

EXPLORING HOW SECONDARY SCHOOL TEACHERS OF ENGLISH IN OGUN
STATE, NIGERIA, TEACH STUDENTS TO READ FOR COMPREHENSION

By

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DECLARATION BY STUDENT

I, Adeyiga Abisoye Adedoyin (2221119493), hereby declare that:

The research reported in this dissertation is my original research. The thesis has not been submitted to another university for any degree or examination. This dissertation does not contain another person's writing. The sources used are referenced and acknowledged.

DECLARATION BY SUPERVISORS

As the candidate's supervisor, I agree to the submission of this thesis entitled:

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ABSTRACT

This study contributes to the literature on the teaching of reading for comprehension by adding to scholarship on how English as a Second Language (ESL) teachers in Ogun State, Nigeria, taught reading for comprehension. It looked at the methods used by ESL teachers to teach reading comprehension, as well as the reasons behind their chosen approaches to the subject. The study, which was qualitative in nature, oriented to Vygotsky's (1978) sociocultural theory. It utilised an interpretative paradigm to explore the lived experiences and perceptions of selected secondary school English Language teachers. Semi-structured interviews, classroom observations, and focus group discussions were used to generate data among nine English Language teachers from four purposefully selected secondary schools in Ikenne Local Government Area of Ogun State, Nigeria. Data were analysed using thematic analysis. The results showed that while some teachers had a basic understanding of teaching reading for comprehension by viewing it as little more than understanding a passage, others had an advanced understanding of teaching reading for comprehension which manifested in their use of prior knowledge activation, summary, questioning, and visualisation strategies. The study shed light on the challenges teachers encountered when teaching reading for comprehension, such as lack of basic amenities, lack of teaching resources, teacher shortage, large class sizes, and lack of time allocated specifically for teaching reading for comprehension. Additionally, the results demonstrated how the curriculum and syllabus impacted the teachers' teaching of reading for comprehension. The results also showed that there were insufficient textbooks and no access to libraries. The findings showed that the government, parents, and students all have an impact on how reading comprehension is taught in schools. Several recommendations were made to increase the efficacy of the teaching of reading comprehension in ESL secondary classes in Ogun State, Nigeria. The study recommends employing a variety of techniques, forming a team to oversee reading comprehension, and allocating additional funds. It also highlights how important it is for curriculum designers and textbook writers to produce interesting and developmentally relevant content to enhance student learning. Lastly, it recommends building more classrooms to reduce class sizes.

DEDICATION

I dedicate this work to my parents, HRH Oba Sikiru Adeyiga and Olori Bola Adeyiga, who have bestowed upon me a lifelong gift - education. I have come this far, thanks to their support and sacrifice.

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LIST OF ABBREVIATIONS

| | |
|-------|--|
| ESL | English as a Second Language |
| EFL | English as a Foreign Language |
| EAL | English as an Additional Language |
| EFAL | English as a First Additional Language |
| FET | Further Education and Training |
| L1 | First Language |
| L2 | Second Language |
| LAD | Literacy Acquisition and Development |
| NCE | Nigerian Certificate of Education |
| B.A | Bachelor of Arts |
| B. ED | Bachelor of Education |
| ZPD | Zone of Proximal Development |
| PVT | Private Verbal Thinking |
| CAPS | Curriculum Assessment Policy Statement |
| QAR | Question-Answer Relationship |
| KIS | Key Words, Inter, Support |
| RTM | Reciprocal Teaching Method |
| JAMB | Joint Admissions and Matriculation Board |
| WAEC | West African Examinations Council |
| NECO | National Examinations Council |
| UTME | Unified Tertiary Matriculation Examination |
| SSS | Senior Secondary School |
| JSS | Junior Secondary School |
| LGA | Local Government Area |

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CHAPTER 1

1.1 Introduction

Nigeria, as a country with a diverse population, has adopted English as its official economic, governmental, and educational language (Olagbaju & Jimoh, 2020). English is used in Nigeria in a variety of contexts. Apart from being the primary language spoken across the nation, it is the language of teaching in educational institutions, the language of legislation, journalism, and governance. The teaching of the English Language is one of the foundational subjects in the Nigerian educational system, and it is used in classrooms starting in the fourth year of primary school (Federal Government of Nigeria, 2014). The minimal prerequisite for entry into any of Nigeria's higher educational institutions is therefore a credit pass in English. Another illustration of how crucial the English Language is to education in Nigeria is the teaching and assessment of all four communication abilities: listening, reading, writing, and speaking. The regular mass failure in the subject, notably in public examinations, shows that a substantial percentage of students still have difficulty with the language. The fact that students perform poorly in both internal and external English Language tests shows how difficult it is for most students to study the subject. Researchers have connected the poor results of students in English Language classes to their insufficient knowledge about the subject and their concern regarding acquiring the four communication abilities of listening, speaking, writing, and reading, which are taught and assessed as part of the English Language curriculum in the Nigerian schools (Atanda & Jaiyeoba, 2011; Olagbaju & Jimoh, 2020). Reading is a language ability that has been identified as being the cornerstone and most significant aspect of students' progress because it is a necessity for general literacy. In any formal educational environment, reading is essential for access, knowledge acquisition, and academic performance.

Students' proficiency in reading has been particularly low, despite the initiatives taken by the Nigerian Education Department to address it. Many problems have been connected to students' low reading skills. These include the incapacity of students to distinguish between supporting details and main ideas, their incapacity to read compound sentences and compound-complex sentences, their increased reliance on reading for pass grades, and their lack of interest in becoming voracious readers. Teachers have a major responsibility to make sure that students understand passages or written texts. This includes choosing effective approaches of teaching

vocabulary and punctuation, as well as other dynamics of the English Language like questioning. Another aspect of the teachers' responsibility is ensuring the efficacy of student-teacher interaction during the presentation of the lesson, including selecting the appropriate pedagogical strategies for teaching reading for comprehension.

Reading is the process of understanding, extracting, or recovering information from written materials. The aim of reading is text comprehension, or the capacity to derive meaning from a written work (Ojakovo, 2019). According to Adebisi (2012) and Olagbaju & Babalola (2020), one of the categories where students fail in English Language tests is reading for comprehension. Both West African Examinations Council (WAEC) and National Examinations Council (NECO) examinations measure reading for comprehension in the English Language Paper I. The proper teaching of reading in schools must therefore be ensured by language teachers. According to Adebisi (2012), a teacher's method of teaching is extremely important because it significantly affects how well students learn to read. For instance, highly trained teachers who are adept at using the appropriate strategies, methods, and approaches throughout teaching can raise students' accomplishment levels and attitudes towards reading for comprehension. Research has also demonstrated that the right approach is crucial for successful reading and that students can increase their comprehension of material by learning efficient strategies and approaches (Yusuf, 2015; Oyetunde, 2009; Abisamra, 2007).

In this thesis, I mainly focused on the activities that ESL teachers engage in when teaching reading for comprehension, the methods they use to teach reading for comprehension, and the justifications for using those methods. It goes without saying that being literate in both reading and writing is necessary for success in school, lifelong learning, and full societal participation. Therefore, it is essential that secondary school students have adequate support in order to gain these abilities. The students should learn literacy skills because reading for comprehension is a difficult and multifaceted process that gives words meaning, and they should do this to avoid being left out of the success loop for academic success, social mobility, and economic growth. The function of the teacher in cultivating such skills on reading for comprehension in secondary schools is the main area of interest in this study.

1.2 Background to the Study

Research shows that illiteracy is a serious issue in the most developing nations, based on worldwide research. Furthermore, illiteracy rates in South Asia and Sub-Saharan Africa approach 50%. Problems with literacy are not limited to nations with strong economies. Bean (2004) states that there are a lot of students in American schools who struggle with reading, and this is a major concern. The educational system has consistently been plagued by this worry. According to Goldenberg (2020), reading competence is comprised of two skill sets:

(1) proficient word recognition with accuracy and fluency; and (2) sufficient language proficiency for text comprehension. In order to achieve adequate language proficiency which will allow reading comprehension (presuming precise and proficient word recognition skills), English learners will need to place more emphasis on oral language development, especially listening comprehension, as they move through the grades. Furthermore, word meaning knowledge is a prerequisite for proficient and accurate word recognition (O'Reilly et al., 2019). In other words, a learner is more likely to read words correctly and fluently if they are familiar with their meanings. This implies that oral language proficiency is important at all stages of reading development, though it is likely to be less significant at first. Word knowledge may be the most crucial factor, but it will likely become more significant as students advance through the grades and the demands of reading and writing in English rise. Both non-English learners and English learners can still benefit from this viewpoint (Goldenberg, 2020).

According to Ojakovo (2019), reading for comprehension becomes more crucial as society becomes more complex and advanced. The more a country or civilisation develops technologically, the more a job will demand a high degree of education or specialised training, in which good reading ability is essential. Few people, according to Ojakovo (2019), are aware of the level of reading proficiency required in various vocations in order to be able to make a living. Poorly performing students either do not read or do not have the necessary reading skills. This can occasionally be a disadvantage for some people because they would frequently rely on their friends to understand text; or repeat classes or even drop out before graduating. The result is the inability to find gainful employment. The National Policy on Education (2013) mandates that all levels of government encourage the creation and support of Reading Clubs in schools and communities, while ensuring the provision of libraries, and other resources that will enhance effective learning in order to alleviate the problem of illiteracy and make the Nigerian society and economy

advanced.

According to the policy document's mentioned earlier, it is essential that reading be developed as a skill utilising the proper methods and approaches. Despite the fact that many teachers may assert that they teach reading as well as the academic skills necessary for success, research from language specialists like Raymond (2014), Osa-Omoregie and Musa (2017), and Ojakovo (2019) shows that many students do not read successfully. These conclusions emanate from students' failure to give accurate responses to comprehension and summary questions. Ojakovo (2019) points out that students lack the necessary abilities to convey the literal, inferential, and critical meaning of a given material. According to his observations, students struggle to recognise a text's major points and supplementary information. Since understanding is the result of reading, learners lack the reading abilities necessary for text comprehension. Meaning must be drawn from a text for the reader to read it correctly. Reading is beneficial when you understand what the author is saying. An essential component of reading practice is reading comprehension.

According to the contribution, it is evident that comprehension of the text is necessary for reading to be comprehensive and successful. Reading is considered to be effective when readers can respond to inquiries about a particular paragraph and when meaning is drawn from a text. Unfortunately, there has been debate over the reasons why students struggle to understand texts they are reading. As a coordinator for reading clubs in some secondary schools throughout the past six years that I have been teaching English, I have seen that learners struggle to read efficiently, which results in their inability to comprehend a text. The majority of teachers who teach reading for comprehension may be blamed for the difficulties being confronted by the students, despite the fact that many people may find long passages and complex vocabulary boring which culminates in their inability to understand literature. If one asks secondary school teachers how they teach students in reading for comprehension, one would learn that this component of language teaching is being badly done, which is why students have difficulties.

The issue of students' subpar performance in language examinations can be linked to their lack of literacy acquisition and development (LAD) preparation, which may have been caused by teachers who were not adequately prepared for various subjects in teacher preparation programmes, particularly English teachers in public schools (Mbatha, 2014). Hlatshwayo (2000) states that this limited the African child's exposure to English Language acquisition in the classroom setting,

where they were taught by teachers who were also deprived of their education and had little training college experience or knowledge of efficient methods of teaching. Although this disparity affected most teachers, particularly those in township schools, teachers in rural areas were most negatively impacted because these schools and environments received insufficient or no attention (Mashiya, 2011). This shows that some students at higher education institutions are ill-prepared to read independently and lack comprehension skills, which may be caused by unsuitable teaching methods and learners' underdeveloped reading skills.

This background informs the purpose of the study, which is to investigate how ESL secondary school teachers teach their students reading for comprehension. Reading comprehension, English Language proficiency, and critical thinking are areas where students face problems from elementary school through secondary school and postsecondary education (Mgqwashu, 2007). Without appearing contentious, it appears that teachers as well as students, rather than ignoring the educational system, have a role to play, even though it is unclear what exactly contributes to students' persistently poor performance in various reading comprehension examinations. Poor performance in Mathematics and English Language in rural schools is particularly concerning, especially when one considers that these institutions have fewer certified teachers, fewer teaching and learning resources, and inadequate infrastructure (Masinire et al., 2014). Students' performance in reading comprehension did not improve, as evidenced by the results of JAMB (Adejumo, 2023) and West African Examinations Council (2020). The students from the rural areas did not perform as well as their peers from the towns and cities on these matriculation examinations. Lack of exposure to suitable methods of teaching and learning regarding reading for comprehension may be the reason why some students are not reading at the secondary school level (Freire, 1998). This demonstrates that reading involves more than just surface reading and text decoding; it also involves internalising the text and discovering its deeper meaning. Therefore, failing to cultivate this ability in secondary school students may result in a lack of comprehension in later grades, like Senior Secondary School (SSS) 2 and 3. This is undesirable because successful academic achievement in higher education institutions depends on the development of comprehension, critical thinking, and the ability to analyse information (Bharuthram, 2012). It is crucial to investigate how teachers teach ESL rural learners in reading for comprehension in Ikenne Local Government Area of Ogun State, Nigeria, as research on education has shown a link between reading and academic achievement (Pretorius & Klapwijk, 2016; Zimmerman, 2014).

In order to find pedagogical explanations for the persistently low reading performance of secondary school students in Ikenne Local Government Area of Ogun State, Nigeria, this study attempts to investigate the extant pedagogical processes involved in reading for comprehension in an ESL context. It does this by offering a rare and rich description of the teaching of reading for comprehension in four rural secondary schools. As Chapter 2 will demonstrate, the idea of teaching reading for comprehension in ESL classes has generated a great deal of controversy in the developed world, but it has not received much attention in the Nigerian scholarly discourse. Some discussions have focused on divergent ideologies about reading for comprehension and how to teach it to ESL students; in particular, they have centred on the idea that reading is a meaning-making process. The current study provides a thorough overview of the pedagogical approaches used in secondary schools in Ogun State, Nigeria, to teach ESL students reading for comprehension.

I believe that the field of study on teaching ESL students to read for comprehension could benefit from the findings of this research and dissertation in three key ways. First off, the research merely offers in-depth information regarding what takes place in the ESL reading classrooms of the secondary schools in this instance. As seen in Chapter 2, very little research has been done in Ogun State, Nigeria, to answer this question. This knowledge is crucial for formulating solutions to the glaringly obvious reading for comprehension issues that exist in the nation. Secondly, the study describes the most common teaching methods used by ESL teachers as well as the challenges they face when teaching reading for comprehension. Thirdly, the research makes recommendations for improving the way ESL secondary school students in Ogun State, Nigeria, are taught to read for comprehension.

1.3 Statement of the Problem

This study's primary concern is the way selected secondary school English teachers in Ogun State, Nigeria, teach their students reading for comprehension. There are many unanticipated events in the realm of teaching, and it happens differently for different people in different situations and at different times. Teachers are undoubtedly an essential component of the educational infrastructure but they face challenges in getting students interested in language learning, helping them improve their literacy, and setting up environments that promote effective teaching and learning (Masello, 2012). The people who deal with learning daily in particular circumstances are teachers. It is vital

to take into account the manner in which they teach reading for comprehension. This research work is precipitated on two observations I have as an English Language teacher and examiner in the Nigerian education system for the past six years. First, reading to comprehend is one of the areas that pose problems to students. Second, students find it difficult to correctly identify and differentiate between main ideas and supporting details in paragraphs. Based on the foregoing, an investigation into the methods, strategies and approaches teachers employ to teach reading to comprehend becomes imperative: What methods and strategies are used? How are they used? Why are they so used? Thus, for these questions to be answered, one needs to embark on empirical research to explore the phenomenon of reading for comprehension. Records and feedback from examination officers in various internal and external examinations conducted in the country have shown that most students did not do well in the English Language paper in the West African Examinations Council (Daniel, 2001). While complaints were given on students' performance in all the areas of the English Language, emphasis was placed on reading comprehension, summary, and writing. This is the same story received from the Joint Admission and Matriculation Board (JAMB).

Giving further details on the English Language paper, the JAMB Registrar, Prof. Ishaq Oloyede (2021), lamented that the reading comprehension passage was the least passed part of the English Language paper. He, however, attributed this problem to students' lack of familiarity with the passages given as well as poor preparation for the examination. This raised a question, "could it be that students were not taught the appropriate methods and strategies needed to approach comprehension passages, irrespective of the structure and subject matter of the passage? Thus, this study is very important as it is believed that it will uncover the niceties of the pedagogical processes involved in the English as a Second Language classrooms in Ogun State, Nigeria, which is the focus of this study.

While the teaching of reading for comprehension at senior secondary school level in rural schools in Ogun State is deemed as very important, very few studies have investigated this phenomenon, let alone comprehensively investigating what teachers of English Language do to teach students reading for comprehension, how they teach students reading for comprehension, and why they prefer certain methods and strategies in their teaching. A significant gap in the literature is highlighted by the scant number of studies, most of which do not concentrate on the teaching of reading for comprehension at the secondary school level in Ogun State, Nigeria. Consequently,

this necessitates the current study which explores how selected secondary school teachers of English in Nigeria teach students to read for comprehension.

1.4 Purpose of the Study

Exploring the current teaching strategies used by ESL teachers in Ogun State, Nigeria, is essential to get an insight into how the ESL students in rural secondary schools are taught reading for comprehension. The purpose of this study was to explore the methods and approaches that ESL teachers in four selected secondary schools in Ikenne Local Government Area of Ogun State, Nigeria, employ in teaching reading for comprehension. Understanding the state of education today allows us to see both possible areas for growth.

The suitability and quality of teaching resources are frequently linked to the efficacy of teaching strategies. The purpose of this study was also to explore the types of teaching resources ESL teachers use to facilitate reading for comprehension lessons. Gaining knowledge about resources and tools that teachers use can be extremely beneficial in understanding how well resources support students' comprehension development and how well they align with teaching goals.

Assessing students' understanding of diverse texts is a crucial element of successful teaching of reading for comprehension. This study aims to explore the methods and strategies of assessment used by ESL teachers to gauge their students' comprehension of various written genres. Understanding the assessment techniques teachers employ can shed light on how well these approaches measure students' development and guide teaching choices.

Reading for comprehension is greatly aided by the teaching strategies used by ESL teachers, in addition to their methods and resources. The purpose of this study was to explore the strategies used by ESL teachers to improve their students' growth in reading comprehension passages.

Effective reading for comprehension is largely dependent on active engagement. The purpose of this study was to explore the types of exercises and activities that ESL teachers use in their classes to engage their students with different genres.

1.5 Location of the Study

The study was conducted in Ogun State, which lies in the southwest of Nigeria. The chosen schools in Ikenne Local Government Area of Ogun State, Nigeria, are very pertinent to me, because they

are owned by the government and are situated nearest to one another. Ikenne Local Government Area of Ogun State is home to thirteen government secondary schools; I specifically chose four of them, designating them as schools A, B, C, and D. Another intriguing fact is that I once taught English Language in one of the selected schools and found out that a large percentage of students had extremely difficult reading problems. They had trouble understanding written materials and also had a poor approach to text, which motivated me to investigate how selected secondary school English teachers in Ogun State, Nigeria, teach students to read for comprehension. The literature also claimed that not much research had been done on the teaching of reading for comprehension in rural secondary schools in Ogun State, Nigeria.

1.6 Understanding what Reading for Comprehension is

The foundation of literacy, reading comprehension, goes beyond simple symbol decoding on a page. It is an intricate cognitive process where the reader, the text, and the context interact dynamically (McKenna et al., 2019). Fundamentally, reading comprehension is the capacity to derive meaning from written material (Shan, 2018). This construction process depends on several abilities, such as correctly identifying and pronouncing words (Wolf & Denzinger, 2020), comprehending the meaning of words and their nuances (Nagy & Tran, 2018), drawing conclusions from the text that are not made clear in it (Alexander, et al., 2016), and having prior knowledge and experiences that serve as a framework for interpretation, and the capacity to identify when comprehension falters and act to correct it (Baker & Hayes, 2017).

Reading for comprehension is the capacity to comprehend a text, analyse the data, and accurately interpret what the author is saying (Grabe and Stoller, 2002). According to Grabe and Stoller (2002), no single method describes reading for comprehension alone in itself, rather collectively they offer a somewhat precise description for the procedures needed for proficient reading. It is said that reading for comprehension is a way of thinking that occurs when someone who reads opts for relevant information, facts, or perspectives from written material; influences the significance that the writer intended to transmit; decides whether they relate to prior understanding; and judges their suitability as well as essential for meeting the learner's own objectives (Veeravagu, et al., 2010). One part of understanding is word recognition. Fast, accurate, automatic word processing is a trait of proficient readers (Pressley, 1998; Stanovich, 2000). Pressley (1998) also discovered that proficient readers can read more challenging content at an average of 200 phrases per minute and do leisure reading at a rate of 250 to 300 phrases per minute. They can accomplish their goals

with little effort. Poor readers have trouble understanding a more complicated text. Information is connected to one another either directly or indirectly. Understanding grows as the knowledge is processed. Norris (1998) distinguished between perceptual and conceptual information processing when visual stimuli were provided. Individual or group words, passages, phonemics, and sentence formations are inputs that are processed by perceptual processors. The context, discourse structure, and use of prior information are used to assign meaning. According to Numan (2003), reading for comprehension is a fluid process that integrates details from the written material with prior knowledge to arrive at a meaning.

Ojakovo (2019) posits that the capacity to read and comprehend a book is known as reading comprehension. It is the inferred meaning from the information in a text that is expressed in words, symbols, numbers, or visuals. Making literal, figurative, and critical meaning out of a text is what it entails (Ojakovo, 2019). People read mostly for reading comprehension. Reading for comprehension is a difficult skill to master. Most teachers and students find it difficult to teach and learn this technique since it is so complex. Thinking, imparting past experiences and extracting are all necessary for comprehension. Word recognition and decoding are the cornerstones of reading for comprehension. As students advance in these abilities and gain the ability to read words, they must go on to understand the precise meanings of the words they are reading, both individually and in context. Comprehending what is being read requires knowledge and understanding. Word identification, prior knowledge, comprehension techniques, and engagement all work together to facilitate comprehension (Ojakovo, 2019). A learner or reader cannot comprehend well without all of these abilities, and reading effectively is consequently not possible. According to Qian (2016), reading for comprehension is conscious cognition in which readers and texts work together to create meaning.

Reading for comprehension is also seen by Grabe (2009), as cited in Qian (2016), as the process of translating written symbols into a language that a person can understand in order to reconstruct a reasonable spoken message. The majority of language learners consider it to be their most crucial skill, particularly those who are learning English as a second language. Bottom-up, text-driven processing and top-bottom, concept-driven processing are integrated during reading. Understanding a text's meaning is an explanation behaviour, according to text linguistics, and it depends not only on the content the author includes in the text but also on the reader's assumptions. Reading is, therefore, not a passive activity for the reader; rather, it is an active one. It alludes to a

psycholinguistic action process that blends the reader's use of inference to aid comprehension with the reader's decoding of the text's meaning in its literal sense. Reading for comprehension is the reconstruction of knowledge through active and focused reading techniques that encourage readers to understand and analyse the content critically (Sharifah, et al., 2010). Implementing and integrating a variety of cognitive processes is necessary for reading comprehension (Panayiota and Aghapatian, 2014).

According to Ruddell (2004), reading for comprehension is the process that occurs as someone reading creates meaning while interacting with text, or afterwards, using an array of prior knowledge and experience, textual information, their position in relation to the written content, and instantaneous, retained, or predicted interactions with others and exchanges of information. According to Richards and Renandya (2012), reading is primarily done for comprehension. Therefore, teachers constantly quiz students on their comprehension of reading passages. It is required of students that they have strong reading for comprehension skills in order to accomplish that. Reading for comprehension is a sophisticated combination of automatic and deliberate cognitive processes that enables the reader to construct a mental model of the text (Turkeltaub, et al., 2003). Additionally, it calls for the successful application of strategic procedures like assessing understanding and metacognition. If readers have strong comprehension abilities, they can go quickly through the beginning phase of reading to the end objective of reading (Yovanoff, et al., 2005). According to Somadayo (2011), reading for comprehension is a challenging intellectual activity that requires two key skills: command of word meanings, and conceptual understanding of spoken language. This opinion holds that reading for comprehension in this situation occurs simultaneously in the reader's mind as a two-way concentration. Readers actively participate in reading activities by disclosing the author's writing style and language. Because of this, they must convey the message that the author intended for the text to convey.

1.7 Research Objectives and Questions

Examining how English Language teachers teach reading for comprehension in secondary schools in Ogun State, Nigeria, is the main objective of this study. Specific objectives for this study include the following.

1.7.1 Research Objectives

The objectives of this study are to:

1. explore what selected secondary school English teachers in Ogun State, Nigeria, do to teach students to read for comprehension.
2. explore how selected secondary school English teachers in Ogun State, Nigeria, teach students to read for comprehension.
3. explore the reasons why selected secondary school English teachers in Ogun State, Nigeria, teach students to read for comprehension the way they do.

1.7.2 Research Questions

1. What do selected secondary school English teachers in Ogun State, Nigeria, do to teach students to read for comprehension?
2. How do selected secondary school English teachers in Ogun State, Nigeria, teach students to read for comprehension?
3. Why do selected secondary school English teachers in Ogun State, Nigeria, teach students to read for comprehension the way they do?

1.8 Overview of Methodology

This research was carried out in order to offer a qualitative examination of the pedagogical processes involved in reading for comprehension lessons in secondary schools in Ogun State, Nigeria. This study used an interpretive paradigm and adopted a qualitative methodology. Qualitative research, according to Denzin and Lincoln (2020, p. 3), illuminates and clarifies what occurs in settings like schools and classrooms. By using this method, I was able to identify and explain the phenomenon under study, the teaching of reading for comprehension in selected secondary schools in Ikenne LGA of Ogun State, Nigeria, in a condensed and understandable manner. A case study design was chosen because it focuses on understanding people in their real-world context by interpreting their actions as a single group, community, event, or case, particularly where the boundaries between phenomenon and context are not clear (Yin, 2003). This choice was made considering the study's focus and research questions. The purposive sample for this study consisted of teachers of English from four chosen secondary schools in Ikenne Local Government Area of Ogun State. Semi-structured, face-to-face interviews, observations in the classroom, and focus group discussions were employed as data-generating tools in this study

because of their significance in qualitative research. The strength of qualitative case studies is their ability to provide a thorough knowledge of the phenomenon under study, and these data-generating tools allowed me to provide rich and valuable data that shed light on the teaching of reading for comprehension in the four secondary schools that were chosen. In order to analyse the participants' responses, thematic analysis was utilised. A data set is analysed thematically by looking for recurring patterns of meaning in a collection of texts, interviews, focus groups, or other types of data (Braun and Clarke, 2013). As soon as I finished the first two interviews, which I used as pilot interviews, the data analysis got underway.

1.9 Rationale and Significance

According to Nkambule (2012), literacy concerns are believed to affect not only the matric pass rate but also the academic literacy problems that arise in higher education institutions. Many students enter higher education institutions lacking comprehension skills and inadequately prepared by secondary school teachers to read independently, which has been linked to some obvious academic literacy issues in these institutions (Schermbucker, 2016). This shows that the persistence of academic success inequality is caused by secondary school students' inadequate readiness to engage with academic content found in higher education institutions. The issue of academic literacy emphasises how crucial it is to comprehend the underlying causes of students' difficulties moving from basic reading to comprehension reading, i.e., to get knowledge about students' awareness or lack thereof of the connection between reading for learning and reading to learn in rural educational institutions.

Illiteracy issues, however, are not just a problem in rural areas; they are also present in urban and township areas. Some students are further disadvantageous if their parents are illiterate because they are unable to read to them or teach them reading skills, including reading for comprehension.

All of these became clearer to me as I was observing Senior Secondary School (SSS1) English Language teachers informally during my years of teaching in a rural secondary school in Ogun State, Nigeria. I noticed that the majority of their students have difficulty understanding the material that is read aloud in class, which may be influenced by several reasons. The majority of the teachers I encountered seemed to be using the rote teaching method, which frequently denied students the chance to read for comprehension. This may be one of the factors responsible for the observed lack of comprehension. What worried me was that these students, who seemed to lack

the critical reading and comprehension skills necessary for further education, would eventually transit to higher educational institutions. When I started looking for studies that concentrated on the reading and comprehension pedagogy of rural teachers, I discovered that not many studies had been done in this area. Given that a substantial percentage of people in rural areas lack formal education (Nyathi, 2007), I became interested in studying secondary school teachers in these places to learn more about their experiences. Furthermore, Mulkeen (2005) contends that the majority of teachers prefer to work in urban schools, which contributes to the high prevalence of reading proficiency problems among rural students in Ogun State, Nigeria.

Hopefully, the results of this study will be helpful to English Language teachers, students, school administrators, state government, curriculum developers, textbook authors, and future researchers. The study will benefit English Language teachers in identifying the most suitable techniques, methods, and strategies that support the efficient teaching of reading for comprehension. It is hoped that this study will equip teachers who lack the fundamental approaches, methods, and strategies for teaching reading for comprehension with the necessary pedagogical skills to do so in a way that is compatible with the learning levels of their students and appropriate for secondary school students in rural schools. To a significant extent, it will also make it easier for them to identify resources that complement some of the techniques, methods, or strategies they want to employ to teach reading for comprehension. The teachers will discover a better method for creating improvised teaching resources. A teacher may produce copies of the comprehension passage if they are aware of the unavailability or shortage of the approved texts or other teaching resources.

It is hoped that secondary school students will gain from the study's findings in that they will recognise the importance of following up with activities that will be provided in the classroom because, according to my findings, students struggle with learning to read for comprehension because they do not purchase the recommended textbooks, pay enough attention to the teachers while reading the comprehension passages, or engage in or participate in the classroom activities. The school management/state government will also find the study useful as they provide basic facilities, teaching resources as well as training of teachers. It is hoped that the school management as well as the state government (the employer of the teachers and administrative staff) will ensure that students learn in conducive environments. They will be able to tackle the issue of large classes so that teachers can monitor what students do and move around the classrooms to engage them in

class activities. They will also be able to give enough facilities in the classrooms. The school management /state government will benefit in the study at the level of knowing what to do in addressing the problems students face while reading to comprehend. They will also ensure adequate provision of textbooks in the libraries.

Curriculum designers must ensure that the techniques, tactics, and strategies employed in teaching reading for comprehension are appropriate for students residing in rural regions. The planners of the curriculum base their decisions on the general knowledge of the students, but they must also consider how the curriculum will apply to people living in rural areas. The knowledge levels of students from urban and rural locations differ from one another. Therefore, they ought to be handled differently. Additionally, textbook authors play a crucial role, so, they stand to gain from this study. The language they use should be appropriate for the level of the students, especially those in rural secondary schools, and they should make sure that the activities they offer are able to capture the fundamentals of acquiring reading for comprehension. The difficulty will be a poor grasp of the passage if the activities and contents of a book do not meet the fundamental demands of the learners. This study will be useful to future researchers because they will use it as a source for their own research.

1.10 Role and Position of the Researcher

Planning, reading, visiting the field, and writing are essential to a research project's success. Writing out the topic, reading widely to identify any research gaps, and writing out the study's goal and objectives were the first steps in the planning process. The study is exploratory, making it a qualitative one; as a result, three tools were used to generate responses from the nine English Language teachers that participated in the study from Ikenne Local Government Area in Ogun State. I went to the field to generate responses from the selected participants in their schools after being permitted to conduct the study by the principals of the selected schools, the Permanent Secretary of the Ogun State Department of Education, Science, and Technology, and the University of Kwazulu-Natal Research Ethics Committee for Humanities and Social Sciences. I conducted semi-structured interviews with teachers (3 per school A and C, 2 per school D, and 1 for B because the school had only one English language teacher). The participants signed the informed consent document and I discussed the study's objectives with them before the interviews. I also held focus groups with six of the nine teachers because of absences, and I observed eighteen

classrooms for a total of forty-five minutes each. Originally scheduled to take place online, the focus group discussion was shifted to a school because of teacher restrictions around internet and technology access. Important information regarding how teachers approach teaching reading for comprehension was obtained through the use of interviews, observations, and focus group discussions.

1.11 Organization of the Thesis

The entire thesis is provided in six chapters, each of which represents a different area of the research and serves as a foundation for reaching the overall objective of the thesis. The contribution of each chapter to the overall goal is briefly described in the paragraphs that follow.

The reader is given an overview of the entire study in Chapter 1. It offers an overview of the study, the study's goals, its research questions, and its significance.

In Chapter 2, I examined relevant literature on how to teach reading for comprehension in an ESL setting. The literature review begins by discussing the importance of facilitating knowledge about reading for comprehension, how to teach reading comprehension skills in classes where English is a second language, how to boost students' comprehension, and the roles of the teacher in teaching reading for comprehension. Then, in the latter half of Chapter 2, I discussed empirical studies on the pedagogy for reading for comprehension in Nigeria, Africa, as well as globally.

Chapter 3's goal gives a theoretical background for the case study. Lev Vygotsky's (1978) sociocultural theory serves as the study's theoretical framework. Teaching reading for comprehension in secondary schools is significantly impacted by the sociocultural theory. That is, the lessons ought to be applicable to real-world scenarios first. Furthermore, appropriate, authentic, and culturally relevant materials must be used in educational settings in order to meet the goals of knowledge generation.

The design and execution of the research are described in-depth in Chapter 4. This study is categorised as an interpretative case study with a strong focus on qualitative data. Beginning in Chapter 4, an explanation of why the study should be used as a case study is given. The case study is restricted to secondary school teachers in Ogun State, Nigeria, and the category of teaching

reading for comprehension pedagogy. The case (or unit of analysis) relates to the teaching of reading for comprehension provided to secondary school students at four selected secondary schools in Ikenne LGA of Ogun State. The study's epistemology as well as ontology are tied to its methodology and paradigm. Focus groups, classroom observations, and face-to-face semi-structured interviews were used to generate the data. Chapter 4 provides specifics on the study's tools and methods. The chapter discusses the ethical considerations made in the study's conduct and ends by examining the reliability of the data and the study's constraints.

In Chapter 5, the study's results are outlined. The research questions that served as the study's guiding principles as well as the data generating tools are used to frame the presentation of the findings.

The study's findings are discussed in Chapter 6 within the context of the literature and the theoretical frameworks that serve as analytical framework. The thesis is concluded by offering conclusions on each research issue and taking into account any implications for curriculum designers, school administrators, and policy and practice.

In the next chapter, I discuss the review of relevant literature to describe how reading for comprehension is taught to secondary school students in English as a Second Language classes.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The study's goals, objectives, and research questions were all covered in the previous chapter, which also provided an overview of the study. In order to respond to my three research questions, I describe how reading for comprehension is taught to secondary school students in English as a Second Language classes as well as the methods teachers employ. This will help readers understand what teachers do to teach reading for comprehension and how they do it. A review of relevant literature is necessary for this.

Reviews of the literature serve as the cornerstone of any successful research project. They accomplish a number of tasks, ultimately directing researchers towards a meaningful and well-informed study (Green & Higgins, 2021). Researchers can gain a full understanding of previous research on a topic by doing a thorough literature study (Tranfield et al., 2018). This knowledge foundation aids in the identification of gaps, prevents effort duplication, and places the work in the perspective of the larger area. I divided the literature review into categories according to major themes or subtopics related to my field of study. Highlighting important study subjects and possible research gaps is made easier with the use of this thematic approach (Oliver, 2018).

The principles of teaching reading for comprehension constitute the main topic of the literature review for my thesis since they helped me approach the study in the right way and provided information that helped with the data generation and analysis. I will first go over the literature on the value of teaching reading for comprehension in this chapter. Second, I will concentrate on literature that are pertinent to the teaching of reading for comprehension techniques in ESL classes. Thirdly, I will concentrate on scholarly works that relate to the role of the teacher in imparting reading for comprehension. Finally, I will delve into literature that relates to the strategies for improving students' comprehension. By analysing empirical studies on the teaching of reading for comprehension globally, in Africa, and Nigeria, I then make the case that very little attention has been made in current research on the teaching of reading for comprehension in Nigeria. The goal of the current study is to close this gap.

2.2 The Importance of Teaching Reading for Comprehension

It is mandatory to teach reading for comprehension in order to build reading and language proficiency. All disciplines are related to reading for comprehension, which is crucial for academic success. At the basic, secondary, and postsecondary levels, students must perform well on placement and state examinations that are standardized (Ojakovo, 2019). Students at all educational levels must use their comprehension skills. Every student at every level of education should be proficient in it and continue to practice it as they go through the educational system. Reading for comprehension abilities are beneficial for students in all academic subjects, not only in English studies. According to Moore (2016), comprehension abilities can be developed early in life and continually refined throughout elementary and secondary education.

One of the most crucial academic tasks completed by students in primary, secondary, or college settings is reading. The only distinction is that students in tertiary institutions are exposed to a variety of texts and textbooks that demand independent reading. At this level, they are expected to comprehend what they are reading in order to analyse information from various sources, criticize, evaluate, and synthesize. Unfortunately, many of the applicants to these universities are not up to the task in meeting these hurdles. There is a connection between reading literacy and academic performance, according to numerous applied linguistics and reading scholars (Grisso, 2018; Stoffelsma & Spooren, 2019). They contend that weak reading skills result in subpar academic performance, which in turn has an impact on the entire development of reading. Students in Nigerian secondary schools are expected to read and comprehend literature from a wide range of academic subject areas. Thus, in order to thrive academically, learners at this level must acquire the requisite reading abilities. Although many of them have no issue precisely reading words, they lack comprehension. The teaching of reading for comprehension, which helps students to read and comprehend texts from a variety of academic areas in school, is centered on teachers' knowledge of reading comprehension processes.

Anmarkrud & Braten (2012) note that while the repertoire of tactics taught was very small and the teachers' approaches for transferring comprehension strategies varied significantly, teaching was mainly implicit and delivered in front of the whole class, and teachers' familiarity with reading for comprehension. Contrary to the vast majority of empirical studies that concentrate on general education teachers' knowledge (Cheesman et al., 2009; McCombes-Tolis & Feinn, 2008;

Washburn et al., 2017), few investigations compare the reading expertise of classroom teachers with special education teachers. In terms of their readiness and enthusiasm for imparting comprehension of words, general education and special education teachers' assessments differ noticeably, but not between the two groups' knowledge of the subject, according to McCombes-Tolis and Feinn (2008); Cheesman et al., (2009); Washburn et al. (2017). For instance, working teachers from a variety of backgrounds (speech therapists, doctoral students, all fields and exceptional education teachers) had a poor understanding of the grammar structures crucial for teaching reading and writing, such as phonemes, according to Moats (1994). Although there is a sizeable and expanding corpus of research on teachers' reading expertise, it has tended to concentrate on lower-level operations. Following that, several studies looked at teachers' subject-matter expertise (Aro & BjØrn, 2016; McCutchen, et al., 2009; Piasta, et al., 2020; Washburn, et al., 2011) as well as their teaching abilities related to beginner reading for comprehension procedures (Duguay, et al., 2016; Van den Hurk, et al., 2017). According to several studies (Anmarkrud & Braten, 2012; Barron et al., 2018; Brevik, 2014; Sampson et al., 2013; Taboada & Buehl, 2012), research on teachers' understanding of higher-level comprehension of content strategies is conspicuously lacking. In contrast to Taboada & Buehl (2012) who discovered that teachers' perspectives on reading for comprehension partially coincided with cognitive views on reading for comprehension, Anmarkrud & Braten (2012) conducted interviews with Norwegian teachers and discovered that language arts teachers generally lack the ability to express professional knowledge of teaching reading.

Additionally, studies have revealed that few teachers are knowledgeable with reading practices. For instance, according to the poll, teachers in Norway were aware of reading techniques, but when they filled out their strategy records and lesson plans, they displayed misconceptions (Sampson, et al., 2013). Similar to this, Anmarkrud and Braten (2012) found that few reading strategies were highlighted by teachers, including anticipating, activating prior knowledge, summarizing, identifying, and remembering text's essential concepts. The results of classroom observational research also supported the notion that teachers' repertoires of tactics were rather limited (Anmarkrud & Braten, 2012; Barron, et al., 2018). Teachers have struggled to describe the significance of the teaching of reading for comprehension in research that have focused on teachers' pedagogical expertise of the subject (Barron et al., 2018; Brevik, 2014). Teachers were not specifically aware of the reading for comprehension skills they were teaching, even though they were aware of them (Brevik, 2014). But according to Anmarkrud and Braten (2012),

systematic and ongoing teaching of comprehension skills did not seem to be a key component of these teachers' practices. These findings are consistent with a review of observational studies conducted on the teaching of reading by general and special education teachers conducted by Swanson (2008), which showed subpar comprehension teaching.

It is impossible to overstate the value of reading for comprehension, particularly in the contemporary educational system where teaching is heavily dependent on teachers' ability to accurately and fully interpret written texts and to assist students in building and using their background knowledge when they are presented with unfamiliar or challenging texts or passages. Failure in English at the Senior Secondary Certificate Examination (SSCE) in Nigeria is serious for students, given the impact that reading for comprehension has on secondary school students' performance in their academic achievement and for the development of their literacy abilities. Failure in English is a barrier to further education because students need to pass the subject at the credit level to be admitted to tertiary institutions. This suggests that students require the assistance of and teaching from highly qualified English Language teachers (Oyinloye, 2005). Therefore, reading for comprehension must be given priority. Sampson et al. (2013) and Brevik (2014) remark that it is critical to look at what teachers are doing to teach reading for comprehension because reading for comprehension strategies are not widely known among teachers. Teachers may know what they teach, but they may not be explicitly aware of how they are teaching reading for comprehension strategies. With this as a starting point, this study will look at the strategies secondary school English language teachers in an ESL context in Ogun State use to teach reading for comprehension, as well as the reasons for such strategies.

2.3 Teaching Reading Comprehension Strategies in Classes Where English is a Second Language

According to Alfallaj (2017) as cited in Alghonaim (2020), comprehension is the fundamental idea behind reading since it explains how to successfully extract meaning from written passages or texts. Students must be able to self-modify, manage their own reading, and monitor themselves in order to evolve into savvy readers that can select information from the text, enhancing it logically, and including a critique of the text as they read, as stated by Alghonaim (2020). Children need access to a wide range of literacy activities that include great reading comprehension methods, as indicated by Alfallaj (2017). It is essential for students to practice excellent reading for

comprehension approaches, so English Language teachers in the ESL situation must employ the right reading strategies to increase comprehension and promote critical thinking when analyzing complicated materials. Since reading for comprehension is defined by complex characteristics, mostly made up of cognitive, linguistic, and sociocultural variables, it can be difficult for teachers to develop an effective reading approach (Alenizi, 2019; Ismail & Tawalbeh, 2015). It is important that teachers are aware of the role of reading for comprehension as the value of reading methods is well acknowledged (Alghonaim 2020). Engagement is more than just a list of reading techniques because it is a set of reading tactics incorporating mental states called Habits of Mind (HoM). The HoM includes things such as inhibitions, compassionate understanding, rational and original thought, and persistence. By enabling students to ask the proper questions, reflect on the facts at hand, and think critically, these aspects are thought to be crucial for helping students develop effective problem-solving abilities (Abdelhalim, 2017).

Reading to understand practices and reading goals in language classes are revived by integration into HoM, which promotes engagement with the reading material. Research has shown that promoting strategic reading requires a supportive educational environment because an intricate, dynamic relationship connects the individual who reads, the material being read, the task at hand, and the setting during the reading process (Aferbach et al., 2017; Brevik, 2015; Brown, 2017; Kamil et al., 2011). Thus, it is crucial to comprehend the many teaching strategies utilised in the classroom in order to comprehend how students become strategic readers. At the same time, it is important to pay attention to how teaching strategy organically develops from other aspects of teaching reading comprehension (Brown, 2017; Israel, 2017). Therefore, when teaching ESL students to read for comprehension, it is important to help them understand that different assignments and activities have varying comprehension needs. According to Grabe (2009), some activities call for a deep comprehension of the details, but others may only call for a grasp of the fundamental ideas and some supporting documentation.

Teaching reading methods has received a lot of attention in recent years (Brown 2017; Koda 2007; McNeil 2011; Pearson & Cervetti 2017; Pressley 2008; Pretorius & Laphalala 2011). Second language (L2) teaching is a subject of very little study (Brevik, 2015; Brown, 2017). This is alarming, given the high number of L2 students in the student body. A large majority of research, however, focuses on first language (L1) reading. Furthermore, compared to younger readers or

college students, who are the focus of the majority of reading research, secondary school students have been largely neglected in their need for comprehension strategies which will enable them extract meaning from complex texts (Brown, 2017). Successful teaching of reading requires a number of different teaching methods that can be adapted to the needs of the classroom. According to Faidah et al. (2019), methods include the day-to-day, in-person actions and behaviors that are effective when teaching a language using a specific methodology. Then again, the method entails the teacher using the language programme as an opportunity to practise in the classroom. In this manner, teaching and learning are based on the activities that are carried out in the classroom. Increasing students' vocabulary and subject-matter knowledge is one of the most essential elements of teaching reading skills.

According to Abdelhalim (2017), teachers should emphasize collaborative reading strategies to give students a productive way to participate in their social networks while honing their comprehension abilities. Reading for comprehension can also be improved in appropriate social environments, such as author reviews, book clubs, reading groups, literary circles, and group conversations. These activities encourage students to engage in interpretive discussion and to use critical reflection when reading and interacting with texts. As students engage in reasoning and thinking about issues in a complicated book, engaging readers in a collaborative inquiry based on a discussion-based reading model effectively stimulates cognition in students (Abdelhalim, 2017). According to Abdelhalim (2017), reading enjoyment is a necessary step in learners' development of attention, which in turn results in strong reading for comprehension performance. Roomy and Alhawsawi (2019) assert that it is essential to measure reader's engagement in a method that accounts for the ideal balance of interest, regulation by themselves, excitement, comprehension behaviour, and connection with written content in order to maintain readers' cognitive and behavioral activity. In general, reading promotion should rationally and consistently incorporate significant sub-competencies and knowledge (Grabe & Stoller, 2014).

According to Grabe & Stoller (2014), a more comprehensive set of reading curriculum development guidelines is required to outline pedagogical alternatives for teaching reading. This framework should include printables (based on needs analysis, goals and objectives for teaching and testing, ample resources, and an appropriate curriculum plan) and should be used when designing L2 teaching of reading. They continue by stating that pre-reading, during-reading, and post-reading activities should vary from one important reading to the next and that criteria for

developing a reading curriculum should include reading resources that are interesting, varied, appealing, abundant, and accessible. According to research on ESL readers, explicit technique training can be difficult and only have a minor effect on students' reading comprehension (August & Shanahan, 2006). Since L2 students are still developing their L2 competence, Brown (2017) also discovered that collaborative strategies were better suited to meet their needs, such as interventions where L2 readers shared techniques and engaged in tactical peer conversations. Students require additional teaching concerning how to maintain strategy teaching after the first explanation, modelling, and guidance so that they can remember and use the information that they were taught in a variety of contexts and syntax (Aukerman et al., 2015; Grabe, 2009; Koda, 2007). In-depth research is needed into how senior second-language learners comprehend printed material, how reading comprehension is taught in these L2 classrooms, and what sort of literary understanding emerges when perusing passage training is prioritised, and most importantly, why teachers teach their students in this way. English as a Foreign Language, EFL, and/or ESL teachers, according to Oxford (2013), have long sought solutions to the issue of some students finding it incredibly difficult to read and/or understand texts.

Beckman (2002) contends that effective strategy training involves both teaching students when and how to employ strategy as well as motivating them to incorporate this behaviour into their learning process. Cahoon (2008) asserts that teachers' use of approaches to reading is a potent instrument for improving their students' subject comprehension. Furthermore, according to Laughridge (2011), the primary objective of teaching comprehension in the classroom should be to foster the development of learners who have the expertise and techniques necessary to understand the words they are reading as well as the metacognitive abilities required to recognize the appropriate times and situations in which to use those strategies. Teaching comprehension techniques, such as different reading methods, is warranted, according to Cekiso (2012, p. 1), because it aids students in becoming strategic readers and enhances their reading for comprehension. The low reading performance of students at the primary, secondary, and tertiary level makes the necessity for reading strategy training clear. To assist their students become strategic readers, teachers must, therefore, give them reading strategy lessons that are centred on teaching reading techniques (Cekiso, 2012). William and Burden (1997) offer a similar perspective, when they argue that English teachers should assist their students in acquiring the abilities, information, and learning techniques necessary to become self-sufficient students that are capable of taking care of their own education.

The competency levels needed under the Curriculum Assessment Policy Statement (CAPS) methodology must be attained by children. Cofu (2013) claims that South African teachers struggle greatly to put reading strategies into practice. He adds that teachers require in-depth knowledge and specific abilities that they were not given during their original schooling in order to tackle this issue. Martinez (2011) submits that in order for readers to become active and constructively responding readers, there is a need for a deeper comprehension of readers' metacognitive knowledge of reading methods. Because of this, the teacher's involvement towards assisting students in improving their reading for comprehension is crucial. According to Priestley and Swanepoel (2009), attempts to implement educational transformation usually fail because teachers' contributions to the change process are undervalued.

Additionally, teachers must organize their reading lessons to help their students in class. According to Hassan (2015), scaffolding teaching encourages students to increase their independent knowledge, resourcefulness, creativity, and, in the case of this study, reading for comprehension skills. Consequently, by using reading for comprehension techniques as teaching aids, teachers facilitate the teaching and support process in the students' zone of proximal development (Vygotsky, 1978, p.86). Using reading for comprehension strategies that have been explicitly chosen as targeted reading strategies, the teacher can really support and guide the learning process in the classroom by using a scaffolding teaching approach. The literature reflects the results of numerous studies on reading for comprehension strategies and how they are taught in ESL classrooms (Cekiso, 2012; Mokhatari & Reichard, 2002; McNamara, 2007; Gunning, 2008; Wallace, 2003; Vaseghi et al., 2012; Hassan, 2015; Khabiri & Pakzad, 2012).

As teachers employ many teaching techniques to direct the learning process, teaching reading for comprehension strategies can take various forms in ESL classes. To satisfy the educational demands of the students, it is crucial that teachers regularly adapt their reading for comprehension teaching methods. According to Hassan (2015), teaching reading for comprehension in all classrooms should have common teaching strategy goals like the promotion of independent comprehension and the students' commitment to the reading for comprehension dialogue, despite the fact that individual teachers' reading for comprehension teaching strategies may vary. According to Raqqad and Hanim (2020), teaching fosters students' empowerment in reading, which is in line with Hassan's overall goals of the teaching technique in reading.

Given the crucial role that reading for comprehension learning strategies play in improving students' reading for comprehension, teachers' ability to assist students in developing these skills is crucial. In order to encourage reading for comprehension in the ESL classroom, which is true for Nigerian students since English is taught as a second language in the nation, it is crucial to investigate how teachers teach reading for comprehension to secondary school students. The role of the teacher in assisting students in realising their full cognitive potential cannot be overstated. This job requires the teacher to be an expert in teaching reading for comprehension as well as identifying the strengths and weaknesses of each of their students.

2.4 The Role of the Teacher in the Teaching of Reading for Comprehension

In order to teach reading for comprehension, the teacher's involvement is extremely important. Teachers must have a thorough understanding of methods for comprehending text as well as practical expertise in teaching reading for comprehension if they must promote the growth of students' reading for comprehension. Teachers can enhance students' lower-level reading for comprehension skills, such as interpreting, reading fluently, and acquiring lexical knowledge, by using a variety of teaching strategies (Wright & Cervetti, 2017). Phonology-based treatments that improve students' comprehension of phonology, the alphabet, and precise and methodical phonetic knowledge might be beneficial for early childhood education. These interventions also allow children to practise the aforementioned skills through literacy activities (Duff & Clarke, 2011). General reading practice and repeated reading are the two most distinctive ways to improve reading fluency (Huemer, 2009). The direct teaching of specific definitions, such as how to classify, compare, discuss, and match terms, is essential for effective vocabulary learning (Wright & Cervetti, 2017). Supporting advanced reading comprehension abilities, such as reading techniques, can also help reading for comprehension (Gersten et al., 2001; Lee & Tsai, 2017). The best reading for comprehension programmes often incorporate assisted exercise, metacognitive modelling, collaborative application of the approach in conduct, direct and explicit teaching of reading strategies, and self-reliant application to guarantee that every student has the chance to succeed (Duke & Pearson, 2002). The same teachings should be used to teach various text structures (such as fiction, factual texts, etc.) and reasoning skills when teaching reading for comprehension techniques (Duke et al., 2011).

It is critical to focus on other areas of the lesson in addition to the students' cognitive and metacognitive talents. First, the passages or texts you choose should be especially well suited to the particular reading skill or method you are teaching. For instance, if a specific comprehension approach is being taught, the text or passage of text should not be overly difficult in terms of vocabulary, background knowledge, or decoding (Duke & Pearson, 2002). Second, it is important to maintain students' enthusiasm for reading. A few examples of motivational strategies include the conceptual teaching of reading interventions, which gives students the freedom to choose, boosts their self-esteem, promotes cooperation or interaction, and uses topical sections that correspond with the books they are reading in their organised, linked, and well-structured methods. Since reading techniques are tools for understanding texts, they should be presented in detail (Guthrie et al., 2007).

A life-long endeavour, according to California State University, which was cited in Cekiso, (2017), is mastering reading for comprehension. Cekiso (2017) also emphasises the fact that proficient teachers of reading for comprehension create high-quality reading lessons by using their knowledge of how children learn to read, the standards for the grade level, and the fundamentals of effective teaching of reading. Additionally, the researcher asserts that in order for teachers to take activities that will enhance their students' reading ability, they must be aware of the reading process. Also, Moats et al. (2006) as cited in Cekiso (2017), argue that interaction tactics are just one of many attributes that EFL or ESL teachers need to have in order to properly carry out their jobs. However, some research has indicated that teachers fall short of their teaching capacity and fail to foster classroom engagement (Xie 2011; Schwab 2011).

Priestly (2011) and Swanepoel (2009) also see that attempts to implement educational change usually fail, frequently as a result of undervaluing the role of teachers in the change process. Sailors (2008) also points out that while professional development for reading teachers receives a lot of attention, numerous research studies continue to focus on broad reading pedagogy. Cekiso (2017) asserts that there is no research on teacher professional development with respect to teaching reading for comprehension in the classroom; and new teachers still join schools with a basic understanding of how they should teach reading based on their limited view of reading. Klapwijk (2012) asserts that in order for teachers to modify their pedagogical techniques in a way that will be sustainable, new implementations must follow a few guiding principles and, most importantly, demonstrate that they can advance students' learning. Reading Horizons (n.d.) claims that teachers

receive minimal training on how to impart fundamental literacy skills to learners and those who have reading challenges during their initial pre-career schooling. Furthermore, Reading Horizons (n.d.) contend that many students, especially those who struggle with processing information, those with special needs, and English Language learners, lack the fundamental abilities required for academic success. Therefore, it is crucial to conduct this research in a Nigerian setting in order to determine how ESL teachers teach students in reading for comprehension in selected secondary schools in Ogun State, Nigeria. According to Zimmerman (1997), cited in Cekiso (2017), it is essential for teachers to build the teaching abilities required to foster reading skills. In a similar vein, Van Staden (2011) submits that addressing reading difficulties in schools requires having a good teacher in every classroom. He adds that effective teachers are those who are informed, strategic, flexible, and reflective.

The findings of numerous research on the pedagogy of teaching reading for comprehension, including those by Kadir et al. (2014), Naiditch (2009), Snow et al. (2005), and Burke (2002), place a strong focus on the role of teachers in the classroom. Burke (2002), for instance, argues that there are several considerations when teaching students to read in a second language, therefore teachers must employ a range of reading comprehension approaches.

Burke outlines several variables relating to the teaching reading for comprehension, such as (a) teachers' interpretations of reading for comprehension and teaching tactics; (b) support afforded to students during the teaching phase; and (c) the teacher's actions or response to what is happening during the reading for comprehension lesson. Same as above, it is important to note that when teachers use their understanding of reading for comprehension skills, their students' capacity to comprehend what they are reading can be considerably influenced.

The reading for comprehension strategy -teaching-learning equation, according to Snow et al. (2005), is teacher-dependent. This emphasises how important it is for teachers to help learners develop their reading for comprehension both within and outside of the classroom. Even though teachers are acknowledged as the main facilitators of comprehension of texts in the classroom of English as a second language, Kadir et al. (2014) contend that they do not sufficiently and specifically focus on methods for comprehension during second language teaching. When training students to read for comprehension, the teacher is crucial. According to the argument above, a teacher's involvement is essential in helping students who are struggling with reading for

comprehension. Given the significance of employing various teaching methods for the teaching of reading as discussed above, I am curious to find out what selected secondary school teachers in an ESL milieu: Ogun State, Nigeria, do to teach students to read for comprehension.

2.5 Strategies to Improve Students' Comprehension

Researchers who have studied the specific strategies readers use to comprehend informative writing (Guthrie & Llauda, 2014; Kletzien, 1991; Weaver & Kintsch, 1991) have discovered that automatism in deciphering, prior knowledge, motivation/engagement, understanding of fundamental and related theories, and the application of suitable processing strategies are all necessary for effective reading for comprehension. Teaching students how to adapt their reading strategy based on their objectives is one of the strategies. Competent readers apply adaptable learning approaches that best reflect the discipline and build mental models of the text using their existing knowledge (Shanahan, 2016). In order to track and modify these learning processes as comprehension wanes, avid readers must have sufficient understanding (Dole et al., 1991; Neufeld, 2005). The usefulness of teaching strategies and text-reading approaches in the classroom will be more understood by teachers if their knowledge of these subjects is increased, and they will be more driven to teach their students these methods (Fowler & Frey, 2000; McLaughlin, 2012). If teachers use a range of teaching strategies in their classrooms, strategic teaching across disciplinary themes may prove successful (Bryant, et al., 1999). The use of explicit/direct lessons, outline-style pre-organizers, modelling of text comprehension, urging students to put into practice reading tactics attributed to professionals in the area, offering regular and perpetuated guidance, seeking excellence of approach, working with learners to understand what to read and how to use reading strategies, as well as providing possibilities are methodologies for teaching that have been found to be successful for facilitating reading proficiency (Taylor, 2007; Taylor & Parsons 2014; Unrau & Quirk, 2014).

Numerous authors have posted lists of methods for understanding texts. According to popular belief, Davis (1941) created the first one, which includes the ability to understand a word's meaning in its appropriate context, comprehend how a passage is organised, identify the main idea, respond to questions based on the text, identify the information that the reader has been given in a way that is specific to them, conclude written content, and have the mental faculties to identify and comprehend the writer's purpose. According to Rosenshine (1997), inquiry-based strategy of

teaching comprehension entails developing/activating prior understanding, offering processing resources, helping learners plan what they know, offering novel content in an incremental fashion, delivering formal hints, and teaching thinking techniques through the use of minimal phases, educator simulation, and with learners think-aloud.

Pressley & Wharton-McDonald (1998), cited in Cho et al. (2020), categorize reading strategies into three phases: before reading, while reading, and after reading. Setting reading objectives and reviewing the text's structure are two pre-reading techniques. Activating background information, connecting the major concepts, taking notes, and addressing comprehension issues are pre-reading strategies. The reading phase includes reading topic sentences, skimming, and summarizing the sections. Zhang (1993) divides reading strategies into four groups: memory, cognitive, compensatory, and proving techniques. While compensatory strategies entail lexical identification, inference, and connection-making, cognitive strategies involve the activation of past knowledge, previewing, prediction, and self-inquiry. Visualising, prioritizing, skimming, scanning, summarizing, synthesizing, and evaluating are some memory methods. Testing strategies include reading and responding to questions as well as erasing erroneous answers from a multiple-choice list. Other researchers (Grabe & Stoller, 2002; Oxford, 1990; Pressley, 2000) have classified reading strategies into metacognitive, cognitive, social, and affective categories. The Skills to Achieve Reading Success (STARS) programme is an example of how teaching reading outside of the early years has typically centered on helping students to apply common reading skills to identify a text's primary topic.

These so-called methods, according to (Muijselaar et al., 2018; Shanahan, 2018), are the outcomes of understanding rather than teachable reading strategies. One of the teaching strategies whose effectiveness has been examined is the search for the essential idea (Sjostrom & Hare, 1984; Ramsay et al., 2010; Stevens et al., 2019). Given the scant data, it is remarkable that these strategies predominate in lessons in schools (Dole et al., 2009), especially given that the length of teaching in these strategies has no effect on reading for comprehension performance after fifteen lessons (Elleman, 2017; Stevens et al., 2019). One of the curriculum programmes based on these methodologies is the Fountas-Pinnell system of tactical decisions (Pinnell & Fountas, 2007), which is intended for use across a broad spectrum of materials and may alter the emphasis of teaching rather than the focus on carefully accumulating understanding (Hirsch, 2019). Teachers have frequently delegated the duty of cultivating background knowledge to parents, and in some cases,

they still do so today. This posture is unexpected, given the socioeconomic status disparity associated with kindergarten children's exposure to verbal communication and the formation of worldwide information (Gilkerson et al., 2017; Hart & Risley, 2003).

Several comprehension strategies have been found to be extremely helpful in studies of good readers. These strategies come in a variety of complexity levels. The following strategies, as provided by Zhang (1993), have emerged as particularly useful and are especially well suited for teaching English as a Second Language in Ogun State, Nigeria, from among the variety of strategies examined by researchers. The six dimensions of teaching reading that Zhang (1993) suggested - activating prior knowledge, creating and responding to questions, making inferences, predicting, summarizing, and visualising - have become the main focus of my research. It should be noted that the characteristics of reading for comprehension covered below have significant connections between them and are not, in fact, independent parts.

2.5.1 Activating and Using Prior Knowledge

A clear presentation of a text depends on the reader's prior knowledge. A well-connected repository enables quicker retrieval and use of essential information (Kintsch & Rawson, 2005). The comprehension and retention of information that is relevant are aided by previous experience with the topic in question (Barnes et al., 1996). Readers with greater previous experience regularly outperform readers with less previous experience, which suggests that more previous knowledge of a subject can help less experienced readers make up for a general understanding deficiency (Schneider et al., 1989). Students' past knowledge of a subject affects their recollection of texts throughout their development, bolstering their ability to reason (Recht & Leslie, 1988) and pick up new terms (Kaefer et al., 2015). Despite teachers' recognition of the importance of knowledge in comprehension, early primary school learners spend very little time reading informational texts (Duke, 2000). According to a survey that was published in the Nationwide Survey of Education in Science and Mathematics (Banilower et al., 2013), primary school teachers spend more than eighty minutes a day on English sessions, compared to an average of twenty-one minutes for Mathematics and eighteen minutes for Social Studies. This is largely due to the lack of readers' experience in the subject matter, which makes them struggle to understand explanatory texts (Saenz & Fuchs, 2002). This also suggests why they are frequently excluded from subject-specific learning environments for further teaching (Banilower et al., 2013). To deal with these challenges, an effective curriculum may involve teaching comprehension skills and acquiring subject knowledge.

A recent meta-analysis of integrated scientific and reading programmes revealed a minor influence on both science and reading outcomes (Talbert et al., 2016). The promotion of knowledge acquisition and reading for comprehension has also been successful with programmes that concentrate on social science material (Guthrie & Klauda, 2014; Vaughn et al., 2013).

Knowledge can be divided into many categories, depending on how detailed it is: background knowledge includes all past knowledge of the world around the students that they bring to the textual engagement. Content may include procedural (how-to) information, declarative (facts), and episodic (events) knowledge, as well as terminology used in the context, according to Kintsch (1998), as cited in Smith et al., (2021). Subset of background knowledge/domain knowledge, according to Alexander (2000) as cited in Smith et al. (2021), refers to information about a particular and specified area. These ideas are connected and arranged into several schemes that cover a person's comprehension of a specific concept. Since schemata are constructed from the accumulation of a person's unique knowledge and experience, the schemata that each reader uses to represent a topic are unique. Schemata can differ in the amount, arrangement, and quality (how truthful or useful) of information (Kendeou et al., 2003; Langer, 1984; Rumelhart, 2017). The situation model is created by activating the schemata (and accompanying knowledge assertions) linked to a text as you read. When readers are unable to effectively integrate the text's foundational elements into their situational models, they have a harder time grasping what is written (Chiesi et al., 1979; Kendeou et al., 2003; Kendeou & Van Den Broek, 2007). Low-skilled people are not able to choose as well as recall the fundamentals necessary to infer conclusions from an article of writing. They are also less likely to ignore non-essential data throughout the implementation stage during understanding-building, according to Cain et al. (2004), as cited in Smith et al. (2021). Whether information is available or not can affect how accessible it is (Smith et al., 2021).

2.5.2 Generating and Asking Questions

According to Kocisky, et al. (2018), natural language understanding aims to develop models that can read and comprehend text. They asserted that, similar to how children's reading for comprehension is gauged while they are just learning to read, comprehension models are frequently evaluated on their ability to respond to questions about the texts they are reading. After reading a document, a reader is typically unable to recall the full text but is frequently able to respond to inquiries about the narrative elements that make up the document's underlying structure: the perceptible entities, events, places, and the connections among them. As a result, creating

questions for comprehension tests that explore high-level abstractions, rather than merely facts, is necessary. Readers use the approach of creating and asking questions to prompt pertinent inquiries in their minds while they read the material. By combining material, highlighting key ideas, and summarizing it, this technique aids readers (Kocisky et al., 2018). According to Abbas & Narjes (2016), successful readers can concentrate on the most crucial information in a text by asking the right questions. According to Pressley et al. (1998), cited in Abbas & Narjes, (2016), asking pertinent questions aids proficient readers in concentrating on comprehension problems and taking the appropriate steps to address those problems. A sentence or paragraph is used to generate queries that seem natural.

The creation of reading for comprehension questions is a significant educational application of question generation (Heilman and Smith, 2010). Systems for creating questions can also be included into chatbots to initiate conversations or elicit feedback (Mostafazadeh et al., 2016), or they may be used clinically to evaluate or enhance psychological health (Weizenbaum, 1966; Colby et al., 1971). The rapid evolution of question generation is a result of fresh datasets and model advancements. From simple Vanilla, a series to Order Neural Networks models (seq2seq) and even more recently transformer-based models, there are and have been many different question-generation models proposed (Dong et al., 2019; Chan and Fan, 2019; Varanasi et al., 2020; Narayan et al., 2020; Bao et al., 2020).

While a handful take into account how problematic information is chosen (Du & Cardie, 2019; Li et al., 2019; Scialom et al., 2019; Liu et al., 2020), a couple expressly analyse the kinds of questions (Duan et al., 2017; Sun et al., 2018; Kang et al., 2019; Zhou et al., 2019). In their models, multiple systems incorporate manual language elements. The fourth group was completely focused on developing questions that started with certain interrogative terms (what, why, etc.). Using question generation has helped address a lot of problems in the real world. Examples include question generation according to the appearance of things (Mostafazadeh et al., 2016); question generation in informal conversation (Gu et al., 2021; Shen et al., 2021), whereby prototypes have been taught to pose a series of logical questions based on a question-answer style. By way of example, community-based question responding (Qiu & Huang, 2015), knowledge-based question generation (Berant et al., 2013), text-based question generation (Yu et al., 2014), and reading for comprehension (Rajpurkar et al., 2016) are all common activities that are included in question generating.

The breadth and depth of reading for comprehension issues in existing datasets are constrained in a number of ways. First of all, some datasets (MCTest) are small, while others, according to Weston et al. (2015), are not excessively naturalistic. Second, the majority of questions can be answered in more realistic materials with just one phrase of supporting evidence (Chen et al., 2016; Rajpurkar et al., 2016). This, in my opinion, is primarily a result of question- generating approaches, in which commentators create questions based on background reading or utilise search engines to locate background material that directly answers questions. Last but not least, the frameworks that have been developed to address them and that typically use stretch allocation according to depictions created from the current environment and query give some indications of how shallow the problems are (Seo et al., 2016; Wang et al., 2017).

2.5.3 Making Inferences

Inference generation is the ability to bring together content between and within documents using previous understanding to support facts that are not explicitly given (Kendeou et al., 2016). As a universal skill that facilitates interaction and acquiring knowledge, inference is necessary at all stages of development. When given the chance, even preschoolers may deduce motives behind occurrences (van den Broek et al. 1996). Inferential skill is a distinct indicator of understanding texts at all stages of growth, according to research by Barth et al. (2015). When contrasting good and bad understanders (adjusted for decoding and vocabulary), differences in reasoning challenges at the sentence, phrase, and paragraph stages can be detected (Cain & Oakhill, 2017). Poor readers struggle more than experienced readers to resolve context references, integrate words into context, make topic-related inferences, and respond logically to inferential inquiries (Long et al., 1994; Perfetti & Stafura, 2014). Reading for comprehension can be predicted by reasoning ability, although reasoning ability can also be influenced by teaching. A systematic review of inference in pedagogical research found that teaching inference improved students' general comprehension, inferential knowledge, and textual understanding abilities (Elleman, 2017). A large number of strategies needed a maximum of 10 hours of lessons, indicating that extensive context-independent skill practice may not be necessary for teaching inferential strategies (Willingham, 2017). In addition to learning how to develop their own elaborations, link ideas with visual organizers, and apply text cues, students should also be taught how to use their past knowledge and combine it with information from the text (Elbro & Buch-Iversen, 2013; Kendeou et al., 2016).

By using a few reading strategies, one can improve their reading for comprehension abilities (Kucukoglu, 2013). Drawing inferences is one of the reading strategies (Harvey et al., 2017; Block & Israel, 2005). Drawing inferences is the process by which readers extrapolate the author's meaning from their texts by connecting some of the text's hints to personal experiences (Harvey & Goudvis, 2007; Serafini, 2004). Coherence inference, elaborate reasoning, sometimes known as gap-filling reasoning, local conclusions, global conclusions, online inferences, and offline inferences are some of the inference types suggested by Kispal (2008). Below, each kind of inference is described in more depth.

Coherence inference is also referred to as compound or clause inference, according to Kispal (2008). Readers maintain the integrity of the text by using this type of inference, as in the instance where Peter pleaded with his mother to permit him to attend the party. To fully understand this form of inference, the reader must be aware that the pronouns his and him pertain to Peter. A reader must enlarge their mental picture of the text in order to make an elaborate inference, sometimes referred to as a gap-filling inference, such as Laura dropped the vase. To pick up the pieces, she sprinted to the broom and parker. In addition, the reader would need to use common sense and life experience to connect these statements and understand that the vase is broken. Readers build a cohesive representation of sentences and paragraphs at the local level by drawing local inferences. Readers create a comprehensive representation of the text when using global inference. In this case, the reader must glean important concepts from a text's subject, major argument, or moral by making use of local knowledge. When it comes to inference on the internet, readers make assumptions as they read. Offline inference is when readers strategically draw inferences after reading.

The following inference exercises are suggested by Kopitski (2007): question-answer relationships, which seasoned readers comprehend by posing queries before, during, and after reading. Taffy Raphael came up with the question-answer relationship (QAR) concept to aid students in reading texts and providing answers: The KIS method (Key Words, Inter, Support) is described in (a) Students can recall the three steps to drawing and supporting conclusions by using this mnemonic technique. Students must first highlight crucial phrases and information from the reading. Readers are asked to summarize any prior knowledge they utilised to support their responses. (b) "It Says I Say" Inferring calls for the reader to put information from the text together

with what they already know. Students might use the image "It Say-I Say" to visualise their ideas. The reader must demonstrate their understanding of the text, their mental model, and any inferences they may be able to make in light of it. (c) Students should keep an eye on their reading methods for them to be effective. The reader will need to pay close attention while reading this. One method for assisting students in maintaining reading focus is to highlight text. The procedures for using the inference method in the classroom, according to Fritschmann et al. (2007), are to interact with the questions and the passage, scribble down what you know, identify the clues, examine any supporting information, and then return to the question.

Attaprechakul (2013) investigated the strategies for inferring necessary for proficient journal article reading. Eighty-eight (88) PhD students participated in the study by reading various materials on economic development and education and responding to comprehension questions. Additionally, twenty-four of these participants freely consented to a thorough interview. The study illustrated how frequently processing from the bottom up was used by students. Participants left out the difficult information, especially the complicated specifics and gruesome images. To assist them understand more clearly, they sought guidance from those closest to them. They displayed understanding of the main point of the sentence's primary idea, and the technical descriptions of the clauses and phrases under examination. They were less successful at determining the article's main argument, style, or other readers' opinions on the study's conclusions. Additionally, a large percentage of students did not use the information in section titles and the structure of research papers to direct their reading assignments.

In a similar vein, Cain (2015) investigated into the inference strategies needed for proficient journal article reading. This study, which involved 4- to 6-year-olds, served two objectives. The initial goal was to ascertain how early higher-level comprehension skills (reasoning and verbatim knowledge of stories) are supported by lower-level comprehension abilities (receptive vocabulary and grammar) and verbal memory. The second goal was to ascertain how well these abilities foretold future reading for comprehension. It has been claimed that vocabulary is a special predictor of contemporaneous narrative comprehension. Literal understanding, logical thinking, and grammar all independently contributed to reading for comprehension one year later. The effect of vocabulary on comprehension of words was moderated by both inference and literal understanding. The results showed that reasoning skills were crucial for producing textual representations in the very beginning phases of comprehension for reading development.

Additionally, research has shown that background knowledge is employed whenever students use inference as a method (Wesche & Paribakht, 2010). This shows that the L2 case conclusion will be more accurate the more familiarity a student has with the text's main idea (Zeeland, 2014). Hu & Nation (2000) asserts that a case that covers 98% of the terms in a book is quite satisfying for ESL/EFL readers. For good students, the standard set is ideal and acceptable, but not for the disadvantaged. For a reader to fully comprehend a text, at least 95% of the words must be covered (Chegeni & Tabatabaei, 2014). This implies that vocabulary proficiency is yet another factor that contributes to the effectiveness of LI since there is a significant correlation between the two (Puילו, 2007; Wesche & Paribakht, 2010).

It has been established that successful students possess the capacity to form accurate assumptions in order to deal with the complexity of reading (Baker & Hayes, 2017). When a reader uses inference to try to figure out the meaning of a word that is foreign to them, they actively and creatively make predictions about the meaning of the word and check to see whether they are accurate (Chegeni & Tabatabaei, 2014). It is impossible for one person to claim total mastery of all lexical tokens that are present in any language due to the linguistic richness of all languages. As a result, it will always be inevitable for students to run upon new words when reading or listening to a conversation. Younger students are particularly affected by this as they are still developing their own language at L1 and L2 levels.

2.5.4 Predicting

Abbas & Narjes (2016) assert that readers can infer the meaning of a text by making educated assumptions. In order to make sense of what they are reading, effective readers use forecast to apply their prior knowledge to new material in a book. Readers might use what they already know about an author to make an author prediction before reading. The title of a text can be used to recall texts with similar content and infer what will be in a new work. Successful readers might guess what will happen next or what viewpoints the author will present to promote a discussion as they read. According to Gillet & Temple (1994), cited in Abbas & Narjes (2016), readers should make an effort to continuously assess these predictions and alter any that are not deemed accurate. To comprehend texts or passages and increase reading for comprehension performance, students need predictive skills. By using their predictive skills when reading, students can make educated estimates about the meaning of texts before even opening them (Nguyan, 2016). Then, they can

compare their own assumptions to the actual content of the texts. Given this, learners are told to make connections between the information in comprehending texts and their own knowledge (Haley & Austine, 2013; Ganira & Odundo, 2020). Teachers and students employ predictive skills either independently or collaboratively depending on the type of reading material. Some techniques include the use of images, headers, visualisations, and anticipation aids (Wilford et al., 2013; Haley & Autines, 2013). Using anticipation guides improves students' ability to predict outcomes. Here, teachers advise their students to read pre-selected subject statements before moving on to chunks of text. Students are led through each expectation guide statement at the conclusion of the reading assignment. Students are encouraged to make selections by approving or disapproving of assertions, according to insights gleaned from text passages (Williford et al., 2013; Smith et al., 2011).

According to the study on the interactive teaching method, there are two examinations into the connection between approximation learning and the academic advancement of students. To mention a few, these studies are Wandera & Farr (2018); Patric, et al. (2011); and Kaburi (2019). Onkoba (2014) is one study that focuses on the relationships between the various components of interactive education. Bailey (2015) claims that by leveraging details from the written text, the prediction approach enables learners to generate predictions regarding the material readers intend to read as well as what will occur in the narrative such as headings, images, and diagrams, as well as their own actual interactions. According to Durkin (1993) as cited in Pitogo, (2021), building on students' past knowledge or schema can also help students understand concepts better. Additionally, by peeking, previewing, omitting, or summarizing, a predictive method examines the text to determine what is happening and to activate contextual information. This reading strategy aids students in coming up with suggestions or insights into how personas or characters ought to act considering the situation, conditions, or occurrences in the Thomas-Fair plot (Pitogo, 2021).

Considering what can happen next in the text is thought to be a part of the prediction strategy. They made predictions before reading by using images, headlines, text, and their own experience. Therefore, making a prediction entail scanning the text for upcoming dates and events. Prediction, according to Gaither (2010), cited in Pitogo (2021), also enables students to consider what might occur based on the text, the author, and context-dependent details. To put it briefly, prediction enables students to spark their interest, activate prior knowledge, or introduce concepts or ideas

that might be challenging. It's also thought to be utilised for reading-related tasks.

According to Test Wise Word Association (n.d.), as cited in Pitogo (2021), predicting in this sense enables students to make decisions about what will occur next by using the text. Readers can accept or reject predictions using the text. Predictions are obviously not gullible guesses. Drawing inferences, extrapolating dates from the text, and making predictions about the future are all part of them. Roit (2017) claims that in order for learners to come up with mindful projections, they must learn how to do the following: find indications in the material and their own prior knowledge to back up a prediction; choose the right time to formulate a projection by considering another occurrence in the plot; endorse assumptions after and while studying; form analysis of substitute guesses; and evaluate assumptions as well as illustrate on if they have been established or assessed. Additionally, readers can retain a permanent record of their thoughts before, during, and after reading a short tale using the prediction strategy's prediction chart, which aids in text comprehension. Students can follow the progress of their predictions using this principle (Raudenbush, 2019). Prediction charts additionally give students an organized technique to anticipate what will happen in a tale and relate their predictions to real-world occurrences. As the plot develops, predictions typically turn out to be more correct as students pick up on hints and use their prior knowledge to what has already transpired. Today's students employ a variety of graphic organizers to help them effectively visualise their ideas because they are visual learners. Concept mapping is an effective teaching method that fosters students' structural thinking abilities (Lumontad, 2014). Thus, it has been demonstrated that concept mapping aids in increasing students' reading for comprehension. Through concept mapping, students' analytical, structural, and creative skills will steadily advance, improving their reading for comprehension. Similarly, Wulandari et al. (2017) discovered that students' reading for comprehension significantly improved when they received teachings on how to employ a predictive strategy in relation to descriptive literature. Most students appeared to be at ease and agreed that this method had improved their understanding of the descriptive passages.

Furthermore, test findings from research by Qu (2012) showed that using the prediction strategy improved students' comprehension of their reading abilities. The students performed noticeably better when it came to selecting a theme for the text, using the image to answer the detailed questions, and foreseeing impending information from the text structure. The distinction is irrelevant because there are other elements that affect reading for comprehension in addition to

methods, viz, the reader's material and lexicon as well as their past learning.

Prediction teaching strategy has greatly boosted students' knowledge of and ability to employ these reading methods. Prediction strategies are just one type of language learning strategy. In addition, school children can benefit from this reading strategy. This strategy has additional advantages, such as encouraging students who want to apply the terminology from the story in their journal entries (Pitogo, 2021). Another benefit is that students are aggressively urged to tap into their creative abilities whilst reading. The overall benefit of the above strategy is that it increases the youngsters' motivation to pay attention and take part in their own spontaneous discussions about the plot, and the people involved, including the occurrences.

Additionally, studies have shown that using prediction strategy enhances the overall or global comprehension of a tale (Pitogo, 2021). Furthermore, according to Pitogo (2021), utilising the three frequently used approaches to reading (scanning, phishing, and predicting) is a successful way to set ESL secondary school students on the trajectory of self-determination, particularly in the intellectual components, creating their homework, deciding on options, and providing encouragement. These approaches also helped students see that their own abilities and potential were solely their own inventions. Children grow more open-minded and attentive when it comes to applying and using reading strategies for effective teaching and encouraging self-reliance. The efficient use of reading strategies also improved the way they were able to read (Izquierdo & Jimnez, 2014). Reading is important for learners' lives and understanding what they read is critical (Izquierdo & Jimnez, 2014). The results of the studies stated above so lend credence to the idea that using prediction as a strategy is crucial for improving students' reading for comprehension.

2.5.5 Summarising

According to Honig et al. (2008), cited in Abbas & Narjes (2016), readers mix information from a book to describe the text's topic in their own terms. Summarising is a key strategy for helping readers quickly memorize text. Using this strategy, readers can understand the book's structure, what makes a text meaningful, and how different viewpoints relate to one another. Things like outlining the steps of a scientific procedure, the evolution of an artistic movement, or the incidents leading up to significant historical events are examples of good summaries of explanatory texts. Connecting occurrences to a storyline or identifying the factors that motivate a character's actions are only a couple of the things that go into effectively summarising narrative text. According to

Pejaka and Pircb (2018), summarising is one of the reading strategies that enable students to comprehend texts more thoroughly while also demonstrating understanding. Students who summarise material are better able to explain its significance and keep it in their long-term memory. Summarising enables students to separate their crucial ideas from other ideas and to communicate the information in their own words (Bykl & Doan, 2015). When students combine the necessary elements to create narrative texts, they must take important factors like the sequence of events, protagonists, and setting into account (Freedman, 2012). Reconstructing arguments from the source texts and selecting main concepts are further steps in the summarisation process (Ozdemir, 2018). It is important to teach students how to create summaries by providing them with strategies before requesting that they do so (Sefer et al., 2016). These techniques involve carefully rereading the book, underlining important words in each paragraph, identifying the plot's characters and setting, identifying themes and supporting facts, and highlighting significant moments in the text. The use of sequence words and grammar and punctuation checks are also included (Ozdemir, 2018). When writing a summary of a narrative text, students should use a three-paragraph format that includes an introduction, a body, and a conclusion. The fundamental concepts, the setting, and the characters are all covered in the introduction. The development includes the most important incidents, issues, and solutions. Finally, the story's conclusion, repercussions, main character's response, and character resolution are added. Additionally, learners can take in the report's topic, message, or lesson (Chen & Su, 2012). The narrative texts that students receive in their top textbooks contain these components.

A succinct summary of the key points from the book can be created and retained by students with the aid of the effective learning strategy known as summary. Students mentally condense all of the information they have read into a core before writing a text-based summary. According to Anderson, et al., (1985), cited in Febriani (2018), the process of writing summaries aids readers in connecting textual concepts to prior knowledge and establishing linkages between such concepts. Others have argued that summaries enhance comprehension by directing readers' attention to the text's more crucial details. Furthermore, according to Febriani (2018), summary can be seen as a difficult process in which students must spend time distilling the substance of a text or event into the fewest words or in inventive yet effective methods. The learner must be able to absorb the passage's ideas and think about how they relate to one another in order for the summary to be effective. The act of writing summaries aids readers in establishing connections between textual

concepts and connecting those notions to past knowledge. The following guidelines are provided by Jones (2009), as cited by Febriani (2018), for teaching reading for comprehension using the summarising strategy: Students who have chosen to highlight a choice should be asked to turn the page or shut the packet they were given and try summarising and writing a paragraph that will help them remember the important points of the text. Only when they become perplexed should they read what they have underlined. Once they have identified the key concepts in the text in a single paragraph, they can alternate between writing the summary and checking the underlined many times. The teacher should make sure that students produce summaries that get shorter and shorter, continually editing and condensing their work until only the most crucial details are left. Starting with a page and a half, students can then try to condense it into two paragraphs, then a paragraph, then two or three sentences, and finally one sentence. Students are to be encouraged to adhere to the newspaper's golden rule by being asked to use the essential words or phrases to pinpoint only the who, what, when, where, why, and how. Teachers can take the headlines off or from some newspaper stories and encourage their students to write headlines for the headless tales or to match the separated headlines to the stories. Additionally, Febriani (2018), describes the following ways to use the summary strategy to teach reading for comprehension:

1. Introduce summarisation to students by asking them to do so verbally each day.
2. Model verbal summaries by summarising something seen on TV, or a conversation had with a friend or teacher;
3. Emphasise that summaries do not contain opinions; have students practice verbalising summaries; or use familiar or interesting examples.
4. Start by skimming the material to acquire a sense of what the text is about before summarising it to help students understand the essence of the piece's message,
5. Cross out superfluous or pointless sentences, highlight key phrases, and make notes of key ideas.
6. Students should be taught to look for signal words like therefore, concluding, or summing up, and they can be asked to orally summarise the real-life piece to a colleague.
7. Ask them to read the content once more and compose a summary. The first sentence of the summary should identify the text's core theme and provide the most crucial details.
8. Verify that the students did not copy their own thoughts or phrases word for word from the original material.

2.5.6 Visualising

Pressley (2006), as cited in Abbas & Narjes (2016), asserts that readers can visualise a book in order to comprehend the concepts they are exposed to when reading. This skill demonstrates how a reader understands a text. Readers who visualise what they are reading are better able to recall what they have read than readers who do not. According to Gambrell and Bale (1985), as cited in Abbas and Narjes (2016), imagery is crucial when employed with narrative texts. When reading narrative texts, readers can quickly comprehend what is happening by picturing the setting, characters, or actions of a plot. The reading of explanatory texts is another use for it. Using an image that will aid in their memory of some abstract concepts or important names, readers can envision what transpired in a text.

Williford et al. (2013) and Smith et al. (2011) assert that images and captions can assist young students remember messages and give specific answers to inquiries about the comprehension topic. Additionally, teachers must assist students in creating mental pictures of stories while honing their reading skills in order to facilitate visualisation. This enables students to remember what they read and relate it to actual events. The degree to which students' reading skills have developed determines how accurate these mental images are. Moreover, accuracy increases as students' understanding of material broadens and deepens. According to research by Zwiers (2004) and Usman (2016), visualisation happens when readers intentionally draw on prior information to create a mental image that helps them comprehend what they are reading or hearing (Wong, 2015, p.156). Visualisation is considered as a strategy that allows readers to build a number of mental pictures and movies about the discourse's subject matter using visual codes found in the text (Usman, 2016).

According to Kelley & Grace (2013), readers review their texts in the sense of living vicariously through the content. When students envision, they can imagine, envisage, smell, taste, hear, or feel something in the text while they read. According to Kelley & Grace (2013), engaging all of the senses when visualising textual concepts encourages reader engagement with the discourse being read. Their interactions make visual literacy learning enjoyable. According to Kelley and Grace (2013), there are several behaviours that indicate someone is visualising, such as transforming text into sounds, sights, scents, and feelings, or creating emotional or sensory links between the text's concepts, the outside world, and their own experiences. To better understand the text, to enjoy

reading, and to recall what has been read, one must empathise with the processing of the text and/or text elements. Eight reasons are given by Klein & Stuart (2013) for using visualisation strategies to increase students' reading for comprehension: they help students connect with the text and make it personal and memorable, foster active reading, enable reading comprehension assessments, allow students to change their thinking, evoke reader memories and feelings, deepen understanding, and make reading more engaging. Zwiars (2004) describes nine visualisation steps to implement the strategy of learning to read English as a second language.

These steps include explaining to students that it is important to imagine a text in order to understand it, showing students a series of three or four pictures (or showing short video clips), asking students to close their eyes after each picture and imagine what was in it, and asking students to visualise a variation of each picture. For instance, if a teacher shows them a picture of Santa Claus, asks the students to substitute other Christmas-related events for Santa in their minds' eye, explain to students that this is how reading works, it begins with a basic image and text that is modified with additional information. Students should visualise and imagine themselves in scenarios similar to those they will find in the text they are going to study before moving on to the written text. After giving the initial signals, the teacher may begin reading a text aloud and pause to allow students to build an image before continuing and pausing at suitable intervals to allow students to review their mental image.

Also, the teacher can play sound effects or music when appropriate, discuss the model and envision the processes while reading it, and finally, the teacher can have the students imagine reviews as they read the material. Additionally, Kelley & Grace (2013) state that there are eight elements to reading for comprehension visualisation: predict what students will read and learn from the text; clarify something in the text; picture the character(s), object(s), or creature(s) in the text; picture the location in the text; picture the text with the senses (sight, smell, taste, hearing, or touch); and picture the text with an emotional response (happy, sad, et cetera), and to help students recall the content, use visualisation strategies such as images or text elements in the text. Visualisation is an interactive strategy since it requires the reader to mentally picture the reading's subject matter. By converting the story's words to images based on the order of the stories that appeal to the students' imaginations, the readers attempt to make the story more concrete. The five senses can also be used by readers to empathise with material; they can read to understand the author's intentions directly (Usman, 2016). Visualisation has several advantages since it can assist students in

identifying the character and object, the setting and storyline of the tale, integrating the text's ideas, and ultimately reflecting on what was read. By encouraging students to comprehend a material completely, the use of a visualisation strategy can enhance reading for comprehension. Usman (2016) asserts that the visualisation strategy's exercises involve envisioning and describing pictures, which are meant to inspire students to read and comprehend English Literature. These teaching strategies are crucial to my study because they gave me an idea of what to look for when I observed the ESL teachers teach reading for comprehension in their separate classrooms. In addition, they gave me suggestions for appropriate topics to ask the teachers during the focus groups and in-person semi-structured interviews.

2.6 The International Teaching of Reading Comprehension

In a 2012 study, Taboada & Buehl examined teachers' opinions of reading motivation and comprehension. The study was done in the USA and Argentina. The results showed that both groups of teachers had partially congruent views on reading for comprehension with cognitive views on reading for comprehension, but differed in their views on teaching practices to support reading for comprehension. Taboada & Buehl (2012) note that differences in motivational concepts and practices to support reading motivation have also emerged. The study shows that knowledge of teachers' views can be used by educators to eliminate misunderstandings and further develop teachers' knowledge and skills in reading for comprehension and reading motivation. Taboada & Buehl's (2012) study is very helpful as it highlights teachers' perceptions of teaching reading comprehension. This will assist me in my study in exploring why the teachers in Ogun State, Nigeria teach reading for comprehension the way they do.

Furthermore, while there are challenges in teaching reading for comprehension in Indonesian secondary schools, Muslaini (2017) reports on a study conducted there and notes that, in addition to utilising a grammatical translation method, the English teachers at the educational institution frequently use different learning strategies, handling multimedia (games, images, and visual sequences), and handling media in general. Muslaini (2017) adds that teachers adjusted their in-class activities based on the resources or text genre. The teachers decided on a method based on the resources, indicators, and learning objectives specified in the syllabus and curriculum. Muslaini (2017) adds that teachers use the most successful methods, such as the approach known as grammar translation and cooperative pedagogical techniques like Crosswords, Snowball, Thinking

Pair Share, and Numbering Heads, to make sure that students thoroughly understand the text. They used these methods to help students overcome difficulties when reading the text, especially when trying to understand components like the primary point, drawing conclusions, and paying attention to details. Citing Muslaini's study is relevant to this one because it identifies some of the challenges teachers encounter when trying to teach reading for comprehension in Nigerian classrooms. This will help me in my research as I examine the tactics used by teachers in Ogun State, Nigeria, to teach reading comprehension.

Additionally, in a study carried out in Indonesia, Nurmadia & Mardiana (2017) investigated the strategies employed by English teachers at Wonomulyo Junior High School, in the second grade in order to teach reading comprehension, as well as the way the teachers carried out the strategies. The teachers' use of scaffolding and question-and-answer relationships (QARs) was demonstrated by the results. Nurmadia & Mardiana (2017) found that the scaffolding strategy developed students' ideas about the given text, while the QARs allowed teachers to know to what extent their students understood the texts they read. Nurmadia & Mardiana's study is very helpful as it highlights some of the strategies teachers use when teaching reading for comprehension. Nurmadia & Mardiana's study will help me to gain an understanding of the strategies English teachers use in teaching reading for comprehension and I can apply it to the Nigerian context.

On the other hand, a study conducted in Indonesia by (Komariah et al., 2015) looked at the advantages of the Reciprocal Teaching Method (RTM) in teaching reading and how students felt about its application. According to the findings, teachers employed four comprehension strategies to assist students in self-monitoring their reading comprehension growth: prediction, questioning, clarifying, and summarizing. As discovered in their findings, students' reading abilities increased and they became more engaged and productive in reading classes after participating in RTM sessions. According to Komariah et al. (2015), students picked up different RTM methods as they read. Komariah et al., (2015) recommended that teachers should inculcate in their students the four strategies as espoused in the RTM. It is a well-known fact that in the process of acquiring knowledge, students are expected to supplement the teachings given during the course with additional texts. These texts not only reinforce teaching in the classroom, but also expand their knowledge base. Students must be able to understand the texts being read in order to achieve academic success. Consequently, students who have difficulty reading are hindered in acquiring

knowledge and achieving academic success, hence the importance of reading teaching strategies. This study reveals that teachers' strategies for teaching reading for comprehension cannot be overemphasized in terms of students' academic growth, which is why it is highly beneficial because it spotlights some of those strategies. This will assist me in my study in exploring how the teachers in Ogun State, Nigeria teach reading for comprehension.

A study in the Norwegian context, Brevik (2019), investigated the types of word comprehension of text techniques and approaches utilised in ESL (L2) classrooms at 7 intermediate secondary educational institutions. Brevik asserted that teachers immersed learners in comprehension lessons from storytelling and expository books over half the time, provided supervised tactic exercises tailored to each students' needs, and encouraged routine use of well-known reading comprehension strategies. The results showed that when the teaching of reading for comprehension was given priority in English classes, authentic second-language books were used to develop and maintain essential knowledge and meta-discursive exposure. The strategies are convincing illustrations of good teaching of reading for comprehension. Brevik's (2019) study is especially helpful for the current study since it analyses how reading for comprehension is taught in secondary schools in Ogun State, Nigeria, whereas Brevik's study focused on ESL teachers in lower secondary schools in Norway.

Wexler et al. (2016) studied the teaching strategies for reading comprehension used in English Language classes for more than 2,000 minutes by 16 pairs of middle school co-teachers from special education and general education. The study was done in the United States. Wexler et al. (2016) provided information on the co-teaching strategies employed, the frequency with which each teacher assisted teaching, and the degree to which teachers integrated reading and writing activities to improve reading comprehension. Moreover, they discussed the sorts of literature utilised, the grouping methods teachers employed, and the degree to which teachers interacted with children who had disabilities. The findings indicated that reading loudly or quietly without concurrent teaching of reading that supports reading for comprehension accounted for more than half of the time spent on reading and writing activities. The study by Wexler et al. (2016) examined how teachers taught students with impairments in reading for comprehension, whereas the current study focuses on how English Language teachers in Ogun State, Nigeria, teach students in reading for comprehension. I was able to comprehend how teachers teach reading for comprehension to

students with disabilities through Wexler et al.'s study, and I was able to apply this knowledge to the situation in Nigeria.

Amin (2019), using the Indian context, also investigated how reading strategies aided students' reading for comprehension in English. According to Amin (2019), few teachers in Bangladesh had considered how to teach reading. They submitted that teachers should develop their abilities and knowledge, gain a thorough understanding of good reading strategies, and get ready to put their practical expertise and knowledge to work for their students. Amin's study is very helpful as it highlights some of the strategies teachers use when teaching reading for comprehension. Through Amin's study, I was able to gain an understanding of how teachers teach reading for comprehension to students in Bangladesh which could be applied to the Nigerian situation.

2.7 The Teaching of Reading Comprehension in Africa

Research carried out across various African nations, including Tanzania, South Africa, Ghana, and Uganda, has highlighted the challenges in educating and training teachers to enhance children's educational experiences in reading for comprehension classes (Akinbote, 2007; Akyeampong & Stephens, 2002; Pryor et al., 2012; Taylor, 2019). The evolution of and first exposure to written and verbal communication techniques play a role in such. Inadequate preparation for competency-based education and a lack of critical insight prevents new teachers from effectively addressing complex learning issues in the classroom, according to Evans and Popova (2016).

In a secondary analysis of South African PIRLS data from 2006, Zimmerman and Smit (2014) present findings from interviews with teachers. The study which was based on the analysis of 4th grade workbooks, and 4th grade classroom observations at six case study schools discovered that three of the schools were high-performing ones (their scores fell between 175 and 399 on the worldwide scale). The research also showed that teachers' reading objectives varied, with those in the better-performing schools exhibiting a deeper awareness of reading for comprehension and emphasising the need to teach their children certain skills. Teachers in high-performing schools used strategies such as colouring to assess graphic competency, using imagery and illustrated narrative planning to assess written content, using speech comprehension tests to assess student understanding, combining persona, subject matter, story, and environment onto an output outline, and framing teacher queries with keywords that are graphically displayed throughout the narrative's progression. In contrast, the teachers in the underperforming schools appeared to view

reading primarily as information retrieval. The quantity and caliber of the work in the workbooks also varied greatly amongst the schools, with the top-performing schools offering more written outputs and covering more comprehension exercises for a variety of question kinds, in contrast to the low-performing schools which did the opposite. Observations in the classroom also showed that in the latter schools, comprehension was more oral, with teachers primarily asking verbatim questions, whereas written comprehension, which focused on higher-level thinking skills and an array of ways to read, was the main objective in the higher-performing schools. Given the overall poor reading performance of the South African fourth graders who took part in PIRLS 2006, the authors came to the conclusion that most teachers at educational institutions might have no idea how to improve learners' comprehension of texts and could possibly be unaware of the fact that comprehension entails much beyond merely reading. The analysis is useful for the purpose of this research because it demonstrates that in order to provide students with the appropriate methods and methodologies, teachers must have a working knowledge of reading for comprehension. The analysis, according to the results, demonstrates how teachers teach reading for comprehension in grade 4 classes in South Africa. This will help me with my research into how reading for comprehension is taught in Ogun State, Nigeria, by ESL teachers.

In a study carried out by Pretorius and Knoetze (2016) in South Africa, few teachers were found to have good reading habits and little knowledge of reading. In a struggling elementary school, Pretorius and Knoetze (2016) described how a teachers' book club was used to improve teachers' reading literacy abilities. The teachers did not read much children's literature and did not read much on their own. At first, they all displayed a positive attitude toward reading and asserted that it was crucial to learning, but there was a disconnect between their willing affirmation of the value of reading on the one hand and the amount of time they allotted for it in class and their students' actual reading levels on the other. The teachers' enthusiastic views on reading did not reflect in their pedagogical practices in the classroom. Informally speaking, they spoke the talk but did not do the walk. The study by Pretorius and Knoetze is highly useful since it identifies specific reading patterns and a lack of reading for comprehension among South African primary school teachers. Pretorius and Knoetze's inquiry focused on elementary school teachers in South Africa, whereas the current research is primarily concerned with secondary school teachers in Ogun State, Nigeria. Children who spoke Venda in third grade were taught reading for comprehension by early-stage teachers, as indicated by Mudzielwana et al. (2014). Through one-on-one interviews, focus groups, and classroom observations, they pinpointed a number of causes for poor reading performance in

students. Observations revealed there were no specific directions given by teachers, despite the fact that they expected students to accomplish comprehension tasks such as summarising or recounting what they had read or responding to verbatim, interpretive, or evaluative questions. They claimed that the teachers did not appear to know what reading comprehension strategies were either. Teachers frequently read aloud from materials in class without delving into their meaning or modelling effective reading strategies. Teachers also expressed dissatisfaction with Venda's lack of resources for teaching reading and supporting reading in general. Mudzielwana et al. (2014) pointed out that despite teachers' apparent recognition of the value of reading and the need for students to engage meaningfully with texts, classroom observations revealed little dedication to the teaching of reading for comprehension. The study by Mudzielwana et al. (2014) is highly useful since it describes how teachers teach Venda-speaking third graders reading for comprehension. Through Mudzielwana et al.'s study, I was able to grasp some of the methods used by Venda-speaking third-grade teachers to teach reading for comprehension that would be useful in the Nigerian setting.

In a study conducted in South Africa, Zano (2020) examined the tools used in the FET stage teaching of reading for comprehension for EFAL students. Zano (2020) submitted that EFAL teachers used a range of resources, including the dictionary, textbooks, WhatsApp, and videos, to teach students how to read in the FET phase. According to the study, educators needed to be aware that reading understanding becomes more profound whenever someone who reads goes beyond plain language understanding and constructs meaning from the text by fusing it with prior knowledge. According to the findings, students struggled with reading for comprehension because they frequently used their dictionaries, had a limited vocabulary, and were unable to skim and scan well. In order to teach reading for comprehension to students at the FET stage, teachers employed a variety of materials, some of which were highlighted in Zano's study. This will help me in my research as I examine the methods Ogun State, Nigeria's English Second Language teachers employ to teach reading for comprehension.

Almutairi (2018) also looked at typical reading issues that had a detrimental influence on third-graders with learning difficulties' reading for comprehension in a South African study. In resource rooms, Almutairi (2018) looked at the successful reading techniques special education teachers had used to raise their students' reading for comprehension. The results indicated that special education teachers claimed that background knowledge problems, fluency problems, information

text problems, reasoning problems, vocabulary problems, and low reading levels were just a few of the reading problems that negatively affected disabled third graders' comprehension of texts. The findings revealed that special education teachers employed a range of reading for comprehension techniques, such as graphic organizers, questions, story mapping, the peer-assisted strategy, thinking aloud, discussing the text with students and various groupings to enhance the comprehension of third graders with learning disabilities. According to Almutairi (2018), special education teachers tested their students' reading for comprehension informally by having them complete retelling exercises, questions, fill-in-the-blank exercises, filling out graphic organizers, and writing assignments. The current study which focuses on how English Second Language teachers in Ogun State, Nigeria, teach reading for comprehension to secondary school students benefits from Almutairi's study in that the later highlights some of the difficulties teachers faced when teaching reading for comprehension to third graders with learning disabilities.

According to the succinct review above, teachers must possess the necessary skills as well as the appropriate strategies, approaches, or even methods to teach their students reading for comprehension. For comprehension, they must focus on the text's meaning and comprehension. According to research, some teachers struggle to give students the direction and encouragement they need to connect with texts and build comprehension abilities that go beyond literal reading of texts. They also tend to have limited beliefs about reading and are unfamiliar with the genre of children's literature. The fact that South Africa, like Nigeria, has an ESL setting makes these research more pertinent even if they may seem far removed from the Nigerian context. As a result, many important lessons can be learned from these studies.

2.8 The Teaching of Reading Comprehension in Nigeria

Bolunde (2005), Uloh-Bethels & Ukwueze (2020), Ughamadu (2006), Ayedun (2016), and Adamu et al. (2022) are some of the few studies that concentrate on teaching reading for comprehension at the secondary school level in Nigeria by examining what teachers do to teach reading for comprehension, how they teach reading for comprehension, and why teachers prefer certain approaches in their teaching. While these studies have made enormous contributions to teaching reading for comprehension, they have not fully addressed teaching reading for comprehension at the secondary level, particularly in rural areas.

Ayedun (2016) described, in his research, the adoption of previewing, contextualising, questioning, reflecting, sketching/summarising, and evaluating/arguments, and comparing/contrasting strategies for teaching reading for comprehension by secondary school teachers in the dialectical zones of Egba, Ijebu, Remo, and Yewa in Ogun State, Nigeria. The findings indicated that, among the seven methods listed above, the questioning strategy was most frequently employed to teach reading, and that the majority of the other strategies were the outcome of the teacher's ability to engage students with thoughtful and well-crafted questions. The study by Ayedun (2016) is particularly beneficial since it describes some of the strategies secondary school teachers in Ogun State's four dialectical zones employ to teach reading for comprehension. This will help me in my research as I examine the strategies used by teachers in Ogun State, Nigeria, to teach reading for comprehension.

Ughamadu (2006) examined the lecture method's efficacy in teaching reading comprehension and found that it was the most straightforward, affordable, and well-liked approach available. Although the lecture approach is the most popular, Ughamadu (2006) noted that it was also the most misused and ineffective in many cases. The study by Ughamadu (2006) is particularly beneficial since it reveals some of the strategies teachers employed to teach reading comprehension. This will help me in my research as I examine how reading for comprehension is taught in Ogun State, Nigeria, by English Second Language teachers.

Similar to this, Bolunde (2005) looked into the teaching strategies employed by English teachers and discovered that these strategies could have a favourable impact on students because they were a tool for enhancing their students' language skills. The study by Bolunde (2005) is highly beneficial since it reveals some of the strategies teachers employed to promote reading for comprehension. This will help me in my research as I examine how reading for comprehension is taught in Ogun State, Nigeria, by English Second Language teachers.

Additionally, Uloh-Bethels & Ukwueze (2020) examined the training materials utilised by teachers for imparting comprehension of texts in secondary schools and found that the sustainability of how much students learn and what content they absorb could be guaranteed when appropriate teaching methods are combined with appropriate training materials. The findings demonstrated the importance of teaching strategies and resources in the teaching of reading for comprehension. The study by Uloh-Bethels & Ukwueze (2020) is highly useful because it

describes some of the resources that teachers utilised to teach reading for comprehension. This will help me in my research as I examine how reading for comprehension is taught in Ogun State, Nigeria, by English Second Language teachers.

Adamu et al. (2022) commented on the difficulties of using large-class pedagogy to teach reading for comprehension in a study done in Northern Nigeria. Adamu et al. (2022) used in-depth interviews with 20 teachers in Kano State to look at how teachers approached teaching reading to primary school students utilising frequent interactions with text, regular formative assessment, and differentiation. The findings showed that while most teachers claimed to use groupings to teach reading, some also used classroom resources or teacher-centered methods to get children interested. Since most assessments were conducted at the group level as opposed to the individual level, teachers typically lacked a thorough understanding of students' reading growth. During the reading lesson, maintaining order and discipline in the classroom was another worry. The study by Adamu et al. (2022) is extremely valuable since it describes some of the methods that primary school teachers in northern Nigeria use to teach reading comprehension.

2.9 Conclusion

Research precedents on various parts of this subject were discussed in this chapter. The chapter concentrated on writings about the value of imparting reading for comprehension. According to the literature, teaching reading for comprehension is crucial for language proficiency as well as necessary for the development of both language and reading literacy. All disciplines are related to reading for comprehension, which is crucial for academic success. Students who want to succeed on standardised assessments and placement examinations at the primary, secondary, and tertiary levels must have strong comprehension abilities. Additionally, I investigated how teachers teach reading for comprehension and the strategies, techniques, and approaches needed to teach reading for comprehension in the ESL classroom, which I believe are crucial to pedagogical activity. The primary goal of this study was to examine the teaching of reading for comprehension in ESL classrooms. Also, the researcher sought knowledge with respect to how teachers fit into pedagogy and how their beliefs, which were frequently formed during their own education, can be both resistant to change and have an impact on teachers' judgment, even when they have not received formal education. I argued that, despite being mostly ill-defined, teachers' understanding of the reading process and how to support students in learning, is essential, and that teacher preparation that aids in this, is suitable in a variety of settings. The importance of the teacher in helping students

develop their reading for comprehension cannot be emphasised because they are the ones who teach the learners. To guarantee that students comprehend texts, teachers must be proficient in teaching comprehension, vocabulary and knowledge development, language proficiency, and the literacy environment. They must also be aware of the importance of metalinguistic awareness and the connection between writing and reading. Activating and utilising prior information, creating and posing questions, inferring, predicting, summarising, and visualising are some of the strategies I examined for increasing students' understanding. English teachers will be better able to satisfy the educational expectations of their students if they adjust their teaching methods and strategies in line with the targeted learning objectives and the abilities of those they teach.

Afterwards, I reviewed scholarly works on teaching reading for comprehension globally, in Africa, and specifically in Nigeria. This review has demonstrated that there is little research in this crucial field and minimal consistency between these studies. Even though there are numerous studies on how well students read to understand, there is little research on how ESL teachers in Ogun State, Nigeria teach reading for comprehension, what they do to teach reading for comprehension, and why they teach reading for comprehension in the manner that they do. By providing essential details regarding how comprehension of text is imparted in secondary school courses, the current study fills this informational gap. The goal of this research is to precisely examine the strategies ESL teachers use while teaching reading for comprehension in their classes. Information on the pedagogy that teachers provide in the understanding of the reading approach could be helpful in diagnosing teachers' challenges in teaching reading for comprehension and in developing teachers' reading for comprehension pedagogy. I was a teacher of English for a period of time in Ikenne Local Government Area of Ogun State, Nigeria; thus, I am concerned about the low reading skills of secondary school students in that area. Furthermore, there was no academic analysis of secondary school teachers' teaching strategies in reading for comprehension classes in the said area in the already-existing literature in the Nigerian setting. This study aims to investigate the methods used by selected secondary English teachers in Ogun State, Nigeria, to teach their students reading for comprehension.

CHAPTER 3

THEORETICAL REVIEW

3.1 Introduction

In the previous chapter, I discussed the literature on the value of teaching reading for comprehension, the material that is pertinent to the teaching of reading for comprehension strategies in ESL classes and writing that relates to the role of the teacher in facilitating reading for comprehension. This chapter discusses the theoretical framework which underpins the study. Lysaght (2011) purports that "the theoretical framework in which someone conducting research chooses to work within is not chosen at random; rather, it reflects significant intrinsic opinions and thoughts regarding the origins of what is known, the manner in which it continues to operate (especially in an esoteric view) as it pertains towards the person viewing it, as well as the various possible functions in addition to strategies which the person conducting the study might employ just like implications in their work" (p. 572).

The theoretical framework for this study is the sociocultural theory that was laid out by Lev Vygotsky in 1978. Using Vygotsky's (1978) sociocultural theory as a lens, the study explored how reading for comprehension in English Second Language classrooms in selected schools was facilitated in Ikenne Local Government Area of Ogun State, Nigeria. Research has shown how crucial the role socio-cultural interactions play in a person's cognitive development (Applefield et al., 2000; Bruner, 1991; Woolfolk, 2016; Luria, 1979; Wertsch, 1985; and Lantolf, 2000). Prominent proponents of the sociocultural theory like Vygotsky (1978) emphasised the importance of social contacts, collaboration, and mediation in a person's psychological development. This suggests that students can only learn effectively in a classroom where they are able to develop their own meaning and understanding through interaction with sociocultural instruments including language, books, objects, knowledgeable peers, and teachers.

The sociocultural theory is the focus of the theoretical review which gives credence to how a more experienced person, which is the teacher, imparts knowledge to students in ESL classrooms using the appropriate methods and tools. I will first go over the literature on the concepts of the sociocultural theory – social interaction, mediation, language, private speech, scaffolding, and the

Zone of Proximal Development as they relate to the teaching of reading for comprehension. Secondly, I will concentrate on the implications of the sociocultural theory in the teaching of reading for comprehension with justification for my choice of the theory as the lens that underpins the study. Finally, I will conclude the chapter by emphasizing the importance of sociocultural theory in the teaching of reading for comprehension in ESL classrooms.

3.2 The Sociocultural Theory

Vygotsky's (1978) sociocultural theory provides an explanation on how social and cultural development influence human cognitive development. The notion holds that socialisation and culture are related to cognitive development. Through social contact and group cooperation, learners build new information. With the aid of other students, the learning context, and the environment, they build their new knowledge. Thus, society's tools have an impact on how learners develop their cognitive skills. Vygotsky (1978) defines cognitive growth as a process whereby students, with the assistance of a teacher or a more experienced peer, create more systematic, logical, and rational concepts from their social interactions. Learning methodologies and fresh information about the world and cultures are acquired by students through encounters.

Another theory that offers a theoretical foundation for collaborative learning is Vygotsky's social constructivism. Researchers argue that Vygotsky's socio-culturalism is regarded as the foundation of all theoretical claims about sociocultural and sociocognitive paradigms. Vygotsky (1978) argues that acquiring knowledge is a fundamental and essential aspect of the manner of constructing a cultural perspective of ordered systems, particularly individual behavioural processes. According to sociocultural theory, culture and social environment take the lead in influencing an individual's development, making the involvement of others like parents, classmates, and teachers necessary. Vygotsky opines that as these individuals are most likely to assist children in learning, they have a significant impact on how children develop. Vygotsky, however, believes that adults who were more capable or experienced than children or learners were necessary to assist students in learning together and achieving development.

Vygotsky (1978) emphasises that symbolic tools, such as self-directed focus, straightforward resolution of issues, orchestrating as well as appraisal of getting involved to structure and supervise teaching, help people engage in mental processes in a similar way that physical tools, such as

screwdrivers, help people organise and change their physical surroundings. The use of symbolic tools allows people to organise and keep control over their own mental and even bodily activity (Lantolf, 1994). Thus, the fundamental concepts that define sociocultural theory are social interaction, language, mediation, private speech, Zone of Proximal Development (ZPD), and scaffolding. Social interaction plays an important role in the learning process in the classroom as learners learn from interpersonal skills. Language is another crucial element in the learning process since it facilitates communication between students and their teachers. When knowledgeable mentors and peers help the student understand the concepts being gained by applying social and psychological strategies, mediation takes place. Teachers can help students learn by organising their thoughts and helping them recall what they have been taught by using private speech. Scaffolding helps teachers advance students to a greater comprehension level as learning takes place within the ZPD. These concepts will be discussed in detail below.

3.2.1 Social Interaction

One of the main tenets of sociocultural theory is social interaction. Within social interaction, students must engage with a variety of tools, including language, books, objects, symbols, their informed peers, teachers, parents, and/or guardians. Vygotsky (1978) emphasises the importance of social contact in that people learn through shared encounters with adults and more intelligent peers. In the same vein, Woolfolk (2016) sees social contact as an important feature in learner-centered teaching, with teachers serving as creative facilitators and letting students develop their own knowledge and understanding through interaction with peers and other available cognitive, technical, and social resources.

Social engagement is crucial to students' learning. Adults and children can both learn via social interaction. According to Vygotsky's theory, we learn initially through interpersonal interactions and later independently through a process of internalisation that results in profound comprehension. Vygotsky (1978) asserts that sociocultural environment presents children with a variety of tasks and questions. At an early stage, the child is entirely reliant on others, particularly the parents, to direct their choices and provide them with teachings on what to do, how to do it, and what not to do. These are first made apparent through language, which is crucial in helping the infant adjust to their social environment. According to Vygotsky (1978), a child first picks up knowledge through contacts and interactions with other people before assimilation through the

addition of own values. It takes more than simple imitation to make the shift from social to personal traits; rather, it involves applying what was learnt from the interaction to one's own ideals. Vygotsky acknowledges that this occurs in classrooms. During the learning process, children not only mimic what is presented by the teachers but also change it. The contact between teachers and students, according to this theory, is dynamic in nature, and learning results from this interaction. According to Ellis (2000), interaction is where the sociocultural theory of learning starts, not at the beginning of it. Children learn a task by doing it with another person at first, after which they can do it independently. Social connection helps intermediate learning in this way. Ellis (2000) opines that sociocultural theory is consistent with the premise that effective interactions involve guiding children through challenging activities.

Thus, this tenet of the socio-cultural theory is very important in my study as social interaction is the essence of the learning process in the classroom. The foundation of Vygotsky's sociocultural theory is that it is impossible to comprehend individual cognitive development without taking into account the social, cultural, and historical context in which the individual thinks and behaves. Social connection is necessary for human growth, and during this interaction, cultural materials that are available to society can be used by the individual as psychological tools. Thus, teachers using the socio-cultural approach should choose reading comprehension elements carefully. In that, the texts and passages used in the classroom should be relevant to the students' culture and society. This makes it simpler and more significant for the students to attain understanding as texts and passages relate to their world. Teachers frequently struggle to find teaching resources that correspond to the student's culture and society. Since selecting relevant texts and passages that have a social and cultural connection to the students is such a difficult task, the approach encourages teachers to improvise with teaching and learning materials. Language teachers are constantly looking for ways to increase students' proficiency and performance and turn to a variety of teaching methods and techniques to improve their classroom practice.

3.2.2 Language

Language is another tenet of the socio-cultural theory. Vygotsky (1978) examines language within three domains: social, private, and internal. Social language, in his work, is what adults use to train children. Children might digest what the adult said and attempt to apply it to other situations through private speech. Wilhelm (2001) gives an example where a teacher might tell students to keep their hands to themselves. From this communication, students use the same language as the

teacher to control their own behaviour when speaking to themselves, making self-control which he/she describes as an example of private speech. The students, therefore, refrain from hitting or hitting each other in class since their teacher has told them to keep their hands to themselves. The growth of a student's private language is a joint duty of the teacher and the student. Internal language, which is the core of conscious mental activity, occurs as a quiet, condensed dialogue that the learner has with himself (Wilhelm, 2001). The foregoing can be exemplified in students having to internalise the repercussions of assaulting another student, which could lead to a disciplinary referral. Social language becomes internalised private language, which leads to thinking. People develop higher-order cognitive skills when cultural signs are internalised (Huiitt, 2000, slide 24).

For the purpose of socialisation, human nature is susceptible to interactions with the environment in culturally specific social circumstances. To develop a theoretical grasp of each communicative activity, the person must relate intimately to persons and objects during these exchanges. Without any doubt, language plays the most significant role in fostering communication in the society. The child or student must engage closely with the environment and other people in order to conceptualise language, which is of utmost importance (Ghasemali et al., 2018). As reading for comprehension involves using language, Vygotsky (1978) asserts that language is the most important symbolic tool for mediating mental activity because it enables students to direct their attention to the environment's key elements, make plans, and specify the actions that must be taken to solve a problem. He argues that mnemonic devices, algebraic symbols, charts, graphs, and language are all examples of symbolic instruments. According to Vygotsky (1978), a child's gradual development into a distinctly different and culturally moulded character begins when they start using symbols as mediators in their physical and mental activity. Lantolf (1994) uses an example of a person trying to recall what they need to buy at the grocery shop to illustrate the distinction between mediated and non-mediated mental functioning. According to Lantolf (1994), there are two ways to remember to carry out the activity. First is that a person can recall the information by repeatedly practicing it until it becomes memorization. Secondly, writing the items down on paper will help the user memorise them. Although language is employed as a meditation technique in both of these instances, the first situation involves a direct connection between the objects and the person's memories, and the second scenario involves a stronger auxiliary connection made by the person through the construction of a shopping list. Thus, Vygotsky (1978)

argues that when children carry out tasks under the supervision of adults, who first shoulder the majority of the responsibility for completing the tasks, they develop symbolically mediated mental functions. Children gradually pick up skills through observation and learning from others, taking on more responsibility for organising and using their own mental processes until they are able to work independently without assistance from others. Vygotsky (1978) asserts that contacts that develop between children and the cultural representations are what disperse and jointly build conscious mental activity. This principle is very crucial in learning a language such as English as an additional language of teaching because it shows how originally mediated mental processing gradually transforms into self-mediated processing. The teacher needs to be a facilitator to teach language skills rather than just someone who relays information from books to the students.

According to Vygotsky (1978), language serves as a tool for the development of individual cognition from the external origin. He also contends that thinking has a social, external beginning. According to Vygotsky (1978), adult cognition does not simply remain constant at the age of 12 because an adult can always rely on prior knowledge when faced with a challenging problem. Vygotsky's (1978) believes that children must communicate with others in order to complete the work, and language, particularly dialogic language, is the main tool for carrying out other regulatory duties. Wertsech (1980a) concurs with Vygotsky (1978) that each function manifests itself twice during a child's growth that is, once on the social and once on the psychological levels. Vygotsky (1978) believes that one of the teacher's responsibilities in fostering a student's growth is to help them solve problems under the guidance of an adult or in partnership with more able classmates. This leads to independent problem-solving and greater degrees of protentional development.

3.2.2.1 Mediation

Mediation is the core idea in Vygotsky's (1978) theory of child development. The Vygotskian theory holds that social mediation is the means through which knowledge is refined, viable, and coherent. Vygotsky (1978) asserts that the process of mediation converts exterior, sociocultural activity into internal as well as mental functioning. According to Kozulin (1990), mediation is a tool for changing one's thinking. Vygotsky (1978) states that the teacher's facilitation of learning involves both the teacher and the learner in a dialectical process of growth. As a result, the importance of teaching in Vygotskian theory does not suggest that development is a process of transmission from teacher to student, but rather that teaching takes various forms of mediation, including self-direction and outside support, to help students gain control over learning to take charge of one's own development.

According to Vygotsky (1978), learning that is mediated by the teacher results in the independence or development of consciousness that allows one to apply knowledge flexibly to a particular task, depending on the situation. The theory of Vygotsky offers a fresh perspective on the methods employed in the context of modern teaching and learning. To assist disadvantaged students with reading, writing, and comprehending English as a second language, ESL teachers should use this approach and avoid using transmission method. Since students can never fully develop forms of abstract thinking if left to their own devices, Vygotsky believes that teachers should play an important role in facilitating the use of appropriate teaching approaches.

Studies by Murphy, et al., (2015), Peacock (2009), Turuk, et al., (2001), Nyikos and Hashimoto (1997), Vygotsky (1986), and Vygotsky (1978) support the idea that all teaching-learning loops should have some form of mediation-related cooperation. The idea of interaction in cognitive advancement and learning and teaching relationships initially describes the function of spoken language as a facilitator. Language serves as a tool to help children learn more effectively. However, the mediation idea has been developed and enhanced by researchers in psychology, philosophy, education, and scholars in independently driven and paired scientific disciplines.

Guerrero (2007) (as cited in Rassaei 2019) states that when it comes to teaching and learning, language serves as a third party and mediator since it encourages language learners to function as a bridge between their thoughts and the outside world. Vygotsky (1962) asserts that it is impracticable and ineffective to explain concepts directly. When a teacher attempts to achieve the above, they usually only succeed in hollow verbalism, which causes the child to repeat words like a parrot while acting as though they comprehend the subjects they are referring to. To put it another way, language serves as a bridge between what students think and what they learn to say to themselves. The interaction between individuals who are learning a language and the subject matter they ought to study is guided by the teacher, who helps them integrate the material they have studied to accept it and get acquainted with fresh ideas (Rassaei 2019).

The most essential idea of sociocultural theory, according to Lantolf (2009), is that the human mind is mediated. In this sense, mediation happens when competent mentors and peers assist the student in comprehending the ideas being acquired by utilising social and psychological techniques. Here, the teachers' and other mentors' function is to support students' collaborative learning rather than to

impart knowledge to them (Bruner, 1991; Moreno, 2010; Woolfolk, 2016). Engeström (2005) defines mediation as the notion that people can control their own behaviour not from within, based on biological urges, but from without, through the use and manufacture of artefacts. Tools that are either physical or a part of virtual reality are used to facilitate mediation. Language and the reading of texts serve as mediating mechanisms for teacher engagement in the context of the current investigation. Reading text is the mediating artefact in the activity system that results from teacher engagement during ESL exercises (Ghasemali et al., 2018).

In addition, Vygotsky (1978) contends that cultural artefacts, practice, and concepts influence human mental functioning in his seminal construct of sociocultural theory. To use artificial aids in physical, social, and mental actions, the teaching of reading for comprehension is crucial. According to Kozulin (2003), mediation is the concept of conversing with another person. Wertsch (2007) refers to computer-mediated mediation just to highlight its importance. To meet specific demands, people and society create tools and indicators. Kozulin (2003) asserts that mental resources, often referred to as linguistic instruments which include language proficiency, are particularly believed to be crucial for higher-order brain functioning. The degree of mastery a person possesses determines their capacity to employ these instruments. It is possible that these linguistic instruments would not work adequately without an intelligent intermediary. Stiengler and Hiebert (1999), making a comparison between German, American, and Japanese lessons, underline the importance of the teacher as being an interface that exists between the students with what they learn in Japanese lectures through an efficacious classroom setting. Numerous recent studies, some influenced by Vygotsky's sociocultural theory and others created independently, as those of Feuerstein (Kozulin 2003), use the word "mediation" as a crucial concept in language learning.

Consequently, students may not learn in a learning environment by only being exposed to learning resources unless the teaching resources are tailored by a tutor (human facilitator). According to Kozulin (2003), interaction between individuals has become perhaps the most advantageous approach to mediation when seeking to accomplish educational goals. Vygotsky (1978) defines mediation as soliciting the assistance of a more capable person, and mediated activities are afterwards defined as medium to concentrate awareness on the object of contemplation that make use of collaboration. Vygotsky (1978) asserts that interactions play the most significant role in the intellectual growth of children. He continues by saying that early periods of inter-person

collaboration lead to education, advancement, and particularly the emergence of more advanced mental capabilities. In order to complete a given requirement or address a specific issue, signs and tools materialise the interactions. These, however, are verbal formulations or requests made as a gesture of help in completing the task (1978 Vygotsky).

Mediation, according to Shrestha and Coffin (2012), involves deliberate collaboration between a teacher or written material as well as the students in question. As a result, the mediation may result in intimate communication between the teacher and the student, which ultimately improves the students as a result of this collaboration. The sociocultural school of thinking put out by Vygotsky (1962; 1978) may have implications for the field of education in general, in how concepts like language learning and interaction between teachers and students are understood specifically. The importance of mediation, however, has received special emphasis from the Vygotskian perspective, which considers it as its fundamental component (Azadi et al., 2018). According to Wertsch (1991), mediation is seen as a crucial component of learning from a variety of perspectives, including Bakhtinian, spoken language interaction with others, and critical theory to name a few. Wertsch (1991) asserts that mediation and the idea of social learning are at the heart of sociocultural theory, which sheds light on all human acts conveyed by people, objects, or signals.

In Vygotsky's (1978) view, incorporating mediation techniques does not only simplify teaching but rather stabilises all aspects of the framework and performance of the cognitive system (Vygotsky, 1978). As a result, learning development generally occurs through a form of mediated education that involves communication between students and teachers or among students, pushing them through their Zone of Proximal Development to a higher level. The sociocultural settings that surround performance techniques, as well as mechanisms of mediation are explained by Vygotsky's sociocultural perspectives on spoken word pedagogical and educational practices. Teachers can assist students in moving on to more advanced stages by implying newly learned knowledge, skills, and strategies through interaction (Azadi et al., 2018) and by improving teaching and learning through academic achievement steps, which foster the development of language. To put it in a different way, L2 teachers are inspired to adopt the guidelines and use them to plan their own performance and effectively guide their own teaching.

3.2.2.2 Private Speech

Private speech is frequently thought to boost a child's early developing abilities as well as their level of success and achievement. According to Vygotsky (1987), private speech is a child's social contact that eventually develops into inner language. Smith (2007) concurs that the ESL classroom is rife with private speech. The study demonstrates that students' private speech offers profound insight into their thought processes. The study also gives learners access to lecturers who will impart knowledge that they already possess to students. Students use private speech to direct and acquire their cognitive behaviour, according to Lantolf & Beckett's (2009) argument. The fundamental tenet of Vygotsky's theory is that students use private speech as a means of getting around obstacles to task success and to solve problems.

According to Berk (1999), private speech is the basis of all advanced cognitive abilities, including limited focus, deliberate remembering, organising, creation of ideas, and reflection on oneself. It is an important transitional phase that occurs between outward interactions with other people and inward regulation of oneself. According to Vygotsky (1978), the major socialised language eventually divides into two functionally independent types by the age of three: words used for interactions with other individuals and words used only addressed to one's self. Private speech, according to Stanley (2011), develops into an externalised self-monitoring system and an articulated thinking that plans, directs, and regulates activity when it diverges from social language.

It was not until the 1980s that second language acquisition was subjected to Vygotsky's views regarding the role of private speech as a mediating tool in child development. Lantolf and Frawley (1984) were among the pioneers in the field of adult learning a second language to begin focusing on the private speech. According to Frawley and Lantolf (1985), English-speaking children and adult ESL learners exhibit similar private speech production habits. Both groups struggled to finish picture-telling task, even though they engaged in it and created a lot of private discourse to preserve or restore self-regulation. However, the causes of the concerns were different, that is, children had difficulty organising the stories they told, while English as a Second Language students had difficulties because of their inadequate language competence. Lantolf and Frawley (1984) investigated the connection between a drop in private speech use and the use of communicative L2. But they emphasised the fact that this problem was not an indication that the native speaker

would always have autonomous oversight and did not require permission to make private speech because private speech is quite localised.

McCafferty (1994) conducted comparable picture-narrative research on the relationship between L2 proficiency and private speech use. His findings appear to corroborate the idea that as competence rises, students' use of private speech declines. According to McCafferty's findings, the development of private speech has been shown to be influenced by a variety of different factors (1994). McCafferty (1994) asserts that it includes the kind of task, its level of difficulty (Appel, 1986), its objective, the number of participants, its mode of execution, how concerned each participant is with the task's potential consequences, and the participants' cultural backgrounds. Research suggests that there is a link between a person's thinking abilities and their use of private speech (Winsler et.al 2007; Munro, 2009). According to Winsler et al. (2007), self-talk helps with planning and critical thinking and connects words, actions, and ideas. Munro (2009) contends that reasoning is frequently used to relate to the capacity to consciously react to our mode of thought. Winsler et. al (2007) assert that a focus on language proficiency, which is viewed as a platform for soliloquy, has an impact on the development of private speech. They further argue that similar to how it allows for the storing and retrieval of cognition, language also permits metacognition or the inference of what one knows or does not know (Winsler et al. 2007).

Smith (2007) looked into the role and effects of private communication within a collaborative exercise that can cause mental stimulation. He argued that an expression or sentence may be helpful in resolving issues and drawing attention to a specific aspect of the issue in question. According to Salmon's (2008) research, two schools were found to have teachers who saw their lectures as incomplete without the participation of their students' work. He used a number of strategies to make students' thinking apparent, including reasoning procedures, which helped develop the linguistic and cultural heritage that characterised thought in his students' classrooms. The research showed that thinking exercises encourage a positive attitude towards intellectual activity. Children developed analytical and mental capacities that raised their awareness of thought-provoking circumstances.

Salmon (2008) contends that in-class discussion fosters critical thinking, enables students to weigh options and outcomes, and aids in decision-making. Private speech is employed to restrain

emotions and encourage deliberate action. Reading for comprehension facilitates the flow of private speech. Similar to this, Centeno-Cortes and Jimenez (2004) analysed the private speech literature and created a category they dubbed Private Verbal Thinking (PVT) specifically for the role of reasoning in problem-solving tasks. The efficiency of PVT for three different Spanish-speaking populations was studied in the second phase of their research which included native speakers having a high degree of English proficiency along with two sets of intermediate- and advanced-level American university students. The participants had to respond in Spanish to a series of difficult general questions. The outcomes revealed a variety of self-regulating PVT types. First, PVT has been shown to think in specific ways. Secondly, everyone's only thought language for PVT turned out to be Spanish. Although advanced and basic L2 Spanish speakers used both Spanish and English to solve the issues, advanced learners of Spanish made a special effort to keep Spanish for thinking. According to Ushakova (1994), the researchers believe that PVT is unlikely to entirely transition from the first language to the second language, particularly at higher levels of development. The authors also urged teachers to acknowledge that students must use their first language (L1) in order to solve challenges. They further stated that the description of how participants at various competence levels employed various types of PVT in relation to L2 learning was another contribution of the study.

Within private speech, concept /idea maps are viewed as a visual representation of information that gives teachers the ability to perceive the connections between ideas by producing a graphical map of the relationships. They are the first strategy to improve students' thinking skills. According to Canas (2003), they are made up of terms that are ringed in boxes and connecting lines that demonstrate the links between terms or phrases. When creating concept maps, conceptual ideas or words are known in the form of components and are placed in squares or circle-like shapes. Links are the connection structures that connect the nodes and are identified by the link label. Typically, the concepts are arranged from the most general and complete thought to the most specific and uncommon concept. According to Canas (2003), a typical process for creating concept maps involves selecting the subject matter for the purpose of the problem, identifying a lot of significant ideas related to that subject matter, ranking the ideas from the most prevalent to least adding as well as marking link sets, and so on.

Additionally, concept maps help students strengthen their skills in a number of important areas, according to Angelo and Cross (1993). These include the capacity to infer valid inferences from

the evidence, the capacity to combine and integrate knowledge, and the capacity to pick up new ideas and theories in the area. Pintrich and De Groot (1990) claim that one of the most crucial cognitive capacities for fostering meaningful comprehension in children is their capacity for self-regulated learning. People with limited self-regulated learning abilities believe they are less capable of directing their own learning, as indicated by Corno and Mandinach (1983). As a result, they spend less time in the classroom. In light of this, it can be said that using an idea map technique in helping students develop their metacognitive skills is a significant strategy to improve their ability to engage in self-regulatory learning. Long-term, it will support students' participation in worthwhile learning.

Similar research was conducted by Talebinezhad and Negari (2007) to determine how idea mapping as a teaching method affected ESL students' ability to self-regulate in writing classes. Their findings demonstrated that idea mapping enhanced students' ability to self-regulate. Based on Khodadady and Ghanizadrh's (2010) assertion that concept mapping is to be viewed as organisational tools, so that it enables a variety of ways of reasoning about content, the authors argued that concept mapping improved students' reasoning. This encouraged students to think critically about the content of whatever they were learning. According to Khodadady and Ghanizadrh (2010), this method calls for students to analyse arguments and assertions, develop inferences and hypotheses, discover inconsistencies and frequent reasoning errors, and draw conclusions in order to enhance their reading comprehension skills. In fact, there are several features of concept mapping that can help higher-order students' talents. The qualities of implications, deductive thinking, logic assessment and interpretation, and all of the identified traits of concept maps are manifestations of the higher-order skill known as logical talent (Khodadady and Ghanizadrh, 2010).

There seems to be a need to understand what teachers do to teach reading for comprehension and how they teach reading for comprehension in Nigerian secondary school classes, especially in rural secondary schools, given the significant role that sociocultural theory plays in language learning.

3.2.3 Zone of Proximal Development (ZPD)

The Zone of Proximal Development (ZPD) is one of Vygotsky's theory's most significant and distinguishing features (Prawat, 1999; Verenikina, 2003; Woolfolk, 2016). According to Gredler

(2012), Johnson & Golombek (2003), and Vygotsky (1978), it can be described as the distinction that exists between what students can achieve by themselves as well as what they are able to attain with the help of qualified peers or mentors. This idea suggests that when students are given tasks and concepts that fall inside their ZPD, learning happens effectively. Here, the teacher's duties include figuring out each student's ZPD and creating learning objectives that fit inside it.

According to Vygotsky (1978), cognitive growth is a mirror of a child's social, cultural, and historical background. As a result, the development of the brain is intricately linked to other areas of growth. Vygotsky (1978) opines that socially acquired routines, concepts, and skills must be internalised, transformed, and applied in order for cognitive development to take place. Children who internalise difficulties speak to themselves to find solutions. According to Roosevelt (2008), the primary objective of education from a Vygotskian perspective is to keep students in their own ZPDs as often as possible by giving them engaging, culturally relevant learning and problem-solving tasks that are just a little bit more challenging than what they can complete on their own. This will require them to collaborate with a teacher or other adult, a more experienced peer, or both in order to complete the task. The assumption is that after doing the job with a partner, the learner will probably be able to finish the same task on their own the next time, increasing their ZPD for that specific task in the process. The process is then repeated at the increased task difficulty level required by the learner's new ZPD.

As a first step in comprehending how Vygotsky created the ZPD, according to Chaiklin (2003), it is crucial to keep in mind that Vygotsky sought to create a theoretical foundation for effective pedagogical interventions, including guidelines for potential pedagogical grouping of learners and identification of specific interventions for individual learners. Interventions must be founded on diagnostic techniques that take a learner's present developmental stage into account. The definition of a "true diagnosis", according to Vygotsky (1998), is that "a true diagnosis must provide an explanation, prediction, and scientific basis for practical prescription" (p. 205). According to Chaiklin (2003), having an explanatory theory of psychological development is equivalent to having a solution to the diagnostic problem. In his theory of diagnostics, Vygotsky (1998, pg. 196) claims that the ZPD "allows us to penetrate into the internal causal-dynamic and genetic connections that determine the process itself of mental development". It is necessary to have a theoretical explanation of how ZPD evaluates each student in order to comprehend Vygotsky's original ZPD proposal. To understand the situation, I have to take into account, Vygotsky's concept

of imitation, which is the foundation of his analysis. According to Vygotsky, imitation was a fundamentally social and active creative process that was crucial to the development of the ZPD. Further, imitation is only possible when one person can understand how to use the mutually beneficial behaviours (such as prompting inquiries and demonstrations) of another but when developing psychological functions that are not yet fully developed to support independent performance (Chaiklin, 2003, p. 53). Humans are unique beings with the ability to mimic almost anything within their ZPD. Vygotsky (1978) emphasizes that children do not imitate everything and everyone like a parrot, though; instead, they mimic what they lack in their environments and interpersonal connections. Every youngster can accomplish more with assistance than they can on their own, but only to the extent permitted by their developmental stage. If imitation had no limits, every child could solve any problem with the help of an adult. But certainly, it is not actually what happens. A youngster performs best when attempting to solve puzzles that are comparable to those they have previously solved on their own; nevertheless, as the problems become more complex, no matter how much assistance is given, the child begins to struggle (Vygotsky, 1986, p. 187). Given that they have less and less responsibility for seeing an activity through to completion as the more capable student takes it on, the more capable others can always change the type of support they give to a child so long as the expertise they require is still in their ZPD (Meadows, 2018, p. 111).

However, as Vygotsky (1978) noted, a youngster cannot imitate everything that is going on around him; rather, a child can only imitate when the skill is present in their ZPD. Vygotsky (1978) asserts that when they are little or as soon as they can speak, youngsters ask a lot of questions. This makes it crucial for parents or other adults to encourage children during their formative years of wonderment at the world. Children start learning and assimilating into their social and cultural environment at this point. This suggests that teachers have a lot of duties in developing the schemata of the students, which could help the students comprehend and respond to comprehension problems. The teacher must be adept at teaching reading for comprehension, as well as at connecting texts and passages outside of the students' local context and using their prior knowledge to help the students comprehend complex passages and texts. According to Chaiklin (2003), development starts the instant a child experiences an unforeseen problem, and it is essential for the more skilled individual to offer direction, support, and encouragement so the youngster does not give up because their skill is still needed inside their ZPD. When working with children, a crisis is typically so straightforward that the child becomes sidetracked and engages in other

activities instead of continuing the activity of problem-solving that they were engaged in with a more capable person. Chaiklin (2003) asserts that to move on to a new competency, a child must overcome obstacles like boredom and exhaustion. With more daily practice, time, and exposure to other social settings, they will further enhance their talents. His or her ZPD size will keep growing because it is not a fixed characteristic of a youngster that holds true throughout time.

Lynch & Clark, (2018) purport that children of the same age may have varying ZPDs because they are exposed to social activities, community, and their surroundings in different ways and get symbolic significance through these opportunities and institutions. In contrast to what they could have been based just on their mental age, many youngsters nowadays are ahead of that age. The ZPD is not the only sort of improvement process, as Lantolf et al. (2015) note; it is a pedagogical tool used by educators to better comprehend students' potential skills.

3.2.3.1 Scaffolding

Scaffolding is related to Vygotsky's sociocultural theory, specifically his ZPD. According to Maybin et al. (1992), scaffolding is the brief but essential cooperative contact whereby learners are assisted by professionals including other learners as they acquire fresh skills, principles, or additional levels of comprehension. Sociocultural theory places a lot of importance on the scaffolding notion. It is described as the assistance provided to a youngster to reach their full cognitive potential.

Donato (1994) defines scaffolding as an environment provided by a professional, a peer, or a parent in which a child participates and can develop present knowledge and abilities to greater levels of performance. This entails making participation simpler for young learners and enhancing language proficiency, a form of assistance or assistance provided to the learner in which he or she can readily participate and work under the supervision of a professional. Peers also set up such an environment to aid a beginner's language learning. Furthermore, according to Schumm (2006) (cited in Razaghi et al., 2019), scaffolding is used to help students acquire a language before being reduced or stopped to enable the learner to become more autonomous. This is how autonomous learners are created and language learning autonomy is promoted. Verity (1992) sees scaffolding as a cognitive help given to a youngster to lessen their cognitive load on the learning activity. According to Slavin (2014) and Verenikina (2003), scaffolding is a social-constructivist teaching strategy in which

students are given greater support and direction within their ZPD to complete their learning activities before having this support gradually removed as they progress. Teacher support and guidance are gradually eliminated as students take ownership of their own learning, just like true scaffolding that supports a building during construction and is gradually removed as the building becomes stronger (Verenikina 2003).

Scaffolding, according to Maybin et al. (1992), is the brief supporting contact in which peers or experts help novices learn new skills or concepts or reach a higher level of comprehension. Thus, Van de Pol et al.'s (2010) conceptual structure is relevant to this study as contingency, and shift of obligation are this strategy's fundamental scaffolding characteristics. Contingency refers to how guidance is changed to accommodate students' needs (Wood et al., 1978). Before providing support, it is necessary to diagnose the students' existing levels of comprehension (Wittwer & Renkl, 2008). Shift of obligation, also known as progressively removing scaffolding, allows students to take charge of their own learning by gradually transferring responsibility for learning or continued task completion.

Some studies concentrate on the use of scaffolding in the classroom to increase students' competency in elementary schools as exemplified by Verenikina and Chinnappan (2012) who looked at how potential teachers perceive and use scaffolding. The results of their study suggested that scaffolding is a practical substitute for classical and outdated methods to facilitate language training. Therefore, it is possible to say that scaffolding has a positive effect on learning and teaching in primary and intermediate schools. However, studies continue to show that teachers and researchers are unclear and unsatisfied when it comes to theoretical and sophisticated parts of education.

Turuk (2008) views scaffolding as a sociocultural theory that supports learning, including L2 acquisition, that underlines the importance of engagement in communally transmitted activities. Scaffolding is required for students to learn to master both first and second languages because the ZPD helps students reach an appropriate level of language acquisition proficiency. Turuk's (2008) study showed that learning was best acquired, achieved, and internalised in circumstances where a second or foreign language was used through collaborative and moderated endeavours in a small, nurturing setting. Students should aim to learn a language outside of solo efforts in these contexts. A few sociocultural theory-based language teaching practices, such as journaling, group work with

peers and mentors, experiential learning, internships, and TEFL discourse were the focus of the study, which aimed to assess their function and application (Turuk 2008). Azadi et al. (2018) state that according to the results of the studies that have been done as well as the ideas of interaction and interpersonal behaviours, various interpretations on the relevance of facilitators in the practice of teaching for numerous resources and careers through an emphasis on the collaboration of students and teachers to construct proficiency and abilities have been made. Since sociocultural theory combines a pedagogical approach with a cultural perspective, it is considered a suitable theory for ESL teaching. Lee (2015) asserts that the theory's inclusion of social contact, cultural involvement, and all aspects of the classroom environment makes it useful for adult students.

The social interaction, language, mediation, private speech, Zone of Proximal Development, and scaffolding are the primary theoretical concepts used in sociocultural theory to teach reading for comprehension in ESL classes. Development in guided environments, where activities and surroundings can be purposefully planned in accordance with theoretical concepts to best manage development processes, is given special consideration.

3.3 Implications for Teaching Reading for Comprehension

The sociocultural theory has important implications for teaching reading for comprehension in secondary schools. That is, lessons should first be relatable to everyday situations. Further, the objectives for generating knowledge in educational settings including the materials employed must be appropriate, authentic, and culturally relevant. Another practical application of this paradigm is a focus on teaching genre (Barton, 1994; Martin & Rose, 2005; Street, 1995). Duke and Purcell-Gates (2003) state that sociocultural theory is one theory to consider making the connection between home and school activities because research has demonstrated that familiarity and expertise with textual forms and features promote comprehension of written material. Sociocultural theory is highly useful when utilised as a theoretical framework and lens to evaluate the teaching of reading for comprehension in selected secondary schools in Ogun State, Nigeria because it is a theory of learning (Woolfolk, 2016). The use of this theory and its efficacy in teaching reading and literacy has been supported by several academics, including Vygotsky himself (Bruner, 1991; Moreno, 2010; Slavin, 2014). Given that the primary focus of teaching reading for comprehension in Ogun State, Nigeria, is on reading and comprehending written texts, sociocultural theory is a useful framework for analysing what is taught, how it is taught, and the

justifications for the teachers' adoption of particular teaching methods. Shakespeare's literary works have been taught in the United States of America using sociocultural theory as a useful lens, as demonstrated by Kim (2004). Similar to this, Dlamini (2018) applied the same idea to examine the teaching approaches used by teachers in literacy courses at two urban primary schools in Eswatini's Shiselweni region.

The ZPD, or the difference between what students can accomplish on their own and what they can accomplish with supervision, was bridged by English language secondary school teachers in Ogun State, Nigeria, acting as facilitators and supplying makeshift scaffolds (support structures) (Vygotsky, 1978). Pre-reading exercises were used in teaching reading comprehension to help students activate past information (Ogunbanwo & Okewole, 2020). As students went towards autonomous comprehension, scaffolding was gradually removed to enable them to acquire abilities (Wood et al., 1976). Students felt more empowered and more capable as a result. Some teachers employed "thinking aloud" techniques by expressing their ideas aloud as they read difficult texts (Moll et al., 1992). Students were able to become more self-aware and acquire metacognitive abilities as a result (Owolabi, 2018). According to Peregoy and Boyle (2001), using texts that are representative of the student's experiences and cultural background boosts engagement and makes comprehension easier. Reading can be made more meaningful and connected to students' lives by using local tales, proverbs, or news items (Achonye & Onuigbo, 2016). By using discussions and activities, some teachers directly taught students new vocabulary items while also making connections to their past knowledge (Beck & McKeown, 2009). This gave students the skills they needed to decipher and comprehend difficult texts. Sociocultural Theory provides a framework for encouraging a cooperative learning atmosphere in Ogun State classrooms. Students are empowered to become active participants in deriving meaning from text by scaffolding, encouraging private speech and dialogue, choosing culturally relevant texts, putting an emphasis on language development, and encouraging social engagement. Through the adoption of these concepts, teachers may foster a passion for reading and provide students with robust comprehension abilities.

3.4 Conclusion

Numerous studies back up Vygotsky's theory that encouraging students to succeed at their level allows them to reach heights of achievement they had not previously imagined. Thus, it makes sense, then, that the sociocultural theory of development propounded by Vygotsky (1978) places

a strong emphasis on the pedagogy at the core of development in general and on the dialectical developmental process of teachers and students interacting in joint activities in particular. As previously stated, learning is successful when students are actively engaged in it.

The premise of sociocultural theory that the human mind is mediated is its most fundamental idea. In this view, mediation happens when competent mentors and peers assist students in comprehending the ideas being taught by utilising social and psychological techniques. Since the necessary texts were insufficient in the classrooms, the teachers in this study in Ikenne Local Government Area of Ogun State, Nigeria, taught the students reading for comprehension by grouping them to share the texts. Language and the reading of texts serve as mediating mechanisms for teacher engagement in the context of the current study. One of the main difficulties mentioned by teachers in the interviews is the absence of these teaching resources in classrooms.

The ESL secondary school teachers in Ikenne Local Government Area of Ogun State, Nigeria, also employed private speech during reading comprehension tasks. The assessment was utilised by the teachers to assess their teaching methods. While others asked the students to respond to text-based questions in the classroom, some of them tried to look up the definitions of challenging words in the dictionary. Some teachers helped students with some of the questions to save time because there were not enough texts in the classrooms, while others told students to complete the questions at home. The ESL teachers also observed the utilisation of social contact in the classroom.

In Ikenne Local Government Area of Ogun State, Nigeria, the ESL secondary school teachers observed Vygotsky's ZPD, which is the foundation of the socio-cultural theory. As observed in their teachings of reading, as the teachers read, they corrected several words that the students who were reading the comprehension passages had spoken incorrectly. The teacher, who is a more competent individual, should utilise the appropriate techniques or strategies to teach reading for comprehension so that the less capable students can comprehend a particular passage and are also inspired to read, summarise, and respond to the passage's questions. Some of the teachers in this case study did not teach reading for comprehension using a range of strategies or approaches. I also saw that most of the students had trouble understanding the sections they had read, which is why most of them had trouble with the text-based answers. Few of the students were proficient readers, and several had troubles reading sentences correctly. Most of them are expected to perform well on assessments and classroom activities if the teachers pair them up. The largest problem is that the students did not purchase the required materials, and the teachers attributed this to the students' parents and guardians.

Sociocultural theory places a lot of importance on the scaffolding notion. It is described as the assistance provided to a youngster to reach their full cognitive potential. Less capable students in this research received little to no support. Some of the teachers who participated in the interviews maintained that the majority of their students struggled with reading since their reading foundation had not been properly laid. They asserted that the students lacked the recommended literature and the motivation to read. They added that when they saw a student struggling with reading, they suggested they buy *The Queen Primer*, a book for beginners that they thought would be very helpful to the learner. However, I observed that the majority of the students could not read while I was in the classrooms. In a class of over 70 students, only four or five students could read, and the teachers did not bother to focus on those who could not read; instead, they concentrated on the students who could. They used the forty minutes provided for teaching reading for comprehension to support their argument.

CHAPTER 4

RESEARCH METHODS AND METHODOLOGY

4.1 Introduction

This chapter covers subtopics that are related to methodology. As such it will address research paradigm, research approach, research design, sampling strategy, data generating method, data analysis, validity and reliability and rigour, ethical issues, study limitation, study delimitation, and summary. The theoretical framework was presented in the previous chapter, much of which had a methodological impact on the current study. This chapter outlines the research method that was employed in the study as well as the specifics that had an impact on the method selection. This study was conducted to provide a qualitative analysis of the teaching of reading for comprehension provided to secondary school ESL learners in Ogun State, Nigeria.

4.2 Research Paradigm

A paradigm is defined as "a combination of views regarding the manner whereby specific issues emerge as well as a group of beliefs regarding the way such issues may be explored" (Fraser and Robinson, 2004, p. 59). In all educational studies, a paradigm is defined as "sets of beliefs that guide action" (Guba, 1990, p. 17). As stated by Burrell and Morgan (1979, p. 1), "all social scientists address their subject matter via either implicit or explicit beliefs concerning their understanding of society as a whole as well as the manner that it could be investigated." According to Hughes (2010), a paradigm is a particular method of "seeing the world as it is and making sense of it". According to Chilisa and Kawulich (2012), every researcher has their own conception of what constitutes knowledge and veracity. In the same way that they affect their beliefs about the rest of the world, these understandings affect how researchers think and perceive both themselves and other people (Schwandt, 2001). A researcher's perspective on the world is shaped by their research paradigm. According to pioneers in the field of qualitative research methodology (Guba and Lincoln, 1994), a paradigm is an underlying collection of ideas or a worldview which guides research action or an investigation. In a similar vein, the fathers of qualitative research, Denzin and Lincoln (2000), regarded paradigms as conceptual constructions that are associated with essential facts or ultimates that reveal the investigator's perspective and help create the meaning that is encoded in the data. Thus, paradigms are crucial because they offer ideas and rules that

guide what should be investigated, how it should be studied, and how the study's findings should be understood by researchers in a given field. The paradigm determines a researcher's philosophical orientation, which has important ramifications on various choices undertaken during the study's execution, notably the selection of procedure and approaches by ensuring that the objectives and strategies of the study's methodology conform to an established study framework.

According to Terre Blanche and Durrheim (1999), educational research achieves the integrity of research design. Paradigms, according to Terre Blanche and Durrheim (1999), are categories that encompass interconnected beliefs concerning ontology - the arrangement and its fundamental form of reality; epistemology - the circumstances surrounding the connection between what is knowledgeable as well as the things that are likely to be known; methodology - the process by which an inquiry is conducted regardless of what the researcher believes can be known.

The term "paradigm" is used in a variety of contexts, depending on how ontology, epistemology, and methodology are perceived to interact and differ in importance (Morgan, 2007). In cases where ontology is prioritised, a paradigm can be understood as a perspective, an all-encompassing method of knowing and communicating with everything in existence. The paradigm is stressed differently when epistemology is given prominence (Morgan, 2007). A different way to think about a paradigm is as a set of commonly held opinions among experts in a particular field. The term paradigm can refer to research models or methodologies. These several iterations of the idea paradigm are interwoven, according to Morgan (2007), not indistinguishable. Morgan maintains that there is no valid or inaccurate answer. Which version would consequently be best for each particular use? (Morgan, 2007). As a result, Morgan (2007) proposes a sensible understanding of the word "paradigm." In the context of social science research, paradigms do not represent timeless, speculative notions; rather, they are the result of ongoing struggles between opposing communities of interest in terms of what they are and how they are presented. However, in the event that the paradigms' contents are susceptible to so much impact from people, it is illogical to assert that concepts like ontology, epistemology, and methodology serve as the paradigms' defining qualities. Consideration must be given to a theoretical paradigm's primary goal of placing restrictions on the research techniques employed in social science studies by employing an externally identified, preordained framework based on the philosophical viewpoint relevant to

understanding, as opposed to viewing paradigms as permanent philosophical opinions or as changing structures regarding acceptance among academics (Morgan, 2007).

This study, in general, was undertaken from an interpretive angle. Cohen, et al. (2007) claim that small-sized interpretive research is non-statistical, perceives human specificities, aims to find out events and interpretations without considering factors that contribute, and places an emphasis on micro-concepts including distinct views, personalised conceptions, or bargained interpretations. The researcher attempts to understand what people experience from within in order to convey the world through the lens of its participants. Interpretive approaches, which Cohen et al. (2007) define as action with significance, place a strong focus on action. The interpretive study is naturalistic in that it is context-dependent and occurs in an unpretentious manner in uncontrived, real-world settings, according to Cohen et al. (2007). According to De Villiers (2005), interpretivism aims to comprehend complex human conduct and societal contexts. The interpretive paradigm is defined by Neuman (2014) as a systematic investigation of socially significant action through close, in-depth observation of individuals in their natural environments to come at understanding and interpretations of how individuals construct and maintain their social worlds. This definition emphasises the fact that reality and meaning are not static. This paradigmatic understanding of ontology makes it better suited for my current research because I must be absolutely open-minded about this phenomenon in order to fully understand the teaching of reading for comprehension in the secondary schools I have chosen. I deliberately built meaning based on each person's perspective. This study has also adopted the interpretative paradigm, drawing inspiration from Berryman's (2019) interpretive technique, which argues that language, shared perception, social construction, and other social interactions are important tools for producing information. Furthermore, Berryman (2019) contends that interpretive investigators must organise their research questions so that they place a strong emphasis on comprehending "how and why" in order to provide answers to qualitative questions.

Researchers who conduct interpretive research explain the components of their work by incorporating their own subjective ideas and worldviews. They do this because they think that by examining human language, meanings in qualitative research can be discovered and discussed (Myers, 2008; Carey, 2012). Understanding the person interpreting, the reason they are interpreting, and the manner in which they are interpreting is crucial. According to Shah et al.

(2013), Bhattacharjee (2012), and Rehman and Alaharti (2016), interpretive research is a paradigm for conducting research that is founded around the idea that how society functions is influenced by what people experience and the social setting in which it occurs. Consequently, it is ideally adapted to the study of human actions that are associated with socio-cultural problems. Interpretivist studies can make use of a range of methodologies, including ethnography, case studies, and narrative studies, among others due to the fact that they offer deeper insight into the lived experiences of the speakers, who represent the members of the social system that make up the culture they inhabit (Tuli, 2010). Interpretivism recognises the social construction and subjectivity of reality. People's perceptions of the world are shaped by their own experiences and backgrounds (Willig, 2017). Instead of imposing an objective viewpoint, researchers seek to document these subjective judgements. Understanding the meanings people ascribe to their experiences and the world they live in is at the heart of the interpretive method (Schwandt, 2021). Researchers use qualitative techniques like focus groups, interviews, and observations to try and decipher their meanings. Additionally, I used a crucial strategy of interactive interviews to elicit information from interviewees about their beliefs, values, prejudices, perceptions, viewpoints, emotions, and attitudes. This method enabled me to examine and trigger issues that I am unable to see.

According to Pham (2018), one advantage of using the interpretive paradigm is that it ensures numerous perspectives for examining the same occurrences while giving rich data and a thorough grasp of the natural surroundings. This is demonstrated in the current study, where I was able to learn in-depth details on the participants' teaching approaches and comprehension-building strategies. In order to better understand the subjective worlds of my participants and to be less focused on my own subjective interpretations, as advised by Weber (2004), I also developed relationships with the ESL teachers and department heads of the English Language who took part in this study. I made sure that they felt at ease enough to open up to me about their personal experiences as well as the difficulties they faced when teaching their students in reading for comprehension. The teachers were free to discuss with me how they teach students in reading for comprehension, how they carry out their teaching, and their motivations for doing so.

The paradigmatic perspective of this study was impacted by my ontological, epistemological, and methodology presumptions, which together make up my worldview regarding what constitutes

knowledge and reality. This in turn informed the methodology strategy that was used for this study. The process of evaluating paradigms to generate meaning or the investigation of how ESL teachers teach reading for comprehension in secondary schools in Ogun State, Nigeria, is more relevant to this study from an epistemological standpoint. This is because interpretivists, according to Neuman (2014), contend that in order to effectively study a particular phenomenon, a researcher must inductively observe, interpret, and reflect on the behaviours and viewpoints of the participants while immersing themselves in their natural surroundings and continuing to reflect on his research experiences. This is relevant to the current study because it is qualitative in nature and because it called for me to examine how reading for comprehension is taught in the chosen schools by deductively examining the participants' perspectives in the schools where they taught reading for comprehension. This data was generated via semi-structured interviews, classroom observations, and focus group discussions. The interpretive paradigm's great value, according to Pham (2018), lies in its capacity to produce rich and valuable data through the researchers' use of interviews and other methods to gauge the views and attitudes of participants while preserving the studied phenomenon in its natural form. The focus of epistemologies, according to Scotland (2012), is on what and how I might know reality or knowledge. This is fundamentally connected to how we acquire knowledge of reality, which encompasses many methods of studying knowledge. According to Smith et al. (2012), the epistemological position of this study is thus founded on the belief that reality must be understood in order to ascertain the underlying significance of the specific occurrence and to address the selected technique, which is decided by the objective of the study.

Also, the implementation of the interpretivism paradigm produced highly valid data because it is based on individual contributions and takes into account many aspects (Myers, 2008). With the use of the interpretive paradigm, I was able to take into account many characteristics, such as behavioural traits based on participants' experiences, and this helped to characterise reality in light of my assumptions and ideas. The interpretive paradigm also gave me the freedom to treat the research's background and situation as special in light of the participants and the particular circumstances involved.

4.3 Research Approach

A qualitative approach was used in this study. Denzin and Lincoln (2020) assert that qualitative studies shed light on and clarify what actually happens in environments like classrooms and schools. According to Burns and Grove (2009), qualitative study is a methodical and evaluative methodology for highlighting and elucidating ordinary life experiences and for giving them more appropriate context. In order to understand how people interpret and make meaning of their experiences, qualitative research emphasises this aspect of social action. In order to generate, examine, and evaluate data for content analysis of visual and textual resources as well as oral history, it uses interviews, journals, diaries, immersions in and observations of the classroom. It is exploratory and aims to shed light on "how" and "why" a certain social phenomenon or programme functions in a given setting. It aims to aid comprehension of the social environment in which we reside and the reasons behind why incidents seem exactly how they are (Polkinghorne, 2005). The purpose of it is to give a thorough understanding of human behaviour, feelings, mindsets, and lived experiences (Tong et al., 2012). It is used to investigate human behaviour, viewpoints, emotions, and experiences, as well as the fundamentals of their existence. Its foundation is found in the way that interpretation applies to social reality and in the depiction of how people conduct their lives (Atkinson et al., 2001). It significantly affects studies in the fields of management, information systems, sociology, anthropology, nursing, and health care (Denzin & Lincoln, 2005). The opinions, practical knowledge, and meaning systems of people as seen from their own perspectives are of interest to qualitative researchers. The goal of qualitative research is to develop new ideas and theories by methodically describing and interpreting problems or phenomena from the perspective of the person or group being examined. The questions being posed guide the choice of approach (Viswambharan & Priya, 2016).

I can describe and explain how ESL secondary school teachers teach reading for comprehension in Ikenne Local Government Area of Ogun State, Nigeria, by using this approach. According to Creswell (2014), qualitative research is an approach for examining and comprehending the significance that individuals or groups place on a social or human issue. The purpose of qualitative research, according to Merriam and Tisdell (2016), is to understand what an event means to the people who were a part of it. When conducting a qualitative study, researchers are interested in learning how people construct their worlds, explain their own experiences, and give those

experiences significance (Merriam & Tisdell, 2016, p. 6). A contrasting interpretation is provided by Braun and Clarke (2013), who suggest that words are used as data in qualitative research and are gathered and analysed in a variety of ways.

However, the unique qualities of qualitative research, which Creswell (2014) advocates, make it more suitable for the current study. One feature of qualitative research, for instance, is that it is carried out in the natural settings of the participants. This feature enabled me to thoroughly study and comprehend the teaching of reading for comprehension at the secondary level as I studied and observed the participants in their natural settings, which are the chosen schools where they teach. This is also in line with Merriam and Tisdell's (2016) assertion that the qualitative study approach has a number of distinguishing characteristics. The study's primary goal is to comprehend people's experiences. Secondly, the primary tool for compiling and interpreting data is the person conducting the study. Thirdly, the study's data are subjected to the inductive analysis method. In other words, the information produced comprises justifications in the shape of ideas, theories, or hypotheses. Finally, from many data sources, including documents, field notes, and interviews, a thorough description is produced.

Also, qualitative approaches have been established to truly explain for and acquire insight from localised surroundings, socioeconomic structures, and social contexts in which they influence and are dynamically re-moulded via individual life courses, families, and communities. According to Howitt and Stevens (2000), cross-cultural field research entails "respectful paying attention, challenging and laborious interactions, diligent observation of details in the lives of 'others,' and an essential ongoing focus on the repercussions of procedures in the formation of their significance" (p.19-29). As they progress beyond the relatively firm foundation of being objective and into the social and cultural, qualitative methodologies consistently demonstrate an interest in the significance of words and symbols as well as the function of investigation to produce illustrations instead of uncovering facts regarding different facets of life for people (Howitt and Stevens, 2000). According to Denzin (1997), people live in a world that has been reconfigured with new meanings. They do not deal with reality directly. Symbolic representation, narrative texts, and cinematic and televisual architecture isolate individuals and the so-called actual world from one another (Denzin, 1997). This makes studying and comprehending the lives of others a more challenging and complex endeavour. Since the meaning I created is dependent on how the

ESL teachers taught reading for comprehension and my contacts with the participants and the outside world, generalizability, for instance, is more difficult to achieve. Data production, analysis, and drafting of conclusions are all integral parts of the research process, and each phase takes into account both my situation and that of the study's participants.

The fact that qualitative research gave me a thorough and holistic grasp of the teaching and learning of reading for comprehension in the chosen secondary schools is another quality that makes it more suitable for this study. Creswell (2007) defines qualitative research as a process in which the researcher effectively uses a variety of data sources, including written and visual sources, to create a comprehensive understanding of social phenomena. Furthermore, because I did not enter the field with extremely rigid data generating procedures and preconceived views about teaching reading for comprehension in the chosen schools, the evolving design of qualitative research enabled me to perform my current study well. My initial research strategy and the questions I asked the English teachers during the interviews were modified significantly because my main objective is to acquire a clear image of teaching reading for comprehension from the participants' perspective. This advantageous flexibility has enabled me to comprehend reading for comprehension education in the chosen schools completely without being restricted by overly strict procedures and queries. This is in line with Creswell's (2014) assertion that the study's initial design must be adaptable because both the process and the questions may change once the researcher enters the field and starts gathering data. The people investigated, the websites viewed, and the methods of data production are all subject to change.

4.4 Research Design

This study employed a case study-based approach. According to Creswell (2014), a case study enables the person conducting the research to acquire a profound as well as an extensive and comprehensive awareness of the actual situation or event being studied in real-world contexts. Yin (1994) defines a case study as a research investigation that examines an ongoing occurrence in its actual context, particularly when the boundaries between the occurrence and its context are ambiguous. Essentially, a case study successfully investigates a specific event in its natural setting and, as a result, offers very useful and rich data for thorough understanding and meaning making (Neuman, 2014; Yin, 2009). A real-world occurrence is examined in-depth and in the context of its environment through case study research. Such a situation could feature a person, a team, an

organisation, an occasion, a problem, or an oddity, according to Burawoy (2009), Stake (2005), and Yin (2014). Instead of being defined or controlled, as they are in experiments, contextual conditions are a part of the investigation. As opposed to quantitative reasoning, the situation in question is chosen because it is perhaps intriguing (Stake, 2005) or useful from a theoretical perspective (Eisenhardt and Graebner, 2007). The primary data sources for within-case and across-case studies include interviews, archives, and participant observation (Flick, 2009; Mason, 2002). In order to develop an in-depth case analysis, case study investigators frequently triangulate data (Burns, 2000; Dooley, 2002; Eisenhardt, 1989; Ridder, 2016; Stake, 2005).

The advantage of one case study is that it enables in-depth analysis and description, which clarifies "how" and "why" things happen. Examining the phenomenon's more fundamental foundations can help researchers studying a particular case solve a puzzle (Fiss, 2009). Case study data can be used to create, expand, or test ideas by spotting patterns and connections, according to Gomm et al. (2000). The case study is acceptable, especially if the setting is pertinent to the phenomena, such as when exploring how reading for comprehension is taught by English second language teachers in secondary schools. Case study design uses a variety of data sources to support its conclusions because the distinction between a phenomenon and its setting is not always evident (Yin, 2018). While taking into account additional types of qualitative data, Yin (2014) lists discussions as being one of the many significant ways to gather information. Since there are numerous data sources with various signs of the same activity, data triangulation is intended to focus on construct validity issues. According to Stake (2005), the case's relevance affects the case study's direction. The intriguing aspect of an actual case study is its case. The goal is to investigate the case itself, not to generate theories. Case study research is advantageous from a process and result perspective.

I decided to use a case study to undertake this study because of an array of justifications. Firstly, by concentrating intently on a specific, constrained instance of the teaching of reading for comprehension, the methodology offers a method for gaining a greater understanding of the subject of how reading for comprehension is taught in Ogun State, Nigeria. Secondly, case studies can reveal intricate and unusual connections between people, things, and systems related to the subject of the inquiry. Thirdly, case studies advance action by studying it and contributing to it (Cohen et al., 2007). Again, case studies are flexible sorts of research that can take into account unforeseen

circumstances. Moreover, case studies represent a suitable type of research for lone researchers like me to conduct. Case studies as outputs may have a bigger impact on a broad spectrum of interested parties than other kinds of research since they are simpler for a variety of audiences to understand (Bassey, 1999). Additionally, the case study approach was used because it emphasises comprehending individuals in their actual context by viewing their behaviour as a single group, community, event, or case, particularly in situations when the distinctions between problems and background information are hazy (Yin, 2003). This choice was made in light of the study's focus and research questions. Using a case study technique, this study sought to discover specific strategies and approaches utilised by teachers while teaching reading for comprehension in a school setting.

Additionally, it aimed to comprehend the many viewpoints and issues that ESL teachers encounter while teaching reading for comprehension in a real-world scenario. The case study design was also appropriate because it allowed me to use semi-structured individual interviews to learn what teachers do to teach reading for comprehension; it as well supported classroom observations which enabled me to learn how they teach reading for comprehension; and focus group discussions which fostered understanding of why they teach reading for comprehension in the manner that they do. Using a case study design and research techniques gave the study access to a wide range of teaching methods and approaches for teaching reading for comprehension. This gave the study access to rich data for analysis and meaning construction. As Lincoln and Guba (1985) noted, case studies are not always grasped. Merriam (1998) asserts that when academics speak of case studies, they are probably talking about the results of the investigation, an aspect of the study, or the method used to analyse the case. Each of these definitions applies to this case study. Despite the fact that Bassey (1999) provides a complete overview of the definitions of case studies used by authors, Bassey's description of what precisely a practical case study entails has had the greatest influence on my approach regarding this study: an educational case study is a research project that explores intriguing aspects of a learning endeavour, initiative, institution, or system, primarily in its original setting and in accordance with a moral framework of consideration for individuals, with the aim of informing the assessments as well as choices taken by experts, policymakers, or theorists working towards these factors, within such a locale-specific boundary of temporal and spatial dimension.

The investigation into the teaching of reading for comprehension in certain types of classrooms at a given moment in selected secondary schools makes the present case study peculiar, as stated in this definition. Its parameters are specified by the category (the methodology of teaching reading for comprehension), the setting (four secondary schools in Ogun State, Nigeria), and the topic (teaching reading for comprehension). To put it another way, I am curious about how the method under investigation positions reading for comprehension. The study's main focus was on the ESL teachers' knowledge, attitudes, and practices towards the teaching of reading for comprehension. The teachers' understanding of teaching reading for comprehension, the teachers' attitudes regarding teaching reading for comprehension, and the teachers' practice while teaching reading for comprehension constitute integrated units of analysis (John & Rule, in press). This specific example illustrates how reading for comprehension is taught in secondary schools in Ogun State, Nigeria, and it advances knowledge of the broader issue of the teaching of reading for comprehension in Ogun State, Nigeria. My study also incorporated other aspects of Bassey's concept of a case study. It is true that the study is empirical and data driven. The teaching of reading for comprehension was examined in its natural setting and with consideration for the subjects. The results are hoped to be interesting and pertinent to policymakers, practitioners, and scholars. A significant amount of data was produced for this study, allowing for a thorough investigation that accurately depicts the substantial reality of the case. The study concentrated on teachers, their acts, beliefs, and justifications for those activities.

Different authors have identified various case study types. The main question revolves around if the researcher is more interested in the instance itself or in shedding light on the problem it illustrates, despite the fact that different terminology is utilised. According to Bassey (1999), this study falls under the category of a theory-seeking case study, which is akin to what Stake (2005) and Yin (1994) refer to as an instrumental case study or an exploratory case study. Such investigations aim to shed insight on a topic that is more universal than the specific situation, as compared to intrinsic research (Stake, 2005). They serve as tools for comprehending a more complex problem. The problem is first identified, and then examples of this problem are found and studied. My involvement in this matter is mainly for practical purposes. To better understand how reading for comprehension is taught in Nigeria generally, I wanted to utilise this scenario as the

basis for my research, even though I am intrigued by how ESL teachers teach reading for comprehension in these schools, given that I have had connection with one of the schools and the teachers for a period of time.

4.5 Sampling Strategy

Sampling involves choosing individuals or samples from the target or defined population that the researcher desires to examine, in order to represent or generalise a certain target group (Creswell, 2012; Vosloo, 2014). Purposive sampling was used in this study because it focused on the value of participants' willingness and availability to engage as well as their capacity for articulate, expressive, and thoughtful communication of their experiences and ideas (Bernard, 2002). The purposive sample for this study included English teachers from four chosen secondary schools in Ikenne Local Government Area of Ogun State, Nigeria. Purposive sampling, according to Creswell (2005), is a qualitative sampling technique in which the researcher carefully chooses participants who are knowledgeable about the topic being studied. Additionally, these participants should be open to speaking frankly and freely about their opinions, experiences, and viewpoints on the topic under study.

In purposive sampling, also known as judgment sampling, the researcher identifies the traits of the population of interest before making an effort to track down people who display those traits (Johnson & Christensen, 2015). According to McMillan and Schumacher (2014), purposeful sampling is a type of sampling that enables the selection of small groups of persons who are most likely to be aware and instructive about the phenomenon of interest and select cases. The four schools were chosen based on their desire in taking part in the study, our working connection, my proximity to and acquaintance with the schools. To maintain secrecy and protect the privacy of the schools, the four schools in this study were given the names School A, School B, School C, and School D and the teachers were also given pseudonyms. Nine teachers from four secondary schools were involved in the study. I selected four public schools that were just ten to fifteen kilometres apart. Public schools where English is the primary language of teaching were used for this study. Except for School B, which had one English teacher in both the junior and senior schools, all of the junior and senior schools had four English Language teachers: two in the junior school and two in the senior school. The Junior Secondary School (JSS1-3) and Senior Secondary School (SS1-3)

classes in the schools were in the A–C range. Students were also the main players because I could not observe teachers teach reading for comprehension in a classroom without the presence of the learners.

The participants' academic and professional backgrounds made it possible for me to acquire crucial information on reading for comprehension, as the backgrounds of the individuals I worked with were an indication of their high calibre. It also helped me get a sense of how well these teachers were likely to comprehend the nuances of teaching reading for comprehension in their particular setting. This was significant since I needed to be aware of it in order to generate and evaluate the data. The chosen teachers were all certified to teach English Language in secondary schools in Ogun State, Nigeria. I gathered information on the participants' age, educational background, experience in teaching English to secondary school students, and teaching experience to further my understanding of them. Eight of the research participants held B. ED and B.A. degrees in English, making up the majority of the qualifying participants, while only one teacher had a Nigerian Certificate in Education (NCE). Since all teachers in Nigerian schools, particularly secondary schools, need quality education and training to meet the learning needs of students (National Policy on Education 2014), both the qualifications of teachers and their experience were crucial to this study. Teachers who have the necessary academic and professional certifications can promote efficiency in their classes. I believed that these teachers would certainly offer insightful responses given their credential and breadth of knowledge. Therefore, one may draw the conclusion that these teachers are more knowledgeable when it comes to teaching secondary school students in reading for comprehension if the educational background is a component in the process. This suggests that having certified, experienced teachers makes it possible to teach secondary school students to read for comprehension.

The participants had substantial teaching experience in secondary schools, spanning from 5 to 12 years. Due to the fact that none of the participants had less than five years of teaching experience, they all had experience teaching at the senior and junior secondary school levels. This shows that the study's participants were generally responsible and competent teachers at teaching secondary school students in English. The more time a teacher spends teaching a particular class, the more probable it is that s/he will be familiar with the issues and challenges associated with the subject of enquiry and will be able to address them. This trait thus became an enabling factor with regard

to the research questions of this work. I anticipated that, given their teaching backgrounds, these teachers would be knowledgeable and able to offer accurate information that would shed light on how secondary school students in Ogun State, Nigeria are taught to read for comprehension.

4.6 Data Generation Tools

Data generation, as defined by Creswell (2007), Creswell (2014) and Lune & Berg (2017), is the process of generating information from participants to be used subsequently to answer applicable questions. In all fields of study, including the scientific and social sciences, the humanities, and business, data generation is an essential part of research. Creswell (2007) purports that in qualitative case studies, it is helpful to use semi-structured interviews, document analysis, focus groups, and non-participant classroom observation. Due to the qualitative nature of this study, focus groups, classroom observations, and semi-structured face-to-face interviews were employed to generate data. These data generation tools allowed me to produce rich and relevant data that shed light on the teaching of reading for comprehension in the four secondary schools that were chosen, because this is the strength of qualitative case studies. Individual semi-structured in-person interviews were chosen for this study because they are a good choice for qualitative research as they allow for social contact. I employed face-to-face semi-structured interviews in my research because they afforded me the chance to gather more information and because they allowed participants to express themselves freely within the parameters of the interview guide and without being subjected to closed-ended questions (Creswell, 2012). Also, I chose semi-structured face-to-face interviews for the study because they enabled teachers to elaborate on their responses and provided more pertinent information (Creswell, 2012). Classroom observations helped me corroborate some of the information generated from the interviews and also recognised some methods teachers used in teaching reading for comprehension. The purpose of the focus group interviews was to learn what teachers do to teach reading for comprehension, how they teach reading for comprehension, and why they teach reading for comprehension in a certain way.

4.6.1 Semi-structured Interviews

According to Zengele (2015), interviews can be structured, semi-structured, or unstructured depending on the research focus and nature. Brinkmann (et al., 2014) defines an interview as a social encounter between speakers with the goal of eliciting recursive and foreseeable accounts or versions of their previous or present-day actions, feelings, emotions, and notions. Vosloo (2014)

states that interviews can be particularly beneficial since they give the interviewer a chance to pursue certain problems that can result in focused and helpful recommendations. Furthermore, Kothrani (2014) contends that because semi-structured interviews give the researcher the opportunity to follow up and ask follow-up questions of the participants that support or can support other data from focus group discussion and classroom observations, they can offer rich data that is typically not available in other ways.

Individual semi-structured in-person interviews were chosen for this study because they are a good choice for qualitative research and because they allow for social contact. Face-to-face semi-structured interviews were employed in my research because they afforded me the chance to gather more information and because they allowed participants to express themselves freely within the parameters of the interview guide and without being subjected to closed-ended questions (Creswell, 2012). Nine semi-structured interviews with teachers were done at four secondary schools: three at School A, one at School B, three at School C, and two at School D. This was due to the fact that School B had one English teacher who taught junior and senior secondary school students. Due to this, I was forced to visit a different school within the same local authority. There, I had a conversation with the school's head of English and the principal, who both gave me the go-ahead to include two teachers in the school's interviews, observations, and focus group discussions.

Before each interview, I engaged in phatic conversations with the interviewee to help them unwind and prepare. I explained the interview's objective and the research questions that the study was built around. Participants were informed that neither their names nor those of their schools would be made public. I obtained consent before recording the interviews and using the data in my study. Making sure the tape recorder was on before the interviews began was a lesson that I acquired during the pilot interview stage. I listened intently as the interviewees described their experiences. I asked follow-up question to get more information once I realised a previous one had not given much information. Throughout the interviews, questions were used as probes to get participants to talk about their own experiences with the subject matter. I tried to control the process so that I could keep track of how much time had passed and how much was left while listening to the interviewees and trying to ask them questions that would yield the greatest information.

Four interviews from two schools were postponed because of inter-house sports contests and competition preparations going on in the schools, but the teachers were essential in helping me

still achieve my goal of interviewing them after the teaching on the days they specified. I had first conducted a pilot study in two secondary schools in Ikenne Local Government Area of Ogun State, where I had the chance to speak with two teachers for about 30 minutes, watch them teach their classes in reading for comprehension, and conduct focus group interviews with them. I conducted the pilot study with teachers from schools that were not involved in this study. The reason for this was that I did not want to get study participants ready for the study's objectives. I was initially unsure of how to conduct interviews, make a lesson observation plan, and engage in focus group discussions with teachers, and how to encourage teachers to express themselves and provide data to answer my research questions, despite the fact that I have experience teaching the English Language in a secondary school in Ikenne Local Government Area of Ogun State, Nigeria. This helped me to test and adjust questions, time myself in interviewing participants and to test and assess my observation schedule's effectiveness. I prepared a schedule for interviews, classroom observations, and focus group talks after researching the literature on teaching reading for comprehension. I conducted semi-structured individual interviews, classroom observations, and focus groups with the teachers who participated in the pilot study after consulting with my supervisors, who provided help and support when drafting my thesis. The pilot study's findings assisted me in determining various instrument gaps, in addition to guiding me to know how teachers viewed the responsibility of imparting comprehension-building reading skills to students.

The semi-structured interviews started in School A. The semi-structured interviews were held in schools to give teachers a welcoming and secure setting that would make them feel at ease because they were accustomed to it. The interviews in school A were first held in the computer laboratory, but on the advice of the teachers, the site had to be changed to a place behind a tree on the school grounds to prevent the noise caused by the students conversing in the hallways. The interview at School B took place in the staff room, where there was no commotion because the students either had to stay in class to complete their homework or use this time to study. The interviews in School C were originally held in the English teachers' office, but the teachers recommended a change of location because of the excessive noise made by the students who were on break and had to purchase food and beverages from a tuck shop close to the office. The noise level persisted in disturbing our interviews despite our attempts to relocate, and eventually one of the teachers instructed the students to leave the area around the tree we were utilising for the interviews. The interviews at School D were conducted in the staff room, which was quiet because the students

were either required to stay in class to finish their homework or were using this time to study. Depending on the teachers' responses to the interview questions, each one lasted 50 to 60 minutes. All teachers were required to respond to 17 open-ended questions in the interview guide, which served as the basis for the interviews. Furthermore, with the administrators' and teachers' consent, the interviews were taped to make sure that the teachers' responses were accurately recorded and without omitting any material that would have been overlooked if I had solely depended on taking notes during the conversation.

According to Creswell (2012), "you will need to give an in-depth account of the method you use to the institutional review board given that qualitative data generation involves prolonged periods of obtaining data involving people as well as recording detailed opinions from individuals" (p. 210). I was able to take notes and try to read the teachers' body language as I was recording the audio. Due to delays, interruptions, and a teacher's absence from class (I was told that she had to attend a seminar hosted by the state government), the nine interviews were completed in 20 days. As previously indicated, even though I was able to complete all interviews, the process was hampered by postponements, teacher absences, and teacher shortages in some schools.

There were last-minute postponements even though the interviews were planned in advance and at a time that worked for the teachers to avoid interfering with teaching and learning. In order to account for the potential for different research problems, I devised an eight-week data-generating period. Both senior and junior cadre English teachers at the chosen schools participated in the interviews. The heads of the English departments in each school were interviewed; they were the senior cadre teachers, and the other participants were the junior cadre English Language teachers. In Schools A and C, there were two English teachers in the senior schools and two English teachers in the junior schools. The participants in the research possess extensive subject-matter knowledge and extensive experience. A blend of traditional and contemporary approaches to teaching reading for comprehension was implicated in my interviews with the teachers. The use of face-to-face semi-structured interviews for the present research was advantageous because it resulted in the generation of extensive data from participants. As a result of the rapport I developed with the teachers throughout the interviews, I learned new information about how to teach reading for comprehension. I performed focus groups and classroom observations in addition to the interviews in order to generate more information and to account for any potential bias present.

4.6.2 Classroom Observations

In this study, reading for comprehension lessons were observed in the classrooms of selected secondary schools with ESL teachers. One of the main methods used in social research is observation. Important characteristics that distinguish different types of observation are the observer's involvement in the environment and how structured the observation is (Cohen et al., 2007). Since people's behaviour can vary when they are aware that they are being researched, non-participant observation seeks to keep the observer/researcher hidden from those being observed. According to Creswell (2012), non-participant classroom observation is the process of observing individuals at a research site in order to acquire first-hand knowledge.

Cohen, et al. (2007) further assert that observations enable the researcher to reevaluate routine behaviour that would otherwise have been taken for granted and to stop assuming that a teacher's demeanour, action, or absence during the session was meaningless. As a result, non-participant classroom observations gave this study the chance to see teachers' actions that were difficult to articulate or capture on tape during the interviews, such as those that would reflect a certain teaching strategy. Eighteen different lessons were observed in total. Two lessons per teacher were observed in their respective classrooms. I also had to change some of the session dates to days when reading for comprehension was taught in the schools, as periods for teaching English Language were split to accommodate the teaching of other aspects of the English Language such as grammar, phonetics, essay writing, and vocabulary. The length of each lesson observed was roughly 45 minutes. To document the elusive behaviour, the observed lessons were videotaped. Through informed consent forms, the teachers and students gave their assent for the recording of the lessons. Even though my presence seemed to disrupt the course of typical teaching temporarily (until the students got used to the video camera and me in the room), learning was unaffected. For instance, the teachers first expressed some anxiety about being watched and recorded, but after a short while, they felt comfortable teaching and carrying on with their sessions. Similarly, the students' attention seemed to shift initially to the video (as they took a little break relishing it); they later relaxed and resumed their attention.

Additionally, I refrained from participating in some of the talks during the observation session and kept my presence to a minimum so that I could just record the event on the video cameras. Getting appropriate positions in the classroom where I could place the video-recorders to capture every

student in the class and the teacher from different angles allowed me to reduce my motions in the classroom and make them less distracted. The classroom activities were recorded on three video recorders, two at the front from each corner, and one at the back and centre. The observations were left open-ended to best capture the teachers' normal behaviours from this angle, which was in the front of the classroom in a corner. While also seeking to establish teachers' teaching practices in connection to their methods and approaches for teaching reading for comprehension, the observations for this study further helped validate the teachers' responses from the interviews. For instance, during classroom observations, teachers' replies to their strategies of teaching reading for comprehension were compared to their hands-on behaviours captured on video. The observation plan helped me assess the classroom observations without too much stress, which was helpful, given the significance of documenting the happenings in the classroom. The observation schedule includes information about the class size, the lesson's main objectives, the focus of reading activities, the reading comprehension strategies teachers use, and the type of materials used.

4.6.3 Focus Group Discussions

Simpson & Wood (2004) assert that focus group discussions are a method where a researcher gathers a group of people to talk about a certain subject with the intention of learning about the participants' complicated personal experiences, beliefs, perceptions, and attitudes through a facilitated interaction. My third way of generating data was focus group discussions, which allow 6 to 9 people to collaborate to interpret a phenomenon and create meaning around it. Focus group discussions were particularly useful in analysing how English teachers teach reading for comprehension to students in the four chosen rural secondary schools (Bryman & Bell, 2007). Six out of the nine teachers participated in a focus group discussion because two English teachers were absent due to illness and the other had an emergency call. This had no bearing on how the study was conducted because the purpose of the focus group discussion was to better understand what teachers do to teach reading for comprehension, how they do it, and why they do it that way.

Teachers agreed that the focus group discussion should take place in School B rather than the Zoom conference platform because of the location's accessibility. They declined the Zoom focus group discussions for a variety of reasons, including the difficulty in accessing the internet, the unpredictable power supply, and lack of smartphones or personal computer by some of them. After

school, the focus group met in school B's staff room. The lessons were not affected by this. The information from the focus group discussion was added to the semi-structured individual interviews, along with the classroom observations. I was able to learn how secondary school English teachers teach their students to read for comprehension and especially how it connected to my study issue by gathering a group of these teachers. The meeting was over in less than one hour. Focus group talks, too, have their own drawbacks because some participants might be unwilling to engage; participants in my study, however, participated voluntarily. The focus group conversations were useful for this study because the participants communicated with one another rather than with me. The agenda of the participants, not mine, prevailed at the conclusion of the meeting (Cohen et al., 2007). Given that the study's main objective was to understand how teachers teach reading for comprehension, focus group discussions were especially useful for learning about what teachers do to teach reading for comprehension, why they think or feel the way they do about teaching reading for comprehension, and how they teach students to read for comprehension.

Through the focus group discussions, participants offered information-rich data that was pertinent to the study. Finding out some of the new problems impacting the teaching of reading for comprehension was another goal. The focus group discussions were an eye-opener regarding the challenges the ESL teachers face while teaching reading for comprehension as well as the methods and strategies used by each of the teachers. They were also able to gain a lot from one another as some of the methods used by some were not used by others. I recorded the teachers' responses on audio. I was able to concentrate on the subject and the conversational dynamics. I facilitated the focus group talks through a list of questions that captured the study's focus and I had a list of questions to ask to make sure the topic's crucial concerns were covered. Where less information were given on some questions/issues, the focus group discussions were repeated. This was done to confirm the data from the initial interviews. As the teachers grew more independent and self-assured, I had the chance to get to know them better.

4.7 Data Analysis

In order to make sure that the data obtained is pertinent to the study's focus and research questions, Kothari (2014) asserts that data should be handled and analysed in accordance with their research aims. According to Burns and Grove (2009), data analysis is a method for reducing and organising data to provide insights that need to be interpreted by the researcher. Qualitative data analysis,

according to Ngunyulu (2013), entails working with the data, organising it, dividing it into manageable units, coding it, synthesising it, and looking for patterns. Data analysis in a qualitative study is considered as an inductive process of categorising data and finding relationships between them (McMillan & Schumacher, 2006).

The data from this study were examined using thematic analysis. Thematic analysis is defined by Lune and Berg (2017, p. 183) as a meticulous, thorough, systematic investigation and interpretation of a given amount of material to discover patterns, themes, assumptions, and meanings. Finding repeating patterns of meaning in a set of information, such as an accumulation of texts, discussion groups, or interviews, is the technique of thematic analysis (Braun and Clarke, 2013). The data analysis started straight away when I finished the first two interviews, which I used as pilot interviews. I began by listening to and replaying the pilot interviews to make sure the interview questions were consistent with the objectives of the study (Creswell, 2012). After all of the interviews, observations, and focus group discussions were finished, a formal data analysis procedure based on the six stages of Braun and Clarke's (2013) thematic analysis started. The six pertinent steps have been adopted for this study. According to Braun and Clarke (2013), the first step entails getting to know the data by listening to and repeating the interviews, ensuring that the data was collected accurately, and archiving the data, which entails finishing the interviews, focus group discussions, and observations as well as making notes of all initial analytical observations. The verbatim transcription of all interviews, including pauses, exclamations, and laughter, was done after becoming familiar with the data. This took two weeks because some teachers frequently repeated and paraphrased their responses, which made the transcription process for their interviews even longer (Burns & Grove, 2003). The interactions with the teachers as they taught reading for comprehension were also given particular attention to in the interview transcripts in addition to concentrating on observation summaries, and focus group discussions. I read and re-read the transcripts in order to delve into the data and determine its significance (Lefoka, 2011). Braun and Clarke (2013) assert that reading through all the data is the second phase in data analysis. To record the general patterns, I also added some notes to the transcripts, highlighting noteworthy or intriguing themes that emerged from the data (Creswell, 2009). The third phase, according to Braun and Clarke (2013), involves coding the data, which entails grouping the data into segments or categories based on related themes and giving each segment or category a unique code or phrase. According to Theron (2015), research must undergo multiple attempts before producing useable

categories because coding is a circular process and rarely does the first cycle of coding data turn out well.

Similar to that, various codes and categories were applied to this study before the final categories were created. After the data had been coded and categorised, the fourth and fifth steps which comprised looking for themes and reviewing themes for analysis began (Braun and Clarke, 2013). As a result, once a list of codes had been generated through the coding procedure, they were checked for overlap before being categorised (Creswell, 2012). The many categories were thus merged to establish significant connections between them, which assisted in the development of the themes and sub-themes that were then utilised to compose the study's findings, which constituted the sixth phase (Creswell, 2009). The results and discussion chapter were organised using these themes and sub-themes. The themes and sub-themes include teachers' understanding of the concept of teaching reading for comprehension (Advance understanding and basic understanding); teachers' application of strategies for teaching reading for comprehension (Activating prior knowledge, questioning, visualisation and summarising); teachers' challenges while teaching reading for comprehension (Lack of basic amenities in the classrooms, lack of basic amenities in the classrooms, shortage of teachers and large class size, and insufficient time allotted for teaching reading for comprehension); available resources for teaching reading for comprehension (Syllabus guideline for teachers, resources at school, and role of government, parents, and students).

4.8 Validity and Reliability and Rigour

The integrity of any qualitative research depends heavily on validity and reliability. Validity in qualitative research, according to Creswell (2014), is the application of several measures to guarantee the accuracy, dependability, authenticity, and credibility of data and findings. Triangulation was my first method for ensuring reliability and validity. Triangulation, according to Rowley (2002), is a cornerstone of qualitative case studies because it enables the researcher to use a variety of data generating techniques, which enhances the validity and dependability of study findings. For the purpose of this research, I used a number of data generation methods, such as semi-structured interviewing, classroom observations, and focus group discussions, as I previously stated.

The usage of numerous data sources to support and validate the conclusions further boosted the validity and reliability of this research. I followed the data generation process according to the research methodology devised for the current research, and at all times, I was mindful of increasing the study's power. I was able to perform the study in an ethical manner, by including the teachers in the research process. Before using the instruments, I sought the teacher's permission in order to make it simple for them. I requested permission through formal means, and everyone concerned, including the principals of the participating schools and the Permanent Secretary of the Ogun State Department of Education, Science, and Technology, gave their informed assent. I asked for a meeting with all the teachers who would be contributing to the study project and assured them that their input would be kept confidential. I requested permission to observe the teachers teach reading for comprehension in the classrooms. This aided in the validation of the observations that guided the creation of the instruments. This study is based on actual experiences gathered via semi-structured interviews with teachers, focus groups with them, and classroom observations. It might be claimed that the interpretations or descriptions of the individuals' experiences in this study are accurate. I carried out my pilot experiment in a school that was not involved in the study. My research questions and the development of my research instruments were both aided by the pilot study.

I taped every one of my one-on-one teacher interviews and the focus group discussions to make sure I had the participants' precise words down. During all of the interviews, focus groups, and classroom observations, I made field notes on these crucial moments and videotaped the classroom observations as well. Aspects of the qualitative research method have also been described using the term rigour. According to the opinion of Morse et al. (2002), without rigour, research loses its value and turns into fiction. The soundness of the research design and the method's suitability for providing answers to the questions are further definitions of rigour provided by the authors. Due to the possibility of subjectivity that is inherent in this sort of study, it is necessary that qualitative investigations be conducted with the utmost rigour. I find it important to have a framework to assist in comprehending many concepts that support or are related to rigour in order to start deconstructing how to think about rigour. Such a paradigm for thinking about qualitative rigour was proposed by Lincoln and Guba (1985), and it greatly influenced the criteria that are frequently used for qualitative studies. This framework is centered on the principle of trustworthiness.

4.8.1 Trustworthiness

When creating the data, I followed the guidelines for trustworthiness, which are as follows: credibility, transferability, dependability, and conformity.

4.8.1.1 Credibility

Credibility is the belief in the veracity of study findings and interpretations (Polit and Beck, 2017). In this study, I engaged with the participants for an extended period of time during the interviews until the principle of data saturation was reached, at which point no additional information was gathered from the participants. I also carried out a membership review by giving participants the transcripts of the interviews and focus group discussions to read through. To support the validity of the findings, I kept research diaries and cited direct citations when describing the findings.

4.8.1.2 Transferability

Connelly (2016) claims that transferability is the only way to determine how valuable and transferable study results may be in different situations and to different persons in other fields. According to Ghafouri and Ofoghi (2016), transferability refers to the idea that a study's findings are comparable to those obtained in a similar setting and are suitable for use in the future. In order to fully describe the findings for the study's transferability, I used purposive sampling coupled with data production procedures such as classroom observations, focus groups, and one-on-one semi-structured interviews.

4.8.1.3 Reliability

Reliability refers to how thoroughly study methods are documented so that others may follow, check up on, and assess the study process as it progresses. To ensure that other researchers can comprehend the techniques utilised in the study, the data protocols used for transcription and thematic analysis should be fully described (Connelly, 2016; Polit & Beck, 2014). With this in mind, I set up an audit trail to help me keep track of every action I did from the point at which I proposed the research to the point at which I concluded and offered suggestions for the study.

4.8.1.4 Conformability

Conformability is the evaluation of the acquired data's accuracy, relevance, and significance (Polit & Beck, 2020). According to Polit & Beck (2012), conformability is the ability for two or more

independent people to agree on the objectivity of the data's accuracy, relevance, or meaning. According to Shenton (2004), conformability describes how well the outcomes match the participants' experiences. There are several methods for improving confirmability. When performing the current research, I made an effort to maintain my objectivity. To lessen my own bias, I used a variety of triangulation techniques, as was previously indicated. When data are examined and checked again during data generation and analysis to verify that results would probably be replicable by others, the conformability of qualitative data is assured. I offered an audit trail that described every step of the data analysis process and demonstrated that my conclusions were not influenced by conscious or unconscious bias but accurately reflected the participants' responses in order to assure conformability.

4.9 Ethical Considerations

Any research work must carefully evaluate ethical considerations in order to preserve the rights, dignity, and privacy of participants (Bryman & Bell, 2007). Researchers have the right to generate data through techniques like focus groups, interviews, and observation, but they also have a duty to make sure that participants' rights to privacy are not violated in the process (Babbie & Mouton, 2007). Therefore, I carried out the study in an ethical manner while upholding the rights of the study participants and the research field. This included upholding a high standard of honesty in disclosing study findings and handling participant data responsibly (Creswell, 2012). This study made sure that all necessary ethical requirements were satisfied, including participants' rights to confidentiality, anonymity, revocation, and informed permission or voluntary participation (Cohen et al., 2007). Thus, the following sections go through how the study's ethical guidelines were used.

4.9.1 Confidentiality

According to Cohen et al. (2007), the idea of confidentiality in a research project calls for the researcher to make the information supplied by participants during the data generation period confidential and not to disclose their identities publicly. The Ogun State Department of Education, Science, and Technology's Permanent Secretary and the principals of the selected schools received assurances in the Gatekeeper Permission Letters that the identities of the teachers and information about the schools would be kept private, that the study's data would only be used for academic purposes and publication in specific journals and that during a five-year period, the data would be confidentially secured. Accordingly, I will only use the data from this study to complete my degree requirements, contribute to the main project on which this study focuses, and publish academic

articles. However, no matter how this information is used, the identities of the participants will remain private.

4.9.2 Informed Consent

The principals and the Permanent Secretary, Ogun State Ministry of Education, Science, and Technology are significant others in the institution that provides the research facilities, according to Cohen et al. (2007), and they must consent to the study and cooperate with the researcher. The University of Kwazulu-Natal Research Ethics Committee for Humanities and Social Sciences gave me permission to conduct this study. The Permanent Secretary of the Ogun State Ministry of Education, Science, and Technology as well as the principals of the chosen schools were granted permission to enter the field. Additionally, the teachers and students were given informed consent documents outlining the voluntary nature of their involvement in the study and their unfettered freedom to skip any interviews, observations, or focus group sessions at any time.

4.9.3 Anonymity

The necessity to protect participants' identities has been of utmost significance in research, and it is necessary that the data they submit in no way expose their identities (Cohen et al., 2007). As a result, in this study, teachers' identities were shielded by using fictitious names that are hard to connect to them. As an illustration, fictional names were used in place of the real names of the teachers. The declaration of permission ensured the teachers' confidentiality in writing.

4.9.4 Right to Withdraw

As briefly indicated above, even after providing their free will or informed consent, research study participants retained the choice to opt-out (Cohen et al., 2007). The study's participants were also informed in writing, via the informed consent form, that their participation was voluntary and that they had the right to leave the interviews, observations, or focus groups at any time without suffering consequences. To make sure that participants remained willing to continue with the study, this right was reaffirmed to them at the start of each interview, observation, and focus group discussion.

4.10 Limitation of the Study

The likelihood of investigator's bias in selecting subjects compatible with the study's intended outcome was one of the study's limitations. To address this, I spoke with the heads of the English

Language departments at each of the schools. The teachers that participated in this study were recommended by their superiors. Another drawback was the small sample size due to the fact that information on how secondary school teachers teach reading for comprehension was only gathered from nine of them. This was why three data generating tools were used to generate rich data from the participants. The lack of sufficient teachers in School B, where one English teacher was teaching both junior and senior students, was another drawback of this research. It became necessary for me to hire more teachers to participate in this study. Last but not least, if left unchecked, my background as a teacher could bring some kind of bias to the research during data analysis. I was able to lessen this by the use of a reflective notebook, member checking, and the provision of dense and thorough explanations of the data.

4.11. Delimitation of the Study

The focus of this study is on the methods used by selected Nigerian secondary school ESL teachers to teach their students in reading for comprehension. Secondly, it concentrates solely on the English Language teachers in four selected secondary schools in Ikenne Local Government Area of Ogun State, Nigeria. Thirdly, this study only includes the participating teachers and not all of the English Language teachers at the chosen schools.

4.12 Conclusion

This chapter examines the study's methodology, approach, and research paradigm, all of which were influenced by the study's research goal. The study employed a qualitative methodology since it aimed at examining the methods used by selected secondary school English Language teachers to teach reading for comprehension. This approach gives the study access to rich data and detailed information about the strategies and approaches employed by English teachers in Ikenne Local Government Area of Ogun State, Nigeria, to teach reading for comprehension. The chapter also details the three methods of data generation used in the study, which included focus groups, classroom observations, and individual semi-structured face-to-face interviews. While the classroom observations afforded the study to analyse teachers' approaches and strategies for teaching reading for comprehension in the classroom, the semi-structured interviews and focus group discussions gave teachers the chance to share their opinions in their own terms. The method of analysis of data used in the present research is also covered in this chapter. The chapter is concluded with a review of the limitations and delimitations of this research.

CHAPTER 5

PRESENTATION OF STUDY FINDINGS

5.1 Introduction

In the previous chapter, I presented the research methods and methodology, where the paradigm, approach, and research design used for the study as well as the data generation tools were discussed. The aim of this study was to explore the methods used by English second language teachers in selected secondary schools in Ogun State, Nigeria, to teach students reading for comprehension. Four key themes were generated from the data using Braun and Clark's (2020) approaches to thematic analysis. The names of the participants who took part in this study are pseudonyms. Consistent with accepted conventions, thematic analysis of scholarly writing specifies themes resulting from the data analysis, as presented in this chapter. According to Nowell et al. (2017), themes ought to be unique from one another to prevent repetitions. Elucidating the substance of the material they represent, themes must be succinctly stated. According to Braun and Clarke (2023), it is recommended that meaningful and succinct labels be allocated to each theme to promote effective communication of data. **Section 5.1** provides the overall view of the chapter. **Section 5.2** presents and describes the processes used in data presentation, **Section 5.3** discusses what teachers do to teach reading for comprehension, **Section 5.4** demonstrates how the ESL teachers in their schools taught reading for comprehension, **Section 5.5** captures the research objective on why teachers teach reading for comprehension the way they did, **Section 5.6** presents theme four on the available resources for teaching reading for comprehension in schools and finally, **Section 5.7** provides the chapter's summary.

5.2 DESCRIPTION OF THE DATA PRESENTATION OF THE STUDY FINDINGS

5.2.1 Description of Data

I finished meticulous transcriptions of every tape. I used a wide-angle lens to generate data, which I then funneled using a process of sifting, sorting, reviewing, and reflecting (Cohen et al., 2007, p. 462). This process is known as data reduction and selection. Before starting transcription, I repeatedly listened to the audio recordings of interviews with the teachers and focus group discussions, watched the video recordings of classroom observations, and simultaneously consulted my field notes. During this process, I began to recognise recurring themes, patterns, underlying meanings, and concerns. I also became adept at selecting specific tape segments for

meticulous transcription and close examination. Instead of choosing data for transcription that validated a preconceived notion, I was concerned about choosing segments that aligned with the emerging themes (Carspecken, 1996, p. 93). I kept on going back to the original tapes several times while doing the data analysis when I was writing my thesis because I did not want to miss anything crucial.

5.2.2 Coding and Thematisation

Before generating the themes, the data sets were coded and grouped into categories. A category is an idea that is directly expressed in the transcript. It is explicitly referred to by the teachers. A theme is more than a category. The themes captured the divergent as well as the corresponding responses to issues that have been formulated into findings and presentations.

The themes from the semi-structured interview, focus group, and classroom observation transcripts were examined using the thematic analysis method. Thematic analysis, as defined by Braun and Clarke (2013), is the process of identifying recurring themes or meanings in a data set, such as texts, discussion threads, or interview transcripts. The data was coded as part of my data analysis, which entailed assigning a distinct code or phrase to each segment or category and organising the data into groups or categories based on related themes. I decided to complete this task manually instead of using technology. This made me feel more a part of the data and emerging issues.

Non-technical data analysis can be highly beneficial for small data sets when meticulous coding is followed. I made notes on the data during the first round of coding to reflect the following: teachers' understanding of teaching reading for comprehension; teachers' application of reading for comprehension strategies; and teachers' challenges when teaching reading for comprehension. I then presented the items that were coded for available resources for teaching reading for comprehension. In addition, I included exact quotes from these teachers that explained how they taught reading comprehension, what they did to teach it, and why they taught reading for comprehension the way they did.

The verbatim statements made by the participants during the semi-structured interviews and focus group discussions were provided as excerpts. As a result, the excerpts used to depict the teachers' narratives may contain grammatical faults. Furthermore, the strategies through which teachers teach reading for comprehension were covered under each sub-theme. The results of various studies on reading for comprehension pedagogy, such as those by Kadir et al. (2014) and Snow et

al. (2005), shed light on how reading for comprehension is taught in the classroom. Teachers who facilitates students in reading for comprehension must evaluate their students' comprehension for a variety of reasons. Klingner et al. (2007) claim that as students read and make an effort to comprehend the material, they use it as an essential active thinking activity. Klingner et al. (2007) assert that students must make connections between the material and their prior knowledge in order to properly comprehend the text.

Reading for comprehension involves far more than just readers' responses to the text. Reading for comprehension is a multidimensional, incredibly difficult process. It involves interactions between readers and the text, elements related to prior knowledge, and reading preferences of the readers. If a student or reader can read the words but cannot understand what they are reading, it is likely that they cannot grasp the text's meaning. One must comprehend more than simply the text's elements in order to understand its content. Thus, reading for comprehension is necessary for understanding a book or a text. **Table 1** below illustrates the four basic themes and their associated sub-themes that emerged from generated data.

Table 1: Summary of Themes and Sub-Themes

| Themes | Sub-Theme | Categories |
|---|--|--|
| Teachers' understanding of the concept of teaching reading for comprehension. | (a)Advanced understanding | Excellent understanding of meaning, methods, approaches and benefits of teaching reading for comprehension. |
| | (b)Basic understanding | Limited understanding of the meaning, methods, approaches, and benefits of teaching reading for comprehension |
| Teachers' application of strategies for teaching reading for comprehension. | (c) Activation of prior knowledge | Helping students to connect new information with what they already know |
| | (d) Questioning (Assessment) | Answering text-based questions in classes and take-home assignments. |
| | (e) Visualisation | The use of diagrams, pictures to facilitate teaching for Comprehension |
| | (f)Summarisation | Summary/discussion of comprehension |
| Teachers' challenges while teaching reading for comprehension. | (g)Lack of basic amenities in the classroom | No chairs, tables, chalkboards etc. |
| | (h)Lack of teaching resources | Lack of recommended texts, non-availability of books in schools' libraries |
| | (i) Shortage of teachers and large class size | The state government employed at most four teachers to teach English Language in both senior and junior secondary schools. The ratio of teacher to students is 1:100 in most of the classrooms. |
| | (j) Insufficient time for teaching reading for comprehension | Forty minutes for teaching all aspects of English Language as approved by the government. |
| Available resources for teaching reading for comprehension. | (k) Syllabus guideline for Teachers | The role of syllabus and governments policies in teaching reading comprehension. |
| | (l) Resources at school | Instructional materials |
| | (m) Role of government, students, and parents | Free education, provision of textbooks and conducive environment |

Source: Own conceptualisation using field data

5.3 WHAT DO TEACHERS DO TO TEACH READING FOR COMPREHENSION?

5.3.1 Theme 1: Teachers' Understanding of the Concept of Teaching Reading for Comprehension

Teachers' deep understanding of teaching reading for comprehension is crucial for fostering students' reading skills and comprehension abilities. It provides the foundation for effective teaching and helps students to navigate complex texts with confidence and understanding. Teachers' understanding of teaching reading for comprehension impacts on students' learning and achievement.

Based on the participants' average responses, this theme (teachers' understanding of the concept of teaching reading for comprehension) bifurcates into the sub-themes of advanced and basic understanding of the concept of teaching reading for comprehension. Teaching reading for comprehension is a fundamental aspect of education, and it is important for teachers to have a solid grasp of how to help students develop this critical skill. Teaching reading for comprehension is crucial in today's information-driven world. It goes beyond decoding words and focuses on understanding and analyzing texts. By developing strong comprehension skills, students become critical thinkers, effective communicators, and lifelong learners. Thus, it is important for teachers to continually explore the benefits of mastering this concept and discover strategies to foster reading comprehension. In the section below I discuss in detail the two sub-themes which emerged.

5.3.1.1 Subtheme A: Advanced Understanding

Based on their knowledge of reading for comprehension, methods, strategies, approaches, and benefits of teaching reading for comprehension, some participants demonstrated an advanced understanding of teaching reading for comprehension in that they were able to explain the power of reading comprehension which entails the unlocking of knowledge, enhancing communication and developing critical thinking. For them, comprehension enables students to gain valuable insights from diverse texts and explore new ideas and perspectives. They believed that if their students comprehend written information deeply, they (students) can express their thoughts and ideas with clarity and confidence. Further, participants posited that reading comprehension fosters analytical thinking skills, allowing students to make informed judgements and solve complex problems.

Reading comprehension is a comprehensive extract given to students to be able to evaluate their reading ability. It helps the students to read fluently and when they are good in reading, they will be able to read and understand all subjects taught in the school. Students can also articulate their views clearly and confidently if they have a thorough understanding of written materials.

(Interview 8, School C)

Reading comprehension as the name implies is about reading a passage, telling the story of the passage, and answering questions that come out from the passage. For someone to be able to answer the questions, the person must be able to comprehend what is in the passage itself; what the passage is all about because if you don't understand the passage, you cannot answer the questions.

(Interview 1, School A)

Reading comprehension has to do with critically examining the comprehension level of the students by unlocking their prior knowledge, enhancing communication and developing critical thinking. Reading Comprehension develops students' analytical thinking abilities, enabling them to solve challenging problems and form well-informed decisions.

(Interview 2, School A)

When you say reading comprehension, it means that whosoever is attempting that topic is trying to read a given passage, understanding it to be able to give correct answers to the questions that are asked. comprehension enables students to gain valuable insights from different texts and explore new ideas and perspectives.

(Interview 4, School B)

Reading comprehension, from the word comprehension literally, when you read, you understand but when you cannot understand you might not be able to get the message the writer is passing across. So, comprehension means to understand while reading is the ability of a student to read a particular passage correctly and fluently, and comprehend what the author is trying to pass across.

(Interview 6, School D)

Reading comprehension widens the horizon of the students about the activities around them because lot of times, comprehension passages are about activities around us; current issues or contemporary issues around us so it helps them to have an understanding of what is happening around them.

(Interview 5, School D)

These responses from some of the teachers in the participating schools show that they have an advanced understanding of teaching reading for comprehension. These teachers appeared to understand the teaching of reading for comprehension based on their responses (Alghonaim, 2020). Participants were also able to identify effective strategies for teaching reading comprehension such as activating prior knowledge which helps students to connect new information with what they already know to enhance understanding.

They also highlighted the importance of teaching reading strategies to equip students with tools like visualising, questioning, and summarizing to actively engage with texts which was echoed by Zhang (1993). Participants also mentioned the importance of providing vocabulary support where they teach students key vocabulary words and strategies to decode unfamiliar terms in context.

Yomi Lanso: *Activating the students' prior knowledge allows for quicker retrieval and application of crucial information, so I do this first after introducing the topic to them. Another method is the summarisation method or strategy. At times, when I get to the classroom, I may ask the students to read and be ready to summarise what they have read.*
(Focus Group Discussion)

Femi Adebayo: *Teaching reading for comprehension in the senior school requires me to elaborate on the text as I will tell the students to summarise, they will do word substitution, identify grammatical names and functions, figure of speech, etc., So, the strategy will be different according to the set of students in the classroom. The first thing I tell my students is that comprehension has no other meaning than to understand. Once you can understand what you have read, you should be able to interpret it in your own expression and from there, you answer the questions.*
(Focus Group Discussion)

Odedokun Temitope: *After they have finished reading, there are some difficult words in the passage that I must have highlighted on the board, I will ask them to pick their dictionaries (especially when they have double period for English Language) to check for the meaning of the words and if it is a single period, what I do is to write the difficult words on the board and tell them to check for the meaning of the words at home as vocabulary development.*
(Focus Group Discussion)

I identify some new words in a particular passage to my students so that it won't be a kind of barrier to the reading of that comprehension passage and by so doing, they will be able to use the ideas being communicated to tackle the issue.
(Interview 4, School B)

*When I taught a particular class in SS2 reading comprehension, the topic was sickle cell disease. The first question I asked them was what is sickle cell, have they heard about sickle cell before? Some of them raised their hands to answer the questions.
(Interview 3, School A)*

When I taught them a passage on football match, luckily, textbooks usually have pictures so I referred them to the pictures and a lot of them knew what football is. I explained what the topic is and afterward, I referred them to the page where they have the passage.

(Interview 2, School A)

Reading for comprehension serves as the foundation for all other academic endeavours; therefore, teaching reading for comprehension has the added benefit of improving writing skills and academic success. It might help students' vocabulary, general knowledge, and conceptual understanding grow. Teaching reading for comprehension is not just about decoding words, but about empowering students to understand, analyse, and critically engage with texts. By using effective pedagogical strategies, addressing common challenges, and utilising available resources, teachers can help students develop lifelong reading and learning skills.

5.3.1.2 Sub-theme B: Basic Understanding

The basic understanding of teaching reading for comprehension refers to a situation where educators/teachers may lack some essential knowledge, approaches, or skills necessary to effectively help students develop their reading comprehension abilities. Some of the common indicators of a teacher with basic understanding include neglecting foundational skills, limited teaching comprehension methods and approaches, limited knowledge of reading strategies, no use of prior knowledge to connect to new information, lack of engagement, no vocabulary support and no mention of developing critical thinking, etc. Some of the participants displayed some of these common indicators mentioned above. There was also an overreliance on one source which was a reading passage to teach comprehension. They did not mention a variety of resources that they could use in their teaching. This is evident in the excerpts below:

Reading comprehension has to do with explaining a particular passage; an information or idea being passed across to the students.

(Interview 7, School C)

Reading is the habit of reading a specific text that is recommended for a class, the students need to read very well while the teacher listens to the reading as well as the pronunciation of the words and the tone of the students.

(Interview 9, School C)

It is pertinent to note that a basic understanding of teaching reading with comprehension can lead to suboptimal outcomes for students. It is important for educators/teachers to continually seek professional development, stay up-to-date with research, and collaborate with peers to enhance their understanding of effective teaching of reading for comprehension.

5.4 HOW ESL TEACHERS TAUGHT READING FOR COMPREHENSION

The strategies teachers used when teaching reading for comprehension during the classroom observations were activating prior knowledge, questioning, summarising, and visualising, which are used as sub-themes to illustrate a typical lesson. This gives an overview of how reading is taught in this instance. Some of their interview and focus group responses corroborated the observed lessons. Below is a discussion of the main theme and its sub-themes.

5.4.1 Theme 2: Teachers' Application of Strategies for Teaching Reading for Comprehension

A variety of strategies are used by experienced teachers to teach reading for comprehension. Teachers create these strategies to assist students in comprehending, evaluating, and critically interacting with the material they are reading (Nurdianingsih, 2021). Several comprehension strategies have been found to be extremely helpful in studies of good readers. These strategies come in a variety of complexity levels. Some of the teachers used activating prior knowledge, summarizing, visualising, and questioning strategies, as provided by Zhang (1993), in teaching reading for comprehension.

5.4.1.1 Sub-theme C: Activating Prior Knowledge

Students' past understanding of a subject predicts their recall of texts throughout their development, bolstering their ability to reason (Recht & Leslie, 1988) and learn new words (Kaefer et al., 2015). This strategy was used by two of the teachers (Classroom Observation teacher 1 and Classroom Observation teacher 6) for comprehension. Both of them stimulated their students' prior knowledge by inquiring about the prior knowledge of the subject matter of the text the students read. One of the passages discussed hunting. Since the location was rural and the majority of the people living in Ikenne Local Government Area were farmers/hunters, the teacher asked students to share their experiences with the class. Following the students' account of their experiences, the teacher then read the opening paragraph of the passage to the class. After this, he called on each student in turn to read the next few paragraphs. Using this strategy, the second teacher questioned the class about their knowledge of sickle cell disease. The text that was read aloud in class discussed sickle cell anemia, and several students who had heard about the disease from television and films described what they knew about a carrier. Other students whose family members had the disease also shared their experiences. Following the students' responses to the question, the teacher showed them the patient's picture from the comprehension text to further explain sickle cell disease and what it looked like in a sickle cell patient. She then asked the students to take turns reading.

One of the strategies the teacher used in the classroom was the activation of prior knowledge. (Classroom observation for teacher 1)

The teacher first helped the students to activate their prior knowledge on the topic; sickle cell. (Classroom observation for teacher 6)

5.4.1.2 Sub-theme D: Questioning (Assessment)

One basic and useful teacher's application of strategies for teaching reading comprehension is questioning. It entails posing a series of questions to students before, during, and after they read a text which encourages active participation, critical thinking, and a deeper comprehension of the subject matter.

The teachers identified questioning as one of the strategies used in teaching reading for comprehension. According to Tankersley (2003), proficient readers question the content, the author, the events presented, the arguments, and the issues and ideas in the text. Students need to be taught how to ask questions during reading to monitor comprehension as well as to process the

information that they are receiving. Asking insightful questions is a crucial part of reading for comprehension since it promotes critical thinking, in-depth comprehension, and active reading (Fisher & Frey, 2020). Students are encouraged to go beyond word decoding by asking probing questions. A deeper knowledge results from encouraging children to evaluate the material, draw connections, and deduce meaning. Questioning techniques foster metacognitive abilities, also known as "thinking about thinking" abilities. According to Baker and Hayes (2017), students acquire the skills to assess their understanding, pinpoint areas of ambiguity, and create inquiries to fill in those gaps. All of the study's participating teachers taught reading for comprehension using the questioning strategy. The strategy was applied to both take-home assignments and answering text-dependent questions that arose from the reading exercises. The teachers required the students to respond to the text-dependent questions following each reading exercise. A teacher mentioned that she helped students who are absent-minded come alive by using the questioning strategy. Additionally, they highlighted a few challenging words from the passage on the chalkboard and told the students to write the words in their notebooks and look up their definitions at home. For the majority of the lessons observed, these were the take-home assignments.

I use the questions that are not relevant to the passage to help those who are absent-minded to come alive

(Interview 4, School B).

One of the strategies used by the teacher while teaching reading for comprehension was answering text-based questions

(Classroom observation for teacher 2)

One of the strategies used by the teacher while teaching reading for comprehension was answering text-based questions

(Classroom observation for teacher 5)

One of the strategies used by the teacher while teaching reading for comprehension was answering text-based questions

(Classroom observation for teacher 7)

One of the strategies used by the teacher while teaching reading for comprehension was answering text-based questions

(Classroom observation for teacher 9)

Questions and answers; and the reading itself are some of the learning activities I use in the classroom when teaching reading comprehension. My strategies help them to fish out words that seem to be difficult to them and the ability to make use of the words having known their meanings. Once they extract the new words, I tell them the part of speech the words belong to, the synonym of that words, the meaning, and other ways they can use the same word in English; from there, they learn new words and they use the words to make meaningful sentences.

(Interview 3, School A)

I ask oral questions to assess my students. For example, the sickle cell passage, I asked a general question aside from the written one in the textbook (what is sickle cell, have you seen someone with sickle cell?).

(Interview 2, School A).

The approach I use is a kind of discussion method; asking the students questions pertaining to the passage and getting their ideas about the passage since it involves testing the knowledge of students on how to reproduce information on their own using their own language.

(Interview 6, School D)

The strategy I use while teaching reading comprehension is the question-and-answer strategy.

(Interview 2, School A).

Teachers also employed the questioning strategy, as was previously mentioned, to gauge students' comprehension levels. Both in-class and take-home options were available for completing the assessments, which were due the next day. In general, the term assessment refers to a connected set of measurements that are used to identify a complex characteristic of an individual or group of individuals and entails acquiring and analysing data regarding students' levels of learning goal accomplishment (Madani, 2016). Additionally, assessment is utilised to pinpoint each student's areas of strength and weakness so that teachers can offer personalised academic support or social services. Teachers are among the many individuals who create assessments (Madani, 2016). I added it as a sub-theme for the strategies teachers use to evaluate the teaching of reading for comprehension since I kept the purpose of assessment in mind. I discussed some of the significance of assessment in teaching reading for comprehension, as asserted by the teachers in the responses that follow.

Assessment helps the teacher to know the level of understanding of the students to know their performance, it also helps to bring out the best in every child, and it also helps the teacher to know when a child is performing well or low (it helps the teacher to know there is something wrong which may not necessarily relate to academics, it may just be emotional issues, family issues), it helps the teacher to address issues that will help the students to concentrate in the classroom.

(Interview 4, School B)

The role of assessment is pivotal to the students. We can assess them by asking questions pertaining to the passage.

(Interview 7, School C).

I also give them take-home assignments which will keep them busy at home and when they come, I mark their assignments in the class.

(Interview 9, School C)

The aforementioned claims were supported by (Ghanem et al., 2022) who think that effective evaluation can aid students in developing their capacity as self-directed learners.

Assessment is very important in reading comprehension because it tests the level of understanding of the students. So, I normally give an assessment to know how well they understand the comprehension passage.

(Interview 6, School D).

Basically, all of the teachers who took part in this study used assessment in their classes as a method of evaluating how well they were teaching reading for comprehension because it could show them where their students were weak and enable them to support them in those areas. The teachers used a variety of assessment techniques, such as asking students oral questions about the reading passage, assigning take-home work, having students look up words in dictionaries, etc. These techniques can be used for either classwork or take-home work.

I teach from known to unknown; there are some words the students have heard before, they know the words, they have been spelling them, but they do not know the meaning of the word so all these are what I am cognizance of when I am teaching reading comprehension and most importantly, we are dealing with new words especially when there are new words in the passage, I give them as an assignment to look for the meaning and write in their notes.

(Interview 7, School C).

In assessing them, I give them a passage, and after explaining to them the passage, I give them the assignment.

(Interview 5, School D).

Assessing them after teaching, I give them classwork and I ask them oral and sometimes written questions, they also answer the questions in the passage.

(Interview 8, School C).

5.4.1.3 Sub-theme E: Visualisation

Visualisation is a powerful and versatile strategy in teaching reading for comprehension. It involves the process of creating mental images or “mind movies” while reading, which can greatly enhance students' understanding of the text (Musdizal 2019). A useful strategy for improving reading comprehension is to incorporate visualisation into reading lessons. It encourages critical thinking, creativity, and individual involvement with literature in addition to helping students comprehend and relate to the work. Some of the teachers explained the content of the comprehension passage using the pictures that were included. In addition, some teachers requested that their students explain the images found in the texts that were read aloud in class. To aid students in visualising the subject matter of the texts they read, the authors of the texts made sure to include photos of the passages or topics they read. Using this strategy, the teachers asked the students to explain the meaning of the pictures after going over the topic with them; some students answered correctly, while others did not. Additionally, they gave more context for each picture; nonetheless, some teachers used the pictures to explain the passage before assigning the students to read aloud in turns. Teachers also used the strategy to help students unleash the transforming power of their imagination to better absorb and appreciate the written word by helping them visualise what they were reading. In this regard, this particular sub-theme discusses visualisation as part of the teacher’s application strategies for teaching reading for comprehension based on the classroom observations and information provided by the English Language teachers during the interviews and focus group discussions.

One of the strategies of reading comprehension used by the teacher was visualisation.

(Classroom observation for teacher 2)

One of the strategies of reading comprehension used by the teacher was visualisation.

(Classroom observation for teacher 5)

The teacher gave an overview of a passage by explaining what the picture in the passage is about; a sick patient.

(Classroom observation for teacher 6)

One of the strategies of reading comprehension used by the teacher was visualisation.

(Classroom observation for teacher 7)

One of the strategies of reading comprehension used by the teacher was visualisation.

(Classroom observation for teacher 9)

When I taught them a passage on football match, luckily, the textbooks usually have pictures so I referred them to the pictures and a lot of them knew what football is, I explained what the topic was and afterward, I referred them to the page where they have the passage.

(Interview 2, School A)

Teachers also discussed the significance of teaching reading for comprehension through the use of visualisation strategy. According to a discussant, teaching reading for comprehension using the visualisation (pictures) strategy will help students' ability to understand the comprehension being taught.

Odedokun Temitope: *There are always pictures so there are times before we even read the passage, I tell the students to tell me what they can see in the picture; there are times I bring teaching aids like charts, demonstration, presentation of the pictures in the comprehension passage. They don't have that in the examination but showing them while teaching gives them the idea of what they should expect when they see live scripts because live scripts don't have pictures.*

(Focus group)

I use pictures from the textbook to aid the teaching and make them have a perfect understanding of the passage. For example, if the passage is about accident, I need to show them the pictures of either a vehicle with a trailer having a kind of collision; they will have an understanding of what the passage is about in terms of accident because they will know that two vehicles have to collide to make an accident happen.

(Interview 4, School B)

Another discussant said that in case there was a diagram in the passage, she explained the diagram and what it represents in the passage before analysing the passage paragraphically.

Funke Akindede: If there is any diagram, we read the diagram and what it represents in the passage, after that, we talk about the topic of the passage and then we begin to analysis the passage paragraphically.

(Focus group)

5.4.1.4 Sub-theme F: Summarising

Teaching reading for comprehension is a critical skill, and using effective summarisation strategies can help students understand and retain the material they read (Khoshsima et al., 2014). Some of the strategies for teaching reading comprehension through summarisation include: previewing; identifying the main idea; highlighting and underlying and paraphrasing. Summarisation was employed by the teachers, who had the students identify the main ideas and paraphrase them. The students were given explanations about the texts they read in class, and they used the strategy after the students had finished reading the texts. The teachers in some classes gave the students a summary of every paragraph. The teachers also wrote key ideas from the texts on the chalkboard as they explained them to the students. For the purpose of this research work, the responses, when considering this sub-theme, vary depending on the specific teacher and school. However, I have presented the responses which support this sub-theme from the observations, focus group discussions, and interviews.

The teacher summarised the passage for the class and instructed them to read it aloud in turns after writing the topic on the chalkboard. She instructed them to summarise the passage in their notebooks after reading it. Reproducing the information in the texts in their own words is the goal of summary writing, she pointed out.

(Classroom Observation, School 1)

One of the strategies of reading comprehension used by the teacher was summarising.

(Classroom observation for teacher 8)

Funke Akindede: I make them understand that in each of the paragraphs, there is a key point that the writer is trying to pass across and then we identify the key points representing the themes and we discuss the questions since we have different questions covering the reading comprehension,

questions that contain part of information in the passage, questions covering the figure of speech, questions covering grammatical aspect and accuracy, and synonyms and antonyms.

(Focus Group)

When I get to my class to teach reading comprehension, after writing the topic on the chalkboard, the next thing I do is to give them a brief explanation of what the passage is all about, having done that, I'm establishing the message of that passage to the students.

(Interview 3, School A).

Uche Jumbo: *When I teach reading comprehension, the first thing I do after introducing the title of the comprehension passage is to read first; I explain the passage; what the passage is all about so that the students have an understanding of what the passage is all about then we have a follow-up.*

(Focus group)

Reading, summary, writing approaches will help the students to read and write. The reading and writing approaches will appeal more to the students' cultural backgrounds as most of them belong to the community homes/ village; students who don't know how to read.

(Interview 1, School A)

A discussant from the focus group offered a summarising method that included telling students to read and be prepared to summarise what they read.

Yomi Lanso: *A strong method is the summarisation method or strategy. At times, when I get to the classroom, I may ask the students to read and be ready to summarise what you have read.*

(Focus group)

A different participant in the discussion suggested that he uses the summarisation strategy, word substitution method, grammatical names and function and figures of speech to teach reading for comprehension. However, according to the discussant, the strategies to use depend on the level of understanding of the students. This is because Nigerian secondary schools are grouped into the junior secondary and the senior secondary and their rate of comprehension may differ. Because of this, he suggested that the strategy one should apply must put the level of the students into consideration.

Talking about strategy of teaching reading comprehension, remember that different stroke works for different folks. Teaching reading comprehension in the junior section is different from the senior section.

(Femi Adebayo, Focus group)

It is important to note that summarisation strategies should be tailored to the specific needs and abilities of the students. It is important to adapt and modify these strategies as necessary to best support individual learners in developing their reading comprehension skills.

5.5 WHY TEACHERS TEACH READING FOR COMPREHENSION THE WAY THEY DID

The teachers identified a number of obstacles that impact their teaching of reading for comprehension, including inadequate time allocated for the subject, lack of basic amenities in the classroom, lack of teaching resources, and shortage of teachers. Eight of the classrooms observed lacked basic amenities such as ceiling fans, good roofs and suitable furniture. Some of their interview and focus group responses corroborated the observed lessons. Below is a discussion of the main theme and its sub-themes.

5.5.1 Theme 3: Teachers' Challenges While Teaching Reading for Comprehension

Teaching reading for comprehension can be a rewarding but challenging endeavour. Teachers encounter various challenges in the process, which can vary depending on factors such as the student's age, proficiency level, and the resources available. Some of the common challenges may include diverse students' abilities, lack of prior knowledge, limited resources, large class size, motivation and engagement.

Many factors can contribute to the challenges teachers face when teaching reading for comprehension. Some students may read words slowly or incorrectly, which can lead to poor reading for comprehension. Some students may learn to read words well, but they may have trouble understanding what they are reading because of their poor language development. Students may not necessarily advance at the same rate in reading for comprehension for a variety of reasons. Even if they have no trouble comprehending language, some students will have trouble reading words, whereas others will struggle with language comprehension even if they have no trouble reading words. Having established these obvious challenges, this theme has four sub-themes which

include: lack of basic amenities in the classroom, lack of teaching resources, shortage of teachers and large class size, and insufficient time for teaching reading for comprehension. All the sub-themes seek to outline the challenges in teaching reading for comprehension in Ikenne Local Government Area of Ogun State, Nigeria, as observed and mentioned by the teachers during interviews and focus group discussions.

5.5.1.1 Sub-theme G: Lack of Basic Amenities in the Classrooms

The basic amenities in a classroom can make a big difference in both the learning environment and the quality of education received (Olugbenga 2019). Generally speaking, a classroom should have enough and conducive furniture, ventilation, lighting, and supplies for the classroom (chalk, markers, whiteboards, etc.). A classroom's general well-being, student engagement, and educational quality can all suffer from the absence of these essentials. As mentioned below, a few of the participants mentioned that their schools lacked basic amenities:

Classroom is very important; there must be a highly ventilated-classroom if you want the students to enjoy your teaching

(Interview 9, School C)

There must be a chalkboard; either portable or fixed chalkboard, chalks must be provided or marker and dusters, the textbook is very important; once the students have their textbooks, I think the class is ready for the teaching and learning of reading comprehension

(Interview 9, School C)

There is unavailability of furniture; in most of the classes as you can see, we don't have furniture; some of the furniture is damaged.

(Interview 9, School C)

There weren't enough desks for students to sit on, and some of them were damaged.

(Classroom observation School 2)

There weren't enough desks for students to sit on, and some of the desks and louvre blades were damaged.

(Classroom observation School 4)

There weren't enough desks for students to sit on, and some of them are broken. In addition, the ceilings leak, and there weren't ceiling fans in the classrooms.

(Classroom observations School 5, 6, 8, and 9)

Educational institutions and relevant authorities should work to ensure that classrooms are adequately equipped to support effective teaching and learning. Students and teachers can also advocate their needs and work with administrators to address these issues and create a more conducive learning environment.

5.5.1.2 Sub-theme H: Lack of Teaching Resources

Lack of teaching resources in a classroom can hinder the teaching and learning process by reducing the effectiveness of teaching and making it more challenging for students to grasp and retain information. Teaching resources refer to tools or materials that educators use to support and enhance their teaching (Kapur, 2022). These resources can include: educational technologies, interactive materials; textbooks, educational materials, and laboratory equipment.

During the course of this study, the teachers identified some of the teaching resources which they lacked in schools as summarized below:

There is also lack of teaching aids in the school; projector and getting other materials can be very difficult, at times, no textbooks like at times, we have to make photocopy of the passage to be read in the classroom and students find it difficult to buy textbooks.

(Interview 1, School A)

Another issue is the lack of textbooks and there is nothing I can do about that except to plead with the students to buy and some of them, as soon as they know we are having English, they go to the other classroom to borrow textbooks.

(Interview 3, School A)

Another major challenge because when the cash is not flowing, children cannot buy textbooks.

(Interview 4, School B)

The teaching of reading comprehension can be improved if we have enough teaching aids; dictionary, library; we have a library but it is not functioning, we have books there but they are archaic.

(Interview 5, School B)

The biggest challenge that I encounter in the teaching of reading comprehension is the students not having textbooks.

(Interview 9, School C)

Only two students had textbooks in the classrooms. Others listened to the teachers and their classmates read the texts.

(Classroom Observation for teachers 1,2,3,4)

The teachers made some suggestions to help address these anomalies of lack of teaching resources for teaching reading for comprehension:

Femi Adebayo: *In addition, government should visit our schools most especially the libraries. Either the government should furnish the libraries with books or consult some stakeholders in the state or old students of the schools.*

(Focus group)

Uche Jumbo: *In addition to that, I could remember sometimes ago during the time of Governor Ibikunle Amosun, someone, I think one of his friends who supplies secondary school libraries with books, supplied my school with old, archaic, and none recommended texts; it is not in line with the curriculum; the books are in the library lying fallow there.*

(Focus group)

Similar to the assistance that the state government should offer, the Chairman of Ikenne Local Government should visit the public schools. They would discover what the schools do not have in terms of teaching resources and the books those libraries need.

Adeolu Suliat; *Just like we have said before, they should visit the schools; let them come and see what we are lacking in the schools especially the libraries; what do they need in the libraries.*

(Focus group)

Funke Akindede: *As she has rightly said, they should visit the schools and check what the students are lacking and also ask the teachers what they need to aid effective teaching.*

(Focus group)

Basically, the government should pay regular visits to the schools where the teachers work, establish new libraries and provide them with the necessary textbooks. The availability of teaching resources plays a vital role in creating dynamic and engaging learning environments, so efforts should be made to ensure that educators have access to the tools and materials they need to effectively convey knowledge and facilitate learning (Samwel 2019).

5.5.1.3 Sub-theme I: Shortage of Teachers and Large Class Size

Shortage of teachers is a significant challenge that can have far-reaching consequences for the education system. When there are not enough qualified educators to meet the needs of students, it can result in several negative effects, including: disproportionate teacher-students ratio, increased workload, teachers' stress and burnout and lower education quality, etc.

The participants believe that the local government should write to the state government to request funding for the hiring of additional teachers to boost teaching and learning across the local government.

Femi Adebayo: *I think the local government can write to the state government that more teachers are needed in the schools.*

(Focus group)

I teach both junior and senior sections of the school's English Language and literature courses. I am the only teacher in this school.

(Interview 5, School B)

Also, a teacher in school A identified shortage of teachers as the reason why there is bulk work on their shoulders.

Another challenge is the fact that there are only two teachers of the English Language in the senior school, and we also teach literature in English which is a bulk of work on our shoulders.

(Interview 2, School A)

Addressing shortage of teachers requires a multi-faceted approach that involves collaboration between schools, governments, and communities. It is essential to recognize the critical role teachers play in shaping the future and invest in policies and resources that support their recruitment, retention, and professional development.

Irrespective of the shortage of teachers, most of the classes had an overwhelming number of students.

The class was made up of over 100 students.

(Class observation for teachers 2, 3, 4, 5)

5.5.1.4 Sub-theme J: Insufficient Time Allotted for Teaching Reading for Comprehension

Teaching reading for comprehension is a vital component of education, but teachers often find themselves grappling with the constraint of insufficient time. In a fast-paced academic environment with a packed curriculum, dedicating adequate time to nurture this fundamental skill can be a considerable challenge. One of the primary reasons for the time crunch is the ever-expanding syllabus that teachers must cover. Teachers are required to teach a multitude of topics, and the pressure to complete the curriculum often takes precedence over the depth of teaching. This leaves limited room for delving into the intricacies of reading for comprehension. Another aspect is the diverse needs and abilities of students. Some may grasp comprehension concepts quickly, while others require more time and practice. Balancing the needs of a diverse group within limited time constraints can be a complex juggling act.

Some of the teachers complained that the 40 minutes allotted for teaching all aspects of the English Language, including reading for comprehension, is not always enough to teach students reading for comprehension. Some of their views are stated below.

Out of 40 minutes dedicated to the teaching, we might end up spending five minutes teaching,

(Interview 5, School B)

Due to the time constraint of 40 minutes in one period, the students were able to answer 3 questions in the classroom while the teacher told them to answer the remaining questions at home.

(Classroom observation for teacher 1)

Due to the insufficient time allotted to the teaching of reading comprehension, the students were unable to check for the dictionary meaning of the difficult words. However, the teacher asked them to go and answer the questions at home.

(Classroom observation for teacher 5)

They could not answer all the questions because of the time allotted for the teaching of reading comprehension. The teacher instructed them to answer the remaining questions at home.

(Classroom observation for teacher 7)

Ultimately, addressing the issue of insufficient time for teaching reading for comprehension requires a re-evaluation of educational priorities and a recognition of the vital role reading for comprehension plays in academic and personal development. Educators, policymakers, and communities must work together to prioritize and allocate the time and resources needed to ensure that reading for comprehension remains at the core of education.

5.5.2 THEME 4: AVAILABLE RESOURCES FOR TEACHING READING FOR COMPREHENSION

There are various resources available for teaching reading for comprehension. These resources can be used by teachers, parents, or individual learners to improve reading skills and comprehension abilities. Some common resources include textbooks and workbooks, library books and online reading materials. It is important to choose resources that align with the specific needs and goals of the learners. Additionally, using a combination of resources and approaches, such as a mix of print and digital materials, can be beneficial in developing well-rounded reading comprehension skills. Also, it will aid in restructuring the students' lexical capacities. Extrapolating a text's meaning is the main goal of teaching reading for comprehension. Based on the research objectives of this study, I formulated this theme in order to explore the available resources for teaching reading for comprehension in the selected secondary school in Ogun State, Nigeria.

5.5.2.1 Sub-theme K: Syllabus Guideline for Teachers

A syllabus guideline for teaching reading for comprehension outlines the objectives, content, assessment methods, and teaching strategies to be used in a reading comprehension course. A framework for teaching reading for comprehension is provided by this syllabus guideline, which can be modified to meet the needs of different grade levels, learning goals, and educational institutions. Incorporating a variety of genres, tactics, and evaluation techniques, encourages a

comprehensive approach to reading for comprehension and supports students' growth in this vital ability. This sub-theme aims to discuss the syllabus guidelines for teachers in teaching students reading for comprehension. According to the definition given by Basim et al. (2002), a syllabus is a teaching tool that helps students learn in a course more effectively, informs them of the teacher's views on how to teach, how to learn, and the subject matter, places the course in context (how it fits in the curriculum), and is student-centred, emphasising what students need to be successful learners.

Since every teacher involved in this study adhered strictly to the syllabus when teaching students reading for comprehension, they all agreed that the syllabus was important when teaching comprehension reading because it assisted any serious student in organising their coursework in advance. According to the responses provided by each participant in this study, this sub-theme describes the syllabus guidelines of teachers for teaching reading for comprehension.

My teaching is influenced by the syllabus because it is a kind of roadmap in achieving my teaching objectives. So, I strictly work with the syllabus.

(Interview 6, School D)

The first thing is to have the scheme of work then we follow the syllabus because the examination here is unified; every public school in Ogun State is given the same examination questions and it is the same syllabus we all make use of.

(Interview 8, School C)

We usually follow a syllabus by the government and every week, as you know that we have five aspects of English; lexis and structure, comprehension, vocabulary development, writing, and speech. And we teach these aspects every week.

(Interview 2, School A)

My teaching is influenced by the syllabus because no teacher teaches outside the syllabus. The state has the curriculum which are dictated terms that state the objectives and government policies like for now we operate on the unified examinations.

(Interview 4, School B).

My teaching is influenced by the syllabus because I am under an authority.

(Interview 7, School C).

The teachers discovered a number of factors that influenced their choice of reading for comprehension strategies, including the curriculum, book reading, and seminar attendance. This is consistent with the findings of Peyvandi et al. (2019), who opined that a syllabus should take into account the demands of the learners and let them create their own ongoing syllabus through group decision-making in the classroom. This suggests that teachers strictly adhere to the government-approved syllabus, which will make comprehension-based teaching effective and distinctive.

Our teaching is according to the syllabus which will make the teaching effective.

(Interview 7, School C)

The participants did, however, make hints that both the curriculum and the syllabus needed revision. They stated that some comprehension passages the students read were not included in the curriculum because they had been using the same curriculum and syllabus for so long. Moreover, as teaching strategies and methods change, the government should make sure that the syllabus is updated to reflect the current students' proficiency. They contended that since secondary school teachers were on the ground and had first-hand knowledge of how reading for comprehension is being taught to students in the classrooms, curriculum planners should collaborate with them and harmonise their views. In addition, a participant asserted that curriculum planners can only develop a teachable curriculum after consulting with teachers.

Tunde Kilani: *In planning curriculum for schools, the curriculum planners cum the teachers should work hand-in-hand.*

(Focus group)

Funke Akindede: *Just like they have said, they should give us a curriculum that is teachable, they should be able to liaise with the teachers of English Language as well as stakeholders so that we have a good and teachable curriculum.*

(Focus group)

Uche Jombo: *Just as they have said, if they are designing new curriculum without the cooperation of the teachers, for instance, JSS 2 curriculum, I have to be browsing to write my note. Most of the comprehension topics in the curriculum are not in the texts as well as the vocabulary. They should liaise with the teachers so that we can have a good teaching year; they should come down to us.*

(Focus group)

Abisogun Oluremi: *To design an effective curriculum for the teaching of reading comprehension, teachers must be consulted adequately.*

(Focus group)

Odedokun Temitope: *The curriculum planners should also try to recommend a particular text that will be uniform to all schools for the teaching of reading comprehension.*

(Focus group)

The participants suggested that curriculum designers work closely with English Language teachers to plan the curriculum in order to produce a teachable curriculum that will enhance the teaching of reading for comprehension in secondary schools in Ogun State, Nigeria. A unique textbook for teaching reading comprehension in all secondary schools must also be supplied by the curriculum planners.

5.5.2.2 Sub-theme L: Resources at School

Hilda and Bernard (2015) assert that teachers need materials and resources to aid teaching. The instruments used in educational lessons, which also include active learning and assessment, are called teaching resources (Hilda and Bernard 2015). The teachers in all of the classrooms observed used the recommended texts as well as chalkboards as teaching resources. They also identified some teaching resources that they used in teaching reading for comprehension to secondary school students such as textbooks, dictionaries, charts, chalkboard and diagrams or pictures in the comprehension passage.

Mercy Johnson: *The first teaching resources we need to teach reading comprehension are their textbooks and dictionaries. Then sometimes, I use charts, diagrams, or pictures in the passage.*

(Focus group discussion)

Abisogun Oluremi: *As she rightly said, the major teaching aid for the teaching of reading comprehension is the textbook.*

(Focus group)

Tunde Kilani: *As my colleagues have said, the major teaching aid that is needed in the teaching and learning of reading comprehension is the textbook and dictionary.*

(Focus group)

The resources I use to enhance the teaching of reading comprehension are their textbooks, and dictionary to know the meaning of new words found in the passage.

(Interview 8, School C)

The materials used were the recommended textbook and she also made use of the chalkboard to write the topic as well as the difficult words.

(Classroom observation for teacher 2)

The resources used were textbooks and the chalkboard

(Classroom observation for teacher 1)

Based on the discussants' responses, it was suggested that teachers should utilise the recommended textbooks because different schools have varied textbook recommendations. The second and third discussants suggested The Queen Primer textbook for students who cannot read, New Oxford English for students in senior secondary schools, and Macmillan for students in junior secondary schools.

***Yomi Lanso:** Recommended texts because different schools recommend different texts for their students and apart from the recommended texts, if you know that your students are unable to read properly, you can introduce short story books to them so that they can read faster and they can build on that to read comprehension passage.*

(Focus group)

***Uche Jumbo:** As said by my colleague, recommended text is what is appropriate to teach reading comprehension. I also make use of Que Prima for those students who cannot read.*

(Focus group)

***Adeolu Suliati:** There are different textbooks we use in the teaching of reading comprehension; in the senior school, we make use of New Oxford English Secondary School while the junior category, they make use of Macmillan.*

(Focus group)

5.5.2.3 Sub-theme M: Role of Government, Parents and Students

Parents play a crucial role in supporting and fostering their children's reading for comprehension skills. By actively participating in their children's reading journey and creating a supportive

reading environment, parents can significantly enhance their children's reading comprehension skills, fostering a lifelong love for reading and learning. Similarly, the government's role in fostering the teaching of reading for comprehension involves setting standards, providing resources, promoting research, and ensuring that educational systems are equipped to foster strong reading comprehension skills in students. These will, in no small amount, support their academic success and lifelong learning.

This sub-theme aims to discuss the role of parents, students, and government in aiding students in reading for comprehension. The majority of state governments in Nigeria operate a free education system in secondary public schools. Under this system, all secondary school students' tuition is automatically covered by the government, and it is also anticipated that all teaching resources required by teachers for successful teaching and learning in the classrooms will be provided by the government.

The participants examined how the government-granted privilege has caused parents to forgo their responsibility to give their children the tools they need to teach reading for comprehension effectively. One of the teachers emphasised the need to reassess the government's position on parents who do not buy books. According to the teachers, the government should visit secondary schools, especially the libraries, or perhaps stock the libraries with books, or speak with some state stakeholders or former students of the schools to do so. Secondly, the government should make sure that reading for comprehension is taught and learned in a comfortable setting.

Tunde Kilani: *In the government factor, we have so many things involved; the policy that the students should not buy books; this has made the parents to relax (they just give birth to children without spending on them) they always say that the students are the children of the government; the government is taking care of them but government alone cannot do it. The government policy on parents not buying books should be reviewed.*

(Focus group)

Funke Akindede: *I also want to say that the issue of free education is affecting our schools and also affecting the parents because they believe that everything is free; they do not want to buy the recommended texts and the government is not also helping us in the sense that they said we shouldn't enforce the students to buy the recommended texts.*

(Focus group)

Abisogun Oluremi: *They have already said most of the things rightly. We need the support of the parents to buy books if the government can help to make it a law; before you register a student,*

they should have mathematics and English Language textbooks.

(Focus group)

Funke Akindede: *The parents should also follow-up with what the teacher had taught them in school. While the illiterate parents can also be interested in the progress of their children in school by asking them to pick their books to read. They should also be inquisitive; they should come to school to ask questions about their children; how they are performing in school.*

(Focus group)

Mercy Johnson: *The government should ensure that the teaching and learning of reading comprehension should be done in a conducive environment.*

(Focus group)

The participants are also concerned about the nonchalant attitudes displayed by the students. Some of them said that their students did not show willingness to learn because they think they are richer than their teachers. Their responses are captured below:

Femi Adebayo: *To whom much is given, much more is expected. If they have provided everything for them, are the students ready to learn?*

(Focus group)

Funke Akindede: *He has said it all, but I will say that the students should be ready at all times.*

(Focus group)

Adeolu Suliat: *I don't have much to say because they have all spoken a lot. The students matter most in this case. He or she should know what is right and get him or herself ready to study since that is the only thing that can make them excel in life.*

(Focus group)

5.6 Conclusion

This chapter has presented the qualitative information derived from the interviews, focus groups, and classroom observations that were analysed using thematic analysis as presented Braun and Clarke (2020). From the presentation of the data, four main themes were generated which included **Theme one:** Teachers' understanding of the concept of teaching reading for comprehension, **Theme two:** Teachers' application of strategies for teaching reading for comprehension, **Theme**

three: Teachers' challenges while teaching reading for comprehension, and **Theme four:** Available resources for teaching reading for comprehension. However, other critical areas such as teachers' basic and advanced understanding of teaching reading for comprehension, teachers' application of visualisation, summary, questioning, and activation of prior knowledge strategies for teaching reading for comprehension; and teachers' challenges while teaching reading for comprehension were included in the analysis.

From the analysis, it can be said that appropriate teaching resources are essential for teaching reading for comprehension because they aid the teaching and learning outcomes. Furthermore, responses obtained from the participants have shown that teaching and learning of reading for comprehension requires the use of appropriate teaching strategies that are in line with the learners' levels of comprehension.

Chapter six of this study provides detailed discussion of the findings based on the methodology used; data generated, analysed, and interpreted; recommendations and implications; conclusions and future research areas.

CHAPTER 6

DISCUSSIONS, RECOMMENDATIONS, AND CONCLUSIONS

6.1 Introduction

The previous chapter presented findings in a thematic analysis. This chapter, therefore, presents the discussions, recommendations, and conclusions in accordance with the study's theoretical framework, which is the socio-cultural theory. Drawing insights from the literature cited in the literature review section of the thesis, an attempt will be made to situate this study's findings in a broader body of knowledge and to clearly identify its contribution to new knowledge. This will be done in direct relation to the three research questions and the corresponding themes. The chapter will then end with conclusions that are reached with regard to the research questions, present the recommendations, and provide suggestions for future research.

6.2 Discussion of Findings

With the following research questions, this study's overall aim is to explore how English Language teachers teach reading for comprehension in secondary schools in Ogun State, Nigeria.

1. What do selected secondary school English teachers in Ogun State, Nigeria, do to teach students to read for comprehension?
2. How do selected secondary school English teachers in Ogun State, Nigeria, teach students to read for comprehension?
3. Why do selected secondary school English teachers in Ogun State, Nigeria, teach students to read for comprehension the way they do?

6.2.1 WHAT DO TEACHERS OF ENGLISH DO TO TEACH READING FOR COMPREHENSION?

The first research question of this study was to explore what selected secondary school teachers of English in Ogun State, Nigeria, do to teach students to read for comprehension. The teachers at the selected secondary schools who took part in this study discussed what they did to teach reading for comprehension in their classrooms. Most of the teachers showed an advanced understanding of the concept of teaching reading for comprehension, while some had a basic understanding of the concept of teaching reading for comprehension. These are presented and discussed below.

6.2.1.1 Teachers' Understanding of Teaching Reading for Comprehension

Findings of the study showed that some participating ESL secondary school teachers possessed advanced understanding of the teaching of reading for comprehension while some possessed basic understanding of the teaching of reading for comprehension. Those who possessed advanced understanding of the teaching of reading for comprehension viewed reading for comprehension as more than just reading a passage to understand it; they argued that it also develops students' analytical thinking skills, which enables them to make well-informed decisions and solve complex problems. They also submitted that reading for comprehension helps students express their opinions clearly and confidently if they have a thorough understanding of written materials. The participants were able to pinpoint successful strategies for teaching reading for comprehension, such as activating prior knowledge, which aids students in making connections between new and existing information to improve comprehension. They emphasised the importance of strategies in teaching reading for comprehension. According to their submission, students would actively interact with texts by using skills such as summarising, questioning, and prediction. Further, the participants brought up the significance of teaching students essential vocabulary words and methods for deciphering unfamiliar terms in context. Research has shown that activating learners' prior knowledge, using visualisation strategy, summarisation, and questioning are very effective in teaching reading for comprehension in ESL classrooms (Kaefer et al., 2015; Kocisky, et al. 2018; Pejaka and Pircb, 2018; Williford et al. 2013).

Senior and junior secondary school teachers in Ogun State's Ikenne Local Government Area were among the teachers who took part in this study, as was mentioned in Chapter 4. Of them, one had a Nigerian Certificate of Education (NCE) and eight had B.ED. and B.A. degrees in English. The participants' extensive secondary school teaching experience ranged from five to twelve years. Teachers who displayed advanced understanding of teaching reading for comprehension also demonstrated that they had extensive experience teaching reading for comprehension, were well-trained, and that their educational backgrounds had influenced what they did to teach reading for comprehension. A few participants alluded to the fact that some of the seminars held by the state government had an impact on their understanding of the teaching of reading for comprehension. A study on the impact of various Master's programmes in reading education on teachers' understandings and methods conducted by Moen & Idslev (2022) lends support to this finding. According to the results, teachers who finished programmes that focused on explicit teaching and

evidence-based practices had better knowledge and more successful strategies for teaching than teachers who finished generalist programmes. This suggests that teachers can greatly improve their expertise through focused training in particular methodologies. Similarly, the effect of collaborative professional development programmes on teachers' proficiency in reading for comprehension was investigated by Richards et al. (2019). The results showed that teachers who engaged in collaborative learning communities centred on exchanging optimal practices and introspecting on their pedagogy demonstrated enhanced proficiency, self-assurance, and superior teaching strategies. This implies that maintaining a collaborative environment and providing peer support can be essential for cultivating expert teaching. According to Zhang et al. (2021), teachers who possess a deeper understanding of the subject matter, including processes and strategies related to reading, are better able to implement effective teaching practices and improve learning outcomes for their students. This emphasises how crucial a solid foundation in pedagogy and subject matter is for skilled teaching. According to Desimone et al. (2020), while experience in and of itself does not imply expertise, teachers with more experience, especially those who actively pursued opportunities for professional development, exhibited deeper knowledge and more effective strategies for teaching. This shows that developing expertise is largely dependent on personal motivation and ongoing education. These studies provide insightful information about the complexity of teacher's expertise in comprehension-focused reading. Effective teaching of reading for comprehension is shaped by a variety of factors, including individual commitment, continual professional growth, collaborative learning, academic backgrounds and training, and cultural sensitivity. Acknowledging these intricate elements can help create more efficient programmes for teacher preparation and assistance, which will ultimately help students and improve their literacy development.

Nonetheless, ESL students usually have trouble understanding texts; so, to comprehend the content, teachers must be aware of the context and use strategies for comprehension. The study's findings supported the idea that context knowledge is necessary for students to understand the material being presented. Accordingly, prior knowledge is necessary for learners to consistently connect newly learned material accurately with what they already know in order to comprehend newly learned material (Govender & Hugo, 2020). Learning will, therefore, need to be reinforced during the lesson presentation using a range of strategies. These strategies might involve summarising, visualising, and providing the students with a fundamental framework for word-type

comprehension. Students will be inspired to acquire new knowledge and apply it as needed by doing this. Apart from enhancing their ability to represent texts and integrate ideas with their global knowledge, students also need to develop higher-order reading and writing skills, which go beyond basic processes related to written interpretation (Govender & Hugo, 2020). A range of reading strategies can impact classroom activities and content, according to Gilakjani (2016); Kara (2015); Siti (2017). These strategies can enhance the way that reading comprehension is taught in ESL classes.

Activating students' prior knowledge, according to some teachers, enables faster information retrieval and application. Some participants stated that in senior secondary school, teachers must expound on the reading materials to teach reading for comprehension. Owing to this, they taught the students to summarise what they had read in class by identifying the main ideas and supporting details in the passages read. Others asserted that when they taught reading for comprehension to students, they would always point them to the pictures in the recommended texts; they would then explain the subject and direct them to the page containing the passage. The majority of participants supported the use of summarisation, questioning, visualisation, and prior knowledge activation as crucial teaching strategies for reading for comprehension. These strategies, which emphasise the importance of social interaction and cultural context in learning, are highly consistent with the principles of sociocultural theory.

The sociocultural theory asserts that knowledge is created by building upon pre-existing schemata, emphasising the significance of utilising students' past knowledge to enhance comprehension (Rogoff, 2018). Teachers can help students comprehend new information more deeply and retain it better by having them connect it to their pre-existing cognitive structures through prior knowledge activation prior to reading (Duke & Pearson, 2017). Moje et al. (2019) support the participants' views on activating students' prior knowledge by highlighting the significance of integrating the backgrounds of learners and prior knowledge into the teaching of reading, thereby promoting a more inclusive and productive learning environment.

The sociocultural theory places a strong emphasis on the externalisation and verbalization processes that solidify understanding (Wertsch, 1998). Through summarisation exercises, students must combine knowledge, pinpoint important details, and articulate their understanding in their

own words. In keeping with the tenets of sociocultural theory, this procedure encourages greater information processing and retention (Kintsch & van Dijk, 2017).

A study by Lenski et al. (2018) provided evidence for this. The study investigated how well group summarising exercises improve students' comprehension of challenging texts. Furthermore, through teacher-student communication and cooperative learning exercises, Raphael & Pearson (2017) emphasise the significance of scaffolding students' summarising abilities.

Mental imagery plays an important role in supporting cognitive processes, as acknowledged by sociocultural theory. By guiding students to visualise the text, visualisation strategies improve comprehension and increase their level of engagement. Mayer (2019) highlighted that comprehending intricate or non-tangible ideas is especially advantageous. Du Boulay's (2017) study provided evidence in favour of this. The study looked into how mental imagery affects reading comprehension and its neurological foundation. The use of diagrams and visual aids to help students build mental models of complex information is another topic covered by Hegarty & Just (2019), who investigated how this can improve learning. The findings also supported the assertions made by Smith et al. (2011) and Williford et al. (2013) that pictures and captions can aid in students' memory retention and enable them to give focused answers to comprehension-related questions. This is a result of the teachers' recognition of the value of reading for comprehension teaching in the classroom. Visualisation strategy, which is characterised as a method that helps readers form numerous cognitive images and films about the discourse's subject matter by using visual cues found in the text, was used by some teachers (Usman, 2016). Furthermore, students can convey what they know using their own phrases and differentiate between main ideas and supporting ideas by summarising them (Bykl & Doan, 2015). The value of communication and group learning in fostering a deeper understanding is highlighted by sociocultural theory (Stahl, 2017). Using a questioning strategy promotes discussion and introspection, critical thinking, and active engagement with the text. This is consistent with the emphasis on cooperative meaning construction found in sociocultural theory (Palincsar & Brown, 2019). An investigation by Guthrie & Wigfield (2017) supported this study's finding. The above-mentioned study investigated the relationship between improved reading motivation and comprehension and self-regulation strategies like questioning. Furthermore, Lenski et al.'s (2019) study emphasises how different questioning strategies can foster student participation and cooperative learning, which in turn improves comprehension.

The principles of the sociocultural theory are closely aligned with prior knowledge activation, summarisation, visualisation, and questioning techniques. With the help of these strategies, teachers were able to establish a classroom that encouraged social interaction, made use of students' past knowledge, and helped students construct meaning within a sociocultural framework. Students' reading for comprehension results were ultimately enhanced as a result of this.

As was previously mentioned, some of the participants had a basic understanding of teaching reading for comprehension. The study's findings showed that participating ESL secondary school teachers had limited subject-matter knowledge and a basic understanding of teaching reading for comprehension. They also did not discuss developing critical thinking skills, engaging students in the process, or using prior knowledge to make connections to new information. There was also an overreliance on one source, a reading passage, to teach comprehension. They did not mention a variety of resources that they could use in their teaching. The results of this research are corroborated by a study conducted by Albornoz (2021), who discovered that teachers mainly relied on rote learning and simple comprehension exercises, missing out on chances to foster critical thinking skills or involve students in interactive analysis and discussion. Similar practices were found in Moen & Idslev's (2021) research, where teachers were found to be unable to successfully promote student engagement and critical thinking and to struggle to implement strategies that extended beyond basic text comprehension. The results of the study are further supported by Kim & Padmore's (2020) investigation, which showed how teachers with a limited understanding frequently concentrated on the isolated development of reading skills while failing to make connections between newly taught material and students' existing knowledge and life experiences.

In their study of early literacy coaches, Elkins & Vaughn (2022) raised issues about teachers' underuse of prior knowledge and their inability to provide opportunities for students to draw connections between texts and experiences.

Albornoz's (2021) study corroborates the results of this study. According to his research, teaching comprehension in Chilean classrooms is primarily provided by single reading passages, with little consideration given to the potential benefits of using a variety of resources such as multimedia, visual aids, and interactive texts. According to Moen & Idsle (2021), Norwegian teachers in their study demonstrated lack of inventiveness and a heavy reliance on textbooks or standardised

materials, neglecting to investigate the variety of resources that could improve the teaching of comprehension. This finding also supports Zimmerman and Smit's (2014) view. In the study, the teacher interviews found that teachers' reading objectives varied, with those in the better-performing schools exhibiting a deeper awareness of reading comprehension and emphasizing the need to teach their children certain skills; whereas the teachers in the underperforming schools seemed to view reading primarily as information retrieval, the teachers in the high-performing schools used methods like coloring to assess graphic competence, illustrated planning of narratives as well as imagery for written content, comprehension of speech tests to gauge students' understanding, combining persona, subject matter, and story and environment onto an outline for output, and framing teacher queries with keywords that were displayed graphically throughout the narrative's progression. The quantity and caliber of the work in the workbooks also varied greatly amongst the schools, with the top-performing schools offering more written outputs and covering more comprehension exercises for a variety of question kinds, in contrast to the low-performing schools which did the opposite. Observations in the classroom also showed that in the latter schools, comprehension was more oral, with teachers primarily asking verbatim questions, whereas written comprehension, which focused on higher-level thinking skills and an array of ways to read, was the main objective in the higher-performing schools.

According to sociocultural theory, learning requires collaboration and the exchange of knowledge (Rogoff, 2018). Teachers who are not well-versed in the subject matter may find it difficult to help students understand and lead engaging discussions. According to Guthrie and Wigfield (2017), this reduces the possibility of cooperative learning and knowledge construction. Additionally, sociocultural theory promotes critical information analysis and active interaction with the text (Wertsch, 1998). Teachers lose out on a chance to assist students to engage in deeper levels of understanding and the development of higher-order thinking skills by failing to incorporate critical thinking strategies (Lenski et al., 2019). The theory also highlights how crucial student participation and conversation are to meaning construction (Stahl, 2017). Effective internalisation and retention of information are less likely to occur when learners are not actively involved in the learning process. As a result, they may only understand concepts at a surface level and find it difficult to apply their knowledge to novel situations (Fang, 2018). According to Moje et al. (2019), the sociocultural theory emphasises the value of drawing on learners' past knowledge and cultural backgrounds. Teachers lose out on a chance to help learners understand and retain new material by not using prior knowledge activation strategies - a situation which can impede learning (Duke

& Pearson, 2017). According to Kintsch and van Dijk (2017), sociocultural theory promotes the use of varied viewpoints and multimedia resources to enhance educational opportunities.

An all-encompassing grasp of the subject is impeded when students are only exposed to one reading passage, which also restricts their exposure to various points of view and critical analysis opportunities (Hegarty & Just, 2019). The finding of this research was corroborated by the following studies: Hegarty & Just (2019); Moje et al. (2019); Lenski et al. (2019); and Kintsch & van Dijk (2017). According to these findings, more sociocultural theory-aligned teaching strategies should be used by ESL teachers. Teachers can create a more engaging and effective learning environment for their students in reading for comprehension by focusing on deeper subject matter knowledge, encouraging critical thinking, involving students in the process, utilising prior knowledge, and utilising a variety of teaching materials.

6.2.2 HOW DO TEACHERS OF ENGLISH TEACH READING FOR COMPREHENSION?

This study's second research question was to explore the strategies used by selected secondary school teachers of English in Ogun State, Nigeria, to help their students read for comprehension. From the analysis of the literature, the study reveals that four strategies: activating prior knowledge, questioning, visualising, and summarising became apparent in this regard as presented below.

6.2.2.1 Using Activation of Prior Knowledge to Teach Reading for Comprehension

The findings revealed, among other things, that two ESL teachers who took part in the study helped their students apply prior knowledge. The concept of subject-content in progress was promoted by the teachers who helped the students make the connections that allowed them to reflect on what they knew beforehand. In order to activate their prior knowledge, teachers helped their students by posing questions about the material they had read in class. In comparison to other classes observed, this also resulted in an increase in the students' rate of engagement. Other students gained knowledge from their peers as they exchanged their experiences. Following this, the teachers asked the students to take turns reading the remaining paragraphs of each text after they had read the first few paragraphs. In this sense, the ability of students to acquire comprehension skills determines their reading success and leads to the development of additional strategies to increase efficiency and proficiency. This finding clearly showed that activation of prior knowledge facilitates

development and more profound comprehension, which results in increased vocabulary and richer understanding. Likewise, Zhang (2018) and Gilakjani (2016) contend that learners' familiarity with the content schema facilitates their understanding of the text's subject. This argument does, in fact, align with the sociocultural theory. As discovered in this study, this approach gave students the chance to advance their reading abilities. Teachers specifically employed this strategy to ensure that all students read well enough to understand the texts that are read aloud in class. Given that what students already know serves as the basis for new experiences, teachers should be able to connect their students' learning experiences to the curriculum.

Activation of prior knowledge aligns with the social interaction tenet of the sociocultural theory. For students to activate their prior knowledge, they must describe their prior knowledge in language and make connections between it and the new material. According to Duke and Pearson (2017), this verbalization process aids in their ability to express what they understand and construct new information on top of preexisting schemas. According to Vygotsky (1978), language development is influenced by learners' social and cultural experiences. Ellis (2000) asserts that interaction is the true foundation of the sociocultural learning theory. After learning how to complete an assignment with someone else's help, students can complete it on their own. In this way, social interaction supports intermediate learning. Prior to the task of reading, the students in this study engaged with one another by discussing their prior experiences with the topic. The findings of this research are consistent with Fang's (2018) investigation into the role that activating students' prior knowledge plays in reading for comprehension. His research shows that activating prior knowledge encourages elaboration and deeper processing, which results in expanded vocabulary and richer understanding.

Through the facilitation of discourse, cooperation, and co-construction of meaning, activating prior knowledge is consistent with the sociocultural theory's focus on social interaction. Students benefited from this strategy's more efficient and stimulating learning environment through increased understanding, language acquisition, and communication abilities.

6.2.2.2 Using Questioning (Assessment) To Teach Students Reading for Comprehension

The findings of the study demonstrated that all of the teachers taught reading for comprehension using the questioning strategy. The strategy was applied to both take-home assignments and

answering text-dependent questions that arose from the reading exercises. The teachers required the students to respond to the text-dependent questions following each reading exercise. The teachers also used the questioning strategy to highlight a few challenging words from the passage on the chalkboard and instructed the students to write the words in their notebooks and look up their definitions at home. For the majority of the classroom interactions observed, the questioning strategy was adopted in form of take-home assignments. It was observed that the students used the approach, asking questions, to prompt pertinent inquiries in their minds while they read the material.

This is similar to what Ayedun (2016) found in his study. According to the results, questioning was the most frequently used strategy for teaching reading out of seven strategies of previewing, contextualising, questioning, reflecting, sketching/summarizing, and evaluating/arguments, and comparing/contrasting used by the teachers. This has, therefore, shown that the questioning strategy allowed teachers to know to what extent their students understood the texts they read (Nurmadia & Mardiana 2017).

The information gathered from the observations in the classroom demonstrated that some students' answers to questions demonstrated a thorough comprehension of the subjects they had studied. Teachers showed how well-crafted, straightforward, and comprehensive questions could be used to monitor students' learning progress and comprehension of their abilities. Higher-order questions take a lot of time to set and evaluate, according to the teachers. On the plus side, though, this made it possible for students to comprehend and offer lengthy responses that included explanations and arguments. Raising the bar for teaching and assessment and allowing students enough time to think through the answers and/or propose solutions to issues led to the achievement of higher-order learning goals. While using this method, the challenge was covering and involving the greatest number of students.

This aligns with the sociocultural theory of private speech. It is impossible to exaggerate the value of private speech in reading for comprehension lessons since it stimulates students' minds, aids problem-solving, and draws attention to a particular component of an issue. From the observations made in the classroom, it was clear that English Language teachers employed some elements of private speech when teaching students in reading for comprehension. For example, they would

solve problems by responding to text-based questions and made it simpler for students to internalize new or challenging information by writing the definitions of challenging words in the passage on the board. According to what I observed, thorough training and allocating enough time to the teaching of reading for comprehension will allow the teachers to aid the students with memory exercises, orient them to a goal as well as objectify and visualise texts to teach reading for comprehension. The classroom interactions that were observed demonstrated the effectiveness of the Zone of Proximal Development (ZPD), a term that describes the disparity between an individual's potential level of development as determined by their ability to solve problems while working with more advanced peers and their actual level of development as determined by their abilities for autonomous problem-solving (Vygotsky, 1978, p. 86). In real-world settings, Vygotsky's ZPD is characterized by the disparity between what a student can accomplish on his or her own and what the student can accomplish in a group setting, both for evaluation and for learning in a classroom setting (Kozulin et al., 2003). Asking probing questions makes the difference between what a student can accomplish on their own and what they can accomplish with assistance. Teachers in this study offered scaffolding by helping students realise their full potential. This was done by crafting challenging and thought-provoking questions. An interaction between a more competent and a less competent person at a task that results in the development of the less competent person is the general concept of ZPD, according to Chaiklin (2003). Teachers are the people in this case study who are more competent. Also, as the students read the comprehension passages, they were spotted correcting them when pronouncing some words wrongly. Based on the study's findings, questioning was used as a formative assessment tool to guide pedagogical decisions and offer chances for quick feedback and support. Teachers supported students in reaching their maximum potential within their ZPD by identifying areas of difficulty and modifying their teaching strategies accordingly. A study conducted by Raphael & Pearson (2017) provided support for this study. The study demonstrated how teachers ensured that support is given at the proper level within the ZPD by using questioning to track students' progress and modify their scaffolding. Moreover, Stahl's (2017) book highlighted the value of formative assessment-based responsive teaching which enables teachers to modify their questioning techniques to match students' changing needs within their ZPD.

Through the use of questions, a collaborative learning environment was established where some students were observed exchanging ideas, gaining knowledge from one another, and co-

constructing meaning within their ZPDs. Students expanded their understanding, pushed each other's ideas, and transcended their unique ZPDs through peer interaction and knowledge sharing. The study by Lenski et al. (2018) provided support for this. Through group discussions and cooperative meaning-building inside their ZPDs, the study showed how collaborative questioning activities improved students' comprehension of complex texts. The results of this study are also supported by Moje et al.'s (2019) investigation. The study highlighted the importance of including students' cultural backgrounds and past knowledge in question-based assessments to foster a more effective and inclusive learning environment that takes into account a variety of ZPDs.

Encouraging collaborative learning and social interaction, offering chances for scaffolding and feedback, and promoting dynamic assessment, using questioning to gauge reading for comprehension are in line with the sociocultural theory's ZPD. This strategy helped teachers better understand the unique needs of each of their students and gave focused support within the dynamic boundaries of their ZPDs, which eventually improved reading for comprehension results.

6.2.2.3 Using Visualisation to Teach Students Reading for Comprehension

One of the key findings drawn from the study's participants was their use of the visualisation strategy to explain the comprehension passage's content using the included pictures. This study demonstrated the effectiveness of the strategy by having the students read aloud in turns after the pictures were used to explain the passage. Teachers also used the strategy to help students unleash the transforming power of their imagination to better absorb and appreciate written words by helping them to visualise what they were reading. Using an image that will aid in their memory of some abstract concepts or important names, students were able to envision what transpired in a text (Abbas and Narjes 2016). Teachers created a mental picture for students to understand what they were reading by using pictures from the text to reference earlier knowledge (Wong, 2015, p.156). By encouraging active reading, evoking readers' memories and feelings, deepening understanding, and making reading more engaging, teachers helped students connect with the text and made it memorable and personal. This strategy has been shown to improve reading comprehension (Klein & Stuart 2017).

It is also crucial for students to read texts about subjects they are already familiar with because doing so allows them to apply what they already know about the environment to the language and

pick up new vocabulary. Furthermore, according to Liu (2016, p. 87), using pictures along with other visual resources in the classroom improves students' motivation, time management, engagement, and individualised learning. In agreement with the afore-said, visual task plans and other communication charts in the classroom extended students' time spent on tasks during individual and whole group tasks (Clarke, 2020, p. 2).

This aligns with the sociocultural theory of scaffolding. The teachers made use of pictures, which function as temporary support for students while they process difficult material and develop comprehension. Teachers made difficult ideas easier for students to understand by breaking them down into smaller, more manageable units through the use of pictures in the comprehension passages. Hegarty & Just's (2019) study provided evidence in support of this. According to their research, visual aids can serve as scaffolds to help students build mental models of difficult concepts and increase understanding. Furthermore, the results of this study are corroborated by Du Boulay's (2017) investigation. According to the study, students can practice and solidify their comprehension of difficult concepts by using visualisation as a type of internalised scaffolding.

Furthermore, serving as mediating tools, the pictures assisted students in converting abstract ideas into concrete representations that were simpler to comprehend and retain. Subsequently, these depictions were employed to foster dialogues, exchange concepts, and collaboratively establish understanding with peers. Kintsch & van Dijk's (2017) study corroborates this finding. The study suggested that by offering a mental framework for information organisation and processing, visualisation facilitates text comprehension. Further evidence for the study's findings came from Moje et al. (2019) study. To improve learning and establish a connection with students' prior knowledge, the research highlighted the significance of employing visual aids that are both familiar and culturally relevant.

Additionally, visualisation was employed in the classroom to encourage collaboration and social interaction. Students were able to share and learn from each other's understanding, as well as participate in more in-depth discussions about the text, by making and debating visual representations of it. A study by Lenski et al. (2018) support this finding. According to the study, through group discussions and cooperative meaning-building, cooperative visualisation exercises can improve students' comprehension of difficult literature. Further supporting the results of this

research was Fang's (2018) study. According to the study, students can share and expand on each other's understanding of concepts through collaborative learning activities that are facilitated by visualisation.

The emphasis on scaffolding and mediation in sociocultural theory is well-aligned with the way that ESL teachers employ visualisation. Visuals facilitated deeper understanding and language development by helping students process complex information, create mental models, and participate in meaningful social interactions. They also acted as temporary support and mediating tools.

6.2.2.4 Using Summarising to Teach Students Reading for Comprehension

In all the eighteen classes observed, two of the teachers used the summarisation strategy to teach reading for comprehension. Teachers used this strategy to enable students to comprehend texts more thoroughly while also demonstrating understanding (Pejaka and Pirceb 2018). Students were able to separate their crucial ideas from other ideas and communicated the information in their own words (Bykl & Doan, 2015).

It is important to teach students how to create summaries by providing them with strategies before requesting that they do so (Sefer, et al., 2016). The teachers asked them to read the content and compose a summary. They taught the students to summarise the texts paragraphically. This contradicts the findings of Mudzielwana et al. (2014). They identified several reasons why students performed poorly in reading. Despite expecting students to complete comprehension tasks like summarising or recounting what they had read or answering questions that were interpretive, evaluative, or verbatim, observations showed that teachers did not provide any explicit teaching.

The observation that some ESL teachers utilised summarisation in their reading for comprehension teaching aligns well with several key concepts within the sociocultural theory. One way to externalise private speech was through summarisation. Learners engaged in a self-directed discussion that facilitated comprehension and information consolidation as they outlined the main ideas of the text in their own words. A study by Kintsch & van Dijk (2017) provide evidence in support of this. According to the study, summarising helps learners process information more deeply and retain it longer because it functions as an externalised private speech exercise. As a kind of internalised private speech, summarising helps students practice and reinforce their

comprehension of the text, according to Hegarty & Just (2019), who also corroborate this study's findings.

Students were also inspired by summarisation to actively use language to process information, express what they understood, and infer meaning from the text. This procedure encouraged students to expand their vocabulary, work with language structures, and communicate ideas clearly in the classroom. Guthrie & Wigfield's (2017) study provide evidence in favour of this. According to the research, summarising strategy can help people develop their metacognitive abilities and self-control when using language, which will enhance their communication and comprehension. Raphael & Pearson (2017) provide additional support for the findings of this study, by emphasising how summarising gives students the chance to interact with language in meaningful ways and improve their vocabulary and communication skills.

To add to this, summaries serve as a scaffolding tool, giving students temporary support while they comprehend and process complex material. In this study, summarising helped students divide the text into comprehensible sections and improve comprehension by concentrating on the most important ideas and arranging the information. Lenski et al. (2018) provide support for this finding. The study showed how scaffolding from peers and teachers during collaborative summarising activities can improve students' comprehension of complex texts. Fang (2018) further reinforced this finding by arguing that summarising serves as a scaffold, enabling students to build on their prior knowledge and solidify their comprehension of the text.

Furthermore, summarisation served as a mediating tool, assisting students in reducing the complexity of ideas into forms that were easier to comprehend. Deeper processing, knowledge construction, and understanding communication were made easier by this process. The study by Moje et al. (2019) provides support for this. According to the research, to improve learning and make connections with students' prior knowledge, summarising activities should use culturally relevant topics and language that the students are familiar with. The findings of this study were corroborated by Kintsch & van Dijk (2017) who suggested that summarising serves as a mediating tool that enables students to represent and manipulate information in various ways, leading to a deeper understanding.

The emphasis on private speech, language, scaffolding, and mediation in the sociocultural theory is well-aligned with the use of summarisation by ESL teachers. This strategy encouraged deeper comprehension, knowledge construction, language development, and social communication skills by giving students meaningful opportunities to interact with the text.

6.2.3 WHY DO TEACHERS OF ENGLISH TEACH READING FOR COMPREHENSION THE WAY THEY DO?

This study's third research question was to explore why selected secondary school teachers of English in Ogun State, Nigeria, teach students to read for comprehension the way they do. From the analysis of the findings, the study found that lack of basic amenities in the classroom, lack of teaching resources, disproportionate teacher-student ratio, shortage of teachers, and insufficient time for the lesson are some of the reasons why secondary school teachers of English taught reading for comprehension the way they did. Also, findings from this study revealed that the other factors that impacted on the teachers' choice of pedagogical methods and procedures in reading for comprehension classes were syllabus guidelines for teachers, resources at school, and government's/parents'/ students' roles. These findings are presented and discussed below.

6.2.3.1 Lack of Basic Amenities in the Classrooms During the Teaching of Reading for Comprehension

Abbott (2014) argues that an essential component of an effective teaching and learning environment is the school/learning environment. He views the educational setting as a varied physical space with a range of contexts and cultures where students can learn. Often used as a more precise or preferred alternative, the term classroom, which has more traditional and constrained connotations, refers to a space with rows of desks and a chalkboard because students can learn in a variety of settings, including outside of school grounds and outdoor spaces. The phrase also refers to a class's or school's prevailing ethos and traits, such as how people behave and interact with one another and how teachers may set up a classroom to support learning. Blum (2015) reports that certain public schools engage in unhealthy practices, such as improper seating arrangements, not providing adequate facilities, not ensuring adequate ventilation, etc. He emphasised that the majority of schools lacked ventilation, light, adequate facilities, and had deteriorated buildings. According to Blum, these circumstances may have a negative impact on

students' health, which will, therefore, have an impact on their academic achievement. Findings from observations in the classroom corroborate the responses from the participants that lack of basic amenities like desks, tables, ceiling fans, ventilation, light, and supplies for the classroom (chalk, markers, whiteboards, etc.) can affect the teaching of reading for comprehension. Some students were observed sitting on the floor for the majority of the lesson because there were no enough chairs or desks for them to use. Some classrooms had leaking ceilings, broken chairs, broken desks, and broken louvre blades. Moreover, a few students were observed using their notebooks as fans, which served as a distraction from the comprehension passages that were read in class. Given that their classrooms lacked certain basic amenities, they appeared worn out and indifferent.

This study confirms the findings of Kwa (2017), who suggested that students' morale can be impacted by their surroundings. For example, they could feel demoralised and angry and be less eager to learn if they think their classroom is physically worse than that of students from wealthier families. A classroom environment that values love, trust, humanity, cooperation, and respect for one another is highly favourable or conducive for learning. This was emphasised by Kwa (2017). Therefore, a calm and conducive classroom environment will help students learn more. It will also remove any negative emotions. Unhealthy classroom environments lead to distractions and other vices that interfere with students' ability to learn.

The finding on lack of basic amenities in the classroom while teaching reading for comprehension can be explained by the sociocultural theory. The Zone of Proximal Development (ZPD) is a crucial area where learning takes place under supervision and support, according to sociocultural theory. A conducive learning environment is created in the ZPD by providing basic amenities like comfortable seating, sufficient lighting, and a clean environment. Uncomfortable environments, missed opportunities, and restricted access to essential resources can all impede the ZPD. As a result, it may be challenging for students to concentrate, interact with the subject matter, and get the help they require to study well. Cooperation and social interaction play a major part in learning, according to sociocultural theory. When basic amenities are available, students can work together, share resources, and talk about how they understand the material. This can foster collaboration and interaction. Opportunities for cooperation and interaction may be restricted in the absence of basic amenities. For instance, students may find it challenging to collaborate in groups or to see the materials clearly in dimly lit classrooms. The relevance of motivation and engagement for learning

is emphasised by sociocultural theory. The provision of basic amenities fosters a positive learning environment that inspires students and encourages interaction with the subject matter. Students became less engaged in their studies and became demotivated as a result of broken chairs and desks in the classrooms. For instance, within the context of the present study, uncomfortable chairs made it challenging for students to concentrate and pay attention. The research by Guthrie & Wigfield (2017) confirmed this in that, for students to be motivated and engaged in the learning process, both of which are critical for successful learning in the ZPD, a supportive learning environment is required. The results of this study were corroborated by Lenski et al. (2018) where their study showed how conversations and co-construction of meaning improved learning through teamwork and interaction. These cooperative opportunities may be impeded by inadequate facilities. Moje et al. (2019) stress the significance of fostering an inclusive and culturally sensitive learning environment in the classroom. Inequitable learning environments that put some students at disadvantage can be caused by lack of basic amenities.

The sociocultural theory is in line with the observation that a deficiency of basic amenities in classrooms impairs ZPD, reduces opportunities for group work and interaction, and lowers students' motivation and engagement in the classroom. In consonance with this, resolving the dearth of necessities is crucial to developing a productive learning environment that encourages students' achievement in the ZPD.

6.2.3.2 Lack of Teaching Resources While Teaching Reading for Comprehension

Findings from observations in the classroom corroborate the responses from the participants that the schools lacked reading resources like library books, interactive materials, textbooks and educational materials. The results validate Wienand's (2011) assertion that the previous Department of Education (DoE) recognised several factors as obstacles to learning in rural schools, including inadequate facilities and infrastructure, limited availability of textbooks and resources, insufficient number of qualified teachers and poor leadership, safety concerns in and around schools, cramped classrooms, and challenges with discipline. Some of these barriers were also faced by the rural schools that made up the study's sample. Additional findings of the study showed that ESL students had limited access to reading materials in these rural secondary schools.

Given the aforementioned, the data in section 5.5.1.2 provided some indication of the lack of libraries and teaching resources in the rural secondary schools included in the study's sample. Njeri et al., (2023); Cekiso et al., (2022); Nkonki and Khumalo (2021); Mojapelo and Fourie (2014); and Foncha et al. (2018) have all mentioned how severely underfunded secondary schools are, especially rural schools. In light of this, Njeri et al. (2023) assert that the major obstacles to the availability of libraries and teaching resources in rural Kenyan high schools included inadequate funding, shortage of qualified staff, restricted access to technology, and remote locations. In addition to more funding, the authors called for expanded access to technology, teacher professional development, and programmes specifically designed to help students in these schools in order to improve their reading abilities. Some evidence that dictionaries are not provided in schools was also provided by the data in section 5.5.1.2 of the previous chapter. It was observed in the classroom that only two teachers brought dictionaries with them. Furthermore, they scribbled on the chalkboards the definitions of the challenging terms from the dictionaries. Additionally, teachers were not given access to extracurricular materials like newspapers and magazines in the classroom to help students develop their reading interests and skills. In light of the aforementioned argument, it becomes challenging for ESL teachers to fully teach reading for comprehension in such unfavourable settings. According to Gordon and Alston (2012), a school must have access to sufficient resources in order to raise the standard of teaching. This holds true not just for schools but also for homes and communities.

The finding on lack of teaching resources for teaching reading for comprehension is explainable within the purview of the sociocultural theory in several ways. The value of mediation and scaffolding in learning is emphasised by sociocultural theory. While mediation entails assisting learners in converting abstract concepts into concrete representations, scaffolding entails giving learners temporary assistance in the process of developing their skills. Teaching resources can function as both mediating artefacts and scaffolding tools. For instance, students can practice their skills and receive real-world examples and visual aids from books, tools, and technology. Teachers' capacity to offer efficient scaffolding and mediation was hampered by a lack of teaching resources in their classrooms. Without the right tools, teachers found it difficult to support students' learning within their ZPD in a way that is both interesting and productive.

The significance of individualisation and differentiation in education is also emphasised by sociocultural theory. This implies that teachers should modify their lesson plans to fit the unique requirements and learning preferences of each student. Teachers can differentiate and personalise what they teach with the aid of teaching resources. Teachers in this study were unable to accommodate the various learning styles and abilities of their students by using different types of resources. It was challenging for teachers to differentiate and individualise teaching due to lack of teaching resources. Students with different learning needs or those who needed more support were, therefore, disadvantaged.

Also emphasised by sociocultural theory is the significance of motivation and engagement for learning. When given access to a wide range of fascinating and pertinent materials, students are more likely to be motivated and involved in their studies. Students can be motivated and engaged with the aid of teaching resources. Engaging literature, technological aids, and practical exercises, for instance, can enhance the fun and interactivity of learning. Insufficient teaching resources demotivated students and decreased their involvement in the process of learning. As a result, students became disinterested and bored with reading and comprehension exercises in the classroom. This was corroborated by Guthrie & Wigfield's (2017) study. According to the research, students' motivation and engagement, which are critical for efficient learning in the ZPD, depend on having access to the right resources. The results of this study were further corroborated by Lenski et al. (2018), who showed how cooperative activities with suitable resources could improve learning through dialogue and co-construction of meaning. Moje et al. (2019) underscore the significance of integrating culturally appropriate materials into teaching. Some students may be disadvantaged in an unfair learning environment caused by a lack of culturally appropriate resources.

The sociocultural theory is supported by the fact that a deficiency of teaching resources during the teaching of reading for comprehension makes it more difficult to offer effective scaffolding and mediation, restricts the opportunities for differentiation and individualization, and lowers students' motivation and engagement. This implies that to establish a productive learning environment that encourages students' achievement within the ZPD, sufficient teaching resources must be made available.

6.2.3.3 Shortage of Teachers and Large Class Size While Teaching Reading for Comprehension

According to Khan and Iqbal (2012), a classroom is considered overcrowded when there are more students than is ideal and it interferes with the teaching-learning process. The majority of students in each of the observed classrooms was not less than 100, and teachers are responsible for teaching multiple arms of classrooms. Teachers reported that they were finding it difficult to manage the substantial amount of work that were assigned to them. One teacher, for example, was hired by school B to teach English Language and Literature to both the junior and senior sections. However, the teacher admitted that, to minimise the number of times she visited the Senior Secondary School 1 (SSS1) classes, she often taught all the three arms of the SSS1 at once. There may be more than 300 students involved. She also expressed dissatisfaction about her students' lack of textbook, arguing that effective teaching and learning cannot occur without the support of teaching resources and textbooks.

Evidence-based support for this discussion was provided by the data from the focus groups, interviews, and classroom observations reported in section 5.5.1.3. According to the data, the state government can be blamed for its inability to construct new schools, increase the number of classrooms in rural areas, hire more teachers, and address this issue. According to Arends (2021), schools are under pressure to allocate their limited budget more efficiently due to the increased number of students. This could result in a possible scarcity of crucial teaching resources which include technology, textbooks, and specialised materials for differentiated education. Large classes take up a lot of a teacher's time, which means they have less time to select or provide excellent teaching materials (Zepeda, 2018). This may make the lack of resources even more severe. There is frequently a lack of storage space for educational materials in schools with large student populations. Due to this, maintaining and storing resources effectively becomes difficult, sometimes resulting in loss or harm (Moeller & Hallett, 2020). As a result of rising enrollment and packed classrooms, section 5.5.1.2 revealed that rural schools were also dealing with lack of teaching resources and difficulties in providing high-quality teaching and learning support for the students.

Consequent upon the challenge of large classroom sizes/disproportionate teacher-students ratio was the problem of poor classroom management. The study also showed that louder classrooms

had vices such as pushing, shoving and hitting, which had detrimental effects on classroom discipline. To bolster the aforementioned idea, Mustafa et al. (2014) noted that having a lot of students in one classroom hinders both general classroom management and discipline. In these situations, teachers lose valuable teaching time because they devote the majority of the lesson to trying to control the students, leaving little time for actual teaching (Imtiaz, 2014). Large class sizes make it ineffective to teach reading comprehension skills. The research suggested that ESL teachers adjust their approaches and techniques for teaching reading for comprehension because of the large class sizes necessary to fit every student. It was evident reading-aloud technique was used to enable reading for comprehension teaching in those large classrooms. If the aforementioned tactic was not used, it would be difficult to provide students with the best possible support. Given that the majority of students did not purchase the recommended texts, some teachers also employed the grouping technique by asking those who had the recommended texts to share with two or three of their classmates.

Furthermore, it was noted that there was shortage of desk space in the classroom, which prevented teachers from implementing a range of strategies like active learning strategies and higher-order questioning. Teachers were essentially limited to the "chalk and talk" method of teaching, as confirmed by Opoku-Asare et al. (2014). This approach was popular in some parts of South Africa, especially the Eastern Cape, where classes have over 130 students and teachers are required to give lessons while leaning against the 2013 Guardian African Network blackboard. Drawing from the aforementioned argument, I posit that students' involvement and academic achievement are positively correlated when small class sizes are implemented. Ikediaskhi and Amaachi (2012) bolster this by pointing out that higher-quality education is correlated with lower teacher-to-student ratios. They also emphasise how students' lack of motivation to engage in both individual and group learning activities is a result of the actuality of large classrooms. Large classrooms are detrimental learning environments that may even have an adverse effect on the physical health of the students, according to Imtiaz (2014) and Kumalo and Mji (2014). They also make the point that unhygienic large classrooms are caused by the ease with which others can become infected if one student has a contagious illness.

The findings on large class sizes and shortage of teachers while teaching reading for comprehension are consistent with the sociocultural theory in several ways. The sociocultural theory places a strong emphasis on the value of tailored guidance and assistance for learning. This

implies that teachers should give students the direction and criticism they require for them to advance their abilities within their ZPD. Large class sizes and shortage of teachers made it challenging to give each student individualised attention and support. It was difficult for teachers to meet the needs of every single student, particularly those who needed extra support or had different learning styles because there were fewer teachers and more students.

Sociocultural theory places a strong emphasis on how crucial collaboration and social interaction are to learning. When students are given the chance to collaborate, discuss concepts, and build on one another's knowledge, they learn most effectively. Opportunities for interaction and collaboration were hampered by shortage of teachers and large class sizes. It was challenging to establish a setting that encouraged group discussions, activities, and collaborative learning with fewer teachers and more students. The sociocultural theory also recognises the significance of teacher well-being and how it affects students' academic performance. Overworked and stressed teachers may find it difficult to teach effectively. Teachers may experience higher levels of stress and workload as a result of teacher shortage and large class sizes, which was echoed by some of the participants of this study. This may lead to job dissatisfaction and burnout, which will ultimately lower the standard of teaching.

Student motivation and engagement are critical for learning, according to sociocultural theory. There is a greater chance of learning and success for motivated and involved students. Large class sizes and shortage of teachers had a detrimental effect on students' motivation and involvement in the classroom. When there was little opportunity for interaction and individual attention, some students felt disoriented and disengaged from the classroom. The study conducted by Guthrie & Wigfield (2017) corroborates the results of this study. According to the research, student motivation and engagement, which are critical for efficient learning in the ZPD, were largely dependent on the teacher-student relationship and the availability of adequate individualised support. Additionally, a study by Lenski et al. (2018) provides support for the results of this study by showing how cooperative activities in smaller group settings improved learning through discussions and co-construction of meaning. These opportunities for collaboration may be hampered by large class sizes. Moreover, Moje et al. (2019) stress the significance of establishing a classroom climate that promotes inclusivity and good teacher-student relationships. Students may feel alone and unsupported in an environment where there are not enough teachers and where large class sizes were present.

The findings about the shortage of teachers and large class sizes in the teaching of reading comprehension are consistent with the sociocultural theory because they draw attention to the difficulties in giving students individualised attention and support, limiting their opportunities for interaction and collaboration, adding to the stress and workload of teachers, and hurting their motivation and engagement. This implies that resolving these problems is necessary to establish a productive and well-organized learning environment that encourages students' achievement in the ZPD.

6.2.3.4 Insufficient Time Allotted for Teaching Reading for Comprehension

Data from participants' interactions and classroom observations demonstrated that there was insufficient time allocated for teaching English Language, and reading for comprehension in particular. In addition to text-dependent questions, the majority of teachers expressed their desire to implement additional learning activities in the classroom. However, due to time constraints, they were unable to implement a variety of strategies for teaching reading for comprehension.

Students may suffer from several negative outcomes if the teacher of reading for comprehension is given insufficient time. It is possible that students will not acquire the reading for comprehension techniques and skills needed to succeed in the classroom. In addition, they might stop reading and grow unfavourable opinions about books. The study's findings are consistent with a recent investigation by Egbokhare and Ibie (2022), which discovered that Nigerian teachers devote just one to two hours a week on average to teaching reading comprehension. This is a lot less than the 3–4 hours per week that are advised. The study also discovered that reading for comprehension was frequently neglected in favour of other subjects taught by teachers, like science and math. According to a different study by Adegboye and Ogunsakin (2021), teachers who did not have enough time to devote to teaching reading for comprehension faced a variety of difficulties. These difficulties included not being able to cover all of the essential reading comprehension strategies and skills, not having enough time to give each student individualised teaching and support, and not being able to keep track of students' progress and give timely feedback. The report by Haukongo (2019) on the difficulties being faced by Oshikwanyama first language teachers in integrating reading comprehension skills at six chosen schools in the Khomas area is supported by this finding as well. According to the researcher, the students did not have enough time to respond to questions about reading comprehension.

The finding that there was not enough time allocated to teach reading for comprehension can be explained within the framework of sociocultural theory. The value of mediation and scaffolding in learning is emphasised by sociocultural theory. To help students learn within their ZPD entails offering them temporary support and direction. Teachers' capacity to offer efficient scaffolding and mediation was hampered by lack of time. Because they were pressed for time, some teachers hurried through their lessons, which meant that there was less time for students to practice using their newly acquired skills, differentiated teaching, and targeted support. Collaborative learning and interaction are critical to the construction of knowledge, according to sociocultural theory. When students are given the chance to collaborate with their peers to co-create meaning, they learn best. Insufficient time for teaching reading for comprehension made it difficult to learn and interact collaboratively. Due to time constraints, the majority of teachers had to give priority to individual work, which reduced the amount of time available for group projects, conversations, and peer-to-peer learning.

The significance of deep processing and understanding for learning is also emphasised by sociocultural theory. Learners require adequate time to process information, work through difficult ideas, and deepen their understanding. Deep processing and understanding were hampered by the insufficient time in teaching reading for comprehension. Hastily delivered lessons and insufficient practice opportunities resulted in superficial understanding and impeded students' capacity to genuinely interact with the material and draw connections. The importance of motivation and engagement in learning is acknowledged by sociocultural theory. Learners who are driven and involved are more likely to stick with their studies and overcome obstacles. Engagement and motivation were severely impacted by the insufficient time allotted to the teaching of reading for comprehension. Some students got disengaged and less inclined to give their best work when they felt hurried or under pressure to finish class works quickly.

Guthrie & Wigfield's (2017) study provides support for the results of this study. According to the research, students' motivation and engagement in reading for comprehension tasks were greatly impacted by having enough time for independent reading and reflection. The results of this study are corroborated by Lenski et al. (2018), who showed how setting aside time for group projects like summarisation can improve comprehension and deepen learning. Similar to this, Moje et al. (2019) stressed how crucial it is to incorporate students' past experiences and knowledge into

teaching. Insufficient time allotted to teaching reading for comprehension can prevent teachers from taking advantage of the variety of backgrounds and knowledge that students possess.

The finding that insufficient time was allocated to teach reading for comprehension fits in with the sociocultural theory because it draws attention to the barriers that insufficient time creates for students' motivation and engagement, deep processing and understanding, collaborative learning and interaction, and effective scaffolding and mediation. This implies that to create a learning environment that is favourable to the development of effective reading for comprehension within the ZPD, it is essential to advocate for more time and consider efficient time management techniques.

6.2.3.5 Available Resources for Teaching Reading for Comprehension

Findings from this study revealed that available resources for teaching reading for comprehension, which include syllabus guidelines for teachers, resources at school, and government's/parents'/students' roles, added up to why teachers taught reading for comprehension the way they did. Despite earlier reports that the schools lacked teaching resources, it was noted that certain resources, such as the recommended texts, were limited when reading for comprehension was taught in the classrooms. These findings are presented and discussed below.

6.2.3.5.1 Syllabus Guideline for Teachers in Teaching Reading for Comprehension

The development of a successful teaching of reading for comprehension in secondary schools in Nigeria is largely dependent on the curriculum and syllabus. Teaching objectives, scope, and sequence for teaching reading for comprehension are outlined in a thorough and organised curriculum and syllabus that act as a guide for teachers. The participants contended that since the Ogun state government implemented a unified form of education in which all schools in the state use the same syllabus and curriculum, their teachings had been influenced by these materials.

Afolabi and Afolabi (2020) stressed the significance of having a well-organized syllabus that meets the unique requirements of ESL students while also being in line with the national curriculum. The importance of pedagogical guidelines that offer precise direction on teaching approaches, assessment techniques, and resource recommendations were emphasised by Egbokhare and Ibie (2022). According to Ogunjirin and Afolayan (2020), curriculum guidelines and syllabuses play a crucial role in guaranteeing uniformity and excellence in reading comprehension teaching

throughout secondary schools in Nigeria.

The participants did, however, hint that both the curriculum and the syllabus needed revision. They stated that some comprehension passages the students read were not included in the curriculum because they had been using the same curriculum and syllabus for so long. Additionally, as teaching strategies and methods change, the government should make sure that the syllabus is updated to reflect the current student proficiency. They contended that since secondary school teachers are on the ground and have first-hand knowledge of how reading for comprehension is being taught to students in the classrooms, curriculum planners should collaborate with them and harmonise their views. Additionally, a participant asserted that curriculum planners can only develop a teachable curriculum after consulting with teachers.

Numerous empirical studies support the findings of the present study by demonstrating the necessity of revising the syllabus and curriculum for teaching reading comprehension in Nigeria. The results of these studies demonstrated the inadequacy of the scope, organisation, and subject matter of reading for comprehension teaching in the present curriculum and syllabus. More so, they discovered that the syllabus and curriculum failed to sufficiently address the special requirements of ESL students. According to a study by Adesina and Adeyemo (2023), there was not enough time allocated in the Nigerian high school curriculum for the teaching of reading comprehension. The study also discovered that the curriculum failed to promote the critical thinking abilities that are necessary for proficient reading for comprehension.

The teaching of reading for comprehension curriculum in Nigerian secondary schools is out of date and does not take into account the most recent recommendations for teaching reading, according to a study by Olagunju and Adeyeye (2022). The study also discovered that there was insufficient guidance in the syllabus regarding the strategies to teach ESL students reading for comprehension. The reading for comprehension syllabus and curriculum for secondary schools in Nigeria were not tailored to the needs of ESL learners, according to a different study by Salami and Adeyemi (2021). The study discovered that there was insufficient emphasis on developing comprehension strategies in the curriculum and syllabus, which are overly preoccupied with teaching vocabulary and decoding skills.

The finding that teachers employed syllabus guidelines when teaching students to read for comprehension is amenable to the sociocultural theory. A reading for comprehension course's objectives, standards, and learning outcomes are outlined in a syllabus, which offers a common framework for teaching. The ZPD fosters a sense of shared community by providing students with clarity and transparency regarding the direction and goal of their learning. To help students navigate the course and approach learning effectively, syllabuses act as scaffolding tools, offering them information, resources, and guidance. Information on strategies for reading, evaluation standards, and students' support systems are all included in this. Well-crafted syllabuses accommodate a wide range of learning requirements and styles by providing differentiated assignments, flexible learning pathways, and a variety of resources. This is consistent with the sociocultural theory's emphasis on acknowledging students' knowledge funds and individualising teaching.

However, the participants asserted that the curriculum and syllabus were rigid, which prevented learning from taking place in the dynamic and collaborative ways that sociocultural theory envisions. The guidelines felt restrictive to teachers, giving little opportunity for creativity, flexibility in meeting the needs of students, or integration of cooperative learning activities. The participants maintained that while individual learning objectives and assessments were the main emphasis of curricula and syllabuses, social interaction and teamwork were undervalued in the process of creating knowledge. The sociocultural theory's emphasis on peer learning and the ZPD is also negatively impacted by this. Curricula and syllabuses failed to consider the varied cultural experiences and backgrounds of students, which resulted in an environment that felt exclusive or ignored the students' prior knowledge. The research by Guthrie & Wigfield (2017) supports this finding. The significance of student autonomy and choice in the learning process is emphasised by their research. Syllabi offer a framework, but they also permit customisation and students' involvement to keep students motivated and involved in the ZPD. The study conducted by Lenski et al. (2018) provides additional support for this finding by highlighting the advantages of collaborative learning in the development of comprehension. Syllabuses can help to promote collaboration by providing opportunities for group activities and peer interaction within the ZPD. Furthermore, Moje et al. (2019) stressed the importance of integrating students' cultural experiences and backgrounds into the curriculum. Syllabi that take cultural sensitivity into account can empower students and help them relate what they learn to real-world situations.

There is a complex and context-dependent alignment between sociocultural theory and syllabus guidelines. Syllabi are a useful tool for giving teaching structure and support, but they must be used carefully to prevent stifling students' creativity, teamwork, and cultural sensitivity in the ZPD. The beneficial effects of syllabuses on teaching reading for comprehension can be maximised by involving teachers in the syllabus-writing process, offering chances for flexibility and adaptation, and making sure that everyone is included.

6.2.3.5.2 Resources at School While Teaching Reading for Comprehension

The participants emphasised the importance of resources such as the recommended textbooks, and dictionaries. They opined that they used the available resources in their school to teach reading for comprehension. The observations, as well, demonstrated that the classrooms lacked adequate resources. One example of the difficulties that impeded effective teaching of reading for comprehension was the restriction to the use of recommended textbooks and dictionaries, as noted by teachers. Students' inability to purchase the required texts was the main issue. In the sampled schools, very few students possessed the required texts. In a class of 100 students, four or less students possessed the recommended texts. The schools also lacked operational libraries. Some of the teachers said that their libraries were not stocked with new books; rather they were full of old and irrelevant materials. The lack of operational libraries in schools where students can check out books only made the issue worse. If students do not possess or read the texts, it is impossible to teach reading for comprehension in an effective manner. Students must read the texts ahead of time, for the teaching of reading for comprehension to be effective. This way, class time is not solely dedicated to reading; rather, it is also used for discussion of the readings. Students without the recommended texts were merely listeners during the reading period in the classrooms, and it was difficult to keep their attention. Some were even sleeping, and others were chatting with their peers who did not have the recommended texts. There were not enough texts available, which reduced the chance that they would progress towards the objectives of the teaching of reading for comprehension. Due to this, most of the students were unable to expand their vocabulary and improve their language skills, for instance, by examining the words and sentence structures used in the texts and paying attention to how they are pronounced. They were also unable to understand the texts more fully. According to Ugwu (2019), reading proficiency is a must for learning, but meaningful reading and text comprehension require a broad vocabulary. It will be challenging, if

not impossible, for students to participate in class discussions, analyse texts, and respond to them if they do not have access to and read the texts. One of the issues with teaching English in Nigeria, according to previous research, such as Ezeokoli and Igubor (2014), is that students do not own the recommended texts.

According to this study, the absence of operating libraries, dictionaries, and recommended textbooks in schools has a big influence on the teaching of reading for comprehension and is consistent with sociocultural theory in several ways. Resources and tools play a crucial role in mediating learning, according to sociocultural theory. Students can enhance their comprehension of texts, increase their vocabulary, and gain knowledge by using resources such as dictionaries, textbooks, and libraries. Students' capacity to participate adequately in reading for comprehension class works was hampered by the absence of these resources. Students encountered obstacles in the ZPD when trying to improve their reading for comprehension and broaden their knowledge base due to lack of varied texts, reference materials, and extra reading opportunities.

The importance of cooperation and knowledge sharing in the learning process is emphasised by sociocultural theory. Students learn collaboratively in a classroom setting where they can share knowledge, discuss texts with one another, and benefit from libraries and shared resources. Collaboration and knowledge sharing were hampered by the lack of these resources. Students' ability to learn from and with one another was limited with the absence of shared resources and spaces such as libraries, which could impede their comprehension and interaction with reading materials. Sociocultural theory also stresses how important it is to tailor teaching to each student's unique needs and learning style. Differentiated learning resources and learning pathways that address personal strengths and weaknesses are provided by textbooks, dictionaries, and libraries. Differentiating learning and individualised teaching was challenging with the absence of these resources. With few choices, teachers found it difficult to locate relevant resources that addressed the unique requirements of every student, which might have hampered their ability to learn successfully within their ZPD. Students also became disengaged as a result of having limited access to texts and reference materials, which made reading seem uninteresting and unrewarding. Guthrie & Wigfield (2017) concurred with this finding. According to them, students need to have access to a variety of interesting reading materials to be motivated and involved in reading for comprehension exercises. The results of this study are corroborated by Lenski et al. (2018), who

showed how collaborative learning and discussion can be enhanced by having access to shared resources like dictionaries and texts. Moje et al. (2019) underscored the significance of integrating students' varied backgrounds and experiences into the educational process. Students' engagement in the learning process can be increased by providing them with texts and resources that are culturally relevant.

The sociocultural theory is supported by the fact that the absence of recommended textbooks, dictionaries, and functioning libraries in schools, restrict access to tools and resources, discourage cooperation and knowledge sharing, obstruct individualised teaching and differentiation, and has a detrimental effect on students' motivation and engagement. This implies that to establish a helpful and efficient learning environment that supports the development of reading for comprehension within the ZPD, it is imperative to address these resource constraints.

6.2.3.5.3 Role of Government, Parents, and Students in Teaching Reading for Comprehension

The finding of this study demonstrated that reading for comprehension was still a significant barrier for many students, especially individuals who are studying English as a second language. Though many Nigerian students find it difficult to understand what they read, having the capacity to understand written text is crucial for their educational achievement and personal fulfilment. Due to added language and cultural obstacles to comprehension, this problem is more common among ESL learners. Addressing this issue and enhancing the teaching of reading for comprehension in Nigerian schools is largely the responsibility of the government. The teachers pointed out that there was much the government could do to improve the effectiveness of the teaching of reading for comprehension in the classroom. They recommended that the government review the book purchase policy, ensure that reading for comprehension is taught and learned in a supportive environment, hire more teachers, etc.

The government plays a crucial role in helping Nigerian ESL students read more comprehensively, according to numerous academics. Government's support for resources for reading, teacher preparation, and assessment programmes was emphasised by Adesina and Adeyemo (2023). Government's initiatives that complement the national literacy curriculum and offer efficient support to teachers are imperative, as highlighted by Olagunju and Adeyeye (2022). The problems

of insufficient funding, teacher shortages, lack of resources, and diversity in languages among ESL students were all addressed by Salami and Adeyemi's (2021) comprehensive approach. For ESL students to receive effective teaching of reading for comprehension, Afolabi and Afolabi (2020) stressed that government cooperation with teachers, parents, and society was essential.

The participants in this study came to the primary conclusion that there was either insufficient or no parental or guardian support for their children's educational pursuits. This result indicated how strongly learner's performance and academic achievement are correlated with parental participation. An implicit indicator of the participatory parental roles came from participants' comments about how parents' attention to and involvement in their children's academic endeavours both at home and in school was clearly inadequate. Teachers believed that a major contributing factor to students' social background in school was parental involvement in their coursework, as parents have a conscious or unconscious influence on their children's educational attitudes and values. Therefore, parental support is essential if students are to fully benefit from their education. Parents have failed to fulfill their obligation to purchase the government-recommended texts, as hinted by the participants. It was observed that less than five students had the recommended texts in the majority of the classrooms.

Parents' involvement in their children's education has a positive effect on their learning outcomes, according to substantial empirical evidence across all learning domains (Mwoma, 2017). Engaging parents in this manner necessitates a large financial and time commitment to their children's academic success. The participants in this study believed that one effective strategy to improve the teaching of reading for comprehension was to create teacher-parent groups in schools. The teachers thought that a key component of students' academic progress was a strong home-based parent-child bond with their education. They sincerely believed that it was an important issue when parents and guardians failed to support their children at home because parental involvement is crucial and has been stated explicitly in the literature. Also, they believed that parental involvement would support ESL teachers in providing the required strategies for teaching reading comprehension. According to the Department of Education and Training [Australian Government] (2015c) and Povey et al. (2020), parental involvement is commonly referred to as the conduct, views, and actions taken by parents which promote their child's academic growth, developmental potential, and educational outcomes.

According to Mahuro and Hungi (2016) and Mwarari et al. (2020), students who have such parental involvement in their schooling, have stronger attitudes towards learning, positive behaviour, higher attendance rates, lower dropout rates, and improved learning outcomes. It is essentially just a supposition, even though some teachers believe that certain students' low socioeconomic backgrounds prohibit them from completing their homework and other at-home learning activities. Effective teaching and learning strategies can enable students to succeed regardless of their home background, so empirical evidence would not support such preconceived notions about educational outcomes if such teachers employed them. Therefore, in order to maximise the advantages for students in the educational system, learning should not be exclusively limited to the learner-teacher relationship alone but should also incorporate parental involvement among the various educational stakeholders (Marima, 2016).

Reading for comprehension is a fundamental skill for both lifelong learning and academic success. Effective comprehension ultimately rests with the student, even though the teacher is vital in directing and supporting the learning process. For students to overcome linguistic barriers and achieve comprehension, their active participation in the reading process is even more crucial in Nigerian schools, where English is frequently taught as a second language. This study's findings also demonstrated that some students had no interest in learning. Some participants expressed the opinion that their students spent too much time in class sleeping or doing other pointless activities. There were those who contended that their students could not read, write, or even copy notes.

Adegboye and Ogunsakin's (2021) study provides support for this finding. According to their study, reading was seen by students as a tiresome and unsatisfying activity that was frequently connected to rote memory and standardised testing. According to Olagunju and Adeyeye's (2022) research, students frequently lacked access to interesting and culturally appropriate reading materials, which made them feel disinterested and alienated from their reading activity. Salami and Adeyemi (2021) conducted a study that brought attention to the role that societal attitudes towards reading, which frequently described reading as an intellectual activity with little practical value, played in the disengagement of students.

The result that parents, students, and the government have an impact on how reading comprehension is taught fits in nicely with the sociocultural theory since it emphasises how various elements are interconnected and form learning settings. The emphasis of sociocultural theory is on

how resources and policies, which are at the macro level, shape learning opportunities. Governments can impact the teaching of reading for comprehension by designing curricula and allocating resources. A conducive environment for successful teaching of reading for comprehension can be established by setting clear curriculum guidelines, providing adequate funding for textbooks, libraries, and teacher training, and giving reading for comprehension a high priority in national examinations. Teachers can be equipped with the necessary resources and training to teach reading for comprehension within the ZPD by investing in high-quality teacher training programmes and providing adequate infrastructure, such as well-equipped classrooms and libraries. According to a study by Stecher et al. (2019), spending more on the teaching of reading birthed improvements in elementary school students' reading proficiency. Similarly, Darling-Hammond & Bransford (2017) emphasised how crucial exceptional programmes for preparing teachers are to enhancing student learning outcomes, including reading for comprehension.

Sociocultural theory places a strong emphasis on the contribution that homes and families make to learning. By effectively giving their children access to reading materials and fostering an environment that values literacy, parents can help their children develop their reading comprehension. A child's love of reading and the development of early literacy skills can be encouraged by providing books, magazines, and other reading materials, as well as by holding regular read-aloud sessions. Fostering a supportive learning environment and increasing students' motivation can be achieved through participating in school activities, attending parent-teacher conferences, and providing encouragement for reading practice. This finding is supported by Guthrie & Wigfield (2017). According to their research, students' reading comprehension scores were found to be higher when parents participated in reading activities and practised good home literacy. Similarly, Desimone's (2019) research emphasised the benefits of robust parent-school collaborations for students' motivation and achievement, including reading comprehension.

The significance of students' active engagement in the learning process is emphasised by sociocultural theory. Participating actively in reading assignments and discussions can help students improve their reading comprehension. Comprehension can be increased, and critical thinking abilities can be developed by actively participating in class discussions, posing questions, and using a variety of strategies for reading. Within the ZPD, self-efficacy can be demonstrated, and independent learning can be encouraged by setting goals, keeping track of progress, and asking for assistance from peers or teachers when needed. The results are corroborated by Lenski et al.

(2018). Their research revealed the value of active participation by showing how collaborative summarisation exercises in the classroom increased students' engagement and comprehension. The study by Zimmerman & Schunk (2019) also highlighted the significance of student agency and responsibility for their learning progress, as well as the role that self-regulation and metacognition play in student learning.

The finding that the government, parents, and students all had an impact on why teachers taught reading for comprehension the way they did fits in nicely with the sociocultural theory because it emphasises how family environments, individual student agency, and macro-level policies are all interconnected in creating learning environments that support the development of reading for comprehension within the ZPD. A more encouraging and productive learning environment for reading for comprehension can be established by all parties involved by addressing resource constraints, encouraging home literacy practices, and encouraging student engagement.

6.3 Recommendations

Recommendations are made regarding a variety of aspects of the study now that the reading pedagogy in this case study has been presented and examined. I have chosen to focus my recommendations on different stakeholders within the education sector:

6.3.1 Recommendations for Teachers

English teachers should focus on teaching students to read for comprehension by employing a student-centred approach. This allows the teachers to identify the parts of the text in which the students struggle and then help the students work through these issues to teach reading for comprehension effectively. Teachers should invest more time and energy in learning about the reading process and gaining pedagogical topic knowledge related to teaching reading by using teaching modules that cover both writing and reading. A variety of reading strategies should be known and adeptly applied by English teachers. They should ensure that students understand the texts and articulate these strategies clearly and concisely.

It is important to teach reading for comprehension using appropriate teaching strategies that have been updated for English teachers. Specifically, they should be informed about how these strategies can be used to impart the knowledge that their students need, foster learning, and progressively hand over control to the students. Students should be able to use cooperative reading,

model reading, guided reading with others, independent reading, and guided reading as part of a well-rounded reading curriculum. English teachers should make an effort to provide their students with engaging and meaningful reading materials because this is a key motivator for their successful acquisition of reading for comprehension skills. Assessing English Language textbooks to identify the content that students find engaging and significant can also help.

Effective pedagogical techniques are essential for creating activities that use technology to enhance the current curriculum and meet particular learning objectives to fully realise the potential of technology. Teachers can encourage interaction among students and deeper understanding by using online platforms for collaborative writing projects, group discussions, and shared annotations on e-books. They can foster the development of critical thinking and analytical abilities in students by encouraging them to use technology for research, presentations, and online discussions.

It is challenging for students to pay attention to and engage in the teaching of reading for comprehension in secondary schools in Nigeria due to large class numbers, a lack of resources, and traditional rote-learning methods. Technology, however, offers a convincing remedy. Because of its interactive features, range of platforms, and accessibility, these problems can be handled and engaging learning environments that foster a love of reading and promote comprehension can be created. Numerous technologically advanced tools and platforms have the potential to transform the teaching of reading for comprehension:

- (a) Electronic readers and digital libraries. Giving students access to extensive online libraries such as OverDrive or Wattpad broadens their reading selections and stimulates their interest in a variety of genres.
- (b) Digital Storytelling Tools: Students can use interactive stories, digital comics, and multimedia presentations to express themselves. Platforms such as Book Creator and Canva enable this.
- (c) Adaptive Learning Software: AI-driven websites such as Readability-Score.com and Lexile adapt reading materials to each reader's level of difficulty and provide focused help.
- (d) Interactive Language Learning Tools: Involving students in entertaining vocabulary-building and grammar drills, gamified applications such as Duolingo and Memrise enhance language learning while also strengthening comprehension abilities.

6.3.2 Recommendations for Schools

The administration of the school should make sure that reading for comprehension is taught entirely through various strategies, activation of prior knowledge, prediction, drawing inferences, summarisation, visualisation, questioning, etc. It is recommended that a team of experts be established to oversee the content and pedagogy of reading for comprehension for students on a regular basis. In order to better understand what to teach and how to teach this part of the English Language, teachers should be aware of the reasons behind the lessons when they teach reading for comprehension. The amount of time allocated for teaching reading for comprehension should be increased by the school administration from 40 minutes to 80 minutes. In order to make reading lessons engaging and encourage students to read recommended texts, school administration should provide teachers with teaching resources.

6.3.3 Recommendations for State Government

The Ogun State government should appoint more English teachers to secondary schools in Ikenne Local Government Area of the state. The provision of adequate teaching resources and the setting up of a classroom atmosphere that promotes learning should be top priorities for the government at all levels with regards to secondary school education. The school administration is involved in this battle as well because their promises to use the funds allotted are essential to finding a solution to this issue. To promote reading among students, the state government should provide textbooks to libraries. In order to decrease the large class sizes in the secondary schools in Ogun State's Ikenne Local Government Area, the state government should construct more classrooms.

Reading comprehension education is changing in Nigerian secondary schools. In a time of rapid technological advancement, technology can be a potent tool for addressing current issues and enabling students to develop into competent and confident readers. Technology is not an isolated solution, but rather a strong catalyst for transforming the way reading comprehension is taught in Ogun State, Nigeria's secondary schools. Teachers can create dynamic learning environments that foster love for reading, equip students with critical thinking skills, and close the literacy gap for future generations by carefully integrating different tech tools, implementing effective pedagogical approaches, and addressing current challenges. Recall that funding for infrastructure, curriculum development, and teacher preparation is necessary for the transition to technology-driven literacy and that this requires the cooperation of legislators, educators, and communities. The Ogun State government can provide technology to help their students become competent and self-assured

readers in a world that is becoming increasingly digital if they adopt a dedicated approach. They can also provide teachers with the tools and resources they need to successfully incorporate technology into their lesson plans.

6.3.4 Recommendations for Curriculum Planners

It is recommended that curriculum planners make an effort to conduct a quarterly review of the curriculum and incorporate diverse pedagogical approaches that teachers can employ to teach students reading for comprehension. Since most of the curriculum's reading for comprehension topics are not covered in the recommended texts, curriculum planners should collaborate closely with English teachers before developing the curriculum.

6.3.5 Recommendation for Textbook Authors

Textbook authors should be aware of the necessity of crafting narratives and subject matter that, given students' ages, academic levels, and areas of interest, are both engaging and meaningful. Conducting a need analysis is essential for producing an effective draft of the text materials to accomplish this. In essence, it would be beneficial for the entire process if examination bodies were required to consistently choose texts that are both engaging and meaningful.

These recommendations are based on the findings of the study conducted in Ogun State, Nigeria, which explored how selected secondary school teachers of English teach reading for comprehension to their students. I think that generally speaking, these recommendations could significantly enhance the way that reading for comprehension is taught in Nigeria's rural secondary schools. The fact that some of the recommendations were made by the teachers, the people who actually carry out the curriculum, gives validity to this assertion. Therefore, by implementing these recommendations, secondary school students in rural Ogun State, Nigeria, could achieve much higher levels of reading for comprehension.

6.4 Suggestions for Future Research

This study examined how ESL secondary school teachers in Ogun State, Nigeria, teach students to read for comprehension. The schools used for this study were in the remote Ikenne Local Government Area of Ogun State, Nigeria, and lacked the facilities that were necessary to teach students in reading comprehension. Researchers in the future can look at the expertise and practical experience in teaching reading for comprehension in primary schools in Ogun State, Nigeria.

Parents encourage their children's literacy in some schools around the nation, which have the necessary resources to teach reading for comprehension. To ascertain whether there would be a difference in teaching methods and approaches and how well students perform, it will be helpful to carry out a similar study in a different socioeconomic setting. They can also compare the findings of the current study to previous published case studies addressing reading for comprehension teaching in secondary schools in Nigeria.

Expanding the study's focus to encompass a larger range of educational institutions will yield a more comprehensive data set, enabling the conduct of additional empirical investigations. It goes without saying that a broader pool of teachers' perspectives and opinions would improve our understanding of how ESL teachers teach reading for comprehension. This research study employed three tools for generating data: semi-structured interviews, focus group discussions, and classroom observations. It also adhered to the case study's qualitative design and purposive sampling. It is advised that an analysis be conducted utilising alternative research designs, such as parametric sampling techniques and mixed methods. This will offer a more comprehensive and in-depth understanding of the research topic.

This study specifically recommends the following areas for future research:

1. Large class size in the teaching of reading for comprehension in secondary schools.
2. Teaching resources for teaching reading for comprehension in secondary schools.
3. Effective strategies of teaching reading for comprehension in secondary schools

6.5 Conclusion

It is possible to conclude that this research's goals and objectives have been adequately addressed. My explanation of the participants' experiences teaching reading for comprehension to secondary school students in Ogun State, Nigeria, was aided by the application of Vygotsky's sociocultural theory. In addition, suitable methodologies were employed to generate data. The findings revealed a few issues that need to be addressed by education authorities, including (a) lack of basic amenities in the classrooms; (b) lack of teaching resources; (c) teacher shortage and large class sizes; and (d) lack of time allocated for teaching reading comprehension. The teachers' unwavering resolve, devotion, inventiveness, and determination to deliver the finest teaching possible were crucial to their success. I believe that the study's findings may help teachers better overcome the

difficulties they encounter when teaching secondary school students reading for comprehension. The findings may also help the state government better support teachers, particularly in terms of legislation and resources that can improve pedagogy for reading comprehension among secondary school students. A postponed dream will continue to be a step towards laying the groundwork for lifelong learning through strong literacy. It is my hope that the stakeholders involved will implement the recommendations in a way that will improve the teaching of reading for comprehension in Ogun State and potentially throughout the nation.

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APPENDIX A



10 January 2023

**Abisoye
Adedoyin
Adeyiga
(221119493
)
School of
Education**

Edgewood Campus

Dear AA Adeyiga,

Protocol reference number: HSSREC/00005142/2022

Original title: Exploring How Selected Secondary School Teachers of English in Nigeria Teach Students to Read with Comprehension

Revised title: Exploring how selected secondary school teachers of English in Nigeria teach students to read with comprehension

Degree: PhD

**Approval Notification
– Expedited
Application**

This letter serves to notify you that your application received on 28 November 2022 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL.**

Any alteration/s to the approved research protocol i.e., Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

This approval is valid until 10 January 2024.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

HSSREC is registered with the South African National Research Ethics Council

(REC-040414-040). Yours sincerely,



Professor Dipane Hlalele (Chair)

/ms

Humanities and Social Sciences Research Ethics Committee

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 8350/4557/3587 Email: hssrec@ukzn.ac.za Website: <http://research.ukzn.ac.za/Research-Ethics>

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

INSPIRING GREATNESS

APPENDIX B



02 December 2023

**Abisoye Adedoyin
Adeyiga
(221119493)
School Of
Education
Edgewood Campus**

Dear AA Adeyiga,

Protocol reference number: HSSREC/00005142/2022

Project title: Exploring How Selected Secondary School Teachers of English in Nigeria Teach Students to Readwith Comprehension

Amended title: Exploring how selected secondary school teachers of English in Ogun State, Nigeria, teachstudents to read for comprehension

Degree: PhD

Approval Notification – Amendment Application

This letter serves to notify you that your application and request for an amendment received on 23 November2023 has now been approved as follows:

- Change in title

Any alterations to the approved research protocol i.e., Questionnaire/Interview Schedule, Informed ConsentForm; Title of the Project, Location of the Study must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

HSSREC is registered with the South African National Health Research Ethics Council (REC-040414-040). Best wishes for the successful completion of your research protocol.

Yours faithfully



.....
Professor Dipane Hlalele (Chair)

/dd

**Humanities & Social Sciences Research Ethics Committee
UKZN Research Ethics**

Office Westville

Campus, Govan Mbeki

Building Postal

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Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

INSPIRING GREATNESS

APPENDIX C:

University of Kwazulu-Natal Edgewood Campus,
121 Marianhill Road, Pinetown,
Durban 3605, South Africa.
19th August, 2022

Through:

**The Permanent Secretary, Ogun State Ministry of
Education, Science, and Technology,**

Attention: Zonal Education Officer,

**To: Ikenne Local Government Education
Authority, Ikenne Remo,**

Ogun State.

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Dear Sir,

My name is Adeyiga Abisoye Adedoyin and I'm currently beginning a research project for my PhD at the University of Kwazulu-Natal with the title: Exploring How Selected Secondary School Teachers of English in Nigeria Teach Students to Read with Comprehension.

Subject to approval by the Humanities and Social Sciences Research Ethics Committee at the University of Kwazulu-Natal, this thesis will use focus group discussions, face-to-face semi-structured interviews, and classroom observations to assess English language teachers in three secondary schools in Ikenne Local Government Area.

I'm writing to ask your permission to be allowed access to English language teachers in some schools in the Ikenne Local Government Area of the state to participate in focus group discussions, face-to-face semi-structured interviews, and classroom observations which should take at least two months and can be conducted at a convenient time and date to be arranged.

I will need to arrange a suitable time to conduct the focus group discussions, face-to-face semi-structured interviews, and classroom observations. Answers and results from the research will be

kept strictly confidential and the results will be reported in a research paper available to all participants on completion.

I have provided you with a copy of my proposal which includes copies of the data collection tools and consent forms to be used in the research process, as well as a copy of the approval letter which I received from the Humanities and Social Sciences Research Ethics Committee at the University of Kwazulu-Natal.

If this is possible, could you please e-mail me at 221119493@stu.ukzn.ac.za or call me on [REDACTED] to confirm that you are willing to allow access to your teachers, providing they agree and are happy to take part.

Thank you for your time. I hope to hear from you soon.

Yours faithfully,

Adeyiga Abisoye



Copy:

**The Honourable Commissioner of Education, Science, and Technology, Oke-Imosan,
Abeokuta,**

Ogun State.

APPENDIX D

University of Kwazulu-Natal Edgewood Campus,
121 Marianhill Road, Pinetown,
Durban 3605, South Africa.
19th August, 2022

The Principal,
School A

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Dear sir,

My name is Adeyiga Abisoye Adedoyin and I'm currently beginning a research project for my PhD at the University of Kwazulu-Natal with the title: Exploring How Selected Secondary School Teachers of English in Nigeria Teach Students to Read with Comprehension.

Subject to approval by the Humanities and Social Sciences Research Ethics Committee at the University of Kwazulu-Natal, this thesis will use focus group discussions, face-to-face semi-structured interviews, and classroom observations to assess English language teachers in your school.

I'm writing to ask your permission to be allowed access to English language teachers in your school to participate in focus group discussions, face-to-face semi-structured interviews, and classroom observations which should take at least two months and can be conducted at a convenient time and date to be arranged.

I will need to arrange a suitable time to conduct the focus group discussions, face-to-face semi-structured interviews, and classroom observations. Answers and results from the research will be kept strictly confidential and the results will be reported in a research paper available to all participants on completion.

I have provided you with a copy of my proposal which includes copies of the data collection tools and consent forms to be used in the research process, as well as a copy of the approval letter which

I received from the Humanities and Social Sciences Research Ethics Committee at the University of Kwazulu-Natal.

If this is possible, could you please e-mail me at 221119493@stu.ukzn.ac.za or call me on [REDACTED] to confirm that you are willing to allow access to your teachers, providing they agree and are happy to take part.

Thank you for your time. I hope to hear from you soon.

Yours faithfully,

[REDACTED]

Adeyiga Abisoye

APPENDIX E

University of Kwazulu-Natal Edgewood Campus,
121 Marianhill Road, Pinetown,
Durban 3605, South Africa.
19th August, 2022

The Principal,
School B

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Dear sir,

My name is Adeyiga Abisoye Adedoyin and I'm currently beginning a research project for my PhD at the University of Kwazulu-Natal with the title: Exploring How Selected Secondary School Teachers of English in Nigeria Teach Students to Read with Comprehension.

Subject to approval by the Humanities and Social Sciences Research Ethics Committee at the University of Kwazulu-Natal, this thesis will use focus group discussions, face-to-face semi-structured interviews, and classroom observations to assess English language teachers in your school.

I'm writing to ask your permission to be allowed access to English language teachers in your school to participate in focus group discussions, face-to-face semi-structured interviews, and classroom observations which should take at least two months and can be conducted at a convenient time and date to be arranged. All I will need is to arrange a suitable time to conduct the focus group discussions, face-to-face semi-structured interviews, and classroom observations. Answers and results from the research will be kept strictly confidential and the results will be reported in a research paper available to all participants on completion.

I have provided you with a copy of my proposal which includes copies of the data collection tools and consent forms to be used in the research process, as well as a copy of the approval letter which I received from the Humanities and Social Sciences Research Ethics Committee at the University of Kwazulu-Natal.

If this is possible, could you please e-mail me at 221119493@stu.ukzn.ac.za or call me on [REDACTED] to confirm that you are willing to allow access to your teachers, providing they agree and are happy to take part.

Thank you for your time. I hope to hear from you soon.

Yours faithfully,

[REDACTED]

Adeyiga Abisoye

APPENDIX F

University of Kwazulu-
Natal., Edgewood Campus,
121 Marianhill Road, Pinetown,
Durban 3605, South Africa.
19th August, 2022.

The Principal,
School C

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Dear sir,

My name is Adeyiga Abisoye Adedoyin and I'm currently beginning a research project for my PhD at the University of KwaZulu-Natal with the title: Exploring How Selected Secondary School Teachers of English in Nigeria Teach Students to Read with Comprehension.

Subject to approval by the Humanities and Social Sciences Research Ethics Committee at the University of Kwazulu-Natal, this thesis will use focus group discussions, face-to-face semi-structured interviews, and classroom observations to assess English language teachers in your school.

I'm writing to ask your permission to be allowed access to English language teachers in your school to participate in focus group discussions, face-to-face semi-structured interviews, and classroom observations which should take at least two months and can be conducted at a convenient time and date to be arranged.

I will need to arrange a suitable time to conduct the focus group discussions, face-to-face semi-structured interviews, and classroom observations. Answers and results from the research will be

kept strictly confidential and the results will be reported in a research paper available to all participants on completion.

I have provided you with a copy of my proposal which includes copies of the data collection tools and consent forms to be used in the research process, as well as a copy of the approval letter which I received from the Humanities and Social Sciences Research Ethics Committee at the University of Kwazulu-Natal.

If this is possible, could you please e-mail me at 221119493@stu.ukzn.ac.za or call me on [REDACTED] to confirm that you are willing to allow access to your teachers, providing they agree and are happy to take part.

Thank you for your time. I hope to hear from you soon.

Yours faithfully,

[REDACTED]

Adeyiga Abisoye

APPENDIX G

TEACHER INFORMED CONSENT

University of KwaZulu-Natal,
Edgewood Campus,
121 Marianhill Rd, Pinetown,
Durban, 3605.

Dear Participant,

I am Adeyiga Abisoye Adedoyin (B.A ED, M.ED), a PhD candidate at the University of KwaZulu-Natal, South Africa. I'm currently undergoing a study: Exploring How Selected Secondary School Teachers of English in Nigeria Teach Students to Read with Comprehension which objectives are: to explore what selected secondary school teachers of English in Nigeria do to teach students to read with comprehension, to explore how selected secondary school teachers of English in Nigeria teach students to read with comprehension, and to explore the reasons why selected secondary school teachers of English in Nigeria teach students to read with comprehension the way they do. For further information about the study, you may contact my supervisors: Nokukhanya Ngcobo [REDACTED] or (Ngcobon13@ukzn.ac.za) and Bonakele Mhlongo (Mhlongob2@ukzn.ac.za). If you also wish to communicate with the research office, you can do so by sending a mail to: HSSREC@ukzn.ac.za

Nine senior secondary school teachers at your school will take part in this research. The research will be done at your school because of the relationship I have with the school and with the teachers in particular.

I will conduct semi-structured interviews with you in detail about what you do when you teach students to read for comprehension (this will take approximately 2 hours). The interviews will be tape-recorded to ensure accurate transcription.

I will also observe your teaching twice for approximately 2 ½ - 3 hours on each of my visit. The purpose of these observations will be to see what you do when you teach students to read for comprehension (Note, you do not have to do any special preparation for this).

I will also use the Zoom conferencing to engage you in a focus group discussion with other teachers of English language in three schools in the Ikenne Local Government Area. The focus group discussions will last three hours. The purpose of the focus group discussions is to get a clear and full picture of what you do to teach students to read with comprehension, how you teach students to read with comprehension, and the reasons why you teach students to read with comprehension the way they do.

The research will take place at times which are negotiated with you and agreed on by your school principal. You will not benefit financially from being involved in this research. However, you as an individual and your colleagues as a team secondary school English language teachers will individually and collectively clarify what you consider important when you teach reading with comprehension, and this could possibly lead to greater awareness of your role as a reading teacher and of effective teaching practices.

None of these activities should cause you any discomfort or anxiety or danger! The teaching observations are not inspections! You are not expected to do anything you do not normally do in your teaching. The information you provide will not be used against you in any way. The information you give will be analysed and used in my PhD thesis. This thesis will eventually be placed in the University library. It is possible also that other articles or presentations will be written about this research. You and your school will not be identified at all in anything which is written. Audio recordings made during the research will not be used in any written text or in any presentations without your prior permission. The recordings and any other information you give for this research will be stored in a locked cabinet in an office at the University of KwaZulu-Natal for a minimum period of 5 years and then destroyed.

Your identity will not be revealed in this research. You will be referred to by a pseudonym (false name). Your school will also be referred to by a pseudonym. Your participation in this research is completely voluntary. You can decide not to participate at any stage and for any reason, and this will have no negative results for you.

Yours sincerely,

A solid black rectangular box redacting the signature of the sender.

APPENDIX H

LEARNER INFORMED CONSENT

University of KwaZulu-Natal,
Edgewood Campus,
121 Marianhill Rd, Pinetown,
Durban, 3605.

Dear Participant,

I am Adeyiga Abisoye Adedoyin (B.A ED, M.ED), a PhD candidate at the University of KwaZulu-Natal, South Africa. I'm currently undergoing a study: Exploring How Selected Secondary School Teachers of English in Nigeria Teach Students to Read with Comprehension which objectives are: to explore what selected secondary school teachers of English in Nigeria do to teach students to read with comprehension, to explore how selected secondary school teachers of English in Nigeria teach students to read with comprehension, and to explore the reasons why selected secondary school teachers of English in Nigeria teach students to read with comprehension the way they do. For further information about the study, you may contact my supervisors: Nokukhanya Ngcobo [REDACTED] or (Ngcobon13@ukzn.ac.za) and Bonakele Mhlongo (Mhlongob2@ukzn.ac.za). If you also wish to communicate with the research office, you can do so by sending a mail to: HSSREC@ukzn.ac.za

Senior and junior secondary school learners at your school will take part in this research. The research will be done at your school because of the relationship I have with the school and with your teachers in particular.

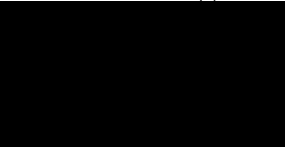
I will observe the teaching of reading for comprehension twice for approximately 2 ½ - 3 hours on each of my visit. The purpose of these observations will be to see what teachers do when they teach students to read for comprehension (Note, you do not have to do any special preparation for this).

The research will take place at times which are negotiated with your teachers and agreed on by your school principal. You will not benefit financially from being involved in this research.

The observations should not cause you any discomfort or anxiety or danger! The teaching observations are not inspections! You are not expected to do anything you do not normally do in your classroom while the teaching is ongoing. The information you provide will not be used against you in any way. The information you give will be analysed and used in my PhD thesis. This thesis will eventually be placed in the University library. It is possible also that other articles or presentations will be written about this research. You and your school will not be identified at all in anything which is written.

Your identity will not be revealed in this research. Your participation in this research is completely voluntary. You can decide not to participate and for any reason, and this will have no negative results for you.

Yours sincerely,



Adeyiga Abisoye

APPENDIX I
DECLARATION

I _____ (full names of participant)
hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Additional consent, where applicable I hereby provide consent to:

I have read and understood the information about the research study: YES/NO

Interview and focus group discussion: YES/NO

I agree to participate in the interview YES/NO

I give permission for the use of Zoom conferencing for focus group discussions YES/NO

Confidentiality and Anonymity:

I have been assured that my participation will remain confidential YES/NO

I have been assured that my identity will be kept anonymous YES/NO

Signature Of Participant: ----- Date

APPENDIX J

INTERVIEW SCHEDULE

Research Question One: What do selected secondary school teachers of English in Nigeria do to teach students to read with comprehension?

1. Can you explain your understanding of reading comprehension?
2. What do you understand about the methods and strategies of teaching reading comprehension?
3. Can you share the benefits of methods and strategies of teaching reading comprehension to your learners?
4. What methods and strategies do you use in teaching reading comprehension to secondary school students?

Research Question 2: How do selected secondary school teachers of English in Nigeria teach students to read with comprehension?

1. Can you describe your approach to the teaching of reading comprehension?
2. Which of the approaches is suitable for teaching reading comprehension to secondary school students?
3. Which of the approaches of teaching reading comprehension appeal more to the learners' social and cultural background and experiences?
4. Do your students find the approach used in teaching reading comprehension interesting?
5. Can you discuss various strategies or learning activities you employ when teaching your learners?
6. Can you discuss any resources you use to enhance teaching and learning in your class?
7. Describe the role of assessment in your reading comprehension class.
8. Do you view your teaching as effective or not? Why?

Research Question Three: Why do selected secondary school teachers of English in Nigeria teach students to read with comprehension the way they do?

1. Can you explain why you use the methods and strategies or learning activities you have highlighted?
2. Can you share any other factors (both internal and external) that influence your teaching of reading comprehension?
3. Is your teaching influenced by the syllabus and other related government policies and documents?
Please explain
4. Can you discuss any challenges you encounter in your teaching and how you deal with them?
5. How do you think the teaching of reading comprehension can be improved in your school?

APPENDIX K
FOCUS GROUP DISCUSSION SCHEDULE

1. What approach should English Language teachers use in the teaching of reading comprehension to secondary school students in Ikenne Local Government Area of Ogun State, Nigeria?
2. What method should English Language teachers use in the teaching of reading comprehension to secondary school students in Ikenne Local Government Area of Ogun State, Nigeria?
3. What strategy should English Language teachers use in the teaching of reading comprehension to secondary school students in Ikenne Local Government Area of Ogun State, Nigeria?
4. What instructional materials should English Language teachers use in the teaching of reading comprehension to secondary school students in Ikenne Local Government Area of Ogun State, Nigeria?
5. What texts should English Language teachers use in the teaching of reading comprehension to secondary school students in Ikenne Local Government Area of Ogun State, Nigeria?
6. What support should parents give to enhance the effective teaching of reading comprehension to secondary school students in Ikenne Local Government Area of Ogun State, Nigeria?
7. What support should the state governments give to enhance the effective teaching of reading comprehension to secondary school students in Ikenne Local Government Area of Ogun State, Nigeria?

8. What support should local governments give to enhance the effective teaching of reading comprehension to secondary school students in Ikenne Local Government Area of Ogun State, Nigeria?
9. Are there any roles students can play to enhance the effective teaching of reading comprehension to secondary school students in Ikenne Local Government Area of Ogun State, Nigeria?
10. What should English Language textbook writers do to enhance the effective teaching of reading comprehension to secondary school students in Ikenne Local Government Area of Ogun State, Nigeria?
11. What roles should curriculum planners play to enhance the effective teaching of reading comprehension to secondary school students in Ikenne Local Government Area of Ogun State, Nigeria?

APPENDIX L

OBSERVATION SCHEDULE

- Configuration of lesson/part of lesson (small group/ whole class)
- Specific foci of reading activities (reading connected text/ comprehension skills/ comprehension strategies/, focus on lower-level meaning/ focus on higher level meaning/ sight words/ phonics: letter-sound, syllables, blends/ letter recognition strategies/ spelling/ writing)
- What strategy of reading comprehension is used by the teachers?
- What material is used? (library book/ text book/ worksheet/ student writing/ language experience chart/ board)
- What does the teacher do? (model/ scaffold/ mark/ tell or give information/ lead discussion/ recitation/ assessment)
- What do learners do? (read/ recite/ copy/ write/ listen/ discuss)

APPENDIX M

Proof of Language Editing




Thavida Consult

CERTIFICATE OF EDITING

This is to certify that the PhD thesis titled *Exploring How Selected Secondary School Teachers of English in Ogun State, Nigeria, Teach Students to Read for Comprehension* written by Adeyiga Abisoye Adedoyin has been edited by a professional English Language editor at Thavida Consult, Nigeria. Neither the research content nor the author's intentions were altered. Thavida Consult guarantees the quality of English Language in this thesis, provided the changes and comments made by our editor are incorporated.

Should there be any questions, please contact Thavida Consult at thavidaconsult@gmail.com.

Signed


Oladayo Ogunsiji, PhD
Head, Editing Department,
Thavida Consult





Date of Statement: 29 January, 2024.

APPENDIX N
Plagiarism Test Report

ORIGINALITY REPORT

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