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THE FACULTY OF EDUCATION

**ACTIVE LEARNING STRATEGIES USED BY TEACHERS DURING ENGLISH
READING COMPREHENSION LESSONS IN SIX SELECTED PRIMARY
SCHOOLS IN NIGERIA**

BY

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**Thesis Submitted to the University of Fort Hare: Faculty of Education in Partial
Fulfillment of the Requirements for the Degree of Doctor of Education**

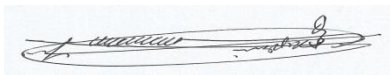
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DECLARATION

Having read the Code of Conduct and Academic Responsibility as contained in the Students' Handbook of University of Fort Hare, I hereby declare that this thesis is my original work where all references were duly acknowledged and listed on the reference list. I also declare that this thesis has not been submitted partially or wholly to any other university in partial fulfilments of the requirements of any degree (s).

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Date: 7/05/2018.....

Place: ALICE.....

DEDICATION

TO MY FAMILY,

This thesis is dedicated to my family members for their unconditional love, unflinching supports, and perseverance throughout the duration of my studies. The family members never relented on their moral and financial supports for me during the duration of this research; though we were in sorrowful mood- a dark time in the history of my family when we lost a rising legal luminary, a distinguished jury and servant of God per excellent, Magistrate Oluseyi Akintoroye. Eternal rest, grant him o Lord.

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My God is able. To God be the glory for His wonderful protection and journey mercies from the Federal Republic of Nigeria to the Republic of South Africa throughout the duration of this work. I sincerely thank the Almighty God for the wisdom, strength, and kindness He granted unto me from the beginning to the ending of this work.

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ABSTRACT

Reading is an integral part of education from which one gets access to information. Unfortunately, reading ability among primary school pupils, the foundation level of education, is at its lowest ebb. These pupils when they get to secondary schools eventually fail external examinations-a situation which according to National Examination Council, is caused by inappropriate teaching methods. Consequent upon this, this study assessed *active learning strategies used by teacher during English reading comprehension lessons in six selected primary schools in Nigeria*. The main research question was: *How do teachers employ active learning strategies in teaching English reading comprehension?* The study adopted qualitative approach and case study design. With the use of *purposive sampling technique* to select six head teachers, six primary VI teachers, two members of the School Basic Committee, the Director Local Government Education Authority and six focus groups. The study used interviews, documents and focus group interview as research instruments to collect data. Data were analysed based on *interpretivism* paradigm which interpreted participants' views according to the word view of the participants. The study found out that teachers have good knowledge of active learning strategies and use them in teaching English reading comprehension lessons but are faced with some daunting challenges such as non-availability of instructional materials, lack of library, lack of qualified teachers and lack of time. The study concluded that students fail woefully in English reading comprehension because teachers do not use appropriate teaching techniques. The study recommend that teachers must use active learning strategies effectively and more often during English reading comprehension, more time should be allocated for English reading comprehension, effective use of instructional materials should be considered and the government should employ specialist teachers to teach English reading comprehension.

KEY WORDS: Active learning, Strategies, Reading, Comprehension, English First Additional Language.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This study explored active learning strategies used by teachers in teaching English reading comprehension in six selected primary schools in Ondo State, Nigeria. Reading is an important form of communication through which one derives information by the recognition of printed symbols, which aid the recall of meanings got through experiences (Adeniji and Omole, 2010). Reading gives children access to education and ability to read effectively makes a big difference in their success both in the school and career progression (Kavi, Tackie, and Bugyei, 2015). Speaking in the same vein, Akindele (2012) opines that reading is a basic skill, key factor in our educational system and a platform for the success of the child in school and life. In addition, Ajayi, Shorunke, and Abayode (2014) view reading as the foundation upon which all learning activities are erected. Based on the foregoing and in view of the crucial nature of reading, effective strategies should be devised to impart reading skills on learners. Strategies, according to Altmisdort (2016) are distinctively planned ways of approaching a problem or task or manner of doing things in order to achieve a goal. They are carefully planned designs for manipulating information.

Thus, learning strategies have proved to be cardinal factors to achievement in the classroom. Different learning fields require different learning strategies in the classroom situation. In this regard, learning strategies are educational activities that learners use to acquire knowledge. In other words, learning strategies are different methods that learners use when learning which include note taking, summary making, and organisation of information (Dunford, Cogswell and Miller, 2016). In similar manner, Lee and Hankuk (2016) describe learning strategies as distinctive ideas that learners use to make them understand new information or concept. For these strategies to be effective, some activities are needed and should be properly implemented. That is, they should be activity-based in the classroom.

Activity based learning or active learning strategies are methods of learning which allows learners to manipulate concrete objects that represent what they learn (Carbonneau, and Marley, 2013). Lending credence to this, Minton (2005) opines that learners need to carry out some activities in order to learn. These include peer teaching and reading.

Reading is an integral part of primary education in Nigeria and if a solid foundation is not laid, learners may not get it right later in their educational career. In view of this, reading should not be taken with levity. Reading and writing go together and the two combine to form literacy. With appropriate reading materials, a conducive environment, and teachers with adequate educational qualifications and experience, good reading skills will help produce learners who perform well in other subjects. Over the years, Chief Examiners' Reports of the two examination bodies in Nigeria- West African Examination Council (WAEC) and National Examination Council (NECO) - have always been raising issues about the embarrassingly discouraging manner in which students respond to comprehension and to summary questions. For examples, Chief Examiners' reports for West African Examination Council (2004) and National Examination Council (2012) reported that despite the fact that the passages were suitable for the candidates' level of education, they still did not understand the passages and their responses to questions were woeful which indicated that they were not properly taught.

The same situation also repeated itself in writing as none of the candidates scored one out of ten marks in the area of Mechanical Accuracy, which is the aspect that tests spellings, punctuations, capitalizations, and homophones. In addition to these, poor grammar and poor/weak expressions were also pointed out as some of the challenges faced by the candidates. To corroborate this, during teaching practice supervisions for ten years, it was discovered that most of the pupils in primary schools could neither read nor write correctly. The situations are similar because reading and writing go hand in hand. The reports (NECO and WAEC, Chief Examiners' reports, (2012) and (2004) respectively, concluded that overall performances were woeful.

The underlying factor in most cases is the influence of the mother tongue on the second language. English language to most Nigerian primary school pupils is a second language and in the process of learning it, the pupils use the tools of their mother tongue to organise it, which results in linguistic interference (Alkhateeb, 2016). Linguistic interference is the influence of the first language/mother tongue on the second language, which can be positive or negative interference/transfer. Where the rules differ, negative transfer manifests and errors are bound to occur greatly. On the other hand, where they are the same, positive transfer occurs and leads to correct productions by the learners (Numan, 2001). For examples, the absence of /θ/ and /ð/ phonemes in Yoruba language will hinder the learning of these sounds in English by a Yoruba learner of English. On the other hand, the presence of /b/ and /p/ sounds will facilitate the learning of these sounds in English by a Yoruba learner of English. This situation has been a major obstacle to pupils' reading comprehension, hence the researcher decided to take up this study in order to identify a major problem and intervene by suggesting the relevant mechanisms.

To seasoned teachers, this is an overwhelming national educational calamity. Hence, the researcher found and decided to carry out this study to proffer solutions to this endemic educational quandary by exploring the active learning strategies used by teachers to teach English reading comprehension in primary schools.

1.2 Background to the Study

Reading is one of the four language skills that should be possessed by learners. Other skills are writing, speaking and listening. It is when a learner is able to read and write that he/she is considered literate in the Nigerian society. The importance of reading in learning situation cannot be over emphasized, as learners will only be able to write what they have read and understood properly. In this regard, in education, all the skills are very important for learning to take place. The National Policy on Education (2013) Sec 2 (9) a, has permanent literacy (ability to read and write) as one of the major objectives of primary education which is compulsory for all children in Nigeria.

Reading is a process of reducing printed symbols to oral sounds and bringing sense out of what is pronounced (Adeniji and Omole, 2010). Unfortunately, reading comprehension and written English of primary school pupils are riddled with errors majorly caused by linguistic interference and inappropriate teaching and learning techniques. This situation is endemic in and outside the classroom situations in Ondo State of Nigerian and this has caused many problems for primary school pupils and their teachers. This triggered the researcher to carry on with this research for the sake of pupils in primary schools as a foundation phase in order to come up with solutions before they proceed to the senior secondary schools.

Based on the above discussion, a credit pass in English at the senior secondary school certificate examination is a compulsory condition for admission into tertiary institutions. If a solid foundation is not well laid at the primary school level, pupils may not get it right when they get to secondary and tertiary levels. This will affect their performance at these higher levels and demotivate the learners to further their studies. In view of this, Primary Education is the most important level of education and a good foundation solidly laid certifies a good future for a person (Igboanusi and Peter, 2016). Adigun and Oyelude (2003) concur with the scholars above whereby they see reading as a lifelong activity that brings happiness and relief to those who master it as they become satisfied because this is the major skill, which equips them to comprehend the entire text. In this regard, the study supports this view because reading is an aspect of language learning which starts from the early stage of the child when he or she begins to pick the elements of the language of the immediate environment.

Baderinwa (2014) opines that English occupies two places in the Nigerian curriculum. The first role is that English is regarded as the language of instructions in schools and secondly, it is a compulsory subject regardless of its implications on pupils. The National Policy on Education (NPE) 2013 Sec.2 (9) paragraphs d,e,&f) support this claim. In the light of these important roles, error riddled English should be avoided both in reading and writing in order to earn credit mark. Amola (2010) avers that the level of failure in English language in secondary schools is giving problems to people in the education sector.

This is because of the poor foundation laid in their primary education because of ineffective teaching strategies used by teachers during reading comprehension lessons.

In addition, reading occurs when printed symbols are converted to oral sounds and sense made from what is pronounced influenced by reader's opinion (Sparks and Patton (2016). From this definition, it can be inferred that reading is assisted by some factors such as reader's background and beliefs. Haider and Akktre (2012) opine that reading is the most difficult skill for learners because once they are unable to comprehend any reading material(s), this will affect all the other skills as indicated earlier on in the discussion. Thus, teaching reading needs great skills to be accomplished. According Haider and Akktre (2012), two approaches are used to teach reading. Namely: intensive and extensive reading. Intensive reading covers little ground to get specific information and done at a very slow pace while extensive reading covers large volume for a general overview of the text with the benefit of improved spellings, additional vocabulary and good knowledge of grammar. Extensive reading according to Renandya and Jacob (2002), gives readers opportunity to read many materials, freedom to choose from varieties and participate in activities after the class using a wide range of materials such as the three genres of Literature. On the other hand, intensive reading covers little ground, gives room for in depth knowledge of the text and improves vocabulary and grammar (Haider and Akktre, 2012).

Thus, in reading, readers should be ready before reading can take place. That is, reading readiness. Reading readiness can be described as a state of mental, physical, social and emotional development of the child for reading activities. It is the preparation and the encouragement given to the child to read which is affected by many factors such as child's background, physical defects, state of mind, interest and teacher's attitude (Akubiolo, 2015, citing UNICEF, 2012). In reading, when readers encounter problems there is room for intervention by making investigation to find out readers' problems with a view to analysing and solving the problems (Coffec, Newell, and Kennedy, 2014).

The ultimate aim of reading is comprehension without which reading is meaningless. Comprehension means understanding. Laws, Brown and Main (2015) describe comprehension as a mixture of recognition of printed materials and listening comprehension. In other words, comprehension is divided into reading and listening. In view of the complex nature of reading and level of failure associated with it as reported by WAEC and NECO, there is a need to shake up the learning strategies by introducing stimulating active learning strategies that will arouse the interests of the learners during reading lessons (Eshiet, 2015 and Milton, 2005). What is in vogue in most countries is the use of active learning activities to replace the traditional teacher-centred strategies. The theoretical source of active learning has its root in Jerome Brunner's work emphasising active roles for students in classroom activities (Niemi, Nevgi, and Aksit, 2016).

Minton (2005) recommends that learners should involve themselves in activities, change approaches and re-arrange items in the learning environment to facilitate learning and increase their abilities. Lending credence to this concept, Carbonneau, and Marley (2013) say activity-based learning strategies are methods that allow students to manipulate concrete materials that represent what they learn and also allow them to mingle with their environment. If this is done, pupils will be encouraged and productivity in reading comprehension will increase. In addition, Eisom (2010) describes active learning strategies as a variety of activities that allows learners to do things and think using creativity, peer groups and reflection in the learning process. Active learning strategies are gaining recognition world-wide.

In America, internet library services are used to enhance interactions among readers during reading exercises (Bess, 2016). In addition to this, as reported by Stang, Barker, Perez, Ives, and Roll (2016) pre-class activities are always given before the class to arouse pupils' interests in reading. These approaches yielded positive results in reading comprehension. The introduction of active learning strategies made significant improvement in the reading ability of students in India. The relaxed atmosphere allowed the students to control the blackboard instead of the teachers.

Consequently, reading was enhanced despite the fact that the infrastructural facilities were basic (Fiszben, 2013). In Texas, learning strategies employed by teachers are out of fashion, which hinders learning and effecting implementation of the curriculum content. Teachers use teacher-centred or top-down strategies. With this, learners are discouraged. (Nzai and Reyna, 2014).

In the light of this, reading provides young learners with a glimpse into the new worlds, thereby expanding worldview and horizons. On the other hand, writing involves physical conscious efforts whereby learners represent ideas in logically arranged graphic symbols (Yule, 2010). Unfortunately these fundamental skills of reading and writing are not accessible to young learners in sub Saharan Africa due to some factors beyond their control such as parental influence, influence by foreign languages, lack of instructional materials and ineffective teaching techniques (Anyadiegwu, 2013; Desai; 2016 Mbah, 2012 and Yeboah, Asante and Opoku-Asare, 2016).

One of the odds that bedevil learner ability to read and vocabulary acquisition is the poor use of instructional materials (Nzai and Reyna, 2014). Most teachers teach without making recourse to the use of instructional materials in the teaching learning situation. One should also bear in mind that learners learn under different situations. As reported by Sywelem, Ai-Harbi and Witte (2012) Korean, Chinese and Filipino students learn better with visual aids than Angles. Korean, Chinese, and Anglo students have a negative attitude to group learning while Vietnamese have a good attitude towards group learning. Saudi students prefer lecture method.

In Mexico, most elementary teachers use traditional teaching methods, such as rote learning, which are teacher-centred and lack the pedagogical skills to impart knowledge. These methods are not suitable and discouraging. Hence, they retard learning progress in the classroom (Garcia and Nanez, 2011). In Africa, ICT is not being used to enhance learning.

The only exceptions are teachers who teach ICT as subject but not to facilities learning (Mcknight, O'Malley, Roxanne, Horseley, Francy and Bassert, 2016). In Egypt, traditional methods used in teaching reading comprehension over the generations resulted in discouragement and low achievement in reading but with the introduction of active learning strategies in reading, reading comprehension was enhanced. This singular achievement led to the training of thousands of teachers in the art of active learning strategies (Cvelich, 2011).

Most teachers in Ghana teach without the use of instructional resources because governments do not provide them. A study conducted in the Country by Yeboah, Asante, and Opoku-Asare (2016) revealed that when students are taught with instructional materials, lessons become more practical, interactive, interesting and real. This leads to a better achievement in learning. In South Africa, the social class of the parents determines the learning ability of the learners and the difference between the language of the home and school serves as another impediment as learners are taught in schools in the language that is linguistically different from their native language. To compound the woes of the learners, the immediate environment hinders the reading and learning because people around them do not use English frequently (Desai, 2016). In another development, the participation of South African students in an international competition in 2005 revealed that reading condition in schools is appalling. Despite the fact that the assessments were conducted in the language used to teach the students for four years, their performances were abysmal (Scheckle, 2009).

The traditional learning strategies currently being used are obstacles to learning. For examples, in the audio-lingual method, learners are made to pronounce words and utter sentences without emphasising meaning (Wessel, 2007). Also, the whole word strategy makes learners to identify fifty to one hundred words by rote learning (Fromkin, Rodman and Hyams, 2011). In addition, the immersion method compels learners to learn vocabulary and other items in the second language through interaction with the native speakers (Kennison, 2014) and the direct method makes learners learn in the second language without recourse to their mother tongue.

These methods are boring, autocratic and make learners passive recipients of information. Some reading strategies suggested by Kganedi (2015) are being relegated to the background. These include making meaning which is intrapersonal discussion of the text. Reading is more than looking at words in the passage. There should be mental dialogues. Making the purpose of reading known to readers is also being neglected by teachers. Learners should be oriented about the purpose of reading whether it is to teach language or improve conversation. Questioning that give room for independent thinking and encourages creativity in interpretations of concepts is also not being considered in the learning process.

In Nigeria, reports by WAEC and NECO show that students are poor in reading because of lack of encouragement and negative attitude of students towards reading (Godfrey, 2015). The major instructional strategy employed in Nigeria is the language of pedagogy which is localised to some extent in some schools. Hausa, Yoruba, and Igbo languages are used in a respective region as the language of instruction in primary schools (Babaci-Wilhite and Geo-Jaja 2014). The Six Year Primary Project (SYPP) proved that those students who received instruction in their mother tongue proved more resourceful and better prepared than those who are taught in second language. However, this strategy is begin threaten by a foreign language-English (Mbah, 2012).

The above pathetic situation of teaching/learning reading triggered off this study to assess the use of active learning strategies used by teachers during English reading comprehension lessons in six selected primary schools in Ondo West Local Government Area of Ondo State of Nigeria. Using the Local Government Area gave the study the opportunity to access rural and urban schools as the Ondo West Local Government is made up of rural and urban communities.

1.3 Statement of the Problem

Over the years, the different instructional strategies employed in teaching reading comprehension globally have not improved students' achievement in the reading to any appreciable extent especially, traditional methods of teaching, such as rote learning and look and say, which are teacher and subject centred and employed by conservative teachers have not helped the situation (Fromkin, Rodman and Hyams, 2011 and Wessel, 2007). This is a source of concern to stake holders in education.

Adediran and Akinwande (2014) posit that the level at which learners commit grave and numerous mistakes when using English in communicating ideas or conveying messages is embarrassing. In the same vein, Bernard and Adepoju (2014) stress that learners are weak in the subject (English) and stressed that concerted efforts should be made to teach English effectively because of its positions in the curriculum. In his findings, Are (2011) observes that reading competence among students was very poor as he identified that the main problem emanates from the teaching-learning techniques employed by the teachers during reading lessons as reading is not being properly handled and catered for in most schools.

The researcher discovered this problem during his frequent visits to primary schools during teaching practice exercises over the years and he was triggered to take up the research on this aspect in order to identify a major cause. In view of this, Anyadiegwu (2013) comments that the inadequacies of traditional methods of teaching reading are responsible for mass failure in English language in examinations. In addition to the ineffective instructional strategies used by teachers, English language as a second language poses threats to the learners because of the great differences between the mother tongue and English which gives birth to linguistic interference which invariably leads to errors (Alkhateed, 2016 and Numan, 2001).

Other militating factors are negative attitude of learners towards English, dearth of teachers and limited time to cover the syllabus (Adeniji and Omole, 2010 and Anani, Badaki and Kamai, 2016). Consequently, there is a need for a change in the methods of teaching (Eshiet, 2015). Based on the arguments above, the researcher became restless hence decided to take up the study in order to explore the use of active learning strategies used by teachers during English reading comprehension lessons.

1.4 Research Question

The study sought to answer the following research questions:

1.4.1 Main Research Question

- How do teachers employ active learning strategies in teaching English reading comprehension?

1.4.2 Sub-Research Questions

- Which active learning strategies are used by the teachers during English reading comprehension lessons?
- What training/support do teachers get in the use of active learning strategies?
- What are the instructional materials used to promote active learning?
- What are the problems encountered in the course of using active learning strategies?
- What working active learning framework will the study suggest for teaching reading comprehension?

1.5 Objectives of the Study

The principal objective of the study was to examine the use of active learning strategies used by teachers during English reading comprehension lessons in primary schools in Ondo State, Nigeria. The study also focused on the following research objectives:

- to identify active learning strategies employed by teachers in teaching reading comprehension;
- to ascertain the kind of training/support given to teachers in the use of active learning strategies;
- to identify the instructional materials used in active learning strategies;
- to investigate the problems encountered in the course of using active learning strategies; and,
- to recommend active learning framework for teaching reading comprehension.

1.6 Purpose of the Study

The purpose of the study was to explore active learning strategies used to teach English reading comprehension, an integral part of education, which is in a state of coma among primary school pupils because of poor learning strategies used by teachers. Supporting this view, Eshiet (2015), laments that reading is suffering from deterioration because of poor reading strategies used by teachers.

1.7 Significance of the Study

Teaching reading comprehension is facing some disheartening challenges as a result of the learning strategies used by teachers in teaching reading comprehension which is taking its toll on pupils' performance in reading. Thus, the study explored the existing learning strategies used by teachers in teaching reading comprehension in primary schools and recommends appropriate learning strategies in teaching reading comprehension by incorporating transformative learning. Bates (2016) confirms that transformative learning occurs as a results life experience, critical reflection and rational discourse for a voluntary change in learning. In addition to these, the study will contribute to the existing body of knowledge and assist all stakeholders such as pupils, educators, policy makers and curricular developers in decision making.

Although it is on records that many studies have been carried out previously on the use of active learning strategies in reading comprehension, many studies have not been carried out on using active learning strategies to reduce miscues in reading comprehension, a gap that this study seeks to fill. For examples, Emmanuel and Eko (2016) research into how active reading could be used to facilitate learning in an Engineering class and find out that active learning is effective in the course of the study. In addition, Bature, Atuwe, and Treagust (2016) find out that the teacher-centered approach is not effective and recommend that students should always participate in all classroom activities for them to be actively engaged. In view of the above discussion, the study will contribute to the existing body of knowledge in the field of Language Education by recommending appropriate active learning strategies that will lead to a transformation in learning that can be used to enhance reading and reduce miscues in reading comprehension. The study will also assist teachers to overcome some daunting challenges in the course of teaching reading comprehension.

1.8 Delimitation of the Study

The study focused more on the field of Language Education and explored active learning strategies employed by teachers during English reading comprehension lessons in six selected primary schools in Ondo West Local Government Area of Ondo State, Nigeria. Thirty Primary VI pupils, six Primary VI teachers, and six head teachers were drawn equally from the six selected schools. The Director Local Government Education Authority and two chairpersons of Parents Teachers Association (one rural one urban) participated in the study. This circumstance restricted access to information from the participants during the study as far as samples were concerned. Other areas not within the scope of this study were not considered due to financial and time constraints.

1.9 Definition of Terms

The following terms as used in this study are hereby defined.

Active learning

This refers to all the activities used by the teacher, such as demonstration individualized, instruction and dramatisation, to arouse the interest of learners and make learning interesting (Carbonneau and Marley, 2013).

Errors

These are departures from English standards pronunciation or writing. That is any production that violates the rules of the targeted language (Moqimipour and Shahrukhi, 2015).

Miscues

These are errors associated with reading. They occur when pupils read aloud. They are responses produced by a reader not expected by a listener (Goodman, 2015 and Mikulec, 2015).

Error Analysis

This is a branch of applied linguistics that identifies and analyses errors committed by learners with a view to finding solutions to the problems through remedial teaching (Mateo, 2015).

Primary School Pupils

These are students aged 6-11 who are at the first level of education in Nigeria (NPE, 2013).

Reading

This is the ability to derive meaning from printed texts (Fischer, 2003).

Comprehension

This refers to an ability to grasp the message of a passage (Carnine, Silbert and Kameenui, (1990).

Linguistic Interference

This refers to the influence of the first language on the second language or the impact of the language already acquired on the targeted language (Mateo, 2015).

Policy

This is the statutory outline of the statement of intention about a programme (Mbah, 2012).

Mother Tongue/First Language

This is the language acquired at birth and speaks best. It is the language of identity (Tackie-Ofosu, Mahama, Vandyck, Dosoo Kumador and Toku, 2015).

Second Language

This is an additional language to mother tongue used for communicative purposes or a language recognised officially in addition to mother tongue in a multilingual society (Alkhateeb, 2016).

Miscue Analysis

A means of comparing reader's production and the actual in the text. It shows the knowledge the reader brings to the text and the techniques used to overcome challenges (Mikulec, 2015).

Strategies

Altmeppen (2016) describes strategies as distinctively planned ways of approaching a problem or task or manner of doing things in order to achieve a goal. They are carefully planned designs for manipulating information.

1.10 Outline of Chapters

Chapter One

Chapter one is the introduction of the study with a focus on the following sub-topics: Background to the Study, Statement of the Problem, Research Questions, Objectives of the Study and Purpose of the Study. Other areas are Significance of the Study, Delimitations of the study and Definitions of the Terms.

Chapter Two

Chapter two vividly presents a review of related literature by delving into the nature and positions of English in Nigeria. The chapter goes on to discuss reading and comprehension in general. Error and Contrastive Analyses, active learning strategies, instructional materials used in active learning and their attendant problems are also discussed. In addition, the theoretical framework, which is a constructivist-learning theory, is discussed with its importance and relevance to the study.

Chapter Three

Chapter three presents the research methodology by discussing the paradigm-*interpretivism*-, the approach which is qualitative and the designs, which is case study used in this study for data collection. Also discussed in this chapter are the samples and the *purposive sampling technique* used in the study.

Furthermore, discussions on data collecting instruments, such as interviews, documents, focus, observation, and focus groups feature in this chapter. Ethical considerations are also addressed in this chapter.

Chapter Four

Chapter four describes the process of data presentation and analyses in line with the research questions formulated in this study with logical presentations of the findings in accordance with research objectives.

Chapter Five

Chapter five is the clear presentations and discussions of the findings of the study. It gives the interpretations of the findings and thematic analyses in line with the research questions considering the theory of the study.

Chapter Six

Chapter six is the conclusion of the total study and discusses the recommendations made for future researches. Cogent issues raised in some chapters are also discussed in this chapter.

1.11 Summary

This chapter revealed the aims of the study as an attempt to explore active learning strategies used by the teacher during English reading comprehension lessons in six selected primary schools in Nigeria. The chapter defined reading, active learning and reading strategies, the comatose state of reading in the Nigerian society, the place of English in the curriculum, and problems of English and reading which the impetuses for this study are. The chapter also raised the research questions, objectives of the study, the purpose and the significance of the study. Also contained in the chapter are definitions of terms and outline of chapters.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

English language, which has reading as a principal component, is a second language to the majority of primary school pupils in Nigeria. Before its introduction, pupils had acquired unconsciously and they were used to their mother tongue/first language. English, as a second language, is learned because of exposure to Western Formal Education. The overlap of the two languages (L1 and L2) gave birth to linguistic interference, which hinders the learning of the second language. To buttress this claim, Asowata (2010) opines that the first language hinders the learning of the second language. As earlier discussed in Chapter One of this study, differences between first and second languages hinder learning while similarities enhance learning.

This gave birth to miscues (errors) committed by learners in the reading comprehension. These miscues include lexical, grammatical, and punctuation. Others are omission, substitution, addition, and insertion (NECO, 2010, WAEC, 2004 and Watson, 2010). This leads to incompetence in all language skills. Chief Examiners' reports (NECO, 2012 and WAEC, 2004) reported the disheartening level of failure in public examinations and concluded that the major cause of woeful performance was that the students were not properly taught.

The research carried by Amola (2010) corroborates this report by saying that the problem is giving stakeholders concern. Contributing to this, Adediran and Akinwande (2014) regret to report that the errors in the communicative skills of students are dangerous to the system. To buttress these claims, Are (2011) says reading competence among students is very poor. Eshiet (2015) confirms vividly, in a research, that the standard of reading and writing has fallen and is affecting the quality of certificates issued in Nigeria.

The major contributing factor to this is ineffective traditional methods of teaching reading comprehension. In order to overcome this challenge, Eshiet (2015) calls for a total change in the learning strategies.

To overcome the challenges associated with reading in Nigeria, successive governments since independence in 1960 have put in place different literacy programmes such as Universal Primary Education (UPE1976), National Teachers Institute (NTI) which is distant learning programme, a-ten-year-long mass literacy campaign (1982-1992) and the Universal Basic Education(UBE1999;2004) (UNESCO, 2015). Unfortunately, these challenges are yet to be overcome.

Different teaching-learning techniques and theories have been used in the past to teach reading comprehension and overcome miscues but some have proved to be ineffective. For examples, scholars have come out in the past with Error Analysis, Contrastive Analysis, Miscue Analysis and some teaching and learning methods like reflective teaching and active learning. Error Analysis focuses on the real errors committed by the second language learners with a view to correcting them. It identifies errors and plans effective and corrective teaching techniques for the learners in teaching-learning situation. With this, teachers can improve the teaching methods and materials (Mateo, 2015).

Another approach is Contrastive Analysis (C.A.), which studies the differences and compares the items of the learners' language and the second language. The theory uses the areas of differences to predict possible areas of difficulties and prepares for challenges (Asowata 2010 and Igboanuchi, 2000). Miscue Analysis is another theory used to analyse errors identified in oral reading. It collects and analyses errors in reading and provides remedial solutions to types of errors observed (Watson, 2010). Reflective Teaching is a teaching technique that re-examines itself and has an in-depth knowledge of the classroom.

It is a technique of teaching in which the teacher thinks deeply about his activities in the class with a view to assessing the strengths and weaknesses of his approach. Based on the above, the teacher learns also in the process of teaching (Cruikshank, Jenkins and Metcalf, 2009).

Thus, active learning methods involve activities that allow the students to learn by manipulating some objects and targets set by the teacher to facilitate learning in the classroom situation. These methods are effective means of reviewing the teaching and learning process. In addition, active learning includes the following: games, oral expressions, children literature, excursions, cultural and creative arts and information communication and technology (Adepoju, 2009). Apart from the above, discussion, modelling, assignment instructional methods and scaffolding make learners active in the classroom. Thus, attention should be shifted from the conventional methods of teaching to active learning techniques, such as reflective teaching and activity-based teaching methods which are child-centred methods.

In view of this, this study explored active learning strategies used by teachers during English reading comprehension lessons in six selected primary schools in Ondo State, Nigeria with a view to suggesting suitable teaching framework for effective teaching of comprehension in primary schools so that the aim of reading comprehension will not be defeated both in and outside the classroom. In this study, related literature was reviewed to provide a solid foundation, explore what other previous studies have done on the topic and to avoid duplication of existing research works. In the light of this, an investigation was carried out on already existing researches related to this topic which addressed the research problem statement, theoretical framework, and sub-research questions to enable the researcher have in-depth knowledge in the area and application of knowledge in different areas.

The purpose of reviewing related literature was not carried out to showcase the volume of work read but to demonstrate the ability to synthesise, analyse, summarise, interpret, describe, evaluate and apply different researchers related to the topic of discussion. A literature review is an essential part of a study that was done in this study with the aid of Information Communication Technology (ICT) used for typing and searching for rich and reliable information/authorities to substantiate claims.

2.1.1 Importance of Literature Review

A literature review is very crucial in any research work. It is that aspect of research that reviews related previous studies done the area of study. It enables the researcher to synthesise, summarise and articulate information and ideas from previous studies of different authors (Oyekan, 2016). This aspect is very important in the sense that it allows researchers to understand the past and relate it to the present work. In their contributions to the importance of literature review, Gasu, Mafora and Maphalala (2015) and Lichtman (2013) posit that it enables researchers to have a good knowledge of existing studies, identify existing gaps, understand covered grounds, access supporting and opposing views and see recommendations made by previous researchers.

In this chapter, Teachers extensively discussed theoretical framework and all relevant headings formulated in the sub-research questions with references and with a special focus on *active learning strategies used during English reading comprehension lessons in different countries*.

2.2 Theoretical Framework

2.2.1 Constructivist Learning Theory

Active learning strategies are child-centred approaches that are in line with constructivism which places learners in a position to construct their own meanings in active ways.

The first constructivist philosopher was Giambastista Vico (1710) and Piaget is acclaimed to be the founder of constructivism (Naughton, 2003). It borrows from the works of Piaget (1926), Vygotsky (1976) and Bandura (1977). Constructivists believe that knowing how to create is the best way to know something and a person who understands is the person who can give an explanation (Tran, 2013). Speaking in the same manner, Coruhlu, Bilgin, and Nas (2016) opine that constructivist learning theory posits that learners do not accept dogmatically others' thoughts but create new ideas using old experiences through active engagements in the process of learning.

Tran, (2013) further states that for learning to take place learners should not be passive recipients of information but active in the process and that knowledge is not bestowed but constructed by learners through interaction with the environment to create meaningful knowledge. In other words, learning is better enhanced when learners are in active control or construct their knowledge for good retention (Suter, 2012). To this theory, the teacher should play the role of a facilitator instead of disseminator of information.

In addition, an in-depth comprehension of information by approaching a problem through discovery and analysis with a view to finding a solution is the sole business of constructivism. The major highlights of constructivism are:

- construction of knowledge and not reception;
- understanding and application of knowledge and not retention;
- thinking and analysis of concepts and not accumulation and memorization; and
- dynamism and not passivism (Tran, 2013).

For learners to have in-depth meaning and understanding of concepts, active participation in the learning process is required.

Active learning is the principal component of constructivist learning theory, which suggests that human construct their knowledge and meaning from experience. In a constructivist classroom, the teacher is a facilitator who guides learners with good and reasonable questions to construct meanings (Mangram, Haddix, Ochanji and Masingila, 2015).

Constructivism is not only about a single pedagogy but theorises about the activities of the learner in constructing new understanding mingled with old ideas for better understanding. The major aim is to strengthen the ability of learners for better understanding, learning, and problem solving (Dumford, Cogswell and Miller, 2016). Constructivism is a broad philosophical concept that encompasses social interdependence theory, cognitive perspective and social learning (Stageman, 2011 and Trant, 2013).

2.2.2 Social Constructivist Learning (Theory).

This theory has its root in the work of Bandura (1977) which hypothesizes that behaviour and learning emanate from the interaction between individuals and environment (Stageman, 2011). The chief ideology inherent in the theory is that a child can learn by observing certain behaviour of a mentor, copy and repeat it and be rewarded for learning to be effective. Learners are always enthusiastic to learn from someone whom they know is capable of imparting knowledge and in the process copy the actions of the mentor. The same thing happens when learners mimic actors and actresses and when rewarded, they are likely going to produce the same behaviour. Social learning believes in:

- Paying attention to learners who exhibit good behaviour and encouraging them to associate with others:
- Asking parents to reward good behaviour for improvement;

- Making the classroom conducive in all ramifications for learning;
- Matching what is to be learnt with what the learners like; and
- Making the objectives of the lesson open to the class (Cruickshank, Jenkins, and Metcalf, 2009).

Contributing to the theory of social learning, Farnsworth, Kleanthous, and Wenger-Trayner (2016) argue that learning is derived socially by meaning, knowledge is derived from one's experience, practice and opinion. Ganis (2009) highlights four basic principles of social learning:

Attention

The learner concentrates on the topic of discussion.

Retention

The learner stores in his memory the contents of the topic.

Reproduction

The learner translates the imagery and language back into action.

Motivation

Reinforcement of behaviour through rewards, punishments, incentives, and repetitions.

Social constructivism learning theory has also incorporated technology into its learning process. Adding to this, Bakare (2015) claims that children learn through interaction and with the help of teachers learners will be able to perform tasks they will not be able to perform on their own and goes further to say that scaffolding provided by teachers helps in no small way in enhancing learning.

Active learning occurs on the foundation that allows learners to be constantly engaged with the learning materials or individuals or group while socially constructing deeper understanding (Yeboa, Asante, and Opoku-Asare, 2016).

2.2.3 Anchored Instruction/Instructional Model

This constructivism pedagogy requires the learner to extract vital information from the real-world situation by applying critical reasoning and thinking to get a solution to a difficult problem. In this situation, the learner becomes active in order to surmount the challenges. Anchored Instruction allows learners to synthesise, collect and evaluate the situation (Stageman, 2011).

This pedagogy incorporates the following strategies: (a) Engagement, which gives learners the opportunity to be mentally engaged with activities or questions. (b) Exploration. This allows the learners to practically search for concepts or skills. (c) The explanation, which is done expressing the ideas, got from observation and experience. (d) Elaboration. In this phase, learners apply new information got and practice new ideas. (e) Evaluation. This phase gives room for review and thinking about new skills (Coruhlu, Bilgin and Nas, 2016). Adding to the above, Bakare (2015) emphasises that teacher's majorly use unstructured questions to promote in-depth dialogue among learners in the learning process.

2.2.4 Social Interdependence Theory

Social interdependence theory postulates that individuals' goals are accomplished under the influence of the actions of others. That is, actions of others have great impacts on individual goal. The theory holds that learners in a group care for and help one another to learn. Social interdependence theory may be positive or negative. It is positive when members of a group team up to achieve the desired goal and negative when individuals compete for the attainment of a personal goal. If the situation is cooperative, there will be substitutability (the replacement of actions of a person by actions of another person), inducibility (willingness to influence and to be influenced) and positive cathexis (exertion of psychological power on others).

In a competitive situation, the reverse is the above case. Positive interdependence gives room for primitive interaction, which is characterised by such variables as mutual help, exchange of needed resources, effective communication and so forth while negative interdependence, which is characterized by threats, coercion, ineffective and misleading information, leads to oppositional interaction. Primitive interaction arises when members of a group encourage and facilitate the accomplishment of collective goals while oppositional interaction occurs when members of a group obstruct and discourage the achievement of a goal. Through mutual interaction among learners, skills and knowledge are constructed (Tran, 2013).

2.2.5 Cognitive Constructivism

Cognitive theory is concerned with the process of thinking and learning by learners. Cognitive perspective held by researchers is that mutual interaction among learners leads to better academic achievement (Tran, 2013). Cognitive constructivism has its roots in the works of Piaget (1926) and Vygotsky (1978). The theory hypothesises that mutual interaction among learners in an academic assignment gives room for growth in the knowledge of the concept and critical skills. Vygotsky's opinion of Zone of Proximal Development is meaningful to learning which occurs because of interaction with each other. Vygotsky stresses that cooperative activities promote growth and develop learners because learners of the same age work in one another's Zone of Proximal Development. Vygotsky emphasised the role of social interaction by saying that without social interaction, learners may not reach any achievement. This is because knowledge got through interaction is internalised.

Furthermore, learners to construct meanings socially through social interaction use past and present knowledge. Reciprocal interaction among learners makes them have a sense of belonging in the learning process. Piaget (1926) in Tran (2013) asserts that knowledge, moral, values, and regulations are learnt effectively through social interactions. Learners' level of cognitive development (strengths and weaknesses) is essential in order ascertain the appropriate learning techniques and teachers are seen as a mere facilitator to encourage and instruct learners to work together. In the process of learning, learners construct knowledge in active ways.

Peer social interaction is a factor not only for learners' learning but also for others' learning. Cognitive theories of Vygotsky and Piaget support social interaction and active learning respectively (Tran, 2013).

The aspects highlighted above triggered the researcher to adopt this theory, as it will inform the study whereby learners will be given a chance and a platform to interact freely with the teachers during the lesson.

This theory will promote inclusivity and diversity because all the learners will be accommodated, as they will be given a chance to voice out their views and fully participate. In this regard, constructivism is in tandem with active learning in the sense that the duo believes in active participation and engagement in the learning process (Tran, 2013). The researcher relied on the above theory in the course of carrying out the study because of its flexibility and accommodating nature.

The theory is in line with active learning which accommodates varieties of activities to facilitate learning and also supports the research in the sense that it will allow it to use different methods to collect and analyse data- the belief in eclecticism, that is, the use of different strategies to achieve a goal. As opined by Alsulami (2016) constructivism is one of the potent theories that evidently display learning as self-regulated where learners build on the acquired knowledge and are active participants in the learning process. Michelle (2017) argues that theory is directly applied to understand empirical, contextual and conceptual situations. Abstraction and paradigms are also established with the use of a theory. The study relied on Constructivism to establish concepts paradigms, empiricism, and concepts.

2.3 What is Active Learning?

Like many educational concepts, active learning has many definitions. Mangram, Haddix, Ochanji, and Masingila (2015) view active learning as anything that involves learners thinking about what they are doing. That is active engagement of the learners who are at the centre of learning in the learning process.

Contributing to this, Myers, Barrick, and Mohamed (2012) view active learning as an avenue used to give opportunities to learners to be engaged in doing things, reflecting on the content by using old ideas to interpret new ones. Active learning is often identified with the pedagogical learning activities such as experimental learning, cooperative learning, problem-solving, writing tasks, speaking activities, class discussions, case study role-playing, peer teaching, fieldwork, independent study, library assignment, computer-aided instruction and homework (Mangram, Haddix, Ochanji and Masingila, 2015).

As found out, active learning strategies enhance learners' retention in educational programmes. This manifested in the research carried out that proved that learners' retention was increased in a science class when active learning strategies were employed. Active learning strategies are learner-centred, effective for multiple learning styles, engage learners and encourage critical thinking (Hardell, 2011). Buttrressing this claim, Griffith (2015) says when learners are active participants in the learning process, they are motivated, independent and fulfilled.

Active learning strategies can be developed and employed to engage learners to think critically and creatively, speak with a partner in small and large groups, express ideas in writing, give and receive feedback and reflect upon the learning process. Learners in or outside the classroom can also use it, individually and collectively, with or without the use of technology (Eison, 2010). Commenting on the importance of active learning (Eison, 2010) posits that active learning promotes deeper and lifelong learning, captures learners' attention as against the authoritative teaching where learners are distracted by phone calls, game on laptops, partial attention, and fantasies. Active learning is more structured, concrete well planned, interactive and familiar.

2.4 Principles of Active Learning

From the various definitions given above, the following principles can be inferred as the principles of active learning.

2.4.1 Purpose Driven

These strategies are deliberately devised to give opportunities to learners in the learning situation (Myers, Barrick and Mohamed, 2012).

2.4.2 Reflective

Active learning strategies give learners opportunities to reflect on concepts using existing ideas to interpret new ones (Hardell, 2011 and Myers, Barrick and Mohamed, 2012).

2.4.3 Motivation

When learners are made active participants in the learning situation, they motivated (Griffith, 2015).

2.4.4 Practicalities

Learning is by strategies such as computer-assisted instruction, fieldwork, library and laboratory works, which do not give room for abstraction (Mangram, Haddix, Ochanji and Masingila, 2015).

2.4.5 Engagement

Active learning engages learners in the learning process and makes learners active recipients of knowledge (Myers, Barrick and Mohamed, 2012).

2.4.6 Contributory Participations. The process of learning is by contributory participation by both the teacher and the students (Griffith, 2015).

2.5 Historical Background of Active Learning

In traditional societies, before the advent of Western Formal Education, learning under the guidance of the master craftsman by apprenticeship was by active participation and involvement of the learner to acquire set skills, values and attitude in the field of medicine, sorcery, and carpentry (Okeloeze, Iyoke, Okoh and Akubuilu, 2015). Buttressing this claim, (Patton, 2015) says in the Medieval period learning under the master craftsman was by observation, imitation and participation and goes further to say that the emergence of higher education and *massification* of education led to the collapse of active learning and its replacement by authoritarian teaching techniques which are now under heavy criticism as a result of their inadequacies.

2.6 Active Learning Strategies Used by Teachers

Eison (2010) gives the following active learning strategies used to enhance learning in the classroom.

2.6.1 Intermittent Pauses

In the course of teaching, the teacher pauses for two or three minutes for pupils to interact. This is usually done on two or three occasions before the end of the lesson. During the pauses, pupils are allowed to interact and exchange ideas which enhance reading during comprehension lessons. The expression of conflicting views within a group enhances learning of reading comprehension (Howe and Mercers, 2007).

2.6.2 Field trip

This strategy requires taking the pupils out of the classroom to get first-hand information. In reading, a teacher can take the pupils to the cultural background of a reading material. For example, a teacher can take pupils to Igbo-Olodunmare in Oke-Igbo to enhance reading in Fagunwa's Igbo Irunmole (Forest of Thousand Daemons).

In the study of Amusa, Ogunlade, and Atobatele (2015), it was revealed after the post-test that students' performances were better than their performances in the pre-test conducted before the excursion. This justifies the Chinese proverb which says '...what I see and I remember.'

2.6.3 Purposeful Questioning

A question is an interrogative sentence that requires an answer. It can also be referred to as a statement which asks for information or response. Questions can be asked before, during and after a lesson to ascertain the level of difficulty or understanding (Bakare, 2015 and Ojo, 2011). A question can take the form of a polar question which requires **Yes** or **No** to confirm or deny any information, **WH** question which starts with **who, what, where** and so on that requires full answers, a declarative question which gives information and tag question (Ojo, 2011). This is very effective in enhancing learning. The teacher deliberately poses questions to the pupils and pupils pose questions to teacher or colleagues to answer. This sharpens their thinking, arouse their interest and facilitate learning. Killen (2010) opines that questions are very effective in learning, allow pupils to do meaningful learning and put pupils to a task.

2.6.4 Think pair share

Using this strategy requires the provision of information through reading assignments after which questions are asked. Pupils' responses are shares with one or two partners. This allows them to reach common decisions by harnessing opinions and ideas (Howe and Mercers, 2007). Think pair is an aspect of collaborative learning that is effective in teaching large classes, encourages learners to think critically about course content and allows learners to formulate their ideas before sharing with others (Eison, 2010).

2.6.5 Classroom Test

A test is an instrument used to elicit responses from pupils. This can be formative (during teaching) and summative (after teaching) in nature. It is used to assess critical topics and creativity. Facts can also be got from pupils through a test (Woolfolk, 2010). Speaking in the same vein, Ogunboyede and Adepoju (2010) view a language test as an instrument that elicits information about language skills. With the use of a test, teachers will be able to determine the level of mastery of language skill by learners and determine learners' strengths and weaknesses. In using test, one skill can be tested at a particular time (Discrete Point Testing) and all the skills at once (Integrative Point Testing). When learners are tested in the areas of stress, intonation and consonant clusters active responses are elicited and creative thinking encouraged (Ogunboyede and Adepoju, 2010 and Woolfolk, 2010).

2.6.6 Peer Tutoring

This involves the teaching of one pupil by another pupil who is relatively of the same age. When pupils teach one another, different views emerge and ideas are cross-fertilised (Snowman and Biehler, 2006). Commenting on the influence of peer, Olusola (2009) stresses that peer influence is very important in the development of learners as learners try to copy other children around them. This position lends credence to the fact that learners learn better when they are together because they will be free with one another to air their views. Speaking in similar vein, Ajayi (2016) concurs that peer influence is stronger in the adolescent stage. Their active togetherness facilitates learning. Highlighting the importance of peer tutoring, Adebisi (2010) commends that peer tutoring accommodates learners from diverse backgrounds, provides opportunities for responses and socialisation and it is less authoritarian.

2.6.7 Playful Activities

These are creative and educational activities that involve the use of didactic games, drama, debate, songs, and dance to stimulate the interest of learners in a learning process as against the rigid teacher-centred approaches. These activities give the learners the opportunity to express themselves in a conducive environment that enhances learning.

Playful activities are useful in fostering social interaction among learners, between learners and teachers and between the teacher and the host community (UNESCO, 2015). Ayoola (2009) opines that when true or imaginary stories are told lively before learners, morals are taught and power of imagination developed. In addition to this, he goes further to say that songs and rhymes that are learnt by heart and recited are useful in teaching moral lessons.

Creative plays such as drawing, painting, and construction develop learners' power of creativity. In this situation, make belief comes to play. That is learners pretend in the process of acting play to play roles given to them. This makes their minds to be on alert and enquiring (Ayoola, 2009). Pupils are directly and emotionally enticed when a drama is used to present content of a lesson. Drama based instruction encourages meaningful learning by actively involving pupils (Ubuz and Duatepe-Paksu, 2016).

2.6.8 Group Discussion/Cooperative Learning

This is an interactive and exchange of ideas between learners and the teacher and among learners. In this strategy, learners are allowed to state their reasons and views for correction. Though it is time-consuming and can be dominated by extroverts, it gives room for active involvement in the learning process, develops critical thinking and abilities. It also allows teachers to get feedback and gives room for collaboration among learners (Bakare, 2015 and Cruickshank, Jenkins and Metcalf, 2009). In using this strategy, the number of learners in each group ranges from four to six.

Learners can be asked to read a comprehension passage and identify main character and ideas and later interact to check answers by comparing ideas. It gives room for team spirit and good at diagnosing and remedying problems (Cruickshank, Jenkins and Metcalf, 2009).

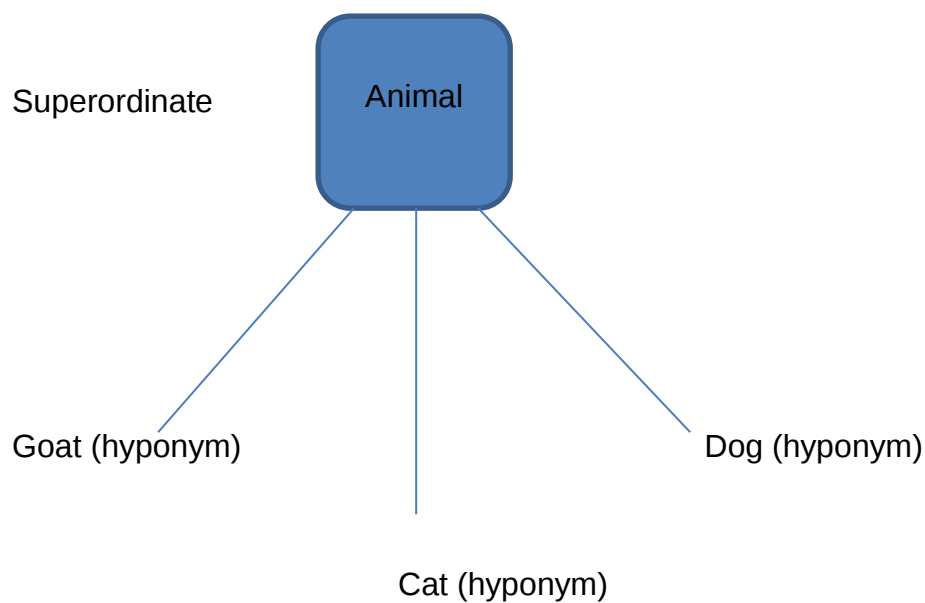
Cooperative learning can take three different forms: the first being *informal cooperative learning* which lasts from few minutes to one period, the second one is called *formal cooperative learning* which lasts for one period to several weeks and the third is referred to as *cooperative based group* whose duration is a semester, one calendar year or years. The teacher is a mere facilitator in this strategy (Tran, 2013).

2.6.9 Problem Solving

This is a cognitive approach to learning which requires a set goal or task before learners to accomplish. It uses two approaches: well-structured and ill-structured/unstructured problems. The former requires a set formula to achieve a goal. For example, add the letter 'a' to any singular noun that ends in 'um' to form the plural. Therefore, the plural of stadium will be stadia. The ill structured or unstructured has no specific procedure or formula to apply. Learners might be asked to give the theme of a reading comprehension passage (Cruickshank, Jenkins and Metcalf, 2009).

2.6.10 Concept Mapping

A concept map is a graphic illustration that shows connections between concepts and related ideas to make concepts more comprehensible. Two components are involved. The general concepts are usually enclosed in a box or circle and their connections are joined with them with lines (Erdogan, 2016). Concepts are to be ranked in the illustrations from the most general (focused concept) at the top to the least (parked concepts) at the bottom (Connolly and Spiller, 2016). The diagram below fashioned out in this study illustrates this.



2.6.11 Blended Learning

The weaknesses of traditional and ICT learning strategies gave birth to blended learning, mixed learning or hybrid learning, which maximises the advantages of both in the teaching learning process (Erdem and Kibar, 2014 and Gambari, Shittu, Ogunlade, and Osunlade, 2017). Blended learning improves language skills, gives more information and exposes teachers and learners to computer skills (Gambari, et al, 2017 and Umoh and Akpan, 2014). In blended learning, the strengths of traditional teaching are used to compliment the advantages of ICTs. This implies that on-line, off-line, internet and intranet strategies/facilities are use in this approach.

2.7 Active Learning Training and Supports Received by Teachers

Teachers receive supports from different individuals, governments, and organisations to empower them to discharge their duties accordingly. Some of the supports received are hereby discussed in this section.

2.7.1 Erection of Infrastructural Facilities and Provision of Materials

Some schools are built and equipped by the government to promote reading and education. Books are freely supplied and labelled "Not for Sale". To support government cooperate bodies and organisations donate voluntarily reading materials. In some cases, governments call on parents for collaboration (The Punch, 2016: 38). One of the ways in which governments promote reading is the provision of libraries in schools and public places. Library services promote reading activities and reduce illiteracy by organising reading competitions. Parents also provide reading materials, counsel and monitor learners at homes and pay attention to learners' homeworks (Akinboboye and Adepoju, 2016). These facilities and materials provide enabling environment for active learning in reading comprehension.

2.7.2 Establishment of Institutions for Curriculum Development

In Nigeria, there is the establishment of language development centre called Nigerian Educational Research Development Council (NERDC), which develops, largely, reading materials in mother tongue to aid actively reading and learning (Babaci-Wilhite, and Geo-Jaja, 2014). Nigeria government is equally promoting Sustainable Development Goals (SDGs) to improve the quality of curriculum and classroom instruction (FME, 2017).

2.7.3 Training of Teachers

Governments employ and provide in-service training for teachers to teach in schools as recommended by the National Policy on Education (2013). The Jolly Phonic workshops being organised for teachers prepares them for the use of active learning strategies in teaching reading (Eshiet, 2015). However, Demirci (2017) says active learning is not entrenched in the teacher-training programme. Consequently, teachers do not have enough knowledge in the active learning pedagogy. One of the cardinal objectives of Sustainable Development Goals (SDGs), which is being promoted by Nigerian government, is to improve the quality of teachers and increase the number of qualified teachers (FME, 2017).

2.7.4 Parental Supports

Apart from providing reading materials, attention paid to the learner by parents is another crucial factor to succeed in reading. Some parents believe that it is the sole responsibility of the school to educate and promote reading. Parents should change this unhelpful view. Parents should be actively involved in the schooling and learning of their children (Akinboboye and Adepoju, 2016, Cruickshank, Jenkins and Metcalf 2009). This is done by having regular discussions and provision of conducive reading/learning environment. Counselling, quality of food, early preparation and good relationship with learners are also crucial in this regard (Cruickshank, Jenkins and Metcalf 2009, Okebukola, Owolabi and Onafowokan, 2013). The aforementioned factors when provided arouse learners' interest and engage them actively in the reading process.

2.8 Instructional Materials Used in Active Learning Strategies

Like other teaching techniques or methods, active learning strategies are usually enhanced with the use of instructional materials. Commonly used among others are hereby discussed in this section.

2.8.1 Picture Books

Pictures are visual images that appeal to learners' sense of sight. Montelongo, Hernandez, and Herter (2015) opine that picture books are very effective in teaching vocabulary development and when used to teach familiar words, learning is enhanced. Corroborating this view, Bersh (2013) avers that picture books develop language and vocabulary through visual imagery which concretizes learning. Picture books allow learners to understand what they cannot comprehend in writing by giving learners the visual representation of the words/concepts.

2.8.2 Flash Cards

Digital flash cards are used to facilitate reading in the class. They are displayed on computers for less than a second and readers are challenged to recognize words accurately. This improves mastery of words and comprehension (Erwin, 2016). Supporting this claim, Komachali and Khodareza (2012) mention that flash cards are used to acquire new vocabulary efficiently and help to improve word recognition. This technique is mobile. That is, cards can be taken around for learning. This will assist learners to get hold of the written word and even identify antonyms and synonyms.

2.8.3 Internet Facilities

Internet facilities are very effective in promoting active reading as it is in America, where internet library services are used to promote interactions among readers during reading exercises (Bess, 2016). The above ICT devices and facilities concretise learning and develop reading skills (Tucker, 2016). The use of ICTs gives learners equal opportunity to access information in different locations at their convenient times (Umoh and Akpan, 2014).

2.8.4 Games

Games promote cognitive learning and effective motivation and have been found to be more effective in learning than the conventional methods. These include interactive computer games (Wouters, van Nimweyen, van Oostendrop and Vander Spek, 2013). In the study of Daniel and Tiverer (2015) it was discovered that when clickers are shared by small groups in learning activities, learners are able to communicate, interact and reach a common decision. The puzzle is also useful in solving interesting challenges (Browne and Maire, 2015).

2.8.5 Flipped Videos

A screencast is designed to enhance reading. This audio-visual recording captures words, their definitions, and pronunciations with visual examples.

Flipped videos combine images with words and voices. With this, learners can pause, rewind, replay the video, absentees can watch later, and parents can watch to guide their wards (Tucker, 2016). FME (2017) avers that multimedia systems are means of expanding vocabulary and with video programmes vocabulary acquisition is better enhanced.

2.9 Problems Associate with Active Learning

In the course of using active learning strategies, some daunting challenges are encountered by teachers which invariably discourage teachers and hinder learning. Notable among them are hereby discussed.

2.9.1 Neglect of Libraries and other Infrastructural Facilities

Active learning is facing the problem of poor quality of libraries as a result of the shortage of funds to provide facilities, trained personnel and poor attitude of readers (Ugwuoke, 2013). In some situations where teachers and facilities are inadequate, the use of multi-grade teaching is employed to address the situation. Multi-grade teaching, according to Adebile and Erinsakin (2016), occurs where the teacher teaches more than one grade in a particular class. Though it may address the situation, concentration by the teacher on a group or subject is lacking. In addition to this, interference from one grade may likely affect other grades within the setting (Adebile and Erinsakin, 2016). The study is of the view that training of personnel is germane to active learning. Also, good libraries where reading materials are sourced are needed. Teaching system with multi-grade is also inimical to the learning process.

2.9.2 Lack of Instructional Materials and Equipment

One of the odds that bedevil learner ability to read and vocabulary acquisition is the poor use of instructional materials (Nzai and Reyna, 2014). Availability and non-availability of resources/materials makes or mars teaching/learning process. Material resources are facilities, including consumables, needed for effective teaching and learning (Ogunbameru, 2016). Most teachers teach without making recourse to the use of instructional materials in the teaching-learning situation. Active learning suffers from non-availability of instructional materials.

Though it is the responsibility of the government to provide materials needed for reading, the situation is contrary, most especially in the rural areas where most schools lack instructional materials (Ogunsiji and Olaleke, 2012). A critical consideration of school with limited or no resources will suggest that teachers will be handicapped by this situation when compared to schools where resources are abundantly available (Cruickshank, Jenkins and Metcalf, 2009).

2.9.3 Poor Quality/Attitude of Teachers

Unfortunately, most teachers employed are non-specialists and non-specialists are made to teach reading which implies that poor quality of teachers is a challenge (Ajayi, 2013 and Ugwuoke, 2013). The personal characteristics of a teacher determine to a large extent the teacher's competence to handle teaching in the class. The characteristics include personality, beliefs, and experience. The personality of a teacher houses his perseverance, emotional stability, enthusiasm, and the teachers' belief hinges on preference for one teaching method or a category of learners. Less experienced teachers tend to be more teacher-centred by concentrating on the syllabus instead of achievement, experience teachers also build on previous knowledge of the learners and use observations to adjust their teaching methods (Cruickshank, Jenkins and Metcalf, 2009). In a situation where the teacher is not a specialist, believes in teacher-centred approach, lacks experience and lacks perseverance imparting reading instructions actively will be difficult.

To add insult to the injury, Jimah and Unuigbokhai (2014), painted a gory picture of a period in Nigeria when teachers' salaries were not paid for months, which eventually culminated into industrial actions. In this unpalatable situation, teachers are bound to be demotivated and have a negative attitude which will adversely affect their pedagogy.

2.9.4 Teachers' Credentials or Qualifications

For effective teaching and learning in the classroom, availability of professionally qualified and well-trained teachers is a *sin qua non*. This is tied down to teachers' academic qualifications and results from studies show that there is a high correlation between teachers' academic qualifications and students' achievements but unfortunately, a significant number of teachers with lower qualifications and non-professionals still teach in our primary schools (Aduroja, 2014).

This is contrary to the provision of National Policy on Education (NPE, 2013) which stipulates a minimum of Nigeria Certificate in Education (NCE) for teaching at the primary level. Where non-professionals and unqualified teachers, who are bereft of pedagogical skills teach, active learning cannot take place and the result is better imagined. Bemoaning this situation (Ajayi, 2013 and Ugwuoke, 2013) regret that most teachers employed to teach reading are non-specialists, which implies the poor quality of teachers in the classrooms.

2.9.5 Lack of Parental Attention

Apart from providing reading materials, attention paid to the learner by parents is another crucial factor to succeed in reading. Some parents believe that it is the sole responsibility of the school to educate and promote reading. Parents should change this unhelpful view. Parents should be actively involved in the schooling and learning of their children (Cruickshank, Jenkins and Metcalf 2009).

Parental influence on their children reading habit is a potent factor and that is the reason why Olasehinde, Akanmode, Alaiyemola, and Babatunde (2015) recommend that parents should always influence their children because most parents have a negative attitude to the reading activities of their children.

In addition, counselling, provision of reading materials by parents and parental active engagements in reading by prompting children with investigative questions such as 'why', 'how' and 'where' questions are required (Cruickshank, Jenkins and Metcalf 2009; Akinboboye and Adepoju, 2016 and Bojczyk, Davis and Rana, 2016). The reverse is the case with most parents and these aforementioned factors negatively affect active engagements in the reading process.

2.9.6 Differences between Curricular Provisions and Practice

The curriculum is the document that outlines items to be taught with the specific methods to be used in line with the contents of the culture (Bakare, 2015). Different curricula are being used by different pre-primary schools. This affects the objectives of Pre-Primary Education as stated in the National Policy on Education. Many pre-primary schools were established for different reasons. The situation is so terrible that many retirees gather children using available spaces as schools to earn a living (Vreme 2008). Lack of uniformity in the curriculum is a major hindrance to learning. In the school curriculum, reading is not recognised and taught as a subject but subsumed under English. This arrangement should be looked into to give reading a better place (Okebukola, Owolabi and Onafowokan, 2013).

The National Policy on Education (NPE, 2013) recommends the medium of instruction at the lower primary shall be the mother tongue. Unfortunately, most schools use English as a medium of instruction, including reading. Production of sub-standard textbooks is rampant and most books have foreign cultures (Anyanwu, Obichere and Assai-Onah, 2012 and Olasehinde, Akanmode, Alaiyemola and Babatunde, 2015).

In a situation where strange language and materials are used for reading instructions, no meaningful reading engagement will take place because concepts in those reading materials are strange to the readers.

2.9.7 Infrastructural Facilities

Facilities are indispensable in the teaching-learning process and lack of facilities is endemic in most schools in Nigeria. Most learning environments lack basic infrastructures needed to support learning. Most classrooms are too small to accommodate the number of learners admitted. This makes most teachers not to cover the syllabus and mark assignments on time (Fowowe and Ogundele, 2014). In some situations, the use of multi-grade teaching is adopted. Multi-grade teaching refers to a situation whereby different grades are packed into a class for learning activities. What the teacher does is to give class work to one group to do and at the same time concentrating on teaching other grades (Erinsakin and Adebile, 2016).

This leads to inference and lack of concentration. Libraries are also very central to learning in schools. Unfortunately, most schools and communities are without libraries and where available they do not function properly caused by lack of resources and a shortage of funds (Olasehinde, Akomode, Alaiyemola and Babatunde, 2015). In a situation where basic learning/reading facilities are dilapidated, missing or insufficient, no meaningful academic engagement can take place.

Enu, Esu and Kalu (2008) recommend that the school environment should have adequate facilities such as libraries and adequate seats because there is a connection between facilities and learning. Unfortunately, facilities, such as ICT, which is a universal means of providing information, are grossly inadequate, poor in rural and urban areas and the provisions of such facilities are merely political propaganda instead of implementation (Akajagbor, 2010; Jimah and Unvuigbokhai, 2014 and Olaniyi, 2012).

2.9.8 Large Classes

A large class is a factor against active learning. In large classes, lecture-teaching method is always predominant which fails to provide active engagement and participation in the learning situation. Lecture only gives room for authoritarian teaching without the active participation of the learners. Thus, learners are reduced to mere passive recipients of information who have no say or contribution in the matters affecting their learning (Mangram, Haddix, Ochanji and Masingila, 2015). According to the NPE (2013), the teacher-pupils ratio shall be 1:35. In the view of Anashie, Ebuta and Adie (2014), says overpopulated classroom affects teaching and learning as teachers will not be able to monitor individuals and may end up spending an integral part of the time correcting erring learners and went further to reveal that large classes compel teacher to use passive approaches while small classes encourage the use of active learning strategies.

2.9.9 Shortage of Funds

Every educational programme requires funds for planning and implementation and active learning is no exception. In most schools, the major setback to active learning is a paucity of funds to procure facilities and train personnel in the trade (Ugwuoke, 2013). As a result, the programme dies at the level of planning or implementation because on non-procurement of materials, facilities and dearth/ non-availability of qualified teachers. Hyun, Ediger and Lee (2017) argue that converting traditional classroom to active learning environment requires great financial burdens because it is not financially practically possible to execute. The major reason for poor funding could be tied down to decline in the oil market which led to decay in infrastructural facilities, unpaid salaries and industrial unrest (Jimah and Unuigbokhai, 2014). When the basic facilities are lacking, teachers go about with empty stomachs and learners are send out of the classroom for months there is no gainsaying the fact that learning will be unpleasantly affected. Shortage of funds hinders the procurement of textbooks, instructional materials and training of personnel.

2.9.10 Nature of the Learners

Learners' nature is another critical factor in the learning process. Nature includes such factors as the attitude of learners towards reading, physical and health-related issues. In the words of Anyanwu, Obichere and Assai-Onah (2012), the disgraceful attitude of learners towards reading is revealed when they say students only read to pass examinations. Buttressing this claim, Mohd-Asraf and Abudullah (2016) say positive attitude leads to good achievement in reading.

If the attitude is positive, reading will be facilitated but if it is negative, reading will be hindered. Concurring with this view, Olasehinde, Akanmode, Alaiyemola, and Babatunde (2015) lament those children only read when they have examinations to write as they enjoy watching movies and accessing the internet. The implication of these assertions is that learners only read three times in a year because examinations are held three times in a year and in this situation without regular reading and practice meaningful reading and learning cannot take place.

The health condition of the learner is another crucial factor that affects reading/learning. Considering a learner whose mother was attacked by Rubella during pregnancy, that child's eyes will be defective (Olusola, 2009). In reading eyesight is very important for visual aids and increase in cognitive development (Okafor, 2010). If the eyesight is defective, the learner might not be able to discriminate between two similar letters such as 'i' and 'l'. The adverse effects of this on reading are better imagined. Bemoaning this critical health condition of an average Nigerian child, Jimah and Unuigbokhai (2014), regret that the health status of Nigerian children is in a state not palatable because of attacks by malaria and other deadly ailments. Regular motivation and good health encourage learners to read because there will be no impediments to learning.

Other challenges confronting active learning are a shortage of time as it takes time to prepare materials needed for the activities. In other words, active learning strategies are time-consuming. Teachers and learners' attitudes towards change are other impediments. Most teachers still prefer the traditional methods such as rote learning in teaching and most students are used to the dictatorial posture of teachers (Eison, 2010). Summarising these challenges, Ajayi (2013) submits that:

- (a) Reading and writing are not well handled in schools
- (b) Teachers who do not specialise in English are made to teach it. Therefore, poor quality of teachers is responsible for the problem.
- (c) Majority of the primary schools have no language laboratories, radio and video/tape. These materials make learning real.

2.10 The Relationship between the Constructive Perspective to Ecology and Affordance

Scientifically speaking, ecology means home. Ecology is the study of the relationship between living organisms and their environment. It investigates how biotic (living) and abiotic (non-living) factors interact for survival in the environment (Ramlingam, 2001). The ecological perspective of language learning investigates holistically the environmental situations that make things happen the way they happen. It may involve the study of context and it builds upon the socio-cultural theory, which explains how human mental activities are influenced by culturally constructed, physical, and social helping factors. If learners do not communicate, the chance of getting assistance from others is very slim.

It means, therefore, that ecological perspective in language learning is the interaction of the mind with the environmental resources that support learning. Language learning begins when learners sense and use objects in the natural surroundings to create linguistic meaning through social interactions (Neil, 2014). The resources available in the environment for learning are called affordances. These include gesture, body movement, gaze and any other physical and online factors.

It should also be noted that the user's view about resources enhances or hinders their workability (Neil, 2014). Buttressing this view, Dey-Plissonneau and Blin (2016) concur that affordance is an interdependent relationship between items in an environment and learner's perception. Speaking in the same vein, Thoms and Poole (2017) argue that affordances are learning opportunities that are present in a learning environment which active learners engage in L2 learning environment whether physical or virtual. The scholars categorise and define affordances as:

- (a) Linguistic affordance, which provides linguistic information, such as grammatical structures or lexis, to learners.
- (b) Literary affordance which provides information about textual analysis such as interpretation of meaning; and
- (c) Social affordance, which provides encouragement, expresses opinions signalling agreement or disagreement.

Deducing from the above ecology and affordances are used by learners to construct meanings in the learning situations in the sense that they aid learners to be active in the constructing meanings through contacts with both living and non-living organisms.

Linake (2015) concurs with this view by saying ecology and affordances, in the view of constructivists, are the conducive environmental situations that promote interactions among learners, peers, and groups in relations to other learning items. Since affordance and ecology involve active engagement of learners with human and non-humans factors in the environment, they are in line with the theory of Constructivism, which also share the same idea.

2.11 Theories of Reading

2.11.1 Top-down Approach

This is also referred to as traditional or teacher-centred strategy that is oppressive and emphasises focus on knowledge of higher-level construct that makes use of narrations and abstractions (Kung, Kung and Gardiner, 2013 and Nzai and Reyna, 2014). The reason for this approach is based on the notion that reading comprehension is more than simple knowledge of linguistics for understanding comprehension. The approach combines readers' backgrounds and knowledge of the text. Strategies such as skimming, scanning, inferences, logical conclusion, forecast and text analyses are employed to achieve its objectives. In addition, independent and pair reading and listening are encouraged. This is why it is referred to as high-level cues (Oliver and Young, 2016). To this study, the approach places learners as a passive recipient of information and constructive engagement may be at its lowest ebb.

2.11.2 Bottom-up

This approach entails the use of decrypting strategies such as re-reading, looking up meanings of words, word recognition, and recall, to arrive at meanings. In addition, readers also engage in such activities like syllabication (breaking words into syllables), syntactic analyses of sentences and expressing authors' views in their own words (paraphrasing). This approach gives room for evaluation, reasoning and improves comprehension (Oliver and Young, 2016). Concurring with this, Nzai and Reyna (2014) posit that bottom-up approach is collaborative, learner-centred, motivating, engaging and it makes teachers facilitators in the learning process.

The strategies adopted by this approach to analyse smaller units made Kung, Kung and Gardiner (2013) refer to it as the analysis of lower-level conceptual units. To this study, this approach is in tandem with active learning and Constructivism in the sense that it facilitates active engagement of learners in the reading process in the domains of learning.

2.11.3 Isolated Word Training Model

This model entails the removal of target words from the entire text. These words are then read and practice in preparation for main reading. The notion behind this model is that fluent reading requires adequate word recognition and consequently readers should be armed with enough vocabulary in preparation for the actual reading (Oliver and Young, 2016). Supporting this view Nakano (2016) argues that reading ability depends on vocabulary. In the view of this study, learners should have a sound knowledge of vocabulary before the main reading but the vocabulary should be meaningful to them in their socio-cultural context: they should not be educated away from their culture.

2.11.4 Context Word Training Model

This model believes in meaning making. The basis of this approach is based on the notion that the understanding of meanings of words will be greatly aided by continuous exposure to words in contexts. This gives room for extensive reading and researchers show that when words are first introduced in contexts reading becomes more accurate (Oliver and Young, 2016). As opined by Nakano (2016) extensive (reading of a wide range of reading materials) reading builds vocabulary and improves comprehension.

The understanding of this study is that fluent reading is required for the educational advancement of learners and the progress of the society. None of the approaches seems to be the best in the view of this study as supported by Oliver and Young (2016) who say scholars are yet to come up with the best theory.

It is hereby suggested that eclectic approach should be adopted. Eclecticism will take the best components of the above theory and integrate for active engagement/ involvement of learners in the classroom.

2.12 Reading Culture and Multilingualism

Reading hones human thinking and talent but unfortunately, the culture of reading in Nigeria has waned over the years. Olasehinde, Akanmode, Alaiyemola and Babatunde (2015) see reading culture as 'the philosophy of developing a progressive reading attitude'. Speaking in similar vein, Anyanwu, Obichere and Assai-Onah (2012) define reading culture as the attitude developed by readers towards reading. In other words, reading culture is the readers' or societal attitude towards reading. It is the reading habit of an individual or individual's view about reading. Reading culture can also be described as the totality of the reading life of a person or a society, which includes views, attitude, finance, time and other resources committed to reading.

A good reading habit is required for the educational advancement of a nation. Unfortunately, reading habit among Nigerians learners is very poor and Nigeria is fast becoming bereft of reading citizens Olasehinde, Akanmode, Alaiyemola and Babatunde (2015). On this precarious situation, Anyanwu, Obichere and Assai-Onah, 2012 and Olasehinde, Akanmode, Alaiyemola and Babatunde, 2015) bemoan that the situation is so terrible that today people only read to pass examinations. This implies that reading in other areas is no longer fashionable among Nigerian children.

Reasons for the decline in reading culture are not far-fetched. Notorious among them are economic recession which makes most books unaffordable to common man, immoral practices in the educational sector which leads to production of sub-standard textbooks and examination malpractices, dearth of libraries and poor funding of existing libraries (Anyanwu, Obichere and Assai-Onah, 2012 and Olasehinde, Akanmode, Alaiyemola and Babatunde, 2015).

Other militating factors are the emergence of Information Communication Technology (ICT), which scholars believe affects reading in the sense that young ones only watch films and read internet materials.

Ajayi, Shorunke and Aboyade (2014) differ from this claim by asserting that ICT has greatly improved reading culture with the use of internet which allows easy access to information and went further to lament that reading is not taught as a separate subject but designed as part of English. The claims of these scholars reveal the advantages and disadvantages of ICT in reading. In addition to these, as advanced by Anyanwu, Obichere and Assai-Onah (2012) most books have a foreign culture which makes them inaccessible to readers.

Since Nigeria is a multilingual nation, multilingualism is bound to affect the reading culture of the Country, which will lead to linguistic interference and affect reading adversely. However, where items of the first and second languages are similar, learning is facilitated. Multilingualism is the use of more than two languages in a linguistic setting (Adepoju, 2017). This makes it difficult for readers from different ethnic groups to access reading materials in their local languages in their host communities. Corroborating this claim, Riviere (2017) says production of books is in major languages while in local languages it barely exists and printed books are always in English in France. Similarly, Ioratih-Uba (2009), comments that the dominance of the major language in northern Nigeria leads to violent ethnic strife. The implication of this is that most reading activities are always in English at the expense of local languages at all levels of our education, which negates the objectives of the Country's Nation Policy on Education, which emphasises reading instruction in local languages at the junior primary level.

2.13 The Meaning of Reading

Reading, like writing, speaking and listening, is a language skill taught in schools. While reading and listening are receptive skills, that is, the reader or listener gets information from sources, writing and speaking are productive skills-the writer or speaker produces information or ideas for others (Field, 2015). A learner should be able to read and write before he/she can benefit from educational instructions. Reading is believed to be the most important skill learners need in schools in order to succeed. Learners should be fluent, that is, read without difficulties with correct pronunciations (Dednam, 2011).

Many parents and educators have erroneous misconceptions about reading, which invariably affects the way reading is taught in schools and at home. The misconception is that once a child is able to pronounce a word or utter a sentence, without deriving meaning, reading has taken place. Reading goes beyond this level because it has to do with the understanding of what is pronounced. This is what Wessel (2007) refers to as audio-lingual method which is 'barking at the text' that is full of rote learning, repetitions, and bores. A learner should have the ability to recognise letters or symbols with the corresponding sounds and combine them to form words before reading can take place (Fromkin, Rodman and Hyams, 2011).

The purpose of reading is to understand written messages and if the reader does not understand the written message, reading has not taken place. Other purposes of reading include reading for information, reading for gist, reading for academic purpose and reading for pleasure (Stroller, 2015). For reading to take place, the reader should be able to interact with the text and decode the prints (Wessel, 2007). Reading is a process of converting printed symbols to oral sounds and deriving meanings from what is pronounced (Adeniji and Omole, 2010).

In other words, reading is translating written symbols to speech sounds and coming up with the information sent by the author. Speaking in the same vein, Daly (2003) opines that reading brings about interpretation, comprehension and responses to the ideas expressed by the author. In reading, the reader combines ideas/information in the text with his prior knowledge and background to arrive at meanings (Daly, 2003 and Wessel, 2007). The phonological process is very critical in the reading ability of a child. It is the ability to use sound to process oral and written symbols because reading involves the relationship between the prints and oral sounds to derive meaning (Lesaux, Geva, Koda, Siegal and Shanahan, 2008).

For a learner to read, he/she should have the ability to recognise letters or symbols with the corresponding sounds and combine them to form words before reading can take place (Raguenaud, 2009).

2.14 Reading Readiness

Reading readiness is a crucial factor in the reading process of learners/pupils. For a learner to read there should be reading readiness. Thorndike's law of readiness says that:

(a) when someone is ready to perform some act, to do so is satisfying;

(b) when someone is ready to perform some act, not doing so is annoying;

(c) when someone is not ready to perform some act, and is forced to do so, it is annoying (Olson, and Hergenhahn, 2015: 56-57).

These laws clearly explain the principles of readiness in learning. The implications of these laws are that a learner will be enthusiastic and only learn when he/she reaches the stage and if not ready, learning will not take place even if forced dissatisfaction will set in.

Therefore, learners should only be made to engage in reading activities when they are physically, emotionally and psychologically ready as it will allow them to read without stress.

Children will only read when they are ready to read. That is, maturity is very important in the reading process. If a learner has not attained a certain stage, reading will not take place no matter what the teacher or the parent does. Forcing children to read can be damaging to them, the reading process and the entire educational process. Children start reading at different ages: some four or five and some six or seven (Raguenaud, 2009). Speaking in the same manner, Fromkin, Rodman, Hyams (2011) say children learn to talk at a young age while they learn to read at school age (five or six).

This issue leads the study to the concept of reading readiness. Piaget opines that learners will only new ideas if the old ideas will accommodate the new ones. Children will only learn new ideas when they have the transit to the state that allows it. Vygotsky corroborates this by saying that children will only carry out new if it falls with their zone of proximal development, that is, the task that cannot be done independently but done with help of a guardian (Ormrod, 2016).

Readiness is a state of maturity required before a skill can be acquired. Many students fail because the task given is above the level of their skills and asking learners to perform a task above the level of their skills can lead to learning breakdown (Lerner and Johns, 2009). Readiness means the acquisition of the characteristics or traits that empowers learners to learn. These characteristics include self-control, ability to relate, communication and cooperation with others (Kostelnik, Sodernan and Whiren, 2007).

2.15 Reading Materials

Broadly speaking, reading materials can be divided into two, namely, fictions and non-fictions. Fictions are reading materials that contain information/stories that seem to be true but not true. The stories contained herein are borne out of the power of the author's imagination. Examples include poems, plays and novels. On the other hand, non-fictions are reading materials that contain stories that are factual and real that actually happened to a particular person at a particular place at a particular time. Biographies, autobiographies, newspapers, and magazines are good examples (Adepoju, 2005).

2.16 Methods Used in Reading

There are different techniques employed by readers in the course of reading depending on the purpose for which reading is being done.

2.16.1 Skimming

This is a type of reading carried out when a reader wants to have a general summary of the text. Getting a piece of information from a text is a good example. This is useful when the reader intends to have a general overview of the reading materials (Adepoju, 2005).

2.16.2 Scanning

In this case, the reader's target is to look at a particular information in a text. Hence, in the course of reading, the reader's aim is to look for a point, which is of interest to him/her. Therefore, targeting a particular information is the basis of reading in this regard (Adepoju, 2005).

2.16.3 Extensive Reading or reading for pleasure

This is the most valuable means of achieving reading and comprehension. Reading more and more by reading a wide range of materials, leads to fluency in reading. Extensive reading can take the form of repeated reading and sustained silent reading. In repeated reading, learners are encouraged to read the material four times reading in pairs of weak and good readers where one reads and other listens then reversal of roles. This leads to the exchange of ideas among readers in the class.

Reading novels, newspapers, stories and other materials outside one's area of specialisation regularly widens one's horizon and leads to better achievement in reading (Moore, Neville, Murphy and Connolly, 2010 and Scheckle, 2009). In fact, there is a positive correlation between reading for pleasure and learners' achievement. In sustained silent reading, there is the need for the learners to choose from a selection of materials. The teacher should bear in mind that the book is not too difficult for the learners. That is only one out of twenty work should be difficult for the learners (Scheckle, 2009). Adding to this, Nakano (2016) concurs that extensive reading assists in building vocabulary, improves comprehension, uses a top-down approach and does not rely on the use of the dictionary.

2.16.4 Intensive Reading

This is otherwise called study reading carried out on a given topic by students for academic examination which requires reading and repetition of what is read to get facts from the materials (Adediran and Akinwande, 2014). In addition, Nakano (2016) says comprehension in intensive reading is through bottom up approach and relies on the use of the dictionary as against extensive reading. The reader is expected to read to find out the underlying matter of the text for total comprehension to take place.

2.17 Methods Used by Teachers to Teach Reading

Some conventional methods used by traditional teachers to teach reading are hereby discussed below:

2.17.1 Whole World Approach

This method, when employed, teaches learners to identify words ranging from fifty to one hundred by rote learning through contact with words in storytelling. It does not allow learners to know individual sounds that make up the words and letters with their corresponding sounds (Fromkin, Rodman and Hyams, 2011). This approach is traditional and does not give room for active engagement of learners. It implies therefore, that active learning is missing in this approach.

2.17.2 Phonic Approach

This approach teaches letters and their associated sounds. Teachers teach the letters/alphabets and emphasizes the associated sounds of each alphabet. For example, save /seiv/. In some cases, some words do not have perfect correspondences with their sounds. Good examples are queue, physics psychology and pneumonia. This can be misleading in the process of teaching reading (Fromkin, Rodman and Hyams, 2011).

2.17.3 Whole Language Approach

This approach is also called literature based or guided reading. The reader is expected to find out the relationship between the sound and the letters when exposed to text or reading materials. For example, learners can be asked to use context to read meaning to a text or picture clues. Scholars believe that learners will read naturally as it is in language learning. The teacher is to make reading a pleasurable experience for learner by creating a conducive atmosphere and provision of motivational books.

This method does not show the relationship between words and sounds which is wrong. One should not lose sight of the fact that sound values of words are critical in reading (Fromkin, Rodman and Hyams, 2011). In view of the inadequacies of each of the above methods, the consensus reached is that reading instruction should be established on the connection between letters and sounds and the encouraging fun making whole language approach should be used to compliment phonics (Fromkin, Rodman and Hyams, 2011).

2.17.4 Language Experience Method

Lerner and Johns (2009) argue that the use of the existing language skills of the learners such as listening, writing and speaking promotes reading. Listening to stories told by teachers and adults can be used as the basis for reading. This is flexible without rigid control over vocabulary or syntax. The text or story developed by the readers is used to teach reading. This is creative, effective and makes learning permanent.

2.17.5 The Definitional Approach

This is a dominant strategy used in schools. In this approach, learners are asked to define vocabulary by looking up their meanings in the dictionary, writing them down and learning by rote. Learners are also made to learn the synonyms and antonyms of memorised words in the process. This leads to repeated oral drills and low comprehension (Nzai and Reyna, 2014).

2.18 Censorship

Though it is expedient to expose learners to a wide range of reading materials, this does not mean that there should be no control over materials fed to learners. Materials that are inimical to the academic and moral wellbeing of learners should be withdrawn. This situation is called censorship (Adepoju and Akinboboye, 2016).

2.19 Problems of Reading

In the course of reading, learners are faced with some challenges that hinder comprehension of the message. Reading difficulties are most common learning challenges among learners and major reason for failure. In a study conducted in the United States, it was found out that 34% of the learners had reading challenges. Students' reading rate at lower level determines their reading comprehension and vocabulary development at the upper level. Reading disabilities are often diagnosed with learning disabilities. Learning disability is defined as a psychological process disorder that concerns understanding or using spoken or written language that feature in form of deficiency in listening, thinking, speaking, reading and writing (Ergul, 2012). These problems are hereby discussed below:

2.19.1 Finger Pointing

This refers to a situation where the learner's finger points the prints before the actual reading in the course of reading. In other words, the reader uses his or her fingers to trace out words or prints in the reading materials. This hinders comprehension and learning (Adediran and Akinwande, 2014). The most commonly used finger is the index.

2.19.2 Regression/Repetition

This is another endemic reading problem that is characterised by the reversal of the prints previously read words by readers. This situation arises when the learners go back to what has been previously read. This also constitutes obstacles to learning (Olugbeko, 2004).

2.19.3 Vocalisation/Reading Aloud

This is a situation where the reader murmurs the prints in the reading process instead of silent reading. As a result, words are read separately. Hence, comprehension is hindered (Oyetayo and Olugbeko, 2005).

2.19.4 Poor Eye Fixation

In this situation, the reader fixes his or her eyes on words instead of making two swift movements on a line before moving to the next line (Adediran and Akinwande, 2014). By looking at words individually, comprehension is hindered.

2.19.5 Miscue

This is a wrong calling on a word or section of a text. That utterance is different from the actual utterance in the text. Miscues range from correction, which is a self-correct, measure taken by the reader when there is an error (miscue) in the course of reading. Another form of miscue is repetition, which occurs when a reader repeats a previously read portion of a text. Omission is also another form of miscue, which is a situation whereby a learner leaves out a section of a text in the course of reading (Ohia, Adepoju and Adebile, 2014).

2.19.6 Linguistic Interference

This is one of the major problems that bedevil reading in the second language situation. Linguistic interference refers to a situation where the reader uses the knowledge acquired in his/her mother tongue to organise the second language, which is English (Olugbeko and Adepoju, 2016). Evidence abounds that when bilinguals use second language, interference occurs at multiple levels: syntactic, lexical and son on. Interference hinders reading and comprehension in second language reading. Yamasaki and Prat, (2104) opine that the less the interference, the higher the level of comprehension. Other reading problems identified by scholars are poor comprehension, poor analysis of words into phonemes and syllables and limited exposure to the language as a result of linguistic and cultural background (Dednam, 2011 and Lerner and Johns, 2009).

To detect and overcome reading difficulties early, DIBELS is employed by researchers in the field of reading. DIBELS is an acronym for Dynamic Indicators of Basic Early Literacy Skills designed to assess learners' skills in phonology, alphabetical principles and oral fluency with a view to finding a solution to detected challenges (Lerner and Johns, 2009).

2.20 Suggestions for Development of Reading Habit

The following strategies are suggested by Moore, Neville, Murphy and Connolly (2010) as techniques to develop reading habits among readers:

- Readers are encouraged to form a book club
- Readers should read together to see different interpretations and opinions of other readers.
- Readers should distribute reading tasks like discussion, exploring and summarising among themselves
- Readers should be versatile by reading different types of books.
- Readers should decide what to read for example a chapter, read about forty-five to sixty pages, stop and start the process again. Dednam (2011) suggests regular reading for readers, the use of games and enjoyable reading as reading guidelines for reading support.

2.21 Comprehension

Effective reading and comprehension go hand in hand. They are Siamese twins that cannot be separated. Where there is reading, comprehension should take place otherwise reading will be considered to have been done in vain because the purpose of reading is understanding or comprehension (Wessel, 2007). Comprehension is the ability to understand the writer's message with the aid of the reader's background and experience (Daly, 2003 and Wessel, 2007).

Viewing comprehension from psycholinguistic perspective Radford, Atkinson, Britain, Clahson and Spenser (2009), opine that in comprehension, the phonological processor is used to identify and process the sounds or written symbols, the lexical processor identifies the constituent of the words, the syntactic processor analyses the sentences and the semantic processor is used to derive meaning. According to these scholars, reading is a mental process. Lending credence to this assertion, Kennison (2014), avers that the first step to in comprehension is to identify the first word on the line, which will give the reader the opportunity to identify the class of the word, the meaning and pronunciation blended with the sentence construction to derive meaning in a contextual situation.

For a reader to understand a text, a good knowledge of the vocabulary, semantics, sentence construction and reader's background is very vital in this development (Lesaux, Geva, Koda, Siegal and Shanahan, 2008). In addition to this, the scholars assert that reading comprehension requires the ability to convert prints into sounds in an accurate manner while deriving meaning from what is read.

2.21.1 Comprehension Strategies

- the teacher should be explicit by telling the learners to predict the outcome of the story which must be done regularly.
- the teacher should be a model to the learners by demonstrating the strategies.
- learners should be involved in the class activities.
- learners should be guided by the teachers.
- independent thinking should be encouraged .
- summary should be done at the end of the reading.

- questioning should be done to elicit responses (Scheckle, 2009).
- the use of visual images is another comprehension strategy that develops learners' creative thinking. Texts nowadays tend to be multimodal by using more than one means of communication. That is written words and pictures. Visual texts give information explicitly and systematically (Ferreira, 2009).

This appeals to readers' sense organs and concretises meanings as against abstract learning which is rigorous.

2.22 Learning

Every individual learns on daily basis consciously and unconsciously in one way or the other. Learning is a life-long programme that starts from birth to death. Different authors based on their views have coined many definitions. Learning can be defined from the perspective of educationists and the perspective of psychologists. To educationists, learning is the process of acquiring knowledge or skills through instruction (Shelly, Gunter and Gunter, 2010). Corroborating this view, Ormrod (2016), say learning is an avenue by which man gains new skills, knowledge, values and emotional reactions. From the angle of psychologists, Newby, Stepich, Lehman, Russell and Ottenbreit-Leftwich (2011) see learning as a change in behaviour derived from experience because of interaction with the environment. In other words, learning brings about change or modification in behaviour because of knowledge acquired. From this definition, it is clear that experience is very important in learning.

2.22.1 How Does Learning Take Place?

Learning takes place in the following ways:

- direct experience, that is, personal;
- vicarious experience, that is, through another person;

- instructional;
- combination of two, three or all of the above (Newby, Stepich, Lehman, Russell and Ottenbreit-Leftwich, 2011).

Learning is not a short-term change but a long-term change that is not a transitory use of the information acquired that requires mental representation or association, that is, the use of the brain. Learning could be passive when something happens to the learner or active when the learner involves in some physical and mental activities (Ormrod, 2016).

2.22.2 Language Learning

The process of language acquisition is a complex and interwoven series of activities that can be viewed from two angles. These are the Behaviourist Theory and Innateness Hypothesis.

2.22.3 Behaviourism Theory

The theory believes that learners learn language through imitation, reinforcement and analogy as postulated by B.F. Skinner, which he called *verbal behaviour*. In this regard, children merely listen to adults around them imitate and reproduces what they say. Children learn to produce the correct form when they are positively reinforced and negatively reinforced when they produce the wrong form Fromkin, Rodman and Hyams (2011). Shedding more light on this, Radford, Atkinson, Britain, Clahson, and Spenser (2009) aver that in the process of language acquisition, children observe users of the language around them which they hear inform of expression and the context in which they are used which constitutes the linguistic experience.

From the views of these authors, the language of the users in the immediate community of the children is copied and used by the children until it becomes part of them. Their association with people who have the experience help them. Language learning is therefore relational in this regard. This view dominated language learning in the 50's and 60's.

2.22.4 Innateness Hypothesis

Some linguists later came up with this theory and claimed that the linguistic environment is not a cardinal factor in language learning but that children are equipped with innate template or language faculty called the Universal Grammar. According to this theory, the human brain is equipped to acquire language grammar because children produce grammar or sentences which they have no knowledge of Fromkin, Rodman and Hyams (2011). Speaking in the same vein, Radford, Atkinson, Britain, Clahson, and Spenser (2009) presents Chomsky's view which says that it is the language faculty (language acquisition programme) of the brain that enables children to produce and understand expression acquired through linguistic experience. To this theory, the portion of the brain called language faculty is the facility that allows learners or children to process and understand words, phrases and sentences come across in the course of interacting with adults or linguistic environment.

One should not lose sight of the fact that the two theories appreciate the roles of the linguistic environment, which surrounds the learner. Though the behaviourists believe that language learning is the sole responsibility of the adults' language, one should be able to conclude that messages are sent through the ears (sense of hearing) to the brain for processing. In the view of this study, the two theories are complementary in the quest to know how language is learned or acquired.

2.23 Government' Contributions to Reading Culture

The National Policy on Education (2013) Sec. 2 (16) J 1&2 stipulates that the Federal Government shall encourage reading and recommends that government shall develop the orthography and provide books and other instructional materials for reading in Nigerian languages. In addition, in Sec 20, it is stipulated that English shall be one of the compulsory subjects and that subject specialist shall be employed to teach the subjects. In promoting reading government does and encounters the following:

2.23.1 Erection of Infrastructural Facilities and Materials

Some schools are built and equipped by the government to promote reading and education. Books are freely supplied and labelled "Not for Sale". To support government cooperate bodies and organisations donate voluntarily reading materials. In some cases, governments call on parents for collaboration (The Punch, 2016:38). One of the ways in which governments promote reading is through the provision of libraries in schools and public places. Library services promote reading activities and reduce illiteracy by organising reading competitions. Unfortunately, this service is bedevilled with shortage of funds to provide facilities, trained personnel and poor attitude of readers (Ugwuoke, 2013). Though, it is the responsibility of the government to provide materials needed for reading, the situation is contrary most especially in the rural areas where most schools lack instructional materials (Ogunsiji and Olaleke, 2012).

2.23.2 Establishment of Institutions for Curriculum Development

In Nigeria, there is the establishment of language development centre called Nigerian Educational Research Development Council (NERDC), which develops, largely, reading materials in mother tongue to aid reading and learning (Babaci-Wilhite, and Geo-Jaja, 2014).

2.23.3 Employment of and Training of Teachers

Governments employ and provide in-service training for teachers to teach in schools as recommended by the National Policy on Education (2103). Unfortunately, most teachers employed are non-specialists and non-specialists are made to teach reading which implies that poor quality of teachers is a challenge (Ajayi, 2013). If non-specialists are made to teach reading, inappropriate techniques will be used and knowledge poorly imparted.

2.24 Parental Contributions to Reading

2.25 Learning Environment and Reading

Learning environment is vital in the learning process of the child. The environment can be the home or the school environment. The home environment is a cardinal factor in the learning reading process of the learners. This is because the learner makes the first contact with the people and objects around him which influence to a great extent, his reading behaviour. What the children eat, drugs are taken and family traits are crucial factors in learning reading. Family literacy encourages parents to start feeding their children with pre-literacy skills. Reading books and vocabulary development are parts of this (UNESCO, 2015).

2.25.1 Materials and Equipment

Availability and non-availability of resources/materials can make or mar teaching/learning process. Material resources are facilities, including consumables needed for effective teaching and learning (Ogunbameru, 2016). A critical consideration of school with limited or no resources will suggest that teachers will be handicapped by this situation when compared to schools where resources are abundantly available (Cruickshank, Jenkins and Metcalf, 2009).

Shedding more light on this, Yeboah, Asante and Opoku-Asare (2016) posit that students learn better when taught with instructional resources. School environment include physical facilities such as location, tables, chair and teaching materials. A conducive environment such as teacher's personality, students' behaviour, teaching methods or techniques, the relationship between learners and the school rules and regulations are included (Wirussawa, Tesaputa and Duangpaeng, 2016).

In some situations where teachers and facilities are inadequate, the use of multi-grade teaching is employed to address the situation. Multi-grade teaching, according to Adebile and Erinsakin (2016), occurs where the teacher teaches more than one grade in a particular class. Though it may address the situation, concentration by the teacher on a group or subject is lacking. In addition to this, interference from one grade may likely affect other grades within the setting (Adebile and Erinsakin (2016).

2.25.2 School Curriculum

Different curricular are being used by different pre-primary schools. This affects the objects of pre-primary school as stated in the National Policy on Education. Many pre-primary schools were established for different reasons. The situation is so terrible that many retirees gather children using available spaces as schools to earn a living (Vreme 2008). Lack of uniformity in the curriculum is a major hindrance to reading. In the school curriculum, reading is not recognised and taught as a subject but subsumed under English. This arrangement should be looked into to give reading a better place (Okebukola, Owolabi and Onafowokan, 2013). Considering the importance of reading in the society, reading should be a separate subject.

Learning will be enhanced if the school environment is conducive and stimulating. The classroom should be tidy, have good ventilation and properly organised to ensure learning. Permanent learning is enhanced through exposure to a wide range of skills. To achieve this proper use of facilities is inevitable. Good facilities and programmes are interdependent in the learning process.

There is a high level of correlation between facilities and students performance in examination. Teaching method is also vital in this regard (Izuage, 2016).

The school climate is the overall or total school conditions of the school as suggested by value, teaching methods and the organisational structure of the school (Povey, Campbell, Willis, Haynes, Western, Bennett, Antrobus and Peddle, 2016).

Ajayi, 2013 submit that:

- (a) Reading and writing are not well handled in schools;
- (b) Teachers who do not specialise in English are made to teach it. Therefore, poor quality of teachers is responsible for the problem;
- (c) Majority of the primary schools have no language laboratories, radio and video/tape. These materials make learning real.

Laying emphasis on the importance and the relationship between the home and the school Ranguenau, (2009) says with good teaching environment and good parental guidance, children need five to seven years to be academically proficient. The two concepts are interdependent and require a good synergy for effective reading skills to be imparted in learners. Without the home, the school cannot exist and without the school and parental contribution, meaningful learning cannot be achieved. In fact, some parents are parts of the school (teachers and members of the School Basic Committees while some teachers are parents). Therefore, teachers are parents and parents are teachers.

There is no way they can be separated and their roles are interdependent. There is a parent-teacher relationship in the learning reading in the learning process of the learners. Adopting active learning has been a subject of controversy in schools today (Bature, Atuweh and Treagust, 2016). This controversy arose from the conservative posture of most teachers found in schools. Teachers' pride and lack of materials prevent them from using active learning strategies (Eisom, 2010).

Emmanuel and Eko (2016) carried out a research on active learning in Akwa Ibom State, Nigeria and found students' participation in classroom activities enhanced learning. It was concluded that an enhanced learning environment is a key factor in students' learning achievement. To the researchers, if the environment and the activities are stimulating, learning will be facilitated-a good learning environment will definitely engage the students. This differs from this study in the sense that it was not based on reading comprehension and elimination of miscues.

In the same vein, Bature, Atuweh and Treagust (2016) carried out a research in Northern Nigeria and discovered that the inclusion of students in classroom activities had positive effects on their attitude, involvement and cooperation in classroom activities. The researchers found out that teacher-centred approach which places students as mere recipients of information or knowledge has not helped the students. The study recommended that teachers and students should always be partners in progress in all classroom activities. This study was based on Mathematics and not on reading comprehension as it is in the present study.

In another development, Amusa, Ogunlade and Atobatele (2015) conducted a study by taking students out in an excursion to learn and give first-hand information from the real source. This motivated the students and after the post test, it was revealed that the students' performances were better than the pre-test. The study recommended classroom activities in learning to engage students. This study was based on Basic Science and not on reading comprehension as it is in the present study.

Niemi, Nevgi and Aksit (2016) carried out a study on how active learning can improve teachers-in-training (student teachers) teaching ability. The study showed that for teachers to impart knowledge effectively, teachers should also be active learners in the classroom, as those activities will improve the professional competence of teachers. The effects of active learning on teachers will change teachers' orientation. As good as this study is, it differs from the current study in its content and target.

In another research carried out by Averback and Schussler (2016), students' collaboration with teachers made a significant impact on the learning outcome of the students. The collaboration made the atmosphere free and students were active participants in the class. This study also differs from the current study in the sense that it was active learning of student teachers' performances. Daniel and Tiverer (2015) investigated the effects of clickers on active learning on the students. The researchers discovered that when small groups in learning activities share clickers, learners are able to communicate, interact and reach a common decision. In this study, clickers were used to facilitate learning but not it was based on reading comprehension.

Furthermore, in the study conducted by Savard and Highfield (2015), in Canada, learners were made to identify the vocabulary associated with robots. As a result, learners learnt the names of the items used in building a robot. In addition, students were also made to write stories about mission of robot. The participants that participated in the study commented that it was full funs and did not want to stop. As good as this study is, the focus was on identifying vocabulary and writing stories about robot, which differs from the present study, which examined active learning in reading comprehension and reduction of miscues during reading.

Again, in the study conducted by Dey-Plissonneau and Blin (2016) the study used video conference between tutor and the trainees for L2 development and Thoms and Poole (2017) used virtual environment for collaborative reading in poetry by investigating the use of digital annotation tools to involve learners in collaborative reading.

These studies differ in the sense that was on L2 development and the later on collaborative reading as against the focus of this study, which targets active learning in reading comprehension. From the above, it is crystal clear that active learning allows learners to be mentally and physically engaged in the learning process and enhances learning as against the traditional methods which make learners passive recipient of information. A perusal of the above literature will reveal that these studies do not delve much into active learning in reading and how to reduce miscues in reading, a gap that this study sought to fill.

2.26 Summary

This chapter looked at English language in Nigeria, the situation of reading in Nigeria, methods used previously to teach reading and measures taken by governments to enhance literacy in the Country. The theoretical framework, which is constructivism and its aspects such as social constructivism, cognitive constructivism, anchored instruction and social interdependence theory, were explicitly discussed. The chapter went further to define reading as a process of extracting information from a text. Reading readiness, reading materials, methods used in teaching reading and the problems associated with reading were discussed. In addition, comprehension, parental and governmental contributions to reading were not left out in the discussion. Active learning, which is the basis of this study, was thoroughly discussed with its attendant challenges. Also discussed were the instructional materials and various previous studies carried out in the field of active learning.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Chapter two fused on literature related to this study and theoretical framework adopted in this research. This chapter discusses the methodology used by the researcher in the study. Methodology refers to the strategies employed by the study to gather information in order to answer research questions (Alao, 2016). In other words, the chapter would discuss the elaborate and systematic ways used to gather information required for the study. The study assessed active learning strategies used by teachers during English reading comprehension lessons in six selected primary schools in Nigeria, using Ondo West Local Government Area of Ondo State as a case study.

The samples drawn from six primary schools consisted of five pupils drawn from each of the six selected primary schools making thirty pupils to form six focus groups, six primary IV teachers, six head teachers, the Director Local Government Education Authority and two members of the School Board Management Committee. The instruments used for data collection were oral interviews, documents and observations. Focus group discussions were also used to interact with pupils. All the instruments for data collection will be discussed in details below.

3.2 Research Paradigm

A paradigm is a set of scientific beliefs whose framework could be used to test a scientific belief and it is essentially a worldview, a whole framework of beliefs, values, and methods within which research takes place (Phothogsunan, 2010). It is this worldview within which researchers work. Paradigm was used in this research to guide the researcher on how he/she had to conduct the research by establishing a set of practices that ranged from thought to action. Thus, there are different types of paradigm in research such as theoretical **perspectives**, the **symbolic interactionist**

perspective, the **functionalist perspective**, and the **conflict perspective**. These **perspectives** offer sociologists **theoretical** paradigms for explaining how society influences people, and vice versa (Angen, 2000). In this regard, the researcher will present few examples of paradigms below, chose the one relevant to the study, and present it in details. Below are a few examples:

- PO: Positivism -e.g. hypothesis testing;
- PP: Post -Positivism - e.g. prefers the use of natural settings;
- CT: Critical Theory - e.g. research is a political act;
- CO: Constructivism - e.g. relativist;
- CC: Critical theory and Constructivism - e.g. realist.

Thus, the research paradigm adopted by this study is the interpretivism paradigm. It is a philosophical concept of phenomenology, which, surfaced first in the work of Husserl (1960) which lays emphases on human action, which has to be interpreted and understood (Scott and Usher, 2011). Interpretivism is opposed to positivism, which believes that human actions are governed by rules and should be interpreted according to natural laws (Cohen, Manion and Morrison, 2011). Interpretivism is a post-positivist or anti-positivist approach that uses ethogenic methods to analyse actor's actions in actor's terms and concentrates on the way people construe their meaning.

Interpretivism postulates that people deliberately create meanings through activities, situation changes and not static as affected by events around them, events and individuals are unique and should not be generalised and that events are interpreted based those events.

The paradigm also claims that there are multiple interpretations of events, to understand the subjective world is by getting inside the person being investigated and understanding events from within should be without external influences and events are analysed based on the actions of the actors as opposed to the observers' view (Cohen, Manion and Morrison, 2011).

In this regard, the study relied on the above principles and guidelines to construct themes based on the information provided by the participants and was able to go inside the participants through observations and series of questions used to get voluntarily made statements. The data got from the participants were used to construct meanings and taken as true to create a world as created by the participants that was devoid any external interference or influence, that is, the researcher's view. In addition, generalisation was not made individuals view was believed to be individual's view or perception and not extended to others. In view of this, interpretivism paradigm relies on methods like interviews, observations and analyses of existing documents.

It uses flexible frameworks to derive meanings from human interactions and allows cooperation between the researcher and the samples (Sharp, 2012). These principles also allowed researcher not to be rigid in data collection and used multiple instruments such as documents, interviews, observations and focus groups and to collect data for credibility and trustworthiness. Through cooperation with the participants by telling them the purpose of the study and making participation voluntary and at participants' conveniences data were collected for the study.

Contributing to this theory, Edirisingha (2012) opines that the researcher has a fore knowledge of the event but only goes to the field to add to the insufficient data. The researcher and the samples are interdependent and mutually cooperate which allow the researcher to construct meanings based on situations. As opined above, these views assisted the researcher to have cooperation with the samples, construct meanings based on the existing situations and use multiple data collecting instruments in the course of the study.

With the researcher's fore knowledge of the existing poor reading situation caused faulty teaching strategies used by teachers (NECO, 2012), the researcher was able to go to the field to collect primary data which served as first-hand information to confirm existing secondary data by having mutual cooperation with the samples on the field by interacting with them to get needed information with the use of multiple instruments.

Confirming the views above, Tshabangu (2015) avers that Interpretivism is based on the belief that reality is constructed individually and uses qualitative methods to explain individual's experience of a phenomenon. Interpretivism does not believe in uncovering truth or objectivity but on deliberate construction and goes further to say Interpretivism abhors rigid structural frameworks by adopting flexibility in the research structures used to capture meanings in human interaction in an interactive and interdependent relationship between the researcher and the informants (Edirisingha, 2012).

Information is more detailed, richer, and good for a small group of people. It allows the researcher to form patterns and themes; it studies how people under examination give meanings to ideas or things or interpret facts and views concepts according to their views (Tshabangu, 2015). These guiding principles spurred the researcher to use qualitative data, which provided richer information for the study because statistical data was not required for the study. Qualitative data yielded the desired data required for the study as the researcher was able to immerse himself in the process and probed into private information with the use of multiple data collecting instruments such as oral interviews, documents, observations and focus group interview/discussion.

Despite the advantages discussed above, Interpretivism is not without its drawbacks. These include subjectivity in the process of interpretation, rules are also not spelled out, that is, not rule-governed as in positivism and if not well managed, and inaccuracy might set in (Cohen, Manion and Morrison, 2011). The overwhelming advantages of the paradigm and its relevance to the study geared the researcher to adopt it.

In addition, the paradigm's alignment with the research design, that is case study and approach, which is qualitative, left the researcher with no option than to adopt the paradigm. The theory, Constructivism, which encourages active participation, is also in tune with the paradigm, approach, and design. These overwhelming facts were the compelling factors for using the paradigm in this study.

3.3 Research Approach/Methods

Qualitative research methodology is one of the three principal methodologies, like naturalistic and ethnographic methodologies, employed in Social Sciences and Education (Cohen, Manion and Morrison, 2011 and Kganedi, 2015). The study made use of qualitative approach because of the nature of the study. The nature of the study and data collected did not warrant the use of quantitative approach because the researcher had to immerse himself in the study with the use of sense organs, most especially the eyes and ears in the course of observation and interviews respectively and interactions to gather non-numerical data as against numerical data that characterised quantitative research. Non-numerical data were collected and used for the research.

This necessitated the adoption of the qualitative approach. The researcher immersed himself in the data collecting process to be able to generate rich data. The immersion was done through interaction and communication with the participants in the process of data collection because keeping distance from the participants and the field would have generated poor data and strained relationship. Corroborating these actions Tabler (2013) avers that qualitative allows researchers to move close to the participants and the situations and good at dealing with non-numerical data for the researcher for interpretation.

A qualitative approach, according to Lichtman (2013) is a system of collecting, gathering and interpreting data from human beings with the use of sense organs, such as eyes and ears, with the aid of instruments, such as interviews and observations in their natural environments.

He further alludes that qualitative research is also used to uncover trends, thoughts, opinions, and dive deeper into the problem. Based on the argument above, the researcher had to go to the schools, see and learn the situations himself to gather data. In the meantime, there was a need to maintain the confidentiality of the information provided. The researcher had to go through this process in order to get better findings, corroborate, and validate the results obtained from other methods, as the study is a qualitative research.

In addition, qualitative data collection methods vary using unstructured or semi-structured techniques. Some common methods include focus groups (group discussions), individual interviews, and participation/observations (Sep, 2011: 16). Below are five different qualitative methods:

- Ethnography;
- Narrative;
- Phenomenological;
- Grounded Theory; and
- Case Study.

Thus, qualitative research involves the use of focus groups, face-to-face interviews, observations, and documents. Cohen, Manion and Morrison (2011) posit that in qualitative, authenticity is required so that the readers can feel similar situations. Qualitative is concern with the nature of data collected and the research questions raised to be answered. A group of designs that arouses organic responses, such as verbal, observational and olfactory from different sources such as documents, films, audio and pictures through direct experience, characterizes it.

These principles guided the researcher too personally, with the two research assistants, to go to the schools to get primary data to get first-hand information and feel the real situation. This assisted the researcher to get the authentic information as against secondary data, which, would have been subjected to manipulations. In view of this, the researcher was able to share the feelings of the participants as some odds against active learning were personally seen and felt in the course of data collection with the aid of observation, documentation, oral interviews and focus group discussions.

As opined by Cohen, Manion and Morrison (2011) the research questions raised to determine the approach adopted. The aforementioned research questions motivated the researcher to adopt this approach to investigate active learning strategies and the instructional materials used for active learning and the challenges. This was only made possible with the use of qualitative approach as the formulation and testing of hypotheses would not have been possible with the use of this approach.

During the use of qualitative approach, the researcher was able to hear the voices of the participants and observed their behaviours through face-to-face interviews and focus group interview. This made it possible for the researcher to probe issues beyond the surface level to deeper level by asking further questions whereby some of the questions were not satisfactorily answered. In addition, the use of qualitative approach made it possible to have detailed understanding of meanings of activities in addition to observable and non-observable behaviour and attitude with observations of teachers in the course of teaching.

Despite the fact that reproducibility might be difficult in a qualitative approach, methods of analyses not well spelt out and the complexity of the approach, its overwhelming advantages prompted the researcher to use the approach in the study. The advantages include non-use of numerical data, which is easily accessible to all, availability of a wide range of data and the use of multiple data source.

Other advantages are complementary data collection methods, presentation of data in participants' terms (Punch, 2009). The advantages and the relevance left the researcher with no other alternative than to adopt the approach in this study because it aligns with the study design, which is case study and the paradigm-interpretivism. It is further used to capture expressive information not conveyed in quantitative data about beliefs, values, feelings, and motivations that underline behaviours.

3.4 Research Design

Research design is defined as a plan, a roadmap and blueprint strategy of investigation conceived to obtain answers to research questions; it is the heart of any study (Kothari, 2012). The research design further refers to the overall strategy that could be chosen to integrate the different components of the study in a coherent and logical way, thereby, ensuring effective address of the research problem. It constitutes the blueprint for the collection, measurement, and analysis of data. Below are different types of research designs:

- Descriptive (e.g., case-study, naturalistic observation, survey);
- Correlational (e.g., case-control study, observational study);
- Semi-experimental (e.g., field experiment, quasi-experiment);
- Experimental (experiment with random assignment); and
- Review (literature review, systematic review).

Based on the discussion above, this study decided to use a case study design as it observes, describes, analyses and interprets characteristics of people in their natural environments and narrates accounts and the existing relationship among people in chronological order, which may be used for comparison (Sharp, 2012).

Thus, the study focused on six selected primary schools where five pupils per school, formed part of the participants (focus group). Six selected teachers, six head teachers, two members of the School Basic Committees and the Director, Local Government Education Authority volunteered information with the use of observations, interviews, documents and focus group discussions/interviews.

This was applied to assess the learning strategies employed by the teachers in teaching reading comprehension. In light of this, through observation, tape-recorded interviews, documents and focus group discussions, the researcher was able to get the relevant information through systematic and rich data gathering techniques from a wide range of sources.

In this regard, case study design enabled the researcher to have a rich and clear description of activities that were relevant to active learning strategies used by the teachers in the class during reading comprehension lessons. Thus, holistic treatment of data was achieved and learning strategies used by teachers during English reading comprehension lessons learned.

Cohen, Manion and Morrison (2011) maintain that a case study focuses on individual actors or group of actors with a view to understanding their perceptions about the situation, highlight issues that are appropriate to the case, analysis events by descriptive and inferential analyses and interpretive in approach. Bearing in mind these principles, the researcher focused on the participants by asking questions, using the research questions as guides to get their views about active learning strategies and issues related to them. The descriptive and inferential analyses were done based on the worldview of the participants and not from the perspective of the researcher, that is, interpretively.

In addition, case study design allowed the researcher to penetrate situations and events surrounding active learning strategies more than the way numerical analyses would have done.

This was achieved by asking further questions when participants did not satisfactorily explain concepts. Complex situation and uniqueness of participants, like teaching behaviour of teachers, that would not have been possibly understood through numerical data were presented and represented in reality with observation and descriptive analysis.

Although case study is limited to a small group, generalisation cannot be made because samples are small and studied on their own right, the merits that overshadow the demerits necessitated its adoption in this study. The advantages include a detailed and full understanding of the case in a natural setting, the use of multiple data source and its total focus to preserve and understand the unity of the case not as parts (Punch, 2009). The overwhelming advantages of the design and its alignment with interpretivism made the researcher to adopt this type of design.

3.5 The Geographical Location

Nigeria is a republic located in tropical West Africa and the most populous Country in Africa with about population of 140,000,000 (Iwena, 2015). The land mass of the Country is about 920,000 square kilometres and lying between latitude 4° N to 14° N and longitude 3° E to 15° E with Abuja as its capital city. Hausa, Igbo and Yoruba are the major ethnic groups and languages with other minorities such as Ibibio, Efic, Ijaw, Kanuri and so forth. English language serves as the official language and language of instruction. Trisecting the Country are two major rivers, Niger and Benue. Except for the South where it is bounded by the Atlantic Ocean, it is bounded by francophone countries: in the West by Benin Republic, East by Cameroon, North and North East by Niger Republic and North West by Chad (Emielu, 2014 and Iwena, 2015). The Country is divided into six geo-political zones: North East, North Central, North West, South West, South and South East.

Ondo State is one of the thirty-six states (provinces) that Nigeria is divided into for administrative convenience located in the South West geo political zone with Akure as the state capital with about 3,785,338 population. It shares boundaries with Edo State in the West, Atlantic Ocean in the South, Kogi State in the North, Ekiti State in the North West, Osun State in the West and Ogun State in the South West (Odedokun, Isiguzo, Bako and Olugbodi, 2010 and Iwena, 2015). To move government closer to the people, there is a third tier of government and Ondo State is divided into eighteen local government areas (municipalities) and Ondo West Local Government Area, which is the case study, is one.

Situated in the rainforest, Ondo West Local Government Area is predominantly dominated by farmers, artisans and civil servants who are majorly Yorubas, though nationals from other ethnic groups such as Hausa, Igbo, Edo, Urhobo and Ijaw form a reasonable number of the population. The total population of the inhabitants is about 283,672. The administrative headquarters of the Local Government is located in Fagun. It is bounded in the East by Ondo East, south by Odigbo, West by Ogun State and North by Ile Oluji Okeigbo (Sati, 2009). This makes it possible for a school to have learners of different ethnic groups. This accounts for multiculturalism and multilingualism which leads to linguistic interference among pupils in schools in the Local Government Area. Most teachers are from Yoruba linguistic background because they are state schools and states governments recruit teachers, mostly indigenes.

The Local Government Area has a total number of one hundred and four public primary schools, apart from numerous private nursery/primary schools spread across the Area. The National Policy on Education (2013) states that:

1. Primary Education is the education given to children aged 6-12 years and highlights the objectives of primary education as follows:

- (a) Inculcate permanent literacy, numeracy and the ability to communicate effectively;
- (d) lay a sound basis for scientific, critical and reflective thinking;
- (e) promote patriotism, fairness, understanding and national unity;
- (f) instil social, moral norms and value in the child;
- (g) develop in the child the ability to adapt to the changing environment and;
- (h) provide opportunities for the child to develop life manipulative skills that will enable the child function effectively in the society within the limits of the child's capability.

In order for one to achieve these objectives, the National Policy on Education (2013) recommends among others that English shall be taught as a subject, teaching shall be participatory, exploratory, experimental and child-centred and English be progressively used as a medium of instruction from the fourth year. Thus, the governments of Ondo State and Ondo West Local Government Area are leaving no stone unturned to actualise these objectives and that is the reason for building primary schools in both rural and urban communities to make primary education accessible to both rural and urban dwellers.

Three rural primary schools located close to the highway and three urban primary schools in the heart of the urban community were used for the study. These locations enabled the researcher to collect data with little difficulties as those schools are connected to major highways by motorable trunk 'C' road.

In each of the rural communities, the primary school selected in each happens to be the only one in the community because these communities are sparsely populated.

The three schools in the urban community are located in three different zones that accommodate people of three socio-economic classes: the upper, middle and lower classes.

In Nigeria, primary school which is the foundation level of education has six classes (grades) ranging from primary I to primary VI. Each of these classes has two or more arms depending on the population of the pupils. In sparsely populated areas, a class may not have more than one arm whereas in densely populated areas a class can have two or more arms. As arranged by governments, a teacher is to manage one class, that is, to teach all subjects in the class according to the training they have, though in some classes, two teachers can be assigned one sitting in the front and another sitting at the back for effective monitoring. Blocks of classrooms are built to facilitate teaching, learning and administrative duties. A block can contain about four or more classrooms and pupils are always housed in four wall classrooms. Each classroom usually has four windows for cross ventilation and two doors, one as an emergency exit. Each classroom usually contains four to five rows of seats and each seat is to seat two pupils for conducive learning, **(see Appendix O and P).**

3.6 Sampling Techniques and Sampling

Sampling techniques refer to the methods or ways used to select the participants in this study. In research, one or more methods can be used to generate samples depending on the nature of the research (Alao, 2016). Two methods are known in research: they are probability and non-probability sampling techniques. Probability sampling draws randomly from a large population and gives room for generalisation. Examples include, simple random sampling, systematic sampling, and cluster sampling techniques. Non-probability sampling techniques target a particular set that represents itself and not the entire population. Examples include, convenient sampling, quota sampling, and purposive sampling techniques (Cohen, Manion and Morrison, 2011).

For this study, purposive sampling technique was adopted. Purposive sampling was used to deliberately pick people with preferred characteristics believed to be representational (John and Christensen, 2012, Lumandi, 2015 and Sharp, 2012). The technique was used because the population was not definite (Springer, 2010). The researcher looked at teachers' qualifications and experiences in teaching. The richness of purposive sampling and the nature of this study, which is case study where sampling and theory are interdependent, provide the impetus for its use in this study (Scott and Usher, 2011).

For the purpose of this study, five Primary VI pupils from six primary schools, in rural and urban communities, in Ondo West Local Government Area of Ondo State of Nigeria making thirty pupils in all were chosen. Five pupils selected in each school formed a focus group making a total number of six focus groups. These samples were used because they are at the foundation level of the educational system and direct beneficiaries of instructional strategies. In view of this, they were able to provide rich and useful information for the study whereby in each school, members of the focus group were selected based on their ability to speak fairly well English so that researcher would not encounter language barrier.

Consequently, six Primary VI teachers, six head teachers, the Director, Local Government Education Authority and two members of the School Basic Committees also formed parts of the samples. Six Primary VI teachers were sampled according to their experience and knowledge in the art of teaching reading comprehension and the head teachers' participation was consequent upon their roles as direct supervisors of teachers. They were further sampled because on daily bases they mark, correct and assess teachers' lesson plans and the actual teaching. The Director, Local government Education Authority and two members of the School Basic Committees were chosen as participants because they are part of decision-making bodies who formulate curriculum and other policies that affect teaching and learning.

In qualitative research, there is no agreed rule on the size of samples because of the uniqueness of the group is germane and no generalization is expected. The choice of rural and urban areas was premised on the decision to include learners from high and low socio-economic backgrounds. Thus, the samples adopted in this research helped to inform the quality of inference made by the researcher that stemmed from underlying finding.

All the participants were chosen to have access to knowledge, to focus on a unique issue, gather data from different sources for correlation and have the characteristics being examined to satisfy the needs of the researcher (Cohen, Manion and Morrison, 2011). In light of this, the researcher preferred these participants as they provided insight into active learning strategies by providing rich data needed based on their experiences.

Criticisms against purposive sampling are that it does not represent the whole population and the tendency to be open to skewness than probability sampling (Cohen, Manion and Morrison, 2011). Despite this critic, the researcher decided to adopt it because it is less complicated, gives richer information than probability techniques and usability to access knowledgeable people. It is also useful where generalisation is not made and used for specific and unique issues. Thus, the researcher adopted it based on those advantages highlighted above including its relevance to the study and alignment with the approach, design and paradigm, which are very relevant to the study.

Sampling is an integral aspect of research that cannot be taken with levity. A population is the group of persons, items or objects under examination while a sample is that fraction of the population that is studied (James, Milenkiewicz and Bucknam, 2008; Lumandi, 2015 and Mishi, 2015). In this regard, sampling should be adopted by the researchers because it is not possible to reach out to all those whose characteristics are to be examined, that is the population, because of constraints such as time, expenses and accessibility.

Cohen, Manion and Morrison (2011), highlight that the size of the samples is a function of many factors such as size of the population, variables and type of research whether qualitative and quantitative. Broadly speaking, two types of samples that are known in research are as follow probability and non-probability samples. Probability samples include simple random samples, systematic samples, stage samples and so forth while non-probability samples include convenience samples, quota samples and purposive samples (Cohen, Manion and Morrison, 2011). Thus, this research adopted non-probability because it operates under qualitative research approach whereas probability is under quantitative research approach.

3.7 Data Collection Instruments

Data collection instruments are tools used to collect data or information. They could be standardized instrument or well-developed reliable instruments as informed by the type information needed by the research design and the research questions (Alao, 2016). Better pieces of evidence were sourced when two methods were used in data collection (Johnson and Christensen, 2008).

Methods of data collection refer to the techniques adopted by the researcher to administer the instruments used to collect data in the course of the research. During data collection process, the researcher personally, with the cooperation of two research assistants, administered the instruments on the participants at their appointed time subject to their convenience, consents, and permission of the Local Government Education Authority.

In this research, different methods/instruments for data collection were adopted to get sufficient and relevant information for this study. The following are data collection methods/instruments were adopted in this research: Face-to-face Interviews, Documents, Observation and Focus Group Interviews. These methods/instruments were adopted to elicit responses in different situations.

All data collection methods used for this research will be the presented and discussed in details below. Thus, the researcher adopted semi-structured questions during the interviews rather than structured questions, as this is a qualitative type of study.

3.7.1 Interviews

Interviews are defined as interrogative talks meant to generate responses from the interviewee for analyses (Cruikshank, Jenkins and Metcalf, 2009 and Dakwa, 2015). They further indicate that interviews can be written, oral, online, structured and unstructured. However, it is expensive; it is good at eliciting responses and personal information from a small group and flexible. Interviews can be either formal or informal.

It is formal when it is a purposefully structured face-to-face discourse with the interviewee to know views, experiences, likes and dislikes while informal one is a casual talk that is not structured (Cruikshank, Jenkins and Metcalf, 2009 and Dakwa, 2015). Punch (2009) concurs with this argument by revealing that in qualitative research, the interview is the most popular tool for collecting data and very useful in accessing interviewee's opinion, meanings, definitions and perception through asking and answering questions with a high level of flexibility.

Punch (2009) further highlights that interviews proved very useful in the course of data collection in the sense that personal information about the participants will be revealed to the researcher. Interviewers' opinions, construction of meanings, definitions and perceptions were got through this means and non-verbal behaviour was jettisoned because of its high level of subjectivity. The flexible nature of interview allowed the researcher to probe into the depth of some concepts by asking further questions anytime any question was not satisfactorily answered (Punch, 2009).

Using Punch (2009) as guiding principles, the researcher was able to put some practical aspects of interview into consideration. The researcher decided to adopt interviews even though their main disadvantages are: they are time-consuming as the researcher should arrange the venues and make sure that it is conducive and safe for the participants to feel free to take part; transcribing, analysing, feedback, and reporting are difficult. Foremost, they can be costly.

In this regard, the researcher, therefore, interviewed the most senior six Primary VI teachers, one from each school, because of their experiences over the years in the teaching profession and interaction with pupils. Consequently, they stood a better chance to provide information on the subject matter of the study. The choice of interviewing head teachers was informed by their duties as the immediate supervisors of teachers who daily mark, correct and countersign teachers' lesson plans and monitor their teaching effectiveness.

They are also the chief executives of their schools and links between teachers and supervising agency. The Director, Local Government Education Authority and two members of the School Basic Committees were interviewed because they are representatives of governments that make decisions, policies and curricula for implementation by the teachers.

The interviews took about seven to nineteen minutes for each of the participants depending on their level of fluency and knowledge of the subject matter. With the help of the research assistants, who held the digital audio tape recorder (**see appendix E**) reasonably close to the mouths of the participants, the researcher was able to ask the participants the semi-structured interview questions, in a face-to-face discourse, one after the other while the participants' responded and the audio tape recording took place. Any question that was not clear was repeated for the purpose of clarity. At the end of interview with each participant, the tape recorder was switched off to disallow interference. Adequate spaces were provided for elaborate responses.

Before the interviews took place, the researcher gave all the participants prior notices in order to be ready as highlighted earlier on. Below are what ensued and the modalities used for each of the participants during the interviews: **HT** Head Teachers, **Boss:** teachers, **Member:** School Basic Committee, and **DLGEA:** the Director of Local government Education Authority. The interviews took place at different offices and different places as the participants are not working in the same school. The researcher interviewed all fifteen participants whereby six Head Teachers, six Teachers, two members of School Basic Committees and the Director, Local government Education Authority were part of the total participants. Below is a clear description of how the interviews were carried out per participants.

3.7.1.1 Interviews with Head Teachers (HT)

The interviews for the Head Teachers revolved around six members as indicated above whereby they were distinguished by the following: **HT1, HT 2, HT 3, HT 4, HT 5, and HT 6.** Thus, the interviews for **HT1** took place in front of the office. The researcher gave the participant the letter of authority from the **LGUBEA** to read in and after being satisfied expressed interest to participate. The participant was also given the informed consent form to sign before the interviews. The researcher's assistant set up the tape recorder by putting it moderately close to the mouth of the participant while the researcher asked questions from the interviewee. All the responses were recorded in the digital tape recorder (see chapter four for the details). During the interviews process, there was a telephone call, which was immediately put on hold to avoid interference. When questions were exhausted, the tape recorder was switched off.

3.7.1.2 HT2

After being given the letter of authority from the **LGUBEA** and the introduction about the purpose of the interview, the participant signed the informed consent form after a perusal. The participant decided to be interviewed in front of the participant's office because of the harsh weather condition, which was not very severe outside.

The researcher sat on the right side of the participant while the research assistant sat on the left side. The digital tape recorder was set up and held very close to the mouth of the participant while the researchers asked questions and at the end, the tape recorder was switched off.

3.7.1.3 HT3

This participant was sceptical about the programme and had to put a telephone call to the Director, **LGUBEA** who authorised the researcher and after being satisfied voluntarily signed the informed consent form on the desk in the participant's office. The researcher was introduced and the tape recorder set up. Questions were asked as planned and the participant responded accordingly. Where issues were not clear the participant for clarification asked questions. The interview ended after the questions were answered.

3.7.1.4 HT4

Seeing the topic of discussion, the participant was very happy and decided to have some minutes' chat with the researcher on issues bordering on education before the commencement of the interview. The researcher and the assistants later moved to the office of the participants for the interview proper after signing the informed consent form. The research assistant in charge of tape recording later set the tape while the researcher asked questions from the interviewee who responded adequately. The interview ended after the last question had been asked.

3.7.1.5 HT5

The participant warmly welcomed the team and apologised for being absent during the time the prior notice was served and immediately sat on a waiting chair ready to be interviewed. After appending signature on the informed consent form, the researcher's assistant set the tape up while the researcher asked the interview questions which were responded to accordingly.

The researcher thanked the participant for the cooperation shown during the interview, which ended after the last question.

3.7.1.6 HT 6

The participant was politely asked to switch off the telephone because it was ringing in order to guide against any form of interference during the interview. The participant decided to be interviewed in the computer room of the school because, according to the participant, ventilation was better compared to the office. The informed consent form was handed over to the participant and after going through it and being satisfied signed it. The researcher's assistant stood in front of the participant holding the set up tape while the researcher asked the questions. The interview ended after the last question.

3.7.1.7 Interviews with the teachers (Boss 1)

The interviews for the teachers focused only on six members who were distinguished as the following: **Boss 1, Boss 2, Boss 3, Boss 4, Boss 5, and Boss 6**. The teacher number one interviews (**Boss1**) took place in the class where the participant teaches. The researcher asked the participant to control the noise-making going on in the class and the pupils were immediately called to order. The interview started after the participant had signed the informed consent form. The researcher's assistant set up the tape very close to the mouth of the participant because of low voice while the researcher interviewed the participant who responded satisfactorily. After exhausting all the questions, the interviews ended.

3.7.1.8 Boss 2

Having done a preliminary introduction, the participant decided to be interviewed in the office of the Head Teacher, who vacated the office, when the researcher complained about noise making by the pupils.

The informed consent form was served and after seeking some clarifications, the participants signed it. Right in the office of the Head Teacher who had earlier been interviewed the participant answered the interview questions one after the other which was tape recorded by the researcher's assistant who held the set up the tape recorder.

3.7.1.9 Boss 3

When the team entered into the class, it was noisy because it was a free period and the pupils were asked to engage in silent reading to guide against any form of interference. After the preliminary introduction, the participant demanded to see the institutional identity card of the researcher and was obliged. Being satisfied, the participant signed the informed consent form. The interview commenced with the first question and ended with the last one. During the interview process, the researcher's assistant held the set up tape recorder on the table in front of the participant in order to capture all the answers needed for the questions.

3.7.1.10 Boss 4

The participant had to be educated because that was the first time of granting a face-to-face interview, as the participant was only familiar with filling the structured questionnaires. The participant was thoroughly inducted by telling the participant that some questions would be asked and responses tape-recorded and when the participant was ready, the informed consent form was signed and the interviews took place the class. The participant requested that the recorded oral interview be played to the hearing of the class after the interview, which was granted. When the interview ended, the participant felt elated.

3.7.1.11 Boss 5

The participant volunteered to be interviewed in the office of the Head Teacher, who was on monitoring, because of noise making as there was oral reading going on in the class. The informed consent form was signed after a thorough perusal after which the researcher's assistant was ready to set up the tape recorder. The researcher asked the questions one after another and had to repeat somewhere necessary. At the end, the participant and other colleagues sitting down in the office asked if the government would implement the findings, but the researcher could not give a categorical answer.

3.7.1.12 Boss 6

The participant was interviewed at the back of the class where the participant's official chair was placed. After the introduction of the team and signing of the informed consent form, the researcher's assistant in charge of tape recorder set it up and placed it moderately closed to the mouth of the participant. The researcher asked the interview questions one after the other until they were exhausted. Seventeen semi-structured interviews questions were used for the teachers (**see Appendix F**).

3.7.1.13 Interviews for the School Basic Committee (Member 1)

Two members of the School Basic Committee were interviewed in this research to give their information that is relevant to the study pertaining to the questions asked by the researcher. For **Member 1**, the participant was located through a telephone call as the participant decided to be interviewed at the participant's house because of the tight schedule of duties for that day. A guide, assigned by Head Teacher of the school where the participant chairs the School Basic Committee, led the team to the location.

The aims and objectives of the study were explained to the participant after the introduction of the team led by the researcher. The researcher's assistant set up the tape recorder and the researcher asked the interview questions which were responded to by the participant.

3.7.1.14 Member 2

After the introduction and exchange of pleasantries, the researcher thoroughly explained the aim of the exercise and the participant signed the informed consent form. The researcher's assistant set up the tape recorder and the researcher asked the interview questions which were responded to adequately. This was face – to –face interview.

3.7.1.15 Interviews with the Director of Local Government Education Authority (DLGEA).

Only one person was interviewed in this aspect, as there is only one Director of Local Government Education Authority who is accountable for all the schools' issues in the Local Government. The participant was interviewed in the participant's office located very close to an artisan workshop. The participant requested the artisan to put off the generating set for a short time, which was granted. The nature of the study had earlier been made known to the participant when the researcher went to get a letter of authority. The informed consent form was signed and the researcher's assistant set up the tape recorder in order to get the responses from the interviewee during the interview process.

The researcher adopted semi-structured interview questions because they probed and emphasised the concepts. It was also flexible and could be adapted to suit the purpose of the research as it allowed participants to raise up their issues and construct meanings in their own terms. The drawbacks include fear of intimidation by participants during face- to- face interviews and the economic unfriendliness of the instrument was addresses before the interview resumed.

The advantageous benefits of interview coupled with its suitability for case study made the researcher to adopt it in this study. The same questions were used for Head Teachers, the Director, Local Government Education Authority and Members of the School Basic Committees (**see Appendix G**).

The variations in the questions were because of duties performed by each participant. The interview took place in various schools for teachers and head teachers at their convenient time as highlighted earlier on. Prior to the interview schedules, the researcher had gone to the Director, Local Government Education Authority to seek for permission to use the targeted schools and proposed instruments and armed with the letter of authority, the researcher was able to introduce himself to the participants and informed them about his mission under a conducive atmosphere. This enabled the researcher to establish a good relationship with the participants.

Contacts were exchanged between the researcher and the participants, which enabled the researcher to contact the participants and book appointments for the interviews. This prepared the participants ahead and they were not caught unawares, hence all of them were viable for the interviews.

3.7.2 Focus Group

Focus group is a group of discussants headed by a coordinator to engage in conversations in order to know their feelings and thinking. The discussions lead to generation of new ideas that can be used to interpret new quantitative results obtain before (Johnson and Christensen, 2012). In focus group interview, participants are engaged in a topic for discussion while the researcher acts as a facilitator (Gumbo and Maphala, 2015 and Sharp, 2012). It is a useful method of data collection when people are interviewed as a group (Punch, 2009). Sharp (2012) concurs that focus group allows the researcher to get more information.

In their contribution Cohen, Manion and Morrison (2009) opine that it is a form group consisting of four to twelve people, interviewed through interaction, which yields a collective view and more insight. In qualitative research it is economical, good for data triangulation and not time consuming. Gathering people together could be difficult, managing large groups could be difficult and inarticulate members may not talk. Even though focus group interview is a small group of people/learners gathered for interview, it proved to be a powerful tool for data collection in this study in the sense that views of learners were heard through this means. Using one group is not ideal and the environment has to be conducive. Some members might not be comfortable with others (Cohen, Manion and Morrison, 2009).

Focus group like any other tools has disadvantages such as: focus group members can be timid in an unnatural setting and problem of gathering enough participants for the programme may arise. These did not serve as discouraging factors to the researcher because it yields more insight than face to face interview; time economical; produces large amount of data within a short time, and cost effective and triangulates data (Cohen, Manion and Morrison, 2011). These did not discourage the researcher to adopt it in this study as the researcher decided to focus more on the advantages hence used focus group interview/observation. These advantages and its alignment with the design and approach were good reasons for adopting the tool.

3.7.2.1 Focus Group Interviews

During focus group interviews, learners were engaged in a topic taught in the class for discussion while the researcher acted as a facilitator. A group consisted of five pupils selected from each of the six schools making a total number of thirty pupils to form the focus groups. Though gathering pupils together was somehow difficult, the teachers assisted the researcher to deliberately pick those who could communicate in English. Members of each group were made comfortable by establishing good rapport with them in conducive environment. They were even comfortable with one another. They were interviewed through interaction to get their collective views and more insight.

The different groups were given the names according to their ability and schools as they were from different schools. **Group 1A** stands for school number 1, **Group 2A** stands for school number 2, **Group 3A** for school 3, **Group 4A** for school 4, **Group 5A** for school 5, and **Group 6A** for school 6. In each group, for example, the numbers represented the schools whereas the letter **A** represented pupils' abilities.

During the focus group, the researcher decided to categorise the questions into two: Category 1) Questions taken from the comprehension read during the focus group because the focus of the research was to assess active learning strategies used by teachers during English reading comprehension lessons.

In view of this, the researcher asked each group to read a comprehension passage titled '*The Uyo Landslide*' from the English language textbook used by the learners and asked the questions from the passage, (**see Appendix H**). The following were noted/observed in the groups' oral responses by the researcher:

- pronunciations;
- reading fluency;
- the accuracy of responses; and
- Knowledge of the subject matter.

Category 2) is a set of general questions used for the learners during focus group, (**see Appendix I**).

During the focus group interviews, the researcher started by introducing himself/herself, the school and the purpose of the gatherings.

Later, focus group questions were asked according to their two categories as highlighted above. The participants responded in a relaxed atmosphere and clarifications were sought intermittently by members of the groups where needed. Opinions were harvested, harnessed and aggregated. These were recorded in the research notebook and guided focus group interview questions.

3.7.3 Documents

These are secondary sources of data recorded in writing or photograph that complements other data collecting instruments. Documents include letters, students' records, question papers, lesson notes, syllabus, curriculum and minutes of meetings. These are useful in qualitative research to corroborate findings (Johnson and Christensen, 2012 and Okeke, 2015). Punch (2009) argues that documents are non-human audio and visual documentary pieces of evidence that can be historical and contemporary. They are rich sources of data, though being neglected by researchers because of other sources (experiment, survey, and interview). Personal, official, restricted and open-published, printed, electronic, visual such as photographs, paintings, films, and virtual documents (internet materials) are types identified by Punch (2009).

Primary documents are produced by a direct witness of the events or subjects involved while secondary documents are produced through the analyses of primary documents. Documents are factual, less expensive, they provide information about the past, used for data triangulation and allow the researcher to know what the policy says and what is being practised (Punch, 2009 and Tabler, 2013). The drawbacks are non-representative, subjectivity and edition of documents can make them lose some facts (Punch, 2009). Though, documentary analyses are time consuming, information is provided without stress and hidden facts revealed (Kosky, 2010).

The study made use of this tool because of it is rich in data collection. It is used for data triangulation, cost effective, factual and always available. The demerits include lack of objectivity because it may be selective and may not be representative (Cohen, Manion and Morrison, 2011). Despite these disadvantages, the researcher found it useful because it is one of the most suitable tools in qualitative research. In addition to this, the overwhelming advantages and its suitability for the design, paradigm and approach made it appropriate for the research. In documentary examination, for the purpose of the study, printed and handwritten documents were examined as follows:

3.7.3.1 Lesson Notes

It is the smallest unit in the curriculum prepared by the teacher that tells about daily teaching activities. It contains the objectives, entry behaviour, the time allowed teaching methods and pupils' particulars. It is always carefully planned to facilitate teaching and learning. It is the final stage of implementation (Bakare, 2015). They are primary documents in the sense that they are produced by teachers. They were non-human handwritten sources of information used in this qualitative research to corroborate findings (Johnson and Christensen, 2012 and Okeke, 2015). They provided facts without stress and not expensive though could be subjective.

3.7.3.2 Syllabus

The syllabus is a printed document that describes the units to be taught with the learning items, instructional materials, a sequence of learning and tools for evaluation. It is usually tied down to a particular subject or course (Bakare, 2015).

3.7.3.3 The Curriculum

This is a comprehensive printed document that contains what items to be taught, how to teach them, where and how to teach them. It contains the subject matter, teaching methods, funding, evaluation, the overall philosophy, aims and objectives (Bakare, 2015), **(see Appendix J)**.

3.7.3. 4 Note Books

These are the verbatim handwritten scribbles. That is, write ups of what the teacher says word for word. It can also be a summary of ideas of the lesson put on a notebook. To take note a pupil should be attentive match knowledge and experience and consolidate points (Minton, 2005). At the primary school level, it is a verbatim copy of what the teacher writes on the chalkboard **(see Appendix K)**.

3.7.3.5 National Policy on Education

The National Policy on Education (NPE) is the document that contains the national guideline for educational administration in the Country. It contains the statements of intentions, expectations, goals, philosophy and other necessities to have and maintain standard education.

These include instructional strategies, teaching qualifications for teachers, a system of education, facilities, and so forth (NPE, 2013 and Bakare, 2015), **see Appendix L**.

3.7.3.6 Teachers' Nominal Roll

This is a handwritten document that contains teachers' names, class taught, teachers' qualifications, areas of specialisation and number of years in service. It is usually prepared in excel format and landscape. Preparation of names is usually in hierarchical order, **(see Appendix M)**.

3.7.3.7 Textbooks

Textbooks influence the planning and implementation of the lessons in the class. They are important in the sense that lessons are prepared from them, they are written by experts, provide nearly all information needed and readily available (Cruickshank, Jenkins and Metcalf, 2009). They contain the table of contents and other supplementary materials such as worksheet and tests **(see Appendix N)**.

These documents provided rich ready-made information in less expensive way for the research and in the course of looking at these documents the purposes of the researcher were:

- to identify the learning/instructional strategies recommended for reading;
- to identify the learning/instructional strategies used by teachers to teach reading;
- to identify the time allocated for teaching reading;
- to identify the quality of recommended books for reading;
- to assess the comments of a head teacher on teachers' lesson note;
- to identify recommended instructional materials and the ones being used; and
- to comprehensively examine what the policy says and the practice in the classroom during teaching reading comprehension lessons.

The above documents were succinctly examined and information got in the written form recorded in the researcher's notebook as data for analyses.

3.7.4 Observations

Observation is taking a critical look at the activities of a group with a view to collecting data. The observer should not interfere in the activities of the group being observed. Observation allows the researcher to collect authentic data because some people do what is contrary to what they say (Johnson and Christensen, 2012). Speaking in a similar manner, Punch (2009) says observation is taking a critical look or listening attentively and a naturalistic observation neither stimulates nor manipulates the participants.

One could observe students through talking, reading, independent or group work. Observation could be formal which is carefully planned to obtain specific information while informal observation is casual, unplanned and accidental (Cruickshank, Jenkins and Metcalf, 2009).

Direct observation takes place when the observer is non-participants of the target group or individual and participant observation is when the observer plays a role in the activities. Observation according to Cohen, Manion and Marrison (2011) is better than survey and experiments when non-verbal data are needed, notes discernible differences in behaviour and develops a close rapport with the participants but can be subjective and intimidating to some people. The study made special arrangements to observe focus groups, teachers' techniques during reading comprehension and pupils' responses to questions.

For the purpose of this study, non-participant observation was used. The advantages of a non-participant observation made the researcher to adopt it in this study. In the first place, it is used to get clearer pictures of events, secondly, it is used to get comprehensive information about the phenomenon being studied and it is used for objectivity and data triangulation (Scott and Usher, 2011). However, data analysis is demanding and access to the site might be denied. These did not prevent the researcher from using it because of the usefulness of the tool and its numerous advantages. Above all, it generated non-numerical data needed for the research. In this regard, the researcher used this tool during the focus group and interviews whereby the researcher observed the learners and other participants' behaviours and attitudes.

During the classroom exercises, the researcher had a chance to observe both teachers and learners during English comprehension lessons. He/she looked critically at the activities and strategies used by the teachers in the classroom and the interaction with the learners with a view to collect data without interfering with their activities in the class.

In this regard, the researcher managed to observe all the participants in their natural environment to ascertain the real situation of things in the teaching learning process.

This allowed the researcher to collect authentic data and to establish or discountenance what participants said because some people do what is contrary to what they say. Thus, the researcher managed to establish a good rapport with the teachers and pupils. Furthermore, observations were done by looking at teachers' techniques, pupils talking to one another, reading activities, independent or group work and responses to questions in the class formally which was carefully planned to obtain specific information. In view of this, direct observation was employed that is observer was non-participant in the class activities by not playing any role.

During focus group, learners responded to questions freely as they were not meeting with the researcher for the first time. Thus, data was collected and class activities were observed without intimidating the neither the learners nor the teachers because good rapports were established. The researcher also moved around the premises of the affected schools to observe the state and availability of learning facilities and infrastructures.

3.8 Credibility/Trustworthiness

This can be measured by the acceptability of the findings by those who read the study (Kosky, 2010). Speaking in the same vein, Johnson and Christensen (2012) trustworthiness refers to the plausibility and defensibility of the findings of the study. The findings of the study should be true to reality through the incorporation of honesty and sincerity in reporting by supporting the findings with logical and reasonable arguments that will make findings rich, qualitative and acceptable to readers. The contextual application of the findings is very germane here. Cruickshank, Jenkins and Metcalf (2009) concurred with the above views by saying what to present and how to present it alongside openness and honesty are pivotal in credibility.

Authenticity is required so that the reader can feel similar situation (Cohen, Manion and Morrison). In a simple language, credibility/trustworthiness is what the researcher does to ethically collect and analyse data (Carlson, 2010). As suggested by researchers, the research ensured credibility/trustworthiness by adhering to the under discussed principles:

3.8.1 Confirmability

The researcher made efforts to ensure unbiased reports in collecting and analysing the data collected. This was done by making sure that the views of the participants were taken as true and analysed in their own world by not allowing the researcher's opinion or influence to interfere with the reporting. This was ensured by the verbatim quotation of the statement made without editing or comparison. The use of multi-instruments was employed to avoid bias.

3.8.2 Data Triangulation

Data triangulation is the concurrent but separate collection of data using two or more different tools for correlating the data collected from different sources (Punch, 2009). Concurring with this view, Cohen, Manion and Morrison (2011) aver that single source of data only provides limited views but when multi sources are used, more and better data will be sourced. The research made use of triangulation in data collection. In the light of this, authentication of data was established. The study made use of multi-instruments to source for information. The same set of questions was used for oral interview were used as guides in observations, documentary analyses, and focus groups discussions/interviews that enabled the study to confirm the same information from two different sources. The use of observation allowed the researcher to established the claims of participants in the oral interview-the strategies the participants claimed they use in the class were confirmed or discountenance. With triangulation, different views were provided from which the same questions were answered.

3.8.3. Member Checking

This refers to the process of taking back the interview transcripts to the interviewees to check for accuracy. This was done deliberately to correct errors and check for thoroughness and adequacy of the analyses (Cohen, Manion and Morrison 2011). The researcher applied this principle to make the data and analyses credible by taking the interview transcripts back to the participants to check for possible errors and misrepresentation of ideas and concepts. The participants went through the transcripts and errors identified were corrected. This gave the participants the opportunity to check correct and approve the transcripts of the interviews, data analysed and themes derived.

3.8.4 Anonymity

The essence of anonymity is to keep the identities of the participants. In this regard, a participant is considered anonymous when the readers cannot identify the participants by name or any other means such as the information provided (Cohen, Manion and Morrison 2011). In the research instruments, there are no columns for names and schools of participants in the interview questions and were not mentioned in the oral interview. They were deliberately deleted in the transcripts and analyses.

To reinforce this, pseudo names were used instead of the real names of the participants and schools. Hence, **HT1 HT2 HT3 HT4 HT5 and HT6** were used instead of the real names of the headteachers and **Boss1, Boss2, Boss3, Boss4, Boss5 and Boss6** were used as pseudo names of teachers. For schools and the learners during focus groups, the following were used: **FG1, FG2, FG3, FG4, FG5 and FG6** to identify them. For members of School Basic Committee, **Member1 and Member2** were used to avoid using the real names. The official nomenclature of the Director, Local Government Education Authority (DLGEA) was not changed because occupiers of the office are always on transfer and since the time and date of collecting the data were not mentioned in the research, it made it impossible to trace the identity of the person.

3.8.5 Thick and Rich Description

A qualitative study is the investigation of the uniqueness of a person or group in a contextual situation. To present data to readers in this kind of study, thick and rich description is cardinal. This refers to the comprehensive and holistic description of the full picture of the behaviour of the samples (Punch, 2009). This provided details to support findings in observational data, meaning derived and participants' interpretations.

In light of this, the researcher concurs with this argument as he/she provided adequate and vivid information about settings, participants, data collection and analyses to arouse the interest of readers with comprehensive description. Through data, meanings derived and participants' interpretations were used to describe, portray, summarise and raise issues to provide details that supported findings (Cohen, Manion and Morrison 2011).

3.8.6 Prolong Engagement

This is a process of collecting the same data from the same samples on different occasions over a given period. Cohen, Manion and Morrison (2011) aver that it is used to gather rich and enough data. In doing this, the researcher carried out the observation in each of the selected schools for two periods of forty minutes each in a week for three weeks to confirm that what was observed in one observation was not accidental but habitual behaviour.

3.8.7 Audit Trails

This refers to the meticulous keeping of all documents used for record purposes in the course of the research for checking in case an external person is invited for auditing (Carlson, 2010). The researcher carefully kept all observation field notes, participants' interview transcription notes, focus group interview/observation notes, documents collected on the field and observation notes.

They were carefully duplicated and kept in two separate folders to guard against possible loss. The memory card used for to tape record the voices of the participants was also kept to avoid any form of damage.

3.9 Data Analyses

Data analyses refer to the process of comprehending the data collected through thorough examination (Dana, 2013). The instruments-interviews, observations, focus groups and documents were analysed qualitatively. Data collected written in field notes, transcribed interviews and focus group interviews/observations were classified, counted and used to form themes to address the issue of active learning strategies. Data analyses were done through inductive approach. That is, ideas derived were used to form themes as rules. In this regards, similar items were grouped and analysed using descriptive statements and inferences to arrive at logical conclusions based on themes derived such as learning strategies, availability of instructional materials, problems of active learning and so forth using the following strategies:

- Sorting: the researcher sorted the item separated according to their features.
- Coding: Items were given codes by naming them with self-made features or marks.
- Categorising: Items were given classes according to their features.
- Conceptualising. Items were given meaning in contextual situations.

3.10 Ethical Considerations

The study used interviews, focus group, documents and observations to collect data from the samples for the study. The purpose of the exercise, which, was to examine active learning strategies used by teachers during English reading comprehension lessons, was made known to the participants.

That is, a PhD academic research that would examine the concept of active learning strategies used by teachers to teachers during English reading comprehension lessons with their attendant problems. The participants were further informed that information got would be treated with utmost confidentiality. As indicated on interview questions, there are no columns for names and other personal information could make readers to intrude into the privacy of participant or harm them in any way.

The researcher sought clearance from the Faculty Research Ethics Committee and Institutional Research Ethics Committee at the University of Fort Hare (**see appendix A**). The researcher further sought and obtained ethical clearance from the Ondo West Local Government Universal Basic Education Authority to carry out the research in the selected schools (**see Appendix B**). The participants were also informed that participation was voluntary and were free to withdraw at any time. Consequently, prior to the interview, they were given confidentiality and informed consent forms to sign alongside the researcher (**see Appendix C**). For the focus groups, since it was not possible to gather the parents of the pupils at once, letters of permission to inform the parents of the participants about the participation of their children/wards were sent with the informed consent forms attached (**see Appendix D**). Duly signed forms were later returned.

3.11 Summary

This chapter started with the introduction to the chapter, which introduced readers to the chapter and went on to discuss the research questions used in the study. This was followed by research paradigm, which is interpretivism, which analyses actors' actions in the terms of the actors. The research approach is qualitative that used non-numerical data and case study. The research design that describes the characteristics of participants in natural environments was also discussed. Nigeria, which is the geographical location of the study, was also discussed with its boundaries. Purposive sampling technique and sample together with data collecting instruments/methods such as documents, interview, focus groups, semi-structured questions and observation were also presented and thoroughly discussed in this chapter. The

credibility of the research, which is the authenticity of the study, was included too. The chapter further discussed ethical consideration and data analysed used in this study. In conclusion, the following chapter, that is, chapter four, will present, analysis and interpret data in details.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSES

4.1 Introduction

The previous chapter presented and discussed the following aspects in details: the methodology, methods and ethical issues related to this research. This chapter presents a raw data collected and gives the analyses. The purpose of the study was to examine active learning strategies used by teachers during English reading comprehension lessons in six selected primary schools in Nigeria, using Ondo West Local Government Area as a case study with a qualitative approach. The samples consisted of six primary VI teachers, six head teachers, the Director, Ondo West Local Government Universal Basic Education Authority, two members of the School Basic Committees and six focus groups that consisted of five pupils each. The researcher collected data with the use of Interviews questions, observations, documents, and focus group.

4.2 Description of the Participants

The study purposefully selected six primary VI teachers, six head teachers, two chairpersons, Parent-Teachers' Associations, the Director, Local Government Education Authority and five pupils in each of the six schools to form six focus groups. That is, five pupils formed each focus group. Description of the participants refers to the demographic information about the participants, which may include sex, age among others (Ogunboyed, 2016). In this research, the demographic description of the participants includes teaching/administrative experience, subject specializations, classes taught and positions held. In this regard, the following abbreviations would be used to present different participants in their categories:

Head Teachers are senior teachers appointed by governments to head primary schools. They perform such functions as the making of lesson notes, supervision of teachers and general administration. Hence, they are pseudo-names with the abbreviation **HTs** and **1 to 6** that represent the schools as the data was collected in six schools altogether. For example, **HT1, HT2, HT3, HT4, HT5, and HT6**. In primary schools, there is an umbrella body of teachers and parents called Parents-Teachers' Association (PTA). This body serves as a link between the school, community and supervising agency and sees the welfare of the school in general. A chairperson elected by members always heads the body.

The PTA chairpersons selected as participants in this study are hereby pseudo-named **Member1 and Member2**. The supervising agency constituted to supervise primary schools is called Local Government Universal Basic Education headed by a Director. The Director was chosen as a participant and hereby pseudo-named **DLGEA**. In addition, a class in primary schools is always put in the care of one or two teachers who, in some cases, teach all subjects or handle few areas of specialization.

The final class in primary school is called Primary VI with pupils who are preparing for their common entrance examination for admissions into secondary schools. Hence, the following pseudo-names (Bosses) are given to Primary VI teachers in this study: **Boss1, Boss2, Boss3, Boss4, Boss5, and Boss6**. Likewise, primary education in Nigeria is an education for children aged six to twelve aimed at inculcating permanent literacy and numeracy and instilling social norms and values (NPE, 2013). For the purpose of this study, six primary schools were selected and they are hereby labelled from 1 to 6 as indicated earlier on.

During data collection, learners also became part of participants, as they are the ones who are considered as victims since the main focus of the study is in the classroom. Thus, six focus groups were used for interviews in order to get in-depth information on active learning strategies used by teachers during English reading comprehension lessons.

Focus groups consisted of five pupils, boys, and girls, whose opinions on issues were aggregated. In this regard, the pseudo-names given to different Focus Groups for different schools are as follow **FG1, FG2, FG3, FG4, FG5, and FG6**. This was done to protect the learners from being victimized by the teacher in case they tell the truth about what is happening in the classroom during reading comprehension. Based on this argument, the numbers given to the participants were informed by the order of visitation, interview, observation, and interaction during data collection. It has nothing to do with their strengths and weaknesses. In this regard, the data presentation and analyses will be done by the use of pseudo-names highlighted above. Thus, the researcher will present each group per relevant questions and analyses all the responses thereafter. The researcher will first present all the participants' credentials or qualifications including the experiences in the field of education in the tabular form below.

4.2.1 Summary of Participants: Figure: 1

S/N	Participant	Qualification(s)	Specialisation	Experience	Office
1	HM 1	Grade II, Dip, NCE	Social Studies/Yoruba language	35yrs	Head Teacher/(MT)
2	HM 2	Grade II, NCE	Home Economics	35yrs	Head Teacher
3	HM 3	NCE	English language	34yrs	Head Teacher
4	HM 4	Grade II, NCE	Hausa language/ Social Studies	34yrs	Head Teacher
5	HM 5	Grade II, NCE	Agricultural Science	35yrs	Head Teacher
6	HM 6	Grade II, NCE	Primary Education/ Social Studies	35yrs	Head Teacher
7	Boss1	Grade II, NCE	Maths/Integrated Science	28yrs	Teacher/(BOSS)

8	Boss2	NCE	English language/ Social Studies	15yrs	Teacher
9	Boss3	Grade II, NCE	Physical and Health Education	28yrs	Teacher
10	Boss4	NCE	Primary Education/Englis h language	17yrs	Teacher
11	Boss5	NCE	Physical and Health Education	24yrs	Teacher
12	Boss6	NCE	English/Social Studies	14	Teacher
13	Member 1	Grade II	General Knowledge	10yrs as Chairman	Chairperson/ (Member)
14	Member 2	NCE	Commercial Education	20yrs as Chairman	chairperson
15	DLGEA	Grade II, NCE, BEd	Fine & Applied Arts	28yrs as administrato r	Director/ (DLGEA).

From the description and the characteristics of **Boss1-6** above, they all qualified to teach in primary schools because none of them possess less than the minimum academic qualification required. On the issue of specialization, only **Boss2**, **Boss4** and **Boss6** are specialists, who are partially qualified to teach English and reading while others are non-specialists.

4.3 Characteristics of Participants

The participants were made up of both males and females professional teachers who teach in both rural and urban schools with the minimum of fourteen years teaching experience in primary schools. Three of the participants teach in rural primary schools, three of them teach in urban primary schools, three of them head primary schools in rural areas and the other three head primary schools in urban areas. Two of the participants are chairpersons of governing bodies of primary schools and the last one is a professional administrator in the local government education authority (the department that oversees education). Except for one, all the participants possess the relevant academic and professional qualification needed for teaching at the primary school level. The focus groups members were learners, aged ten to eleven, who were attending schools to get the least educational qualification, that is, *Primary School Leaving Certificate*, which is the basic education needed in Nigeria.

4.4 Data Presentation and Analyses

To elicit responses from the participants, the researcher prepared fourteen semi-structured interview questions for the participants to respond to in their own terms using the research questions as guides. In this regard, data presentation is the process of displaying, organizing and assembling data collected from the participants in the research (Punch, 2009). Thus, data can be displayed by individual participant's responses to issues. In this approach, each participant's responses were organized separately in order to avoid confusion and allow the individual's data to be intact. In addition, data can be grouped according to individuals and therefore, be presented accordingly on a particular issue. This allowed similarities and differences to be identified.

Cohen, Manion, and Morrison (2011) concur with the grouping whereby they highlight that this will make things easier for the researcher to identify similarities and differences in the participants' responses as the explanation and interpretation are almost interpretive in nature. Thus, the researcher will firstly present and analyze the interview transcriptions and responses for Head Teacher (**HT 1-6**), chairpersons (**Member 1&2**) and Director (**DLGEA**). The teachers' (**Boss 1-6**) transcriptions, responses and the questions will be presented separately and analyzed since their questions are different from other participants because they interact directly with the learners in the classroom. The first set of questions below is for: (**HT 1-6**), (**Member 1&2**), and (**DLGEA**). All the questions will be presented and each participant's response will be interpreted and analyzed by the researcher accordingly in order to capture similar ideas and their views towards active learning strategies used by teachers during English reading comprehension lessons.

4.4.1 Interview Transcriptions and Responses for the Following Participants: (HT1-6), (Member 1&2) (DLGEA 1).

The researcher interviewed nine participants in total whereby, each participant represented each school. The interviews were done out of fourteen relevant questions below.

Question1. Comment on the qualifications needed by primary six teachers?

Responses from HT 1-6 are as follow:

HT1: *(Telephone rang). 'Excuse me as written inside the eheh questionnaires that the government has decided to make NCE the minimum qualification in primary school, which is, is eh adequate for primary six pupils'.*

HT2: *'Em briefly sir in primary six teachers they should be, the least primary six teachers' qualification should be NCE to teach reading comprehension. Yes.'*

HT3: *'A primary six teacher must have a background of primary six certificates and then went for training, as a teacher to make her qualify for the job then go forward to have the least qualification required by the nation for teachers in primary school is NCE certificate'.*

HT4: *'Emm the qualification for the teachers should be N.C.E or Degree holder eem they have are of specialization is English and PES'.*

HT5: *'Thank you for a person to be qualified to teach in primary six he or she needs not to be a graduate or a degree holder but have to be an experienced teacher and In some cases, em rotational teaching should who be allowed'.*

HT6: *'Yes, primary six teachers should be at least NCE holders'.*

Responses from Member 1 & 2 are as follow:

Member 1: *'Em.....'*

Member 2: *'Yes, at least they must have NCE. They should be well trained and they should be focus'.*

Response from DLGEA is as follows:

'Primary six teachers emm to be qualified to be a primary six teachers she must have at least NCE or BED then is Bachelor of Education for them to teach reading they must be graduate of English and they must be an NCE or degree holder All the teachers in Our LGA are NCE holders they are qualified to teach in primary six Those that specialise on English can teach reading not all of them are qualified? Not all of them at least in Ondo west we have more than fifty percent that can teach reading'.

From the foregoing, the participants responded that NCE is the basic academic qualification needed to teach in Primary VI. The only exception is **Member1** who did not respond to the question.

This implies that Primary VI teachers have the basic academic qualification needed to teach in accordance with the provision of the National Policy on Education, which recommends at least NCE as the minimum qualification to teach in primary schools.

Question 2. Name the teachers' areas of specialization?

Responses: HT1- 6:

HT1: *'Primary Education Studies'.*

HT2: *'We have the teachers in primary six the first are specialize in PHE/English the second is emm Math/Isc and they both teach reading comprehension they do'.*

HT3: *'We have two teachers in primary six one is teaching is qualified for integrated science and Agric while the other one is English/ Social Studies.'*

HT4: *'They have their area of specialization is English and eem PES'.*

HT5: *'Some of them are English majors and some are computer majors and so on'.*

HT6: *'Social Studies/Primary Education'.*

Responses: Member 1 & 2:

Member1: *'English language'.*

Memeber2: *'They don't need an area of specialization. They have to be a jack-of-all-trades. Because they are the one to teach them Mathematics, to teach Yoruba to teach Agricultural Science to teach this to teach that. In primary school, a teacher will hold the eight subject per day'.*

Response: DLGEA:

‘At least in Ondo West, we have more than fifty percent that can teach reading’.

From the responses of the participants above, some highlighted that not all the teachers specialize in English as other teachers who teach reading only offered English as one of the borrowed courses. This means that not all primary VI teachers are qualified to teach reading comprehension in English hence lack of active learning strategies used by teachers during English lessons. This is contrary to the provision of National Policy on Education (2013) which espouses that specialist teachers shall be made to teach English, which houses reading in the curriculum.

Question 3. What learning strategies do they use in the class when teaching English reading comprehension?

Responses: HT1-6:

HT1: *‘They use phonic method activity method, group method and they use silence something and em interactive method. They use many methods to teach them’.*

HT2: *‘You mean the method? They use the method, first of all, they use yes to teach the English comprehension they have series of methods they use emm questioning method first of all so after (Islamic recitation of Alahu Akbar) after questioning method they use emm claim method I mean I mean claim method when the life the comprehension the teacher will read the comprehension then they explain to the pupils after explain to the pupils then they as the pupils to read though before they may ask them some questions to answer so that they will be able to know they are they understand what the teacher read later the pupil will read the passage as they will answer the questions’.*

HT3: *'The two major strategies they are using is illustration and intensive'.*

HT4: *'Em..... the teacher should write the first of all they should write the teaching of the difficult words on the board than where they are reading they can form in groups then they can even ask the pupils to group them together when they are reading the comprehension'.*

HT5: *'First the pupils well em familiarize themselves with the reading I mean the reading of that passage the teachers will make sure they read and understand the oral comprehension will now follow it is then they will know the answers to the questions the teacher will ask them orally after now they will now write the answers to the question in their exercise books'.*

HT6: *'Active learning strategies'.*

Responses: Member 1 & 2:

Member1: *'The learning strategies in English and Yoruba'.*

Member2: *'They follow what they were taught in advance teachers college that is why that is why that is why we will not then to have at least national certification in Education'.*

Response from DLGEA:

'Ah! They give them fluent reading and they pick the difficult areas, then they tackle the difficult areas by teaching the new words in most cases they are eem em cards they write the difficult words on cards then they explain the difficult words to them they use the difficult words in the sentence'.

The comments of the participants indicated that teachers use varieties of interesting and stimulating strategies and activities to teach reading comprehension. Such strategies include questioning, oral reading and use of cards. These strategies are capable of arousing learners' interests and promote reading which will make learners active in the class.

Question 4. 'Do teachers use active learning strategies when teaching English reading comprehension? If yes, name some and indicate how'.

Responses: HT1-6:

HT1: *'Yes, phonics and group method'.*

HT2: *'Yes sir they do'.*

HT3: *'No'.*

HT4: *'The teachers supply thee... yes emm they can use emm teaching they can use the textbooks and other group materials'.*

HT5: *'Yes, the strategies are learning the selected they will first start with the teaching of selected words after the teaching of the selected words they will now go into reaching and the reading is divided into two. This is the first one will be vocal reading all the classes will read the teachers will read the teachers will lead in reading after the pupil now will read are after the other and then silent reading will follow then now to the comprehension proper that will now be written comprehension'.*

HT6: *'Yes, vocal reading with oral comprehension, Silent reading with written comprehension. It makes us know how the pupils understand the reading comprehension'.*

Responses: Member 1 & 2:

Member1: 'Yes'.

Member2: 'Yes, I think so'.

Response: DLGEA:

'Yes, they do. Yes. Emm some of them they put them in clusters then teachers go round let them read. Then they make necessary correction'.

Responses of the participants revealed that teachers use active learning strategies when teaching English reading comprehension lessons in their schools. Such strategies include vocal reading and reading of selected words. The only exception is **HT3**. These strategies make learners active in the class and not passive recipient of information as in traditional class.

Question 5. (a) Do/have teachers attend(ed) seminars/workshop on active learning strategies? If yes or no, please give a brief comment.

(b) How often?

Responses: HT1-6:

HT1: *'Yes, yes the government used usually organized them as learn three times per year, Yes to teach English Two to three times in a year'.*

HT2: *'Ah though they then in his local government they have emm some seminars they this seminar does not go round the teachers so I don't think they primary six teachers partake in the seminar'.*

HT3: *'They use to afford seminars but not in active learning strategies, they have seen attending the seminar but not on the emmm not on active learning strategies alone'.*

HT4: *'Yes, they attended em workshop. Is not regular just to be or could be once in a year'.*

HT5: *'Yes'.*

(b) 'At times it may be once or twice in a term as arranged by the government'.

HT6: *'No!'*

Responses: Member1 & 2:

Member1: *'Yes, but they do it about three years ago'.*

Memeber2: *'Yes, they attended by the government is just making use of it because there will be no opportunity for them to implement what they were taught. For example, teaching aids are not available and those that will soon retire are the one that will be selected for the training'.*

Response: DLGEA:

'Yes, the UBE the UPE universal Basic Education Board in collaboration with SUBEB they do organize workshop for them. Recently we finished one in this 2017. Emm in most cases twice in a year'.

The responses of the participants, except for **HT6**, showed that teachers do have access to seminars but not for active learning strategies as they are generally in English, which is not even regular. This means that in service training for teachers to update their knowledge is not regular and that teachers have not been trained in active learning strategies.

Question 6. Briefly comment on the contributions of governments, parents' individuals and philanthropic organizations to support reading in English (some items or facilities provided could be named).

Responses: HT 1-8:

HT1: *'Emm government provided some textbooks for the pupils even though they are not sufficient for the pupils we still manage them. On other on core subjects, they provided the textbooks but the parents they are unable to buy the textbook because they have to buy Yoruba textbooks for them. In a class of ehmm 25 or 30 scarcely can have three pupils having Yoruba reading book, which means they cannot afford to buy it when the government has supplied them with textbooks on all subjects. On textbooks, on subjects other they refuse to buy them one'.*

HT2: *'Thank you, sir, their parents nowadays they depend on the government and the government did a lot. They do whatever they can do but you than that nobody can satisfy a human being. Therefore, the parents supposed to buy reading books for the pupils but they refuse. The only available few copies in the school are used to teach them the reading comprehension and this book cannot go round them so that this reading comprehension is a bit difficult for the teachers to do'.*

HT3: *'The government of Nigeria is trying in providing a reading textbook for the schools. Then they use to train teachers that will be teaching the subject always at least once in a session. They will send teachers for seminars then the parents do buy a textbook for their children to support. The mission donated a block of the classroom for the school'.*

HT4: *'The parents they even they help to buy the textbook for their children and the other materials, which the government also supply, the textbooks for them. Religious bodies do not'.*

HT5: *'Emm the government they provide a textbook for the pupils and they have the textbook of the English language there. They give to the pupils but when these textbook are not enough then we now tell the parents to buy for their children and in some cases, the school will have little story books to give to these children to read and they return to the office. The parents in most cases they do not buy a textbook for their children. Religious bodies do not buy material'.*

HT6: *'Because they think that reading is the basic skill for learning without reading it will be difficult to cope with education'.*

Responses: Member 1 & 2:

Member1: *'There is no other contribution except from the government and parents'.*

Member2: *'Yes, em government may supply ten books to a class of thirty or thirty-five students. The educated parents always assist their children by buying them books so that the teachers can be able to give them assignments and home works'.*

Response: DLGEA:

'All the parties should have a role to play. The government needs to supply reading materials for the pupils why the parents also should collaborate by supplying materials for their wards while the teachers should make necessary use of the materials supplied. Government supply reading materials. We are having problems with parents due to this economic recession in most cases they buy for their wards. We have philanthropists who supply reading materials and equip the school library'.

The responses of the participants indicated that government is the major suppliers of reading materials, which are not even adequate. Most parents, religious bodies, and philanthropists have lack of attitude towards purchasing of reading materials.

The implication of this is that all hands are not on deck in this regard by all stake holders. This accounts for shortage of reading materials in schools.

Question 7. Do teachers use instructional materials during reading comprehension lessons? If yes, how and name some.

Responses: HT1-6:

HT1: *'Yes, flash card, charts, pictures and other available materials they could afford to lay their hands on'.*

HT2: *'Yes sir yes, they are using flash cards and emm the pictures they use some cardboard to draw the pictures so that the pictures will pronounce the sentence in that emm they are using the pictures so also the flash cards'.*

HT3: *'Charts, flash card, pictures with the textbooks. They are using instructional materials'.*

HT4: *'They do not use... they do not use other materials for them as they only use the textbooks with no instructional materials'.*

HT5: *'They do. Emm... I told you earlier than when they want to start they will start from selected words. These selected words eem they use flash cards. That is, they show the pupils. So using the flashcards is there and their textbooks.'*

HT6: *'Items like a textbook, literature in English, novels are all provided by the government and organized to support reading. Parents give reading materials for the children'.*

Responses: Member 1 & 2:

Member1: *'Yes, some of them use the cardboard'.*

Memeber2: *'Ah! Of course, if they do not use instructional materials how can they teach because they need to have a textbook as instructional materials'.*

Response: DLGEA:

'Yes, they use instructional materials they use emm emm they cardboard to make emm instrument material drawings, then use flashcards and in most cases, they use real objects to teach eeee the subject'.

All the participants responded that teachers use instructional materials to teach reading comprehension. **HT4** with dissenting voice was the only one who indicated that textbooks are used which is also an instructional material. This revealed that flash cards, drawings book, and textbooks together with instructional materials are used more often during reading comprehension lessons. This is capable of stimulating the learners in the process of reading.

Question 8. Who supplies the instructional materials?

Responses: HT1-6:

HT1: *'Is the teachers now. They improvise some of them. By improvisation. They improvise some of them'.*

HT2: *'The teacher themselves, they buy them with their money at times and they use to do the improvisation to teach the lessons by themselves'.*

HT3: *'At times the teachers supply. Then the school supply while (telephone rang) it is when the pupils can easily set and ask the pupils to bring it. Does the school buy them? Yes, teachers buy or if they have some at home, they can bring it or after using, they return it'.*

HT4: 'NR'.

HT5: *'The teachers and the pupils will have their own textbooks and the teachers will give them when it is time'.*

HT6: *'Parents'.*

Responses: Member 1 & 2:

Member1: *'They do (teachers) do it as they have capacity'.*

Member2: *'The government does not supply enough so it is the parents that will buy and at times some parent are so so poor to say so that they cannot buy so that the teachers will have to arrange them in groups.'*

Response: DLGEA:

'In most cases, the government supply the teachers they make improvisation even the pupils they ask them to bring ee necessary instructional materials real objects to school for the teaching'.

Responses of the participants showed that teachers are the major provider of instructional materials through improvisation. The only participant that gave no response was **HT4**. The contribution of government, schools, and parents is insufficient, as most of the learners do not have access to the instructional materials.

Question 9. From your experience, do parents at home encourage reading comprehension by assisting their wards to carry out assignments?

Responses: HT1-6:

HT1: *'No, because of you give the pupils assignments they will not do it. Supposing the parents have been attending to them or having time for them or help them or encourage the pupils the pupils then pupils must be doing the assignments.'*

HT2: *'As I have earlier said that you know if the pupil must read, at home, they must buy the books and the parents have refused to buy the books. If you get to that class now then emm whether you can see out of sixty pupils in the class whether you can see ten that have the book although the government provide the book for them but when they gave them year by year but they tore the book and the book is not enough to go round the again. We call the PTA meeting to let them have the book, buy English comprehension by reading to your pupils they refuse. They say that we have no money. There is nothing we can do the school cannot buy it '.*

HT3: *'Emm the literate parents do encourage their children while the illiterates count it as nothing, wasting time'.*

HT4: *'They encourage them to read because we use to give them em em assignment so when they get home the parents will see the assignment given to them by their teachers so they will encourage them in doing it'.*

HT5: *'Only the literate ones'.*

HT6: *'Yes, because parents encourage comprehension because they believe that it is through reading that the child or pupils can be motivated to acquire knowledge and achieve goals'.*

Responses: Member 1 & 2:

Member1: *'Yes they do'.*

Member2: *'That is definite although some parents are not educated yet if they are not educated they send their children to lessons. So educated parents assist their wards'.*

Response: DLGEA:

'Yes, they do the literates as they hire eem teachers for their wards after the school hours and most cases in all our schools they organize extra em lessons for them in teaching the subjects. The literate ones do teach their wards and the illiterates ones hire teachers to teach them after hours or during the weekend'.

There were divergent views about this. Some were of the opinion that only literate parents encourage English reading comprehension, while the illiterates do not. Other participants opined that parents do not encourage their wards to reading comprehension, as they do not even understand English. This reveals that English could be a major problem as it is not their mother tongue. This shows that educational status of parents is a motivating factor that promotes or hinders their contribution to their children reading activities.

Question 10. What challenges do teachers encounter in the course of using active learning strategies during English reading comprehension?

Responses: HT1-6:

HT1: *'Eh, eh materials hemm emm instructional materials they do not have instructional materials. They only use the improvised one that they are asked to do'.*

HT2: *'As I have earlier said that emm lack of materials like reading textbooks, they do not have enough textbooks even the teacher herself does not have teachers copy. If the teacher wants to teach pupils that the pupils do not have book can at times. Can you imagine that they write the comprehension on the chalkboard, is supposed not to be so. Everybody should have the book but they do not have they do not have and the school is unable to provide for the teachers. Sometimes the teachers use their own money to buy the books. Therefore, those things make the teachers emm discouraged'.*

HT3: *'I cannot say anything about them'.*

HT4: *'Em you know that there are some pupils some students or pupils or pupils they do not even they do not want to read'.*

HT5: *'Some of the problems is that some of these pupils they don't have textbooks and when they don't have textbooks it is now going to be difficult at least a bit difficult for the teachers for the teachers to teach them because even if you want to teach and even when you have taught them to go home to read and take active part in the class will be a bit difficult'.*

HT6: *'Raw language speaking availability of instructional materials'.*

Responses: Member 1 & 2:

Member1: *'The most problems is lack of reading materials and no equipment like book and biro (pen)'.*

Memeber2: *'No sufficient instructional materials and too many pupils in the class. During our own time, a class when we were in elementary school the highest number used to be thirty. They the teachers will be able to mark and give assignments and his eyes will capture the whole class but in a class where we have seventy-two, where we have sixty-five even they have a supplementary register. How do you think that the teacher will be able to control the class talk less of marking their assignments'.*

Response: DLGEA:

'Em they do confront some challenges because we have inadequate teachers teaching materials. The teachers are not adequate many of them have retired and there is no replacement for them'.

The participants commented that lack of instructional materials, inadequate textbooks, negative attitude of pupils towards reading comprehension; local language interference, overcrowded classroom and a dearth of teachers are the perennial problems hindering the use of active learning strategies during the lessons. This problems are too many and capable of frustrating the use of active learning techniques in the teaching learning process.

Question 11. Briefly describe the performances of pupils in English reading comprehension.

Responses: HT1 & 2:

HT1: *'Their performance performance performance is woeful. Not encouraging yes because when they are being given the test in English the reading the reading comprehension aspect they do not do well in it. They do not pass it well. They may do well in grammar in other parts but in reading comprehension, they do not pass'.*

HT2: *'The performance is very woeful is not good'.*

HT3: *'At least say about twenty percent or thirty percent are performing woefully others performed well'.*

HT4: *'Pupils perform well in reading when they are asked to read in the class and some perform badly'.*

HT5: *'As I have said those that are very good are those that can read very well when it is time for thee comprehension something they are always agile. They perform'.*

HT6: *'The performance of pupils is far below the standard'.*

Responses: Member1 & 2:

Member1: *'Yes, they perform better they perform better'.*

Memeber2: *'Only few individuals perform better'.*

Response: DLGEA:

'Em is below average'.

Two different views emerged from the comments of the participants. **HT1**, **HT2**, and **HT6** were of the opinion that pupils do not perform well in reading comprehension while others commented that pupils' performance is poor with the exception of **Member1** who highlighted that they do perform better. An aggregate these views means that learners' performances in reading comprehension are well below average.

Question 12. What support do you give to the teachers in teaching English reading comprehension?

Responses: HT1-6:

HT1: *'They do get support from the government than from our supervision as heads Masters where needed. Ha that seminars eh eh that they organize for us eh is one of the supports form the government'.*

HT2: *'The little money that we have, we use it to buy..... we buy.... we bought some books for them. However, that book is not enough is not enough and we-we advise the teachers we arrange them they should please help please help this child (telephone rang) so that they will be able to read and they are doing it'.*

HT3: *'The teacher in that em the school give the teacher emmm instructional materials to support their teaching'.*

HT4: *'I support them because emm I appreciate their work. When they are doing it so I praise them'.*

HT5: *'Yes like I have said when you are teaching pupils in the class they will have to go with their to go with their to go with their to go with there textbook reading material I mean the reading material and the writing materials so if these pupils if they don't have enough reading materials I do invite the parents to tell them about the needs of their children and at times I will buy some in the office it may not be so much but we have some in the office so that we can give to them and then in the area of emm then read we have dictionary in the office so that they will be able to use to know the meaning off of what they are doing and when they don't have enough eem writing material the office does support b them'.*

HT6: *' Answering questions'.*

Responses: Member1 & 2:

Member1: *' We support the teachers by paying PTA by levies'.*

Memeber2: *'We encourage them by making sure that pupils buy their textbooks and we tell them to punish anyone that fails to do the assignment'.*

Response: DLGEA:

‘Emm they get support through organizing of seminars, teaching workshop, through these, we are able to teach them the new methods of teaching ee reading yes we give support’.

The comments of the participants revealed that teachers get support in teaching English reading comprehension in terms of seminars organized to improve their teaching skills and knowledge where English is concerned, provision of English books, the supply of instructional materials and counseling of parents/pupils, commendations and financial aids to purchase materials. With this in place, teachers’ competence will be enhanced and their morale boosted.

Question 13. Do you have library or reading corners in schools? If yes, name some books that are available.

Responses: HT1-6:

HT1: *‘No at all. No library, reading corner no’.*

HT2: *‘Not at all’.*

HT3: *‘We do not. No’.*

HT4: *‘We do not have a library. No. No’.*

HT5: *‘We do not have, no... no....’.*

HT6: *‘No’.*

Response: Member1 & 2:

Member1: 'No!'

Member2: 'No!' *.It is the parents at times for example in my school we try as much as possible to make a classroom the library.*

Response: DLGEA:

'Emm this is a challenge, we only have these library in our mega schools and we only have six in Ondo West and in local government schools, most of schools do not have though some schools have reading corners'.

The participants commented that governments do not provide libraries or reading corners in schools. The only schools where libraries are provided are mega schools, which are just six in the Local Government. This implies that schools are not provided with special places to read learners are not able to get reading materials apart from what they have if any.

Question 14: In your own opinion, what can be done to overcome the problems of English reading comprehension?

Responses: HT1 & 2:

HT1: *'Uhn we are to advice the parents as we do advise them in the PTA meeting to be more attentive to their wards to supply the necessary materials for reading. The other thing they need for their education government should provide ehh sufficient textbook adequate and sufficient textbooks for the pupils'.*

HT2: *'First, the government should help to buy the books and the parents to join hands with the government to buy the books, we the school authority the school authority should also help and the government should help us to give us enough teachers.*

The school does not have enough teachers. In a class of ninety something, they must only two teacher and what they can do for pupils of ninety so the government should help to give us enough the teacher qualified teachers. The salary should be regular when the salary is regular the teachers will be to teach with their mind'.

HT3: *'Emmm the government should make reading every day in the school syllabus. They should make of every day activity. Then they make sure they provided recommended books. The parent should buy textbooks English textbook apart from the one that the government is supplying .The parent should buy their own because the one the government is giving out is not given out to pupils to take home'.*

HT4: *'Emmm we can even we can even encourage our ask our government to help us emm do that one in the primary school because I don't think there is in any primary school except in secondary schools'.*

HT5: *'Thank you. Emm the government has their own part to play. The government should try as much as possible to supply the school more textbooks and the school should encourage the teachers in primary six so that the teachers will now encourage the parents to buy textbooks for their wards and then the school now will encourage the teachers in pry six to make five that those pupils are familiar with ee short story books so that they will be ask to read from time to time. When they read from time to time then this will continue to enrich their brains'.*

HT6: *'Contribution of government in the sense that more items or materials should be provided to solve the problem and qualified teacher needed'.*

Responses: Member1 & 2:

Member1: *'They provide book, chair and locker for the children'.*

Memeber2: *'What can be done to overcome the problem of reading is one the government must make sure it reduces the number of students in the class; they must supply enough instructional materials to each of the classes'.*

Response: DLGEA:

'Emm the governments have its own part to play by supplying ee adequate reading materials. The teachers also qualified teachers be made to teach ee this reading materials while the parents should supply reading materials, guide these pupils after schools and then the pupils also they should be mandated they should be made to read to read every time all they should be discouraged from watching video always. So reading culture should be incorporated with them and school system'.

The participants recommended that to overcome the problem of reading comprehension in English, parents must pay serious attention to the reading culture of their children and support them by buying English reading materials for the referral and practices. The government should employ adequate and qualified teachers and increase salaries. In this regard, the teachers should be encouragement to use English as a medium of instructions, particularly, during English lessons so that the learners get more of English words in order to be able to understand it and used it properly. English periods should be increased especially during reading, and there must be enough provision of instructional materials and facilities and decongestion of overcrowded classroom. This would help the teachers to reach out all the learners in the class and accommodate all of them. Thus, the teachers' interviews and responses would be presented below in order to get the side of their stories.

4.4.2 Interview Transcriptions and Responses for Teachers (Boss1-6).

The interview transcriptions of the teacher would be presented and analysed below. The researcher interviewed six teachers in total whereby, one teacher was interviews from each school. In light of this, seventeen relevant questions were used and they would be presented below with the participants' responses. The teachers' responses would give transparency and ideas on how other teachers use active learning strategies during English reading comprehension lessons.

Question 1. Name some active learning strategies you use during English reading comprehension lessons.

Responses:

Boss1: *'The first hmm the first one is eh narrative and participatory way. Then the second one is activity-based method, the third one is phonic method, the fourth one in language experience method'.*

Boss2: *'Method by grouping pupils by interacting with emm pupils and teachers'.*

Boss3: *'Hum I well in teaching English reading comprehensive comprehension we have to take the pupils along with it. Firstly, we use their textbook. At times we use we do call upon the children to act according to the passage read so that that one will assist them know more about what they want to read may be according to what we read on the passage. We call out the maybe two or three pupils to maybe this one will be Sola that one will be friend so they may ask questions from each of emm Sola: how old are you? Then the partner will answer I emm I am six years old. The partner will answer etc'.*

Boss4: *'Learning strategies used in teaching English language are so many. Pupil centred method, play away method and other method'.*

Boss5: *'During the strategies, I used to make use during English learning comprehension, I use to make use of ee teaching of selected wards emm voal reading, oral and written comprehension and at times I use to make use of silent reading.'*

Boss6: *'During the teaching of English comprehension, as for me, I firstly select the difficult words from the passage so I will pronounce it to the pupils and I will allow them to repeat after me, so by the time they see it in the passage t will not be difficult for them to pronounce'.*

The participants responded that they use stimulating teaching strategies such as vocal reading and dramatization that are pupil-centred to teach English reading comprehension in the class. These strategies promote learners' interests and make actively engaged in the learning process.

Question 2. Briefly explain what is meant by active learning strategies.

Responses:

Boss1: *'Emm active learning strategies are the various methods in which you use to teach the pupils in an active way so that the lesson will be interesting and is em pupils' teacher centred'.*

Boss2: *'The active learning strategies is the interaction between emm is the interaction between pupils and teacher when they are reading'.*

Boss3: *'Active to my own understanding active learning strategies brings about the way the pupils and the teachers perform during teaching of comprehension passage or during teaching of English studies. That is I mean active learning strategies involve the way the pupils should perform during the lesson or during the teaching of English'.*

Boss4: *'Active learning strategies means to carry pupils along when teaching and learning is going on'.*

Boss5: *'Active learning strategies mean where teachers and pupils and have interactive together during the lesson'.*

Boss6: *'NR'.*

With the exception of **Boss6**, all the participants described active learning strategies as collaborative participatory pupil-centred learning strategies that facilitate learning. The definitions given are definitions that show that teachers are well abreast of active learning.

Question 3. (a) Are there any seminars/workshops on active learning strategies at your schools? If yes or no, please mention them.

(b) How many times are they offered?

Responses:

Boss1: *'Yes sir. The with eh from the federal government through the SUBEB. Just once one yes for the past twenty-eight years just once year 2017 this year at eeh Ondo at St Mary St Mary Primary School'.*

Boss2: *'Yes, in 2011. Just once'.*

Boss3: *'Em... not ready sure but I do go to seminar butt is not based on active learning strategies. It may be em both English Science, Basic Science Social Studies and Mathematics but we do not we did not base it on active learning strategies. For the past, I started teaching. Although, before government work I have been teaching in nursery and primary for almost ten years'.*

Boss4: *'No'.*

Boss5: *'yes. Once. That is phonics.'*

Boss6: *'No, no, sir, no sir'.*

Apart from **Boss4** and **Boss6**, other participants responded that they have attended seminars/workshops but not on active learning strategies which is not even regular. The implication of this is that are not well groomed in the active learning strategies which will make it difficult for them to use and also out of tune with modern techniques of active learning.

Question 4. Briefly comment on the support from the government, parents, individuals and philanthropic organisations concerning reading comprehension. (some items or facilities provided can be named).

Responses:

Boss1: 'Yes, emm, governments they are trying by providing textbooks and eh some minor teaching aids. The parents on their... on their own part, they are not supportive at all. There are performance because they do not normally buy textbooks for their wards or children so they make the teaching difficult. Philanthropic and voluntary bodies do not even see any of them'.

Boss2: 'The Federal Government supplies textbooks, chairs and tables for the schools. Other bodies do not'.

Boss3: 'I will first mention about em the side of government. Government em has tried to make some the students or pupils are able to read. In both reading and learning in such a way that they provide them books, textbooks mostly on the core the subject like em Basic Science, Mathematics, English and Social Studies just to mention that. And in the side of ee parents although in public primary schools some of some of the parents are literates are illiterates. T

hey do not buy textbooks for their pupils but once they the government are ask to provide them so we make use of the textbooks. We distribute the books for them then they make use of it but in the side of parents I can say a little bit is a little bit short. What of old students? Since I have been here, I have not heard anything about them. What of religious bodies? Yes they trying their own they trying their own best because I heard it that they are the one that built classes classroom there Has the mission given out reading materials? ehm no. What I know is that government have taken over the school so they expect the government to provide them the reading materials'.

Boss4: *'Yes, I can comment of government eemm contribution concerning the textbook but the textbook too is not adequate so we are using this medium to appeal to government to put more effort into the reading strategies method for pupil to perform better in reading and reading strategies'.*

Boss5: *'Ee to me, I believe that government, they are, they are doing their best by providing emm textbooks for those pupils, so like English language textbooks. They are providing, then, like ee Mathematics, Social Studies textbook, Science textbooks and so on and so forth. So they are trying their best em parents em maybe I can say because of this of this our own environment for example, government do not provide them Yoruba textbooks and we asked them to buy the Yoruba textbooks so they find it difficult. So, do not use to they are not interested in buying textbooks for their pupils in this their environment, that is rural area. I cannot say urban area'.*

Boss6: *'Governments support reading in the sense that they provide textbooks for pupils like English textbooks, Maths, English Science, Social Studies. Therefore, for governments they are proving reading materials. Their parents in this environment, I can say because of the environment because the Yoruba textbooks the government did not provide them if I tell them to buy they will refuse to buy it. They (private organisations) are not doing anything concerning teaching.'*

The responses of the participants revealed that government is the sole provider of reading materials and facilities, which are not even adequate because parents and other bodies do not give adequate supports. This implies that other stakeholders shy away from their responsibilities in terms of provision of reading materials.

Question 5. Do you use instructional materials during English reading comprehension lessons? If yes, how and name some.

Responses:

Boss1: *'Yes sir, like eh cardboard and flash cards'.*

Boss2: *'Yes, we use our textbooks; we use emm pictures diagrams and ee flash cards'.*

Boss3: *'Although, I am teaching in upper class. I do use their textbook. At times, if it requires of em may be object for pupils see them we provide them'.*

Boss4: *'The only one we are using is textbook and chalkboard only'.*

Boss5: *'Yes, I use. I do em I use to make use of flash cards, pictures that is em at the back of textbooks, then drawings and so on'.*

Boss6: *'Emm, at times, we can use instructional material like showing them the picture that is in the passage then at times, we use flash cards'.*

The responses of the participants revealed that the participants use instructional materials in teaching English reading comprehension. These instructional materials include flash cards, textbooks and pictures in order to improve reading culture in English. These are conventional instructional materials. In this regards, ICTs materials, that are modern and stimulating, are not used by teachers.

Question 6. Who supplies the instructional materials?

Responses:

Boss1: *'Myself. Yes, I bought them. Yes the cardboard. Yes and the tempo myself yes and bought them. Yes in teaching you, improvised instructional materials yes yes. In this case, you improvise instructional materials. Yes, Yes'.*

Boss2: *'Teacher. I improvise some and some with the textbook I use'.*

Boss3: *'As teacher, I do supply them. At times if there is if the need to be I may come to the office and they give me most especially dictionary. I use things that are found around us it depends on what you want to teach. If it requires bucket, we have it, if it requires broom, we have it and maybe those physical something that we can even find around us. I even provide them'.*

Boss4: *'The parents also provide textbooks and government provide textbooks'.*

Boss5: *'Emm, the, I use to provide by myself. At times, if I do not have I may come to the office to look for whatever that is around that I can make use for the pupils'.*

Boss6: *'Is teachers. Yes, we buy them'.*

The comments above show that teachers are the sole providers of instructional materials majorly through improvisation. Parents and governments also support. Improvisation can only bring something that is close to the original which might expensive or difficult in some cases and where teachers find it difficult to improvise the use of instructional materials might be jettisoned.

Question 7. What type of English reading materials do you use in order to enhance your learners 'reading culture, and why?

Responses:

Boss1: *'Eh... sometimes I use eh picture rolls then eh charts. I will cut some pictures then place them on eh cardboard then hang them before the pupils'.*

Boss2: *'I use calendar. I use picture and textbooks; we are using relevant teaching aids for the pupils to understand the comprehension and respond to the questions'.*

Boss3: *'ou mean the books. Yes, I do because I like them to Master English as it is good for the pupils. Their textbooks are government provided then the dictionary'.*

Boss4: *'Uhm..... we don't have another materials but we have textbooks and even we are encouraging students to listen to radio and other media and to try to read all the newspapers to improve their English and knowledge'.*

Boss5: *'Textbooks then flash cards.'*

Boss6: *'Textbooks only'.*

Evidence abounds from the comments of the participants that visual aids such as flash cards and pictures are the major instructional materials used during teaching reading comprehension in English. These materials are visual. Audio and audio visual materials are not in use. This implies that only the sense of sight is taken care of while hearing is neglected. Teaching of correct pronunciations of words/phonemes will be hindered under this situation.

Question 8. In the curriculum, is reading comprehension included as a separate subject?

Responses:

Boss1: *'In the curriculum is not a separate subject as it is a part of it'.*

Boss2: *'t is not a separate subject because it one of the topics under English which is a subject'.*

Boss3: *'It is part of English. Everything under English studies'.*

Boss4: *'It is not designed as a separate subject. It is part of English topics'.*

Boss5: *'It is not separate as a subject but is part of English'.*

Boss6: *'Is under the English language'.*

All the responses from the above question revealed that, reading comprehension is not a separate subject in the curriculum. It is a fractional part of English and not a subject that stands on its own. This shows that reading is not valued as a subject considering its importance in the society. In this situation, teaching reading cannot be intensive as with the case of other subjects such as English and Mathematics.

Question 9: From your experience, do parents at home encourage English reading comprehension by guiding their wards to do home works and other activities? Explain your answer.

Responses:

Boss1: *'They are not helping them at all. Some of them when they get home, they give them chores to do and at the same time majority of them will be going about hawking instead of encouraging and assisting them with their school work. To add more, the children do not have time for their reading because of this economic reception in Nigeria and within world as a whole'.*

Boss2: *'No, they do not. They do not because some pupils would come without home works, and when I ask them why they did not do their home works or assignments, they would say their parents are not at home or do not want to assist them. Some say their parents keep them at shop throughout the day'.*

Boss3: *'I cannot confirm that because at times we do see it when we give them assignments, and they do not join their mates to do the assignment right away from the classroom. You know we give it to them as assignment but nobody to guide them at home'.*

Boss4: *'When we give them assignments to do at home, some parents contribute their quota to their children by emm imploring them to read their textbook at home. After you saying that when you give them take home assignment some do not do it? Exactly that is what is happening'.*

Boss5: *'No'.*

Boss6: *'No, because at times, when we give them the assignments to read from home, they will not turn up the next day'.*

The responses of the participants revealed the nonchalant attitude of parents towards the reading activities of their children at home. The participants unanimously commented that parents do not guide their wards at home and **Boss1** gave economic reasons for this behaviour, as learners have to hawk and assist their parents after school hours to make ends meet.

Question 10. Which steps/procedures do you expose your learners to follow before reading English comprehension?

Responses:

Boss1: *'Firstly, I revise the previous work with the pupils, especially the difficult words with the meaning. Then from there I narrate stories that will enhance them to listen to the story that we are about to read with them'.*

Boss2: *'NR'.*

Boss3: *'Firstly, as a teacher, I have I have first of all read the passage before coming to the class. Therefore, when I see that maybe the content of the passage I may use that to introduce the teaching to them'.*

Boss4: *'I always give them some words. There are some difficult words, how to pronounce them and their meaning and their usage in the passage before the starting the reading the actual passage'.*

Boss5: *'To expose my pupils to reading, I always make use of teaching of selected words. Then I pronounce the words to them, that is, spelling, pronouncing how to pronounce and how to spell, make use of that. Then the syllable so that is what I use to do'.*

Boss6: *'I read the actual passage aloud'.*

The steps used by the participants to expose their pupils to reading comprehension according to the participants include, preparation before coming to the class, teaching of difficult words and story narrations. This shows that the teachers know the steps to be followed to prepare the learners to reading comprehension. Some have indicated the pre-reading activities in order to activate the learners' schema towards reading. These steps are encouraging and stimulating in the teaching learning process.

Question 11. Do you use pre-reading activities as a way of preparing the learners before the actual reading? If yes, please indicate how do you do it. If no, please indicate why?

Responses:

Boss1: *'I pronounce difficult words and define them'.*

Boss2: *'Yes, I use emm pre-reading activities because I firstly identify some difficult words and write them on the chalkboard, spell and pronounce them out for them, and then tell them the meanings'.*

Boss3: *'Yes, emm that pre-reading may be the one we learnt before our previous that one might be our previous ee lesson so I remind them what we learn so fa'r.*

Boss4: *'Yes, such as when we want to start the reading so we give them some difficult words and help them pronounce them orally and correctly and eem that is some pre reading activities'.*

Boss5: *'Pre-reading activities. Yes'.*

Boss6: *'Yes, I spell difficult words before the actual reading takes place'.*

All the participants commented that they use pre-reading activities in the class. Such activities include spelling drills, revision of previous lessons and pronunciation of difficult words. These activities prepare fertile ground for learning to take place as learner will be made to link previous ideas with the present activities in the class.

Question 12. What is the sitting arrangement in the class when teaching reading? Please choose the relevant one from the alternative answers below and indicate why.

- a. Sitting in groups.....
- b. Individual pupils sitting separately and facing the teacher.....

Responses:

Boss1: *'At times I stand in front on the class. Ehnnn the pupils sit row by row now but at times, I group them so that they can help each other. To help each other when reading because some pupils emm eh eh they learn fast while some are slow learners so those ones now they will be able to help others when they sit in groups'.*

Boss2: *' By grouping them and allow them to read row-by-row or group reading or read in pairs'.*

Boss3: *'We use both we use both. At times, we group them; we leave the class like that and move around to explain'.*

Boss4: *'They always sit in-groups because the faster learners can help the slow learners'.*

Boss5: *' When they are reading, I always make sure they sit individually because they have enough textbooks'.*

Boss6: *'They sit in groups'.*

Two popular views emerged from the comments of the participants. In some cases, pupils are grouped so that they can help one another and in some cases, they are made to sit individually because they have enough textbooks. But popular view is that the participants adopt grouping which allows the learners to work in pairs as they do understand that, some learners learn better in pairs or in groups whereby they share ideas. This allows fast learners to assist slow learners.

Question 13. Comment briefly on pupils' attitude towards reading English comprehension.

Responses:

Boss1: *'Uhn, they do not normally like it because majority cannot read fluently in English. Therefore, when it comes to comprehension passage now, some of them will be dodging. They will not want the teacher to call them to stand up and read'.*

Boss2: *'Pupils pay em attentively when they are reading and they like it and listen attentive whilst others are reading'.*

Boss3: *'Emm thank God that the pupils admire the work done by the teachers. They really enjoy thee thee teaching mostly in reading passage because they use to gain morally from the passage. They use they gain a lot from the content of the passage so they enjoy it. Then em after the reading we refer them to what to read from the passage so that they we use it as their as the lesson yes they are happy'.*

Boss4: *'Yes, some pupils are very active in reading though some are not. Some of them almost some of them are so active in reading while some are not'.*

Boss5: *'During reading comprehension, those that can read fluently, they really enjoy the lesson'.*

Boss6: *'Emm at the initial stage they find it difficult as time goes on with repetition, they are enjoying it, and they start to participate very well'.*

Apart from **Boss1**, all the comments of the participants unanimously indicate that pupils have good attitude towards English reading comprehension. Good attitude is a catalyst to good performance in any academic exercise.

Question 14. What are the challenges do you encounter in the course of using active learning strategies during reading English comprehension?

Responses:

Boss1: *' Eh eh I have said it that in the pupils they do not too they dont want the teacher to call them and ask them to read vocal vocally. Do you encounter any problem in the course of getting instructional materials? Yes sir, yes from parents also do you encounter problems? Ah, eh we do not normally ask them to provide us. What of the school? If eh, at times, if we ask them they can give us. Whenever you call on the school authority, the school will support you. Yes'.*

Boss2: *'Emm I encourage the parents to buy them textbooks. So they should allow them to be reading it and also some stories You are saying that parent do no buy reading material for their pupils? Yes'.*

Boss3: *'Uhhh em one of the challenges is that not all the pupils not all of them can read. So em one group may quickly grap what you have what you are reading. Then you will leave them you go to those pupils then that cannot read so to make sure they participate. So these are the little little challenges.*

Yes, well there is no how such a thing such challenges will not occur because some of the pupils at times they you may be reading some of them may be doing another thing. Then you go there to stop to stop them. This is part of the pupils. Then the part of the parent is only that they don't take care of the pupils toward their reading.

Is only teacher that is doing the work because if the parents can able can be able to join hands in teaching them reading at home so it will be easy to cope with them in the classroom'.

Boss4: *'We are so encountering some challenges such as time factors and textbooks are not adequate for we are using the one wee some of them are not bought the textbook is only few of them bought the textbooks. Governments are not also helping the mother because they supposed to provide all the reading materials for us but they try their own best'.*

Boss5: *'Em the challenges I use to have is that em em there was a time when I was called one of my pupils to come and read em just a paragraph. The girl started crying, so I was surprised, so I okay call my child what is your problem, is not difficult to read just relax, I calm the girl down, so we continue with our lesson and they really enjoy it that day'.*

Boss6: *'In the using of active learning strategies, teachers find it difficult because it take a lot of time for the pupils to read it takes a lot of time'.*

The common problems encountered in the course of using active learning strategies according to the participants are negative attitude of pupils, inability to read lack of textbooks, time constraints and fear on the part of pupils.

This seems to be an overall problem that needs to be resolved. This seems to be an overall problem that needs to be resolved if active learning is be promoted and effective in teaching English reading comprehension.

Question 15. Briefly describe the performances of your pupils in reading English comprehension.

Responses:

Boss1: *'It is average general performance is average'.*

Boss2: *'Some do not perform well whereas some can read fluently'.*

Boss3: *'Emm well in my school thank God is just only few that cannot read but there are no perfection in reading but almost other can identify and read'.*

Boss4: *'Their performance are so encouraging because some of them are ready to learn, while some are not and few of them are not ready'.*

Boss5: *'The performance of my pupils concerning reading comprehension is above em average'.*

Boss6: *'In English reading comprehension, I can see that pupils like it. They are enjoying it; they are able to answer questions very well. Their performance is good'.*

The responses of the participants indicate that pupils' performance in reading English comprehension is average. This shows that, both teachers and pupils need support from other stakeholders in order to improve their reading culture, in particular, English comprehension.

Question 16. How many periods do you have per week and how long are the periods for reading English comprehension?

Responses:

Boss1: *'Thirty-five minutes. Do you think this period is sufficient? Eh well is sufficient'.*

Boss2: *'Thirty-five minutes'.*

Boss3: *'We are having two periods per week and forty-five, forty-five minutes per period'.*

Boss4: *‘ Umh we can say there is no specific time for reading culture because we are using thirty five minutes to teach them emm reading culture reading strategies’.*

Boss5: *‘ Is only thirty minutes for reading’.*

Boss6: *‘Thirty-five minutes’.*

Apart from **Boss3** and **Boss4** who responded that forty-five minutes were allocated for reading, other participants responded that only thirty-five minutes were allocated for reading on the timetable. There is no uniformity in these schools and this affect the learning and teaching. Neither forty-five nor thirty-five minutes is even enough for teaching reading comprehension. The time is too short to cover any reasonable topic as teachers have treat questions and some grammatical aspects of reading such as synonyms, antonyms and parts of speech.

Question 17. How do you assist the remedial learners in reading English comprehension?

Responses:

Boss1: *‘Eh to read this emm comprehension passage we know the we normally teach them difficult words for them in the passage so we first list out the the words that know that are difficult for them. Then we write the meaning, then we ask them first use them in simple and correct sentence. Then we do move around the pupils to correct where necessary. Then the pupils best sentences are written or the chalkboard to form the summary’.*

Boss2: *‘I always write the difficult words on the chalkboard tell them meaning and help them to pronounce them well’.*

Boss3: *‘Well what I think we can do to assist reading comprehension is for us teachers to em to put more effort in teaching these children so that they will be able to read to understand’.*

Boss4: *‘By organising some remedial classes for them after the school hour’.*

Boss5: *‘The way I assist them I assist the remedial learners in reading comprehension is that during the break time em I create time for them out of no time to to sit down together with those who cannot read so that they will be able to read the comprehension passage’.*

Boss6: *‘We organise extra lessons for them’.*

The participants commented that they teach difficult words, organise extra lessons and create additional time to assist the remedial learners. This shows that, teachers realise the importance of mastering reading and this would assist them to understand other subjects and be able to pass their lower class and proceed to the next one. Below, are the interviews and responses for the learners in a form of Focus Group.

4.4.3 Interview Transcriptions and Responses for the Learners (Focus Group: FG 1-6).

The interview transcriptions and responses of the learners would be presented and analysed below in the form of Focus Group **(FG 1-6)**. The researcher interviewed six groups in total whereby, one group was interviewed from each school. Fifteen relevant questions that were used during the interviews would be presented below. Beside the interviews, the data was also collected from ten questions taken from the comprehension read by the learners during the focus group because the focus of the research is to assess active learning strategies used by teachers during reading English comprehension lessons. In view of this, the researcher asked each group to read a comprehension passage titled *‘The Uyo Landslide’* (see **Appendix H**) from the English language textbook used by the learners.

4.4.3.1 Questions from the Comprehension and Responses.

Reading passage titled: '*The Uyo Landslide*'.

Question 1. What is the name of Akwa Ibom State capital?

Responses:

FG1: '*uyo is the name of Akwa Ibim State capital.*'

FG2: '*Akwa Ibom State has of the worst landslide.*'

FG3: '*uyo the capital of Akwa Ibom State.*'

FG4: '*Uyo is the name of Akwa Ibom state capital.*'

FG5: '*Uyo was the name of the Akwa Ibom State.*'

FG6: '*the Akwa Ibom state is uyo.*'

Question 2. What is a landslide?

Responses:

FG1: '*has one of the worst landslide.*'

FG2: '*Landslide site in Nigeria.*'

FG3: '*landslide means falling bush.*'

FG4: '*a landslide is a gorge it has caused should be as large as two storey-building put together.*'

FG5: *'landslide means site in Nigeria.'*

FG6: *'landslide site in Nigeria.'*

Question 3. How does the landslide site look like?

Responses:

FG1: *'the landslide site look like the foot print of a monster.'*

FG2: *'the landslide look the foot print of a monster.'*

FG3: *'the place looks like foot print of a monster.'*

FG4: *'the site look like foot print of a monster.'*

FG5: *'The landslide site look like the foot print of a monster.'*

FG6: *'The landslide look like foot print.'*

Question 4. How deep is the gorge?

Responses:

FG1: *'The gorge is more than fifty metress deep.'*

FG2: *'the deep gorge is more than fifty meters deep with steep slopes.'*

FG3: *'The gorge is more than fifty metres deep with steep slope.'*

FG4: *'the gorge is more than fifty meters deep.'*

FG5: *'The gorge is more than fifty metres deep.'*

FG6: *'The gorge is more than fifty metres deep.'*

Question 5. Why do you think that the roots try to secure some hold on the ground?

Responses:

FG1: *'the root try to secure some hold on the ground that is giving way.'*

FG2: *'because at the edges of the slope are many tiny root trying to secure some hold on the ground that is giving way.'*

FG3: *'because it trying to secure some hold on the ground that is giving way.'*

FG4: *'because all the plants that have reached the bottom, are already growing luxuriantly.'*

FG5: *'The root try to secure some hold on the ground that is giving way.'*

FG6: *'because many roots is trying to secure some hold on the ground.'*

Question 6. Why are the plants at the bottom of the pit growing luxuriantly?

Responses:

FG1: *'the plant at the bottom of the pit growing luxuriantly.'*

FG2: *'All the plant that have reached the bottom are already growing luxuriantly while.'*

FG3: *'because all the plants that have reached the bottom are already growing luxuriantly.'*

FG4: *'because many roots trying to secure some hold on the ground that is giving way.'*

FG5: *'because all the plants that have reached the bottom are already growing luxuriantly.'*

FG6: *'because all the plants have reached the bottom.'*

Question 7. How are the tiny plants doing?

Responses:

FG1: *'the tiny plant which are struggling for survival.'*

FG2: *'the tiny plants are struggling for survival.'*

FG3: *'The tiny plants which are struggling for survival.'*

FG4: *'they are struggling for survival.'*

FG5: *'The tiny plants are struggling for survival.'*

FG6: *'the tiny plants are struggling for survival.'*

Question 8. What is enjoying the existence of the landslide?

Responses:

FG1: *'The erosion in the zone seems to be enjoying the existence of the.'*

FG2: *'the erosion in the zone seems to be enjoying the existence of the landslide.'*

FG3: *'The erosion in the zone seems to be enjoying the existence of the landslide.'*

FG4: *'The erosion in the zone is enjoying the existence of the landslide.'*

FG5: *'because the erosion in the zone seems to be enjoying the existence of the landslide.'*

FG6: *'the erosion in the zone seems to be enjoying.'*

Question 9. Name two places that are threatened by the landslide.

Responses:

FG1: *'the two places that are threatened by the landslide are uyo town.'*

FG2: *'is threatening the very existence of State House and the University of uyo campus.'*

FG3: *'The are state house and the University of uyo campus.'*

FG4: *'the two places are the state house and the University of uyo campus.'*

FG5: *'uyo town, university of uyo campus.'*

FG6: *'the place are the state house and the University of uyo.'*

Question 10. Why is the writer worried about the landslide?

Responses:

FG1: *'the writer worried about the landslide showing concern.'*

FG2: *'the landslide is still eating up the land of and the government is not showing concern.'*

FG3: *'because the landslide is still eating up the land of uyo and the government is not showing concern.'*

FG4: *'because the landslide is still eating up the land of uyo and the government is not showing concern.'*

FG5: *'because the landslide is still eating up the land of uyo and the government is not showing concern.'*

FG6: *'the writer is worried because the land slide site in Nigeria.'*

From the responses of the FG1-6, it is clear that the participants have poor knowledge of the passage read and answered. Questions responded to correctly were direct questions whose answers were readily available in the passage. For examples, responses to questions one, three, four, seven, eight, nine and ten, which are direct questions, were average but responses to questions two, five and six were generally poor because these questions are logical/indirect questions that required reasoning.

Despite the fact that the groups were able to respond to some questions averagely, the responses were characterised by mindless lifting of sentences from the given passage. In addition, incomplete sentences were used as responses to most questions. For examples, while responding to question ten, which says: Why is the writer worried about the landslide? These two groups responded as follows:

FG4: *'because the landslide is still eating up the land of uyo and the government is not showing concern.'*

FG5: *'because the landslide is still eating up the land of uyo and the government is not showing concern.'*

These incomplete sentences should not be used in responses to questions because they do not make complete sense. In addition to the above, grammatical blunders were even committed by participants in their responses.

In their responses to question three which says: How does the landslide site look like? The following FG responded as follows:

FG1: *'the landslide site look **(for looks)** like the foot print of a monster.'*

FG2: *'the landslide look **(for looks)** the foot print of a monster.'*

FG5: *'The landslide site look **(for looks)** like the foot print of a monster.'*

To add insult to the injury, small letters were used to begin sentences and some phonemes were wrongly pronounced. Examples of such phonemes are /t/ for /θ/ /p/ for /ʌ/ and /d/ for /dʒ/. All these are clear indications of poor knowledge of the passage. All these are omens of poor knowledge of the text that resulted to lack of reading English comprehension.

4.4.3.2 General questions from the learners' interviews in the form of Focus Group and Responses.

Question 1. What class are you?

Responses:

FG1: '*Primary VI*'.

FG2: '*Primary VI*'.

FG3: '*Primary VI*'.

FG4: '*Primary VI*'.

FG5: '*Primary VI*'.

FG6: '*Primary VI*'.

Members of the groups are all in Primary VI, which is the basic educational requirement in Nigeria as recommended by the National Policy on Education.

Question 2. Can you read in English?

Responses:

FG1: '*We can read*'.

FG2: '*Yes sir*'.

FG3: 'Yes'.

FG4: 'Yes, *We can read*'.

FG5: 'Yes'.

FG6: 'Yes'.

From the response of each group, it showed that all the group members could read in English. From observation, reading was above the average. This is good characteristic of learners of their age.

Question 3. How many periods do you have per week for English lessons, and how long does a period last?

Responses:

FG1: *'two periods and thirty-five to forty minutes'*.

FG2: *'not sure'*.

FG3: *'We do not know'*.

FG4: *'We have enough time'*.

FG5: 'Two periods, and not sure how long'.

FG6: *'We real do not know'*.

Responses showed that a large number is not sure about the periods and time allocated per period. This is not good as the pupils should be conversant about all their subjects. The period even indicated by **FG1** is not reasonable for effective teaching and learning of a fairly long comprehension passage.

Question 4. What types of English reading materials do you use during reading class?

Responses:

FG1: *'Literatures e.g. drama titled "Destiny or Fates"? The Over Pampered Child'.*

FG2: *'We use our English and Yoruba reading books, Mastering English and Common Entrance'.*

FG3: *'Magazines, dictionary Yoruba, newspapers'.*

FG4: *'Mastering English Learning English'.*

FG5: *'English Dictionaries, magazines and newspapers'.*

FG6: *'Learning English guides'.*

The comments of the groups above gave a list of reading materials used in the class except for the textbooks. This really shows that the teachers do improvise some relevant teaching materials to enhance English reading and to develop the pupils' interest towards reading. The unanimous responses showed that the English reading textbooks have diagrams and pictures. These help the pupils to get the meaning of the passage better and develop the interest in reading as picture books concretise learning.

Question 5. Are the materials relevant to reading comprehension?

Responses:

FG1: 'Yes'.

FG2: 'Yes'.

FG3: 'Yes'.

FG4: '*No they do not*'.

FG5: '*yes they do*'.

FG6: '*Yes but not all of them*'.

With the exception of **FG4 and FG5**, all other groups responded that they are relevant. This shows that the teachers are trying to meet the demand of learners which will enhance and promote reading culture in schools because they develop more interest in reading interesting and relevant reading materials.

Question 6. How often do you read English books in the class?

Responses:

FG1: '*every day during English lessons*'.

FG2: '*more often*'.

FG3: '*Sometimes*'.

FG4: *'Occasionally'*.

FG5: *'every day during English lessons'*.

FG6: *'more often'*.

The responses showed that pupils use textbooks more often although few highlighted that they use them occasionally and sometimes. This makes reading difficult for those who do not read them regularly, as they will not be competent in English.

Question 7. What approaches and strategies do your teachers use during reading comprehension? Please mention them.

Responses:

FG1: *'We are given a chance to identify difficult words and the teacher would write them on the board and explains to the classes.'*

FG2: *'Identification of difficult words and giving the dictation'*.

FG3: *'Pronunciation of words'*.

FG4: *'She uses paly method and laughing method'*.

FG5: *'Explanation of difficult words'*.

FG6: *'Pronunciation of words before she could allowed us to read aloud for the classes.'*

From the responses above, teachers use pronunciation of difficult words, teaching of difficult words, playful activities, and explanations as teaching strategies during reading comprehension. This approach is very good as pupils feel free to attempt to read with no fear. These approaches engage learners actively in the learning process.

Question 8. Do you like your teachers' approaches during English reading class? Explain your answer.

Responses:

FG1: *'Yes because we are given a chance to read by ourselves'.*

FG2: *'Yes, they do'.*

FG3: *'Sometimes'.*

FG4: *'Yes as our teacher explain difficult words'.*

FG5: *'Yes because we feel free to read'.*

FG6: *'Yes'.*

All the groups responded that they like the approaches used by the teachers as they explain difficult words when teaching stories before the questions asked. This help them to understand the message and be able to answer the questions ask. This showed that majority of teacher do their work properly as they try to assist their pupils in order to be able to comprehend.

Question 9. How useful and effective are they in improving your English reading skills?

Responses:

FG1: *'they are helpful because we do understand the reading'.*

FG2: *'effective'.*

FG3: *'very effective because we end up getting the answers right '.*

FG4: *'not that useful as we do not get all the answers correct'.*

FG5: *'Only if the teacher explains the story after reading and guides us how to answer the questions'.*

FG6: *'Yes, but not all the questions'.*

Responses showed that the group members could read and answer questions through the teachers' guidance. As the groups unanimously responded yes, the researcher observed that the knowledge was just average when comprehension questions were asked.

Question 10. What type of tasks and activities do you do in class during English comprehension?

Responses:

FG1: *'Listening attentively, individual reading, answer question, corrections and exercise'.*

FG2: *'She calls us to read aloud, summarizes in English and Yoruba and ask anybody who does not understand to indicate and then explain'.*

FG3: *'Listen to the story and then role play in groups'.*

FG4: *'He always group/pairs us and ask us to read a passage first, discuss and share with the rest of the class'.*

FG5: *'The teacher reads and asks individual to read for other members of the class and then gives us a chance to share anything we had from the passage'.*

FG6: *'We use our English and Yoruba reading books Mastering English and Common Entrance'.*

Above responses enumerated class activities such as listening, grouping and pairs, role-play and answering questioning and oral reading as class activities. These activities promote learning and engage learners in the learning situation by making them active and not passive recipients of information/knowledge.

Question 11. Do your teachers explain to you when reading stories in the class?

Responses:

FG1: 'Yes'.

FG2: 'Yes, *they do*'.

FG3: 'Sometimes'.

FG4: 'Yes'.

FG5: 'Yes'.

FG6: 'Yes'.

All the groups responded that the teachers explain when teaching stories before the questions asked except for FG3 who indicated that, the teacher do explain to them sometimes. This showed that majority of teacher do their work properly as they try to assist their pupils in order to be able to comprehend which will make them perform better in reading comprehension passages.

Question 12. Where do your teachers stay in the class? (a) In the front. (b) At the back. (c) Moving around (d) Sitting down.

Responses:

FG1: 'Front'.

FG2: 'In the front'.

FG3: *'In the front'.*

FG4: *'In the front'.*

FG5: *'In the front'.*

FG6: *'In the front'.*

All groups unanimously responded that teachers stay in front of the class when reading. The teachers position is highly recommended as all the pupils should be able to see their facial expression when reading and tone they used because that helps them to understand what is been read.

Question 13. How do you assess the classroom atmosphere during English reading comprehension?

Responses:

FG1: *'Very interesting'.*

FG2: *'Conducive'.*

FG3: *'Very nice as the teacher makes us feel comfortable because she normally reads the passage first, explain and then ask the questions'.*

FG4: *'Very interesting as we are also given a chance to read aloud one by one, I really like it that way'.*

FG5: *'Very scary as the teacher forces us to read aloud and some of the pupils laugh at us when we cannot pronounce English words properly'.*

FG6: *'Not interesting to read in English as we do not know it'.*

The responses indicated that the class atmosphere is conducive for those who could read English words properly, and scary for those who cannot read as some of the pupils laugh at them. This situation is bad for those who cannot read and it might make the pupils to lose interest forever if the teacher does not protect them from other pupils.

Question 14. What are your initial difficulties and fears about English as your First Additional Language?

Responses:

FG1: *'Difficult words to pronounce'.*

FG2: *'Some members of our class cannot speak and understand English'.*

FG3: *'No problem'.*

FG4: *'Vowel sounds, adjectives positive, comparative and superlative nearest in meaning consonant sounds, word and opposite'.*

FG5: *'Difficult words and being laughed by other pupils when mispronounce words'.*

FG6: *'Tense, difficult words'.*

The difficulties encountered by pupils include difficult words, inability to speak English, and pronunciation of some phonemes. These problems are associated with second leaning situation as a result of linguistic interference which hinders learning when the features of L1 and L2 are different.

Question 15. Do you find your teachers friendly and supportive or unfriendly and discouraging during English class? Explain your answer.

Responses:

FG1: *'Friendly'.*

FG 2: *'Friendly and supportive'.*

FG3: *'Very supportive, we all love her because she reads first and then explain before answering the questions'.*

FG4: *'Friendly we like the way he teaches us'.*

FG5: *'Friendly'.*

FG6: *'Friendly'.*

Responses of the groups showed that teachers are friendly and accommodating. This means that teachers are trying to create a conducive environment for the learners in order to feel free to read and participate during reading English comprehension. This will to a great extent assist learners during reading comprehension lessons.

4.5 Extracts from Documents

The following pieces of information were got from the documents examined.

4.5.1 Lesson Notes

Thirty-five minute were earmarked for teaching reading.

Learn English was in note to be used for the class.

Reading is taught once in a week because of other aspects of English, which must be taught.

The comments of the head teachers indicated that the lesson note was well prepared such comments include *well prepared*.

4.5.2 Syllabus

Thirty-five minutes were earmarked for teaching reading.

English is a compulsory subject and reading is an aspect of English.

Playful activities are to be used to teach reading.

English is to be used as the medium of instruction.

4.5.3 Curriculum

The curriculum specified that English shall be a compulsory subject and that reading is a compulsory aspect of English.

Number of minutes allocated for reading/ English is thirty-five minutes.

4.5.4 Note Books

Responses of pupils to comprehension questions and marks allocated to answer questions were extracted. 7/10, 3/5 and 14/20 were seen in pupils' notes.

4.5.5 National Policy on Education

English is a compulsory subject.

Literacy, that is, reading and writing is a basic objective.

NCE is the minimum qualification to teach at the primary school.

Teacher-students ratio shall be 1:35.

Specialist teachers shall be recommended to teach English.

4.5.6 Teachers' Nominal Roll

NCE minimum qualification for teachers was indicated which the teachers possess but not all are qualified to teach English.

4.5.7 Textbooks

The textbooks were suitable for the pupils with interesting story that reflects environment of the pupils. Words used in the passage were not difficult.

The extracts from the above documents indicate that the minimum qualification for Primary VI teachers is NCE, which they all possess but only few teachers qualified to teach English and reading comprehension. This indicates that non-specialists are made to teach English in primary schools. In addition, the documents indicate that English and reading are compulsory but reading is not a separate subject but subsumed under English and taught once in a week because of other aspects of English. Only thirty -five minutes allocated for English/reading and the mode of teaching should be learner-centred.

4.6 Researcher's Observations

During Data collection, the researcher took a tour around those six schools, in and out the classrooms to be familiar with the set up during teaching and learning and to check whether the environment is conducive too, particularly, infrastructures. The researcher therefore, identified some of the aspects that contributed to destructions at schools. The researcher found out that, two arms of Primary VI were merged together in a classroom increasing the population of the class.

The schools do not have libraries, insufficient textbooks, and overcrowded classes as the class that was supposed to accommodate twenty-five to thirty pupils was made to above sixty pupils. Insufficient desks and chairs, and this resulted to some of the learners sitting on the floor. Some of the building had blown off roofs caused by thunderstorm for years and nothing was done about that, **(see Appendix O)**. These are indices of nadir of reading situation in schools, which should not be tolerated.

4.7 Summary

This chapter presented data collected from the participants and the analyses. It started with the descriptions and characteristics of the participants where the academic qualification and experiences of the participants were extensively discussed and went further to discuss unforeseen circumstances. The chapter later explicitly presented and analysed data collected as concisely highlighted below. The chapter first presented the interview transcriptions of the participants and the analyses followed by the extract from documents and the analyses. The documents include lesson notes, syllabus, curriculum, notebook, NPE, teachers' nominal roll and textbooks. Observations made on fields were presented and their analyses. The last data presented were the focus group interview and their analyses.

It is evident that not all the schools have library facilities to improve the culture of reading. This impact negatively in their reading as they do not have enough reading materials. Overcrowded classrooms, lack of textbooks and distractive interference are perennial problems that hinder reading. Teachers tried to use stimulating learning strategies in teaching English reading comprehension but that is not assisting the learners as most of them are not specializing in English and they still teach English without a proper skill and knowledge, hence there is still a problem where English reading comprehension is concerned as they do not know the relevant strategies to use during English lessons. Thus, this could be overcome by the government's intervention to appoint sufficient qualified teachers, increases more periods for English lessons, provision of sufficient English textbooks, and introduces the use of English Dictionary and make them available to the learners. The governments should further

organise seminars and workshops for teachers to develop skills and knowledge towards teaching English reading comprehension. The following chapter would discuss the findings in details.

CHAPTER FIVE

FINDINGS AND DISCUSSIONS

5.1 Introduction

The previous chapter, chapter four, presented and analysed raw data based on the constructions of the participants. The research examined Active Learning Strategies used by teachers during English reading comprehension lessons in six selected primary schools in Nigeria. In carrying out the research, the main research question and sub-research questions of the study presented in chapter, one guided the researcher during data collection. In this view, the researcher was able to address all research questions and was able to present the exact information related to the study in order to address the main problem in this research. In this chapter, the researcher will present a clear discussion emanated from all the participants' responses. Thus, this chapter will discuss different aspects below through a clear description to reinforce the researcher's perspectives one after the other.

5.2 Interpretivism

The researcher was guided by the research paradigm, interpretivism, in analysing and interpreting the data collected from the participants and other sources of data collected for this research. Interpretivism is of the opinion that events should be interpreted based on the event and that there are multiple interpretations of events (Cohen, Manion and Morrison, 2011). Consequent upon this, events were analysed based on the information provided and were devoid of external influence, that is the researcher's view. Multiple sources of data was used which provided rich data for the themes derived from the data collected. The sources of data were interviews, documents, observations, and focus groups. These were used to get rich data and the data analysed was used to construct meanings according to the worldviews of the participants.

5.3 Constructivism

The guiding theoretical framework of the research is Constructivism, which emphasises active construction of knowledge and meanings. Trant (2013) opines that meaningful knowledge is created through active interaction with the environment. In view of this, the researcher was able to construct themes based on the researcher's active interaction and participants on the field while collecting data from the participants by using different data collection methods that are highlighted above.

5.4 Data Triangulation

This is an aspect of credibility/trustworthiness used in this research. It is the simultaneous but separate collection of data using two or more data sources to authenticate data collected on the field (Punch, 2009 and Tabler, 2013). In the study, data collected with the use of one data collecting instrument was used to confirm the data collected with another instrument. In the light of this, interview data was used to corroborate data from other sources such as documents and so forth. The thematic analyses below would shed more light on this.

5.5 Themes Derived from the Data Collected

Using the research paradigm and theoretical as guides, the study derived seven themes and nineteen sub-themes which, will be discussed below.

5.5.1 Concise Themes and Sub-Themes

Knowledge of Active Learning

- Definition of active learning.
- Use of active learning strategies.
- Training received by teachers in active learning pedagogy.

Problems of Active Learning

- Lack of time.
- Non availability/use of instructional materials.
- Lack of qualified teachers.
- Lack of libraries.
- Over population.

Personality of Teachers

- Nature/ techniques of teachers.
- Demotivation of teachers.

Quality of Pupils

- Pupils' attitude.
- Pupils' performance.

Provision of Materials

- Provision of Textbooks.
- Provision of instructional materials.

Status of Reading

- Status of reading in the curriculum.
- Status of reading on the time-table.

Contribution to Reading

- Parental contribution to reading (provision of materials and involvement in reading).
- Government contribution to reading.

5.5.2 Knowledge of Active Learning

From the responses of the participants, one could deduce that the participants understood the concept of active learning strategies as the responses from the teachers (**Bosses**), the head teachers (**HTS**) and administrators (**members**) were clear and content towards active learning. The sub-themes with quotations would be discussed below are clear indications that the participants have a good knowledge of Active Learning.

5.5.2.1 Definition of Active Learning

All the participants were able to give good definitions of active learning. For examples, in response to the interview question which says: Briefly explain what is meant by active learning strategies, **Boss1** and **Boss5** responded as follows.

Boss1: *‘Emm active learning strategies are the various methods in which you use to teach the pupils in an active way so that the lesson will be interesting and is em pupils’ teacher centred’.*

Boss5: *‘Active learning strategies mean where teachers and pupils and have interactive together during the lesson’.* (see 4.4.2 question 2 for details).

Discussion

The above quotations from the participants are clear indications of a good understanding of active learning strategies. From the quotations, a clear definition of active learning that can be deduced is that active learning is the pupil-centred participatory interactive learning strategies that facilitate learning. This aggregate supports the views of Myers, Barrick and Mohamed (2012) and Griffith (2015) which say active learning strategies are learner centred that encourage and engage learners in active participation in the learning process. Active learning involves collaboration between the teacher and the learners who are not passive recipient of knowledge but active participants in the learning process with given opportunities in discussion and other learning activities (Myers, Barrick and Mohamed, 2012; Mangram, Haddix, Ochanji and Masingila, (2015).

In this study, active learning strategies are learning activities that stimulate learners in the learning situation and bring about teacher-students relationship and collaborative learning. Interesting activities are used and teachers are mere facilitators in the learning process. Active learning jettisoned autocratic teaching in the classroom, allows the voice of learners and mentally engages learners in the learning process in a relaxed atmosphere.

5.5.2.2 Use of Active Learning

The participants gave good examples of Active Learning (AL) in their responses to interview questions, which says: What learning strategies do they use in the class? The participants responded that teachers used active learning strategies such as questioning, phonics, and illustration. Though **HT3** said ‘No.’ However, other participants’ responses confirm this claim. For example, **HT1** responded *‘They use phonic method, activity method...’* (see 4.4.1 question 3 for details).

In addition to this, in responding to the interview question, which says: Do you use active learning strategies in teaching English reading comprehension? If yes, name some and how? All the participants claimed that they use active learning strategies during English reading comprehension although the learners seem to struggle. For example, **Boss4** responded that *'Exactly sir. Yes, sir, I can mention teachers' pupil centred method by asking pupils some questions before reading. That is, pre reading method.'* (see 4.4.2 questions 3 for details).

In the focus group interview, the six groups: **FG1, FG2, FG3, FG4, FG5** and **FG6**, the participants unanimously said their teachers *always* stand in front when teaching comprehension. This was a response from a focus group on the question, which wanted to know the teacher position in the class during reading lessons. This strategic position allows all learners to see the activities and hear the instructions clearly as everyone would be able to see the teacher in the class. This also made the learners participate freely because they have understood the instructions and the message conveyed from the reading.

Discussion

The implication of this deduction made from this is that teachers use active learning strategies in teaching English reading comprehension. The claim that teachers use active learning strategies is true because of the definition is given and the examples. This shows that teachers have imbibed the culture of active engagement of their pupils in the learning process. This contradicts the view of Eisom (2010) which says most teachers still prefer traditional methods, which are dictatorial. These traditional methods are unlike active learning strategies, which gives room for constructive engagement. Active learning involves giving opportunities to be engaged in doing things in the class with the use of reflection and interpretation of ideas (Myers, Barrick and Mohamed, 2012).

This study believes that the use of active learning strategies will give room for collaboration between teachers and learner in the learning process as this will allow learners to be engaged and interact with the teachers during reading. This implies that learners are part of decision making in the learning process and not at the mercies of autocratic teachers who make learners passive recipients of information. In this regards, teachers managed to apply inclusivity and diversity in the class as all the learners were given a chance to participate. This situation promotes learners' interest in reading comprehension in English, which increased reading culture in the classroom. With this one of the principles of active learning, that is, contributory participation, as highlighted in this study (Chapter Two), is entrenched (Griffith, 2015).

5.5.2.3 Training Received in Active Learning (AL)

The findings showed that the teachers do not get enough training and support on active learning to enhance their teaching capability in the class. This is supported by their responses to the interview question, which says: (a) Do/have teachers attend(ed) seminars/workshop on active learning strategies? If yes or no, please give a brief comment. (b) How often? The following participants responded as follows.

HT2: *'Ah though they then in his local government they have emm some seminars but they this seminar does not go round the teachers so I do not think they primary six teachers partake in the seminar'.*

HT3: *'They use to afford seminars but not in active learning strategies they have seen attending seminar but not on the emmm not on active learning strategies alone.'*

Member1: *'Yes but they do it about three year ago'.*

(see 4.4.1 question 5 for details).

Confirming lack/irregular of training, the following responses emerged from teachers **(Bosses)**.

Boss1: *'Yes sir. The with eh from the federal government through the SUBEB. Just once one yes for the part twenty-eight years just once year 2017 this year at eeh Ondo at St Mary St Mary Primary School.'*

Boss2: *'Yes 2011. Once'.*

Boss5: *'yes. Once. That is phonics'*. (see 4.4.2.question 4 for details).

Discussion

The excerpts above substantiate the facts that teachers do not get training/regular training on active learning strategies as revealed by the quoted participants above. The quotations showed that not all teachers have attended seminars/workshops and some who attend would soon retire. This means that this category of teachers would not be able to use the knowledge acquired to teach in the class. The training got, as revealed by the participants, is on teaching English, not on active learning.

This implies that teachers are not well groomed in active learning pedagogy. There is no way one can put something on nothing. This is in tandem with the view of Demirci (2017) which says that active learning is not incorporated into the teacher training programme and as a result teachers do not have the knowledge of active learning strategies. The definitions and examples given are merely theoretical. This finding also supports the view of Ugwuoke (2013) which says active learning is bedeviled with lack of trained personnel due to shortage of fund.

In a programme where dearth trained personnel is a challenge, implementation will be difficult as it is with active learning as found out in this study. *'What you don't have you can't give'* so says the adage. This might constitute some difficulties for teachers in the use of active learning pedagogy in the class and probably this was the reason why **HT3** said, as a dissenting voice, that teachers do not use active learning (see 4.4.1 question 5 for details). This must have accounted for reason while government organised *Jolly Phonics* workshops for teachers in 2014(Eshiet, 2015).

5.5.3 Problems of AL in Reading

Active learning, like any other educational concepts, is not without its attendants problems. The participants mentioned the problems associated with active learning (AL). They are hereby discussed under four sub-themes in this study.

5.5.3.1 Lack of Time

The findings revealed that the time allocation and periods are not enough as there a lot to do in the class in order to keep the learning and teaching active. This is a perennial problem confronting active learning in English reading comprehension. This issue is strengthen by the response from the participants on the interview question on how many periods do they have per week and how long are the periods for English reading comprehension?

Boos5: *'It is only thirty-five minutes for reading'*. (see 4.4.2 question 16 for details).

Responded to the question, which says: What are the challenges you encounter in the course of using active learning strategies during English reading competition? These participants **Boss6** said, *'In the using of active learning strategies, teachers find it difficult because it take a lot of time for pupils to read it takes a lot of time'*. In addition, as recorded in the lesson note, reading is taught once a week.

Discussion

From the responses, one would have no doubts in one's mind that shortage of time is a factor against active learning in English reading comprehension. Reading is a function of interrelated activities the following among others.

- the cognitive process which allows readers to perceive information, give meanings and retain the information;

- socialisation process which brings the reader and the writer together in sharing information; and the interactive process which allows the reader to mingle with the information provided (Dendam, 2011). For these steps involved in this process to be taken and internalised in the reading process, enough time is needed because reading goes beyond mere pronunciation of words.

Therefore, enough time is needed. Even in the class both in oral and silent reading, enough time must be given for learners to read, answer questions and do corrections. As found out in this study as confirm by the participants, enough time is not allocated to reading and other activities involved. This finding confirms the view of Eisom (2010) who opines that shortage of time is a factor against active learning. In a situation where learners are constraint by time in the learning process, there would be no freedom and much cannot be achieved hence, lack of understanding that would resulted to failing to comprehend. Hence, lack of understanding that will result to failure to comprehend comprehension passages.

5.5.3.2 Non-Availability/Non Use of Instructional Materials

From the data collected, one could deduce that instructional materials are neither available nor used in teaching English reading comprehension in the schools. However, these two participants responded to the interview question, which checked whether teachers use instructional materials during reading comprehension lesson.

HT1: *‘Yes flash cards, charts, pictures and other available materials they could afford to lay their hands on’.*

HT2: *‘Yes sir. Yes, they are using flash cards and emm the pictures...’*

However, this participant made this comment.

HT4: *‘They do not use the they do not use the materials for them. They only use textbooks. No instructional materials. (see 4.4.1 question 7 for details).*

In addition, the following responses were from the interview question on the challenges teachers encounter in the course of using active learning strategies during English reading comprehension.

HT1: *'Eh eh materials hemm emm instructional materials. They don't have instructional materials...'*

HT2: *'As earlier said that em lack of materials...'* (see 4.4.1 question 10 for details).

Discussion

The findings revealed that teachers in the schools neither have nor use instructional materials. The use of instructional materials concretizes learning. These materials include picture books, flash cards, games and so forth that are used to enhance teaching and learning (Ogunbameru, 2016). Unfortunately, these essential materials were missing in the teaching learning process as found out in this study. Nzai and Reyna (2014) opine that ability to read is bedevilled by poor use of instructional materials. Ogunsiji and Olaleke (2012) also say in most schools, particularly in rural areas, lack instructional materials. The finding of this study concurs with the views of these scholars. In a situation where instructional materials are not used, as found out in this study, teachers and learners would be handicapped and learning and teaching would be passive and abstract compared to schools where instructional materials are abundantly available (Cruickshank, Jenkins and Metcalf, 2009). This affects active learning during English reading comprehension lesson because active learning is facilitated by good use of instructional materials. The finding of this study contradicts the provision of the National Policy on Education (2013) which recommends the use of instructional materials in the teaching learning process.

5.5.3.3 Lack of Qualified Teachers

The teacher is the personnel in learning and teaching process that facilitates teaching and learning through dissemination of information based on the knowledge acquired through formal training. In other words, the teacher should be well trained and qualified to teach the subject allocated in schools. From the findings of this study, teachers are not qualified to teach reading. From the summary of the participants (4.2.1 fig 1), it is evident that teachers who teach English reading comprehension in the selected schools are not qualified to teach reading.

However, all the primary VI teachers, that is, **Boss1, Boss2, Boss3, Boss4, Boss5 and Boss6**, possess the needed academic qualification to teach in primary schools, which is Nigeria Certificate in Education (NCE), as recommended by National Policy on Education (NPE, 2103), but they are not qualified to teach reading. The description below is an expository revelation of this claim.

Concise Description of Participants' Academic Qualifications and Areas of Specialisation

Participant	Qualification	Specialisation
Boss1	Grade II, NCE	Maths/Integrated Science
Boss2	NCE	English language/ Social Studies
Boss3	Grade II, NCE	Physical and Health Education
Boss4	NCE	Primary Education/English Language
Boss5	NCE	Physical and Health Education
Boss6	NCE	English language/ Social Studies

Boss1	Grade II, NCE	Maths/Integrated Science
Boss2	NCE	English language/ Social Studies
Boss3	Grade II, NCE	Physical and Health Education
Boss4	NCE	Primary Education/English Language
Boss5	NCE	Physical and Health Education
Boss6	NCE	English language/ Social Studies

Discussion

From the description above, **Boss2, Boss4 and Boss6** are the teachers who are partially qualified to teach English reading comprehension because they combine English with other teaching subjects in their areas of specialisation while **Boss1, Boss2 and Boss3** are not qualified at all to teach reading comprehension.

This situation is appalling considering the status and importance of reading in the society. This implies that these teachers are not competent and qualified to teach reading because they do not have the relevant knowledge and skills needed. 'What you don't have you can't give' says the adage. This findings support the views of Ajayi (2103) and Ugwuoke (2013) who lament that most teachers employed to teach reading are non-specialists. In addition, this finding negated the provision of National Policy on Education (NPE, 2013), Sec 20, which, stipulates among others that specialists shall be employed to teach English (a subject that incorporates reading). This finding is similar to the view of Aduroja (2014) who lament that teachers with lower qualifications still teach in primary schools. The implication of this is that teachers who do not have knowledge of reading are made to teaching reading. What a pity? Hence, reading is committed to the hands of unqualified teachers in the schools under study. As a result, reading is not properly taught which affects the performances of learners. This accounts for the reason why NECO (2012) says failure in English reading comprehension was an indication that learners were not properly taught because there is no way non-specialists can handle areas they do not specialise on.

5.5.3.4 Lack of Library

The library is an indispensable factor in the reading culture of an individual and the society. Unfortunately, libraries are not available in the schools under study. All the participants highlighted that there are no libraries in their community to enhance reading. Below are examples of the participants' responses.

HT1: *'Not at all. No, library, reading corner no'.*

HT3: *'we don't, no'.*

HT4: *'We don't have library No. No'.* (see 4.4.1 question 13 for details)

From the observation made, none of the school has a library.

Discussion

Reading and active learning is associated with pedagogical learning activities, such as library assignment among others (Mangram, Haddix, Ochanji and Masingila, 2015). This view shows the importance of library in active learning. Invariably, where library is missing in the learning process active learning will not take place because the library is the structure that houses the books and other reading materials and provides conducive avenues for reading.

Without libraries, reading culture cannot be entrenched. In other words, libraries are very germane for reading to be deeply rooted in readers and the society without which reading culture will decline and that is why Anyanwu, Obichere and Assai-Onah (2012) and Olasehinde, Akanmode, Alaiyemola and Babatunde (2015) posit that dearth of libraries and the poor funding of existing ones are responsible for decline in reading culture. These opportunities are missing in the schools under examination in this study. This finding confirms the view of Ugwuoke (2013) which says active learning is confronted by poor quality of libraries. If libraries are not available in schools, the implication is that readers would not have any opportunity to borrow books to read. Reading culture would not be well entrenched and academic reading would be at its lowest ebb.

5.5.3.5 Over-Population

For active learning to take place, the class population should be manageable. The situation is different in the schools under study. In the researcher's tour of schools, over-population was discovered to be a major hindrance to active learning pedagogy as a class that was designed to accommodate about thirty pupils was made to house over sixty pupils and two arms of primary six were merged together. In response to interview question, which says: What challenges do teachers encounter in the course of using active learning strategies during English reading comprehension? The following participants responded as follows:

Member2: *'No sufficient instructional materials and too many pupils in the class. During our own time, a class when we were in elementary school the highest number used to be thirty. They the teachers will be able to mark and give assignments and his eyes will capture the whole class but in a class where we have seventy-two, where we have sixty-five even they have supplementary register. How do you think that the teacher will be able to control the class talk less of marking their assignments'.*

DLGEA: *'Em they do confront some challenges because we have inadequate teachers teaching materials. The teachers are not adequate many of them have retired and there is no replacement for them'. (see 4.4.1 question 10 for details).*

Discussion

From the evidences above, one is left with no option than to believe that these classes are overcrowded as a class meant to house thirty pupils, housed over sixty pupils taught by one teacher. This leads to provision of supplementary register in classes. Consequently, teachers would not be able to cope with supervision and making as revealed by **Member2** as it would be difficulty to reach out each pupil in the class. The reason for this overcrowded was revealed by **DLGEA** who claimed that most teachers have retired and no replacement for them which invariably lead to merging of classes. This situation reduced learners to passive recipients of information, as there could be no active engagement of the pupils in the class (Mangram, Haddix, Ochanji and Masingila, 2015). This finding is contrary to the provision of the National Policy on Education (NPE, 2013) which recommends ratio 1:35.

That is, one teacher to thirty-five pupils in the class. In addition, the findings supported by Anashie, Ebuta and Adie (2014) who highlighted that overpopulation affects teaching and learning as teachers' would not be able to monitor individual pupils and identify learners who need special attention. This situation affects learners' performance as they become demotivated to participate in overcrowded class because no one would recognise the effort they are making. This further violate the learners' rights to education.

Likewise, teachers become victims too as they are expected to create a harmonious atmosphere and conducive environment during learning and teaching. Over population will only compel teachers to use traditional methods of teaching which will place learner as passive recipients of information in the learning process and obstruct to learning (Wessel, 2007).

5.5.4 Personality of Teachers

The personality of teachers refers to the intrinsic quality inherent in the teacher that affects his/her professional conduct in terms of lesson delivery in the class. The personality, which includes perseverance, emotional stability and enthusiasm, determines teachers' handling of topics in the class (Cruickshank, Jenkins and Metcalf, 2009). In this study, two sub-themes, nature/techniques of teachers and demotivation of teachers were derived.

5.5.4.1 Nature/Techniques of Teachers

Learning strategies used by teachers are instructional approaches used to impart knowledge or the teaching techniques employed by teacher to pass pieces of information across to pupils during the class. These strategies are hereby discussed under one broad category, teacher centred approaches.

Teacher centred strategies are techniques used by teachers that are traditional and oppressive make use of narration and abstraction (Esiom, 2010; Kung, Kung and Gardiner, 2013 and Nzai and Reyna, 2014). The data collected from the participants revealed that teachers have departed from the traditional methods and imbibed learner-centred approaches.

The participants claimed that teachers use learner-centred approaches when responding to the questions below:

- What learning strategies do they (teachers) use in the class when teaching comprehension? The participants claimed to be using the following among others *phonic method, activity method, group method, questioning method, illustration, language experience method and intensive* (4.4.1 questions 3 and 4, 4.4.2 question 1 for details).
- Name some learning strategies during English reading comprehension lessons. The participants claimed here that they use the following strategies among others, *narrative, participatory, activity based method, play away method learning difficult words and meaning* (4.4.1 question 4 for details). In addition, all members of **FG1-6** said their teachers were supportive during English reading comprehension lessons (see 4.4.3.2 question 15 for details).

Discussion

The claims of the participants as revealed in the above quotations are clear indications of accommodating nature of teachers and interesting learner-centred learning techniques used during English reading comprehension lessons. The claim/view of the focus groups members that teachers are supportive is reliable and solid because they are the direct beneficiaries of the reading instructions. This finding shows that the teachers are ready to use constructive engagement to teach and not dictatorial in their teaching approaches unlike traditional teachers who are always ready to force anything down the throats of the learners. In this environment, active learning is encouraged because there is room for dialogue. In a situation where the teacher opens his/her, arms to embrace learners' good relationship would be established and learning enhanced.

This implies that the teachers are no reservoirs of knowledge who welcome active participations of pupils. Highhandedness of teachers would definitely not give room for active participation of learners in the class, as opinions would not be welcomed. In this situation, a constructive classroom is realistic and learners are not passive recipients of knowledge. This finding confirms the view of Mangram, Haddix, Ochanji and Masingila (2015) who opine that in a constructive classroom, the teacher is a facilitator who guides learners with reasonable questions to construct meanings. However, the finding contradicts the view of Esiom (2010) which says most teachers use traditional methods such as rote learning and that students are subjected to dictatorial postures of teachers.

5.5.4.2 Demotivated Teachers

Motivation is very vital in the performance of any professional. In other words, for anybody to perform in any chosen career motivation is necessary. Motivation is done through rewards and incentives (Ganis, 2009). In the findings of this study, teachers are not motivated but demotivated. The revelations of the following participants prove that teachers are not encouraged in their profession. This is evidenced by their responses to the question about the challenges do they encounter in the course of using active learning strategies during English reading comprehension. Below are their responses to confirm their demotivation.

HT2: *'...sometimes the teachers use their own money buy books. Therefore, those things make the teacher emm discouraged.'* (see 4.4.1 question 10 for details).

In addition, the same participant, that is **HT2**, said in response to interview question on what can be done to overcome the problem of reading.

HT2: *'...the salary should be regular when salary is regular the teachers will be to teach with their mind.'* (see 4.4.1 question 14 for details).

Discussion

The revelations above are clear indications that teachers are facing financial challenges. They are being confronted with irregular payments of salaries and from these meagre and irregular salaries, they cater for their family needs and buy books, which is the sole responsibility of authorities concerned. This finding concurs with the view of Jimah and Unuigbokhai (2014) who lamented that in Nigeria teachers' salaries were not paid for months. Unpaid salaries would demotivate teachers as found out in this study. What could one do with an empty stomach? The situation is better imagined. Other factors that demotivate teachers are overcrowded classes (5.5.3.5.) and the nature of learners and so forth. Where there is overpopulation, there would be noise making as teachers may spend more time correcting stubborn students and others end up losing focus (Anashie, Ebute and Adie, 2014).

5.5.5 Quality of Pupils

Another major theme derived from the findings of this study is the quality of pupils. Quality of pupils refers to their academic standards, which could be tied down to two sub-themes in this study, namely, pupils' attitude and pupils' performances.

5.5.5.1 Pupils' Attitude

Pupils' attitude towards English reading comprehension refers to their behaviour towards reading comprehension. From the data collected, pupils have a negative attitude towards English reading comprehension. However, the following participants responded as follows to the interview question on pupils' attitude towards reading comprehension. **Boss 2** said, "*Pupils pay em attentively when they are reading they like it they attentive and listen.*" and **Boss3** said, '*...They really enjoy thee thee teaching mostly in the reading passage because they they use to gain morally...'* encouraging." However, during the interview with the following participants, the following revelations were made.

Boss1: *Uhn they don't normally like it because majority of them they cannot read fluently so when it comes to comprehension passage now some of them will be dodging. They will not want the teacher to call them to stand and read.* In addition, **Boss1**, **Boss3** and **Boss5** responded that pupils do other things during English reading comprehension lessons, they do not want teachers to call them out to read and some pupils cry when called to read (see 4.4.2 question 13 for details).

Discussion

The quotations are clear indications of learners' lackadaisical attitudes towards reading comprehension, which affects their performances. Attitudes of learners go a long way in determining the performance of learners in any academic exercise. Eisom (2010) confirm this by highlighting that teachers and learners' attitude are some of the challenges affecting active learning. The negative attitude of pupils as found out in this study, adversely affects their reading performance in English reading comprehension. This implies that reading culture of these learners is nothing to write home about. Olasehinde, Akanmode, Alaiyemola, and Babatunde (2015) concur to the above argument by indicating that reading habit among Nigerian learners is at its nadir and the Country is now being bereft of reading population. This finding corroborates the position of Mohd-Asraf and Abudullah (2016) who opine that when the attitude of the reader is negative, reading comprehension would be negatively affected. There is no way one could force an unwilling horse to drink water. The researcher found out that mostly the learners with difficulties in expressing himself or herself in English cause this behaviour. This resulted to a low self-esteem and lack of confidence, hence the negative attitude. The researcher observed this behaviour during focus group interviews as he/she observed all the responses from the learners.

5.5.5.2 Pupils' Performance

Mohd-Asraf and Abudullah (2016) comment that learners' attitude is a factor of his/her reading ability. From the data collected, pupils' performance in English reading comprehension is not encouraging. Responses of the following participants to interview question on the performances of pupils in English reading comprehension bear good testimonies to this claim.

Though, **HT4**, **Boss1**, **Boss4** and **Boss6** claimed that pupils perform very well in English reading comprehension, for example, **HT4** said, *'Pupils perform well in reading when they are ask to read in the class they perform. They respond'*. However, **HT1**, **HT2**, **HT6** and **DLGEA** described the performance of the pupils in English reading comprehension as woeful. In, fact **HT2** said, *'The performance is woeful is not good.'* (see 4.4.1 qestion11 and 4.4.2 question 15 for details).

In the **FG1-6** responses to English reading comprehension, question vowel /ʌ/ was pronounced as vowel /ɒ/, and consonant /θ/ was pronounced as /t/. Responses to questions indicated poor knowledge of the text because incomplete sentences were used as responses to questions. In addition, mindless lifting from the passage with even grammatical errors was notorious. For example, **FG4** said, *'because the landslide is still eating up the land of uyo and the government is not showing concern.'* The response here was done with an incomplete sentence, which is wrong.

Discussion

The quotations above coupled with the response to comprehension questions are clear indications that pupils are poor in English reading comprehension which is a compulsory aspect of English language. The response of the **DLGEA**, who is the custodian of all information about school, is very vital in this aspect. The response revealed that pupils are poor in reading comprehension. The mispronunciations of some phonemes, such as /ʌ/ as /f/ and /ʌ/ as /ɒ/ is a clear indication of linguistic interference that according to Olugbeko and Adepoju (2016) is using the knowledge acquired in the mother tongue to organise the second language (English).

This shows poor mastering of the elements of the language, which are the essentials ingredients. In this regard, this finding corroborates with Eshiet (2015) who opine that the standards of reading and writing in Nigeria have fallen. Report of the Chief Examiner (NECO, 2010) also shows that students are poor in reading comprehension and that students lift from passage without using their words to answer questions.

This position also supports the findings of this study as mindless lifting and poor responses to questions characterised **FG1-6** responses to comprehension questions. The response of **FG4** quoted apart from the fact that it is written in incomplete sentence has another blunder. 'uyo' a proper noun was commenced with a small letter. This woeful performance could be tied down to negative attitude of pupils towards reading comprehension because good attitude leads to good performance and negative attitude leads to excellent performance (Mohd-Asraf and Abudullah, 2016). All these are clear indications of poor performances in English reading comprehension because answers written in incomplete sentences and lifted directly from the passage would only fetch a learner poor mark. Poor attitude shows lack of interest and without interest in any subject, no achievement could be made.

5.5.6 Provision of Materials

Learning materials are very crucial during learning and teaching process. Thus, lack of teaching materials affect the whole lessons as the learners learn and understand better when referring to and manipulating relevant objects to the topic. Yeboa, Asante and Opoku-Asare (2016) concur with this argument whereby opine that learners learn better when resources are used in the learning process and the lesson becomes active. This theme (provision of materials) will hereby, in this study, discussed under two sub-themes. Namely: provision of textbooks and improvisation of instructional materials.

5.5.6.1 Provision of Textbooks

Textbooks are very important in the reading culture of the learners, as learners should master literacy in order to perform well, that is, reading and writing especially at the foundation phase. From findings of this study, government is the major supplier of textbooks. The responses of the following participants attest to this. In their responses to the interview question on the contributions of governments, parents individuals and philanthropic organisations to support reading (some items or facilities provided can be named), all the participants, **HT1-6 Member 1** and **2 DLGEA** and **Boss1-6** unanimously said government provide reading textbooks. Quotation of these three participants are good testimonies to this:

HT1: *'Emm government provided some textbooks for the pupils even though they are not sufficient for the pupils we still manage them. On other on core subjects they they provided the textbooks but the parents they are unable to buy textbook because they have to buy Yoruba textbooks for them. In a class of ehmm 25 or 30 scarcely can have three pupils having Yoruba reading book which means they cannot afford to buy it when the government has supplied them textbooks on all subjects. On textbooks on subjects other they refuse to buy them one'.*

HT3: *'The government of Nigeria is trying to provide reading textbook for the schools'.*

Boss6: *'Governments support reading in the sense that they provide textbooks for pupils like English textbooks, Maths, English Science, Social Studies. Therefore, for governments, they are proving reading materials. Their parents in this environment, I can say because of the environment because the Yoruba textbooks the government did not provide them if I tell them to buy they will refuse to buy it. They (private organisations) are not doing anything concerning teaching'. (see 4.4.1 question 6 and 4.4.2 question 4 for details).*

Discussion

There is no gainsaying the fact that governments (federal and state) are the sole providers of textbooks in primary schools while parents do not provide. This finding is in tandem with the provision of the National Policy on Education (2013), sec. 2 (16) J 1&2 which stipulates among others that governments should provide books for learners to encourage them. Those supplied by governments are not even adequate for the pupils. Another finding is that parents do not buy reading materials for their wards. This implies that parents have lackadaisical attitude towards the reading culture of their children. This view contradicts the opinion of Akinboboye and Adepoju (2016) which says parents provide English reading materials for their children.

This finding suggests that parents do not support reading as recommended by Raguenaud (2009). If parents do not provide reading materials for their wards, children might find it difficult to engage in private reading at home, because they would not be able to lay their hands on text supplied by government, which are not allowed to be taken home. The implication of this is that pupils would not be able to read and reading would only be done in schools and not at home.

5.5.6.2 Provision of Instructional Materials

As found out in the study, the major means of getting instructional materials for teaching is through improvisation by teachers because of failure on the part of governments. The responses of the following participants to the interview question on supplies of the instructional materials revealed clear-cut indications of this claim. The participants, such as **HT1**, **HT5**, **Member1**, **Boss1** and **Boss2** unanimously said teachers were the providers of instructional materials through improvisation. The excerpts below are good testimonies.

HT2: *'The teacher themselves, they buy them with their money at times they use to do the improvisation to teach the lessons by themselves'.*

Memeber2: *'The government does not supply enough so it is the parents who buy and at times some parent are so so poor to say so that they cannot buy so that the teachers will have to arrange them in groups'.*

DLGEA: *'In most cases, the government supply the teachers they make improvisation even the pupils they ask them to bring ee necessary instructional materials real objects to school for the teaching'.*

Boss2: *'Teacher. I improvise some and some with the textbook I use'.* (see 4.4.1 question 8 and 4.4.2 question 6 for details).

Discussion

Three sources of instructional materials from the revelations above are pupils, authorities, and teachers through improvisation. The government that supposed to provide materials needed failed to do that. This resulted to teachers looking for means of getting instructional materials, which include purchase, supply by pupils and majorly by improvisation. This finding negates the recommendation of the National Policy on Education (NPE, 2013) Sec. 2 J 1& 2, which says government shall provide books and instructional materials for reading. This would adversely affect teaching and learning in the class because the teachers would only make use of what they have even if they are insufficient or not relevant for the class.

The responses implied that teachers are the only ones who construct/improvise instructional materials according to their ability. In this findings, since the teachers are not experts in Educational Technology, they would only construct instructional materials they could have access to no matter whether they are suitable for a lesson or not.

This means that instructional materials might not be used during English reading comprehension lessons if teachers cannot provide. Nzai and Reyna (2014) says ability to read and vocabulary acquisition is bedevilled by poor use of instructional materials. This would affect the reading ability of learners and lead to poor performance because learning would be abstract.

5.5.7 Status of Reading

Status of reading in this study refers to the importance on the schools. It could be referred to as the standing, rank or position of reading. This issue was discussed under two sub-themes such as the status of reading in the curriculum and the status of reading on the timetable.

5.5.7.1 Status of Reading in the Curriculum

The participants revealed that reading is subsumed under English in the curriculum. This implies that reading is not a separate subject but an aspect of English in the curriculum design. The responses indicated that reading is not designed as a separate subject in the curriculum. Below are responses for the question on whether reading is included in the curriculum or it is tough as a separate subject.

Boss2: *'Is not separate subject is part of English'.*

Boss3: *'Is part of English. Everything under English studies'.*

Boss4: *'Is not designed as a separate subject. It is part of English'.*

Documents examined, that is, the curriculum and syllabus (See 4.5.2 and 4.5.3 for details) show that reading is an aspect of English. Other aspects include listening and speaking, grammatical accuracy, writing, and literature.

Discussion

The responses of the participants signalled that reading is not a separate subject in the curriculum but a fractional aspect of English. This means that reading is not emphasised in the curriculum. In addition, excerpts from documents examined, that is, the curriculum and the syllabus, confirm that reading is an aspect of English. From the foregoing, it is clear from the preparatory level of curriculum design, that reading is not given its rightful place in the comity of subjects. This finding is in line with the comment of Okebukola, Owolabi and Onafowokan (2013) who say that reading in the curriculum reading is neither taught nor recognised as a subject. This situation relegates reading to the background because reading is very crucial in the learning process. This does not make reading effective in the school system considering its importance. Consequently, reading is considered just as an item that is not recognised. The National Policy on Education (2013) emphasises literacy and if this is to be implemented, reading should be given its rightful place in the comity of subjects.

5.5.7.2 Status of Reading on the Timetable

From the findings, reading is not included on the timetable on its own. It appears as a sub-topic under English as a subject. This is borne out of the curriculum design because the timetable must take cognisance of the provision of the curriculum. To worsen the situation, the time allocated for reading on the timetable is grossly inadequate. Excerpts from documents examined, that is, the curriculum, lesson note and the syllabus, confirm that reading is an aspect of English and that only thirty-five minutes are allocated to reading.

Discussion

The responses above are clear indications that reading is not taught as a separate subject but a fractional aspect of English. This finding buttresses the claim of Okebukola, Owolabi and Onafowokan (2013) who comment that reading is not taught as a subject but subsumed under English. In addition, the time allocated for reading is grossly inadequate considering the importance of reading in the society.

This treatment is unfair, as it would not give much room for reading in schools, considering its hotness, according to Rasinki (2016). This would not allow learners to be properly taught, as the period is not adequate for teaching reading comprehension using active learning strategies because active learning requires more time. This confirms the view of Eisom (2010) which says active learning is confronted by shortage of time. This implies that English reading comprehension would only be taught once in a week as revealed by the documents (see 4.5.1 for details) because other areas of English, such as, listening and speaking, grammatical accuracy, writing and literature, and other subjects must be accommodated.

5.5.8 Contributions to Reading

For reading to be deeply rooted in the society, all hands must be on deck. To this end, two major contributors are identified from the data collected. They are hereby discussed under two sub-themes. These sub-themes are parental contributions to reading and governments' contributions to reading.

5.5.8.1 (a) Parental Contributions to Reading (Provision of Materials)

The role of parents in the upbringing of the child cannot be overemphasized. Parents are expected to be actively involved in the reading and provision of reading materials as well as counselling of their children (Cruickshank, Jenkins and Metcalf 2009; Akinboboye and Adepoju 2016 and Bojczk, Davis and Rana, 2016). The responses of participants would leave no one in doubts that parents have lackadaisical attitude towards the reading upbringing of their children.

In their responses to the interview question on the contributions of governments, parents, individuals and philanthropic organisations to support reading in English (some items or facilities provided could be mentioned), the responses from HM1, **HT**, **HT3**, **Boss1**, **Boss3**, **Boss**, **Boss5** and **Boss6** showed that parents do not buy English reading materials for their children so as government. The responses from **HT2** and **Boss1** below attest to this claim.

HT2: *'Thank you, sir, their parents nowadays they depend on the government and the government did a lot. They do whatever they can do but you than that nobody can satisfy a human being. Therefore, the parents supposed to buy reading books for the pupils but they refuse. The only available few copies in the school are used to teach them the reading comprehension and this book cannot go round them so that this reading comprehension is a bit difficult for the teachers to do'.* (see 4.4.1 question 6 for details).

Boss1: *'Yes, emm, governments they are trying by providing textbooks and eh some minor teaching aids. The parents on their... on their own part, they are not supportive at all. There are performance because they they do not normally buy textbooks for their wards or children so they make the teaching difficult. Philanthropic and voluntary bodies do not even see any of them'.* (see 4.4.2 question 6 for details).

Similarly, the responses from **FG1-6** revealed that there were English textbooks except those few few supplied by governments. For example, **FG1** said, *'We only use the one provided by the government but not to be taken home'.*

Discussion

Responses of the participants revealed that parents do not buy reading materials for their children because of their nonchalant attitude, level of education and economic hardship. In addition, the responses of the participants showed that only the literate parents buy reading materials as most textbooks for their wards supplied by governments. This situation is unfortunate as this finding contradicts the view of Akinboboye and Adepoju (2016) who remark among others, that parents provide reading materials for their children. The fact that only literate parents provide reading materials for their children is consequent upon their level of education.

This finding is in line with the comment of Cruickshank, Jenkins and Metcalf (2009) who reveal that parents with high socio-economic status are able to provide needed reading and motivational materials for their children and consequently such children perform better than children from low socio-economic background (Okebuloka, Owolabi and Onafowokan, 2013). Those provided by government are not to be taken home as revealed by **FG1**. In a situation where pupils do not have reading materials to practice what they are taught in the school at home, there would be no continuity, which is very dangerous in the learning process. Reading material is an active catalyst of active learning without which reading cannot take place.

5.5.8.1 (b) Parental Contributions to Reading (Involvement in Reading)

Another finding of this study is parental involvement in the reading activities of their children. The findings revealed that parents do not actively involve in the reading activities of their children. The testimonies of the following participants are concrete evidences to support this claim. The following are their responses to the interview question on whether parents at home encourage English reading comprehension by guiding their wards to carry out assignment and other activities. Though **HT6** and **Boss4** said that parents encourage reading activities at home, however, **HT1**, **HT2**, **Boss1**, **Boss2** and others differed in their opinions. These quotations below are good testimonies.

HT1: *‘ No, because if you give the pupils assignments they will not do it. Supposing the parents have been attending to them or having time for them or help them or encourage the pupils the pupils then pupils must be doing the assignments’.*

HT5: *‘Only the literate ones buy.’* (see 4.4.1 question 9 for details).

Boss1: *‘They are not helping them at all. Some of them when they get home they will give them work to be doing and at the same time majority of them will be going about hawking instead of them to allow their children. I mean the children they don’t have time for their reading it is because of this economic recession in Nigeria within world as a whole’.*

Boss2: *'No they didn't. They don't because some parents some pupils when we interview them why didn't they do their own assignment they said their parents are not at home or no around. Some say their parents keep them at shop throughout the day'.*

Discussion

From the data gathered above, it is clear that only literate parents encouraged and supported English reading comprehension at home while the uneducated do not. The participants revealed that pupils do not carry out assignments given to them as their parents do not buy books and sent pupils on errand after school hours instead of concentrating on their studies. In addition, most parents do not live with their children, which make it difficult for them to guide. The socio-economic standing of these parents comes to play in this regards as revealed by the participants.

It is only educated parents who encouraged and supported their wards while the illiterate ones do not take any initiative about the reading activities of their children. Akinboboye and Adepoju (2016) opine that parental contribution is crucial to reading success of their children. In the finding of this study only the educated parent, do contributed to the reading activities of their children. What could be deduce from this finding is that parents do not collaborate with schools in the sense that they failed to monitor their children which is very highly inimical to the reading progress of their wards. This finding negates the view of Akinboboye and Adepoju (2016) which says parents own it as a duty to join hands with schools by guiding and providing reading materials.

Parents who do not live with their wards were not able to provide counselling and interact with their children. Invariably, these children are like sheep without shepherd exposed to academic dangers all through. Cruickshank, Jenkins and Metcalf (2009) and Okebukola, Owolabi and Onafowokan (2013) say counselling and good relationship with children are crucial in their reading ability. The reverse is the case in this finding.

In addition, it is only educated parents who value reading/education and that is while only educated parents provide reading guidance for their children as revealed by the participants because of their perspective about it. This finding is in line with the view of Bojczyk, Davis and Rana (2016) who reveal that the level of reading interaction between parents and children is based on the reading perception of the parents. The reading perception of educated parents is premised upon their level of education.

5.5.8.2 Governments' Contributions to Reading

The participants revealed that governments, at all levels, provided reading materials for pupils though they are insufficient. **HT1, HT3, HT5, Boss1-6** and others confirmed this. The quotations below testify to this position.

HT3: *'The government of Nigeria are trying in providing reading textbook for the schools. Then they use to train teachers that will be teaching the subject always at least once in a session. They will send teachers for seminars then the parents do buy textbook for their children to support. The mission donated a block of classroom for the school'. (see 4.4.1 question 6 for details).*

Boss4: *Yes, I can comment of government eemm contribution concerning the textbook but the textbook too is not adequate so we are using this medium to to appeal to government to put more effort into the reading strategies method for pupil to to perform better in reading and reading strategies.*

Discussion

The participants disclosed that governments support reading by providing reading materials such as textbooks, and other facilities to support reading/learning which are not adequate and that was the reason why pupils gathered around few available copies during reading comprehension lessons in the classroom during observation.

This finding is in line with the provision of National Policy on Education (2013) Sec 2 (16) J, 1&2 which stipulates among others that government shall provide, needed reading and instructional materials for reading. Unfortunately, these reading materials provided are not adequate. Parents who are supposed to supplement and collaborate with schools are beclouded with illiteracy, poverty and ignorance as discussed above. Akinboboye and Adepoju (2016) opine that to see to the success of learners in reading, parents should collaborate with schools by providing reading materials. In the finding of this study, reverse is the case as governments are the sole suppliers of reading materials. The in-service training provided by government as disclosed by **HT3** is an empowerment programme that updates teachers' knowledge and capability in the art of teaching. However, government provides reading materials, training for teachers and facilities, reading and active learning might not be effective if reading and active learning suffer negligence from parents, the desired objective might not be achieved.

5.6 Concise Analyses of Discussions

From the responses of the participants and discussions above, this study is able to analyse the discussions as presented below.

The discussions showed good definition of active learning derived from the responses of the participants in their responses. As aggregated in the discussion, active learning is the learner-centred participatory interactive learning strategies that bring about collaboration between the teacher and the learners in the learning process.

This aggregate supports the views of Myers, Barrick and Mohamed (2012); Griffith (2015) Mangram, Haddix, Ochanji and Masingila, 2015) which say active learning strategies are learner-centred that encourage collaboration between teachers and learners and engage learners in active participation in the learning process making the learners active participants and not passive recipients of information.

Fortunately, teachers used these lofty strategies in the teaching English reading comprehension, which implied that teachers are not traditional and dictatorial. Unfortunately, the findings revealed that teachers do not receive training in these pedagogies, and where received it is not regular. These findings are in tandem with the views of Esiom (2012) and Demirci (2017) which say teachers prefer traditional methods of teaching and that teachers do not get training in the active learning pedagogies.

In This regards, the findings of the study further revealed the daunting challenges confronting active learning in reading comprehension which include shortage of time, non-availability/use of instructional materials, lack of qualified teachers, dearth of libraries and overcrowded classrooms. All these problem do not allow active learning to thrive in the learning situation as opined by Esiom (2010); National Policy on Education (NPE, 2013); Nzai and Reyna (2014) and Olasehinde, Akanmode, Alaiyemola and Babatude (2015).

Demotivation of teachers is also other factors against active learning as found out in this study which supported and the claimed by Jimah Unigbokha (2014) who say that teachers' salaries are not paid for months resp. However, teachers are supportive but demotivation of teachers cannot promote active learning as revealed by these scholars and this situation prevails in this study.

In addition, the study found out that, learners/pupils have negative attitude towards English reading comprehension and that pupils perform woefully in English reading comprehension. These two factors are Siamese twins that are inseparable. These findings corroborate the views of Mohd-Asrat and Abudullah (2016) and NECO (2010) which says respectively that negative attitude negatively affects reading and learners' performances are poor in reading comprehension. Negative attitude adversely affects reading which invariably yield poor results.

Another analysis from the discussion is the problem posed by lack of reading materials (textbooks) and instructional material. The findings showed that governments are the sole providers of textbooks which are grossly inadequate and instructional materials are improvised by teachers. The NPE (2013) stipulates that governments shall provide reading and other instructional materials. In this regards, government only provide reading materials and instructional materials are being improvised by teachers. When textbooks are not available, reading and active learning cannot be promoted because these materials are the sole sources of information.

Time is also found as contributing factor as it a crucial in reading. Unfortunately, the time allocated for reading as found out in this study, is thirty-five minutes and reading is only taught once in a week because in the curriculum design, reading is a fractional aspect of English and other aspects of English are incorporated. These findings corroborate the view of Okebukola, Owolabi and Onafowokan (2013) who lament that reading is neither taught as a separate subject nor designed as a subject in the curriculum.

Another disheartening challenge confronting active learning in reading is the contributions by both parents and government. In the actual sense of it, as found out in this study, governments are the sole providers of reading materials as recommended in the NPE (2013) though inadequate but parents do give supports. In other words, parents neither buy reading materials nor encourage reading, which negates the view of Akinboboye and Adepoju (2016) which says parents provide

reading materials for their children. The aforementioned and discussed hydra-headed problems found out in this study are major challenges confronting active learning during English reading comprehension lessons. These precarious situations make active learning during English reading comprehension lessons at its nadir in the schools under study. In this unpalatable situation, Constructivism, the research theory is not possible.

5.7 Summary

This chapter discussed the findings of this study. The chapter started with five research questions raised followed by the research paradigm, which is interpretivism, which believes in giving interpretations based on events. The research theory, Constructivism, that is, active construction of knowledge was also discussed. Data triangulation was not left out in this discussion. Explicitly and comprehensively, the chapter discussed the seven themes and nineteen sub-themes derived supported by participants' quotations, observations and documentary evidences. The major theme are knowledge of active learning, problems of active learning, teachers' personality, quality of pupils, provision of materials, status of reading and contributions to reading. These themes were extensively discussed with their sub-themes underneath. The chapter later came up with a concise analysis of the discussions of findings and the summary. The following chapter would focus on the conclusion and recommendations.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The previous chapter, chapter five, was on the discussions of findings based on the data collected and analysed based on the constructions of the participants, using interpretivism as the research paradigm. The research examined *Active Learning Strategies used by Teachers during English Reading Comprehension Lessons in Six Selected Primary Schools in Nigeria*. This chapter focuses on conclusions and recommendations based on the findings of this research. The entire research carried out through the guidance of the research questions below.

- How do teachers employ active learning strategies in teaching English reading comprehension?
- What active learning strategies are used by the teachers during English reading comprehension lessons?
- What training/support do teachers get in the use of active learning strategies?
- What are the instructional materials used to promote active learning?
- What are the problems encountered in the course of using active learning strategies?
- What working active learning framework will the study suggest for teaching English reading comprehension?

6.2 The Research Paradigm and Theory

In carrying out the data collection and analyses, the study allowed the research paradigm, that is, Interpretivism and theory that is Constructivism to take pre-eminence. Interpretivism guided the study to analyse actors' actions in actors' terms by getting inside the participants without external influence (Cohen, Manion and Morrison, 2011). In addition, constructivism, the theoretical framework of the study guided the researcher to be active in constructing themes and giving thorough explanations in the analyses and discussions (Suter, 2012 and Trant, 2013). Based on the above-mentioned conceptions, the researcher managed to get the findings through the themes and sub-themes below.

6.3 Themes

After data collection and analyses, the following themes were made in this study and were therefore categorised and discussed under seven broad categories and nineteen sub-categories as tabulated in table 2 (5.6).

6.3.1 Knowledge of Active Learning

- Definitions of active learning.
- Use active learning strategies to teaching English reading comprehension.
- Training received the art of active learning strategies.

6.3.2 Problems of Active Learning

- Lack of time.
- Non availability/use of instructional materials.
- Lack of qualified teachers.
- Lack of libraries.
- Over population.

6.3.3 Personality of Teachers

- Nature/ techniques of teachers.
- Demotivation of teachers.

Quality of Pupils

- Pupils' attitude.
- Pupils' performance.

6.3.5 Provision of Materials

- Provision of Textbooks.
- Provision of instructional materials.

6.3.6 Status of Reading

- Status of reading in the curriculum.
- Status of reading on the timetable.

6.3.7 Contribution to Reading

- Parental contribution to reading (provision of materials and involvement in reading).
- Government contribution to reading.

In summary, the themes derived could be summarised under two major umbrellas, such as problems of active learning strategies and problems of English reading comprehension.

6.4 Findings

The concise summary of the findings from the analyses in Chapter five are as follow:

- The participants (teachers) were able to give good definitions of active learning;
- Teachers do not use active learning strategies during teaching English reading comprehension lessons;
- Teachers are not trained in the art of active learning strategies;
- Active learning strategies in English reading comprehension were affected by insufficient time allocation;
- Instructional materials are not sufficient to accommodate all the learners and this hinders to succeed and master English reading comprehension as they fail to comprehend;
- No-specialists are employed to teach English reading comprehension;
- Schools are bedevilled with problem of dearth of libraries which negatively affects active learning in reading comprehension;
- Teachers find it difficult to cope with the teeming populations in classes;
- Teachers use traditional methods of teaching; they are not constructive;
- Teachers are demotivated by such conditions as lack of instructional materials and non-payment of salaries;
- Pupils have negative attitude towards reading;
- Pupils' performance in English reading comprehension is woeful;

- Provision of instructional materials is majorly by improvisation by teachers;
- Reading is not a separate subject in the curriculum; it is subsumed under English;
- Reading is also not a separate subject on the time-table;
- Parents neither provide reading materials for their children nor encourage them to practice reading at home, and
- Governments are the sole providers of reading materials; though materials provided are not adequate.

6.5 Conclusion

Based on the findings presented above in a point form, it could be concluded in this study that students fail to perform in English reading comprehension because they are not being properly taught. This implies that active learning techniques are not being used by the teachers during English reading comprehension lessons due to some constraints such as insufficient time allocation: lack of instructional materials, dearth of libraries, non-inclusion of active learning pedagogical skills in the teacher training programme, lack of specialist teachers to teach reading, and over-population.

In addition, other bedevilling challenges include insistence of teachers on the traditional methods of teaching, poor attitude of pupils towards English reading comprehension, lack of provision of reading materials/encouragement by parents, demotivation of teachers, relegation of reading to the background in the curriculum and on the timetable. All these factors were extensively discussed in Chapter five; militate against the use of active learning strategies during English reading comprehension lessons in this study, which invariably leads to woeful performance in English reading comprehension which should be taken care of if success is to be achieved in reading comprehension and rate of failure reduced to its barest minimum.

These findings are not good for healthy reading comprehension in particular and the educational process in general. All stake-holder should as a matter of fact, form a synergy to address this threatening academic problem. It is hereby recommended that the recommendations contained therein be embraced by all stake-holders in the education industry.

6.6 Limitations of the Study

The study only examined active learning strategies used by teachers during English reading comprehension lessons in six selected primary schools in Ondo West Local Government Area of Ondo State, Nigeria, using three rural and three urban primary schools.

6.7 Recommendations

Consequent upon the above disappointing findings and conclusion, this study hereby makes the following recommendations in order to come out of this precarious reading situation.

6.7.1 Effective Use of Active Learning Strategies

Active learning strategies allow learners to think about what they are doing, use techniques such as library assignment, fieldwork, and peer teaching (Mangram, Haddix, Ochanji and Masingila 2015). With active learning learners are not mere passive recipients of knowledge but active participants in the learning process (Griffith, 2015). Since active learning strategies have proved to be effective in the teaching learning process in the work of previous researchers, such as Schussler (2016) who proved that learners learn better when asked to identify vocabulary associated with robot, this study hereby recommend that teachers should get enough support in order to implement active learning strategies during English reading comprehension lessons. These strategies include phonics, playful activities and bottom-up approach.

6.7.2 Incorporation of Active Learning Strategies into Teacher Education

Curriculum.

As found out in this study that teachers do not have training in the art of active learning strategies, the researcher recommend that the governments should try to support the teachers by providing the relevant seminars and workshops more often where teachers would be inducted towards curriculum issues to develop their skills and make sure that, reading comprehension is included in the curriculum. In addition, there must be follow-ups on the seminars and workshops to check whether the teachers are coping or not. The view of Demirci (2017) that active learning is not entrenched into teacher education curriculum and invariably they do not have the skill is very crucial here. This is disappointing and should be corrected.

The researcher further recommends that there must be pre-service and in-service training programmes for the teachers' development, as this would help teachers to be well equipped and become competent during the lessons. Moreover, the teachers need a proper training towards their teaching career in order to be conversant enough to apply active learning strategies, in particular, during English reading comprehension lessons.

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6.7.3 Allocation of Adequate Time for Reading Comprehension

Adequate time is needed for teaching English reading comprehension for its effectiveness and efficiency. Shortage of time has been discovered to be a factor against effective teaching of English reading comprehension and effective use of active learning strategies (Eisom, 2010). Reading involves activities such as the cognitive process, socialisation process and the interactive process (Dendam, 2011). These processes take time. Thus, teachers need time to teach with illustrations, mark and correct pupils' assignments. The allocation of thirty-five minutes once in a week for English reading comprehension should be reviewed. This should be given a priority as it is highly important for learners' future as for them to pass other subject, they should be able to read and comprehend.

6.7.4 Use of Appropriate Instructional Materials

This study recommends the use of appropriate instructional materials in teaching English reading comprehension. As opined by Nzai and Reyna (2014) and as corroborated by the findings of this study that poor use of instructional materials hinders acquisition of vocabulary and ability to read, teachers are hereby enjoined to use appropriate instructional materials for teaching English reading comprehension. Authorities concerned are implored to supply adequate instructional materials that would appeal to audio and visual senses of learners for teaching and learning in the classroom (Tucker, 2016).

6.7.5 Employment of Qualified Specialist English Language Teachers

As found out in this study that non-specialists are made to teach English reading comprehension, it is hereby recommended that adequate qualified English language teachers be employed to teach English reading comprehension in schools. This would be in line with the provision of NPE (2013) that recommends specialist teachers to be employed to teach reading. In this light, teachers should be encouraged to go for the Teachers Training Colleges in order to acquire the relevant teaching qualifications for their teaching subject.

6.7.6 Provision of Libraries and Reading Materials

Libraries and reading materials are very essential in the development of reading skills of pupils. The absence of these essentials facility/materials erodes reading culture in the society/school. The finding of this study revealed that schools do not have libraries and parents do not provide reading materials for their children. Ugwuoke (2013) noted that poor quality of library hinders active learning. This should be addressed. It is the recommendation of this study that libraries should be built in schools; parents should be accountable for their children reading materials, governments and philanthropic organisations. This would enable pupils to have opportunities to borrow and read in conducive environment and improve their reading skills.

6.7.7 Admission of Manageable Number of Pupils and Recruitment of Adequate Number of Teachers.

The National Policy on Education (NPE, 2013) stipulates that teacher pupil ratio shall be 1:35. The finding of this study negates this provision. It was found out that teachers teach over sixty pupils in the class because of shortage of teachers. In the opinion of Ebuta and Adie (2014), overpopulation hinders effective supervision of pupils and use of active learning in the class. Based on this finding, it is hereby recommended that more competent and qualified teachers should be employed and manageable number of pupils should be admitted to overcome this challenge. Moreover, infrastructures should also be improved as a way of providing a conducive teaching environment.

6.7.8 Good Orientation for Pupils.

Pupils attitude towards English reading comprehension is negative as found out in this study. This nagging issue should be addressed. Anyanwu, Obichere and Assai-Onah (2012) opine that students only read to pass examinations. This implies that pupils only read three times in a year because examinations are conducted at the end of terms and three terms are in a year. Negative attitude leads to poor achievement in reading (Mohd-Asraf and Abudullah, 2016). Reading orientation of pupils should start as early as possible to catch them at early age. Once this is done, pupils would get use to reading and develop interest in reading. This would improve their reading performance in English reading comprehension and resulted to a high pass rate in other subjects.

6.7.9 Teachers should be Motivated

Incentives are needed to motivate workers for maximum productivity in any industry. Teaching profession is not exceptional to other industries. One of the findings of this study confirmed that teachers are demotivated irregular payments of salaries. This was confirmed by (Ebuta and Adie, 2014; Jimah and Unuigbokhai, 2014). Teachers are bound to be discouraged by this hindrance as this is affecting them directly. This study hereby recommends that teachers' salaries be reviewed and paid on time as well as some other relevant incentives to encourage and motivate them.

6.8 Suggested Working Active Learning Framework for Reading

Comprehension

For reading to be effective and achieve its objectives, this study hereby suggests dramatic ICT-assisted phonic reading framework in teaching reading comprehension. The framework is an eclectic approach that borrows and combines different techniques to overcome reading problems among readers. In applying the technique, the teacher or educator should dramatize concepts/sounds/letters through ICT in the lesson delivery. Dramatizing the concept would directly engage the learners with the contents, promote their creativity and involves learners actively in the learning process (Carter, 2016 and Ubuz, and Duatepe-Paksu, 2016). ICT is an electronic device that stores and retrieves pieces of information that actively engages and increase learners' thinking and reasoning in the learning situation (Rosa, 2016 and Oyedemi, 2013).

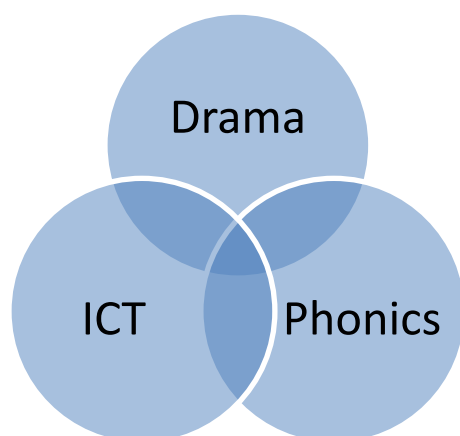
Likewise, phonics is a quick strategy that appeals to many sense organs to teach learning to read. Synthetic phonic programmes move from teaching letter sounds to mixing and producing sounds. Children learn through stimulating activity based play or teaching. With this knowledge are gained without committing ideas into memory because they are actively engaged with the use of letters and sounds that represents familiar objects with the use of mnemonics. For example, "a" for ant (Eshiet, 2015). The study suggests that assisting dramatization of sounds with ICT will go a long way in concretizing ideas and engage the learners actively in the learning process. A combination of the three strategies that concretise, promote learners' creativity and thinking and reasoning ability will in no small way improve reading ability of the learners.

The suggested model, dramatic, Information and Communication Technology (ICT) phonics, is hereby christened in this study as **dratephonics**, reading framework in teaching reading comprehension. The framework is an eclectic approach that draws from drama, ICT and phonics techniques to teach reading.

In applying the technique, the teacher or educator will dramatize the concepts/sounds/letters through ICT in the lesson delivery. With this, the technique

would actively appeal to learners' sense organs, directly engage learners with the contents, promote their creativity, increase learners' thinking and reasoning in the learning process (Carter, 2016; Eshiet, 2015; Rosa, 2016, and Ubuz and Duatepe-Paksu, 2016).

Drama ↔ ICT ↔ Phonic Model



It is the belief of this study that if these recommendations could be taken into considerations and properly addressed by policy makers, curricular developers and other authorities, this reading problem would be overcome. In this view, there would be transformative learning that would increase pass rate in schools. Bates (2016) confirm that transformative learning occurs as a results life experience, critical reflection and rational discourse for a voluntary change in learning. When learners are active participants in the learning process, they would be able to think critically, reflect on the knowledge acquired and retain it permanently in their repertoire.

6.9 Suggestions for further study

In pursuing further research, one may venture into investigating the role of School Management Teams (SMT) in managing effective teaching and learning. Furthermore, a study on the implementation of Curriculum and Assessment Policy Statement could be explored. Another study might look into the training of teachers and the subsequent qualifications particularly in English First Additional Language as it means to be the

main challenge. One might as well be prompted to investigate a topic such as public education, former model C schooling, and independent schooling. A case study on e-learning visas traditional learning could be explored.

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APPENDICES

APPENDIX A: ETHICAL CLEARANCE CERTIFICATE



University of Port Harcourt
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE REC-270710-028-RA Level 01

Certificate Reference Number: LIN01*SADE01

Project title: Active Learning strategies used by teachers during English reading and comprehension lessons in six selected primary schools in Nigeria.

Nature of Project: PhD in Education

Principal Researcher: Adetokunboh Abayomi Adepoju

Supervisor: Dr M.A Linake

Co-supervisor: N/A

On behalf of the University of Port Harcourt's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change to the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

APPENDIX B: PERMISSION LETTER FROM THE DEPARTMENT

 **ONDO STATE OF NIGERIA**
ONDO WEST LOCAL GOVERNMENT
UNIVERSAL BASIC EDUCATION AUTHORITY
P.O. BOX 1638, ONDO



Your Ref. No.
All Communication on this matter should
be addressed to the Education Secretary
quoting
Our Ref. No.

Date 31st May, 2017.

The Headteacher,
.....
.....
.....

Sir,

RE: - LETTER OF REQUEST

I wish to introduce Mr. Adetokunboh Abayomi Adepoju, a doctoral student in the school of continuing and further education, faculty, University at Fort Hare, South Africa.

He currently carrying outstudy on the topic 'Active Learning Strategies used by Teachers during English Reading Comprehension Lessons in Six selected Primary Schools in Nigeria. Namely:-

.....

Kindly accord him necessary recognition and assistance.
Thanks for your usual co-operation

PERSONNEL MANAGEMENT
ONDO WEST LOCAL GOVT.
LGEA, ONDO.
DATE 31/5/2017

.....

APPENDIX C: INFORMED CONCERNED FORM



University of Fort Hare
Together in Excellence

Ethics Research Confidentiality and Informed Consent Form

Please note:

This form is to be completed by the researcher(s) as well as by the interviewee before the commencement of the research. Copies of the signed form must be filed and kept on record

University of Fort Hare, South Africa is asking people from your community / sample / group to answer some questions, which we hope will benefit your community and possibly other communities in the future.

The School of Further and Continuing Education is conducting research regarding human resource management. We are interested in finding out more about active learning strategies. We are carrying out this research to help teachers to overcome challenges related to teaching and learning.

Please understand that you are not being forced to take part in this study and the choice whether to participate or not is yours alone. However, we would really appreciate it if you do share your thoughts with us. If you choose not to take part in answering these questions, you will not be affected in any way. If you agree to participate, you may stop me at any time and tell me that you don't want to go on with the interview. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way. Confidentiality will be observed professionally.

I will not be recording your name anywhere on the questions and no one will be able to link you to the answers you give. Only the researchers will have access to the unlinked information. The information will remain confidential and there will be no "come-backs" from the answers you give.

The interview will last around 30 minutes. I will be asking you questions and ask that you are as open and honest as possible in answering the questions. Some questions may be of a personal and/or sensitive nature. I will be asking some questions that you may not have thought about before, and which also involve thinking about the past or the future. We know that you cannot be absolutely certain about the answers to these questions but we ask that you try to think about these questions. When it comes to answering questions there are no right and wrong answers.

If possible, our organisation would like to come back to this area once we have completed our study to inform you and your community of what the results are and discuss our findings and proposals around the research and what this means for people in this area

NAME OF APPLICANT

Ethics Human 2011

<<

>>

OFFICE USE ONLY

Ref

Date

INFORMED CONSENT

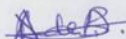
I hereby agree to participate in research regarding active learning strategies. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the questions, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.



Signature of participant

Date: 19/10/2017



Signature of researcher

Date: 19/10/2017

APPENDIX D: PERMISSION LETTER TO THE PARENTS



University of Fort Hare,
Faculty of Education,
Alice Campus,
Eastern Cape, South Africa

Dear Parents/Guardian,

Letter of Permission

My name is Adetokunboh Abayomi Adepoju (Registration Number: 201614383), a registered student in the Faculty of Education, University of Fort Hare. I am currently pursuing Doctor of Philosophy Degree in Education researching on the topic ***Active Learning Strategies Used by Teachers During English Reading Comprehension Lessons in Six Selected Primary Schools in Nigeria.***

Please be informed that your child/ward has been chosen as a member of the focus group in his/her school to participant in an interview/discussion to gather data for the above-named topic. The information got will be used for the purpose of the study only and under no circumstance will it be used for another purpose. Furthermore, information obtained will be treated with outmost confidentiality and under no condition will the name of your child be mentioned. Please, be informed that participation is voluntary and your child is free to withdraw at any stage.

You are humbly requested to append your signature to indicate acceptance.

Signature: Adetokunboh Abayomi Adepoju Date: 17/10/2017

APPENDIX E: THE TAPE RECORDER USED FOR DATA COLLECTION



APPENDIX F: INTERVIEWS QUESTIONS FOR THETEACHERS/BOSSES



University of Fort Hare,
Faculty of Education: Alice Campus,
Eastern Cape, South Africa

My name is Adetokunboh Abayomi Adepoju (Registration Number: 201614383), a registered student in the Faculty of Education, University of Fort Hare. I am currently pursuing Doctor of Philosophy Degree in Education researching on the topic: *Active Learning Strategies Used by Teachers during English Reading Comprehension Lessons in Six Selected Primary Schools in Nigeria*.

I humbly request your kind assistance in answering these questions to enable the study achieve its stated objectives. The information got will be used for the purpose of the study only and under no circumstance will it be used for another purpose. Furthermore, information obtained will be treated with outmost confidentiality. Please be informed that participation is voluntary. Therefore, your honest responses to questions are requested. Please, you are enjoined to respond in full sentences.

The questions below are for the teachers'/Bosses interviews questions.

1. Name some active learning strategies you use during English reading comprehension lessons.
2. Briefly explain what is meant by active learning strategies.
3. a) Are there any seminars/workshops on active learning strategies at your schools?
If yes or no, please mention them.
(b) How many times are they offered?
4. Briefly comment on the contributions of governments, parents, individuals and philanthropic organisations to support English reading (some items or facilities provided could be named).

5. Do you use instructional materials during English reading comprehension lessons? If yes, how and name them.
6. Who supplies the instructional materials?
7. What type of English reading materials do you use in order to enhance your learners 'reading culture, and why?
8. In the curriculum, is reading comprehension included as a separate subject?
9. From your experience, do parents at home encourage English reading comprehension by guiding their wards to carry out assignments and other activities? Explain your answer.
10. Which steps/procedures do you expose your learners to follow before reading English comprehension?
11. Do you use pre-reading activities as a way of preparing the learners before the actual reading? If yes, please indicate how do you do it. If no, please indicate why?
12. What is the sitting arrangement in the class when teaching reading? Please choose the relevant one from the alternative answers below and indicate why.
 - a. sitting in groups.....
 - b. individual pupils sitting separately and facing the teacher.....
13. Comment briefly on pupils' attitude towards reading English comprehension.
14. What are the challenges do you encounter in the course of using active learning strategies during reading English comprehension?
15. Briefly describe the performances of your pupils in reading English comprehension.
16. How many minutes do you have per week and how long are the periods for reading comprehension.
17. How do you assist the remedial learners in reading English comprehension?

APPENDIX G: INTERVIEW QUESTIONS FOR HEAD TEACHERS, DIRECTOR AND CHAIRPERSONS



University of Fort Hare,
Faculty of Education: Alice Campus,
Eastern Cape, South Africa

My name is Adetokunboh Abayomi Adepoju (Registration Number: 201614383), a registered student in the Faculty of Education, University of Fort Hare. I am currently pursuing Doctor of Philosophy Degree in Education researching on the topic *Active Learning Strategies Used by Teachers during English Reading Comprehension Lessons in Six Selected Primary Schools in Nigeria*.

I humbly request your kind assistance in answering these questions to enable the study achieve its stated objectives. The information got will be used for the purpose of the study only and under no circumstance will it be used for another purpose. Furthermore, information obtained will be treated with outmost confidentiality. Please be informed that participation is voluntary. Therefore, your honest responses to questions are requested. Please, you are enjoined to respond in full sentences.

The questions below are interview questions for the following participants: Head masters, the Director Local Government Education Authority and Chairmen, Parents Teachers Association.

1. Comment on the qualifications needed for Primary six teachers
2. Name their areas of specialisations.
3. What learning strategies do they use in the class when teaching English comprehension?
4. Do teachers use active learning strategies in teaching English reading comprehension? If yes, name some and explain how?

5. (a) Do/have teachers attend(ed) seminars/workshop on active learning strategies? If yes or no, please give a brief comment.

(b) How often?

6. Briefly comment on the contributions of governments, parents' individuals and philanthropic organisations to support reading (some items or facilities provided could be named).

7. Do teachers use instructional materials during reading comprehension lessons? If yes, how and name some.

8. From your experience, do parents at home encourage reading comprehension by guiding their wards to carry out assignments and other activities?

9. Comment briefly on pupils' attitude towards reading comprehension.

10. What are the challenges teachers do encounter in the course of using active learning strategies during English reading comprehension?

11. Briefly describe the performances of pupils in English reading comprehension.

12. What support do you give to the teachers where reading comprehension is concerned?

13. Do governments provide library or reading corners in schools? If yes, name some books that are available.

14. In your own opinion, what can be done to overcome the problems of reading?

APPENDIX H: LEARNERS' FOCUS GROUP QUESTIONS: CATEGORY 1



**University of Fort Hare,
Faculty of Education: Alice Campus,
Eastern Cape, South Africa**

My name is Adetokunboh Abayomi Adepoju (Registration Number: 201614383), a registered student in the Faculty of Education, University of Fort Hare. I am currently pursuing Doctor of Philosophy Degree in Education researching on the topic ***Active Learning Strategies Used by Teachers During English Reading Comprehension Lessons in Six Selected Primary Schools in Nigeria.***

I humbly request your kind assistance in answering these questions to enable the study achieve its stated objectives. The information got will be used for the purpose of the study only and under no circumstance will it be used for another purpose. Furthermore, information obtained will be treated with outmost confidentiality. Please be informed that participation is voluntary. Therefore, your honest responses to questions are requested. Please, you are enjoined to respond in full sentences.

The focus group questions were categorised into two: Category 1) Questions taken from the comprehension read during the focus group titled '*The Uyo Landslide*' from the English language textbook used by the learners and asked the questions from the passage participants (learners/pupils)

Unit 8

A.

The Uyo Landslide



FGN/UBE 2013 - 'NOT FOR SALE' UBEC/OD/28

Uyo, the capital of Akwa Ibom State, has one of the worst landslide sites in Nigeria. The place looks like the foot print of a monster. The gorge it has caused should be as large as two storey-buildings put together.

The gorge is more than fifty metres deep with very steep slopes. At the edges of the slopes are many roots trying to secure some hold on the ground that is giving way. All the plants that have reached the bottom, are already growing luxuriantly while those on the slopes are very tiny plants which are struggling for survival.

The erosion in the zone seems to be enjoying the existence of the landslide. The flood ends up at this site thus worsening the

Unit 8

32

FGN/UBE 2013 - 'NOT FOR SALE' UBEC/OD/28

FGN/UBE 2013 - 'NOT FOR SALE' UBEC/OD/28

already expanding gorge which is threatening the very existence of Uyo town.

Especially threatened are the State House and the University of Uyo campus. The natives who lived and farmed in the area have all moved out. The landslide is still eating up the land of Uyo and the government is not showing concern.

Answer the questions below.

1. What is the name of the Akwa Ibom State capital?
2. What is a landslide?
3. How does the landslide site look like?
4. How deep is the gorge?
5. Why do you think that the roots try to secure some hold on the ground?
6. Why are the plants at the bottom of the pit growing luxuriantly?
7. How are the tiny plants doing?
8. What is enjoying the existence of the landslide?
9. Name two places that are threatened by the landslide?
10. Why is the writer worried about the landslide?

FGN/UBE 2013 - 'NOT FOR SALE' UBEC/OD/28

APPENDIX I: LEARNERS' FOCUS GROUP QUESTIONS: CATEGORY 2

Category 2) is a set of general questions used for the learners during focus group.

1. What class are you?
2. Can you read in English?
3. How many periods do you have per week for English lessons, and how long does a period last?
4. What types of English reading materials do you use during reading class?
5. Are the materials relevant to reading comprehension?
6. How often do you read English books in the class?
7. What approaches and strategies do your teachers use during reading comprehension? Please mention them.
8. Do you like your teachers' approaches during English reading class? explain your answer
9. How useful and effective are they in improving your English reading skills?
10. What type of tasks and activities do you do in class during English comprehension?
11. Do your teachers explain to you when reading stories in the class?
12. Where do your teachers stay in the class? (a) In the front. (b) At the back. (c) Moving around (d) Sitting down.
13. How do you assess the classroom atmosphere during English reading comprehension?
14. What are your initial difficulties and fears about English as your First Additional Language?
15. Do you find your teachers friendly and supportive or unfriendly and discouraging during English class? Explain your answer.

APPENDIX J: CURRICULUM

General Structure of the Curriculum

The new curricula for the Basic Education level has been organized in such a way that at the primary 1-3 level, a minimum of 7 subjects and a maximum of 8 subjects are offered by pupils. At the primary 4-6 level, a minimum of 8 subjects and a maximum of 9 subjects are offered, while at the JSS level, a minimum of 9 subjects and a maximum of 10 subjects are offered by students. At all levels, English Studies is one of the core/compulsory subjects offered.

The English studies curriculum is organized in themes. There are topics and skills under each theme. The major themes are:

- (i) Reading
- (ii) Listening and Speaking,
- (iii) Grammatical Accuracy,
- (iv) Writing,
- (v) Literature.

In primary 1-3, Primary 4-6, four themes are covered: Reading, Listening and Speaking, Grammatical Accuracy and Writing, while in JSS 3, five themes are covered – the four above and literature.

Performance objectives are stated for each theme and topic; the contents to be taught are listed; the teachers' and pupils' activities are spelt out; teaching and learning resources that will facilitate the lesson are suggested; and also, there is an evaluation guide at the end of each topic.

The curriculum format is broken down as follows:

1. Topic/skills
2. Performance Objectives
3. Content
4. Teachers' and Pupils'/Students' Activities
5. Teaching and Learning Resources
6. Evaluation Guide.

Teachers need to be familiar with these components or tools of curriculum development and become conversant with their application. The teacher needs to establish a relation between

APPENDIX K: NOTE BOOK and TASKS BOOK

CLASS: Primary Six.
SUBJECT: English - studies
TOPIC: Comprehension - Passage
REF BOOK: Learn English - U.B.E For Pupils
BOOK 6 Page 30.
TIME: 8:15 - 8:50
DATE: 11th of October 2017
DURATION: 35 minutes
BEHAVIOURAL OBJECTIVES: By the end of the lesson, Pupils should be able to,
1. Read the Passage one after the other.
2. Use the difficult words in Sentences
3. Answer the question in the Passage - correctly.
PREVIOUS KNOWLEDGE: They have had the word "virus diseases" i.e (HIV) in Basic-Science.
PRESENTATION: Teacher Presents her lesson as follows:
STEP 1: Teacher reads the Passage and explains it.
STEP 2: Teacher explains the difficult-words and use it in Sentences
STEP 3: Teacher leads the Pupils to answer the question in the Passage correctly.
EVALUATION: Teacher marks the exercise given to the Pupils and write the correction on the chalkboard.
CONCLUSION: Pupils are able to read the Passage and answer all the question correctly.
Comment: - Well written.
Mrs Alabi O.P. 11/10/2017

① What are you doing tomorrow

Ans I will go to school

② ~~What are you doing on Sunday~~

I will go to church

③ What are you doing on Saturday

Ans I will sweep the floor

④ What are you going to do now

I will read my book now

⑤ What are you doing next week

I will visit my Grandma

2. Read Reading

Christmas andallah holidays

① When is Christmas celebrated

Ans I use to celebrate Christmas was celebrated on

② ~~When will it be celebrated~~

It is celebrated

Ans I

③ When is Eid-el-Kabir celebrated

Ans I mention those who celebrate the two invents

Ans

⑤ What did you do during the last Christmas and Eid-el-Kabir Holidays

Ans

Reading Christmas andallah holidays

① When is Christmas celebrated

Ans Christmas was celebrated on December 25 Year

② Why is it celebrated

Ans Christmas day was celebrated to remember the birth of

Jesus Christ

③ When is Eid-el-Kabir celebrated

Ans Eid-el-Kabir was celebrated on Muslim day

④ mention those who celebrate the two invents

Ans Christians and Muslims was the people who celebrate

the two invents

⑤ What did you do during the last Christmas and

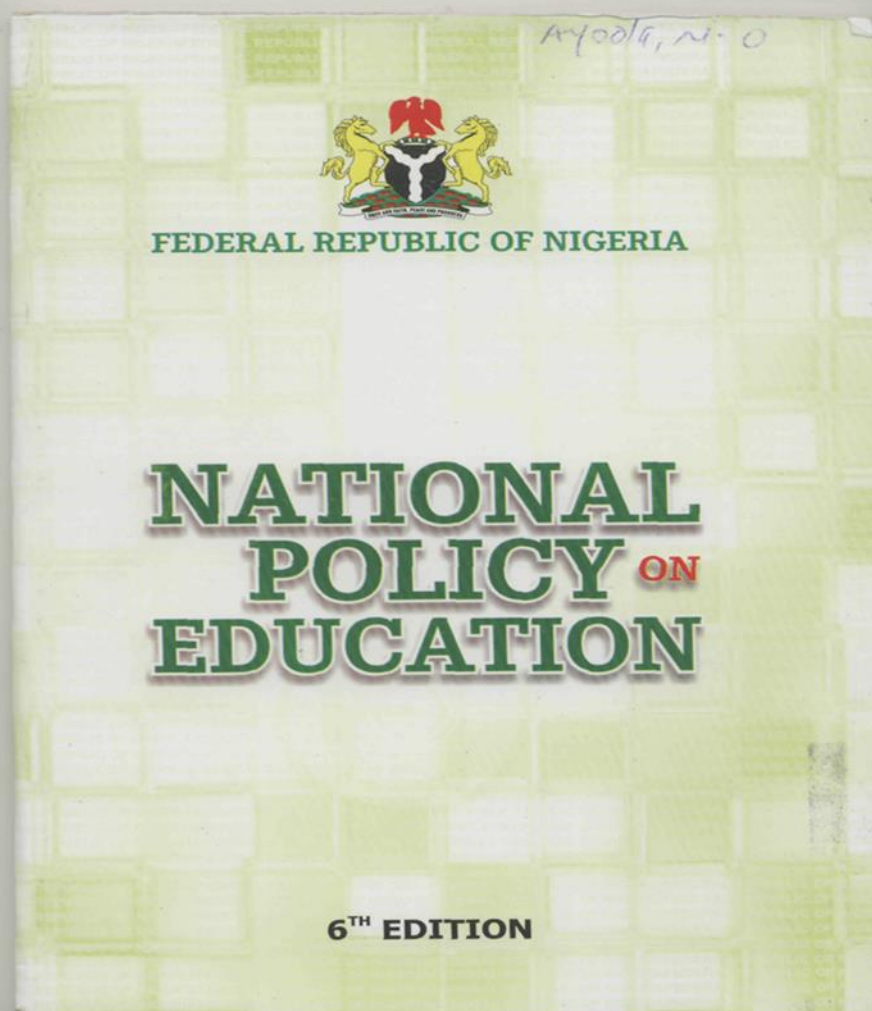
Eid-el-holidays

Ans People give one another presents, visit

for

Correcting

APPENDIX L: NATIONAL POLICY



ONDO WEST LOCAL GOVERNMENT UNIVERSAL BASIC EDUCATION AUTHORITY
ONDO, ONDO STATE OF NIGERIA.

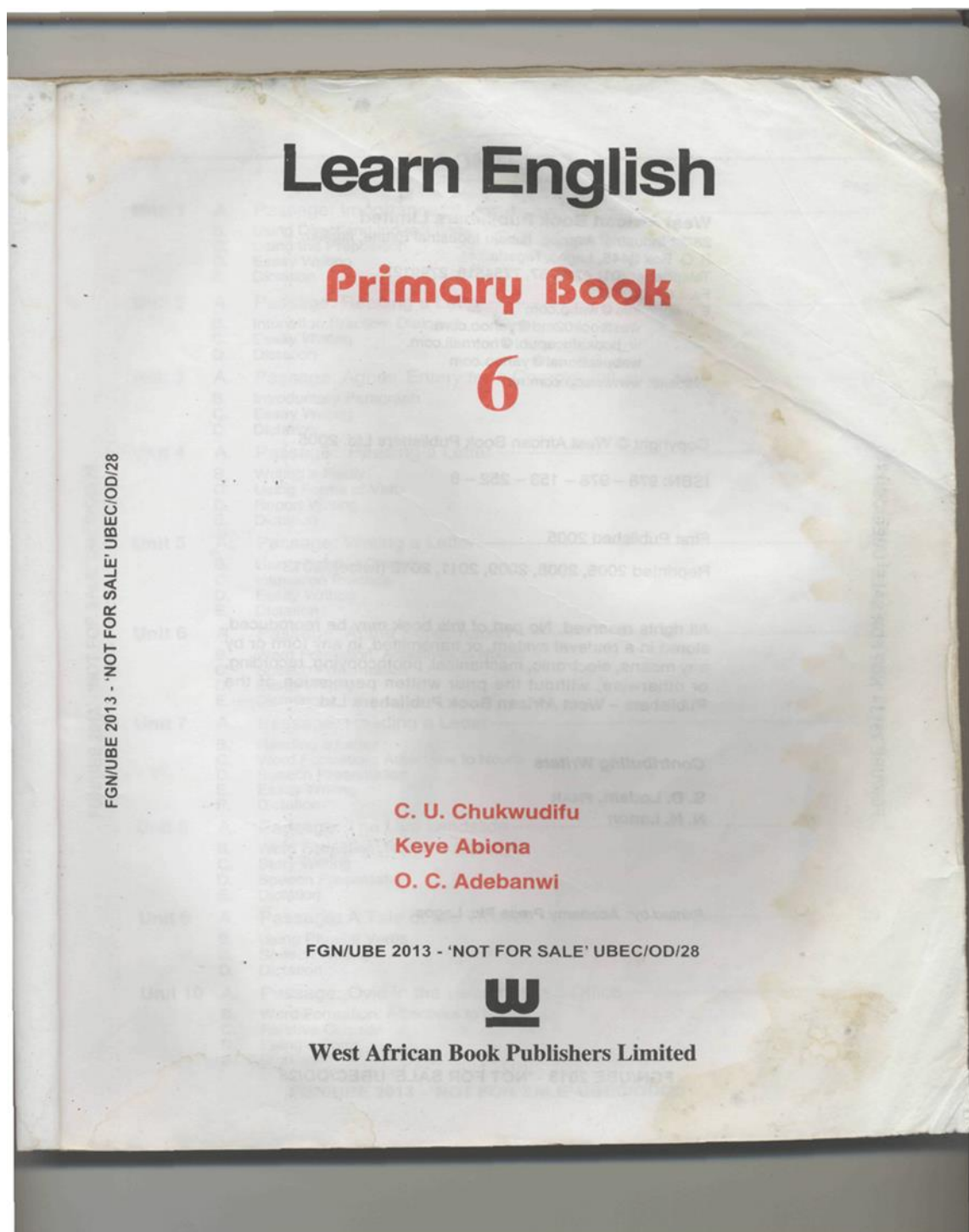


NAME OF SCHOOL: L.A. PRY. SCHOOL IGABO ON No. 78 MONTH: JUNE YEAR: 2017

Sl	NAME	RESIDING	SEX	DATE OF 1ST APPT	GL	DATE OF BIRTH	QUALIFICATIONS WITH DATES (IC/OL/CE/NT/IB/ED)	CLASS TAUGHT	DATE OF LAST PROMOTN	AREA OF SPECIALIZATN	DATE TRANSFERRED TO SCHOOL	NO OF YEARS SPENT IN THE SCHOOL	REMARK
01	MRS DUNNIDOU MARGARET ADUNOLA	HM	F	24.9.82	14	6.6.59	PT 88 94 -	-	1.1.2010	AGRIC SCI	19.9.2016	9 MONTHS	08034180292
02	OTUNYEMI FLORENCE KEHINDE	HM	F	24.9.83	14	9.9.59	83 90 94 -	-	1.1.2010	PHE	6.11.2014	2 YRS	08060566508
03	OMOTIMI ADIMOLA YEMI	HM	F	17.10.89	14	1.6.63	84 - 95 -	SUPERVISOR	11.2016	ENGL SOS	28.9.2016	9 MONTHS	0803954476
04	ATORINDE AGNES IBORUNKE	CT	F	24.3.93	12	30.6.67	92 - 2008	PRY 5	11.2016	PHE	6.1.2016	1 YR	08062132308
05	AFOLAYE BANITALE STELLA	CT	F	1.5.2000	10	25.12.71	95 - 2001	-	3.11.2016	PEB/ SOS	6.1.2016	1 YR	08030578889
06	MR SHITU SIKIRU OYENIRAN	CT	M	13.1.99	9	26.12.63	95 - 2001	-	4.11.2014	TOR/ PEB	19.1.2012	5 YRS	08066714203
07	MISS SALAMI FUNKE BRIDGET	CT	F	15.8.2006	13	7.8.81	N D 2 008	ENGL P	-	BUS ADM	3.10.2016	8 MONTHS	08060971524
08	MR. BUIHARI ABU	NG	M	11.2.1984	13	1.10.61	- - -	NG	11.2010	SECURITY	1.12.1995	20 YRS	08169366783

L.F. PRIMARY SCHOOL
IGBOHO
SIGNATURE: DATE: 8/12/2017

APPENDIX N: TEXT BOOK



**APPENDIX O: GEOGRAPHICAL LOCATION: BLOWN OFF CLASSROOM
ROOFS**



APPENDIX P: CLASSROOM SET UP



APPENDIX Q: LETTER FROM AN EDITOR



Department of Development Studies, University of Fort Hare, Private Bag X1314,
Alice-5700, Eastern Cape, South Africa Email: arahim@ufh.ac.za

Tel: 27 40 602 2105 (O) 27 82 782 7448 (Mobile) Fax: 27 40 602 2514

LANGUAGE EDITING CERTIFICATE

EDITOR'S DECLARATION LETTER

This letter confirms that I edited **Mr ADETOKUNBOH ABAYOMI ADEPOJU** thesis titled: "**ACTIVE LEARNING STRATEGIES USED BY TEACHERS DURING ENGLISH READING COMPREHENSION LESSONS IN SIX SELECTED PRIMARY SCHOOLS IN NIGERIA**". I provided an editorial service for the thesis, which, he has written for the fulfilment of the Degree for PhD in the Faculty of Education, University of Fort: Alice.

The thesis was comprised of six chapters covering 269 pages. During the process of the editing, the following changes were recommended: syntax structures, punctuation, and grammatical. In addition, consistency in use of abbreviation, referencing style, and the appropriateness of academic meaning of language, capitalization, the formatting of the entire thesis and table of contents were also recommended.

Sincerely yours

Professor A. Rahim