ASSESSMENT OF THE IMPLEMENTATION OF THE READING COMPONENT OF THE ENGLISH LANGUAGE CURRICULUM IN SENIOR SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

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NCE, B. ED. (ABU)

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN EDUCATION (CURRICULUM AND INSTRUCTION)

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
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AHMADU BELLO UNIVERSITY,
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April, 2019

DECLARATION

I hereby declare that the work in the dissertation entitled "**ASSESSMENT OF THE IMPLEMENTATION OF THE READING COMPONENT OF THE ENGLISH LANGUAGE CURRICULUM IN SENIOR SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA**" has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other Institution.

_____ _____

Hannatu Aliyu ABDULLAH Date

CERTIFICATION

This dissertation entitled "**ASSESSMENT OF THE IMPLEMENTATION OF THE READING COMPONENT OF THE ENGLISH LANGUAGE CURRICULUM IN SENIOR SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA**" by **HANNATU ALIYU ABDULLAH** meets the regulations governing the award of the degree of Master in Education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my beloved parents Late Alh Abdullahi Aliyu and Late Hajia Hauwau Saidu and my late son Mohammed Bello Kasim.

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ABSTRACT

The study assessed the implementation of English reading components in senior secondary schools in Kaduna state, Nigeria. The study was carried out with the objectives to: determine the extent of the coverage, effectiveness of the content, appropriateness of teaching, availability of instructional and evaluation strategies in teaching English Reading components in senior secondary schools in Kaduna State. Five corresponding research questions and five hypotheses were formulated. The study adopted Descriptive Survey design. The population of the study comprised sixteen thousand six hundred and forty one (16,641) students and seventy (70) teachers. The sample size for the study comprised 380 student and 10 teachers selected using proportionate sampling technique. The instrument used for data collection in the study was a structured "Implementation of English Language Reading component Questionnaire (IELRCQ), designed by the researcher. The instrument consisted of (40) questions. The validated IELRCQ was pilot tested, the data collected from the pilot study was analysed using Cronbach alpha technique and a reliability co-efficient of 0.79 was obtained. The data collected from the field was subjected to statistical analysis using both descriptive and inferential statistical techniques. At descriptive level, frequency and percentage was used to analyse the bio-data of the respondents while mean and standard deviation was used to answer the research questions. At inferential level, non-parametric statistics of Chi-square (χ^2) was used to test the hypotheses at 0.05 level of significance. Findings from the study among others revealed that there was no difference in the opinions of teachers and students on the achievement of the objectives of English reading components at the senior secondary schools in Kaduna State. Findings established there was no difference in the opinions of teachers and students on the implementation of the content of English reading components in senior secondary schools in Kaduna State. In addition, the result revealed that there was no difference in the opinions of the respondents on the methods, availability and use of instructional materials and evaluation strategies. The study concluded that the contents in the English curriculum, methods employed by teachers and instructional material are not good enough and this is affecting the performance of students. Recommendations were made to include that Kaduna state government should set up committee to periodically evaluate if the objectives of English Reading components are achieved at the senior secondary schools and give feedback on problems and way forward. Workshops and seminars should be organized for the teachers on the effective coverage of the contents of English reading components in senior secondary schools in Kaduna state.

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LIST OF ABBREVIATIONS

SLA	Second Language Acquisition
UG	Universal Grammar
L1	First Language
L2	Second Language
CLT	Communicative Language Teaching
SS	Senior Secondary
SNR	Senior
FRN	Federal Republic of Nigeria
FME	Federal Ministry of Education
TPR	Total Physical Response
ELTA	Teachers of English Association
AELN	Association of English Language of Nigeria
SERC	State Educational Resource Centers
NERDC	Nigerian Educational Research and Development Council
IELRCQ	Implementation of English Language Reading Components Questionnaire

OPERATIONAL DEFINITION OF TERMS

Assessment: An opinion or judgement about something that has been thought very carefully.

Implementation: the process of moving an idea from concept to reality.

Component: One of the several parts of which something is made.

Secondary School: A place which provides education between the ages of 11 and 16 or 11 and 19 after primary school and before higher education

Reading: The activity of looking at and understanding written words.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Language is a learned behaviour that can be brought about by a setting where subject matter is selected, graded and activities are organized to promote its use. In Nigeria, English language is being learnt as a language for general purposes and for instruction in educational settings. Areas where emphasis were necessary in teaching and learning the language as a second language have been spelt out and certain consideration applicable for the choice of methodology and materials that can be used in classroom were advanced. Thus, learning a language is influenced by the content and activities to which students are exposed. Reading components makes learners to be more self confident from unknown to known. Though many teachers lack effective methods to stimulate students' interest, which is the bases for achieving desired objectives that may discourage learners initiative and curiosity (Yerima, 2016).

English reading components has mere impact on the learning development of the child, the modern day educational systems has less emphasis on all the components of reading some are considered more important than the others (Dauda, 2014). The products of any educational system should be reasonably empowered to exert some element of control over the events that affects them through efficient and functional education (FRN, 2013). This will greatly be attainable if the education is relevant to the needs, desires and aspirations of the society thereby leading to the development of individuals and the society at large through the acquisition of appropriate knowledge, skills, values, competencies and abilities.

Curriculum is the product of any society that is planned, it considered the problem, need and aspiration of every society since the society is not static but dynamic in nature therefore curriculum should also be dynamic in its planning in education to

achieve the desired need of the learners. Olaofe (2013) points that English reading lessons should be taught in such a way that the learners would be able to practice and be aware of all the components of reading.

Teachers of English should have knowledge of variety approaches to second or foreign language teaching. A typical example is learning and speaking which are regular features in a lesson devoted to reading, comprehension or written composition. Availability of resources to overcome common difficulties especially where the language of instruction included the mother tongue. (Williams, 1999 in Jafar, 2014).

There has been growing concern throughout the country over the years about the discouraging state of teaching and learning of English language. This has arisen mainly as a result of failure within teaching and learning contexts to illustrate the connections between classroom English language and the environment the enjoyment learners come from. It has been argued that senior secondary school students must be well grounded in English at this level to enable them study the core subjects. Reading is an essential aspect of English language. It determines learner performance both within and outside the school. Reading is also a complex pattern of behaviour like listening, speaking and writing. It involves the total personality of the reader, his repertoire of life experience, the text interaction and the linguistic competence of the reader to decode the message explicit and implicit in the text. The complex behaviour involves the sensory organs of sight for eye, co-ordination, it also involves a total network of relationship and complex meaning relationships.

Reading also represents a major part of the students studying time which is directly related to the ability to read and understand because most students have not had any instruction on reading since primary school due to this, task of reading has been regarded as solely the concern of the English teacher right from the primary level up to

the University level. Reading is the core of the syllabus that is, the availability of books makes learning easy in Azikwe, (2014). That is, when students read, they become informed and professionally competent and there also is improvement in the level which the mind works.

Many students, particularly the secondary school level have problems in reading component, while some cannot read at all, this situation form the basis for such mass failure at the final examination in the country. Every subject demands that students should have basic reading skill in order to read and understand the materials in that subject (Akande, 2011).The student's inability to read and understand materials affects their performance in all subjects. It is not surprising that majority of the students cannot read a simple sentence even though this is a basic skill which they are expected to have mastered in their junior secondary school education. This problem could be attributed to lack of proper planning of the curriculum, inadequate methods of teaching, students' readiness to learn or both?

It is on this basis that the researcher wants to assess the implementation of English reading components in senior secondary schools in Kaduna State, Nigeria. Thus, the study will strive to find out, how English reading components of English Language curriculum is being delivered. This is with a view of determining whether or not the delivery is in conformity with curriculum provision.

1.2 Statement of the Problem

Nigeria is not an exception to the global efforts at improving the quality of education as a means of ensuring greater learner achievement in schools and national development. The issue has become a universal concern to all stakeholders in education. In the same vein, good performance in English language is vital for quality education generally and effective teaching in all levels of education; more so that English is the language of

instruction in schools. By implication this influences the quality of teaching and learning.

The syllabus neglect communication component and appropriateness of use. In some syllabus until recently, there are no precise specification about what should be taught, for what purpose and how? Some parents argued that some teachers were not qualified to teach English language in the secondary schools. School management and student contended that teachers' qualifications, competency, experience and adequacy were not sufficient to make English language curriculum implementation effective. There are organizational problems, that is, certain limitation by the administration. These include making unrealistic educational policies for example, the language policy in the national policy on education have not been properly implemented, not even in the federal institutions. Others are monopolistic diversion of funds intended for financing education leading to frustration that teachers face in the administration in matters relating to payments of salary and wages.

Abbass (2010), also indicates that there are hues and cries that teachers of English Language are still accustomed to conventional methods of teaching especially the lecture and storytelling methods. It has also been argued that Teachers of English do not support effective handling of the subject to boost the performance of their students. However, one of the leading causes of student's poor performance in Nigeria has to do with the instructional methods used by the teachers, which are inadequate to bring about desired level of achievement and participation both within and outside the curriculum. Under this arrangement, the teacher is seen as a disseminator of knowledge, the knower of the answers and a person who heavily relies on textbooks as only available instructional materials, conveys facts and

procedures to students and hardly encourages students to engage in practical and creative learning activities.

Therefore, this work was set to assess the implementation of English reading components with a view to exploring it potential for improving students' performance. The implication of this problem lies in the fact that, if this problem continue to prevail, it may decline the level of students studying the language as the area of specialization. It is against this background that the researcher carried out a research on Assessment of the Implementation of English Reading Components in Senior Secondary Schools in Kaduna State with a view of providing information that could facilitate and enhance effective teaching and learning of English language.

1.3 Objectives of the Study

The objectives of the study were to:-

1. examine the extent of the content coverage in teaching English reading components in senior secondary schools in Kaduna State;
2. determine the availability and use of instructional materials in teaching English reading components in senior secondary schools in Kaduna State;
3. ascertain the appropriateness of teaching methods used by Teachers of English for teaching reading components in senior secondary schools in Kaduna State; and
4. identify the evaluation strategies in teaching English Reading components in senior secondary schools in Kaduna State.

1.4 Research Questions

The following research questions were raised to guide the conduct of this study:

1. to what extent isthe content coverage of English reading components in senior secondary schools in Kaduna State.?
2. What are the available instructional materials used in teaching reading components

in senior secondary schools in Kaduna State?

3. How appropriate are the methods used by Teachers of English for teaching reading components in senior secondary schools in Kaduna State?
4. How effective are the evaluation strategies used in English reading components in senior secondary schools in Kaduna State?

1.5 Research Hypotheses

Based on the research questions, the following null hypotheses were formulated for test in the study:

Ho_1 There is no significant difference in opinions of teachers and studentson the extent of content coverage of English reading components in senior secondary schools in Kaduna State.

Ho_2: There is no significant difference in the opinions of teachers and students on the availability and use of instructional materials in teaching English reading components in senior secondary schools in Kaduna State.

Ho_3: There is no significant difference in the opinions of teachers and students on the methods used by Teachers of English for teaching English reading components in senior secondary schools in Kaduna State.

Ho_4: There is no significant difference in the opinions of teachers and students on the evaluation strategies used in teaching English reading components in senior secondary schools in Kaduna State.

1.6 Significance of the Study

This study "Assessment of the implementation of English reading components on senior secondary schools in Kaduna State" when will be of great significance to many stakeholders in education, especially to government, curriculum experts, teacher and students or learners. On the whole, this study will contribute ideas for improving the

teaching of English language in schools. For this reason, this study can be used to further aid effective English language curriculum implementation through effective drills and explanation. Teachers of English can find some of the findings useful by understanding the correct resource to employ in teaching and learning process. Teachers will be encouraged by the study to identify suitable areas that capture scenes of the environment and detect their deficiencies and strength in order to enhance learning.

Curriculum planners of various learning processes can identify and incorporate most suitable reading resources in English language curriculum for maximizing classroom instruction for student benefit. Students will also be motivated by the presence of familiar texts in their classes to enhance their understanding of the lessons. Ministry of Education Kaduna State in particular can also benefit by ensuring availability and maintenance of the available resources and to also provide more to ensure quality instructions.

Educational bodies and associations such as Association of English Language of Nigeria (AELN) and Teachers of English Association (ELTA), States Educational Resource Centers (SERC), Nigerian Educational Research and Development Council (NERDC) can benefit by considering the findings of the study in developing the instructional methods and therefore become aware of the variables to manipulate in order to enhance teaching and learning. As corporate bodies they can ensure adequate supply and maintenance of appropriate resources in schools. Text books will also be enabled to improve and upgrade passages in the teaching and learning of English language in schools.

The findings will also enable the government to upgrade the system of enforcing the training of teachers who are competent in English language so as to enhance the management of senior secondary schools in Kaduna State, Nigeria. Finally, the result of

the study will serve as a guide and source of information for students and future researchers in the area, and use it in the teaching and learning of English language in Nigeria and the globe at large.

1.7 Scope of the Study

The study focuses on the implementation of English reading components in senior secondary schools in Kaduna State, Nigeria. Study conducted on phonics and comprehension on SSII students. The study was limited to public senior secondary schools and is expected to cover ten senior secondary schools. In order to implement English language curriculum in the state, the total number of twenty seven (27) senior secondary schools in Zaria educational zone was covered. The study focused on all senior secondary schools' teachers and students of Kaduna State, however, the study concentrated on SS II students because they are more familiar and experienced in English language curriculum than SS I, while SS III are preparing to write the SSCE exam. The variables of the study include teaching method, instructional materials and evaluation techniques.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

The aim of this chapter is to review literatures that are pertinent to understating issues of this research. The review would provide insight on theoretical framework, definition of reading and reading comprehension, types of reading, importance of reading, faulty reading habits, the concept of language, concept of English language, Methods of teaching reading, problems of teaching reading, problems of teaching reading comprehension, importance of supervision and inspection, empirical studies and then summary.

2.2 Conceptual Framework

This chapter reviewed literatures that are relevant to the assessment of the implementation of the reading component of the English language curriculum in Senior Secondary Schools in Kaduna State, Nigeria. The chapter, therefore, discusses the following sub headings: concept of language; concept of English language; concept of reading, concept of reading comprehension, English reading components, types of reading, importance of reading, faulty reading habits, problems of teaching reading comprehension and teachers' qualification and effectiveness.

2.2.1 Concept of Language

Language is that natural endowment that was bestowed on man by his creator. It is an innate ability, which develops in every healthy man as he grows and interacts with other humans within a speech community. That unique feature elevates man above the lower animals and enables his organization into political, economic and social groups for the pursuit of personal ambitions and aspirations and also for the generation of plausible ideas required for solving social problems as well as subduing the environment.

The human world has developed into such a complex, sophisticated and precarious globe that would have been ungovernable and anarchical were it not for the facilities of language which immensely helped in organizing and mobilizing man to confront their social, political and economic upheavals. Language is that natural possession available to everyman in different dines. It is that unique faculty which binds man together, Adekunle, (1996) in Abubakar (2015). There are as many definition of language as there are experts and linguists.

Language could be defied in various ways depending on whether one is interested in dialects and those who speak them, words and language systems, language as an art medium, uses of language and the like, Ahmed (2010). Brooks (2012) defines language as a learned systematic, symbolic vocal behaviour, and a culturally acquired and exclusive mark of man. Based on this definition language can also be said to be a means of social control, it is a collection of motor responses, it functions symbolically and also it is used for verbal communication. The existence and use of verbalized language is therefore one factor used to differentiate between man and animals. Language is therefore a human characteristic that distinguishes man from the animals. Indeed, man has used language as one way of representing experiences. That is, it the means by which representation of human experience work efficiently together.

Language therefore, is man's principal means of classifying things, and it is this classifying function that goes further towards accounting for the role of language as an organizer of representations of experience. Verbalization of experience occurs when we produce language by talking and writing that is putting our reactions to experience within and around us into words. On the other hand, experience of verbalization occurs when we receive language by listening and reading, making sense out of words of others and understanding them in their context. Nevertheless, from which ever perspective language

is defined, the following ideas cut across them: that language is a code whereby ideas of the user about the environment and the world at large are represented through a conventional system of arbitrary signals for communications (Ahmed, 2010).

2.2.2 Concept of English Language

English is a West Germanic Language that was first spoken in early medieval England and now a lingua franca. It belongs to Indo European language family with more than 3.4 billion speakers, and the official language in 67 countries including Jamaica, Ghana, Grenada, Kenya, Nigeria and Malawi. It was named after the Angles, one of the Germanic tribes that migrated to England. It ultimately derives from the Anglia (Angeln) Peninsula in the Baltic Sea. It is closely related to the Frisian Languages, but its vocabulary has been significantly influenced by other Germanic Languages, particularly Norse (a North Germanic Language), as well as by Latin and Romance Languages, especially French.

2.2.3 Concept of Reading

Reading is a very important skill effective for receptive purposes. Reading a book is the most effective weapon against intolerance, under-development and ignorance. Civilization is strictly tied to investment on reading. It is central to academic and intellectual development of learners at all levels. Reading is basic to literacy and personal ability to attain self-education and self-confidence in tackling problems associated with diverse human experiences. A proficient reader is endowed with the knowledge of different discourse organization, reading for inferences, interpretation, vocabulary development, critical analysis and evaluation, literary appreciation and the likes. Depending on its aims and objective, reading may take the form of silent reading or reading aloud. Reading aloud is done purposely for listening, speaking (including phonics and phonemic awareness), word recognition and production. Reading silently is

done primarily for comprehension of subject matter, vocabulary development and pleasure(Udoh, 2013).

Reading also involves different tasks and activities such as extracting information, matching general with specific ideas, using context clues to deduce meaning of words, deriving meaning and comprehension of meaning from texts, which indeed is the primary goal of reading. The reading sub skills are often emphasized are reading for specific information reading literal meaning, reading for inference, for interpretation, critical analysis and evaluation. To read effectively, you must respond to five major areas of language processing. These are sensory process, perceptual/cognitive process, communication process, language process and interactive process. In terms of language process you need the ability to respond to cohesion and coherence of texts, semantic/lexical format, and the way all these combine to bring out meaning (Olaofe, 2013).

2.2.4 Reading Comprehension

Various definitions of reading have been given by eminent scholars all over the worldAhmed (2010), states that reading is the "method of grouping the full meaning of a language though its written symbols. This includes the vocabulary, figure of speech, structure and a clear relation of the ideas it presents. It is also an indispensable tool of learning in various hierarchies of modern educational system. This definition highlights the importance of reading for the school children. Many of the work done on reading although commendable have tended to stress one aspect of reading, such that no one definition can adequately describe or define reading. Some definitions have stressed the decoding and recognition of words while other have argued that mere recognition and decoding cannot be termed reading.

Reading comprehension has further been seen as one of the language skill which is successfully acquired, given the learner a new medium of communication, the power to get information from the printed page. Barakat (2009), also explained that reading is simply the reception or identification of words represented by the printed symbol; the production of spoken words or spoken form, the meaningful interpretation of written or printed verbal symbol and saying the correct word represented by the printed word. This view gives us a down to earth description of the nature of reading. Reading comprehension is basic to reading and learning. In English language, reading comprehension teaching goes beyond the fact the writer's sets faith; it extends to drawing out conclusions from the facts and ascertaining the writer's message and implication.

Reading comprehension has also been defined by Partnership for Reading (2015), as the "understanding of a text that is read, or the process of constructing meaning from a text." It is called a "construction process" because it involves all the elements of the reading process working together as a text it is also read to create a representation of the text, in the readers mind.

Stressing further the meaning and nature of reading comprehension, Ndukwe (2010), explained that:

> Comprehension is the ultimate goal of reading. Everyone agrees a simple matter of recognizing individual words even of understanding each individual word as our eyes pass over it. All models of comprehension recognize the need for readers to build up a mental representation of text, a process that requires integration across range of sources of information, from lexical features through knowledge concerning events in the world.

From the foregoing, one can deduce that Ndukwe presents reading comprehension as a process or an activity that is simple without necessity being simplistic. It goes beyond making one's even to pass over words like a moving train. It involves the reader's ability to represent the graphic, the information mentally and

integrate them accordingly. Moreover, reading comprehension is seen as "the level of understanding of writing", this means that the understanding is central to reading comprehension; it becomes interesting when readers are able to absorb and digest what has been read (Wikipedia Encyclopedia, 2010), Finally, we can deduce that reading and understanding or recognition of the printed marks on paper and the production of their right noise as well as their comprehension is a means through which information stored in books can be obtained and utilized for a variety of purposes.

2.3 Theoretical Framework

Constructivism is a psychological theory of knowledge which argues that human beings construct knowledge and meaning from their experiences. Constructivism is a set of belief about knowledge that begins with the assumption that reality exists but cannot be known as a set of truth (Oludipe and Daniel, 2010). Constructivism is not accepting what one is told but his/her prior knowledge about what he/she is taught and his/her views about it. Active involvement of students is emphasized in constructivism, hence knowledge gained last long in their memory. Constructivist learning theory is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Learners are the makers of meaning and knowledge. Constructivist teaching fosters critical thinking and creates meaning and knowledge.

Constructivist teaching fosters critical thinking and creates motivated and independent learners. This theoretical framework holds that learning always builds upon knowledge that a student already knows; this prior knowledge is called a schema. Because all learning is filtered through pre-existing schemata, constructivists suggest that learning is more effective when a student is active engaged in the learning process rather than attempting to receive knowledge theory. Most of these methods rely on some form

of guided discovery where the teacher avoids most direct instruction and attempts to lead the students through questions and activities to discover, discuss, appreciate and verbalize the new knowledge.

Constructivists teaching methods based on constructivist learning theory. Along with John Dewey, Jean Piaget researched childhood development and education. Both Dewey and Piaget were very influential in the development of informal education. Dewey's idea of influential education suggests that education must engage with and enlarge experience and the exploration of thinking and reflection associated with the role of educators. Piaget's role in the constructivist teaching suggest that we learn by expanding our knowledge by experience which are generated through play from learning. Their theory says that all knowledge is constructed from a base of prior knowledge, children are not a blank slate and knowledge cannot be imparted without the child current conceptions. Therefore, children learn best when they are allowed to construct a personal understanding based on experiencing things and reflecting on those experiences.

Characteristics of Constructivist Teaching

One of the primary goals of using constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning experiences.

According to Andrey (2011), the characteristics of a constructivist classroom are as follows;

i. The learners are actively involved.
ii. The environment is democratic.
iii. The activities are interactive and student centered.
iv. The teacher facilities a process of learning in which students are encouraged to be responsive and autonomous.

Examples of constructivist activities;

In the constructivist classroom, students work primarily in groups learning and knowledge is interactive and dynamic. There is a great focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas. This is contrary to the traditional classroom in which students work primarily alone, learning is active through repetition and the subjects are strictly adhered to, and are guided by a textbook. Some activities encouraged in constructivist classrooms are;

i. Experimentation: Student individually performs an experiment and then come together as a class to discuss the results.
ii. Research projects: students research a topic and can present their findings to the class.
iii. Field trips: this allows students to put the concepts and ideas discussed in class in a real-world context. Field trips would often be followed by class discussions.
iv. Films: these provide visual context and thus bring another sense into the learning experience.
v. Class discussion: This technique is used in all methods described above. It is one of the most important distinctions of constructivist teaching methods.

The second theory to support the communicative method of teaching and learning is experiential learning theory. The term is used to describe the sort of learning undertaken by8 students who are given a chance to acquire and apply knowledge, skills and feelings in an immediate and effective setting. According to Brookfield (2013), writers in the field of experiential learning have tended to use term in two contrasting senses. Experiential learning involves, a direct encounter with the phenomena being studies rather than merely thinking about the encounter, or only considering the

possibility of doing something about it. Communicative language, method of teaching and learning is the type of experiential learning in education that supports students in applying their knowledge and conceptual understanding to real-world.

The third theory that aided the study is brain-based learning. This learning theory examines how the brain learns. One brain-based learning concept according to the Rodgers (2016) that is very applicable to communicative language method of teaching and learning is renates and canine, three essential elements for learning. Learners must be alert to new challenges, but not so much that fear (including fear of failure) interferes with the learning process. Learners to face new challenges. Similar to the reflective thought process found in experience to identify areas for important.

2.4 English Reading Components

These are programs that makes reading more meaningfull and clear. In the sense that beginners will be able to differentiate the components without mixing which one is which. Though at the Senior Secondary School level, emphasis is more on fluency, vocabulary and comprehension.

PhonemicAwareness

Phonemes, the smallest units making up spoken language, combine to form syllables and words. Phonemic Awareness refers to student's ability to focus on and manipulate these phonemes in spoken syllabus and words. According to National Reading Panel, teaching phonemic awareness to children significantly improves their reading more instruction that lacks any attention to phonemic awareness.

Phonemic awareness is not the same as phonics. It focuses on the individual sounds in second language. A student begin to transition to phonics, they learn the relationship between a Phonics (sound and grapheme (the letter (s) that represent the sound) a written language.

Phonics

Phonics is the relationship between the letters (the letter combinations) in written language and the individual sound in spoken language. Phonics instruction teaches students how to use this relationship to read and spell words. The National Reading Panel indicated that systematic phonics instruction enhances children's success in learning to read, and it is significantly more effective than instruction that teaches or no phonics. Phonics and Phonemic Awareness are not the same, but tends to overlap. As students begin to transition to phonics, they learn the relationship between a phoneme (sound) and grapheme (the letter (b) that represent the sound. Phonemic Awareness instruction improves phonics skills and phonics skills improves phonemic awareness.

Fluency

Fluency is the ability to read as well as to speak and make sense to the text without having to stop and decode each word. Fluent readers are able to read orally with appropriate speed, accuracy and proper expression. Non fluent readers suffer in at least one of these aspects of reading; they make many mistakes, they read slowly or they don't read with appropriate expression and phrasing.

For many years, educators have recognized that fluency is an important aspect because is one of the critical building blocks of reading. To become proficient readers, our students need to become automatic with text so that they can pay attention to the meaning.

Fluency makes readers read in phrases and add intonation appropriately. Thus reading is smooth and recognition of words are automatic. They group words quickly to help them gain meaning with expertise. Fluency is made up of at least three (3) key

elements which is directly related to comprehension. This includes the use of rhythm, phrasing, naturalness and use of voice.

It is an importanat goal for children to become accurate, efficient and fluent readers. Facilitating repeated practice of reading aloud is the key to develop fluency. The goal for all children is for decoding to become easy and automatic, so they can free up their attention to focus on the meaning of the text.

Vocabulary

Vocabulary development is closely connected to comprehension. The larger the readers vocabularies (either oral or print), the easier it is to make sense of the text. According to the National Reading Panel, vocabulary can be learned incidentally through story book reading or listening to others and vocabularies should be taught both directly and indirectly. Students should be actively engaged in instructions that includes learning words before reading, repetition and multiple exposures, learning in rich context, incidental learning and use of computer technology.

Vocabulary knowledge varies greatly among learners. The word knowledge gap between groups of children begins before they enter school. Children should have been encouraged by their parents to ask questions and to learn about things & ideas. Children come to school with oral vocabularies many times larger than children from disadvantaged homes. Vocabularies supports reading development and increases comprehension. Students with low vocabularies scores tends to have low comprehension and students with satisfactory or high vocabularies scores tend to have satisfactory or high comprehension scores.

The report of the National Reading Panel states that the complex process of comprehension is critical to the reading skills and cannot be understood without a clear

understanding of the role that vocabularies develop and instruction plan in understanding what is read (NRP, 2010).

Comprehension

Comprehension is the complex cognitive process readers use to understand what they have read. Vocabularies development and instruction play a critical role in comprehension. The National Reading Panel determine that young readers develop text comprehension through a variety of techniques including answering questions, (quizzes) and summarization (retelling story).

Comprehension or extracting meaning from what you read, is the ultimate goal of reading. Experience readers take this for granted and may not appreciate the reading communication skills required. The process of comprehension is both interactive and strategic. Rather than passively reading text, readers most analyze it, internalize it and make it their own.

In order to read with comprehension developing readers must be able to read with some proficiency and then receive explicit instruction in Reading Comprehension strategies. The process of reading comprehending text begins before children can read, when someone reads a picture book to them. They listen to the words, see the pictures in the book and may start to associate the words they are hearing and the ideas they represent. The key comprehension strategies are as follows:

i. Practice knowledge
ii. Predicting
iii. Identify the main idea and some summarization
iv. Questioning
v. Making inferences

vi. Visualization

Teaching students how to develop and construct the strategies will require some modeling, guidance and feedback. Students should demonstrate the process with examples before practicing doing it on their own with teacher guidance and eventually work independently.

2.4.1 Types of Reading

There are basically two types of reading which are extensive and intensive reading and one predisposed the other. Commenting further, Shekari, (2015), maintained there are two broad types of reading. The two types are related and complement each other, none is practiced in isolation.

1. Extensive Reading

Extensive reading means continue reading at the fasted speed with a reasonable level of understanding and retention of what has been read. The efficiency of extensive reading is tested by question that determines whether the reader understands the main course of the study or argument. For instance, after reading the first chapter of Chinua Achebe's things fall apart, Abbass (2010), suggested the following questions:

a. Why was Okonkwo known throughout the village?
b. What was the greatest difficulty which Okonkwo survived shortly after the death of his father?
c. Why did Ikemefuna come to be placed under Okonkwo protection?

Any reader who can answer these three questions accurately has understood the first three chapters of the text. This is also a good start to the complete understanding of the whole text, which is always the aim of extensive reading.

2. Intensive Reading

Intensive reading on the other hand involves careful and detailed study of short passage in order to ensure that every detail is understood. The reader should complete the literal and figurative words and phrases. Still using Achebe's novel, the evaluation question to test the efficiency of intensive reading according to Abbass (2010), might include:

a. How long had amalinze remained unbeaten?
b. Why was he called the cat?
c. Why did it matter to him as a wrestler, that his back will never touch the earth?
d. What does he mean by saying that Okonkwo's fame had grown like a bush fire?
e. The writer says that the drum beat and the flutes sang, what else does he say which makes the fight seem exciting?

It is evident from foregoing that intensive reading of materials of literature of the language being studies is one way to use the language. Hence, the language teacher should aim to increase the learner's proficiency; to practice the use of grammatical structure and to increase the awareness of the leaner's to the foreign culture.

2.4.2 Method of teaching Reading

Students need reading skills not only as part of their basic language skills, but also to help them through out their educational career. The medium of instruction is English and to make any progress, reading is based on the following:

a. Master mechanical skills of reading;

b. Master new vocabulary and development word attack-skill; and

c. Master reading comprehension

Another feature of beginning reading instructions that may be observed in the classroom include memorizing and reciting the letters of the alphabet, letter meaning and blending to pronounce words, chain reading after the teacher and some form of phonic

instructions, these essentially represent teachers approached to help students learn how to read. As to what teacher do to help most students to learn reading, a form assessment is that most teachers will seem not to know what to do to consciously develop reading comprehension skills in students. In many so called reading comprehension lesson, what goes on is actually a test of reading comprehension. In a typical reading comprehension class for example, the teacher ask the students to open a particular page and read for some minutes. He then ask them question to test their understanding of the passage and question asked mainly monthly literal and if he decides to treat difficult words they do not understand; he then proceeds to explain the words to them or ask the class to check the words in their dictionary. There is no conscious attempt made to develop student's specific word attack skills such as use of content class or structural analysis. The methods used depend on some extent on the teacher's personal choice and the course books available, some years back the syntactic approach of teaching reading was sample. The analytic method was later introduced, the approach stressed whole words method in teaching where words were presented to student. The sentence method where whole sentence are presented to students was part of the analytic approach of teaching reading modern methods or approached in teaching reading are mostly analytic. A teacher may continue both the synthetic and analytic methods in the class whenever appropriate.

2.4.3 The Importance of Reading

Having seen the types of reading, it is pertinent to bring out the importance of reading. The importance of reading for the purpose of academic performance and pleasure has been emphasized over the last century. As a result of this importance, a lot of literature has been written with different focuses emphasizing different areas.

The skills of reading in English language are not only very important but crucial if our children are to be successful in schoolings. Supporting this, Barakat (2009), opined that, "in schools, pupils are expected to read what the teacher has written on the black-board in the children exercise book or read the class text. They, are expected to read with understanding and exhibit through their mastering largely through the reading expression". To this end, she emphasized that the skills of reading in English language are not only very important but crucial if learners are to succeed in schooling.

In addition to this, Ndukwe (2010), stated that reading is the third skill in the four language skills and the academic potentiality of a learner is to a large extent depend on the ability of the learner to read. She further stated that reading competence is important because it underline success in all areas of learning. Finally the explanation given above clearly revealed the influence of reading on the academic performance of students which so much depend on one's mastery of the language to express the idea and how well the course had been taught.

2.4.4 Faulty Reading Habits

A careful examination of the reading problems which students exhibit may be traced back to the old method of reading which they adopted, having been denied, in the past, the formal reading programme that ensure the development of efficient reading skill. It is important to identify these common faults in reading and perhaps stress the need for the new orientation that will make the student drop the poor habits. Onuigbo (2012), identified a number of these poor reading habits to include:

i. Pointing to words. The habit of pointing to the word in a reading passage can be traced to the haphazard reading practices occasionally introduced by some teacher in the primary school to keep the pupils busy at times when they (teachers) had nothing meaningful to teach. At such periods pupils are usually called out to read

some sentence on the blackboard by pointing to the words, rather than reading a whole phrase. This method allows the reader to identify and read individuals words. The method therefore shows down the rate at which one reads and also makes reading jerky and unnatural.

ii. Regression: this is another poor reading habit, Barakat (2009), described it as "the tendency to read a sentence, word or pleasure which has earlier been read before group to the next one. It is a symptom of backwardness in reading. This also slows down the reader and it is a sign that the reader has not fully mastered the rudiments of reading.

iii. Head movement: when we read, we move our eyes from one end of the line to the other. A poor reader does not only move his eyes from one word to another in an attempt to see all the word to the line of print. This is a habit which is sometimes faced to childhood experience. Head movement is an additional task which demands extra energy from the reader and must therefore, be avoided to make reading less laborious.

iv. Vocalization/Sub-Vocalization:- this is a situation whereby the reader moves the tongue and other vocal organs and reads aloud to him. This situation affects the rate of reading and impedes efficient comprehension as it shifts emphasis from reading to pronunciation. Therefore, vocalization should not be confused with a loud reading and other choral drills with kinesthetic aid which help the reader to develop efficient reading through and word groups rather than through word by word transference.

2.4.5 Problems of Teaching Reading Comprehension in the Senior Secondary School

Finding revealed that the teaching of comprehension is not without problem. Ndukwe (2010), identifies and highlights some of such problems. These include:

i. Lack of understanding and comprehension passage.

ii. Socio-economic and cultural background of the students and even background of the book or passage.

iii. Too difficult vocabulary selected or found in the text.

iv. Types and structure of the sentences.

v. Theme identification

vi. Teachers conduct of the lesson

vii. Types of questions and questioning techniques

viii. Lack of reading materials

ix. Identification of different writers styles of working

x. Lack of sufficient information on the text of passage

A large number of students have these problems in the comprehension class. Teachers of English find it difficult to teach comprehension in the various schools due to these problems especially at the S.S.S. level. Moreover, in Yahuza (2011), stated that the problems encountered in teaching comprehension depend on the inability to determine students efficiencies. According to him, these efficiencies are determined by factors such as:

i. The reading speed in words per minute

ii. Comprehension score, that is, number of questions correctly answered.

iii. The reading efficiency index.

Another problem encountered by teachers in comprehension at the senior secondary school level is the grading of passages or text to be presented to learners without taking into consideration their standard achievement age, cultural background

and interest. Sometimes, some students read faster without comprehending much, while some read slowly and comprehending much. So, those who read faster without much comprehending are worse than reading slowly and comprehending much. The best students are those who read faster and comprehend much.(Onuigbo, 2012)

2.5 Teachers' Qualification and Teachers Effectiveness

The widespread increase in the number of public secondary schools in Nigeria, and particularly in Kaduna State, necessitates the recruitment of more teachers in these schools. This implies that, quantitative expansion of secondary schools will certainly lead to quantitative increase in teaching personnel. As important as is the quantity of these teachers, so also is their quality, (Adeyinka, 2012). The quality of the teacher is therefore, the sine-qua-non for academic performance of the students.

The success of any curriculum implementation can be measured through the performance of the students having gone through the educational program. This performance may be related to the teacher's qualification and experience since the teacher lacks this quality he would not be successful in his task, this is why, Ajayi (1985) in Adeyinka (2012), posited that; "one area in which implementation of the past and present curriculum in Nigeria schools has handicapped is in the area of lack of qualified teachers to teach in our National institutions". Farant (1964) cited in Badamasi (2011), argued that ignorant teacher cannot enlighten his pupils or lift them higher than himself. Therefore, there is urgent necessity that anybody who may be involved in the teaching activity should have acquired a minimum knowledge in the area before getting necessary experiences.

According to Hallak (1990) cited in Adeyinka (2012), the quality of the education system depends on the teachers'" quality. This assertion is in line with the national policy

on education of Nigeria which affirms that "No education system may rise above the quality of its teachers, (NTI, 2011). In same vein, Adeyinka (2012), argued that teachers' quality is an important input in effective learning, since high quality output requires input of high quality. According to him, qualification is not enough for intents' good performance. A qualified teacher of English, apart from having professional qualification, must be interested and self- satisfied in his/her job. He/she should also be well equipped with different instructional methods and dutiful. The qualification itself is not enough for effective transmission of knowledge; there should also be a commitment to the task and art of teaching.

A study conducted by Ikeotuonye and Nwosu (2015), revealed that there was no correlation between the qualifications of the teachers and the students' in English language, Mathematics, Biology and Chemistry. Although the research revealed these findings, it does not mean that the qualification of the teachers are not vital factors in the performance of the student. The correlative coefficients obtained in Mathematics and Physics tend toward significance. - The discouraging coefficients are in respect of language

Morton (2015), stated that teachers of foreign languages must be "split level'[1,]' teachers, means, they teach a period or two of a foreign language then for the rest of the day, they “fill out” or they deal with another subject such as social studies, math or physical education. He adds that these teachers very often, do considering themselves as the teachers of foreign languages. The same situation usually occurs in Nigeria, particularly, with teacher’s contract. Under these conditions, the attainment of educational set goals could not be successful. The teachers in charge of changing the students' behaviour are not trained for the purpose, rather they would "ruin pupils" school career, indeed, entire future". That is why, Enighe (2014), insisted that government

should endeavour to employ the services of only trained and certificate teachers. Non-professional teachers should be given the opportunity to improve. She continues by saying that "it is only what the teacher knows that he teaches the students. If the teacher does not know the matter of English language, he cannot teach it." It is not true that for the fact that one can speak English can teach it as in the case of some teachers of English in Nigeria.

Olaofe (2013), sum up the effective teaching as relying on:

1. Teachers' performance (Behaviour while teaching in class)
2. Teachers' competence (Set of knowledge, attribute and beliefs the teacher possesses and brings to the teaching situation).
3. Teacher’s characteristics (Teachers' training and his. potentialities).
4. Pupils' learning experience (individual pupil's ability, characteristics and difference, attitudes and entry behaviour)
5. Pupils' learning outcome (including evaluation and feedback procedure)
6. Facilities, materials, resources available as in the element of setting in ' which the Learning takes place.

Cited in Bello and Abubakar (2016: 62), says that "Our goals as teachers are to improve the language skills of the learners so that they can function better in their studies, in their work and in their interaction with people from other countries". Improving the language skills of the learners so that they can function in their interaction with people from other counties is one of the reasons for which English language is taught in Nigeria. But improving the language skills of the learners is not an easy task, also is not sufficient. There should be proficiency in the language. That is why Tunga (2015) argues that mastery of the language structures alone does not guarantee functional proficiency. There may be some situation where a learner may possess the formal

knowledge of the language but is not able to communicate effectively with people outside the classroom context. This is what generally happens in Nigeria where 'students do not have any opportunity to speak the language out of the classroom situation. The English language teacher should be qualified enough and possess knowledge about classroom interaction approaches to direct the students in the exercise.

2.6 Curriculum Implementation

Curriculum implementation as the translation of the putting of curriculum plan into practice. In other words, it is putting the curriculum document into action. (Offorma, 2009), this aspect of the curriculum involves the joint efforts of the teacher, learners and school administrators. Curriculum implementation is therefore the stage in the midst of learning activities where teachers and learners are involved in negotiation aimed at promoting learning. The teacher adopts appropriate teaching methods and ensures that materials are actively utilized in the process of interaction with learning activities. (Offorma, 2009)

In the opinion of Guga (2014), resources for effective curriculum implementation are those things which teachers use in their teaching and learning to make curriculum implementation concrete. These include physical facilities such as classrooms, laboratories, workshops, games and sport fields and equipment, recreational facilities and so forth. Each of these has a significant position to occupy in the process of implementation of curriculum. The resources also include teaching aids which teachers use in their classrooms, when teaching. They include real life objects like flower, insects, rocks, and so on; charts such as, pictures, graphs, drawing, maps etc. audio visual like television, computer, the internet, others include the chalkboard, newspapers, magazines, chemical and so forth. All these are basic tools for curriculum implementation;where these resources are not available, curriculum implementation wouldnot be effective.

Other resources needed in curriculum implementation include fund so as to be able to finance the various projects in a school. Such projects include book purchase and other equipment, running of workshops and so forth.

Al-Hassan (2007) opined that resources for curriculum implementation are things that are designed for the use of teachers and students which help both to acquire skills and knowledge to develop cognitive, effective and psychomotor domains. Resources are divided into two (2) main categories as:

1. Human resources; and
2. Non Human resources.

1. **Human Resources:** these are individuals who as a result of their experience or expertise in their various fields of endeavour or professions are considered knowledgeable enough to be useful to the school and community at large. Human resource in implementation curriculum is sub-divided into two (2) as:

   - **Teacher:** is well trained who coaches, guides, facilitates learners in multiple instruction to impart knowledge to them.

   - **Specialist:** this refers to competent person in a particular field who is made available or invited to school to deliver message or knowledge from his field to students.

2. **Non human Resources:** these are broad range of resources which can be used to facilitate effective curriculum implementation, without it, performance of students should be backward, it also sub-divided into:

   - **Audio Resources:** these are non-human resource curriculum that mostlyappeals to the sense of hearing. They include; records, record-player, tape recorders and recording from radio program.

- **Visual Resources**: These are curriculum resources that could be used in the process of instruction these include; Pictures, three dimensional objects, projected and non-projected material.
- **Audio – Visual Resources**: The term refers to those instructional materials which provide students with audio and visual experiences by appearing to the hearing and seeing senses at the same time.
- **Projected Resources**: These are the materials containing information which can be projected in the screen via electricity. They include; films, slides, film-strips and Transparencies, using there Projector.
- **Non – Projected Resources:** These are materials that need no projection. Such include; maps, globes, charts, posters, specimens and so forth.
- **Hardware:** this is the classification of all machines or equipment used in the instructional process. They include; the projector, television sets, tape recorders and other gadgets.
- **Software:** This classification consists of all the resources used with machines. They are the real Carrier of knowledge or information. This includes; films, tapes and transparencies and so forth.
- **Three - dimensional objects:** This is teaching and learning resources with length, breadth and Depth. These include; real object, models, and mock.

2.6.1 The role of Teachers in Curriculum Implementation

Analyzing the roles of teachers in curriculum development, Albert (2016), re-echoed the dogma that no educational system can rise above the quality of its teachers. A good teacher is an embodiment of all kinds of skills without which the learners' achievement will be low. The role of the teacher therefore is very important in

curriculum evaluation, interpretation and implementation, especially when it comes to measuring the gains in education. 'One of the primary roles of a teacher in any curriculum interpretation and implementation is that of passing message to the learner. The teacher plays other encompassing roles such as:

a) Participating in curriculum planning, guiding and learning;

b) Organizing students to meet their set objectives, and

c) Understanding and assisting in bridging the gap between theory and practice in education (Barrow, 2010).

The effective discharge of these/functions helps learners to grow in depth and dimension. The role of teachers in the implementation of the curriculum is multifaceted as they assume the position of guidance and counselors and parents substitutes especially at the lower levels of education. They are also involved in directing the students' thought, shaping their ideas and motivating them to aspire to greater heights in life.

Therefore, the most important single determinant of what happens in the classroom is the teacher. However good the lesson notes are, the management of curriculum depends on the sophistication and appropriateness of teaching aids, and the teacher's transactional skills; which are a reflection of his/her training and experience Onwuka, (2011). The ability to communicate effectively will also depend on the teacher's interpersonal relationship with the student. Such relationship can be cultivated through participation and co-operation.

Effective implementation of the curriculum depends tactfully/on effective and efficient planning by the teacher, who decides what the learners will do and how to do it. The malfunction of curriculum implementation easily manifests in indiscipline and disruptive behaviours of learners/not concentrating on their studies. To be able to implement the curriculum, the teacher as the most important part of the curriculum must be trained in

experimental and manipulative behaviour Ndubusi, (2010). This study found out the teacher's role in the implementation of the integrated Science curriculum. The attempt made has spelt out the role and qualities of teachers without which curriculum implementation will be seemingly impossible. That notwithstanding, it has not discussed other salient areas such as the use of appropriate teaching aids and participation in curriculum planning.

2.6.2 Role of Students in Curriculum Implementation

On the role of students in curriculum implementation, emphasis is placed on individual student's development, therefore, their needs and interests are considered in the implementation of the curriculum. In this guise, the organization of the curriculum for a group of learners depends upon where the learners are and how far they can overcome the problems and situation that may arise from the implementation.

A notable feature of curriculum activities is the interest in students" growth through visible active experience, these are structured with the learners' interest at heart (Guga, 2014). The curriculum calls for very extensive planning by the teacher if it must be successfully implemented. It hopes that this research would alert classroom teachers on the need to make preparation towards the successful implementation of the curriculum. The curriculum also calls for flexibility in advance, bearing in mind that the learners' interest, needs and modes of learning determine how learning takes place and that teaching should transcend from simple to complex or from known to unknown (Onwuka, 2011).

2.7 Language Teaching Method

A teaching method is a plan for presenting language materials to be learnt based on a selected approach. It is translating an approach into an instructional system based on

objectives of language, contents to be learnt, types of tasks, and so forth. The table below shows the relationship between an approach and a method.

Approaches	Examples of method that go with the approach
Structural approach	Grammar-translation method, audio- lingual method
Functional approach	Oral method, functional-notional method, situational language teaching.
Interactive approach	Direct method, communicative language teaching, language immersion, silent way, suggestopedia, natural approach, total physical response, reading method, and so forth.
Constructivist approach	Scaffolding, task-based, teacher support and mentoring.

(Olaofe, 2013).

Described in this section are the basic principles and procedures of the most recognized methods for teaching language as a second or foreign language. They are representatives of each of the approaches outlined.

A. Structural Approach

Structural approach is based on the assumption that language can best be learnt through a scientific selection and grading of structures or patterns of sentences and vocabulary. The stress is on the learning of essential structures of the language; therefore structural approach has the following methods.

Grammar translation method:

This method was historically used in teaching Greek and Latin languages in the olden days. It came as an off-shoot of speech traditional grammar whose emphasis is on the part of speech (nouns, verbs adjective, adverbs, preposition and so on. parsing of sentences into specific parts, defining each part of speech (as in a noun is a name of

anything, place or situation and a verb is a word of action or a state of being); and given of roles as in the roles of singular and plural first, second and third persons, countable and uncountable nouns, and so on. The analysis of .sentences is done in isolation for examples; a noun is analyzed separately, followed by the analysis of a verb and different types of tense and aspectual forms. This traditional approach to language gives rise to grammar-translation method, and this method has the following characteristics: according to O1aofe (2013).

1. Classes are taught largely in mother tongue with little use of the target language
2. The mother tongue is translated into English as illustrated or class based activities
3. Grammar forms the bulk of language teaching is used by teachers to account for all that are involved in language use and usage
4. The class teacher or the grammar books role is to prescribe how language is to be used.
5. Learners are seen as passive absorber of language facts rather than active participants in language learning process

Audiolingual method:

Audio-lingual method originated from the structural grammar. The method is designed as a reaction to the grammar- translation method in an attempt to integrate more use of the target language into English lessons. It is based on the principles of behaviuoral psychology and has adapted many principles of direct method of language leaching which makes speaking, dialogue and active conversational styles in English the primary focus. According to direct method, all language materials are first presented orally with action and pictures. The mother- tongue is never used and translation to the mother-tongue prohibited. As an off-shoot of structural, grammar, audio- lingual methods

based on the principles that speech is primary. Language learning is triggered off by Stimulus which elicits responses. The assumption is that all these efforts will give rise to more positive and appropriate responses needed for proficiency and accuracy in the language (O1aofe, 2013).

The principles behind audio- lingual approach are enumerated below:

1. The main purpose of language teaching is to train pupils to communicate by means of spoken English or any other targets language.
2. Language is habits formation. The aim of a language teacher is to make pupils or students form good habits of spoken language. This can be done if the teacher is a good model and can transfer the same to pupils or students.
3. There is abundant use of language laboratories, tapes and visual aids and language experts, especially where the teacher is a poor model. Great importance is given to precise native-like pronunciation use of mother-tongue is sparingly permitted by the teacher but discouraged among the learners. The teacher must be careful to ensure that all utterances of the learners are within the practiced language item.
4. Vocabulary is strictly limited and leant in contexts
5. Drills should be rapid and gross errors avoiding. The use of hand motions, flash or signal card, notes etc, to cue responses is encouraged.

All drills should move from the mechanical ones to the meaningful and varied in order to avoid boredom or fatigue (Olaofe, 2013).

Functional Approach

The functional approach is considered to be second paradigm of psychology. This focuses on the function of the mental process which involves consciousness. In language acquisition (SLA) functional approaches are of similarities with universal Grammar (UG)

focus is on the use of language in real situation (performance) as well as underlying knowledge (competence). Functional approaches have the following methods:-

Functional-notionalmethods:

The concepts of notional-functional approach are developed by scholars like David Wilkins, Finocchiaro and Brumfit (2015). This language teaching method is categorized along with others under the rubric of a communication approach. The method stresses a means of organizing a language syllabus. The emphasis is on breaking down the global concept of language into units' analysis in terms of communicative situations in which they are used (Kabiru, 2018). By the notational component of the method, we mean the meaning elements conjunction, adjectives or adverbs. The use of particular notions depends on three major factors. These are the functions, the elements in situation and the topic being discussed. A situation may affect the variations of language, such as the language of dialects, the formality of the language to be used, and the mode of expression. A situation includes the participants in the speech act, place or domain where the act is taking place, time, and topic. Finocchiaro placed the functional categories as personal, interpersonal, directives, referential and imaginative.

1. By personal, we mean clarifying or arranging ones ideas; expressing ones thought or feelings of love, joy, pleasure, hate, displeasure, surprise, likes, tears, anxiety, confidence, fatigue, moral, intellectual and social concerns.
2. By interpersonal, we mean being able to establish and maintain desirable social and working relationships, involving greetings and leave taking, introducing others, identifying, expressing politeness, making and breaking appointments, apologizing, excusing oneself, indicating agreements or disagreements, interrupting politely changing an embarrassing subject politely, receiving and acknowledging gratitude and so on (Wikins, Finocchiaro and Brumfit, 2015).

Oral methods and situational language teaching

Oral approach or situational language teaching: is an approach developed by British applied linguist in the 1930s, to the 1960s, while it is unknown for many teachers; It had a big influence on language courses till the 1980s. The oral approach or situational I language teaching is based on a structural view of language. Speech structure focuses on a set of basic vocabulary are seen as the basis of language teaching. This was a view similar to American structureralists, such as fries. However, what distinguished the situational language teaching approach is it emphasis on the presentation of structures in situations.

Situational language teaching syllabus is designed upon a world list and structural activities, Grammar teaching involves situational presentation of new sentence patterns drills to practice. The teacher moves from controlled to freer practice of and from oral use of sentences patterns to their 'automatic use in speech, fading and writing. According to situational language teaching, a lessons starts with stress and intonation practice followed by a revision and a presentation of new material (mainly structures or vocabulary). The teacher then proceeds to oral practices and drilling of the elements presented. Finally, the lesson ends with reading activity or written exercise. Situational language teaching is still attractive to many teachers who still structural practice of language. Its practicality in the teaching of grammar patterns has contributed to the survival of the approach until recently. Besides, its emphasis on oral practice still attracts support among language teachers.

Interactive Approach

The first thing to realize about interactive teaching is that is not something new or mysterious. If you are a teacher and you ask questions in class, assign and check homework, or hold class or group discussions, then you already teach interactively, interactive teaching is just giving students something to do, getting back what they have done, and then assimilating it yourself, so that you can decide what would be best to do next. Interactive approach has the following methods:

Direct method:

The direct method of teaching, which is sometimes called the natural method and is often (but not exclusively) used in teaching foreign language, refrains from using the toner's native language and uses only the target language. It was established in Germany and France around 1900 and contrasts with the grammar translation methods and other traditional approaches, as well as with C.J. Dodson's bilingual method. It was adopted by key international language schools such as Berlitz and In lingua in the 1970s and many of the language department of the Foreign Service departments of the Foreign Service institute of the TJ.S Slate department in 2012.

In general, direct teaching focuses on the development of oral skills. Characteristics features of the direct methods are:

1. Teaching concepts and vocabulary through pantomiming real- life object and other visual materials.
2. Teaching grammar by using an inductive approach (that is, having learners find out rules through the presentation of adequate linguistic forms in the target language).
3. Centrally of spoken language (including a native like pronunciation).
4. Focus on question-answers patterns.

Direct methods are the use of straightforward, explicit teaching techniques, usually to teach a specific skill. It is a teacher- directed method, meaning that the teacher stands in front of a classroom and presents the information. It might be a lesson in which the teacher very planets in the solar system, or might be a simple explanation and some examples of the double-ff-11-55- 22 spelling rule. You might be thinking, isn't that how everything is thought in classroom? Yes, this used to be true, hut then we found that not all students benefited from listening to a teacher talk all day and that not all lessons were best taught through direct instruction. Teachers now match the type of instruction to the task, leaching directly when it suits the skill being taught. The order of the planets is something best learned directly, while teaching what materials are magnetic is better learned, and much more engaging, through experimentation (Kabiru, 2018).

2.8 Empirical Studies

Studies have been conducted in an attempt to assess the implementation of English language curriculum and its effects to teaching and learning. This study attempts to assess the implementation of English reading components on senior secondary school students in Kaduna State. Below are reviews of some empirical studies that are related to this study. It aims at identifying the similarities and differences in order to fill in the gaps left by other studies.

Okobia (2011), conducted a research on Availability and Teachers' Use of Instructional Materials and Resources in the Implementation of Social Studies in Junior Secondary Schools in Edo State, Nigeria. The study was designed to assess the availability and teachers' use of instructional materials and resources in the implementation of junior secondary school social studies curriculum in Edo State. Three research questions were raised and one hypothesis was formulated. The study adopted survey research design and a sample of fifty social studies teachers were

randomly selected from fifty junior secondary schools in five local government areas of Edo State questionnaire was used, arithmetic mean, standard deviation, mean gain scores and qualitative analysis were used to answer research questions. Data analysis was carried out using t-test for the hypotheses and simple percentages for question one and two. The results showed that instructional materials and resources available were grossly inadequate. It was also observed that there was no difference in the use of instructional materials between specialist social studies teachers and non specialist teachers. It is therefore recommended that instructional materials and resources be made available for the teaching of social studies. These teachers were observed teaching social studies at different occasions for twelve weeks. The result of this study on observation of classrooms revealed that most instructional materials and resources are not available in the schools for the teaching of social studies. The most available instructional materials are textbooks and chalkboards. This study is similar to the present based on the research design, but differs in terms of subject and scope of research.

Jafar (2014), conducted a study on the assessment of availability and utilization of textbooks in teaching and learning English language in senior secondary schools in Kaduna State and he came up with the following objectives: ascertain the availability and utilization of textbooks for teaching and learning English language in senior secondary schools in Kaduna State; determine the extent to which Teachers of English are utilizing textbooks for teaching and learning English language in senior secondary schools in Kaduna State; determine the problem with utilization of textbooks in teaching and learning of English in senior secondary schools in Kaduna State.

The research design adopted as a survey research which was employed for the study. The population of the study consists of eight hundred and fifty one (851)

Teachers of English in two hundred and fifty (250) senior secondary schools in twelve (12) educational divisions in the state. The study used cluster sampling to arrive at the needed sample. In this method the researcher first divided the population into the educational divisions of the state. The researcher made use of assessment of availability and utilization of textbooks questionnaire (AAUTQ) developed by the researcher was used for data collection in this study. The instrument was divided into three sections. Section 'A' solicits information on the bio-data of the respondent, Section 'B' – item seeking opinion of Teachers of English on three research questions raised to guide the study.

In order to ascertain the validity of the instrument, the researcher subjected the instrument to research experts, colleagues and his supervisors for validation. The reliability of the questionnaire was determined using a split-half technique and spearman rank correlation. In this method, the copies of the instrument were distributed to 20 Teachers of English once the techniques were used to analyze the data correlation coefficient a r=0.75 was determined. Calculations and analysis were made using frequencies and percentages to gather the opinion of the respondents. Frequencies were used to describe the number of respondents in the study while percentages were used to describe the items found from the sample of the Teachers of English and to answer the research question. The study revealed that senior secondary schools in Kaduna State had inadequate supply of textbooks and instructional materials. The teachers had the conviction that textbooks were effective in reflecting and establishing standards through ample drills and exercises, teachers in the state were efficient but their efforts were impaled by lack of textbooks and other instructional materials.

Jafar (2014), concluded teaching and learning needs a setting where subject matter is selected, graded and activities organized to promote and develop the potential of the students, teaching requires change due to the influence of instructions and technology. Availability and utilization of the textbooks coupled with effective teachers serve as build blocks in teaching and learning. There should be equality in the distribution of textbooks to ensure equal treatment of the students. The students should have uniform lessons, activities, exercise and drills. Continuous equal distribution of the textbook and training of the teachers in the textbooks utilization should be pursued. In light of the finding, the researcher recommended that Kaduna State should formulate a textbook and other instructional resource distribution policy that can efficiently distribute the textbooks and the resources to all classes in senior secondary schools in the state policy should take into consideration the socio-economic position of the state. Each student of the school should be charged (20%) twenty percent of the cost and a maintenance culture be inculcated in the mind of the students.

According to the finding, the position of the teachers was excellent, even though the state ministry of education should train and retrain teachers in utilization of textbooks as an effort to preserve excellent scholarship in our schools for cultural and scientific advancement. The areas of similarities between the current and the latter research are: all adopted descriptive survey design, with questionnaire to collect data in English Language curriculum in Kaduna State. The difference between the two is that Jafar used teachers only while the current research will use both teachers and students of English language, and interview as addition to data collection.

Udoh (2013), conducted a research on the relative effectiveness of team teaching and traditional teaching in English classes at senior secondary school level. The objectives of this experiment are to compare the achievement of a group of

students taught the traditional way with another group of students taught through team teaching. Achievement was by the means of tests that cover the areas of comprehension, summary and essay writing. The procedure used in conducting the study is, experiment conducted in Government Day Secondary School BomoKaduna State. The school is situated in Bomo Village in Sabon Gari Local Government area of Kaduna State. It is a secondary school with a student population of one thousand five hundred and ninety four and fifty - eight teachers in the school. Government Day Secondary School Bomo, Bomo was used for the experiment for the following reasons: team teaching is not practiced in the school. Student performance in the SSCE had been neither too poor nor good. For example, in the 1989 SSCE, eleven students in the school out of a total of two hundred and fifty-three passed English at the credit level in contrast to Government Secondary School, Giwa with one credit pass out of a hundred and fourteen students and Demonstration Secondary School, Ahmadu Bello University which had fifty- seven credit and distinction passes out of a total of one hundred and forty students.

Three teachers were used to teach the experimental group, where two of them had B.Ed (language Arts) degree and the third teacher has the B.A (English) degree. The traditional teaching class was taught by a teacher who has the B.Ed (language Arts) degree. A fourth teacher who did not teach in the course of this research marked the pre-test and the post-test. This teacher has M.Ed (TESL) Degree in addition to the B.Ed (language Arts) degree. The rational for using an independent teacher for making the pre-test and post-test is to ensure objectivity. The duration of teaching in this study was eight weeks and structure of the test, is pre-test and the post-test and t-test statistic were used to analyzed the null hypothesis of the mean pares to the experimental and control groups.

The similarities of this study is that both study use English language students in Kaduna State while it differs in the research design procedure for data analysis, level of research, t-test location and scope of the study the class level used was SS III while the current study used SS II student. The present study will bridge the gap created by Udoh in the sense that the study is specifically on reading component in SS II students in Kaduna State.

Yusuf (2011), conducted a research on comparison of traditional and simulation method in the teaching of English language concept of senior secondary school I students in Kura town of Kano state. The study focused on the following objectives: to find out the effectiveness of using traditional method and simulation methods in teaching selected English language concepts; suggest which out of the three simulation methods is employed by the teachers of English language in day to day learning and teaching activities in the classroom.

The instrument used for the study was three simulation methods compared by one with the traditional method. The first simulation method is a simulation activity and the second simulation is historical simulation and the third simulation is a simulation game and was design specifically for the senior secondary school one (SSSI) students. The method employed in analyzing the data are two in number, each one of representing the hypothesis tested, since there are also two hypotheses. These are: T-test for hypotheses one and analysis of variance (ANOVA) for hypotheses two. The overall result of the class test was based on 100% test scores for each of the four teaching methods. The resulting correlations were checked for significance using the T- distributions. After all computations have been made, the data was entered in tables for ease of reporting and interpretation. The study recommended that: students in senior secondary schools should

be given practice in simulations to be part of their leisure time, especially the simulation game.

Therefore, the similarity between the current study and that of Yusuf (2011), is in the area of English language but differs in the research resign, population and state of research. This study will bridge the gap created by Yusuf's research in the sense that his approach was not specific on any skill of language component while the current research employs to assess the implementation of English reading component specifically on reading and comprehension in senior secondary school two in Kaduna State.

Ololobou (2011), conducted a research on cognitive development of English speaking children in English language: a study of performance based on purgation tasks of conservation. The research focused on the following research hypothesis: the 3 – 7 old in child development centre cannot conserve number. The 3 – 7 year old in child development centre cannot perform piagetian conversation task of liquid. The 3 – 7 year old in child development centre will not be able to perform conservation tasks of mass. The 3-7 years old will not be able to conserve length. The 3-7 year old in Child Development Centre will not be able to conserve area. The 3-7 year old in Child Development Centre will not be able to perform seriation tasks. The research was designed to carry out some selected piagetian tasks of conservation among pre-school children, who are of the age range 3 - 7. The instruments used for the study were the children of child development centre, Samaru, Zaria. All the children come from the less advantage home in Samaru, where, both parent earn less than 3,000 per annum. The method used for data collection was the clinical interview method and the statistical treatment used was percentages of subjects by their age classes and task categories.

This study is similar to that of Ololobou (2011), in the sense that it is testing the ability of student in English language. This study will bridge the gap created by

Ololobou's research in the sense that his research is specifically on English speaking students while the current research made use of broader technique in all language speakers.

Furthermore, Tanko (2014) conducted a study on effects of inquiry teaching method on the academic performance of JSS students in Kaduna State. The objectives of the study were to compare the performance of students taught using inquiry method and those taught using traditional methods of teaching, find out whether the use inquiry method of teaching enhances the academic performance of male and female students in Kaduna State, determine the effect of inquiry method on the academic performance of students in pre-test and post-test for experimental group. The study used quasi-experimental research design and 120 JSSII students. The study used Social Studies Conventional Methods (SOSTRAM), Social Studies Inquiry Teaching Method (SOSITM) as data collection instruments. The study answered four research questions and tested four hypotheses. The data analysis tools were t-test independent sample and one-way analysis of variance (ANOVA). The study revealed that JSS students performed better when they were taught using inquiry teaching method was effective with the students as it enhances their academic performances. In the light of the above findings the study recommended in-service training for teachers' sending teachers to seminar and workshops among other recommendations. The differences between Tanko and the current research is that it uses JSS students in Kano State as the population of the study while this research will use SS students in Kaduna State as the population. The similarity is in the subject of the research.

Jibrin (2010), conducted a research on relationship between performance in English language and the overall performance of students of post-primary schools in Kano State. The study focused on the following research questions: does the English language

performance of students in Grammar affect their overall performance in other subject area? Does the English language performance of students of teacher training colleges affect their overall performance in other subject areas? Does the English language performance of student of science secondary schools affect their overall performance in other subject areas? Does performance in English language affect overall performance in content subjects?

The procedure used in carrying out the study is population, sampling and data collection procedure and the statistical tools to be applied. Population of this research is made up of ninety two post-primary schools that have operated for over a decade. This focus is necessary because the school have the required past five years (1982 – 1986) external examination results to be used for the study. The instrument use for the study is past five years external examination results. The breakdown of the schools and colleges is as follows: Grammar Secondary school 70, Teachers college 15, Science secondary schools 7, making the total of 92.

In selecting the sample, twenty percent of the post – primary schools was selected through a proportional stratified random sampling technique. The aim here is, considering size of the population to get a representative sample. The procedure for data collection of the study is, the past five years (1982 - 1986) SSCE, GCE and grade II teachers' certificate examination results were collected from the Kano educational resources. Department under the state ministry of education, Kano State. The data to be analyzed are the past five years (1982 – 1996) final examination results of the sampled schools. The student' English language performance was correlated with their performance in content subjects as summarized from the main result collected.

Both studies are specific to English language and the performance of students while the differences is that the current study is assessing the implementation of reading

components in senior secondary schools in Kaduna State while Jibrin (2010) examined the relationship between performance in English language and the overall performance of students of post-primary school in Kano State. Both population, research design, sample and statistical tools are different.

Shekari (2009) investigated the effect of communicative language teaching method on students' academic performance in English language in senior secondary schools in Kaduna state Nigeria. The specific objectives of the study were to: determine the effect of communicative language teaching method on students academic performance in English language in senior secondary school in Kaduna state, ascertain the academic performance of rural and urban student taught English language using communicative language teaching method in senior secondary school in Kaduna state, and examine the academic performance of male and female student taught English language using communicative language teaching method in senior secondary school in Kaduna state. Three research questions were answered while three null hypotheses were tested. Quasi experimental research was used and a total of two hundred and twenty one (221) students were used in the conduct of the study, involving four intact classes. They researcher made test English Language achievement test were administered to students before and after treatment. The analysis of the data collected was done using both descriptive and inferential statistics. At the descriptive level, descriptive statistical techniques of means and standard deviation were used to respond to the three research questions. At the inferential level, the independent t-test statistical techniques were used to analyze the data collected and to test the research hypothesis. All the null hypotheses were tested at 0.05 alpha level of significance.

Findings of the study indicated that significant effect exist on communicative language teaching method on students' academic performance in English language in senior

secondary school in Kaduna State who scored higher in the test given. Likewise, Based on the findings of the study it was concluded that there was no significant effect in the performance of male and female students taught English language using communicative language teaching method in SSS in Kaduna state, and there was a significant effect in the performance of rural and urban student taught English language using communicative language teaching method in SSS in Kaduna state. Based on the findings, recommendations were made that there should be an emphasis on new trends and techniques of English language teaching in the in-service training programme, and teacher of English subject in the rural and urban areas should thoroughly study communicative approach and use it for classroom leaching. Teachers should create interest among male and female students to use English by having English conversation among themselves. The' study found to be effective to all stakeholders in the process of making decision in the area of effect of communicative language teaching method, and also in assessing and evaluating educational programmes.

Dalhat (2015) carried out a study on the effects of some teacher variable on the student' performance in junior secondary mathematics in Kaduna state. While carrying out the study 4 research objective and research questions were raised and 4 null hypotheses were tested. The study was carried out with the total of 230 students and 80 teachers were used, quasi experimental design was used while the researcher made test was used and purposive sampling techniques was used to sampled out from the total population, questionnaire, interview and observation was used in the collection of data and T-test was used to test the null hypotheses at 0.05 level of signification. The study is related in the sense that descriptive survey with Questionnaire and interviews were used but differs in population, sampling technique and subject of research.

Shittu (2009), carried out a research on utilization of multimedia lecturing methods in ABU Zaria, five (5) objective and research questions were raised, he used questionnaire as a method of data collection, simple percentage and T-test independent sample for the mean were used in testing the hypotheses, the researcher concluded that multimedia teaching methods were not favored in ABU. More so this could be attributed to the experience of the lecturers in some department, eventually it boils down to the fact that the reason for the failure of student in the department of science could be partly blamed on the lecturing methods employed by the lectures in the department. The weaknesses of his research are the study did not state whether the hypotheses are null or alternate, secondly his sampling procedure may not give the correct sample as expected. Shitu research is effective to this study in the use of questionnaire however, the differences but the study and the present study is that Shitu probed into utilization of multimedia lecturing methods as modern teaching approach while this study assess how best English reading skills will be implemented in our own secondary schools.

Orusengha (2017), assessed the availability, and utilization of electronic media resources in teaching and learning of English language in Kaduna State, Nigeria. The study was carried out with four objectives among which are to: examine the availability of electronic media resources used in teaching English language in senior secondary schools in Kaduna State; and identify the various types of electronic media resources used in teaching English language in senior secondary schools in Kaduna state. Four corresponding research questions were raised and answer while four null hypothesis were formulated and tested in the study. Effective and related literatures were reviewed on the key variables of the study. The research adopted survey design the population of the study was (3895) three thousand eight hundred and ninety five comprising (152) one hundred and fifty two Teachers of English and (3743) three thousand seven hundred and

forty-three SS II students. A sample size of 350 were drawn from the population and used as respondents. Purposive and random sample techniques were adopted to draw the sample. Two sets of questionnaire were developed and administered on the two categories of respondent's teachers and students. These instruments were validated by the researcher's supervisors before it was pilot tested which showed the reliability values of 8.88 and 0.94 respectively. Data collected were analysed with SPSS package. The demographic characteristics of the respondents were analysed using frequencies; percentages and mean response were used to answer the research question. The hypotheses were testing Chi-square at 0.05 level of significance, the findings of the study revealed that most of the required electronic media resources for the teaching and learning of English language were not available in the senior secondary schools Kaduna State. It was also found that the level of awareness" of usage of available electronic media resources was very low. The study also revealed that most of the required electronic media resources for the teaching and learning English language were not available in the schools. In view of the findings from the study, it was recommended among others that ministry of education should as a matter of urgent importance provide necessary electronic media resources for the teaching and learning of English language in senior secondary schools in Kaduna State, Nigeria. Both study are assessing English language in Senior Secondary School using descriptive survey but differs in the topic as it assess the availability, and utilization of electronic media resources in teaching and learning of English language in Kaduna State, Nigeria, while the current studies will assess the implementation of reading component in Kaduna State, Nigeria.

2.9 Summary

This chapter reviewed the concept of language, English language, Reading, Reading Comprehension in relation to the research topic. In addition to that, Phonics,

Phonemic Awareness, Fluency, Vocabulary, Comprehension and Instructional Methods of teaching English language were also highlighted.

The chapter also reviewed some empirical studies that are pertinent to the major variables of the study. It reviewed the following theses: Availability and Teachers Use of Instructional Materials are resources in the Implementation of Social Studies in Edo State (Okobia, 2011). Assessment of the Availability and Utilization of Textbooks in Teaching and Learning English in Senior Secondary Schools in Kaduna State (Ja'afar, 2014). Effectiveness of Teachers Teaching and Traditional Teaching in English Classes at Senior Secondary Schools in Kaduna State (Udoh, 2013) and so on.

On the empirical studies, none of the empirical studies showed assessment of the implementation of the reading component of English language curriculum in Senior Secondary Schools in Kaduna State, Nigeria. However, the present study was carried out in Kaduna State and filled the existing gap between the reviewed literatures and the present study in English Language Curriculum in Senior Secondary Schools in Kaduna state.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the method that was used in carrying out the research. The sequence of the presentation are: research design, population, sample and sampling technique,instrumentation, validity, pilot study, reliability of the instrument, procedure for data collection and data analysis.

3.2Research Design

Descriptive Survey Design was used in this study. The researcher adopted this design because; it is the most appropriate for collecting data on occurring issues/problems in the society. This was based on the submission of Sambo (2015), that, descriptive research design is used when the population of interest in a study cannot be accessed in totality. Nevertheless, information is needed upon which certain statements could be made about the whole population.

3.3 Population

The population of the study comprised all English language students and teachers in senior secondary schools in Zaria Educational Zone. The Zone consists of twenty seven (27) senior secondary schools with the total population of sixteen thousand six hundred and forty one (16,641) students and seventy (70) teachers. The population figure is presented in table 1 which is distributed according to Zaria educational zone.

Table 1: Population of the Study

S/N	Name of Schools	Population of English Teachers	Population of Students
1.	Alhuda-huda College, Zaria	3	712
2.	Barewa College, Zaria	3	813
3.	G.S.S, Zaria (Snr)	3	452
4.	G.S.S, Zaria	3	654
5.	G.S.S, Magajiya	2	704
6.	G.S.S.S, Kaura	2	338
7.	G.S.S, T/Saibu	2	415
8.	S.S.S, Kufena	3	613
9.	G.S.S, Aminu (Snr)	3	617
10.	G.C.C, Zaria	3	709
11.	G.G.S.S, D/Bauchi (Snr)	3	621
12.	G.S.S, Dakace	3	703
13.	G.S.S, Kugu	2	434
14.	G.S.S, Muchia (Snr)	3	541
15.	G.S.S, Tudun Jukun	3	761
16.	S.I.A.S.S, Karau-Karau	3	653
17.	G.S.S, Chindit (Snr)	3	673
18.	G.S.S, Gyallesu	3	714
19.	G.G.S.S, Kofar Gayan	3	416
20.	G.S.S, Yakasai	2	604
21.	G.G.S.S, Chindit (Snr)	3	623
22.	G.S.S, Dinya	1	351
23.	G.S.S, Awai	1	342
24.	G.S.S, Likoro	3	481
25.	G.S.S, Bogari	2	393
26.	G.S.S, K/Kuyanbana	2	553
27.	G.G.S.S, Pada (Snr)	3	751
	TOTAL	**70**	**16,641**

Source: Zaria Zonal Education Office, Ministry of Education Kaduna State, (2016)

3.4 Sample and Sampling Techniques

Ten (10) senior secondary schools were randomly selected from Zaria Educational Zone. The sample size of the study was 380 students and 10 teachers. This was based on the recommendation of sample size scale prepared by Research Advisors (2016). However, the distribution of the sample students and teachers was done using proportion. The sample size distribution is presented in Table 2.

Table 2: Sample of the Study

S/No	Names of School	No. of Students	No. of Teachers
1.	G.S.S, Zaria	45	1
2.	Alhudahuda College	49	1
3.	GSS Dakace	48	1
4.	GSS Kugu	30	1
5.	GSS Kaura	24	1
6.	G.S.S, Yakasai	41	1
7.	G.S.S Awai	24	1
8.	G.S.S Tudun Jukun	53	1
9.	G.S.S Muchia	37	1
10.	G.S.S Kofar Gayan	29	1
	Total	**380**	**10**

3.5 Instrumentation

The research instruments for this study was questionnaire and observation. Akande (2011) defines a questionnaire as a self-reporting research method used in uniting highly standard items or questions. The instrument was developed by the researcher and tagged “Implementation of English Language Reading component Questionnaire (IELRCQ). The questionnaire consisted of fourty (40) questions which the respondents were expected to tick appropriately.

The questionnaire had items on the views of teachers and students on the effective of learning English language subject, in Kaduna State. The questionnaire instrument was

an adapted four point likert rating scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D) with the ratings of 4 (SA), 3(A), 2(SD) and 1(D).

3.5.1 Validity of the Instrument

By validity, it means the degree to which the measuring instruments to be used in the data collection actually serve the purpose intended Galadima, 2009 in (Zubairu, 2016). The instrument was examined by the researcher's supervisors from the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria as well as other experts in Test and Measurement. These experts checked the clarity and appropriateness of the items on the questionnaire and all their imputes were carefully corrected.

3.5.2 Pilot Study

A pilot test was conducted in Kuyanbana Senior Secondary School, Zaria Local Government Area of Kaduna State. The pilot test involved the administration of the instrument to nineteen (19) student and one (1) teacher were randomly selected students and 1 teacher from the school to establish its reliability. The sample selected for the pilot study was not in any way used for study.

3.5.3 Reliability of the Instruments

Reliability, according to Zubairu, (2016) is defined as the extent to which results are consistent over and an accurate representation of the total population, and the ability of results to be reproduced under similar methodology. The data collected from the administration of pilot test was analysed using Cronbach alpha technique. The result obtained from the data analysed was 0.79 which shows the internal consistency of the instrument in question. Therefore, based on the reliability index found, the instrument prepared for this research was highly reliable.

3.6 Procedure for Data Collection

A letter of introduction was collected from the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria to the Kaduna State Ministry of Education under whose jurisdiction the sampled schools were selected. The permission sought from the divisions allowed the researcher and the research assistants who were specially trained for three days get attention of the school authorities. The data collection was carried out within a period of four (4) weeks. This involved the administration of 380 copies of questionnaire to the respondents.

3.7 Procedure for Data Analysis

The data collected from the field was subjected to statistical analysis forappropriate interpretations to achieve the set objectives of the study. Both descriptive and inferential statistical techniques were used in the analysis of data. The bio-data of the respondents was analysed with descriptive statistics which involves the use of frequencies and percentage while mean and standard deviation was used to answer the research questions. The inferential statistics of chi-square was used to test the hypotheses for the study. To retain or reject the hypotheses advanced for the study, an alpha of 0.05 was applied.

CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the data collected from the field for statistical analysis, interpretation and discussion. All the sampled respondents, comprising of three hundred and eighty (380) students and ten (10) teachers from ten (10) public secondary schools in Zaria educational zone in Kaduna State correctly filled and returned the questionnaire, representing 100%. The first section of the chapter presented the bio-data of the respondents (Students and teachers) and was analysed using frequencies and percentages. While the second section answered the four research questions using mean and standard deviation. The third section of the chapter contains results of test of the four null hypotheses using Chi-square. All the four null hypotheses were tested at 0.05 alpha level of significance. The last section of the chapter presented the major findings and discussion of results.

4.2 Description of Study Variables

The bio-data of the respondents (Students and teachers) was analysed using frequencies and percentages. Table 3 presents this analysis using frequencies and percentages.

Table 3: Classification of Respondents by Status

	Frequency	**Percentage (%)**
Teachers	10	2.6
Students	380	97.4
Total	**390**	**100**

Table 3 presents the classification of the respondents by status where 10 or 2.6% of the respondents were teachers, while 380 or 97.4% are students. This table shows that students were more represented in the study than the teachers.

4.3 Response to Research Questions

Based on the modified 4-point rating scale, the mean of the scale is 2.5. The decision is that means scores equal to or above 2.5 are considered 'agree' whereas those below 2.5 are regarded as 'disagree'. The descriptive analysis done on each of the four (4) research questions are presented as follows:

Research Question One:How effective is the content used in teaching English reading components implemented in senior secondary schools in Kaduna State?

The data gathered through the administration of questionnaire were analysed using mean and standard deviation. The summary of the descriptive analysis is presented in Table 4.

Table 4: To what extent isthe content coverage of English reading components in senior secondary schools in Kaduna State?

Respondents	**N**	**Mean**	**SD**
Teachers	10	1.57	.896
Students	380	1.61	1.04
Total	**390**	**2.37**	**1.12**
Decision Mean		**2.5**	

Table 4 revealed the opinions of teachers and students on the extent of content coverage in teaching English reading components implemented in senior secondary schools in Kaduna State. The table showed the total mean of 2.37 which is less than the decision mean of 2.5. The implication of this result is that the content used in teaching English reading components is not properly covered in senior secondary schools in Kaduna State.

Research Question Two:What are the available instructional materials used in teaching reading components in senior secondary schools in Kaduna State?

The data gathered through the administration of questionnaire were analysed using mean and standard deviation. The summary of the descriptive analysis is presented in Table 5.

Table 5: The available instructional materials used in teaching reading components in senior secondary schools in Kaduna State

Respondents	N	Mean	SD
Teachers	10	1.17	.784
Students	380	1.24	.821
Total	**390**	**1.82**	**0.915**
Decision Mean		**2.5**	

Table 5 revealed the opinions of teachers and students on available instructional materials used in teaching reading components in senior secondary schools in Kaduna State. The table showed the total mean of 1.82 which is less than the decision mean of 2.5. The implication of this result is that the available instructional materials used in teaching reading components in senior secondary schools in Kaduna State is not sufficient enough in senior secondary schools in Kaduna State.

Research Question Three:How appropriate are the methods used by Teachers of English for teaching reading components in senior secondary schools in Kaduna State?

The data gathered through the administration of questionnaire were analysed using mean and standard deviation. The summary of the descriptive analysis is presented in Table 6.

Table 6: How appropriate are the methods used by Teachers of English for teaching reading components in senior secondary schoolser in Kaduna State

Respondents	N	Mean	SD
Teachers	10	1.71	0.138
Students	380	2.56	0.562
Total	**390**	**2.17**	**1.133**
Decision Mean		**2.5**	

Table 6 revealed the opinions of teachers and students on how appropriate are the methods used by Teachers of English for teaching reading components in senior secondary schools in Kaduna State. The table showed the total mean of 2.17 which is less than the decision mean of 2.17. The implication of this result is that the methods used by Teachers of English for teaching reading components is not effective in senior secondary schools in Kaduna State.

Research Question Four:To what extent are evaluation strategies used effective in teaching reading components in senior secondary schools in Kaduna State?

The data gathered through the administration of questionnaire were analysed using mean and standard deviation. The summary of the descriptive analysis is presented in Table 7.

Table 7: Are the evaluation strategies used effective in teaching reading components in senior secondary schools in Kaduna State

Respondents	N	Mean	SD
Head Teachers	10	1.500	1.124
Teachers	380	1.279	1.097
Total	**390**	**2.34**	**1.110**
Decision Mean		**2.5**	

Table 7 revealed the opinions of students and teachers on how effective is the evaluation strategies in teaching English reading components in senior secondary schools in Kaduna State. The table showed the total mean of 2.34 which is less than the decision mean of 2.5. This result pointed to the fact that evaluation strategies used in teaching English reading components in senior secondary schools in Kaduna State not effective.

4.4 Hypotheses Testing

This section of the chapter contains results of test of the four null hypotheses formulated for this study using Chi-square at 0.05 alpha level of significance.

Hypothesis One:There is no significant difference in opinions of teachers and studentson the extent of content coverage of English reading components in senior secondary schools in Kaduna State.

The opinions of head teachers and teachers were gathered using questionnaire. The analysis of data gathered in respect of null hypothesis two in order to determine the presence or absence of significant difference in the opinions of respondents was analysed and presented in Table 8.

Table 8: Summary of Chi-square (χ^2)on the extent of content coverage of English reading components in senior secondary schools in Kaduna State

Number	χ^2 cal.	χ^2 crit.	α	df	P-value	Decision
390	24.01	47.301	0.05	36	0.42	Retained

Table 8 revealed that there was no difference in the opinions of teachers and students on the extent of content coverage of English reading components in senior secondary schools in Kaduna State. The table showed the p-value of 0.42 which is greater than 0.05 alpha level of significance and the χ^2 calculated value of 24.01 which is less than the χ^2 critical value of 47.301 at df 36. This result indicated that the contents of English reading components such as Phonemic awareness, Fluency, vocabulary are not properly covered. Hence, the implication of this result was to retain the null hypothesis which states there is no significant difference in the opinions of teachers and students on the extent of content coverage of English reading components in senior secondary schools in Kaduna State

Hypothesis Two:There is no significant difference in the opinions of teachers and students on the availability and use of instructional materials in teaching English reading components in senior secondary schools in Kaduna State.

The opinions of teachers and students were gathered using questionnaire. The analysis of data gathered in respect of null hypothesis four in order to determine the presence or absence of significant difference in the opinions of respondents was analysed and presented in Table 9.

Table 9: Summary of Chi-square (χ^2)on the availability and use of instructional materials in teaching English reading components in senior secondary schools in Kaduna State

Number	χ^2 cal.	χ^2 crit.	α	Df	P-value	Decision
390	48.50	102.96	0.05	36	0.091	Retained

Table 9 revealed that there was no difference in the opinions of the respondents on the availability and use of instructional materials in teaching English reading components in senior secondary schools in Kaduna State. The table showed the p-value of 0.091 which is greater than 0.05 alpha level of significance and the χ^2 calculated value of 48.50 which is less than the χ^2 critical value of 102.96 at df 36. This result indicated that the availability of instructional material is in this schools is very poor and the little ones are not put to proper use. Hence, the implication of this result was to retain the null hypothesis which states that there is no significant difference in the opinions of respondents on availability and use of instructional materials in teaching English reading components in senior secondary schools in Kaduna State.

Hypothesis Three:There is no significant difference in the opinions of teachers and students on the methods used by Teachers of English for teaching English reading components in senior secondary schools in Kaduna State.

The opinions of teachers and students were gathered using questionnaire. The analysis of data gathered in respect of null hypothesis three in order to determine the presence or

absence of significant difference in the opinions of respondents was analysed and presented in Table 10.

Table 10: Summary of Chi-square (χ2) on the methods used by Teachers of English for teaching English reading components in senior secondary schools in Kaduna State.

Number	χ^2 cal.	χ^2 crit.	α	Df	P-value	Decision
390	23.41	47.94	0.05	36	.312	Retain

Table 10 revealed that there was no difference in the opinions of the respondents on the methods used by Teachers of English for teaching English reading components in senior secondary schools in Kaduna State. The table showed the p-value of .312 which is greater than 0.05 alpha level of significance and the χ2 calculated value of 23.41 which is greater than the χ2 critical value of 47.94 at df 36. This result indicated that teachers don't make use of methods such as demonstration, discovery, inquiry method, field trip methods which are found to be effective for teaching. The English teachers stick to the usual lecture method in teaching English reading components. Hence, the implication of this result was to retain the null hypothesis which states that there is no significant difference in the opinions of the respondents on themethods used by Teachers of English for teaching English reading components in senior secondary schools in Kaduna State.

Hypothesis Four:There is no significant difference in the opinions of teachers and students on the evaluation strategies used in teaching English reading components in senior secondary schools in Kaduna State.

The opinions of teachers and students were gathered using questionnaire. The analysis of data gathered in respect of null hypothesis four in order to determine the presence or absence of significant difference in the opinions of respondents was analysed and presented in Table 11.

Table 11: Summary of Chi-square (χ^2)on the evaluation strategies used in teaching English reading components in senior secondary schools in Kaduna State

Number	χ^2 cal.	χ^2 crit.	A	Df	P-value	Decision
390	32.26	58.09	0.05	36	0.77	Retained

Table 11 revealed that there was no difference in the opinions of the respondents on the evaluation strategies used in teaching English reading components in senior secondary schools in Kaduna State. The table showed the p-value of 0.77 which is greater than 0.05 alpha level of significance and the χ^2 calculated value of 32.26 which is less than the χ^2 critical value of 58.09 at df 36. This result indicated that English teachers do not use effective strategies such as quizzes, oral questioning, project assessment in assessing students performance. Hence, the implication of this result was to accept the null hypothesis which states that there is no significant difference in the opinions of respondents on evaluation strategies used in teaching English reading components in senior secondary schools in Kaduna State

4.5 Summary of Findings

The following findings emerged from the hypotheses tested for:

1. Findings established there was no difference in the opinions of teachers and students on the extent of content coverage in English reading components in senior secondary schools in Kaduna State.
2. Find ings revealed that there was no difference in the opinions of the respondents on the availability and use of instructional materials in teaching English reading components in senior secondary schools in Kaduna State.

3. Result revealed that there was no difference in the opinions of the respondents on the methods used by Teachers of English for teaching English reading components in senior secondary schools in Kaduna State
4. Findings revealed that there was no difference in the opinions of the respondents on the evaluation strategies used in teaching English reading components in senior secondary schools in Kaduna State

4.6 Discussions of Findings

Based on the hypotheses tested in this study, the findings from the study are discussed as follows. Finding on hypothesis one revealed that there was no difference in the opinions of teachers and students on the implementation of the content of English reading components in senior secondary schools in Kaduna State. The table showed the p-value of 0.42 which is greater than 0.05 alpha level of significance and the χ^2 calculated value of 24.01 which is less than the χ^2 critical value of 47.301 at df 36. This result indicated that the contents used in teaching English reading components such as Phonemic awareness, Fluency, vocabulary are not properly implemented. Hence, the implication of this result was to retain the null hypothesis which states there is no significant difference in the opinions of teachers and students on the implementation of the content of English reading components in senior secondary schools in Kaduna State. This result corroborates the findings of Shittu (2009), whose findings revealed that lack of proper utilization of multimedia facilities that can aid teaching and learning of English content are not properly put to use in the same light Orusengha (2017), findings revealed that learning English contents requires the use of media resources but this resources are either not readily available or are not put to proper use by the teachers.

The analysis carried out on hypothesis two revealed that there was no difference in the opinions of the respondents on the availability and use of instructional materials in

teaching English reading components in senior secondary schools in Kaduna State. The table showed the p-value of 0.091 which is greater than 0.05 alpha level of significance and the χ^2 calculated value of 48.50 which is less than the χ^2 critical value of 102.96 at df 36. This result indicated that the availability of instructional material is in this schools is very poor and the little ones are not put to proper use. Hence, the implication of this result was to retain the null hypothesis which states that there is no significant difference in the opinions of respondents on availability and use of instructional materials in teaching English reading components in senior secondary schools in Kaduna State. This corroborates the findings of Jafar (2014) and Okobia (2011) whose findings revealed that instructional materials and resources are not available in the schools for the teaching.

The analysis carried out on hypothesis three revealed that there was no difference in the opinions of the respondents on the methods used by Teachers of English for teaching English reading components in senior secondary schools in Kaduna State. The table showed the p-value of .312 which is greater than 0.05 alpha level of significance and the $\chi 2$ calculated value of 23.41 which is greater than the $\chi 2$ critical value of 47.94 at df 36. This result indicated that teachers don't make use of methods such as demonstration, discovery, inquiry method, field trip methods which are found to be effective for teaching. The English teachers stick to the usual lecture method in teaching English reading components. Hence, the implication of this result was to retain the null hypothesis which states that there is no significant difference in the opinions of the respondents on the methods used by Teachers of English for teaching English reading components in senior secondary schools in Kaduna State. This finding shared similarity with the finding of Yusuf (2011) and Tanko (2014) which revealed that

the methods used in teaching English reading components is not helping the performance of students in senior secondary schools in Kaduna State.

The analysis carried out on hypothesis four revealed that there was no difference in the opinions of the respondents on the evaluation strategies used in teaching English reading components in senior secondary schools in Kaduna State. The table showed the p-value of 0.77 which is greater than 0.05 alpha level of significance and the χ^2 calculated value of 32.26 which is less than the χ^2 critical value of 58.09 at df 36. This result indicated that English teachers do not use effective strategies such as quizzes, oral questioning, project assessment in assessing students' performance. Hence, the implication of this result was to accept the null hypothesis which states that there is no significant difference in the opinions of respondents on evaluation strategies used in teaching English reading components in senior secondary schools in Kaduna State. This is in line with the study conducted by Dalhat (2015), who found that the evaluation strategies are not good enough to evaluate students' performance.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study assessed the implementation of the implementation of English reading components in senior secondary schools in Kaduna State, Nigeria. The study was carried out with five objectives which are to: examine the effectiveness of the content use in teaching English reading components in senior secondary schools in Kaduna State; ascertain the appropriateness of teaching methods used by Teachers of English for teaching reading components in senior secondary schools in Kaduna State; determine the availability and use of instructional materials in teaching English reading components in senior secondary schools in Kaduna State; identify the evaluation strategies in teaching English Reading components in senior secondary schools in Kaduna State. Likewise, five corresponding research questions were raised and answered while four null hypotheses were formulated and tested in the study.

The study employed the use of descriptive survey design. The population of the study comprised the total of sixteen thousand six hundred and forty one (16,641) students and seventy (70) teachers in all twenty seven (27) senior secondary schools in Zaria Educational Zone. The sample size of the study was three hundred and eighty (380) students and ten (10) teachers selected from ten (10) schools using proportionate sampling technique. A structured questionnaire titled 'Implementation of English Language Reading component Questionnaire (IELRCQ)' was used to collect data in the study. The instrument was validated by the researcher's supervisors and later subjected to pilot test which showed the reliability of 0.79 using Cronbach alpha technique. Data collected through the administration of questionnaire was used to answer the research questions and test the hypotheses stated. The frequency, percentages, mean and standard

deviation was used at descriptive level, while Chi-square was used at inferential level to test the null hypotheses at 5% alpha level of significance.

Finding revealed that there was no difference in the opinions of teachers and students on the achievement of the objectives of English reading components at the senior secondary schools in Kaduna State. Finding established there was no difference in the opinions of teachers and students on the implementation of the content of English reading components in senior secondary schools in Kaduna State. Result revealed that there was difference in the opinions of the respondents on the methods used by Teachers of English for teaching English reading components in senior secondary schools in Kaduna State.Finding revealed that there was no difference in the opinions of the respondents on the availability and use of instructional materials in teaching English reading components in senior secondary schools in Kaduna State. Findings revealed that there was no difference in the opinions of the respondents on the evaluation strategies used in teaching English reading components in senior secondary schools in Kaduna State.

5.2 Conclusion

Based on the findings of the study, it was concluded that the contents in the English curriculum such as English reading components are not been covered and as a result the contents are ineffective. Component such as Relationship between letters, vocabulary development, accuracy, spelling and summarizing comprehensions are not been taught properly. Also the methods employed by teachers is are not appropriate enough for students to learn well. The instructional materials like charts, television, computer, and novels among others are not adequate for the implementation of English reading components in Kaduna state. It was concluded that the evaluation strategies used in English teaching is also not well implemented. This has contributed to the inappropriate

implementation of English reading components in senior secondary schools in Kaduna state.

5.3 Recommendations Based on the Findings of the Study

This study recommended that:

1. Kaduna state government should set up committee to periodically evaluate if the content of English Reading components are covered at the senior secondary schools and give feedback on problems and way forward.
2. Kaduna state government should provide instructional materials like charts, television, computer, and novels among others for proper implementation of English reading components in senior secondary schools
3. Teachers should be trained and retrained on the appropriate techniques and methods of teaching English reading components in senior secondary schools in Kaduna state.
4. Teachers should always innovate on the evaluation strategies so as to be able to find out the level of students comprehension of English lessons.

5.4 Suggestions for Further Study

Further studies can be carried out on the following suggested topics.

1. Perceptions of stakeholders on the effective method for implementing English reading components in senior secondary schools in Kaduna state.
2. Evaluation of the Key developmental indicators of English reading components in senior secondary schools in Kaduna state.
3. Appraisal of English reading components in senior secondary schools as foundation for the holistic development of the language in Nigeria.

5.5 Contribution to Knowledge

Based on the findings from this study, the study contributed to the body of knowledge that proper evaluation by teachers and government as well as the provision of facilities an and continuous training and retraining of staffs on method and techniques in teaching will result to the effective implementation of curriculum in achieving the goals English reading components in senior secondary schools in Kaduna State.

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APPENDIX A
DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM

AHMADU BELLO UNIVERSITY, ZARIA

ASSESSMENT OF THE IMPLEMENTATION OF ENGLISH READING COMPONENT QUESTIONNAIRE

Introduction

This questionnaire is designed to assist in the research on the assessment of the implementation of English reading components in Senior Secondary Schools in Kaduna State.

Read each statement of opinion, tick and fill the appropriate option that reflects or shows your personal opinion

Section A.

Teachers Section

Bio-data of the respondents

School_____
Sex_____
Years of experience_____
Section B

s/n	To what extent is the content coverage of English reading components in senior secondary schools in Kaduna State	SA	A	D	SD
1	Relationship between letters are taught in my school				
2	Reading is taught in my school				
3	In my school we are taught how to read orally with accurate speed				
4	Accuracy and proper expression are taught in my school.				
5	Vocabulary development is taught in my school				
6	We are taught how to learn words from reading and repetition				
7	We are taught how to summaries comprehensions				
8	My school teaches us how to Spell				
9	Letter combination and pronunciations are taught in my school.				
10	My school teaches us the manipulation of phonemes in spoken				

	syllabus and words				

s/n	**What are the available instructional materials used in teaching reading components in senior secondary schools in Kaduna State?**	**SA**	**A**	**D**	**SD**
29	The use of charts have been implemented in English reading components in my school				
30	Television is used daily to enhance the implementation of English reading components in my school				
31	Computer sets are sufficiently used for the implementation of English reading components in my school				
32	Lesson plan are used on a daily to promote the implementation of English reading components in my school				
33	The use of games is regular in this center to enhance the implementation of English reading components in my school				
34	Radio sets are used regularly in the implementation of English reading components in my school				
35	The use of models in teaching on a daily basis enables the implementation of English reading components in my school				
36	Story books are adequately used for the implementation of English reading components in my school				
37	Pictures are sufficiently used for teaching effectively in the implementation of English reading components in my school				
38	Slides are adequately used for teaching in the implementation of English reading components in my school				
	Methods used in implementation of English reading components	**SA**	**A**	**D**	**SD**
21	Teachers of English language used lecture method frequently in the school.				
22	Teachers of English language used exposition (combination of lecture, question and answer method).				
23	Teachers of English language in the school used demonstration method frequently.				
24	Teachers of English language used field work method more frequent in the school than other methods.				
25	Discussion method is more preferred by Teachers of Englishs in the school.				
26	Individualized method is effectively used by teachers of English language in the school.				
27	Discovery method is another strategy Teachers of English are comfortable with in this school.				
28	Inquiry method is equally used by Teachers of English in the school.				

	Evaluation techniques used by Teachers of English in assessing their students				
39	Quizzes				
44	Oral questioning are used frequently during English classes.				
45	Essay writing is used in the school.				
46	The English Languageused multiple choices as an evaluation strategy.				
47	True or false is an alternative by some teachers.				
48	The teachers of English Language also used matching items.				
46	Completion of blanks is equally another strategy used.				
47	Assignment is used by many Teachers of English.				
48	Project assessment is seen by other teachers as another strategy.				
49	Project assessment can be used by Teachers of English.				
50	Field work is one of the evaluation strategy in the school.				

APPENDIX B

DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM

AHMADU BELLO UNIVERSITY, ZARIA

ASSESSMENT OF THE IMPLEMENTATION OF ENGLISH READING COMPONENT QUESTIONNAIRE

Introduction

This questionnaire is designed to assist in the research on the assessment of the implementation of English reading components in Senior Secondary Schools in Kaduna State.

Read each statement of opinion, tick and fill the appropriate option that reflects or shows your personal opinion

Section A.

Students Section

Bio-data of the respondents

School_____

Sex_____

Age_____

Section B

s/n	**to what extent is the content coverage of English reading components in senior secondary schools in Kaduna State**	**SA**	**A**	**D**	**SD**
1	Relationship between letters are taught in my school				
2	Reading is taught in my school				
3	In my school we are taught how to read orally with accurate speed				
4	Accuracy and proper expression are taught in my school.				
5	Vocabulary development is taught in my school				
6	We are taught how to learn words from reading and repetition				
7	We are taught how to summaries comprehensions				
8	My school teaches us how to Spell				
9	Letter combination and pronunciations are taught in my school.				

10	My school teaches us the manipulation of phonemes in spoken syllabus and words				

	Methods used in implementation of English reading components	**SA**	**A**	**D**	**SD**
21	Teachers of English language used lecture method frequently in the school.				
22	Teachers of English language used exposition (combination of lecture, question and answer method).				
23	Teachers of English language in the school used demonstration method frequently.				
24	Teachers of English language used field work method more frequent in the school than other methods.				
25	Discussion method is more preferred by Teachers of Englishs in the school.				
26	Individualized method is effectively used by teachers of English language in the school.				
27	Discovery method is another strategy Teachers of English are comfortable with in this school.				
28	Inquiry method is equally used by Teachers of English in the school.				

s/n	**What are the available instructional materials used in teaching reading components in senior secondary schools in Kaduna State?**	**SA**	**A**	**D**	**SD**
29	The use of charts have been implemented in English reading components in my school				
30	Television is used daily to enhance the implementation of English reading components in my school				
31	Computer sets are sufficiently used for the implementation of English reading components in my school				
32	Lesson plan are used on a daily to promote the implementation of English reading components in my school				
33	The use of games is regular in this center to enhance the implementation of English reading components in my school				
34	Radio sets are used regularly in the implementation of English reading components in my school				
35	The use of models in teaching on a daily basis enables the implementation of English reading components in my school				

36	Story books are adequately used for the implementation of English reading components in my school				
37	Pictures are sufficiently used for teaching effectively in the implementation of English reading components in my school				
38	Slides are adequately used for teaching in the implementation of English reading components in my school				

	Evaluation techniques used by Teachers of English in assessing their students				
39	Quizzes				
40	Oral questioning are used frequently during English classes.				
41	Essay writing is used in the school.				
42	The English Languageused multiple choices as an evaluation strategy.				
43	True or false is an alternative by some teachers.				
44	The teachers of English Language also used matching items.				
46	Completion of blanks is equally another strategy used.				
47	Assignment is used by many Teachers of English.				
48	Project assessment is seen by other teachers as another strategy.				
50	Project assessment can be used by Teachers of English.				

APPENDIX C
THEME: LITERACY SKILLS: READING FOR COMPREHENSION
(PLEASURE AND STUDY)

Topic	**Performance objectives**	**Content**	**Activities**		**Teaching and learning materials**	**Evaluation guide**
			Teacher	**Students**		
Reading for impiled meaning	Students should be able to: 1. Explain what implied means 2. Identify the implied meanings of words made at various settings. 3. Use implied meanings of words in sentences.	1. Selected passages for vocal reading and silent reading in comprehension 2. Tape-recorded passages. 3. Appropriate passages from their main text. 4. Appropriate books, dailies, magazines etc. that distinguish between stated and implied meanings. 5. Use passages on issues such as: (a) immunization (b) child's right (c) Environmental pollution.	1. Guides students on the selection of passage to be read. 2. Guides students in extracting the main idea of a passage/topic. 3. leads students in reading appropriate books, dailies, magazines etc. 4. Guides students to distinguish between stated and implied meanings.	1. Students to pay attention to the selected passages. 2. Read appropriate books, dailies, etc. 3. Read carefully to grasp the main points. 4. Extract points from the passage read. 5. Write the differences between stated and implied meanings.	1. Relevant passages from their text. 2. Relevant passages from the dailies, magazine, other books. 3. Tape-recorder.	Students to: 1. Explain implied meaning of words. 2. Identify the implied meanings of words in a given passage. 3. Use the word in sentences.

SS2

THEME: LITERACY SKILLS: READING FOR COMPREHENSION (PLEASURE AND STUDY)

Topic	**Performance objectives**	**Content**	**Activities**		**Teaching and learning materials**	**Evaluation guide**
			Teacher	**Students**		
Reading for critical evaluation.	Students should be able to: 1. Detect from various reading materials evidence (if any) of illogically, inconsistency, faulty reasoning, misleading statements etc.	1. Selected passages and other reading materials of appropriate readability levels with questions and exercises to test critical reading ability.	1. gives examples of the distortions, illogicalits, inconsistencies, exaggerations and so forth, that are found in the reading materials. 2. Guides students to give other examples based on their limited experience in reading. 3. Provides appropriate workbook or drill-book or teacher made exercises on reading for critical evaluation.	1. Write examples based on their limited experience in reading. 2. Read appropriate workbook or teacher made exercises on reading for critical evaluation.	1. Drill books 2. Selected passages 3. Teacher-made material. 4. Instructional materials	Students to: 1. Detect in various reading materials, evidence of illogicality, inconsistency, faulty reasoning etc.

SS2

THEME: LITERACY SKILLS: READING FOR COMPREHENSION (PLEASURE AND STUDY)

Topic	**Performance objectives**	**Content**	**Activities**		**Teaching and learning materials**	**Evaluation guide**
			Teacher	**Students**		
Reading for specific structural pattern.	Students should be able to: 1. Read silently with understanding. 2. Identify key words and tell the meaning in context 3. Identify key sentences as stated in the kind of sentences they are (simple, compound, complex).	1. Selected passages from the main text . 2. Magazine on topic such as: a. youth unemployment and restiveness. b. Gender issues c. Deregulation d. Human right issues. e. Religious and ethnic conflicts.	The teacher: 1. Reads the passage to the students. 2. Discusses the passages. 3. Guides students to read silently. 4. Guides students to identify the key sentences as stated in the kind of sentences. 5. Leads students to identify major phrase style.	1. Listen attentively to the teacher. 2. Listen to the discussion by the teacher. 3. Read silently 4. Identify the key sentences. 5. Identify the major phrase styles.	1. Relevant publication 2. Books	Students to: 1. Read a given passage silently 2. Answer questions on the passage 3. Identify key words from the passage 4. Identify key sentences.