofe, 1998 and 2005). Hence, reading competence is the ability to read critically, creatively and efficiently. A competent reader must have read many literary materials. The reader should understand the literary expressions and their meanings sequence of events, restate events, answer direct questions, infer deeper meaning and even understands the difference between the main ideas and supportive ideas (Williams 1990:268-9).

Adeyanju (1987) says the skills of intensive and extensive reading can be developed through literature. The extensive reading which literature encourages stimulates students reading efficiency. The present study would find out the viability of this assertion.

Indeed, reading is a vital medium for learning in any academic level in Nigeria (Olaofe, 1992 and 2005). This indicates that the learner who cannot read and comprehend cannot learn properly. Interactive and extensive literary reading activities may help the learner in comprehension and interpretation of literary and non-literary materials (Tylor, 1981).

Competency in literary studies and reading comprehension are twin proficiency levels in language learning theory. This can be seen in such a manner that competency in literary studies is gotten from sufficient comprehension of reading materials. This statement coincidentally agrees with WAEC (1992), Wainright (1968), Nuttal (1988) and Williams (1990), which says that “one learns to read by reading.” No matter the literary reading activity carried out, the desired information may still be obtained, and reader’s linguistic power may increase. In the same vein, Tudor and Hafiz (1989) note that “a higher reading rate with no loss of comprehension could help” in achieving meaning (1989:78).

This research, would investigate the students reading performance through correlations between aspects of literature and some aspect of reading comprehension. Here, the study takes exception of Street, (1984) idea which said that for students to be versatile in the knowledge of the world view, they need to read as many varied story books as possible irrespective of themes and socio-cultural background. This is because literature is an extensive area enough for reading activity. These may include stories, plays and poems that relate to several works of life, ranging from real life stories to fiction. Alderson (1984) Adeyanju (1989) and Gwing (1990) attributed great importance to wide literary reading to the extent that reading ability is all that is needed by learners of English. Reading is an active process; it is a language process where the reader and the author must have knowledge about language (Bright et al 1970; Hymes 1971; and Grellet 1981).

Essentially reading performance can be referred to as the standard of success achieved in reading comprehension by someone. The concept “performance” as far as

this study is concerned is elicited and observed by comparing the criteria to be set. Indeed, through literature study, the second language learner can internalize and consciously adopt the rhythms of natural speech (as in drama), economy and richness of diction, (as in poetry), rhetorical and organizational devices (as in prose). Even for the native speaker, Mazrui (2004) and Kintsch and Yarbrough (1982) maintained that the reading of literature provides examples of expression of thought that can be committed to memory and used as models.

From the foregoing, it is evidently clear that images, figures of speech, symbolism, and other literary devices are the basic problems found in any literary reading comprehension exercise which tends to scare students. A possible remedy to this problem of literary aspects is to inculcate a reading activities to the students, since readers are made by reading (Stanoivch, 1992).

2.4. Literature in English and Levels of Reading Comprehension

Williams (1990) holds the view that reading comprehension levels (literal, inferential, interpretative and critical) are the basic factors of interpretive ability. In the same vein, Rimintsiwa (2001:25) claims that “literature is a highly specialized register of language,” and comprehension of literature demands the ability to integrate lexical and grammatical information in order to graph meaning. This is especially in the case with poetry where words and structures are used in particular ways. If a reader fails to grasp the plain sense and implied meaning in literature, his attempts at critical analysis becomes worthless.

Since interpretation goes beyond mere recognition of literary meaning, evaluation of the readers’ responses should focus on his ability to make explicit analysis of the authors’ method including plot mechanisms, characterization, language and style. The reader should also be observed on his ability to analyze literary content (theme), mood, and development of ideas, narrative point of view, moral and cultural attitude. It is possible to observe skills of analysis by means of oral test practical questions, but short answer and easy questions are more suitable (Williams1990). Floyd (1984) also reiterates that literary knowledge is important in many ways. Again Pattern (2002) opines that the interpretation and comprehension of literary and non-literary texts sometimes depend on the literary knowledge of the reader.

The essence of reading is to understand. It is a process of establishing bridges or cordial relationship between the known and the unknown. If the reader understood a text very well could answer questions about it or can produce a gist of it in form of a written or spoken summary. Stern (1983) said the reader can demonstrate the knowledge of the text by supplying missing words, as in clozed test even while reading. Reading cannot be explained without the element of comprehension, as comprehension is the object and essence of reading for academic purpose (Spratt, 1994). Van Dijk (1977) in a related study highlighted three levels of task involved in any comprehension. They are literal or factual (understanding words and sentences), inferential level (comprehending relationship) of ideas implied not explicitly stated – literary expressions and devices and finally conjural level (using the writer's ideas as a basis for projecting new ideas). All these three levels would be embedded in this study as the task relates to comprehension through rigorous and extensive literary reading activity. Also authors like Solarin (1989); Gregory and Carrell (1978); Savignon (1983), Canale and Swain (1980), and Onyewotu (1991), hold the opinion that students can read on three levels, literal, inferential and applicative levels. Through diagnosis of reading comprehension, one can generate inferences about the quality of students reading ability. However, the simple way to understand reading comprehension is to realize that a reader can read the line; (2) read between the line; (3) read beyond the lines (McCarthy 1998 and 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 which leads to 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 material within instructional reading level is read. It is what can be verified by referring directly to what the author has stated; there is no guess work involved. Literal comprehension is sometimes call factual recall.

Whereas, inferential comprehension is based on one's interpretation of the facts, that are presented. In a 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 outrightly. Indeed, students need to read on inferential level if they are to identify the important concepts in the passage (Mcquillan 1994; McCarthy 2000 and Nuttal 1998).

The third comprehension level constitutes one of the ultimate purposes of reading is to be able to apply what is learned through reading. When a student comprehend on the applicative level, such a student is far more likely to remember the material because the material makes greater meaning for that student than for one who cannot apply the message of the text.

Onyi (1996) confirmed this by saying that people generally remember 90% of what they say as they do a thing. Also a Chinese saying goes “I do; I understand”.

However, Olaofe (1998), and Onyewotu (1991) hold a slightly different view of the comprehension level. Reading comprehension is dependent upon the students and the readability of the text. It is the extent to which effective communication exist between the text and the reader. Three levels of reading were propounded by this school of thought;

- (i) Frustration level
- (ii) Instructional level
- (iii) Independent level

This school of thought exclaimed that each of these levels is determined by the reading ability of the student.

The frustration level portrays the category of students who find reading a very difficult task because the literary expressions and other linguistic items used are complex. Readers in this category could not understand what the author of a given text is trying to convey.

Whereas, at the instruction level, students can get some sense out of the reading passage but need the help of the language teacher. But at independent level, students, can get the message independently, (Olaofe 1993). In this category, students tend to be conversant with the dictions, expressions and other devices used in the passage.

Literature studies can assist immensely in correcting reading at frustration instructional and independent levels. The present study will confirm or disconfirm this claim at the later stage. However, at the frustration level, reading is said to be

facilitated with the help of the teacher. Here the teacher should make a suitable selection of the reading materials for the learner. The reading texts are simple with appealing experience commensurate with that of the learner/reader. Literature being very robust in content, can provide a multiple of interesting experiences that ran from love, fun, wit and adventure.

Literature studies may assist so much in reading at the instructional level. For a successful instructional reading programme, there must contain relevant reading materials for the instruction. Also the instruction should be mapped out according to difficulty level of the reader. This will ensure positive progress of reading at this level. Because of the reader is perceived to get the message after reading a material without the help of the teacher, i.e. at independent level. The positive activities carried out by the teacher in the previous levels, (frustration and instructional), allows the reader to get the message without the help of the teacher. At independent level, the reader has undergone series of reading programmes which polish him with ability to interpret the literary text item meaningfully. At this level of reading, the students are conversant with the vocabulary and other literary devices used in the passage. This study would borrow Olaofe's reading process model (frustration, instruction independent levels) in analyzing the subjects reading performance.

2.5. Literature in English and Reading for Literal Comprehension

Literal comprehension is to be able to derive surface meaning, locate ideals, information etc. from the text

According to Grellet (1981), Olaofe (1983), Wallace (1980), reading for literal comprehension requires the knowledge that the learners acquired from the text which does not apply to the knowledge and experience of the reader. In this case, the reader is confined to comprehend the author's message independently and to be able to answer comprehension questions based on the passage.

In this research, the students would be made to read hard and wide as possible, since secondary scholars ought to have had the experience of reading extensively. This idea has been supported by Lawal (1985), and Yarima (2001), that extensive reading should start at the early stage of junior secondary school to prepare students for a life long habit of wide reading. At secondary school level, students' understanding of literary meaning of a reading comprehension is evaluated through

one's ability to grasp lexical, grammatical meanings, and one's ability to answer direct reference questions plus making factual restatement. To measure up well, the reader is sometimes required to 'ponder' for meaning of the text. In this case students' understanding of figurative usage is required (Amaechi 2005:36). This is an essential component of reading ability. Words in English are often used figuratively, rather than ordinary denotations. All the three genres of literature (Drama, poetry and prose) are rich with figurative usage. Not only literary genres but also every day usage is replete with figures of speech. "Olu has kicked the bucket;" "the man is taller than the cocoa House in Ibadan;" and "Bouncing baby boy". Such expressions are examples of metaphor, hyperbole and alliteration. Idioms and collocations, with deeper embedded metaphors, create the most difficult problems for second language acquisition. In fact the knowledge of literature would open up the learners ability to interact with these figure of speeches.

In a research, Carrel (1983), in Alderson (1986), said that emphasis on reading to answer comprehension questions is meant to test students' understanding of the surface details and the learner's ability to predict and negotiate meaning (Anderson 1986:26). However, it is the intention of this study to test students on comprehension of reading texts and the three genres of literature. And the question items are designed to elicit the ability understand a given reading text from the reader as able to locates episodes, events, characters, information, surface meaning, ideas, synopsis from literature enables training in literal meaning. This is really against the idea of Carrel (1983) which emphasized the understanding of the surface details.

2.6. Literature in English and Reading for Inferences

One of the main concerns in the language class is the development of the learner's ability to communicate personal ideas (Williams 1990:253). In the literature class, it is the communication of an author's ideas that is the main focus of attention. The major aim of literature is to enable the students to share the imaginative life of the author which request inferencing. The student's own expression of ideas is essentially a reaction gotten from the interaction with the text which could allow for inferences from the text.

Williams (1990) has asserted that the highest aim of a language learner should be "response sophistication" defined as originality of inferences, in which the reader

illuminates the authors meaning by associating relevant experiences with characters, events, ideas or situations in literature(Williams1990:260).This study find Williams (1990) assertion relevant to its questions on relationship between literature and reading comprehension. Since literature has a specialized register its comprehension demands the ability to integrate lexical and grammatical information in order to infer meaning of the text.

According to Wainright (1968), Lunzer and Gardner (1979), and Meek (1982), every reader should read with a view to be able to infer meanings. The reader has to watch out for ideas not directly stated but implied for a proper inference. The reader here has to concentrate on the central ideas rather than bothering oneself with individual words (Umolu, 1990; and Yani 2001).

The problem of inference arises continually as there is no limit to which the writer expects the reader to infer. Thus, a reader could be cautious and use common sense to take the whole context of the text into consideration. The reader could achieve this skill by noting down any difficult word during the reading activity, then continue with the reading and infer its meaning from the way it is used in the text. In this way, the reader knows when the writer says one thing and means another or when one does not say something and yet means it. Some reading texts are intelligently written to capture mighty ideas. Here only a very good reader is able to capture the idea and critic with something new and valuable inference. Indeed, reading for inference is a means of producing faster and efficient readers. It requires a critical reading rather than a general cursory exercise (Olaofe 1983 and 1995). By inferring in reading text, a reader is trying to find out the hidden meaning from the text (Clarke 1989, Krashen 1993 and Grellet 1981). Grellet (1981:166) for instance, define inference or inferring to mean “Making use of syntactic, logical and cultural clues to discover the meaning of the unknown elements.” According to 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 (1981) suggested that the reader must lang. look for clues from the following three places:

- i. The syntax of the text – sentences, relationships among the words and the pattern of sentences and clauses, the word form part of the syntax of the text,

- ii. Logical clues – the pattern of development of thinking or through process, the occurrence of events, and the under laying information, and
- iii. Cultural clues – the personal experience, the previous knowledge of the topic that the reader brings to the text. Here students can be guided to infer meaning from a previously learned but incomplete words during a pre-reading activity.

Also, unfamiliar words can be searched through their forms; (Goodman 1977; Jordan 2004; and Adeniran (1995). The structure of a given expression and words used in the passage signal relationship among key words in the text and determines subtle meanings.

According to Nuttal (1989); Ruddell (1994), Barry (1995), inference can be made from the text with enough clues. An experienced reader learn from the reading the meaning of a great many words and expressions without checking them up from the dictionary. They make use of context in which the words or expressions occurred to give a rough idea of its meanings. In the same vein, Carsch (1989) viewed that “meaning became a little more precise with a regular subsequent occurrence” of such words and expressions. But “if the proportion of new words in the text is high, the accumulation of difficulty may be too great for inference to be drawn” (p: 165). By reading for inferences the author expects the readers to draw some integral part of the message being conveyed. For inference to have any substance, students must be able to specify:

- a) the tacit contrast people have with each other (readers and writers as in Grice’s co-operative principles, (Cooke, 1994);
- b) where these contrast lead to, and
- c) the way the readers actually apply the contrasts in drawing authorized inferences.

Indeed, all (a-c) re-affirm how much of comprehension is problem solving of the most sophisticated kind. It demands an extensive use of the general knowledge of literary studies, such as prose, poetry and drama to permit for many subtle judgment about the circumstances presented in the text.

By implication, literature, aspects as literal, interpretative, critical and reading for inference in the area of appreciation or answering inferential questions require the

same ability in the appreciation of a literary text, as well as in attempting questions on inference (Nuttal, 1989).

Questions for inferences are those that ask the students to read between the lines, to consider what is implied but not explicitly stated.(Wainright, 1968 and Smith 1986). According to Nuttal (1989) inferential questions are relatively more difficult than the ones of literal comprehension. Students have to understand the text well enough to work out its implications before attempting these types of questions. This aspect can be acquired possibly by engaging students to read prose works and draw references from such reading. In the same way Williams (1990) says that in the appreciation of any given genre of literature, the reader must infer intellectually to perceive the text and interpret it. (Amaechi 2005) The present study would confirm or disconfirm the claim.

2.7. Literature in English and Reading for Interpretation

The introspective style of questioning is very much in asking the reader to state personal thoughts and feelings about a literary work/expression. What reminds the reader of, whether the reader agrees with its moral bases, whether interesting or boring or a worth experience. For questions that require re-interpretation, students are required to obtain literal information from various parts of the text and put it together or to re-interpret information. Of course, literal comprehension is an essential preliminary to any work on a text. Such questions according to Nuttal (1988:65) “force the reader to think about not just what the writer has written, but how he has written it.” Therefore, levels of reading comprehension (literal, inferential, and critical) are the basic factors of interpretative ability. Since literature is a highly specialized register of language, comprehension of literature demands the ability to integrate lexical and grammatical information in order to grasp meaning. Hence, according to Gooshing (1997), Idris (1994) and Bloor and Bloor (1995), a text is a linguistic form of social interaction. It is the core of reading passage, a means through which message is transmitted from the writer to the reader.

Reading texts differ in their structure (Sinclair 1990:67). To Sinclair, some texts are organized in the chronological order of events. Another text may outline a problem then solve it (problem solving text). Others may use cause and effect, or classification. All of the above constitute the major components of the reading text.

The linguistic devices that create links across sentence boundaries, pair and chain together items that are related have to be interpreted and make sense.

Indeed, good readers may comprehend the texts they read through situation of the text. Such readers use to find out that some shower of rain after the hardships in the story. Here the reader is made to know that rain toward the end of the story means “relief” while other difficulties in stories may be seen in the way events are situated. The reader here has to be able to interpret all aspects, symbol and images used in the text, for the reader to achieve comprehension. This is an act of interpretation that depends as much on what readers bring to the text (Widdowson, 1983, Williams, 1990, Edinger 2001 and Yani, 2001).

Abdullahi (1992), Williams (1990), and McCarthy (1991), in a similar view, stress that there is a mental activity involved in the analysis of text interpretation called “Procedural Approach”. The approach stresses the role of the readers in actively building the world of reading text, based on their experience of the world and events as shown in Hafiz and Tudor (1989), and McCarthy (1991). To expatiate, the reader has to activate such knowledge to make inferences and interpretation in the light of the situation and the goals of the text as rightly perceived by the reader. But Olaofe (1998) was of the view that the reader should be actively involved and very often has to work to get the meaning or interpret the concept out.

According to William (1998), a sophisticated reader is able to suspend purely personal judgment, and to distinguish between personal opinion and that of the author. The reader is not indeed devoid of emotional reactions; but simply does not allow them to interfere with ones attempts at interpretation.

In drama, the writer uses words to depict the visual images in a given passage. Questions on such a passage would therefore be concerned with whether the student:

- i. understands, precisely, what it is that is being described.
- ii. interprets the atmosphere created, and
- iii. assesses the effectiveness of the writer’s description.

The ultimate test of comprehension (of drama) would be to have the students translate the description into a real stage setting (Williams 1998:262). Williams (1998) also view that interpretation in literature goes beyond mere recognition of literary meaning, evaluation of the reader’s responses. It involves one’s ability to

make explicit analysis of the author's method, including plot mechanism, characterization, language and style. The reader should be assessed based on the ability to analyse literary content (theme, mood, development of ideas; narrative point of view, moral and cultural attitudes). It is possible to assess skills of analysis by means of objective multiple choice questions but short answer and essay questions are more suitable (Williams 1998:278).

This study finds it convenient to use the short answer and essay questions in the process of finding the relationship that exist between literature and reading comprehension.

Williams (1998) suggested that at the end of a reading exercise, the reader should:

- i. have full understanding of what was read;
- ii. appreciate the significance of the setting in which the passage took place;
- iii. be able to comment adequately on the motives and behaviour of the characters involved;
- iv. comprehend the theme of passage or poem with respect to issue raised;
- v. have an understanding of the author's mood, point of view, and purpose in writing the piece;
- vi. have some awareness of how the passage developed and organized;
- vii. appreciate the stylistic devices (language, imagery, etc) used by the author; and
- viii. be able to attempt an evaluation of the literary worth of the piece as far as content and style are concerned.

All the above suggestions could be applied to literature reading and reading comprehension by this study to confirm the possibility or otherwise of the relationship between the two concepts. Hence, this study is adopting Williams (1998) scale for assessment of interpretation of literature for easier measuring of the degree of understanding and relationship.

Students who show competence in use of language in literature essays should therefore be rewarded accordingly; those whose essays are marred by unintelligent errors would be penalized or rewarded accordingly. Therefore, this study will adopt Williams' (1998) scale for assessment of three levels of reading comprehension in order to find the students comprehension performance in these levels.

2.8. Literature in English and Reading for Critical Evaluation

Literal comprehension can be seen in literary appreciation where students make conscious attempt to read and understand a literary work and find out whether it is good or bad. As for the purpose of literal comprehension in literature, the reader enters the world of a literary artist successfully. This activity allows the reader to integrate and involve oneself in the thought or feelings of the artist (Rimintsiwa, 2001). This also allows the reader to be able to read and interpret the authors mind impartially as presented in the text so as to understand and arrive at better evaluation of the text.

The aim in studying a novel or a short story is to sharpen the reader's awareness of life and to enable students share critically the imaginative experience of the author. Indeed, critical reading requires the reader's accurate knowledge and understanding of what the author says in the text. The reader must be critical while studying a text. It is very easy to think of the text saying one thing when it actually says something else as opined by Aboderin & Dele(1981) and Oyetunde (1991). Only a critical reader would be able to identify or separate facts from opinion or even personal opinion. Before a reader can get the meaning as conveyed, it requires a great deal of critical thinking and evaluation of the text. Therefore, poor readers most often could not understand, detect or classify ideas in the content of the text (Corcoron and Evans 1987, Krashen 1993 and Emenyonu, 1983).

According to Olaofe (1998), Aliyu (1998), Olaofe (1983) and Solarin (1986), an active reader reads ideas not words; interact with the writer rather than accept everything the writer says. This is indeed the attribute of a competent reader. It is the interest of this study to see that students became able to analyze the language, the style, ideas, facts and opinion of an author. And there are many literature texts that task readers for a critical evaluation of the text. Infact to do this requires maturity in reading not just being fast or being slow but being able to apply the right reading skills for the right kind of materials.

Olaofe (1998) asserts that ability to read critically requires highly developed cognitive skills like drawing inferences, making judgment, and evaluating the validity of the writers' ideas as analytic reading. This is because analytical reading is intensely an active process that involves literal understanding and the ability to interpret what

the writer means. The reader must scrutinize a given text for the author's intended message, until then learning is said to have been effectively achieved.

Solarin (1986: 158) maintains that detection in a text only "occur through reflecting upon and reacting to what has been said". This study looks at the reflection and reaction, as a search for meaning, which are the ways for analytical reading. The key to any analytical reading is asking questions and the student who promptly seeks application in reading is one who learns to read critically. In a nutshell, critical/analytical comprehension involves listening to explicit stated points, and using these points and the context and other discourse situations not stated. Such covert meanings could be the speakers' bias, personal opinion or propaganda, (Hiebert, 2005). Similarly, Nuttal (1989) opines that finding answers to comprehension questions entails close reading and full comprehension. Inferential questions, of any level of comprehension investigate the student's competence in connecting some ideas that hide in the text. It makes the students to read between, and beyond the lines in order to comprehend. These make students to infer in questions such as: what will happen if ..., why not ..., or why? (Onyi, 1996; Onuigbo, 1990; Vankur, 1985). Such questions of inferential comprehension require answers based on the text and the schema of the reader.

Questions for critical evaluation of a text are structured to require answers based on the text, the reader's knowledge of the world (schemata) and on his judgments as:

Did you enjoy the story?

What reason ...?

Is it true that?

Why do you think?

Is the issue raised an opinion or a fact ...?

It is the form of comprehension that determines the question techniques.

Reading comprehension examination questions of this type demand answers based on the text only. Herman, et al (1993), Nuttal (1989) and Onyewotu (1991) are of the view that reading to write out answers to comprehension questions are meant specifically to give students strategies for handling texts. Such strategies tend to help

readers understand one particular text. Amaechi (2005) gave three basic questions that usually come into focus when a piece of literary work is to be appreciated. These are:

- i) what is the writer telling the reader? (theme)
- ii) how is the writer expressing himself or herself? (style)
- iii) what is the relationship between the subject matter and style? and
- iv) how has style helped or hindered the subject matter? (Personal judgment).

These three points theme, style, and personal judgment must be treated when appreciating or criticizing, literary work. Likewise, the same points were considered in the assessment process of critical evaluation of any reading comprehension text.

2.9. Literature in English and Reading for Vocabulary Development.

According to Widdowson, (1976), and Ruddel, (1994), words in English enjoy various forms or relationship with one another in achieving meaning and in gaining some nuances of language. In any works of art diction is the Vocabulary of the author. It is the manner of expressing one's ideas using words (Amaechi, 2005). Literature has served a tremendous purpose of improving the linguistic armoury of the reader. Some figures of speech were expressed in single or double works. Antithesis, for instance, is a figure of speech whereby a word in a statement may be used to contrast the whole statement. For example "poverty is the fruit of all goodness, and money, is the root of all evils". There are contradictory ideas which are placed together. One may ask; as good as money is, how can it be the root of all evils? Again, how can "poverty," a state of squalor be the root of goodness? Thus antithesis used to express one idea which is usually balance up by another equally opposite idea. A reader of literature books will come across many figures of speeches like the one discussed above. At the end the readers' mind, perception is blown and exposed to many words which could boost his vocabulary.

Reading for word expression of meaning involves communicative interaction between the reader and the text. Indeed, Olaofe and Masembe, (2005) hold the view that to identify meaning of words in a passage, one has to follow the text as it is the provider of direction to the reader as to how one should retrieve previous acquired knowledge. That "the words of the text evoke in the reader the associated concepts". Bright and McGregor, (1970), Norris and Ortega, (2000) and Olaofe, (2005) were of

the view that every experienced reader search for semantic relationship implied between the sentences that are next to each other in the structure.

However, Tsiga (2001) viewed that the reader who concentrate on identifying every word correctly will be unable to get meaning unless the reader is familiar with the material, and this depends crucially on, two things- the readers knowledge or Schemata and his purpose. As the writer encodes the meaning which the reader decodes (Onyi, 1996), the interactive approach to L2 learning emphasizes that meanings is created or spotted through the interaction of the reader with the text.

Hence, the relationship that exists between literature and reading for vocabulary development can be seen in the rich diction of a literature resource. This can be traced in any will composed or written literary material. The words used in their rhetoric and poetic expressions are good providence. A wise saying goes: the more one reads, the more vocabulary he acquires and the more vocabulary a student acquires the better he express oneself, be it in speech or writing.

2.10 Aspects of literature in English that can enhance Reading Comprehension

The following are the aspects of literature in English that are good virtues that could aid reading comprehension.

- While literature in English is a rich work of art of a language, reading comprehension is the ultimate goal of any literary work of art.
- Literature in English encourages interactive communication, reading comprehension is gotten through interactive process.
- As literature in English concerns about people and events, so is reading comprehension as it enlightens people of events.
- A good literature in English text is one that can withstand the test of reading comprehension levels (Tsiga,2001).

Both literature in English and reading comprehension employ analysis and evaluation of literary method – including plot mechanisms, characterization and stylistic devices.

Literature in English and reading also use response sophistication as a measure for assessment of interpretation. This is to say that both literature in English and reading comprehension require freshness and originality of response, in which the

reader illuminates the author's meaning by associating relevant experiences with characters, ideas, events, or situations in a literary work.

2.11. Aspect of poetry and its relationship with reading comprehension.

The purpose of appreciating a work of art is to enter the world of a literary artists successfully, to integrate and involve oneself in his thought or feelings and to be able to read his mind impartially as presented in his work so as to understand and arrive at a just assessment of a given work of art (Abdullahi,1992).

According to Amacchi (2005), poetry can be described as a literary composition characterized by the presence of themes, plot, characterization, diction and style, devices and dramatic effects (which includes imagination emotion, sense of impression etc). However, poems are often described in accordance with their forms and content. Indeed, there are poems that usually express personal feeling of the poet and some tells a story. The study found this explanation as convenient for correlation of poetry and reading comprehension. The relationship can be seen in the sense that poetry can withstand the test of reading. This means poetry texts are meant to be read with comprehension. NTI (2009) said that the aspects of poetry such as theme, plots, characterization e.t.c. are there to process reading comprehension. These aspects are the medium through which we acquire new information, analyze ideas and evaluate them.

Reading according to Olaofe et al (2007) is perceived to involve parallel and simultaneous processing of all sources of information. Relatively little is known about the sources of information that can enhance reading comprehension. For instance in poetry theme, plots, characterization and other language devices help the reader to comprehend literal, inferential, interpretative, critical and vocabulary aspects of

reading comprehension. By the end of this research work we should be able to confirm or disconfirm the above views.

2.12. Aspects of Prose and its Relationship with Reading Comprehension

Tylor, (1981) and Rimintsiwa, (2001) were of the view that the prose genre of literature can be correlated with reading comprehension activity. The defense of these authors concerning a correlation between aspects of prose and that of reading is their essence or importance

Aspects of prose work include, theme, plot, characterization, diction-style, device-dramatic effect. These aspects are found in stories and many reading texts. The above aspects are the power-points in literary appreciation. Texts are analyzed according to these aspects for better comprehension. As for Amaechi (2005) prose may be said to be every day language which has been represented or transformed into writing. This view agreed with that of Taylor (1981) and Rimintsiwa (2001), who opined that the aspect of prose could be used to analyze reading comprehension. If these variables such literary aspects can be measured with reading comprehension levels, then one may be able to know this extent of the relationship between literature in English and reading.

Reading comprehension has its components such as literal, inferential, interpretative, and critical and vocabulary. These components can be used to appreciate a literary text. This means literal and inferential comprehension can be compared with theme, plot and characterization without missing focus in achieving meaning of the text. This study have seen relevance in correlating such aspects of prose as theme, plot, characterization diction, style and devices, dramatic effect with

those of reading as literal, inferential, interpretative, critical comprehension and vocabulary. These aspects can be correlated with each other conveniently.

2.13 Aspects of Drama and Its Relationship with Reading Comprehension

According to Aristotle, drama is initiated human action. There are three necessary elements of drama viz: (a) a story (b) told in action (c) by actors who impersonate the character of the story (Amaechi, 2005:45) Drama is the only genre of literature that is associated with stage performance. Williams (1998) said that drama is also called play and is not yet a play unless it is acted on stage. Since drama is a conceived story that must be acted by actors, this study has found drama to be suitable for correlation with reading. For instance, a story (drama) must have a theme, and plot, which could match literal and inferential aspects of reading comprehension in the aspect of literature. The story is then told in action which can go with interpretative aspects of reading which demands comprehension. While the action of drama will be acted by characters and according to the context of the play, this action had to be inferred from the text which brought about the relevance of inference. The role played by characters combine with the stage movements could be related to the critical evaluation level of reading. This study wants to find out whether aspects such as drama, theme, plot, characterization diction/style, and devices/dramatic effects are related to literal, inferential, interpretative, critical and vocabulary aspects of reading comprehension. Sequel to the review of the genres, the study has found that all the aspects such as theme, plot, characterization, diction/style, devices/dramatic effects are found in every genre, and these were correlated with levels of reading as; literal, inferential, interpretative, critical and vocabulary development in the study to find out relationship, if any. The study is going to correlate these aspects of the genres with the

reading comprehension levels. Until then, the study will make a value judgment of the reviews.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter contains discussion on the design and procedure followed in this study. The chapter comprises the following: research design, population for the study, sample and sampling procedure, instruments for the study, validation of the Instruments, pilot study, method and procedure for data analysis.

3.1 Research Design

A correlational design was used in this study. It is regarded as appropriate because the study involves a survey of two groups of data in a natural setting and homogeneous population.

3.2 Population of the Study

Minjibir education zone has 35 senior secondary schools. The total population for the study consists of all the SS II Students of the Senior Secondary Schools. The total enrolment of students in the 35 Senior Schools was 3,150

For clear identification of the samples Schools (out of 35) and the student sample you can see the table below:-

Table 3.1 sample schools and number of students selected

S/N	SAMPLE SCHOOLS	SAMPLE STUDENTS
1	FGGC Minjibir	30
2	KINGS College Ungogo LGA	30
3	GGSS Jogana	30
4	GSS Zakirai	30
5	GSS G/Danga	30
6	GSS Gezawa	30
	Total	180

3.3 Sample and Sampling Procedure

All the arms of SS II of the schools that offer literature in English were used due to their small number and to ensure fair representation. Out of the total population of 3,150 students only 341 were used for the sample (Krejcie and Morgan 1970). The

sample was again divided into two for easy processing. The half of a population of 341 was 170.5. This figure was round up to 180 for easy processing. To realize this number, the study randomly selected 30 students from the six target schools. The (3) schools that offers literature In English produces 90 students and the other 90 students were drawn from those (3) Schools that do not offer literature in English as subject. The 180 students were then given a test to ensure homogeneity of respondents.

3.4 Instrument for Data Collection

The instrument for this study was written test. A qualitative and standardized test in literature genres: poetry, prose, and drama were given to the subjects. Each genre was followed with eight (8) literature and eight (8) reading comprehension questions totaling thirty two (32) questions all together. The literature questions were intended to find out the students' in-depth knowledge of literature. While the reading comprehension questions were used to measure the students' comprehension of the given passage. (for detailed instrument, see, appendix).

3.5 Validity of the Instrument

The study used WAEC/NECO standardized questions. Thus, the instrument is considered adequately valid. The test included a literature in English and reading comprehension tests. As for the content validity of the instrument, all the literature genres (Prose, Poetry and Drama) were represented in the literature as well as reading comprehension. Three separate text samples were used for the test of literature (genres) and one more different text sample was used for reading comprehension. Indeed each question was framed to test a particular reading comprehension level (Literal, Inferential, interpretive, critical and vocabulary development levels). Whereas the literature questions are framed to test literate terms: a character development, diction, device, theme plot, style, and dramatic effects. Out of the thirty two questions twenty four (24) questions are for the test of literature, while the remaining eight (8) are for the test of reading comprehension meant to test all levels of comprehension (Literal, inferential, interpretative, critical vocabulary development). In fact, the opinion of the literature in English and English language

teachers were sought to determine areas where students might find difficulty to interpret and clear all ambiguities in the test items.

3.6 Pilot Study

A pilot study was conducted to test relationship between literature in English and reading comprehension. The pilot study was conducted in Government Secondary School Ungogo, Minjibir Education Zone, which was not part of Schools used for the study proper.

The study compared student performance in literature in English with reading comprehension. The study examined three genres literature and three reading comprehension test results from (15) students. The scores derived from the pilot test indicated that: literature has significant relationship with reading comprehension. The pilot study enabled the study to determine the reliability of the test instrument (for literature tests $r=62.10\%$ and for reading comprehension test 30.5%)

3.7 Procedure for Data Collection

The following procedures were used in collecting data for the study.

1. Two research assistants were trained to administer the tests with the help of the researcher.
2. The sample group of 180 for convenience was divided into 2 equal halves, The experiment group (Students with literature in English) was tagged “A” and the control group was tagged “B”, (that is the students that did not offer literature) Groups A and B comprised of 90 students each.
3. Group A was given a test in literature genres i.e. test of poetry, prose and drama. Again this group was given an additional test which was reading comprehension with questions that demanded literal, inferential, interpretative and critical knowledge.
4. However, the set of students in group B were those that did not offer literature as a subject. This group was given only a reading comprehension test with literal, inferential, interpretative and critical questions (the same reading comprehension test that was given to Group A and B)

5. The results of the test of poetry, prose and drama in group A were compared with the results obtained from reading comprehension at the literal, inferential, interpretative and critical evaluation and vocabulary development respectively.
6. The performance of Group “A” was then compared with the reading achievement of Group “B” to determine any difference or relationship.

3.8 Data Analysis Technique

The statistical techniques used in this study are percentage, correlation and t- test so as to determine the level of differences between two sets of students. The level of significance of accepting or rejecting the tested hypothesis was set at 0.05 level of precise prediction.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

4.1 INTRODUCTION

This chapter contains the analysis and interpretation of the data of this study. The analyses are done to answer the questions raised in 1.3 and to test the null hypotheses stated in (1.4). The presentations are done in tabular form with short explanations following.

4.2 Literatures in English and Students' Performance in Reading

Sub-skills

This section highlights data collected in respect of literature in English and its relationship with students' performance in the reading levels. This is presented in stages to show the relationship or variations between literature in English and students' performance in reading comprehension levels. Literature in English was broken into three genres namely- drama, poetry and prose.

Again these genres were broken into five (5) aspects as theme, plot, characterization, diction or Style and devices or dramatic effect. These are the very points where literacy appreciation begins and it is through theme one acquires the comprehension of the text. Reading was also broken into five levels as literal, inferential, interpretative, critical evaluation and vocabulary development.

The five (5) aspects of literature were then correlated one by one with five (5) reading levels as literal, inferential, interpretative, critical evaluation and vocabulary development separately. The first stage correlation was within Group A (those offering literature). This means the performances of students of this group (A) in literature aspects were correlated with that of reading levels.

The second stage correlation was between Group A and Group B to determine their reading comprehension performance across the five reading levels—literal, inferential, interpretative, critical evaluation and vocabulary development.

Table 4.1 presents the average scores in literal comprehension compared with those in literature.

Table 4.1(a) Average Scores Comparison between Drama variables and Literal Comprehension

Variables	Average Score 100%	R.value	p. value
Theme (Drama)	11.59	0.723	0.01
Plot (Drama)	9.83	0.692	0.01
Characterization (Drama)	8.79	0.728	0.01
Diction/style (Drama)	8.79	0.734	0.01
Device/Dramatic Effect (Drama)	8.1	0.691	0.01
Literal Comprehension	14.29		

Table 4.1a presents the relationship between literal comprehension component of the reading test and the literature variables such as theme, plot, characterization, diction or style, device/dramatic effect. The r =correlation value between theme and literal comprehension is 0.723. This indicated the highest correlation is 0.734 for, diction or style and literal comprehension and correlation $-r=0.723$ was theme and literal which was a high correlation. While correlation $r=0.691$ for device/dramatic effect and literal to depict the lowest relationship. The analysis showed that there was a close relationship between drama and literal comprehension

Table 4.1(b) Correlation between variables in drama and literal meaning

Variable	Correlation	value
Drama	0.726	
Literal		0.01

The variables in drama (i.e. theme, plot, character, diction/ style, devices/ dramatic effect) were correlated with literal aspect of reading. The correlation showed a significant relationship at 0.726. The correlation is significant at the 0.01 level (2-tailed).

Table Table 4.2 (a) Average Scores Comparison between Poetry Variables and Literal Comprehension.

Variables	Average Score 100%	R. value	P. Value
Theme (poetry)	10.52	0.610	0.01
Plot (poetry)	8.81	0.609	0.01
Characterization (poetry)	7.91	0.563	0.01
Diction/style (poetry)	7.63	0.591	0.01
Device/Dramatic effect (poetry)	6.98	0.544	0.01
Literal comprehension	14.29		

From the table, the theme had the closest relationship correlation with $r=0.610$ while plot $r=0.609$ was the next in relationship ($r=0.609$ $p=0.01$). The least correlated was between deviced dramatic effect and literal comprehension ($r=0.544 < 0.610$, with $p=0.01$). These results means the hypothesis that stated that there should be no significant relationship between literature and literal is hereby rejected.

Table 4.2 (b) Correlation between Variables in Poetry (Theme, Plot, Character, Diction, Devices, styles Dramatic effect.) and Literal level of reading

Variables	Correlation (r.value)	P_value
Poetry	0.587	0.01
Literal		

The poetry variables here were correlated with literal level of reading comprehension and have shown a significant gainful relationship. At 0.587

Table 4.3 (a) Average Score Comparison between Prose Variables and Literal Comprehension.

Variables	Average Score 100%	R. value	P. Value
Theme (prose)	12.57	0.467	0.01
Plot (prose)	10.76	0.501	0.01
Characterization (prose)	10.02	0.562	0.01
Diction/style (prose)	9.56	0.571	0.01
Device/Dramatic effect (prose)	7.83	0.561	0.01
Literal comprehension	14.29		

According to the table, the closest relationship existed between diction ($r=0.571$) and literal comprehension. A medium relationship existed between device/dramatic effect $r=0.561$ and $p=0.01$. However, the least relationship was between theme $r=0.467$ and literal.

Table 4.3 (b) Correlation between variables of prose and literal level of reading

Variables	Correlation (r. value)	P- value
Prose	0.553	0.01
Literal		

The above table represents a correlation and p-value significance of all the variables of prose and the literal level of reading at 0.553 and 0.01 levels (2-tailed)

Table 4.4 (a) Average Score Comparison between Drama Variables and Inferential Comprehension.

Variable	Average Score 100%	R. value	P. Value
Theme (drama)	11.59	0.718	0.01
Plot (drama)	9.83	0.693	0.01
Characterization (drama)	8.79	0.744	0.01
Diction/style (drama)	8.79	0.733	0.01
Device/dramatic effect (drama)	8.1	0.725	0.01
Inferential comprehension	12.82		

The result in table 4.4 shows that (drama) had the closest relationship with average score of 11.59 and an $r=0.718$. Some variables like theme, plot, characterization, diction/style, device/dramatic effect had 9.83, 8.79, 8.79 and 8.1 respectively. Only

plot had a slightly lower correlation at 0.693. This shows a fairly high correlation with inferential score of 12.82% average.

Table. 4.4b – Correlation between Variables of Drama and Inferential level or Reading

Variable	Correlation (r value)	P. Value
Drama Inferential	0.726	0.01

The variables in drama (i.e. theme, plot, character, correlated with students' performance in inferential reaching the correlation indicates a significant relationship at 0.01 level of significance.

Table 4.5 (a) Average Score Comparison between Poetry Variables and Inferential Comprehension.

Variables	Average Score 100%	R.value	P. Value
Theme (poetry)	10.52	0.627	0.01
Plot (poetry)	8.81	0.657	0.01
Characterization (poetry)	7.91	0.614	0.01
Diction/style (poetry)	7.63	0.638	0.01
Device/dramatic effect (poetry)	6.3	0.612	0.01
Inferential comprehension	12.82		

Table 4.5 (a) present the average score of the variables of poetry and that inferential comprehension. All the poetry variables had shown a fairly close relationship with inferential as per the details of the table.

Table 4.5 (b) Correlation between variables of poetry and inferential level reading

Variables	Correlation (r. value)	P- value
poetry Inferential	0.635	0.01

The above table shows a correlation between poetry and inferential level of reading comprehension the correlation has a value of 0.635** level of significant.

Table 4.6(a) Average score comparison between Prose variables and Inferential comprehension

Variable	Average Score 100%	R.value	P. Value
Theme (prose)	12.57	0.443	0.01
Plot (prose)	10.76	0.469	0.01
Characterization (prose)	10.02	0.563	0.01
Diction/style (prose)	9.56	0.580	0.01
Device/dramatic effect (prose)	7.83	0.545	0.01
Inferential comprehension	12.82		

From the table diction/style had the closest relationship correlation with $r=0.580$ while characterization $r=0.563$ was the next in relationship. The least correlated was between theme $r=0.443$ and literal comprehension. These results meant that the hypothesis that stated that there would be no significance relationship between literature and inferential is hereby rejected.

Table 4.6 (b) Correlation between Variables of Prose and Inferential Level of Reading

Variables	Correlation (r-value)	P- value
Prose	0.558	0.01
Inferential		

Table 4.6b describes the correlation of all variables of prose (theme, plot, characterization, dictions, devices, style and dramatic effect) and the inferential level of reading. The correlation shows significant relationships exist at 0.558 with a p_ value of 0.01.

Table 4.7 (a) Average Score Comparison between Drama Variables and Interpretative Reading level

Variables	Average Score 100%	R.value	P. Value
Theme (drama)	11.59	0.787	0.01
Plot (drama)	9.83	0.762	0.01
Characterization (drama)	8.79	0.792	0.01
Diction/style (drama)	8.79	0.786	0.01
Device/dramatic effect (drama)	8.1	0.781	0.01
Interpretative comprehension	11.94		

Table 4.7 (a) present the significant relationship, between interpretative comprehension component of the reading test, and the drama variables. The correlation value between characterization and interpretative comprehension was $r=0.792$. The next in the relationship was $r=0.787$ and the least was plot $r=0.762$. these correlation scores could be adjudged to be fairly high.

Table 4.7 (b) Correlation between variables in drama and interpretative level of reading of group A

Variables	Correlation (r-value)	P_ Value
Drama	0.805	0.01
Interpretative		

The correlation also indicates that there was a significant relationship between the variables of drama and interpretative level. This means there is a gainful relationship between drama and interpretative level. The correlation value is at 0.805 meant correlation is significant at the 0.01 level (2-tailed)

Table 4.8 (a) Average Score Comparison between Poetry Variable and Interpretative Reading Level.

Variables	Average Score 100%	R-value	P. Value
Theme (poetry)	10.52	0.643	0.01
Plot (poetry)	8.81	0.656	0.01
Characterization (poetry)	7.91	0.636	0.01
Diction/style (poetry)	7.63	0.672	0.01
Device/dramatic effect (poetry)	6.98	0.601	0.01
Interpretative comprehension	11.94		

The interpretative level of reading had close relationship 11.94 with theme 10.52, and plot 8.81. There is a medium relationship between characterization 7.91, diction -7.63, devices $r= 6.98$ and style $r= 6.3$.

Diction and devices should have aid the interpretative level of reading because they deal with figures of speech, images, proverbs and symbolisms which are the grounds for acquiring interpretative knowledge.

Table 4.8 (b) Correlation between Variable of Poetry and Interpretative Level of Reading Comprehension.

Variables	Correlation (r-value)	P- value
Poetry	0.649	0.01
Interpretative		

The table above shows a correlation between poetry and interpretative level of reading comprehension. This is a significant correlation between poetry and interpretative at 0.649.

Table 4.9 (a) Average Score Comparison between Prose Variables and Interpretative Level of Comprehension.

Variables	Average Score 100%	R.value	P. Value
Theme (prose)	12.57	0.573	0.01
Plot (prose)	10.76	0.577	0.01
Characterization (prose)	10.02	0.665	0.01
Diction/style (prose)	9.56	0.643	0.01
Device/dramatic effect (prose)	7.83	0.636	0.01
Interpretative reading level	11.94		

The scores here indicates a closer relationship with each other. This close relationship might be unconnected with the fact that literature deals with interpretation and so is reading comprehension. Interpretative level 11.49, theme -12.57, with $r = 0.573$, plot-10.76, with $r = 0.577$, characterization $r = 10.02$, with $r = 0.665$, diction $r = 9.56$, with $r = 0.643$, devices-7.83, with $r = 0.636$ showed some measure of relationship between prose and interpretative level.

Table 4.9 (b) Correlation between Variables of Prose and Interpretation Level of Reading

Variables	Correlation (r-value)	P_ value
Prose	0.645	0.01
Interpretative		

The above correlation indicates significance at the 0.01 level (2_tailed) p_ value (r=0.06). This means there is a gainful relationship between prose literal level.

Table 4.10 (a) Average Score Comparison between Drama Variables and Critical Evaluation level of Comprehension.

Variable	Average Score 100%	R.value	P. Value
Theme (drama)	11.59	0.610	0.01
Plot (drama)	9.83	0.644	0.01
Characterization (drama)	8.79	0.685	0.01
Diction/style (drama)	8.79	0.692	0.01
Device/dramatic effect (drama)	8.1	0.703	0.01
Critical evaluation level	9.38		

The table shows that all the variables of drama had a close relationship with critical evaluation level. The closest correlation was device/dramatic effect with r=0.703 and p=0.01. Next was diction/style with r=0.692 and p=0.01 while the least was theme with r=0.610 and p=0.01.

Table 4.10 (b) Correlation between Variables in Drama and Critical Evaluation of Comprehension

Variables	Correlation (r-value)	P- value
Drama Critical	0.716	0.01

The drama variables (theme, plot, character, diction, devices style and dramatic effect) were correlated with critical evaluation level of comprehension in table 4.10 b, the table indicates a significant gainful relationship of drama and critical evaluation at 0.716 and a p_ value of 0.01.

Table 4.11(a) Average Score Comparison between Poetry Variables and Critical Evaluation Level of Comprehension

Variable	Average Score 100%	R-value	P. Value
Theme (poetry)	10.528.81	0.548	0.01
Plot (poetry)	7.91	0.569	0.01
Characterization (poetry)	7.63	0.555	0.01
Diction/style (poetry)	6.98	0.601	0.01
Device/dramatic effect (poetry)	6.98	0.574	0.01
Critical evaluation level	9.38		

The average score and that of correlation have shown that a closer relationship exist between poetry and critical evaluation level of reading comprehension. Diction/ style have a closer relationship than plot $r=0.569$ at $p=0.01$, while theme $r=0.548$ became the least in the correlation level.

Table 4.11 (b) Correlation between Variables of Poetry and Critical Evaluation Level of Reading

Variables	Correlation (r-value)	P- value
Poetry Critical	0.608	

This shows a significant relationship at 0.608 correlation value.

Table 4.12(a) Average Score Comparison between Prose Variables and Critical Evaluation Level of Comprehension

Variables	Average Score 100%	R-value	P. Value
Theme (prose)	12.57	0.513	0.01
Plot (prose)	10.76	0.518	0.01
Characterization (prose)	10.02	0.570	0.01
Diction/style (prose)	9.56	0.605	0.01
Device/dramatic effect (prose)	7.83	0.596	0.01
Critical evaluation level	9.38		

From the table the variables scores and correlations have shown a closer relationship between prose and critical evaluation level do exist.

Table 4.12 (b) Correlation between Variables of Prose and Critical Evaluation Level of Reading

Variables	Correlation (r-valu)	P_value
Prose	0.596	0.01
Critical evaluation		

This correlation is also a positive one. It indicates an r- value of 0.598 and a p-value of 0.01 significance. This means a significant relationship does exist.

Table 4.13(a) Average Score Comparison between Drama Variables and Vocabulary Development of Reading Comprehension

Variables	Average Score 100%	R-value	P. Value
Theme (drama)	11.59	0.639	0.01
Plot (drama)	9.83	0.666	0.01
Characterization (drama)	8.79	0.649	0.01
Diction/style (drama)	8.79	0.649	0.01
Device/drama effect (drama)	8.1	0.568	0.01
Vocabulary development	11.63		

From the table, theme ($r=0.639$ $p=0.01$), plot ($r=0.666$ $p=0.01$), characterization ($r=0.649$ $p=0.01$), diction/style ($r=0.649$ $p=0.01$) and device/dramatic effect ($r=0.568$ $p=0.01$) indicate a close relationship between the variables of Drama and Vocabulary Development. This means that the hypothesis that stated that there would be no significant relationship between literature in English and vocabulary development is hereby rejected.

Table 4.13(b) Correlation between variables of Drama and Vocabulary Development of Reading Comprehension

Variables	r-value	P=value
Drama	0.650	0.01
Vocabulary Development		

This table also presents a close relation between drama and vocabulary development of reading comprehension.

Table 4.14 Average Score Comparison between Variables Poetry and Vocabulary Development of Reading Comprehension.

Variables	Average Score 100%	R-value	P=
Poetry	10.50	0.633	0.01
Vocabulary development	11.63		

Table 4.14 shows that poetry has a close relations with vocabulary development $r=0.633$, $p=0.01$

Table 4.15 Average Score Comparison between Variables of Prose and Vocabulary Development of Reading Comprehension.

Variables	A.S%	C.C	P=
Prose	10.55	0.510	0.01
Vocabulary development	11.63		

From the table one can understand that a closer relationship between prose and vocabulary development do exist at an $r=0.510$, $p=0.01$.

Table 4.16 t-test for difference between students with literature English and those without in their reading comprehension achievement.

Variables	N	Mean	S D	D f	t	p	Decision
Literature students	90	60.24	14.89	89	12.03	0.00	Hypotheses Rejected
Non-literature students	90	34. 43	18.60				

This table has indicated that there is a significant difference between students' with literature in English and those without literature in English, in their performance in reading comprehension. The mean-60.24> 34.43, the t-12.03 and the p-value -0.000 vindicate the statement about the hypotheses.

Table 4.16 a t-test Analysis of experimental group's analytical score.

Variable	N	Mean	SD	Df	T	p	Decision
Students with Literature in English	90	60.24	14.89	178	12.3	0.00	Ho rejected

The Group A Analytic score showed that literature in English had significant effects on students' reading comprehension performance as indicated by the t-value- 12.03 and the P-value -0.00

Table 4.16 b t-test analysis of the control group analytic score.

Variable	N	Mean	SD	df	t	p	Decision
Students without Literature in English	90	34.43	1860	178	12.03	0.00	Ho rejected

The above represent the particular analytic score of the control group which has no literature in English background. The performance is very low as seen in the mean- 32.43 and SD-18.60 as compared with that group which has 60.24 mean and 14.89-SD.

4.3. Literature in English and Students Performance in the Reading Sub-Skills

The Null Hypothesis One states:

There is no significant relationship between literature in English and students' performance in reading for literal meaning.

The data from literature genres (drama, poetry and prose) were summed up into literal and was correlated with the reading levels inferential, interpretative critical and vocabulary development. The data were subjected to ppmr analysis to test the Hypothesis in Table 4.3

Table 4.17 ppmr analysis of literature correlated with literal level of reading.

Variable	Correlation value	p-value
Literature in English	0.709	0.01
literal		

The literature group correlation score showed that literature had significant relationship with reading for literal meaning, because the r-value is 0.709 and the p-value is 0.01. This means that the hypothesis that states that literature in English had no significant relationship with students' reading is rejected

This may not be unconnected with the fact that literal meaning of reading comprehension is about the plain knowledge of the content of the text, (theme, plot, characterization etc in bringing out the message of the author). Indeed, the literature genre deals with literal meaning in their appreciation of any given text. The message of the text is what literature holds as the theme of the text and all the genres have their thematic content which gave it significance. Another reason for this gainful relationship may be that exposure of the students of literature who had undergone studies in the genres (drama, poetry and prose).

Because of this exposure with the treatment of thematic aspect in drama, poetry and prose of some extent gave them a powerful literary awareness enough to attack the literal question of a given reading text.

44. Literature in English and Students performance in Reading Sub-Skills

Null Hypothesis Two States:

There is no significant relationship between literature and students' performance in reading for inference.

To test the null hypothesis, a correlation value (r-value) was used. The summary of the computation is contained in Table 4.4

Table 4.18 ppmr analysis of literature correlated with inferential level of reading

Variable	Correlation value	p-value
Literature in English	0.739	0.01
Inferential level		

The relationship analytic score shows that literature in English had significant relationship with inferential reading level performance at an r-value of 0.737 and p-

value of 0.01 significance. This means that the hypothesis that literature in English had no significant relationship with students' analytic reading performance was disconfirmed.

The correlation value of the variables has reached 0.737 and p-value of 0.01 significance which means there was a positive relationship between literature in English and students' performance in reading for inferential meaning. The hypothesis stating that literature in English had no significant relationship with students; performance in reading for inference was disconfirmed and therefore rejected.

The significant and gainful relationship between literature and reading comprehension performance was buttressed by the high level performance of the experimental group which show positive progress in the development of their reading comprehension achievements. The Group A performance was necessitated by their exposure and awareness of literature in English, because literature subject is appreciation-oriented. In the appreciation of any literary materials, one comes into contact with discussion about theme, plot, characterization, diction, devices, images, symbolisms dramatic effects, styles, types of poems, drama, prose and many more literary elements. All reading comprehension text were extracted mostly from the genres and other expository reading materials. Hence the success of the Group A was gotten from their awareness and acquaintance with literary studies. This was what Group B lacked that made them to perform badly in reading comprehension. They were not exposed to any of these appreciations. Inferential questions are very frequent in literature appreciation. Inferential questions demand the students' knowledge of the text, used in answering questions. This is why the study upholds the result of the

correlation which showed that there is a significant relationship between literature in English and the students' performance in inferential level of reading.

4.5. Literature in English and Students' Performance in Reading Sub-skills

Null hypothesis Three States

There is no significant relationship between literature in English and students' performance in reading for interpretation. The r -value was used to test correlation as contained in Table 4.4

was to test null Hypothesis. The summary of the is contained in Table 4.4

Table 4.19 ppmr analysis of literature correlated with interpretative

Variable	Correlation value	p-value
Literature in English Interpretative level	0.795	0.01

The literature group (A) correlation score showed that literature had significant relationship with interpretative level of reading (r -value of 0.795 and p -0.01). This indicates the hypothesis states that literature in English had no significant relationship with students' reading performance was rejected.

The interpretative level in reading comprehension is that aspect which demands for interpretation of some images, figures of speech, symbols, proverbs, colloquial, and rhetorical statement in a text. The interpretative knowledge enables examination candidates to interpret logically the value of statements, situations and figures of speech. Literature contains all the aforementioned elements, hence it is a play of language using words economically to buttress an idea. One can say that a good reading comprehension can be realized if the reader can interpret the hidden meaning of the text. A good literal understanding of the text would enable the reader to make inference and a piece of inference is gotten by logical interpretation of the text.

Reading comprehension could be achieved through the readers' ability to interpret the technical aspects of literature mentioned above, because the message of a given text is sometimes hidden in the linguistic structure of the text. Since some reading passages were extracted from literary books, the knowledge of interpretation is therefore essential for a successful working in reading activity. This knowledge or awareness in Literature in English enable one to interpret the text in full so that the message would go through and comprehension would be achieved.

4.6. Literature in English and Students Performance in Reading Sub-skills

Null Hypothesis Four States:

There is no significant relationship between literature in English and students' performance in reading for critical evaluation.

A test was used to test the null hypotheses. The summary of the computation is contained in table 4.5

Table 4.20 ppmr analysis of literature correlated with critical evaluation

Variable	Correlation value	p-value
Literature in English Critical evaluation	0.725	0.01

The relationship of analytical score shows that Literature in English had significant and gainful relationship with critical evaluation in reading comprehension with an r-value of 0.725 and a p-value of 0.01 significance. This meant that the hypothesis that literature in English had no significant relationship with students' analytic reading performance was disconfirmed.

In any Literature appreciation one was asked to make a judgment, a critique of the text, feelings about a text, suggest a name or a suitable title for the text. All these are activities that requires students' exposure in literature before making a critical

evaluation of the text. A critical evaluation of a text allow the exam candidate to capture the hidden idea of the text and suggest a title for the text. Passing a judgment about a text of either like the text or enjoyed the text or not, are all directed towards making a critical thought in evaluating the whole text. Hence this reading level is a very strong elements in making literary appreciation, because a text (product) of critical evaluation is taken as a refined text. This is why these two variables are having a gainful relationship, one help in achieving the other.

4.7. Literature in English and students' performance in reading Sub-skills.

Null Hypothesis Five States:

There is no significant relationship between Literature in English and students' performance in the vocabulary development of reading comprehension.

The data from literature genres (drama, poetry and prose) was summed up in Literature and correlated with the vocabulary development aspect of reading comprehension.

An r-value correlation was used to test the null hypotheses. The summary of the correlation is contained in Table 4.21

Table 4.21 ppmr analysis of literature correlated with vocabulary

Variable	Correlation value	p-value
Literature in English	0.703	0.01
Vocabulary development		

The group A correlation score showed that Literature had significant relationship with vocabulary development at r-value 0.703 and p-value 0.01 level of significance. This means that the hypotheses that state; Literature in English had no significant relationship with students' performance was disconfirmed.

The matter of vocabulary development is a matter of words and words are discovered through reading extensively. And literature is always giving room for the discovery of new words and comprehending these words allowed students to freely express themselves in speech or in writing. This means that the more words one acquires, the freely one interact with texts and people. Literature, being a subject that deals with so many titles, texts, and genres, tends to open up the horizons of students' learning and freedom. This capacity makes literature to be seen as an eminent agent of development of students' word power.

In fact, the diction aspect of literature dealt with the new words of the text. These new words might appear new to the reader, or might be rare registers that are peculiar to a certain field of study of which the reader must make acquaintance. This was the reason behind the high performance of Group A which was better than that of Group B. The Group B were not opportune to learn all these, and so obtained low achievement in reading comprehension.

The effect of literature on the general learning set up is very enormous, because it transcend to various aspects and fields of human knowledge. This has disconfirmed that; there is no significant and gainful relationship between literature and vocabulary aspect of reading comprehension.

4.8. The Difference between Literature and non-literature Students' performance in reading comprehension:

Null hypothesis Six States:

There was no significant difference between students' of Literature in English and those without Literature in their reading comprehension performance.

To test the null hypothesis a t-test was used to test the difference that exist between the performance of the Group A and Groups B. The summary of the computation was contained in Table 4.7

Table 4.22 t-test of difference between the performance of literature and non-literature students in reading comprehension

Variable	N	Mean	SD	df	t	p	Decision
Literature students	90	60.24	14.89	89	12.03	0.00	Ho
Non-literature students	90						Rejected

The t-test analytic score showed that there is a significant difference between the students with Literature in English background (Group A) and those that have no literature in English background (Group B). The result showed that Group A had performed far better than Group B - $60.24 > 34.43$ with a t-value of 12.03 and p-value- 0.00. This result calls for question like why the difference and the wide margin? This study answered this question by referring the reader to consider the previous progressive correlation results. All the aspects of Literature—theme, plot, characterization, diction, devices, style and dramatic effects of all the genres (drama, poetry and prose) were correlated with each of the reading levels. Each of these correlations have shown a significant relationship between literature (aspects) and reading comprehension (levels) performance. The attainment of this result, means definitely there is going to be a difference in the students’ performance. Literature was said to be a linguistic and fashion expressions pack. Literature was said to have occupied every segment of man’s life. This means literature is formed in peoples’ occupation, culture, religion, politics and economy. Many texts (novels, plays and poems) were written to poetry the above mention activities. This means literature studies man from birth to death. This is why some literary scientists (philosophers) conclude by saying that the whole world is a stage and the whole population is mare

characters acting their roles progressively. This is to say a parent is acting the role of a father and his wife playing the role of a mother, the son plays the role of a son. While the same people act the role of a farmer, teacher, trader, buyer, judge, security man or a convict when they left the house to further their occupation and so the life revolves and circled continuously. Indeed, it was these activities and many more that authors packed in volume of books and in form of plays, novels and poems (drama, prose and poetry). The extent of literature had gone across the life endeavours of man and was meant to teach him lessons, re-orient him of his values, politics and pleasure. That was why Charlotte (1995) said literature is a tool for people to express their cultural heritage, and Williams (1995) saw literature as the art that organize language in the most exemplary fashion. Indeed, this study has found the many virtues of literature in English which demonstrate language at work.

By implication the findings would answer such reading comprehension questions raised earlier in chapter two. According the finding of this study which showed that literature students have performed better than the non- literature students in their reading comprehension performance with a significant mean of difference of 60.24 against 34.43. The study could safely answer that for the question that asked- why do students read without comprehension that the students have no enough orientation in literature and no relevant collection in the library.

As regards to the question-of what factors are responsible for such (lower) reading performance? What this study has founded about it was that lack of enough and relevant instruction in literature in English the factors that are responsible for poor or lower achievement in reading. Also with regards to a question which seek for suitable remedies of the above problem, the study's findings showed a great virtues of

Literature, and its' instructional materials. Consequently, the study suggested that capable teachers of literature in English should be provided with adequate library collections relevant enough for a positive teaching/ learning interactions. If these are sourced and utilized, the students will find themselves developing the desired reading habit which could yield better result in their academic pursuits. In the whole minjibir zone.

The above answers could fit in discussion of the difference that exists between the performance of literature students and non-literature students. However, the difference was justified as indicated by the analytic score of students' performance in the reading comprehension, test.

The result suggests that a literature instruction should be mandatory in secondary schools of minjibir education zone for successful L2 learning programme like SSCE.

4.9. OVERALL FINDINGS

The following findings were obtained from the study of the relationship between literature and reading comprehension:

1. Literature in English had significant relationship with students' performance in literal reading comprehension. The analytical score derived from students' performance in literature genres had shown a significant development in their reading performance (60.24%> 34.47%).
2. There was a close relationship between literature in English and students' performance in reading for inference.
3. There was a close relationship between literature in English and students' performance in reading for interpretation.

4. There was a close relationship between literature in English and students' performance in reading for critical evaluation.
5. There was a close relationship between literature in English and students' performance in the vocabulary component of reading comprehension.
6. A significant difference was found between students with literature in English and those without literature in their performance in reading comprehension.

The study was able to get a glimpse of the difference between literature in English and Reading Comprehension and come out with concrete statement about the relationship between literature in English and reading Comprehension.

4.10. DISCUSSION OF THE FINDINGS

The first finding (1) states that literature in English had significant relationship with students' performance in reading comprehension. The analytic score derived from students performances in the three genres of literature indicated significant relationship in their performance in reading $r=0.709$, $r=0.739$, $r=0.795$, $r=0.725$, $r=0.703$ in Tables 4.3, 4.4, 4.5, 4.6 and 4.7 The result of the finding was possible due to interesting stories, episodes and dialogues packaged in literature that tend to motivate students to read more and frequently.

Occulli (1987) asserts that the three genres of literature (Drama, Poetry and Prose) have the potential to make learners capable readers as well as having fluency of thought and expression. This opinion was confirmed by this study as a result of what was obtained in students' reading achievements. It was revealed that literature in English is not only effective for improving reading but also enhance oral speech and writing skills. The finding supports making literature studies a mandatory programme in our secondary schools of Minjibir Education Zone in Particular. The findings also

confirmed what Williams (1990) said about a competent reader as someone who must have read many literary materials with comprehension. Such readers should understand the literary expressions and their meanings, sequence of events, restate events, answers direct questions, infer deeper meaning, and even understand the difference between main ideas and supportive ideas expressed in a text. This assertion had really justified the study's initiatives to encourage intensive and extensive reading through literature in the Secondary Schools of Minjibir Zone. The extensive reading in literature stimulates students' reading efficiency which is the target of this study. Though some retrogression were observe in scores of some aspects of the three genres (drama, poetry and prose) such as styles and dramatic effect with an average of 6.3% and 4,71% respectively, this result might be from variation of methods of treatment or materials selection by the teachers.

Literature studies had the freedom of expression and interaction among peers and associates on the titles, themes, sub-themes and dialogue with teachers. Peer response and feedback also contributed to the reading development as per Group A's higher achievement against the lower attainment of Group B. The freedom to read extensively and intensively of literature texts, with teacher's/peers' interactive session also leads to independent reading attainment of students. This has remedy the problems of students' reading at instructional or frustration levels. The result from the literature genres has indicated a significant reading development by Group A (experimental) across the five levels of reading (literal inferential, interpretative, critical evaluation and vocabulary development).

The literature students are supposed to be enriched with enough and relevant readable materials in which students direct their reading independently through

positive self-reflections. Self reflection gave students the opportunity to determine their reading and writing strength and weakness which in turn allow them to make adjustment (through right selection of materials) in their readings.

The second finding (2) states that there was a close relationship between literature in English and students' performance reading for inference. Results from analytical rating of the reading performance of Group A showed greater attainment than that of Group B. Group B have no knowledge of literature almost at all. This might be the reason why they failed in their attempts to answer questions that requires literal, inferential, interpretative, critical evaluation and vocabulary development. For instance the literal question requires students' understanding of the text's theme, plot and characterization. The knowledge of literature enables exam candidate on reading to vindicate his awareness of the text. Inferential question requires students to make inference from the text. This reading level was also found in literary appreciation. Before someone make a meaningful appreciation, one has to make a lot of inferences from the text.

The third finding (3) states that there was a close relationship between literature in English and students' performance in reading for interpretation. As for interpretative level one can opine that literature is a subject full of interpretation. It is in literature we find some aspects such as analogy, figures of speech, proverbs and all literary devices which really requires interpretation. All these aspects or devices need and call for interpretation for the lay man to understand a given text. Messages were conveyed in styles using dense language, and this requires interpretative knowledge for a smooth communication between the readers and the text.

The fourth (4) finding states that there was a close relationship between literature in English and the students' performance in reading for critical evaluation. Indeed the critical evaluation level calls for the final assessment of the text. This means the reader was asked to make personal Judgment of the text (both) ordinary and philosophical. Literature is all about critical evaluation. Texts (drama, poetry and prose) always demands this Judgment for facilitation.

The knowledge of critical evaluation enable students allows students to appreciate, accept or reject an opinion or view of the author. Hence reading comprehension is fully gotten when, the reader is able to critically evaluate a given text.

The fifth (5) finding states that, there was a close relationship between literature in English and students' performance in the vocabulary component of reading comprehension. In literature one come across many words that might be familiar while some might not. There are words that are used ordinarily across the genres because of their flexibility accord. There are also words that were very peculiar to certain (particular) environment of usage. However, in literature an author is free to use words as far as they would lead him to communicate the message (Williams 1990). Vocabulary development is another stage a reader attains in reading which boost and widen his vocabulary capacity and ability. There was popular saying that "the more someone reads the much vocabulary attainment he acquired". This simply means reading more words in their sentence structures leads one to be familiar with more words. The more words attainment one acquired the easier he found himself in expressing self in speech or through writing.

Indeed, all these levels of reading were found in literature with other names as theme (literal), plot (literal and inferential), Characterization (literal), diction

(vocabulary), devices (inferential and interpretative), styles (inferential, interpretative and critical) and dramatic effects (interpretative and critical). All these are summarized by McCarthy (1998) that reading was classified into three, reading the lines (which is literal), reading between the lines (which is interpretative and inferential) and reading beyond the lines (which means applicative comprehension).

The six findings (6) has revealed that though Group B were taught in the same capacity and same curriculum with Group A, Groups B scores below the scores obtained by Group A as shown in Table 4.16

According to the table, the literature students' performed better than the non-literature students. This revealed the positive contribution of literature studies on students' reading analytic performance = $60.24\% > 34.43\%$. The result indicated that teaching English language alone is inadequate for overall L2 language development. The students of Group A have enjoyed the facilities of literature studies and were able to derive meaning from lots of literary principles, figures of speech, Literary terms, illusions and genres. This was the secret behind their success in the reading comprehension. Where as Group B has no much dose of the mentioned facilities to make avenue for proper reading comprehension and so they failed far below Group A students.

The Group B lacked specific and effective reading lesson which contributed to the poor reading habit among students. This was why this study said it earlier in chapter one (p2) that the study was motivated by this trend in reading. Even the WAEC Chief Examiner's Report (Nigeria) in SSCE (Nov/Dec 1992) said the areas of weakness in the essays of the candidates indicates *expression* as a big problem.

WAEC continued that “major reason was that candidates do not read” this has gone in line of the researcher for the need of the study. Again WAEC report suggested remedies for overcoming the above mentioned weakness of Group B as: “reading and more reading, should Help as well” (WAEC 1992:3), this means students should be motivated to take the reading habit, by reading intensively and extensively; for readers are made by reading.

Williams (1998) also was of the view that many students cannot read textbooks fluently not to talk of comprehending the content read. The simple reason to William (1998) was that there were no diverse reading materials at the disposal of the learners.

All these discussed above justified that beside the normal English language instruction, the students should also be exposed to intensive and extensive literary reading. Regular competitive exercise with a positive rewarding at the end of every week/term should be encouraged in our schools.

The prose genre appeared to have a very closer significant relationship with the reading levels. Theme (prose) $12.57\% \leq$ literal -14.29% , theme (prose) $12.57\% \leq 12.82\%$ inferential, theme (prose) $12.57\% \geq 11.94\%$ interpretative and theme (prose) $12.57\% \geq 9.38\%$ critical evaluation level. This result has shown a significant and gainful relationship exist between these variables (prose and reading levels). The fact that prose genre is prosaic and is relatively lengthier than the rest of genres; mean that it could be read as one reads comprehension passages. Indeed, most of reading comprehension texts provided to students of English language by teachers were the very product of literature genre most frequent of them is prose, because prose has been used most a times, as rather a synonym for reading text. Some reading texts are

extracts from novels and this may be why the reader develop a sense of familiarity and so understands it better.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter summarizes the study, draws implications and consequent conclusion. It again provides recommendations and the discussion of the study.

5.1 SUMMARY OF THE FINDINGS

The study was designed to find out the relationship of literature in English with Students' performance in reading comprehension levels of the senior secondary two students of Minjibir Education Zone.

In carrying out the investigation, the following research questions were raised:

1. What is the relationship between literature in English and students performance in reading for literal meaning?
2. What is the relationship between literature in English and students performance in reading for inference?
3. What is the relationship between literature in English and students' performance in reading for interpretation?
4. What is the relationship between literature in English and students performance in reading for critical evaluation?
5. What is the relationship between Literature in English and students' performance in the vocabulary component of reading comprehension?
6. Is there any difference in the reading performance of students' that offer Literature in English and those that does not offer?

To answer the research questions stated above, a test of literature genre (drama, poetry and prose) in such aspects of theme, plot characterization, diction,

devices, style and dramatic effects, were given to Group A (literature students). Then the same reading comprehension test was also given to Group A and Group B. Note that Group B do not offer literature in English. The performance score of Group A in the test of literature aspects was correlated with their scores in the levels of reading comprehension. This result was used to analyze hypotheses 1-5. Then the obtained score of the experimental group in reading comprehension was compared with the scores obtained by the controlled group (Non-literature). Then the result of this comparison was used by this study in analyzing hypothesis number six

In the end, the following findings were obtained:

- There is a gainful relationship between literature in English and students performance in reading for literal meaning.
- There is a positive and gainful relationship between literature in English and students performance in reading for inference.
- There is strong relationship between literature in English and students performance in reading for interpretation.
- There is significant relationship between literature in English and students performance in reading for critical evaluation.
- There is a close relationship between literature in English and students' performance in reading for vocabulary developing.
- There is a significant difference in reading performance of students that offer literature and those that don't offer.

New ground broken

Consequently, the new ground broken by this study was the tested effects of literature in English among the Senior Secondary Schools in Minjibir

Education Zone. Good virtues of literature in English studies were discovered to have positive impact on students' reading comprehension capabilities which have peculiar relevance to the Secondary Schools of Minjibir Education Zone.

5.2 Conclusion

In conclusion, the study has found (after treatment and analysis) that literature in English had significant and facilitative relationship effects on students' reading comprehension performance. Results from analytic rating showed a significant reading development by the literature students (experimental group) across the reading levels ($60.24 > 34.43$). Hence the study of literature is more of a linguistic task for the L2 student than, for the first- language students and so requires intensive and extensive reading exercises.

5.3 IMPLICATIONS

From the findings of the study, the following implications relating to literature in English and reading comprehension procedures are provided.

Literature in English program was found to have positively affected student's reading comprehension performance. The literature activities were capable of enhancing reading performance of students. It improves performance in some literary terms like character development, diction, devices, theme, plot, style and dramatic effects. All these could only be achieved by the application of a good method.

Reading levels of comprehension, as indicated by the findings in this study, accounted for students' relative development in their reading performance as related with the literature groups. The reading of literature showed improvement in the levels of reading such as literal, inferential, interpretative, and critical and vocabulary development. Literature in English, therefore, should be encouraged and its learning be made mandatory in language teaching/ learning.

Students of Minjibir Education Zone should be made to compete in reading literary texts made available by the schools, the reading competition could be rewarded positively at the end of every term.

The findings in this study revealed that Literature in English programme is capable of improving O' level English reading skills and this could be realized by adopting reading activities discussed earlier. That is by engaging students in reading activities everyday. Students could select genre of their choice, read well enough and then exchange views for correction interactively with peers. The teachers could also serve as scene directors, resource persons and moderators. Each interactive session should be documented and registered. It is these documented activities that will be graded by the teacher after every term or academic session for award.

The activities could serve as effective means of developing individualized reading through which massive comprehension problem can be reduced to minimal. The reading competition activities can equip students with reading skills that could enable them to read at independent level not only within the classroom, but also under different situations as a life-long habit.

Reading comprehension problems are frequent in matters regarding second language acquisition. Therefore, measures like reading activities must be taken to ease its acquisition.

Literature in English is a process oriented reading though not tested by this study, should be taken into consideration during materials selection (to suit level of students) and adoption especially those relating to the teaching and learning of reading as a second language skill. Materials that help students on how to explore their own mental resources in creating ideas and formulating meaningful

generalizations, and those that help students to manipulate ways of defending an idea as different from saying its significance in a context, should be selected.

On a final note, educational administrators of Minjibir Education Zone, the schools, and teachers should be made aware of the gains expected from literature and what is involved in enhancing literature in our schools.

Indeed, the findings in this study have explicated that studies in Literature in English account positively for reading of under achievers among students. It is pertinent to infer that it could equally be capable of preventing students from examination malpractice. Because the more a student was groomed from a rich library the more resourceful he become which could allow him to attack examinations with self-confidence and maturity.

Therefore, examination bodies should be up to date and abreast with the requirements and needs of literature teaching in secondary schools levels.

Therefore, prescription of books and activities should be recommended and should give proper co-ordination to their chief and assistant examiners with up to date marking procedure.

5.4 Recommendations

Minjibir Education Zone was the area for this study. Hence, the following recommendations were made for the particular attention of Minjibir Education Zonal Office alone. These recommendations were with a view to see to their application in the domain of Minjibir Zone for educational growth. However, the suggestions might be used in areas that shared similar problems with Minjibir Zone.

- (1) This study recommends that the teaching of Literature in English should be made mandatory at junior secondary school and also in senior secondary schools of

Minjibir Education Zone .Since literature has now been found by this study to be a tool for improving English language in general and English language as an eminent requirement for admission into universities and institutes of higher learning literature should be pursued squarely. This will make students develop positive attitude towards reading as a tool for language development.

(2) Supplementary Literature texts should be made available in Secondary School libraries of Minjibir Zone. Students should be guided and encouraged to take reading of texts for local school competitions at the end of every week/ term.

(3) Literature in English being a reading activity could allow for interactive peer group discussions. Brain storming and reading for ideas, should be formally taught in schools, since it can lead to the development of other language skills such as speaking, listening and reading (the target of the study). By reading, sharing and discussing of ideas, students eventually learn to listen, speak and even to write qualitative texts.

(4) The success of inculcating reading culture through literature mandatory programme can become a tool for language development. All the tiers of government, ministry of education, Minjibir Education Zone, examination boards, school administrators and teachers should therefore be positive in giving all necessary support needed for the development of reading culture through literature programme.

(5) Government should recruit more teachers of Literature in Minjibir Education zone and motivate them with token kindness to reciprocate their worth.

(6) Finally, by taking into consideration the increasing rate of failures in English language at the O' level English language at the SSCE level, other means of improving students' performance in reading comprehension should be sought. The

findings of this study could serve as a base for future researchers on reading development.

5.5 Suggestion for Further Research

Areas not covered in this study are hereby suggested for further investigative study. These include:

1. Reading culture among students of Minjibir education zone.
2. The effect of home background and the reading habit of secondary school student in Minjibir education zone on reading comprehension.
3. How teachers of other subjects can promote reading among JSS student in Minjibir education zone.

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APEENDIX A

A DRAMA/ READING COMPREHENSION TEST

- LAKUNLE: Let me take It
- SIDI : No
- LAKUNLE: Let me (Seizes the pail; Some water spills on him)
- SIDI: (delighted);
There. Wet for your pail
Have you no shame?
- LAKUNLE: That is what the stewpot said to the fire. Have you no shame-at your age
Licking my bottom? But she was tickled the same.
- SIDI; The school teacher is full of stories This morning. And now, if the lesson
Is over, May I have the pall?
- LAKUNLE; No. I have told you not to carry loads
On your head. But you as stubborn
As an Illiterate goat. It is bad for the spine.
And it shortens you neck, so that very soon
You will have no neck at all Do you wish to look
Squashed like my pupils' drawings? SIDI; Why should that worry me?
Haven't you sworn
That my looks do not affect your love? Yesterday, dragging your knees
In the dust You said, Sidi, if you were crooked or fat,
and your skins scaly like a
- LAKUNLE: stop!
- Sidi: I only respect what you said.

Literature questions

1. From what Lakunle says to Sidi, would you consider him to be a serious social reformer, a person in love or just a lover of words?
2. What figure of speech used in line 7, 8 and 9 by Lakunle?

3. Why Lakunle want take pall from Sidi?
4. What is the mood of the scene?
5. What is the feelings about the play
6. Discussion on the dramatic techniques used in the text.
7. Discussion on the theme of love in the play
8. Write a short note on the character of Sidi

APPENDIX B
A POETRY TEST FOR GROUP A

Instruction: Read the following poetry and answer the questions that follow:

NIGHT

Your hand is heavy, Night, upon my brow,
I bear no heart mercuric like the clouds, to dare
Exacerbation from your subtle plough

Woman as a clam, on the sea's crescent
I saw your jealous eye quench the sea's
Fluorescence, dance on the pulse incessant

Of the waves, And I stood, drained
Submitting like the sands, blood and brine
Coursing to the roots, Night, you rained

Serrated shadows through dark leaves
Till, bathed in warm suffusion of your dappled cells
Sensations pained me, faceless, silent as night thieves

Hide me now, when night children haunt the earth
I must hear none! These misted calls will yet
Undo me; naked, unbidden, at Nights muted birth.

1. What are the things that make the night terrifying according to the poet?
2. What figures of speech are the following?
 - a. "night children"
 - b. "your hand is heavy"
 - c. "Silent as night thieves".
3. How night is both protective and terrifying?
4. What is the Feelings of the poet?
5. Is it true that the issues raised by the poet do happen?
6. What is the theme of the poem?
7. Write a short note on the plot of the poem.
8. Discuss on the following:
 - a. characterization
 - b. diction

APPENDIX C

A PROSE TEST FOR GROUP A

Instruction: Read the following prose passage and answer the questions that follow:

Ngotho was pleased and Nyokabi and Njeri were full of joy at the news. For the first time for many years something like a glimmer of light shown in Ngotho's eyes, He could even be seen making an effort to walk upright. Here at last, son who might eventually be a match for the Howlands and Jacobos and any others who at all despised him. Kamanu too was pleased. He hoped he could go on helping Njoroge. Njoroge might do something for the family. Njoroge was happy. His first impulse when he learnt that he had gone through was to kneel down and thank God for all he had done for him. "Give me more and more learning and make me the instrument of thy light and peace. To go to secondary school, the big mission at siriana, was no small achievement.

Now answer the following questions

1. What is the mood of the people in the passage?
2. Why does the writer use the names "Howlands and Jacobos" in the text?
3. What is the theme of the text?
4. What does the expression "instrument of thy light and peace" tell us about the speaker?
5. The expression "a glimmer of light" stands for what?
Give supporting reason.
6. Give a short note on the following characters
 - i. Kaamanu
 - ii. Njoroge
7. Discuss briefly on plot and styles in the text.
8. Comment on the use of language in the text.

APPENDIX D
A READING COMPREHENSION TEST FOR BOTH
GROUPS A&B
COMPREHENSION
(100 MARKS)

Instruction: Read this passage and answer the questions on it

The backbone of every organization, large or small, is its managers, they guide and direct employees' action, decisions, and energies. They serve as friends and leaders, motivators and disciplinarians, confronters and counselors, and partners and directors. At the heart of their effort is the betterment of their employees and the organization.

In the history of war, every great army has relied on its field generals, the sergeants, to rally and direct the troops during battle in order to win the day. Every great basketball team has had its point guard to steer them to victory. Super bowl champions have always had a quarterback who could work miracles on the field. All these examples represent the value and importance of players who lead their teams in accomplishing greatness. In business, government, education and industry these leaders are their managers.

Managers have direct contact with the people who do the work. They serve as liaisons between executives and employees. Managers are responsible for performance improvement, quality, and productivity. In short, managers are the ones responsible for getting things done and achieving the results needed by the organization. During the past decade, organizations have eliminated layer upon layer of managers in an attempt to become more efficient and productive. In the late 1980s,

midlevel managers were an endangered species. Many organizations now realize that cutting the

‘managerial fat’ has only allowed them to address the symptoms of their problem. Facing a dilemma known as the “right-sized flat organization” organizations must finally address the real problem they face.

The real problem is the same old problem that has plagued organizations for years, one that has become the Achilles heel of thousands of organizations. It’s not inadequate financial or strategic planning.

It’s not having too many managers. The real problem facing organizations is what we call “managerial malpractice.” Simply stated, managerial malpractice is maintaining and using managers who are unqualified, poorly trained, misguided, or inadequately prepared managers who do not have the interpersonal skills required to enhance employee commitment and improve organizational performance.

Celled from: Stop Managing, Start Coaching

1. What do a Sergeant, a point guard and a quarterback have in common?
2. What two roles do managers perform?
3. Why do organizations eliminate their managers?
- 4 Briefly state the type of managers that are eliminated by their organizations.
5. The backbone of every organization
 - i. What figurative expression is this?
 - ii, What does it mean?
6. “... ..Who do the work?”
 - i. What grammatical name is given to this expression as it appears in the passage?

- ii. What is its function?
- 7. For each of the following words, find a word or phrase which means the same as the word and can replace it as it is used in the passage:
 - i. Counselors
 - ii. Day
 - iii. Liaisons
 - iv. Symptoms
 - v. Plagued
 - vi. Enhance
- 8. (i) Say your feelings about the passage.
(ii) Suggest a title for
- 0.