

**EFFECT OF PEER TUTORING ON STUDENTS'
ACHIEVEMENT AND INTEREST IN READING
COMPREHENSION IN OREDO EDUCATION
ZONE OF EDO STATE, NIGERIA.**

BY
JULIUS, OMORUYI OSAGIE
PG|MED|11|58208

**DEPARTMENT OF ARTS EDUCATION,
UNIVERSITY OF NIGERIA, NSUKKA.**

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SUPERVISOR: PROF. E.N. OLUKPE

APPROVAL PAGE

This thesis has been approved for the Department of Arts Education,
University of Nigeria, Nsukka

BY

Prof E.N. Oluikpe
Supervisor

Professor D.N. Uzoegwu
Head of Department



Prof. A.S. Onyechalu
External Examiner

Internal Examiner

Professor S.C. Nwizu
Dean of Faculty

CERTIFICATION

JULIUS, OMORUYI OSAGIE, a post graduate student in the Department of Arts Education University of Nigeria, Nsukka with Registration Number PG|MED|11|58208, has satisfactorily completed the requirements for the award of the Degree of Masters of Education.

JULIUS, OMORUYI OSAGIE
Student
PG|MED|11|58208

PROF. MRS OLUIKPE
Supervisor

DEDICATION

This project is dedicated to my late wife, Mercy Osagie and her twin children, Anthony and Anthonia

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ABSTRACT

The study was designed to investigate the effect of peer Tutoring on students' achievement and interest in Reading comprehension. Six research questions and six hypotheses guided the study. A quasi-experimental design was used specifically, the non randomised control group design, involving four intact classes. The sample for the study consisted of 200 SSII students from four co-educational secondary schools in Oredo Education zone. A purposive sampling technique was used, first to draw four co-educational schools and two intact classes from each school, and to assign school to experimental (PTS) and control groups (LM). Two instruments, namely the English reading comprehension Achievement Test (ERCAT) and the English reading comprehension interest inventory (ERCII) were developed and validated. The internal consistency of ERCAT was computed and found to be 0.91 using Pearson's Product-Moment Correlation co-efficient while that of ERCII was 0.87 using cronbach Alpha. The research questions were answered using mean scores, while the hypotheses were tested using Analysis of covariance (ANCOVA) at 0.05 level of significance. The result indicated that PTS had significant effect on students' achievement and interest in reading comprehension but gender did not significantly influence students' achievement and interest in reading comprehension. The result also revealed that there was no significant interaction effect of instructional method and gender on students' achievement and interest in reading comprehension. Based on the findings, it was concluded that the study provided empirical evidence of the efficacy of PTS in enhancing students' achievement and interest in reading comprehension. It was therefore, recommended among others that government and other professional bodies should organize workshops, semi and conferences to educate and sensitize the serving teachers on the use of in teaching reading comprehension.

CHAPTER ONE

INTRODUCTION

Background to the Study

English language is considered as an essential pre-requisite to move education forward in Nigeria as it is the medium of communication and instruction in schools. In commerce as well, English language plays a remarkable role as it is the most acknowledged language for business. The unending role that it plays in the world especially in a multi-cultural nation like Nigeria cannot be over-stressed. This is due solely to the fact that it is the only unifying language that helps to ameliorate the barrier that hinders the effective communication created by divergent languages existing in Nigeria. As a result, increasing quest for its study and understanding cannot be wished away in countries that use it as a means of communication. It is necessary to be studied because one needs it for empowerment, accomplishing success in business, science and even in the media world because according to Adim (2011), the priority in the world is the capability to market one's skills globally not just being skillful in a field. This cannot be dully achieved without a good knowledge of the English language. As well, the knowledge of English language helps in understanding other school subjects since it is used to teach other subjects. The growing need for English language in nation building has led to finding out ways of improving its study.

The objective of teaching English as stated in the National Policy on Education (FRN, 2004) is to give the students permanent literacy and the ability to communicate effectively. Also, NERDC (2007) states that the senior secondary English Language curriculum is designed to equip the students with an adequate range of words, sentences and sentence types to enable them communicate effectively in school and outside it, listen effectively to any speech or lecture as well as speak fluently and intelligently. It is also designed to ensure that students can read materials of varying lengths and difficulty effectively, and write logically with grammatically correct sentences.

Realizing the importance of English language for enhancing educational attainment as well as for improving communicative competence and the ability of the

citizens, it requires the knowledge of the skills which are listening, speaking, reading and writing. The Federal Ministry of Education, in the National policy on Education (2004), indicates that the medium of instruction in primary school shall be the language of the immediate environment for the first three years and from the fourth year, English language shall progressively be used as medium of instruction.

In junior and senior secondary, the policy made English language a core subject, which must be offered by all the learners (FRN, 2004:22). In tertiary institutions also, English language is seen as a compulsory course offered as a general study (GS) for undergraduates. Hence, it is seen as a medium of instruction, a compulsory and core subject that must be offered and passed at all levels of education in Nigeria's educational system. The objectives of reading comprehension as stated by NERDC (2007) is that Reading is a very important literacy skill. At the senior secondary school level, it involves recognition and accurate interpretation of words in context: understanding of sentences no matter how complex as well as ability to grasp the main ideas and import of what is read.

However, reading comprehension is a basic tool to understanding of all the skills of the language: be it oracy (Listening and speaking) or literacy (reading and writing) skills because in the learning process, a child needs to read instructions in order to understand. This is the basis for literacy. Reading is one of the four skills that must be mastered by secondary schools students. Through reading, they are able to understand the content of subject matters. Reading comprehension is an integral aspect of English language in the National curriculum. It is the duty of English language teachers to develop in the students the ability to find main idea, specific information or details, make inferences and predict the word meaning from context. The reading competence encompasses a range of skills, knowledge and strategies that are attained through life in different contexts and communities in which an individual intervenes and takes part, and in which a reader plays a leading role by reflecting on interpreting the meaning of a text (Sole, 2011).

Currently, in Oredo Education zone of Edo state, students' performance in reading comprehension is still low, worrying, unsatisfying and far from expectation. This

could be deduced from the reports of West African Examination Council (WAEC) Chief Examiner from 2010-2016. These reports showed that students' achievement in English language was consistently poor. In 2010, it was reported that candidates achieved poorly in comprehension section of English Language as compared with the standard of the paper, despite the deliberate attempt to test the students within their experiences and capabilities (WAEC, M/J 2010). The report of May/June 2011 examinations indicated that performance of candidates became worse than those of previous years (WAEC M/J 2011), notwithstanding that the questions were not ambiguous. As for May/June 2012, WAEC chief Examiner reported that the performance of candidates was also very poor (WAEC M/J 2012). In WAEC chief examiners report for November/ December (2013), it was indicated, that the candidates' performance was generally disappointing, especially in comprehension despite the deliberate low standard of the paper (WAEC, Nov/Dec 2013). In 2014 and 2015, the achievement of candidates in English Language, especially in reading comprehension was also very poor as less than forty percent of the candidates who sat for the examination passed it. In 2016 students' achievement was disappointing as more than forty- five percent of the candidates who sat for the examination failed it.

Some teachers in the field have also observed that when students are asked questions, some do not respond, they also keep silent during lectures. They are passive and have no courage to share ideas with their friends and tend to work individually. Students are not able to find main idea of each paragraph. They have difficulties to differentiate between the main idea and supporting details. They cannot identify the unstated information from text. They cannot relate one clue to another and are not able to recognize the word meanings from the context. Could these be attributed to the teachers' techniques during teaching and learning process which make the students passive? Teachers' teaching of comprehension is limited to asking questions on texts without much consideration for exploiting texts or developing specific skills in students. Teachers are often guilty of testing comprehension, rather than teaching it (Otagburuagu, Obah, Onuigbo & Okorji, 2007).

It has been observed that teachers dominate the class with broad oral explanation so that the students face some difficulties in understanding the passage. The teachers just

read the passage and discuss with the whole class. So, the students do not have time to share their ideas with their friends about the passage freely. Moreover, the teachers' explanation is considered first. In most cases, the class condition is not lively, it is uninspiring and boring.

The use of lecture method has been reported by teachers and West African Examination Council (WAEC) Chief examiners to have led to poor achievements of senior secondary school students in English Language, especially in external examinations like West African School Certificate Examination (WASCE). In lecture method, the students are arranged in straight line down and across the classroom. The teacher assumes that all the students in the class have equal knowledge or that they know little or nothing. The teacher stands in front of the class and delivers his lessons. Students work individually and are assessed individually. Only the best students are rewarded which forces students to work against each other so as to be the best. The lecture method makes the students to be passive listeners while the teacher monopolizes the teaching/learning activities. The students' interest in the lesson becomes minimal. There is the need therefore to find ways in which the persistence problem could be reduced. However, many researchers like Jessica (2015), Laurice (2015) and Offorma (2003) have suggested that students should be discouraged from teaching methods that would make them to be passive in the learning process. Instead, they should be made to be active in the learning process by engaging them in peer-led interaction, peer conferencing, peer tutoring and co-operative activities, which could help students to evaluate and modify strategies.

Supporting this, Idu (2012) viewed active learning as learning in an environment that allows students to listen and talk, read and write and reflect as they approach course contents through problem solving, exercises, informal small groups, simulations, case studies, role playing and other activities, all of which require active participation of students. It occurs whenever experiences stimulate mental activities that lead to meaningful learning (Ausubel 2005). In view of this, Bioce (2002) remarks that when learners are actively engaged in worthwhile classroom activities which emanate from proper management practices of the teacher, they concentrate on academic task and

achieve better results. This may enhance learning and it may lead to learning that involves interaction among students, students- centred engaging activities (Leou & Liu, 2012). The researcher wonders whether peer tutoring strategy could improve teaching reading comprehension. Peer tutoring is a collaborative learning strategy in which students alternate between the role of tutor and tutee in pairs or groups to help one another learn material or practice an academic task (Kunsch, Jitendra, & Sood 2015). Peer tutoring originated from collaborative learning method which is a teaching method where the learners are heterogeneously placed into groups. They interact synchronously and solve a given academic problem or produce a project. Each group works as a team, coordinated by a leader and produces a unanimous result (Offorma, 2003).

In peer tutoring, before treatment, the research subjects will be given a pretest which will be admitted by the regular English language teachers in the sampled schools. The students and the teachers will undergo training for four to six days. The students will be encouraged to assemble in groups of two or more and are to work together on a specified reading comprehension passage. The students will work together to prompt, monitor and evaluate each other to achieve the goal of the group. The students will alternate between role of tutor and tutee in groups of two.

During intervention tutor will read a passage to the tutee and the tutee will follow along providing corrective feedback. After five minutes, the students will switch role and repeat the procedure. The higher performing students will always begin the session as the tutor. This procedure will enable the weaker reader to hear and see the passage prior to oral reading. Once the student becomes skillful at the tutoring procedure, the teacher will introduce comprehension questions to the tutoring sessions. After each student has orally read for five minute, he/she will summarize what has just been read, answer questions pertaining to the reading such as ówhat is the first thing you learnt? Or what is the most important thing about who?. Or what is the most important thing about who or what in the text?. The process will be repeated several times before submission of the final version to the instructor. Upon completion of the task, the students will complete the post- questions and that include the same statements in the pre questionnaire. The experimental groups will be taught using peer tutoring while control groups will be

taught using lecture method. Teaching will last for six weeks. The experimental groups will be subjected to peer tutoring strategy. The objective of the lesson will be spelt out for each topic. The teacher will introduce the topic and use peer tutoring strategy. The objective of the lesson will be spelt out for each topic. The teacher will introduce the topic and use peer tutoring to illustrate and explain. The teacher will get the students involved in the peer tutoring process, the teacher will correct and reinforce the students where and when necessary. Peer tutoring could be an extremely powerful way to improve students' academic and social behaviour as reported by Gresham, (2015).

Another variable that is of significance in this work is interest. Dewey (2013) describes interest as being engaged, engrossed or entirely taken up with an action, object or topic. Interest is a feeling of curiosity, fascination, absorption or the cause of any such feeling. Chukwu (2002) sees interest as emotionally oriented behavioral trait which determines a student's urge and vigour to tackle educational programmes and other activities. Musa (2006) defines interest as zeal or willingness to participate in an activity from which one derives some pleasure. On the other hand, Situ (1999), sees interest as an expression of likes and dislikes which plays a significant role in learning all subjects or courses. Situ further stresses that if a student is interested in any subject, such a student will spend more time studying that subject. Such devotion of time to the learning of a subject may most likely crystallize in greater achievement, if the interest of students is capitalized on, it could facilitate reading comprehension when peer tutoring is used. It could also lead to greater achievement in reading comprehension.

Achievement, according to Anaekwe (2007) is a term used to indicate the degree of success attained in some general specific area. It is the level of an individual educational attainment as determined by combining his/her score in a test with the average score of other people of the same age, academic achievement is the outcome of education, the extent to which a student, teacher, or institution has attained their educational goals. Academic achievement is commonly measured by examinations or continuous assessment.

In separate studies, Situ (1999), Omeje (2008) and Torty (2010) found out that there is a positive correlation between students' interest and achievement in particular

subject or skill. Osuafor (2001) also found out that interest can be aroused and sustained in teaching and learning through appropriate teaching method. Consequently, as a result of the connection between interest and achievement, it becomes important to teach reading comprehension in English language in manner that will arouse the interest of the students through appropriate strategy. Therefore, there is the need to find out how to improve student's interest and achievement in reading comprehension in English Language. Thus, this study is aimed at finding out the effect of peer tutoring on student's achievement and interest in reading comprehension.

Gender is an important variable in this work as it has been an issue of great interest to researchers in education. Keller (1991) sees gender as a cultural construct developed by the society to distinguish the roles, behavior, mental and emotional characteristics between males and females. Offorma (2004) also agrees that gender is learned, socially constructed condition ascribed to males and females. Distinction is usually made between gender and sex. While sex is biological, gender is socio-cultural. The roles ascribed different sexes may agree in some society, but may differ in others. This may also affect learning outcomes.

Commenting on gender and language learning, Anderson, cited in Igbokwe (2007) asserts that there is a difference in the taught process of males and females which has implications for language learning. Egbe (2015) is of the view that females are faster in the acquisition of language and language expressing than males. Among ESL (English As a second language), female students are more disposed to expressing themselves in second language. This positive disposition favours permanence of learning. In a similar vein, Ogo cited in Igbokwe (2007) notes that female secondary school students tend to be more relaxed in a language class than males. This relaxation may influence learning positively.

In Nigeria, there are conflicting reports on whether gender plays a significant role in language achievement. Some researchers claim that the female gender perform better than the male in language. Other researchers like Uzeoegwu (2004) and Opara (2004) found out that the males perform better than females in language. Yet other studies by Olukpe (2004), Igbokwe (2007), Agada (2008), Omeje (2008) and Torty (2010) did not

establish any significant difference in the achievement of males and females in language. Based on this disparity of findings on which gender performs better in language, it seems that the exact influence of gender on language achievement is not clear, hence there is the need for further studies on the nature of students' achievement by gender, especially in Nigeria.

The issue of gender becomes necessary in this study since the schools to be used are co-educational. It is necessary to see what effect gender will have on reading comprehension when taught with peer tutoring. It is against this background that the researcher has decided to carry out a study on effect of peer tutoring on students' achievement and interest in reading comprehension and also to determine whether there will be gender difference in achievement when peer tutoring is used in teaching reading comprehension in English language.

Statement of problem

The persistence problem of poor performance of students in English language at the senior secondary school level of education has been attributed to students' deficiencies in various aspects of English language, especially in reading comprehension. In Oredo Education zone, statistics shows that the numbers of students that pass English language is less than forty percent in recent years in both internal and external examinations. Literature is replete with evidence that teachers' use of predominant lecture method in teaching reading comprehension of the English language make the teachers to dominate the class without the students playing active role in the classroom. In addition, no specific skill is instilled in the students, lecture method is not strategic enough to carry the students along. It is not also strategic enough to capture students' interest. The method is monotonous to the students so much so that they continue to fail in internal and external examinations. The WAEC Chief Examiner's report of students in Oredo education zone between 2010 and 2015 had proved that students perform very badly in English language especially in reading comprehension. There is the need for the teachers to change strategy from the lecture method to a more effective one that is collaborative in nature in teaching reading comprehension at the senior secondary level.

There is the need to improve senior secondary school students' achievement and interest in reading comprehension without further delay.

Could a more collaborative strategy bring about improvement among senior secondary student in Oredo Education zone?. Could Peer tutoring strategy improve students' achievement and interest in reading comprehension in English language?. Therefore, the problem of the study posed as a question is what is the effect of peer tutoring on students' achievement and interest in reading comprehension in English language? Hence, the need for the study.

Purpose of the study

The purpose of the study is to investigate the effect of peer tutoring on students' achievement and interest in reading comprehension.

Specifically, the study intends to determine:

1. the effect of peer tutoring on students' achievement scores in reading comprehension.
2. the effect of peer tutoring on students' interest scores in reading comprehension.
3. the influence of gender on students' achievement score in reading comprehension.
4. the influence of gender on students' interest score in reading comprehension.
5. the interaction effect of methods and gender on students' achievement in reading comprehension.
6. the interaction effect of methods and gender on students' interest score in reading comprehension.

Significance of the Study

The findings of the study have both theoretical and practical significance. The study will be theoretically justified based on the fact that peer tutoring is supported by (Longe 1996) interactionist learning theory of second language acquisition (SLA) which holds that learners need to be encouraged to negotiate meaning to facilitate second language acquisition.

Practically, the study will be useful to teachers, students, guidance counselors, heads of schools and the ministry of education. Specifically, the findings could show that the use of peer tutoring strategy would help teach students how to teach themselves in reading comprehension. The teacher will be less engaged. Since peer tutoring strategy is used, students take over the duty of the teacher while the teacher only supervises the classroom work. The teacher is therefore relieved of the burden of being everything in the learning process.

The study's finding will be relevant to the students because peer tutoring enables them to get used to the process of teaching themselves. They become active members of the class as they engage in discussion, explanation, correction etcetera. They interact under an atmosphere where they are not afraid to ask questions from their peers. When the teacher is absent from the classroom, the students can keep themselves busy teaching one another.

Peer tutoring will be useful to guidance counselors in the school system because students with reading problems who would be brought to them for counseling would be introduced to peer tutoring strategy as solution. Furthermore, heads of schools who would be faced with the students having the problem of reading comprehension in other subjects would through the collaboration and co-operation among the English language teachers and school counselor organize seminars and workshops for the other teachers on peer tutoring strategy which they will in turn apply for their students in the classroom.

The finding could also be of great help to the ministry of Education because it would help it to organize seminars for teachers and students on how to improve their reading strategies using peer tutoring strategy in English language and other subjects. This could improve the performance of students in both internal and external examination.

Scope of the Study

This study focuses on the effect of peer tutoring on the achievement and interest of students in reading comprehension among senior secondary school students of Oredo Education Zone in Edo State. These categories of students have learned some concepts that will aid them in reading comprehension which is the basis of peer tutoring strategy. The choice of SSII students for the study is due to the fact that it is a certificate class at senior secondary level whose curriculum contains topics in comprehension to be used for the students.

The investigation is restricted to finding main idea, specific information or details, and making inferences from context. This is because these areas have been identified to be posing difficulties to students in SSCE as deduced from WAEC chief examiners' report 2010- 2015. The study will also investigate gender as variable to find out the difference in the achievement of students in comprehension using peer tutoring. Interest will also be investigated to find out the effect peer tutoring will have on interest of the students

Research Questions

The Following Question will guide the study.

1. What are the mean achievement scores of students exposed to peer tutoring strategy (PTS) and lecture method (LM) in reading comprehension?
2. What are the mean achievement scores of male and female students taught reading comprehension?
3. What is the interaction effect of instructional method and gender on students' achievement scores in reading comprehension?
4. What are the mean interest scores of students exposed to peer tutoring strategy (PTS) and lecture methods (LM) in reading comprehension?
5. What are the mean interest scores of male and female students in reading comprehension?
6. What is the interaction effect of instructional method and gender on students' interest in reading comprehension?

Hypotheses

The Hypotheses stated below guided the study and are tested at probability less than 0.05 Level of significance.

1. There is no significant difference in the mean achievement scores of students exposed to peer tutoring strategy and lecture method in reading comprehension
2. There is no significant difference in the mean achievement score of male and female students in reading comprehension.
3. There is no significant interaction effect of instructional method and gender on students' achievement in reading comprehension.
4. There is no significant difference in the mean interest scores of students exposed to peer tutoring strategy and the lecture method in reading comprehension.
5. There is no significant difference in the mean interest score of male and female students in reading comprehension.
6. There is no significant interaction effect of instructional method and gender on students' interest in reading comprehension.

CHARTER TWO

LITERATURE REVIEW

This chapter looked into some literature related to the study. The review will be done under the following sub ñ headings:

1. CONCEPTUAL FRAMEWORK

- Concept of Reading
- Concept of Reading Comprehension
- Concept of peer tutoring
- Model of peer tutoring
- Concept of lecture method
- Concept of Achievement
- Concept of student achievement in English
- Concept of interest
- Concept of Gender

2. Theoretical Framework

- * Socio-cultural theory of development.
- * Social learning theory
- * Piaget concept of equilibration
- * Cognitive elaboration or structuring

3. Empirical Frame Work

- * Studies on peer tutoring
- * Studies on Reading comprehension
- * Studies on gender.
- * Studies on interest
- * Studies on achievement

4. Summary of literature review.

Conceptual Framework

Concept of Reading

Reading is an interactive process in which both readers and text contribute useful information to arrive at the intended meaning of the author. Reading is one of the most important activities of life through which one enters into the life and experience of others and at the same time extends his/her knowledge, scope of experience and enjoyment in reading a text. Reading does not just involve the ability to decode or recognize the printed words, it also involves the ability to comprehend, to react, to assimilate, to summarize and utilize information from a text (Otagburuagu & Chukwuma, 2002).

Reading can simply be defined as the ability to interpret to decode the printed or written words, and gain meaning out of them. It does not just involve the ability to understand and respond positively to the information gained from a text. In line with this view, Kreidler (2003) indicates that reading is one of the language skills which if successfully acquired gives the learner a new medium of communicative power to get information from the printed text.

Reading is one of the four basic communication skills, other being; speaking, listening and writing. Ngwoke (2006) defined it as the recognition and conscious reproduction of written or printed symbols, letters words, word group and sentences either mentally or vocally by means of eye or finger contact. It can also be conceptualized as one's ability to acquire information by identifying written symbols.

Adokola (2015) sees reading as a complex channel of communication which involves an interaction between the encoder and decoder (writer and reader) The writer (informant) communicates with decodes (reader/ receiver) who he does not see nor know whose cultural, religious and social- linguistic background he does not know on his own part, the decoder/ reader is expected to identify and isolate concepts graph logically represent on paper without the usual props of tone or voice recognition, finger or body gestures, facial expressions and accompaniment of speech contexts. This is why reading is regarded as complex communication system.

Concept of reading comprehension

Comprehension simply means understanding or showing understanding of a reading text. The comprehension of a reading text is shown by the readers' ability to respond correctly to the issues raised in the text in question form. There is no way separating reading and comprehension. Ngwoke (2006) regards reading and comprehension as twin sisters by a common chain. No one ever comprehends what he/she has not read nor does one take delight reading what one does not understand or what does not make meaning to one. Comprehension level is the level of reasoning meaningful interpretation of both verbal and written symbols, units interpretation requires thinking, imaging, analysis and evaluation. Success in comprehension lies in the readers' ability to read and recognize the form and supporting points of an argument, to grasp essential details in a report of historical event, to recast, using own sense, complex ideas presented in a text or discourse to understand an interpreted scientific observation and make subtle distinction of meaning.

Reading comprehension is the culmination of all the reading skills and the ultimate goal of learning to read (Okeke, 2013). Reading comprehension is defined as the level of understanding of a text/ Rayner, Foorman, Perfetti, Pesetsky and Seidenberg (2001) stated that this understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text, hence, reading for comprehension is deserved to be a multifaceted process (Nduka, 2003; Offorma, 2009). For students to adequately comprehend a text, they will need awareness of print which can be obtained through multiple channels to facilitate word recognition.

Reading comprehension is the core of reading activity. It shows that an influential factor is determining the success of reading process in comprehending a text in order to convey the meaning. Previously, reading comprehension was considered to be a process of mastery: once students could decode, comprehension was assumed to occur automatically (Dole, 2000). Research however, has shown that good readers are characterized by more than just decoding skills cognitively, based views of reading comprehension emphasize that proficient readers use a flexible repertoire of comprehension, monitoring and regulating activities.

Reading comprehension is more than answering questions at the end of a chapter in a textbook (Onefrey & Theurer, 2007). Skills and strategies that are independently transferable are needed in order for students to become proficient in reading comprehension. Dike (2006) explained that reading is a process of translating alphabetical symbols into a form of language from which the native speaker has already derived. Also, Gray (2000) asserted that reading is a highly complex activity including various important aspects, such as recognizing symbols and accurately comprehending clearly and with discrimination of the meaning implied by the author. Reading is a recognition of printed or written symbols, which serves as stimuli for the recall of meanings built up through the readers past experience. Comprehension connotes the act of understanding what is being communicated. It is a construction process because it involves the elements of the reading process working together as a text in the readers mind.

Comprehension is the ability to understand the text and to get the meaning from the text (any types of written material). It means that comprehension is not something that happens after reading but it can occur at pre ñ reading, while reading, and post ñ reading. Martin (2015) argues that reading comprehension is the process of construction of meaning from a text. Comprehension is a ñconstruction processö because it involves all the elements of the reading process working together as a text to create a representation of the text in the readersömind.

Inferring from Martin, it can be highlighted that reading comprehension is how the reader uses his or her skills to construct or convey meaning from the text that is being read. Martin also proposes that comprehension is affected by the readersö knowledge of the topic, knowledge of language structures, knowledge of text structures and genres, knowledge of reading strategies, their reasoning abilities, and their motivation.

According to Urquhart and Weir (1998), a focus on comprehension is in line with feeling that this is what reading is ñaboutö i.e. getting information from written text. Urquhart and Weir (1998): also state that the ideal comprehension which consists of the recovery of author`s meaning cannot be used as the ideal one because first, it can never

be fully achieved. The readers can never be sure that they have totally entered the writer's mind.

Second, a careful attempt to recover authors meaning is not characteristic of all reading. It is clear that comprehension cannot be viewed simple as the product of any reading activity. Rather, in any reading situation, comprehension will vary according to the reader's background knowledge, goals, interaction with the writer. Comprehension is taken as the product resulting from a particular reading task, and evaluated as such. Based on the definition above, it can be concluded that reading comprehension is different from one reader to another since reading is a personal activity. Reading comprehension is not only conveying the author's meaning but also interpreting the author's mind. The process of comprehending uses background knowledge to construct an approximate understanding of the author's message.

Meanwhile, reading comprehension results when the reader knows which skills and strategies are appropriate from the type of text, and understand how to apply them to accomplish the reading purpose. Reading comprehension is defined as the level of understanding of writing. Proficient reading depends on the ability to recognize words quickly and effortlessly. Wiener (1978) states that efficient reading requires the ability to guess the meaning of unfamiliar words by using context. (Context refers to the sentence or paragraph in which a word occurs. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

Reading expert, Maria (2015) observes that reading comprehension involves several elements: the ability to recognize errors or contradictions in text, the understanding of different kinds of text, and the ability to distinguish important ideas from unimportant ones.

Klein, (2015) state that strategic readers attempt the following while reading:

1. Identifying the purpose of the reading before reading.
2. Thinking about the general character and features of the term or type of the text, for instance, they try to locate a topic sentence and follow supporting details toward a conclusion

3. Projecting the author's purpose for writing the text (while reading it)
4. Choosing scanning, or reading in detail
5. Making continuous predictions about what will occur next, based on information obtained earlier, prior knowledge and conclusion obtained within the previous stages. Moreover, students attempt to form a summary of what was read. Carrying out the previous steps requires the readers to be able to classify sequence, establish whole part relationships, compare and contrast, determine cause-effect, summarize, hypothesize and predict, infer and conclude. Strategies are part of the readers and they enable readers, among other aspects, to locate specific required information, recognize indicators in discourse, select and extract relevant points from texts, identify writer's techniques and recognize the mood of a passage (Urquhart and Weir, 1998).

Davies (1968) in Alderson (2000) defines skills of reading as recalling word meanings, drawing inferences about the meaning of a word in context, finding answer to question answered explicitly or in paraphrase, weaving together ideas in the content, drawing inferences from the content, recognizing a writer's purpose, attitude, tone and mood, identifying a writer's technique, following the structure of a passage, distinguishing facts and opinion, analyzing structure, annotating, paraphrasing and summarizing. Munby (1978) in Alderson (2000) distinguishes the following reading "micro skills" recognizing the script of a language, deducing the meaning and use of unfamiliar lexical items, understanding explicitly stated information, understanding information when not explicitly stated, understand conceptual meaning, identifying the main point or important information in discourse, and distinguishing the main idea from supporting detail.

Duke and Pearson in Teele (2004) state that good readers construct, clarify, summarize, revise, question and interpret what the text means as they read. In addition, they also utilize their prior knowledge with the text. They examine the authors of the text and their style. They monitor what they understand about the text. They also evaluate the quality of the text; read many different kinds of text, examine setting and characters in a narrative text. Finally, they design and revise summaries when reading expository texts.

Further, Spears (2000) states that there are important reading comprehension skills that help learners to read more systematically. The skills are to comprehend main ideas, determining what unfamiliar words and concepts in the text mean and how they relate to the text, distinguishing between main ideas and supporting details, and making inference.

Based on the definition above, to be good readers, the students must master the following.

- * Reading to find main idea. One of the most common reasons for reading is to get the main idea of a text or to differentiate between main points and supporting details. Spears (2000) defines main idea as the author main point, a sentence or perhaps two that states what the whole thing is about. The main idea of a passage or reading is the central thought or message. In contrast to the term `Topic`, which refers to the subject under discussion, the term main idea refers to the point or thought being expressed.
- * Reading to make inference. Mcneil (1992) defines inference as the derivation of some idea that is not directly stated. An inference is a process by which the readers hint together information, but because the information is not always stated in exact terms, they must supply their own information based on the hints (Wiener, 1978). Thus, the ability to mark inferences is defined as the ability to answer a question related to meaning not directly stated in text (Alderson, 2000).
- * Reading to answer questions
Reading to answer question is a means of improving the ability to note significant details, not only should the students gain skill in finding answers to questions that are stated by others. To avoid over-dependence on the teacher, they also need to develop an ability to formulate significant questions for themselves as purposes for reading. Wiener (1978) says that the ability to find the significant details is needed to complete the scene for the reader and show how the ideas relate to other ideas.
- * reading to paraphrase and summarise.

Spears (2000) defines paraphrase as putting someone else's words into your own word, restating the ideas without changing their meaning. Meanwhile, both the ability to select the main idea and to choose significant details are basic to another commonly sought goal of reading; that of summarizing. Therefore, in the context of this study, it can be concluded that reading comprehension is the ability to understand the text and to get the meaning from text. It involves the ability to find main ideas, find specific information or details, make inferences and predict word explicit meanings from context.

Strategies in Reading Comprehension

There are specific comprehension strategies that some teachers are not using in the classroom. First, teach students about prior knowledge. To help students comprehend and learn from a specific reading material, they can access their prior knowledge on a subject to help them relate to the subject that they are learning at the moment.

Second, making a connection is when a student can relate a passage to an experience, another book, or other facts about the world. Making connections will help students understand what the author's purpose is and what the story is about.

Third, questioning is another strategy that will greatly benefit a student. There are several types of questions that a teacher should focus on remembering: testing understanding and application of solving.

Fourth, visualization is when a student can create a picture or movie in their mind while reading text. Another way of looking at visualization is to think about bringing words to life.

Fifth, summarizing is a comprehension strategy that also needs to be taught. Summarizing is telling what is important about the text. A summary might include the answer to who, what, where, when, why and how (Brigita, 2011).

Strategies to Teaching Reading Comprehension.

Teaching Reading comprehension according to Urquhart and Weir (1998:172) involves students being given a written text and being required to read it. Usually, they are also expected to respond overtly to some task requirement. A teacher is expected to

organize his activities or make the students engage themselves with what they are reading, students are also expected to respond to the content of a reading text, not just to the language. It is important that they should be allowed to express their feelings about the topic. Meanwhile, teaching reading is not easy, consequently, teachers had to integrate interesting activities before, during and after reading in order to make reading comprehension activities more interesting and optimally understandable.

Roles of teacher which can help students learn when and how to use reading strategies are as follow:

- * By modeling the strategies, talking through the processes of previewing, predicting, skimming, scanning and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.
- * By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.
- * By using cloze (Fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.
- * By encouraging students to talk about what strategies they think will help them approach a reading assignment and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies. (Brigita, 2011) suggests the importance of teaching strategies to promote the learning of reading comprehension. Moreover, Block & Lacina (2009) suggest strategies such as scaffolding, modeling, thinking aloud, direct instruction or guided participation to encourage pupils to achieve better reading comprehension and the processes of self regulation.

The Concept of Peer Tutoring

Peer tutoring is a kind of co-operative group-based active learning which has become one of the benchmark strategies of the reformed, students-centered introductory classroom. In this type of course, students work together in groups during class to answer

questions and solve problems. Many studies have shown the effectiveness of the strategy in improving students' learning (e.g. Udovic et al., 2002; Knight and Wood, 2005; Armstrong et al., 2007; Carmichael, 2009). It takes its origin from collaborative learning which is a teaching method where the learners are heterogeneously placed into groups. They interact synchronously and solve a given academic problem or produce a project. Each group works as a team, co-ordinated by a leader and produces a unanimous result. Collaborative learning represents a shift away from the typical teacher centred or lecture centred milieu in school classroom, individual performance is de-emphasized while team work is promoted. Groups plan learning activities together, carry out their action plans and present a complete project, display or report to the class and are graded on their work as a team (Gralvin, 1996). Peer tutoring is a strategy in which students work together in groups during class to answer questions and solve problem.

Okoye (2013) defined peer tutoring as a method of instruction that involves students teaching other students, a system of instruction in which learners help each other and learn by teaching. Paul (2006) defined peer tutoring as an instructional strategy that partners students to help one another learn material, reinforce skills or practice a learned task. Peer tutoring often results in academic, emotional and social gains for the students involved. Through a structural programme supervised, planned and monitored by a teacher, peer tutoring can help students receive individualized and targeted instruction that they may not otherwise receive.

According to Okeruma (2013), the concept of peer tutoring is as old as the history of mankind people of various classes participate in peer tutoring consciously or unconsciously when they do jobs of helping their peer in one way or the other, whether in domestic, classroom, professional or academics. Zahn (2010) defined peer tutoring as 'one-to-one help in technical programme courses, when teaching alone does not meet your academic needs'. Peer tutoring is a personalized system of instruction which is learner rather than teacher oriented. It emphasized clear goals, active student participation in the learning process, feedback and evaluation and individual pacing (Sherma, 1974 in Onabanjo, 2000).

Peters (2015) says that peer tutoring is a type of collaborative learning strategy in which students support each other's learning rather than relying solely on an adult teacher. Peer tutoring is one collaborative approach where pairs of students interact to assist each other's academic achievement by one student adopting the role of tutor and the other the role of tutee. Peer tutoring has been well validated for promoting the development of low-level skills, such as reading.

Most teachers expect an effective classroom to be quiet and orderly, students are seated and not talking to each other. Students are trained to become passive observers rather than active participants in their own education. Most teachers are themselves taught in such a traditional classroom of teacher-centred instruction. Hence, peer tutoring gives teachers more time to work with students individually and also obtain a detailed understanding of each student's learning style and degree of subject mastery. Peer tutoring helps create child-centred classroom.

Peer tutoring can be defined as people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by teaching (Topping 1996). This definition covers a series of practices including peer as one-to-one, one teacher to provide individualized instruction, practice, repetition, and clarification of concepts (Topping, 1988; Utlay & Mortiveat, 1997). Peer tutoring is structurally embedded in the curriculum and classroom organization and is characterized by specific role taking: one person has the job of tutor, while the other is the tutee (Topping, 1996). Moreover effective peer tutoring is characterized by a preceding tutor training (Bent & Hamlet, 1994; Fuchs 1996; Fuchs, Bentz, Philip & Hamlet 1994; Fuchs, Fuchs Hamlet Philips, Karns & Dutka 1997).

In a school environment, Duran & Vidal (2004) contextualized peer tutoring as the creation of pairs of students in an asymmetrical relation of the tutor or tutee roles, with a common shared goal, which is achieved in the context of a relationship arranged by the teachers. In terms of roles, continuity, under fixed-rules tutoring, each student is assigned a permanent role, either as a tutor or tutee, whereas with reciprocal tutoring (Fantuzzo, King & Heller, 1992), both students are required to switch roles.

Peer tutoring is an efficient instructional method that permits a teacher to provide in depth specific instruction to an individual student while at the same time ensuring that the remaining students in the classroom remain actively engaged with the assigned task (Harper & Mayheady, 2007). Peer tutoring is a peer mediated instructional strategy that typically involves students in partnerships learning from each other and learning by teaching (Goodlad & Hirst, 1989). Peer tutoring usually occurs in pairings that involves a higher achieving student tutoring a low achieving peer, same ability matches, cross age matches or between pupils with learning or behavioural difficulties (Goodlad & Hirst, 1989; Topping & Ehly, 1998).

Models of Peer Tutoring

Different models of peer tutoring had been discovered by researchers. According to Showunmi (2015), the different models of peer tutoring are as follow:

- **Class-Wide Peer Tutoring (CWPT):** Students in an entire class are paired into tutor-tutee dyads who work together for thirty minutes per day. After ten minutes of tutoring, roles are reversed. Each dyad is typically assigned to one of two competing teams to earn points for responding to the task or for their role as tutor or tutee.
- **Peer-Assisted Learning Strategies (PALS):** In this type of models, pupils are divided into higher ability and lower ability pairings. In PALS reading, the pupils take turns to read with the stronger reader going first. The steps for PALS reading include partner reading, paragraph shrinking, prediction, relay and retelling.
- **Reciprocal Peer Tutoring:** This was originally developed for pairs of low achieving urban elementary school students by Fantuzzo (1992). It is a collaborative learning strategy in which students alternate between the role of tutor and tutee. Reciprocal peer tutoring combines same age pairs of similar ability and utilizes self management method and group interdependent reward contingencies to promote academic and social competency.

- **Cross Age Peer Tutoring:** In this type of model, the tutor ñ tutee dyads are students of different ages and grades. Older students in higher grades are matched with younger students in lower grades.

Procedures of Peer Tutoring

Peer tutoring is a student mediated instructional procedure in which student dyads or small learning groups work together on learning tasks. Peters (2015) elaborates that in this procedure, students who assemble in groups of two or more are trained to work together on a specific academic tasks. These students work together to prompt, monitor and evaluate each other, while working toward group goals. The students alternate between the roles of tutor and tutee in groups of two. In larger groups of three or four, roles of a group monitor and evaluator are added to the procedure. Studentsö work together in their groups to achieve established goals or rewards that are contingent upon group performance.

During the intervention, the tutor would read a passage to the tutee and the tutee would follow along with a photocopy of the passage back to the tutor, while the tutor followed along providing corrective feedback. After five minutes, the students would switch role and repeat the procedure. The higher performing students always began the session as the tutor. This procedure enable the weaker reader to hear and see the passage prior to oral reading. Once the student becomes skillful at the tutoring procedure, the teacher introduced comprehension questions to the tutoring sessions. After each student orally read for five minutes, he/she would summarize what was just read and answer questions pertaining to the reading such as öwhat is the first thing you learned?ö or öwhat is the most important thing about who or what in the text?ö prior to the peer tutoring intervention, the students in both the control group (standard classroom instruction) and in the tutoring group were assessed on measure of reading comprehension. (Peters 2015)

According to Fresham (2015:14), there are seven steps of peer tutoring. They are as follow:

- Selection of tutoring pairs, or ödyadsö this steps involves putting students together into pairs

- Dyad selection does not have to be structural at all: kids respond well with peer tutoring regardless with whom they are paired with. The only really important guideline in dyad selection is to avoid putting best friends together, as well as pairing "worst enemies" together, students are less likely to be productive in these cases.
- Students may be paired with peers who achieve at the same levels or different from their own.
- The dyad should be changed every two to three weeks to prevent the students from developing patterns of behavior or responding. Additionally, changing dyads allows for a "fresh start" and can provide the opportunity for a student to become better acquainted with someone else.
- Task structure: deciding how and when to use peer tutoring: Even though peer tutoring can work for a larger number of lessons, academic activities and skills, there are some instances when peer tutoring may not be the best instructional strategy.
- Peer tutoring is well suited for the review and practice of previously learned or familiar material. For example, an excellent time to use peer tutoring would be following a teacher directed lesson on the civil war, following the lesson, the students would get into their tutoring pairs and review the facts presented in the lesson.
- Peer tutoring is particularly well suited for tasks and activities involving a lot of structures. For example generating factual or comprehension questions and constructing practice multiple choice test questions, complete with answers based on the text given are excellent activities to use for peer tutoring because they involve the simple presentation of discrete information with "right" or "wrong" answers.

Good peer tutoring programmes are "reciprocal", meaning both students in the tutoring pair have the opportunities to be the tutor and tutee in the same tutoring

session. Typically, one student is the tutor for the first half of the tutoring session, and the other student is the tutor for the second half.

- . Conducting training session: successful peer tutoring programmes depend on well trained students who know exactly what is expected of them before they do it.
- It is good to conduct 4–8 training sessions, 15 minutes each on the peer tutoring procedure before they begin tutoring.
- Training typically begins with the teaching of the feedback/error correction procedure.
- Demonstrate how peer tutoring will work. Go through a lesson with another teacher or student as the tutee. Be sure to model appropriate tutor and tutee behavior.
- Preparing the tutorial material: peer tutoring will go more smoothly and students will learn more if they have clear simple materials to use. Usually, this can simply be prepared in a worksheet or a deck of flash cards.
- When researchers would like the students to tutor each other on factual or comprehension questions, a simple worksheet like the one shown below might work best. Each question the researcher would like the students to ask/respond to are listed. There are columns to mark correct and incorrect responses. The correct answers to the questions are listed at the bottom.

	QUESTION	CORRECT	INCORRECT
1	Who was the first president in Nigeria?		
2	Who was the Head of states of Nigeria during the civil war?		
3	How many years in a row can a person be a president?		
4	True or false: You can be president if you were born in Ghana.		
	Answer key (Don't let your partner see the answers) (1) Dr Nnamdi Azikiwe (2) General Yakubu Gowon (3) 8yrs. (4) False, only people born in Nigeria can be president or Head of States.		

Fig. I

While tutoring, the tutor would cover the answer key with his/her hand or a post ñ it note.

* Teaching the feedback/error correction procedure: The feedback/error correction procedure is perhaps THE MOST IMPORTANT PART of the peer training programme because this is what ensures that the tutoring ñflowsö along smoothly, while ensuring that learning will be maximized through reinforcement and immediate error correction.

* Develop a system to request help. Sometimes, students may get stuck on a question; it is good to, prior to starting peer tutoring, decide on a way to request help from the teacher. This may simply consist of having both tutor and tutee raise their hands. Or tutoring pairs could be provided with ñred helpö cards to hold up when they need the teacher's assistance. Whatever the signal chosen, make sure it is reliable in getting the teacher's attention and it is consistent so that students remember it.

Remember, the sooner the students get help for a question or confusion is clarified, the faster they can move on the next question.

- * Close teacher monitoring. When students are in their dyads and are using the peer tutoring procedure, there will be more free time. However, teachers should avoid taking this opportunity to catch up on paper work or do other activities unrelated to the students' activity; This time should be spent by floating around the classroom and monitoring the students while they tutor each other. The teacher can take this time to reward pairs that are working co-operatively and following the procedure, answer questions, and provide corrective feedback.
- * Use a timer. Typically, peer tutoring sessions are best when they are 15-20 minutes in length. Set the time for half of the total time. When the timer goes off, have the students switch roles (tutor and tutee), and continue until the end of the tutoring period.

THE STRENGTHS AND WEAKNESSES OF PEER TUTORING.

As students are trained in preparation to become tutors, their motivation to learn increases, personal feelings of helplessness are reduced, and the stigma of accepting help from others fades since all students have the chance to participate and the opportunity to help, peer tutoring empowers them to feel valuable and worth while. From these roots, grows a more co-operative classroom learning spirit. Peer tutoring can be useful in helping students see added aspects of this material that prompts new questions. Peer tutoring increases students' motivation by enlightening their personal interest with success in mastering something and thereby gaining the rank of tutor. Once it stimulates the students' motivation, peer tutoring frequently generates a curiosity to learn the next steps to be mastered in a subject, so that the students can then be a tutor himself or herself.

According to Gordon (2005: 45), the strengths of peer tutoring are as follow:

- χ The learning of academic skills: students will learn better when they help teach one another than they will complete in teacher ñ directed classrooms.
- χ Encouraging more positive attitudes towards learning.
- χ Gaining a deeper understanding of subjects areas.
- χ Developing a more positive self ñimage.
- χ Improving attitudes towards school and teachers.
- χ For tutee, private instruction will help supplement the teacher's efforts so that the student will learn more in the class room on a day ñ to ñ day basis.
- For tutor, gains a more in depth understanding of how to apply the skills and lessons he/she knows or more creatively uses the information he/she tutors.

Peer tutoring can also benefit adult learners by helping them to:

- Reach the goal of self determination as well as develop a tolerance for uncertainty and conflict.
- Move away from dependence on professional authority toward belief in their own ability to create knowledge
- Polish the communication skills.
- Persist in the learning situation because of bonds developed with other learners
- Increase both their motivation to learn and their self esteem (Dueck, 1993; Goldgrab1999; Rondels, Carse, and Lease 1992; Schneider 1998; Whiteman 1988).

Kunsch, Jutendra, & Sood (2015) give some strengths of peer tutoring. They are as follows:

Tutors:

- Help students increase their own understanding of the subject matter as they tutor students in/on which boosts confidence and can carry over to their desire to learn other subjects (Ehly, Etal, 1998:21)
- Practice students communication skills with other students.
- To give tutor an opportunity to develop their own leadership skills.

Tutees:

- Help tutees feel more at ease, and concentrate better on the subject matter, with a peer tutor rather than a professional teacher or consultant (Ehly, et al, 1998:21).

According to Good lad and Hirst (1989), there are four main benefits for tutees when they seek out peer help:

- Tutees receive individualized instruction
- Tutees receive more teaching
- Tutees (may) respond better to their peers than to their teachers
- Tutees can obtain companionship from the students that tutor them.

Teachers:

- peer tutoring is also beneficial to the teachers who may not have the time to spend with each of their students one-on-one
- Help the subject lecturer break the whole class into small groups so that students have the chance to learn in a more intimate environment, which allow them to take more initiative. For example, students ask more questions at the tutorials that hardly happen in lectures when there are over 80 students sitting in the lecture theatre.

- **weaknesses of peer tutoring**

. Peer tutoring has its own weaknesses. Peer tutoring decreases chance of giving and receiving incorrect feedback; and increases opportunity for conflict or small-talk (Peters, 2015).

Furthermore, the weaknesses of peer tutoring are as follow (Gordon, 2005:4).

- Too much time and effort to train tutors, tutors' impatience, academic subject suitability for peer tutoring, and lack of expertise on the tutor's part.

In addition, there may be cognitive consequences. Tutees cannot correctly solve problems and affective consequences. Students feel that they are poor tutors and become discouraged (Medway & Baron, 1997).

Moreover, Green Wood et al, in Topping (2015) say that the quality of tutoring from a peer tutor may be a good deal inferior to that from a professional teacher. (Although this should not be assumed), and the need for monitoring and quality control cannot be overstated. This also consumes time and resources. Likewise, the tutor mastery of the content of tutoring is likely to be less than that of a professional teacher.

Concept of Lecture Method

In lecture method,, students are arranged in straight lines down and across the classroom. The teacher assumes that all the students in the class have equal knowledge or that they know little or nothing. He stands in front of the class and delivers his lessons. Students work individually and are assessed individually. Only the best students are rewarded which force students to work against each other so as to be the best. The lecture method makes the students to be passive listeners while the teacher monopolizes the teaching/ learning activities. The students' interest in the lesson becomes very minimal. (Ogbona U Torty and G.C. Offorma, 2013).

Lecture method is a method of teaching which is characterized by questioning students about text context, with little explicit attention to the strategic aspect of processing and comprehending text (Aarnoutse 1995, Paris & Oka, 1986, Pressley & Aarnoutse, 1986). In lecture method, the teachers dominate the class with broad oral

explanation so that the students face some difficulties in understanding the passage. The teacher just reads the passage and discusses with the whole class so the students do not have time to share their ideas with their friends about the passage freely. Moreover, the teachers' explanation is considered first. Teachers' teaching of reading comprehension using lecture method is limited to asking questions on texts without much consideration for exploiting text or developing specific skills in students. Teachers are often guilty of testing comprehension, rather than teaching it (Otagaurogu, Obah, Onuigbo & Okorji 2007)

Lecture method is convenient and usually makes the most sense, especially with larger classroom sizes. This is why lecturing is the standard for most college courses, when there can be several hundred students in the class at once, lecturing lets teachers address the most people at once, in the most general manner, while still conveying the information that he or she feels is most important. While the lecture method gives the instructor or teacher chances to expose students to unpublished or not readily available materials, the students play a passive role which may hinder learning (Westwood, 2008)

Concept of Achievement.

Achievement is a term used to indicate the degree of success attained in some general or specific area. It is an end product of learning whose level is affected by various conditions between learning and use. As a matter of fact, achievement is the level of an individual's educational attainment as determined by comparing his/her score in a test with the average score of other people of the same age. Academic achievement of a student could be attributed to mean the learning outcome observed on the learner. This embraces all the knowledge, skill and ideas gained on the course of academic process.

Nwakoby (2008), sees academic achievement as a result of a student's reality orientation or ego stringent. This means that successful students who pass ego and are willing to postpone pleasure are not easily distracted and are generally, more able to pursue tasks in an organized way. Low achievers in contrast have low ego stringent and are less able to post-pone bliss, So, academic achievement manifests in what one can do after a given academic programme. Academic achievement is the outcome of education,

the extent to which a student, teacher or an institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment. Achievement can be measured by test which are of two types. They are the teacher made test and standardized test. A teacher made test is the test constructed by the classroom teacher. Example is the classroom test while the standardized test is the type prepared by experts and it has table of norms. Example is Junior Secondary School and Senior Secondary School examinations. (Anaekwe, 2007).

Student Achievement in English Language

The term "achievement" (in this context, academic achievement) means the scholastic standing of a student at a given moment which portrays the individual's intellectual abilities (Adeyemi, 2008). Students' academic achievement can be explained in form of grades obtained from tests or examinations on subject or courses taken. Achievement is usually assessed with achievement tests. Schnitzer (2005) defines achievement tests as tests designed to assess current performance in an academic area. Apart from being an indicator of previous learning, Schnitzer sees achievement as a predictor of future academic success.

In Nigeria, the level of students' achievement in the senior secondary school is determined at the terminal part of the programme through the West African Senior School Certificate Examination (WASCE), conducted by the West African Examination Council (WAEC) and the Senior School certificate Examination (SSCE), conducted by the National Examination Council (NECO). Adeyemi (2008) reports that the pattern of grading candidates' scores in the examination is such that the distinction grades are represented by A1, B2 and B3. The credit grades are represented by C4, C5 and C6, while the ordinary pass grades are represented by P7 and P8. The failure grade is represented by F9.

Evidence from, WAEC and NECO shows that students' achievement in English language over the years has not been encouraging. NECO Chief Executive's Report (2010) states that out of the 1,116,195 candidates that sat for the June/July 2010 examination, only 245,890 candidates, representing 21% of the candidates had credit,

passes and above in English. On the other hand, Olatunji (2010) reports that the result of the May/June 2010 WASCE was very poor as about 75% of the candidate did not pass English at credit level the report has it that out of 1,351,557 candidates who sat for the 2010 examination, only 451,187 candidates obtained credit, pass and above in English. Ozordi (2010) reports that the figure according to Uyi Uwadiae, Head of National office of WAEC, represents 25% credit pass in English as against the 7.5% and 18.41% credit passes obtained in 2009 and 2008 respectively.

The poor achievement of candidates in English language arise from many factors. These factors according to Uwadiae (2008) include lack of adequate preparation of the students by the teachers, shortage of qualified teachers, inadequate teaching materials, poor school environment, inability to understand questions requiring high level thinking and shallow, poor answers to questions due to poor command of the English language. However, a historical review of the WAEC chief Examiners Reports for the years 1998, 2000, 2002, 2003, 2007 and 2010 show that candidates weakness in reading comprehension is one of the major causes of students; failure at the senior school certificate examination on English language.

It can be deduced that students' achievements in English language have not been encouraging. Many factors have been held to be responsible for this. Specifically, ignorance on how to answer comprehension questions has been implicated as one of the factors. It is therefore necessary to devise measures of improving students' achievement in reading comprehension ultimately in English language. This study is set out therefore to find out the effect of peer tutoring on students' achievement and interest in reading comprehension.

Concept of interest

Interest plays an important role in the learning process. In reading comprehension, the interest of the learner determines the level of success. Interest is believed to be a very fundamental factor in learning. Wig Field (2010) identifies interest as one of the predictors of achievement. According to Akaneme and Onyeakor (2011) interest is the feeling or emotions or curiosity which causes attention to be focused on an

object or event or process. Chuckwu (2002) also defines interest as emotionally oriented behavioural trait which determines a students urge and vigour to tackle educational programmes or other activities. On the other hand, Nworgu and Okereke (2011) see interest as the feeling or energy which is channeled towards the achievement of goals.

According to Encyclopedic Dictionary (1987), interest is a feeling of curiosity, fascination and absorption. It is the quality or aspect of something that enables it to cause any such feeling. It also means involvement with or participation in something arousing or holding attention.

Raycorsini (2002) in the Dictionary of psychology, stated that interest is an attitude characterized by a desire to give selective attention to something significant to the individual. Chambers (2004), also stated that interest is the desire to learn or know about someone or something, the curiosity to or the power to attract attention and curiosity. Infact, it is something which arouses curiosity and attention.

It could be said that higher students' interest lead to higher perceived learning. Teachers have a major influence in modeling students' values, especially through their instrumental approaches (Willemse et al 2005). Students' interest in any subject makes students develop positive thoughts toward the instructional method used in the class. Students tend to prefer instructional methods that are more experiential and interactive (Frontczak, 1998, Mathew, 1994). Interest tends to encourage understanding, emphasize application, integrate theoretical and practical knowledge (Frontczak, 1998, Karn, 1993, Tynjala, 1999).

In other word, if a child is eager to have knowledge in a subject, that child is said to be interested in that subject. As long as the child finds something satisfying in the activities, that child continues to be interested in it. Interest determined how a student approaches a given activity with a certain amount of devotion. According to Akaname and Onyeabor (2001), the way each person learns depends on interest, because it is interest that drives one to action, especially when such an action is beneficial to the person. This review is corroborated by Ezenwafor (2007) who opines that if a student is interested in his programme of study, he goes to school regularly and punctually under rain and sun, stay and pay attention to the teacher in the class, participates in class

activities and takes examination seriously. However, those students who lack interest do the opposite.

Interest is a component of motivation. As such Nnachi (2007) states that it plays some prominent roles in learning and also in all dimensions of human development, Egbe (2015) sees lack of interest as a factor that can lead to poor academic achievement as well as dropping out of school. Terty (2010) is also of the view that interest is useful in predicting the success and the satisfaction which an individual is likely to obtain from engaging in certain activities now and in future.

Educators must understand the learning process to design and implement teaching methods that align with students' needs and enhance learning (Hsu, 1999). When teachers use instructional methods that are in line with students' preferred learning style, learners develop more favourable attitude towards their teachers' pedagogical attributes. A positive attitude towards teaching style and motivation lead to higher achievement and learning performance (Dunn, 1990, Paswan, and Young, 2002; Young et al 2003). Applied to this study, interest has to do with the expression of likes or dislikes which a student shows for a given activity or subject like English language. It also involves the overt to perform as he learns the subject which indicates that he is motivated or not motivated to learn the subject. In research, these likes and dislikes, overt actions and activities are found out using interest inventory. (Chukwu, 2002 Omoje, 2008; Terty, 2010). As a result of the close connection between interest and achievement of students, it becomes important, therefore, to teach reading comprehension in a manner that will arouse the interest of the students in it through effective strategy. Thus, it is imperative to find out the effect of peer tutoring on students' achievement and interest in reading comprehension in English Language.

The Concept of Gender

Gender simply means whether a student is male or female. Gender is an important issue that has given researchers in education at large and in language in particular a serious concern. The major concern being to know if a particular method or strategy adopted in teaching to make learning effective will favour one gender better than

the other or will have the same strength for both males and females. This will assist the curriculum implementers to know how they will plan their lesson. However, controversy over which sex achieve better in academic performance is evident. While some research studies showed no gender difference, some revealed superiority of one gender over the other in language as well as other fields of study. Different studies have been conducted to investigate the impacts of gender on academic performance at different levels (elementary, high school, college and university) and on different subjects (mainly Mathematics, English and Sciences). The findings are not conclusive. Studies by Fergusson and Horwood (1997), Evans (1999), Lauzin (2001); Linner et al (2002); Fortin et al, (2003); Dayioglu and Turut-Asis (2004); Abu-Hola (2005); Voyer and Voyer, (2014) revealed that females performed better than their male counterparts and results were statistically significant. On the contrary, Bassey et al (ND); Ewumi (ND); Jovanovic et al (2011); Oluwagbohunmi (2014) disclosed that male students performed better than females and the results were statistically significant. On the other hand, no gender based statistical significant differences were found by Odeh (2007), Mlambo (2011), Abubakar and Adegboyega (2012); AbduRaheem (2012); Kangahi et al (2012) Gupta et al (2012) Josiah and Adejoke (2014). This therefore calls for ascertaining whether teaching reading comprehension with peer tutoring will have any influence on gender in relation to achievement and interest.

Theoretical framework

Peer tutoring is deeply rooted in several theoretical frameworks. They are as follows:

* **Social- Cultural Theory of Development**

This was propounded by Albert Bandura in 1977. The importance of social interaction of development was also addressed by Vygotsky (1987). Vygotsky's social cultural theory of development described learning as occurring within the zone of proximal development. Vygotsky described this as the difference between what learners can do unaided, and what they can do supported by more skilled peers (Vygotsky, 1978; Topping & Ehly, 1998; Foot & Howe, 1998). As peer tutoring is interactive in its nature, it provides for optional conditions in which cognitive development can take place (Foot & Howe, 1998).

The education principles derived from social cultural theory of development are as follow: Since this theory is supported by Vygotsky's idea which describes learning as occurring within the zone of proximal development which means the difference between what learners can do unaided and what they can do supported by more skilled peers, it has the following relevance to the present study:

- * Learners have a limit to what they can read on their own before proper understanding can take place.
- * Learners need help to make progress in reading comprehension
- * Learners need to interact with their peer who can help them to read by correcting them promptly.
- * Peer tutoring comes into play to fill the gap between what peers can do unaided and what they can do supported by more skilled peers.

In any area of misunderstanding, peers can co-operate to discuss it, while the clever ones can tutor their mates for a better understanding without the teacher's involvement or under the close supervision of the teacher as stipulated in peer tutoring principle.

* **Socio learning Theory**

Albert Bandura, in 1977 also propounded this theory. Supporting Albert Bandura, Slavin (1996) identified the socio learning theoretical aspect of peer learning as motivation and socio cohesion. Reward structures built in to peer tutoring programmes provides individual and group incentives to help one another achieve goals (Cohen, 1986; Slavin, 1996; Maheady & Gard, 2010, Rittschhof & Griffin, 2001). Social cohesiveness is achieved as pupils become individually accountable for the groups and their own learning (Slavin, 1996; Rittschhof & Griffin, 2001). Peer tutoring emphasized the importance of social context and social interactions in creating a better understanding for learning process (Hallilay, 1978: Berkenkotter & Huckin, 1995, & Swales, 1990). This understanding is achieved to promote their critical thinking skills and creativity rather than receiving and memorizing information. Learners construct their knowledge in social context and through interaction with others when they are involved in social activities and real life situation that enable them to obtain knowledge through discussion and applying what they obtained in new situations.

The education principles derived from social learning theory are as follow: Slavin (1996) observed that social-learning theory encourages motivation and social cohesion. The lessons drawn from this are:

- * It teaches how to reward students who make progress in reading comprehension. Positive learners are either given gifts or words of encouragement like "correct" or "you are right" or applause to motivate learners to put more effort to learn.
- * It also provides individual and group incentives to help one another achieve goals.
- * It creates social cohesiveness among pupils.
- * Individuals are accountable for the groups and their own learning. Students work together pursuing the same goal to succeed.
- * As peer tutoring promotes social interaction among students, it creates a better understanding for learning how to read and understand.
- * When using peer tutoring to teach reading comprehension, students are expected to carry out certain activities on their own. Such activities include finding specific

information, detail information, inferring meanings from context and predicting the meaning of words. This means students are engaged in meaningful and problem solving activities that promote their critical thinking and creative skills rather than receiving and memorizing information.

- * It makes students to be active learners and not passive learners during reading comprehension exercises.
- * During reading comprehension exercises, students learn to negotiate meaning of words in a non threatening atmosphere.
- * It also maximizes interaction among learners during reading comprehension exercises.

* **Piaget Concept of Equilibration**

The theory was propounded by Piaget in the year 1936. The reconciliation of internal cognitive conflict between assimilation and accommodation as the process that derives cognitive development was extended by Doise and Mugny (1984) to what they called socio cognitive conflict. These concepts place great value on the impact peer interactions have on construction of social and moral values, and cognitive development (Piaget, 1932, Doise & Mugny, 1984; Maheady, 1988; Foot & Howe, 1998).

The education principles derived from the theory of Piaget's Concept of equilibration are as follow: This theory as propounded by Piaget on cognition, found that there exists internal conflict between assimilation and accommodation during cognitive development. Piaget reconciled this conflict. This is relevant to this study as peer tutoring does not encourage making noise in the class room during reading comprehension classes or promote internal wrangling.

- * Social and moral values are promoted among learners during peer tutoring and reading comprehension.
- * Social and cognitive development are promoted.
- * Peer tutoring encourages students to assimilate the good aspects during the learning process.

- * Other good aspects are learning of academic skills, encouraging more positive attitudes towards learning, gaining a deeper understanding of subject areas, development of more positive self-image, improve attitudes towards school and teachers.

* **Cognitive Elaboration or Structuring**

This was propounded by Anthony Ryle in the year 1997. The theory states that the learner makes connections between new and prior knowledge by restructuring existing cognitive structures or adding the new information to them (Foot & Howe, 1998; Slavin, 1996; O'Donnel & Kelly, 1994). Learners can use this theory in learning to read through peer tutoring.

Finally, the education principles derived from the theory of cognitive elaboration or structuring are as follow: Since this theory states that learners make connection between new and prior knowledge by restructuring existing cognitive structures or adding new information to them, it becomes relevant to the present study in the following ways:

- * Reading comprehension is not automatic. Different stages of cognitive development bring about improvement in reading comprehension. Alphabets are identified individually before groups of alphabets and their meanings. This shows the relevance of prior knowledge.
- * During word prediction in a given passage, the speed with which students read can be determined by the prior knowledge of meaning of words they come across.
- * The rate of understanding is also determined by the connection learners make between new and prior knowledge. Indeed, these theories are of great importance when using peer tutoring to teach reading comprehension.

REVIEW OF EMPIRICAL STUDIES

Studies on Peer Tutoring

Many researchers have conducted many studies on the effectiveness of peer tutoring strategy on pedagogical process. Below are some of the studies and their respective results. A study was carried out by Philip (2010) on peer tutoring: students' achievement, confidence and the teacher's role in the University of Nebraska, Lincoln. The purpose of the study was to investigate the use of peer tutors to see what happens to the levels of students' achievement and confidence in fraction of mathematics class. The students' participants came from one of two different classroom settings. These settings were either a traditional class that used group learning activities or a traditional class setting that used individual learning activities. The researcher at the end collected the result of the two groups and used analysis of covariance to compare their scores. The result revealed that students who were in peer tutoring groups performed better than those who used traditional (lecturing method) which served as control group. Also, males performed better than females. Though this study is similar to the present study in the achievement and gender variable, it differs from the present study as it is based on science field (mathematics). If this research result is positive in Mathematics, it could also have a positive effect in English reading comprehension.

The present study was carried out in Edo State Nigeria while the study was carried out in Nebraska, Lincoln. The study also used peer tutoring on students' confidence and role. Both used the quasi-experimental design study.

Okoye (2013) conducted a study to find out the effect of peer tutoring institutional methods on the academic achievement in Home Economics among Secondary School students in Dunukofia L.G.A. of Anambra State. Quasi-experimental design was used. All the senior secondary school students in the local government area constituted the population of the study. Four secondary schools out of eight secondary schools were randomly selected, and all the 145 SSI students offering Home Economics in these four schools were selected and assigned to experimental and control groups. One research question and one hypothesis guided the study data on students achievement was collected using Home Economics achievement Test (HAT). The research question was

answered using mean t- test statistic. The results indicated that students taught Home Economics using peer tutoring instructional methods achieved higher than those taught using lecture method.

The study differs from this present study in that it was carried out in Dunukofia in Anambra State while this study is in Oredo Education zone of Edo State. Also, it was carried out in Home Economics while the present study is in English language reading comprehension. They are similar in the sense that they both used quasi-experimental design and their subjects are both senior secondary school students.

In the same vein, Abdullahi (2016) carried out a study in the effect of peer tutoring teaching strategy on secondary school students' academic achievement in mathematics. Three research questions and three hypotheses were formulated to guide the study. The design adopted was a quasi-experimental. Two hundred (200) students from four selected schools in Edu local government Area were used as research sample. The simple random sampling technique was used to select the sampled schools. The experimental group was exposed to peer tutoring, while the control group was taught with conventional method. Mathematics achievement test (MAT) was used to collect data from both pretest and post- tests. A reliability coefficient of 0.71 was obtained. The data were analyzed using t-test. The hypotheses were tested at 0.05 level of significance. The findings of the study revealed that student taught with peer- tutoring strategy performed better than those taught with conventional teaching method and gender has no effect on their Mathematics achievement scores.

The study is similar to the present study in that they both used peer tutoring and quasi experimental design and their subjects are 200 students from the senior secondary school. However, it differs in the sense that the study was carried out in mathematics whereas the present study is in English Language. Also, the study was carried out in Edu Local Government Area whereas the present study is in Oredo Education zone of Edo State.

In another study carried out by Okoroma (2013) on the impact of peer tutoring on Librarians in training at the University of Ibadan, Nigeria. Questionnaire instrument was used for data collection. Survey questionnaire was designed to elicit information on

what motivates peer to participate in peer tutoring, the benefits of tutoring to librarians under opinion of measures to facilitate peer tutoring. The findings revealed that peer tutoring has an outstanding positive impact in the life and profession of librarians under-training.

The study differs from the present study because it is carried out on library studies whereas the present study is on reading comprehension in English language. Again, the instruments used were the questionnaire and reading comprehension passages. Also, the study was carried out in Ibadan whereas; the present study was carried out in Oredo Education zone of Edo State.

To expand the finding on the effectiveness of peer tutoring in pedagogy, Marta (2013) revealed that students taught with peer tutoring on reading self concept performed significantly higher than the control group in both achievement and interest in her study. As well, gender was not significant in relation to the students' achievement. The purpose of the study was created with the aim of improving reading comprehension by means of peer tutoring and to examine the changes taking place in the reading self concept and to identify the process which may be responsible for producing the observed changes. Ten research questions and ten hypotheses guided the study. The study employed a non-equivalent control group design of quasi experiment. Infact, classes were randomly assigned to the experimental and control groups. The intervention team comprised 441 students of 200 girls and 241 boys drawn from four co-educational schools in Autonomia de Barcelona, Spain. Mean and standard deviation were used to answer the research questions while two way analysis of covariance was used in testing the hypotheses. Even though the study was carried out in English Reading self concept, it differs from the present study by location which is Spain. The present study's setting is Edo State in Nigeria.

In a view to re-affirm the concept of peer tutoring in pedagogical process, Yawn (2012) sought to find the effect of gifted peer tutoring on struggling reading peers in English language. 200 students of 83 boys and 117 girls constituted the sample. Two research questions and two hypotheses guided the study. The design used for the study was experimental design. A multiple baseline across participation design was used in

New York high school. The result indicates that all tutees increased class- wide peer mastery and most made gains in the woodcock reading. Tutoring in general can be an efficient instructional model to help remediate the skills of struggling readers. That is to say that the students who were taught with peer tutoring strategy performed better than the control group. As well, there is gender difference as revealed by the study. Males performed better than females. This study is similar to the present study in the area of achievement and gender variables. The only difference is that of location. The study was carried out in a high school in New York.

Similarly, Jessica (2008) studied using partner reading to increase reading comprehension scores. Two research questions guided the study. The work employed non-equivalent control group of quasi-experiment. Convenience sampling was used to select the participants. The researcher focused on 20 low-achieving readers struggling with reading comprehension from a high school in Voldosta, USA. They were 10 boys and 10 girls. Mean and standard deviation were used to answer the research questions. The result showed that even though partner reading did not make a difference on students' reading comprehension scores, but it improved students' attitude toward reading and had a positive impact on them socially and academically. As well, gender difference was not significant in relation to achievement and interest. The study is similar to the present in the area of achievement and gender variables, but differs in the area of study (USA not Edo State in Nigeria).

In the same vein, Silvia, David, Marta, Venessa (2012) investigated on the effects of peer tutoring programme to improve the reading comprehension competence involving primary pupils at school and their families at home. Its sub purpose are to find out the effects on reading comprehension of participants in the peer tutoring programme with and without family support and the strategies family tutors use to improve their children's reading comprehension in English Language. Two research questions guided the study. A quasi experimental design was used in the study. A sample of 303 pupils (137 girls and 166 boys) of 4 medium- sized primary schools in Catalonia, Spain were used in answering research questions and two-way analysis of covariance was used in testing the hypotheses. The result unveiled that all the children participating in the

programme improved their reading comprehension, regardless of their role (tutor or tutee) or their family support or not. The result suggests that family involvement is the variable which best explains the improvement in reading comprehension. Also, gender was not significant in relation to achievement and interest as both male and female students showed the same level of achievement and result in reading comprehension.

On the other hand, Hassan (2011) tried out a research on the effect of peer tutoring on reducing behavioural problems among schooling adolescents in Ankpa Local Government area of Kogi State. Its purpose was to reduce behavioural problems among schooling adolescent and influence of gender on reading behavioural problems among school adolescents. 4 research questions and 4 hypotheses guided the study. The study employed a quasi-experimental design. A sample of 21 male and 28 female students drawn through random sampling technique formed the subjects. Mean and standard deviation were used in answering research questions while t-test was used in testing the hypotheses. The result of the study revealed that students exposed to peer tutoring acquired the skills on how to reduce their truancy problem than those not exposed to it at all. The study is quite similar to the present study as it studied peer tutoring in relation to students' behaviour but differs because the area of study is psychology. Also, it was carried out in another state, Kogi in Nigeria. The present study is to find out the effect of peer tutoring on the achievement and interest of students in reading comprehension in Edo State, Nigeria.

The reviewed literature revealed that learning achievement is enhanced through peer tutoring strategy which is in agreement with earlier findings of Philip (2010), Yawn (2012) and Marta (2013). Most of the studies were done outside Nigeria even though related to reading comprehension and other field like psychology. Therefore, there is the need to try it out in Nigeria in the field of English Language, hence the essence of this study.

Studies on reading comprehension

Several studies have been carried out on how to improve on the performance of students in reading comprehension. These are some of the studies:

A study was carried out by Sunling (2011) on the relationship between reading strategies and reading achievements. The purpose of the research was to study the relationship between the use of reading strategies and the students' reading achievements. The participants were 54 English major students from a university, South East in China. They were from two classes, There were 45 females and 9 males. From the researcher's experience, these participants have acquired some reading strategies. Among the experimental group, 12 scored above 14 in the reading test and classified as high reading achievement group and another 13 students scored below 9 and they are regarded as low reading achievement group after being pre-tested. English teachers in the college who had gathered many years of teaching experience were asked to teach one group with teaching reading strategies. At the end of this treatment, they were subjected to another test. It was revealed that students in the control group performed poorly while the other group performed very well. In the questionnaire, the 1-5 Likert scale was used to seek for the opinion of the students on what they felt about using trained teachers to teach them reading comprehension through reading strategy, the result also revealed that the group that used reading strategies were better than that of the control group. The present study differs from this as it used peer tutoring to improve the achievement of students while this used reading strategies. Again the setting for the study is China while the present study is Edo State in Nigeria.

Similarly, Okafor (2003) carried out a study on the effects of immediate and delayed reinforcement on achievement in English reading comprehension. Three research questions and four hypotheses guided the study, the study employed a pretest post test quasi experimental design. The result revealed that immediate reinforcement accelerates learning best. The study is a base for this present study as it exposed the fact that delayed reinforcement does not improve reading comprehension, but seek for a strategy that will assist students in reading comprehension.

Another study by Fisher, Frey and Leap (2008) focused on shared reading, often described as echo reading, choral reading or cloze reading. Shared reading was observed with 25 teachers in 25 schools in grade 3-8. Each teacher was observed modeling shared reading on three different occasions. As they finished shared reading, the teacher

provided the students with discussion or writing prompt to be completed in groups. The researcher found that not all teachers focused on the four main components (reading comprehension, vocabulary, text structures and text features) in each of the shared reading lesson. They concluded that teacher modeling through shared reading should be based on a specific, identified purpose. However, the study showed that students taught with this strategy performed better than those students taught with lecture method. The study employed a new approach in teaching reading comprehension. The study differs from the present study for while it used shared reading, the present study used peer tutoring.

Studies on Gender

Controversy over which sex achieves better in academic performance is evident. While some research studies show no gender difference, some revealed superiority of one gender over the other in language as well in use in peer tutoring. Weiner (2010) summarizes the different theories on gender differences by affirming that sex differences need to be treated with caution since the studies may themselves be stereotyped or biased toward one sex or the other. As a matter of fact, some of them may not test the most relevant skills and knowledge and even some may not be predictive of further academic performance.

Pisa (2006) agrees that girls have a higher reading achievement than their male counterparts. Pirls (2006) also affirmed that female students have higher achievement in literacy reading in all European countries. Supporting this view, Umo (2011) revealed that gender was a significant factor on overall students achievement in Igbo grammar in the study, effect of games on the achievement and interest of Junior Secondary School students in Igbo grammar; as female students achieved higher than males. A study by Fergusson and Lauzon (2000); Linver et al (2002); Fortin et al, (2003); Dayipglu and Turut et al, (2003); Abuhola (2005); Erdem et al (2007); Gibbet al (2008) Farooq et al (2007); Vayer and Voyer, (2014) revealed that females performed better than their male counterparts and results were statistically significant.

Worried by the claim that females perform better than males in language, Azikiwe (2005) carried out a survey on gender influence on achievement in language. The researcher specifically surveyed thirty-one empirical studies on language learning in Nigeria which had the gender variable as one of the variables studies. Using a survey research design, she came up with the following findings: out of the thirty-one empirical studies, 74% of them found out that gender had no influence on language learning. Also 13% found out that females achieved higher than the male, while 13% showed that males achieved higher than he females. Based on the findings, the researcher came to the conclusion that enough evidence had not been established in Nigeria to support the claim that females achieve better than males in language learning.

On the other hand, Agada (2007) revealed no gender difference in the study; effect of cloze procedure on secondary school students achievement in English language grammar. Also Akabogu (2002) and Ene (2002) found no gender difference in the studies, the effect of secondary students exposure to English registers, contextual clues on studentsö achievement in English reading comprehension and the effect of cloze instructional approach on senior secondary school students achievement in English reading comprehension. As well, Odeh (2007), Malambo (2011), Abubakar and Adeyoyega (2012); Josia and Adjoke (2014) found no gender difference in their studies.

One of the studies that did not establish any significant difference between the achievement of male and female students in language was carried out by Igbokwe (2007). The researcher investigated the effect of the cognitive academic language learning approach (CALLA) on undergraduate studentsö achievement. The study employed the non- equivalent, control group, quasi- experimental design. The sample for the study comprised six hundred and forty-eight (648) undergraduate students of the university of Nigeria, Nsukka who were drawn from faculties in both the Nsukka and Enugu campuses of the University. Data on studentsö achievement were collected using the English language Essay Achievement Test (ELEAT). The data were analysed using mean standard deviation and analysis of covariance (ANCOVA). The result revealed that the cognitive academic language Approach had no significant differential effect on the mean achievement scores of males and females in easy writing. This study is similar to

the present study in design and the gender variable under investigation. But it differs in the approach/strategy employed. Both studies also differ in the aspect of English being studied and the nature of research subject being used.

On gender, Egbe (2011) investigated the combined effects of mnemonics and gender on students' achievement in English stress patterns. Three research questions and three null hypotheses guided the study. The design used was the quasi-experimental research design. The sample for the study was comprised of 272 SSII students drawn through multistage random sampling technique from four co-educational secondary schools in Nsukka local government area of Enugu State. The instrument for data collection was the researcher constructed English stress pattern Achievement Test (ESPAT), mean, standard deviation analysis of covariance (ANCOVA) were used to analyse the data. The result showed that students taught English stress patterns using Mnemonics achieved significantly higher than those taught with the lecture method. Gender had no significant effect on students' achievement in English stress patterns. There was no significant interaction effect of method and gender on student mean achievement scores in English stress patterns.

The study reviewed above is similar to the present study. Both are English language, are interested in gender variable and have similar design. However, they differ in the aspect of English language being investigated and method of approach adopted. Also, in the study carried out by Vain et al (2012), on the effect of peer tutoring on the achievement in reading comprehension among primary pupils, there was no gender disparity as far as performance is concerned.

However, no agreed consensus has been reached on which gender is superior to the other in academic achievement especially in relation to language studies and in using peer tutoring, as there are divergent opinions from the result of researchers. In view of the noted inconsistency in the result of researchers in relation to gender, there is the need to determine gender influence in relation to achievement and interest using peer tutoring in teaching language.

Studies on Interest

Below is a study done on 'Interest'. A study was carried out by Brigid (2015) on effect of interest and self-sustained learning on catalyst of development in Silicon Valley region of California, United States of America. Also, the study highlights the need to better understand how learning outside school relates to learning within schools or other formal organizations, how learning in school can lead to learning activities outside school.

A total of 400 students who were drawn formed the sampled population. The method of research is the survey with smaller case studies with more in-depth interviews carried out. Two communities were being studied. One is relatively affluent with respect to access to technologies, level of parent education and knowledge about new technologies. At the end of the study, the result shows that interest sustains learning and it serves as catalyst for development. The present study is different from the study because it used the experimental study, while the study used survey design. Also, it did not consider gender disparity in the study while the study did. The study treated effect of interest and self-sustained learning on catalyst of development, the present study, used effect of peer tutoring on students' achievement and interest. Finally, the study was carried out in Silicon Valley region of California in the United State of America. The present study was carried out in Edo State in Nigeria. The study concentrated on all subjects while the present study concentrated on reading comprehension in English Language using peer tutoring to enhance its teaching. The concern of educators to cultivate students' interest in science was viewed from the time of John Dewey. Hassan (1975) carried out a study to determine the influence of some selected variable, on the development of students' interest in science. The population for his study was science students who were randomly selected from four major secondary schools in Jordan. Four hypotheses were postulated. His study showed that male students with high interest in Science participated more in science activities than female students with low interest in science. This study is similar to the present study in that their subjects were both secondary school students. Also, gender was also treated by both as a variable. However, the study is different from this present study in the area of setting. This present study

used experimental design. Finally, while the study examined interest in reading comprehension in English Language, the present study examines the effect of peer tutoring on the achievement and interest of students in reading comprehension.

A number of studies have investigated the effect of different methods on students' interest in English and other school subjects. One of such studies was carried out by Umo (2001). The research used quasi-experimental study on the effect of games on the achievement and interest of junior secondary school class two (JSSII) students in Nsukka Education zone. Games were used to teach the experimental group while the control group was taught with conventional method. The result showed that the use of games in teaching some aspects of Igbo grammar enhanced students' interest in the subject. Gender and location also had significant influence on students' interest in Igbo grammar. Also, there was no significant interaction effect on method and gender on students' achievement and interest in Igbo grammar. The researcher, therefore, advocated the use of games as a teaching strategy since it is effective in bringing about active participation of the learners in the teaching and learning process.

The present study is similar to Umo's (2001) study in design and the variable of interest being explored. However, while Umo's study was on the use of games in promoting students' interest in Igbo grammar, the present study is on the effect of peer tutoring on students' achievement and interest in reading comprehension in English language.

Another study on the effect of communicative method on students' achievement and interest in Igbo letter writing was carried out by Omeje (2008). The study was guided by six research questions and ten hypotheses. The study was a quasi-experimental research the specific design was the non-equivalent control group design. The sample was 174 SS II students in Nsukka Education zone of Enugu State, Nigeria. Two instruments were used for data collection. They were the letter writing Achievement Test (LWAT) and Igbo language interest inventory (ILII). The data got from the study were analysed using analysis of covariance (ANCOVA) The finding showed that the communicative method improved students' achievement in Igbo letter writing, but it did not have any significant effect on the interest of students in Igbo letter

writing. The findings of this study revealed that method and gender had no significant effect on students' interest in Igbo letter writing. There was also no interaction effect of method and gender, and method and location on students' achievement in Igbo letter writing.

The study by Omeje (2008) is similar to this study in design and the variable of interest that was investigated. The study differs from the present study because while it used the communicative skill to teach the experimental group, this present study used peer tutoring strategy. Again while Omeje's study was carried out in Nsukka Education zone of Enugu, the present study is in Oredo Education zone of Edo State.

Apart from the study carried out by Omeje (2008), Torty (2010) also investigated the effect of the collaborative learning method on students' achievement and interest in English language tenses. Specifically, the study was interested in finding out the difference in the mean interest scores of students taught English Language tenses using the collaborative learning method and those taught using the lecture method. The design of the study was the quasi-experimental research design. The sample consisted of 217 SSII students drawn from six intact classes in public secondary schools in Enugu Education zone through stratified random sampling technique. The instruments used for data collection were the English language Achievement Test (ELAT) and the English language Interest Inventory (ELII). Mean, standard deviation and analysis of covariance (ANCOVA) were used to analyse the data collected. The result showed that interest was a significant factor in students' achievement in English language tenses. The students taught with the collaborative learning method had higher post interest mean score than those taught with the lecture method. There was also no significant interaction effect of method and gender on students' achievement and interest in English language tense. The study by Torty (2010) and the present study have interest and achievement as common variables. They are also related in designed category of students used. But they differ in strategy used.

In the foregoing, it was discovered from some of the studies reviewed that some method could improve students' interest in some subjects. It was also shown that students' interest is a significant factor in students' achievement. However, none of the

studies reviewed or known to the researcher investigated the effect of peer tutoring on students' achievement and interest in reading comprehension in English language, hence the need for the study.

Studies on Achievement

Several studies have been carried out on achievement. These are some of the studies. A study was carried out by Cuseo (2015) on effect of strategies on students' interest and achievement in academic learning. Four research questions and hypotheses guided the study. The study employed pretest, post test non-equivalent control group design of quasi experiment. A total of 120 students formed the sampled population. 65 were males while 45 females. The result revealed that the students taught using strategies performed better than those taught using the conventional method. The study differs from the present study for while it used many strategies, the present study used a simple strategy, peer tutoring. They are similar in treatment of gender disparity. They both used the same method which is quasi-experimental design while the present study focused on English comprehension, the work of Cuseo focused on all subjects. Again while the study was carried out in the University of South Carolina, USA, the present study was carried out in Edo State, Nigeria.

Anizoba (2004) carried out a study on the effects of the writing process method on secondary school students' performance in English composition in Awka Education zone of Anambra State, Nigeria. The study sought to compare the achievement of male and female students in English composition as well as the interaction effect of method and gender on students' achievement in English composition. The design of the study was non- equivalent, control group, quasi- experimental design. Purposive and stratified random sampling techniques were used for the study. Senior secondary two (SSII) students were used as subjects for the study. The instrument for data collection consisted of two topics in essay writing. Data collected were analyzed using mean, standard deviation and analysis of covariance. The results revealed that gender was not significant in English composition when the writing process method is deployed. No significant interaction effect of method and gender was established.

Similarly, Musa (2015) carried out a study on Academic self-concept and Academic achievement among University students. Two research questions, two hypotheses guided the study. The study used 394 undergraduates as subjects and employed quasi-experimental study. Analysis of covariance was used to analyse the collected data. The result revealed that there was a statistically significant effect of gender on academic effort and academic achievement. The study is similar to this present study in design. They both employed quasi-experimental design. Analyses of covariance was used to analyse the collected data.

The result revealed that there was a statistically significant effect of gender on academic effort and academic achievement. The study is similar to this present study in design. They both employed quasi-experimental design and analyses of covariance in analyzing data. The study is different from the present study in terms of gender, females performed better than their male counterparts. Again the study was carried out among University students whereas the present study was carried out among senior secondary school of SSII. The place of study is international Islamic University, Malaysia while the present study was carried out in Edo State Nigeria. Finally, while the study focused on Academic self-concept and academic achievement among University students, the present study is on effect of peer tutoring on students' achievement and interest in reading comprehension among senior secondary students in Edo State.

Lending support, Anizobia's (2004) findings and Olukpe (2004) also investigated the effects of English for Academic purpose (EAP) method on the achievement of University of Nigeria faculty of Education students in expository writing. The design of the study was non-equivalent, pre-test/post-test control group design. The sample for the study comprised 110 first year Education (Arts and Science) students. The data for the study were collected using the expository Essay Assessment Test (EEAT) while the data collected were analysed using analysis of covariance (ANCOVA), the researcher found out that gender was not a significant factor in students' overall achievement in expository writing.

In addition, Priyanka (2015) carried out a study on effect of academic motivation, dispositional mindfulness, emotional maturity on academic achievement of college

students. The purpose of the study was to find out if there is a relationship between the academic motivation, disposition mindfulness and emotional maturity of the undergraduates who finished their first semester exams. Another purpose was to find out if there is significant impact on academic achievement of undergraduates. Three hypotheses guided this study. Questionnaires were used to gather data from undergraduate first year students of Ahmedabad. The result revealed that there was a positive correlation between the academic motivation i.e intrinsic motivation- to know and to experience stimulation, dispositional mindfulness and emotional maturity of undergraduates. The strive to attain knowledge and the pleasure felt while working towards the goals leads to mindfulness attention and emotional maturity.

However, this present study differ from the study because the present study used experimental design while the former used survey design and questionnaires were used to gather data. They are similar because they both worked on secondary school students as their subjects. Another area of difference is place. While the present study was carried out in Edo State Nigeria, the later was carried out outside Nigeria.

Summary of Literature Review

From the literature review, it is evident that English Language is an important subject in post primary school curriculum in Nigeria. It contributes greatly to National life of Nigerians. Consequently, every effort is geared towards ensuring that the language is effectively taught. The literature reviewed was done under conceptual, theoretical and empirical framework. While the conceptual framework exposed and linked together concepts involved in the study, the theoretical framework links socio learning theory of development to socio learning theory, piaget concept of equilibration to cognitive elaboration or structuring and their relationship to the study. Many definitions of peer tutoring were given but it was clear that peers could teach themselves in groups, while reading comprehension was also defined in many ways by different researchers, but with the agreement that it is more than decoding the meaning of printed materials in alphabets. Using peer tutoring in teaching is a strategy adapted by some researchers in many subjects. Studies in these different subjects using peer tutoring strategy benefited

the researchers since its aim is to facilitate learning by making it meaningful and increase achievement and interest. However, some of the studies reviewed were carried out in foreign countries with some in Nigeria. The study may be the same in field but different in places where researchers had made efforts, Nigeria and not Nebraska, Spain, Voldotsa, China and USA etc.

Literature reviewed the views of social cultural theory of development, Piaget's concept of equilibration, social learning theory and cognitive elaboration or structuring. Since they hold premise for co-operative interactive learning and teaching experiences, the study will aim at investigating if peer tutoring will bring about meaningful achievement and interest if used in teaching reading comprehension in English Language in line with the reviewed theories.

The empirical study was organized under five sections: Studies on reading comprehension, peer tutoring, achievement, interest and gender. It was established in some of the studies reviewed that the method or strategies used could improve students' interest and achievement. The influence of gender on achievement was not conclusive. Nevertheless, the review of literature revealed that no defined compromise has been reached on gender issue in relation to achievement and interest.

From the literature review it is evident that substantial work has been done on the effect of different methods and approaches on students' achievement and interest in English language and other subject areas. However, none of these studies reviewed has been carried out in Nigeria on the effect of peer tutoring on students' achievement and interest in reading comprehension. This gap in literature, therefore, underscores the need for this study which seeks to determine the effect of peer tutoring on students' achievement and interest in reading comprehension.

CHAPTER THREE

RESEARCH METHOD

This chapter presents the method and procedures the researcher used in the study. It described specifically the Design, Area of the study, Population of the study, Sample size and Sampling technique, Instrument for data collection, Validation and Reliability of the instrument, Control of extraneous variables, Experimental procedure and Method of data analysis.

Design of the Study

This study employed the quasi-experimental research design. Specifically, it is the non- randomized, control group, pre-test, post- test design. This design was adopted because the students that were used for the experiment were already in intact classes and randomization, would disrupt the existing structure in the school, thus posing some administrative problems.

Olaitan and Nwoke (1998), opine that a research carried out in a classroom setting where classes are intact might pose problems of randomly selecting the subjects. Thus, Ali (2006) recommends the use of quasi experimental design where intact classes are used.

This design is represented in the following figure

$$\begin{array}{c} Q_1 \times Q_2 \\ \hline Q_3 - Q_4 \end{array}$$

Fig ii.

Key:

X = Treatment

— = No treatment

Q_1 = Pretest Score for experimental Group

Q_2 = Post test Score for experimental Group

Q_3 = Pretest Score for control group

Q_4 = Post test Score for control group

Area of the Study

The area of the study is Oredo Education zone of Edo State. The zone has three local government Area (LGA) namely: (Oredo, Ikpoba ñOkha and Egor), It is located in Edo South senatorial district of Edo State. The people in the area are predominantly farmers, civil servants, businessmen and women and students. However, the chosen schools are co-educational and use the same curriculum and scheme of work in English language. The rationale for choosing this zone is because students' achievement in English language comprehension in external examination has been poor.

Population of the study

The population of the study consists of the entire 2014/2015 SSII students in public secondary schools in Oredo Educational zone numbering 22, 225 students. 11, 214 are males and 11,011 are females (statistic unit Ministry of Education, Iyaro, Benin City 2014/2015 academic section). The area has forty co-educational secondary school- 12 in Egor, 9 in Oredo, 19 in Ikpoba-Okha and 11 single sexed schools, 1 in Egor, 6 in Oredo and 4 in Ikpoba-Okha (statistic unit, Ministry of Education, Iyaro Benin City),

SSII students were used for the study because reading comprehension is in their curriculum and scheme of work. Also, they had been taught reading comprehension in junior and part of senior secondary school. So, using SSII students would give a true picture of the state of the art with regard to students' achievement in reading comprehension. Also, they were not in the external examination class and therefore would be available for the experiment.

Sample and Sampling Techniques

The sample for the this study consists of 200 students. 120 girls, 80 boys/ Two schools are assigned to experimental group (peer tutoring strategy of instruction) and the other two are assigned to control group (lecture method).

Purposive random sampling was used to draw four co-educational schools, one each from Ikpoba ñ Okha and Egor respectively and two schools from Oredo as it has greater number of students than the other two.

Instrument for Data Collection

The instruments used for data collection were English Reading Comprehension Achievement Test (ERCAT) and English Reading Comprehension Interest Inventory (ERCII). The two instruments were developed by the researcher. The ERCAT has 14 questions and each question is 1 mark except question (ii) which attracts 2 marks that brings it to a total of 15 marks. The same (ERCAT) was used for pre-test and post-test. The items in the (ERCAT) used for the pre-test were reshuffled for use as post achievement test, the aim of the post test was to see if there are statistically significant difference after peer tutoring.

The second instrument called English Reading Comprehension interest inventory (ERCII) was developed based on the literature review conducted by the researcher. The (ERCII) consisted of 30 statements with 4 point scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). ERCII was used to elicit information from the students on their interest in reading comprehension.

Validation of the Instruments

The ERCAT and ERCII were subjected to face validation. The instruments were given to three experts in Art and Science Education in Faculty of Education University of Nigeria Nsukka. The instruments were validated in terms of scope of coverage, clarity of questions asked and appropriateness of the questions to students' level of understanding. The marking guide for ERCAT developed by the researcher was also given to the validators for necessary comments.

The validators made some valuable comments on the instruments. As for the lesson plan, the researcher was asked to write another lesson plan for the control groups while as for the ERCAT and marking scheme, the instruments were confirmed suitable and those comments formed the bases for correction of the final instruments. This could be seen in the instructional and evaluation steps of the lesson plan (see Appendix E. p. 102) Reading comprehension interest inventory (ERCII) see Appendix C p 99.) Lesson plan for lecture method

Reliability of Instrument

The reliability of the instruments was established by trial-testing it on 30 SSII secondary school students, who were randomly drawn from Oredo Education Zone of Edo State. The English reading comprehension interest inventory (ERCII) and English reading comprehension achievement test (ERCAT) were administered to 30 secondary school students. Cronbach's Alpha reliability method was used to determine the internal consistency of ERCII. The reliability coefficient of 0.87 was obtained for ERCII. Estimate of temporal stability (particularly test retest) was used to determine the reliability coefficient of ERCAT. The score from first and second administration of ERCAT were correlated using Pearson product moment correlation and the reliability coefficient of 0.91 was obtained for ERCAT. The reliability coefficients were considered high enough and acceptable in measuring what the instruments were designed to measure. (See Appendices H & I pages 151 & 152 for details)

Experimental Procedure

Before treatment, the English language teachers were taught for four days on how to use peer tutoring to teach reading comprehension and how they were to go about it by the researcher. The students were also taught prior to the time of experiment for four to six days on what to do in experimental class and how to use peer tutoring to teach each other.

Before treatment, the research subjects were given a pretest which were administered by the regular English language teachers in the sampled schools who went through training. The students were encouraged to assemble in groups of two or more and were to work together on a specified reading comprehension passage. The students worked together to prompt, monitor and evaluate each other to achieve the goal of the group. The students alternated between role of tutor and tutee in groups of two.

During the intervention, the tutor read a passage to the tutee and the tutee followed along with a photocopy of the passage back to the tutor while the tutor followed along providing corrective feedback. After five minutes, the students switched role and repeated the procedure. The higher performing students always began the session as the

tutors. This procedure enabled the weaker reader to hear and see the passage prior to oral reading. Once the students became skillful at the tutoring procedure, the teacher introduced comprehension question to the tutoring sessions. After each student had orally read for five minutes, he/she summarized what was read, answered questions pertaining to the reading such as "what is the first thing you learned?" or "what is the most important thing about who?" Or "what is the most important thing about who or what in the text?" This process was repeated several times before submission of the final version to the instructor. Upon completion of the task, the students completed the post-questions and that included the same statements in the pre-questionnaire. The experimental groups were taught using peer tutoring while control group were taught using lecture method. Teaching lasted for six weeks. The experimental groups were subjected to peer tutoring strategy. The objective of the lesson was spelt out for each topic. The teacher introduced the topic and used peer tutoring to illustrate and explain. The teacher got the students involved in the peer tutoring process, the teacher corrected and or reinforced the students where and when necessary.

Control of Extraneous Variables

The researcher adopted the following strategies to ensure that extraneous variables which might affect the result of the study was controlled, thereby ensuring that the changes in behaviour of the subjects was as a result of treatment

Experimental Bias

The regular English language teachers of each school were used in teaching the students so that the researcher was not personally involved in administering the research condition to avoid students being biased with the presence of a strange teacher

Control Effects of Pretest on Post-test

To reduce the effect of a pretest on subsequent testing, items of ERCAT were reshuffled before administering it as post test.

Teachers' Variables

The researcher alone was not able to carry out the experiment. As a result, four research assistants who are invariably English language teachers in their respective schools were used. To control the error that might arise as a result of teacher's differences, a four day pre-experimental conference and training was organized for the research assistants. They were carefully exposed to practical measures of developing and using peer tutoring strategy of instruction. This is to establish a uniform instructional standard among the teachers. The researcher also ensured a uniform lesson plan for the two groups by providing the lesson plans to be used by the research assistants. Besides, the researcher monitored the study to ensure the use of the strategy as specified in the lesson plan.

Inter-Group Variables

Intact class was used for the study. Therefore, there might be initial differences of the research subject in the two groups. The researcher used analysis of covariance (ANCOVA) to test the hypotheses to control for any differences between the intact groups. It is hoped that this would be corrected for the initial non-equivalence among research subjects.

Instructional Situational Variables

To ensure homogeneity of instruction across groups, the researcher trained all the research assistants and provided uniform lesson plans for each group. Similarly, peer tutoring and lecture groups were taught the same subject within regular periods allotted to English language in the school time table.

At the end of the treatment a post ERCAT was administered to the same subjects. The scores for both experimental and control groups were recorded accordingly. Each item in the score was scored one mark. The maximum mark is 15 while the minimum is 0.

Method of Data Analysis

The researcher used mean and standard deviation to provide answers to the research questions. This is because mean is the most reliable measure of central tendency in a normal distribution. Mean was used to test hypothesis formulated for the study at 0.05 level of significance. ANCOVA was used in order to take care of the error of initial difference in the ability levels among the research subjects. The pretest scores were used as covariates for achievement.

CHAPTER FOUR

ANALYSIS OF DATA AND RESULTS

The results are presented in line with the research questions and hypotheses that guided the study

Research Question 1:

What are the mean achievement scores of students exposed to peer tutoring strategy (PTS) and lecture method (LM) in reading comprehension?

Table 1: Mean and Standard deviation of pretest posttest score of students exposed to peer tutoring strategy (PTS) and lecture method (LM) in reading comprehension

Variable Strategies	N	Pretest		Posttest		Mean gain
		$\bar{x}$	SD	$\bar{x}$	SD	
PTS	100	6.93	1.00	11.95	1.14	5.02
LM	100	6.98	2.00	8.27	1.14	1.29

PTS = Peer tutoring strategy, LM = lecture method

Table 1 shows that the group taught reading comprehension using peer tutoring strategy (PTS) had a pretest mean achievement score of 6.93 with a standard deviation of 1.00 and a posttest mean of 11.95 with a standard deviation of 1.14. The difference between the pretest and posttest mean was 5.02. The group taught using Lecture Method (LM) had a pretest mean of 6.98 with a standard deviation of 2.00 and a posttest mean of 8.27 with a standard deviation of 1.14. The difference between the pretest and posttest mean was 1.29. However, for each of the groups, the posttest means were greater than the pretest means with the group taught using peer tutoring strategy (PTS) having a higher mean achievement gain. This is an indication that peer tutoring strategy (PTS) has more effect on students' achievement in reading comprehension than the Lecture Method (LM).

Hypothesis 1

There is no significant difference in the mean achievement scores of students exposed to peer tutoring strategy and lecture method in reading comprehension.

Table 2: Analysis of Covariance (ANCOVA) of the effect of peer tutoring strategy and lecture method in reading comprehension

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Dec
Corrected Model	749.562 ^a	4	187.390	198.574	.000	
Intercept	195.188	1	195.188	206.837	.000	
PreACHI	67.508	1	67.508	71.537	.000	
Methods	631.167	1	631.167	668.834	.000	S
Gender	1.814	1	1.814	1.923	.167	NS
Methods * Gender	.177	1	.177	.188	.665	NS
Error	184.018	195	.944			
Total	21376.000	200				
Corrected Total	933.580	199				

a. R Squared = .803 (Adjusted R Squared = .799), $\hat{U} = 0.05$, S=Significant, NS=not Significant

The result in Table 2 shows that an F-ratio of 668.834 with associated probability value of 0.00 was obtained with respect to the achievement of students taught reading comprehension using peer tutoring strategy and lecture method. Since the associated probability value of 0.00 was less than 0.05 set as level of significance, the null hypothesis (H_{01}) which stated that there is no significant difference in the mean achievement scores of students exposed to peer tutoring strategy and lecture method in reading comprehension was rejected. Thus, inference drawn that there was a significant difference in the mean achievement scores of students exposed to peer tutoring strategy and lecture method in reading comprehension with those exposed to peer tutoring strategy having a higher mean achievement gain. This shows that peer tutoring strategy increase students' achievement in reading comprehension than lecture method.

Research Question 2:

What are the mean achievement scores of male and female students in reading comprehension?

Table 3: Mean and Standard deviation of pretest and posttest achievement scores of male and female students in reading comprehension

Variable Gender	N	Pretest		Posttest		Mean gain
		$\bar{x}$	SD	$\bar{x}$	SD	
Male	75	7.01	0.98	10.37	1.14	3.36
Female	125	6.92	1.17	9.94	2.24	3.02

Results in Table 3 shows the mean achievement score of male and female students in reading comprehension. Result showed that male students had a pretest mean achievement score of 7.01 with a standard deviation of 0.98 and a posttest mean achievement score of 10.37 with a standard deviation of 1.14. The difference between the pretest and posttest mean achievement score for male students was 3.36. The female students taught reading comprehension had a pretest mean achievement score of 6.92 with a standard deviation of 1.17 and a posttest mean achievement score of 9.94 with a standard deviation of 2.24. The difference between the pretest and posttest mean achievement score for female students was 3.02. However, for each of the groups, the posttest means achievement score was greater than the pretest mean achievement score with the male students having higher mean gain than their female counterparts.

Hypothesis 2

There is no significant difference in the mean achievement score of male and female students in reading comprehension.

The result in Table 2 also shows that, an F-ratio of 1.92 with associated probability value of 0.17 was obtained with respect to male and female students' achievement in reading comprehension. Since the associated probability value of 0.00 was greater than 0.05 set as level of significance, the null hypothesis (H_{02}) which stated that there is no significant difference in the mean achievement score of male and female students in reading comprehension was not rejected. Thus, inference drawn was that there was no significant difference in the mean achievement score of male and female students in reading comprehension.

Research Question 3:

What is the interaction effect of instructional method and gender on students' achievement in reading comprehension?

Table 4: Mean and Standard deviation of the interaction effect of instructional method and gender on students' achievement in reading comprehension

Variable			Pre test		Posttest		Mean gain
Treatment	Gender	N	$\bar{X}$	SD	$\bar{X}$	SD	
PTS	Male	40	6.68	0.81	11.96	1.14	5.13
	Female	60	7.00	1.10	11.93	1.15	4.93
LM	Male	35	7.23	1.11	8.57	1.01	1.34
	Female	65	6.85	1.23	8.12	1.17	1.27

PTS = Peer tutoring strategy, LM = lecture method

The result presented in Table 4 shows that the male group in Peer tutoring strategy had a pretest mean achievement score of 6.68 with a standard deviation of 0.81 and a posttest mean achievement score of 11.96 with standard deviation of 1.14 for reading comprehension. Also the male group in lecture method had a pretest mean achievement score of 7.23 with a standard deviation of 1.11 and a posttest mean response of 8.57 with standard deviation of 1.01 for reading comprehension. The difference between the pretest and posttest mean for male group in peer tutoring strategy was 5.13 and for the lecture method, it was 1.34 for reading comprehension. Table 4 equally show that the female group in Peer tutoring strategy had a pretest mean achievement score of 7.00 with a standard deviation of 1.10 and a posttest mean achievement score of 11.93 with standard deviation of 1.15 for reading comprehension. Also the female group in lecture method had a pretest mean achievement score of 6.85 with a standard deviation of 1.23 and a posttest mean achievement score of 8.12 with standard deviation of 1.17 for reading comprehension. The difference between the pretest and posttest mean for female group in peer tutoring strategy was 4.93 and for the lecture method, it was 1.27 for reading comprehension. The difference in mean achievement score gain for both male and female in the peer tutoring strategy on reading comprehension were higher than that of their counterparts in the lecture method with male having the higher mean gain in either group.

Hypothesis 3

There is no significant interaction effect of instructional method and gender on students' achievement in reading comprehension.

The result in Table 2 shows the interaction effect of instructional method and gender on students' achievement in reading comprehension. An F-ratio of 0.19 with associated probability value of 0.67 was obtained. Since the associated probability value of 0.67 was greater than 0.05 set as level of significance, the null hypothesis (H_{03}) which stated that there is no significant interaction effect of instructional method and gender on students' achievement in reading comprehension was not rejected. Thus, inference drawn was that, there was no significant interaction effect of instructional method and gender on students' achievement in reading comprehension.

Research Question 4:

What are the mean interest scores of students exposed to peer tutoring strategy (PTS) and lecture method (LM) in reading comprehension?

Table 5: Mean and Standard deviation of pretest posttest score of students' interest exposed to peer tutoring strategy (PTS) and lecture method (LM)

Variable Strategies	N	Pretest		Posttest		Mean gain
		$\bar{X}$	SD	$\bar{X}$	SD	
PTS	100	2.01	0.21	3.51	0.14	1.50
LM	100	2.06	0.22	2.79	0.17	0.75

PTS = Peer tutoring strategy, LM = lecture method

Table 5 shows that the group taught using peer tutoring strategy (PTS) had a pretest mean interest score of 2.01 with a standard deviation of 0.21 and a posttest mean of 3.51 with a standard deviation of 0.14. The difference between the pretest and posttest mean was 1.50. The group taught using Lecture Method (LM) had a pretest mean of 2.06 with a standard deviation of 0.22 and a posttest mean of 2.79 with a standard deviation of 0.17. The difference between the pretest and posttest mean was 0.75. However, for each of the groups, the posttest means were greater than the pretest means with the group taught using peer tutoring strategy (PTS) having a higher mean interest gain. This is an indication that peer tutoring strategy (PTS) had more effect on students' interest in reading comprehension than the Lecture Method (LM).

Hypothesis 4

There is no significant difference in the mean interest scores of students exposed to peer tutoring strategy and lecture method in reading comprehension.

Table 6: Analysis of Covariance (ANCOVA) of the effect of peer tutoring strategy and lecture method students' interest in reading comprehension

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Dec
Corrected Model	25.824 ^a	4	6.456	264.239	.000	
Intercept	20.283	1	20.283	830.165	.000	
PreRCII	.022	1	.022	.892	.346	
Methods	22.469	1	22.469	919.638	.000	S
Gender	.005	1	.005	.200	.655	NS
Methods * Gender	.270	1	.270	11.035	.071	NS
Error	4.764	195	.024			
Total	2013.828	200				
Corrected Total	30.588	199				

a. R Squared = .844 (Adjusted R Squared = .841) , S=Significant, NS=not Significant

The result in Table 6 shows that an F-ratio of 919.638 with associated probability value of 0.00 was obtained with respect to the interest of students taught reading comprehension using peer tutoring strategy and lecture method. Since the associated probability value of 0.00 was less than 0.05 set as level of significance, the null hypothesis (H_{04}) which stated that there is no significant difference in the mean interest scores of students exposed to peer tutoring strategy and lecture method in reading comprehension was rejected. Thus, inference drawn that there was a significant difference in the mean interest scores of students exposed to peer tutoring strategy and lecture method in reading comprehension with those exposed to peer tutoring strategy having a higher mean interest gain. This shows that peer tutoring strategy increases students' interest in reading comprehension than lecture method.

Research Question 5:

What are the mean interest scores of male and female students in reading comprehension?

Table 7: Mean and Standard deviation of pretest and posttest interest scores of male and female students in reading comprehension

Variable	N	Pretest		Posttest		Mean gain
		$\bar{X}$	SD	$\bar{X}$	SD	
Male	75	2.04	0.19	3.17	0.35	1.13
Female	125	2.03	0.23	3.15	0.39	1.12

Results in Table 7 shows the mean interest score of male and female students in reading comprehension. Result showed that male students had a pretest mean interest score of 2.04 with a standard deviation of 0.19 and a posttest mean interest score of 3.17 with a standard deviation of 0.35. The difference between the pretest and posttest mean interest score for male students was 1.13. The female students taught reading comprehension had a pretest mean interest score of 2.03 with a standard deviation of 0.23 and a posttest mean interest score of 3.15 with a standard deviation of 0.39. The difference between the pretest and posttest mean interest score for female students was 1.12. However, for each of the groups, the posttest means interest score was greater than the pretest mean interest score with the male and female students having similar mean gain..

Hypothesis 5

There is no significant difference in the mean interest score of male and female students in reading comprehension.

The result in Table 6 also shows that, an F-ratio of 0.20 with associated probability value of 0.71 was obtained with respect to male and female students' interest in reading comprehension. Since the associated probability value of 0.71 was greater than 0.05 set as level of significance, the null hypothesis (H_{05}) which stated that there is no significant difference in the mean interest score of male and female students in reading comprehension was not rejected. Thus, inference drawn was that there was no significant difference in the mean interest score of male and female students in reading comprehension.

Research Question 6:

What is the interaction effect of instructional method and gender on students' interest in reading comprehension?

Table 6: Mean and Standard deviation of the interaction effect of instructional method and gender on students' interest in reading comprehension

Variable			Pre test		Posttest		Mean gain
Treatment	Gender	N	$\bar{X}$	SD	$\bar{X}$	SD	
PTS	Male	40	2.02	0.21	3.45	0.18	1.43
	Female	60	2.01	0.21	3.54	0.10	1.53
LM	Male	35	2.09	0.16	2.84	0.13	0.75
	Female	65	2.04	0.25	2.77	0.17	0.73

PTS = Peer tutoring strategy, LM = lecture method

The result presented in Table 6 shows that the male group in Peer tutoring strategy had a pretest mean interest score of 2.02 with a standard deviation of 0.21 and a posttest mean response of 3.45 with standard deviation of 0.18 for reading comprehension. Also the male group in lecture method had a pretest mean interest score of 2.09 with a standard deviation of 0.16 and a posttest mean interest score of 2.84 with standard deviation of 0.13 for reading comprehension. The difference between the pretest and posttest mean interest score for male group in peer tutoring strategy was 1.43 and for the lecture method, it was 0.75 for reading comprehension. Table 6 equally shows that the female group in Peer tutoring strategy had a pretest mean interest score of 2.01 with a standard deviation of 0.21 and a posttest mean interest score of 3.54 with standard deviation of 0.10 for reading comprehension. Also the female group in lecture method had a pretest mean response of 2.04 with a standard deviation of 0.25 and a posttest mean response of 2.77 with standard deviation of 0.17 for reading comprehension. The difference between the pretest and posttest mean for female group in peer tutoring strategy was 1.53 and for the lecture method, it was 0.73 for reading comprehension. The difference in mean interest score gain for both male and female in the peer tutoring strategy on reading comprehension were higher than that of their counterparts in the lecture method.

Hypothesis 6

There is no significant interaction effect of instructional method and gender on students' interest in reading comprehension.

The result in Table 6 shows the interaction effect of instructional method and gender on students' interest in reading comprehension. An F-ratio of 11.03 with associated probability value of 0.71 was obtained. Since the associated probability value of 0.71 was greater than 0.05 set as level of significance, the null hypothesis (H_{06}) which stated that there is no significant interaction effect of instructional method and gender on students' interest in reading comprehension was not rejected. Thus, inference drawn was that, there was no significant interaction effect of instructional method and gender on students' interest in reading comprehension.

Summary of Major Findings

This section of the chapter is a summary of the findings of the study according to each of the tested hypothesis. From the data analysis and interpretation of the results, the following findings emerged;

1. Peer tutoring strategy (PTS) has more effect on students' achievement in reading comprehension than the Lecture Method (LM). There was a significant difference in the mean achievement scores of students exposed to peer tutoring strategy and lecture method in reading comprehension.
2. Male students have higher mean achievement gain than their female counterparts. There was no significant difference in the mean achievement score of male and female students in reading comprehension..
3. There was no significant interaction effect of instructional method and gender on students' achievement in reading comprehension..
4. Peer tutoring strategy (PTS) has more effect on students' interest in reading comprehension than the Lecture Method (LM). There was a significant difference in the mean interest scores of students exposed to peer tutoring strategy and lecture method in reading comprehension.

5. Both male and female students have similar mean interest gain. There was no significant difference in the mean interest scores of male and female students in English in reading comprehension.
6. There was no significant interaction effect of instructional method and gender on students' interest in reading comprehension.

CHAPTER FIVE

DISCUSSION OF RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter focuses on the discussions, educational implications of findings, recommendations, limitations of the study, suggestions for further research and summary of the study.

DISCUSSION OF RESULTS

The Discussion of the result of the study is presented under the following sub-headings

- * Effect of peer Tutoring strategy and lecture method on students' achievement and interest in reading comprehension
- * Gender and students' achievement and interest in reading comprehension.
- * Interaction effect of instructional method and gender on students' achievement and interest in reading comprehension.

Effect of peer Tutoring strategy and lecture method on students' Achievement and interest in reading comprehension.

Evidence from this study shows that students in the experimental groups who were taught reading comprehension using the peer tutoring strategy (PTS) obtained a higher post-test mean achievement score than those in the control group who were taught the same reading comprehension using the lecture method (LM) as the finding presented in Table I indicated .

The result of the study is in tandem with the findings of Jessica (2008), Philip (2010), Okoye (2013) and Okoroma (2013) on the effectiveness of teaching reading comprehension using peer Tutoring strategy.

The efficacy of PTS over LM is not surprising because PTS does encourage students in participating in class activities which emanate from proper management practices of the teacher, they concentrate on academic task and achieve better results.

The result of this study also goes to corroborate the Interactionist Learning theory of Second Language Acquisition SLA as propounded by Long (1996) Which states that learners need to be encouraged to negotiate meaning to facilitate second language acquisition, reading comprehension inclusive. PTS has been found to be superior to LM which encourages students to be passive learners.

The result of this study also reveals that even though students find reading comprehension a difficult aspect of English as revealed by teachers in the field and WAEC chief examiners, evidence from the results of this study shows that on the average of all the students taught reading comprehension with PTS comfortably passed the post-achievement test, while those taught with LM narrowly pass the test. It is ably because of the fact that the lecture method which is a popular method used by teachers of English language in teaching reading comprehension could not produce outstanding results among students that the chief Examiners' report (2015) saw the need for a change of approach to address the anomaly. The results of this study confirm the need for this change.

Furthermore, the result in Table 5 shows that the students in experimental group had greater post-test mean interest score than their counterparts in the control group. This result revealed that the PTS had a significant effect on the students' interest more than LM. This is in agreement with the findings of Brigid (2015) that interest sustains learning and it serves as catalyst for development using PTS as opposed to lecture method. It also agrees with Omeje (2008) and Torty (2010) whose findings reveal that suitable teaching methods increase students interest and that there is a strong relationship between students' interest and achievement. The PTS was able to stimulate higher interest in the students because it is activity-based. In the course of reading passages, students were able to master reading properly. It also discourages passive learning and encourages active learning.

Gender and students' achievement and interest in reading comprehension.

The finding of this study regarding differences in achievement of male and female students taught reading comprehension using PTS show in Table 3 that the post

test mean achievement score recorded by males and females shows that the male achieved slightly higher than the females, but this was not found to be statistically significant in the test of hypothesis. In other words, both males and female were almost at par in their achievement in reading comprehension. This finding disagrees with Pisa (2006) and Umo (2011) who found out in their studies that gender was a significant factor in students' achievement in Language. Umo (2011) revealed that gender was a significant factor on over all students achievement in Igbo grammar in the study, effect of games on the achievement and interest of Junior secondary school students in Igbo grammar.

However, the result of this study agrees with the findings of Agada (2007) and Egbe (2011). These researchers did not establish any significant difference in the achievement of male and female students taught English Language using different methods and techniques. The lack of significance in the achievement of males and females in English reading comprehension may be because PTS method is not gender biased. It indicates that with the effective application of the method, good result can be achieved by both the males and females.

The result in Table 7 of this study also shows that there was no significant difference in the mean interest rating scores of male and female students in reading comprehension. This means that PTS had the same positive effect on male and female students. This is as a result of active participation of both males and females in the lessons. The result is in line with the findings of Agada (2007) and Umo (2011), that there was no significant difference in the interest of male and female students taught using different methods and approaches.

Interaction effect of instructional method and gender on students' achievement and interest in reading comprehension.

This study established that there was no significant interaction effect of instructional method and gender on students' achievement and interest in reading comprehension. In other words, the superior scores in students' achievement and interest by the experimental groups is attributable to the effect of treatment alone and not as a

result of any interaction effect of treatment and gender. This finding corroborates the findings of Uzoegwu (2004), Anizoba (2004) and Torty (2010) that there were no significant interaction effects of their methods and gender on students' achievement in English language. The findings also agree with those of Omeje (2008) that there was no significant interaction effect of method and gender on students' achievement and interest in Igbo letter writing. However, this finding does not agree with that of Umo (2001) and Ogboji (2013) that there were significant interaction effects of method and gender on students' achievement in Igbo grammar and cultural and creative arts, respectively.

Conclusions

The PTS has facilitative effects on secondary school students' achievement and interest in reading comprehension. Students taught reading comprehension using the PTS proved superior to the LM in promoting students' achievement and interest in reading comprehension. Gender has no significant influence on students' achievement and interest in reading comprehension. Interaction effects of instructional approach and gender on students' achievement and interest were not significant in reading comprehension.

Educational implications

Based on the conclusions drawn from the findings, the following educational implications of the findings are outlined as they relate to the teacher, students, educational authorities, curriculum developers, English language Textbook writers and language education.

The findings of this study have provided empirical evidence on the effectiveness of the peer Tutoring strategy (PTS) in enhancing students' achievement and interest in reading comprehension more than the lecture method (LM). The implication of this finding to the teacher is that the approach he or she adopts in teaching a subject or a language skill goes a long way in determining the extent of students' achievement and interest in it. It also implies that the PTS is a more effective approach for the teaching and learning of reading comprehension than the lecture method (LM). Insistence on

teaching reading comprehension with lecture method may not yield optimum result as that may only succeed in worsening students' achievement and interest in reading comprehension. For the students it implies that there is hope of increased achievement and interest in reading comprehension if the teacher uses PTS in teaching. With increased achievement and interest their dread for reading comprehension will be kept at bay while the general poor achievement in external examinations conducted by WAEC and NECO will improve. With improved achievement, students will not be denied admissions into higher institutions of learning neither will they lose intelligibility in their interactions with books, newspapers, magazines and others. The finding of this study also have implications for education authorities since the PTS is very effective in teaching reading comprehension, education authorities have the responsibility to impress on the teachers to use the strategy in their various schools in order to help improve their students' achievement in reading comprehension. The onus lies on them to explore all avenues like organization of conferences and workshops to ensure that the strategy and its accompanying procedure are not only mastered by the teachers but are also effectively implemented in the classroom by the teachers.

For the curriculum developers, both at secondary and tertiary institutions of learning, the findings of the study imply that there is need to incorporate the PTS as one of the innovative approaches to the teaching of reading comprehension in the next review of the curriculum. It also implies that PTS has the potentialities of being effective in teaching other areas of English language apart from reading comprehension. Thus, curriculum developers may have to explore these areas and incorporate them in the next reviews of the curriculum.

On the part of the English language textbook writers, it implies that the textbooks that draw heavily from the lecture method may not be helpful to the teacher and the students in attaining high achievement and interest in reading comprehension. This means that there is the need to review textual materials using the PTS. The continued use of the conventional textbooks in schools without infusing the PTS into them may only succeed in maintaining the same low level of achievements and interest in reading comprehension.

Finally, the findings of this study have implications for language education especially with regard to the influence of gender on students' language attainments. The finding that gender was not a significant factor in students' achievement and interest in reading comprehension implies that it would be necessary to provide the same curriculum materials and teaching approaches for males and females in school. It also implies that there should be no segregation or assertion of superiority or inferiority of one gender over the other. Rather, both males and females should consider themselves as equally endowed to achieve highly if they pay keen interest in the lessons and engage in all class activities.

Recommendations

The following recommendations are hereby made in line with the findings and implication of the study:

1. The results of the study have shown that peer Tutoring strategy has significantly positive effect on secondary school students' achievement and interest in reading comprehension. Thus, English language Teachers should adopt the strategy as an alternative to lecture method in teaching reading comprehension.
2. Workshops, seminars and conferences should be regularly organized for English language teachers by the education authorities such as universities, colleges of education, ministries of education, post primary school management Board and Universal Basic Education commission (UBEC) on the use of PTS in teaching reading comprehension.
3. English Teacher preparation programmes in colleges of education and universities should include in their relevant courses on methodology (like special method) the use of PTS in teaching reading comprehension so that pre-service teachers will be trained on how to use this strategy in teaching reading comprehension on employment.
4. Curriculum developers for secondary schools such as the Nigerian Educational Research and Development council (NERDC) should incorporate the PTS as an effective strategy in teaching reading comprehension in the next review of the

curriculum as well as carry out further research on other areas of the English language where PTS could be applied.

5. Textbooks writers especially in reading comprehension should develop new textual materials that are PTS compliant such texts should have copious exploration passages on each unit of reading comprehension.

Limitations of the study

The generalization drawn from this study are subject to the following limitations.

- 1 peer tutoring strategy decreased chance of giving and receiving incorrect feedback, and increased opportunity for conflict or small talk
- 2 Too much time and effort to train tutors, tutors' impatience, academic subject suitability for peer tutoring and lack of expertise on the tutor's part
- 3 There were cognitive and effective consequences. Tutors could not correctly solve problems. Students felt that they were peer tutors and became discouraged.
- 4 The need for monitoring and quality control consumes time and resources

Suggestion for further Research

Based on the findings of the study and subsequent limitations, the following suggestions for further research are made

- A similar study could be carried out to cover more topics in reading comprehension
- Another similar study could be carried out to cover other levels of peer Tutoring
- Another study could be carried out using other class levels in junior or senior secondary schools.
- A similar study could be carried out to ascertain the effect of peer Tutoring strategy on students' achievement and interest in other areas of the English language like essays and grammar.

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APPENDIX A

INSTRUMENT (ERCAT) ADMINISTERED FOR PILOT AND POST TEST

Read the following passage carefully and answer the questions on it.

I was to remember my first day at Freedom University for a long time. On arrival on campus, I expected to be met by some state students (as was the practice in my secondary school) but every students around was new like myself and from *afar* off I could see a sea of heads). I asked the way to Grant hall but no one could tell me. I asked a number of other questions about issues that bothered me, such as where and how to pay the fees, the way to the dining hail and so on, but no help was forthcoming. Ńso in the midst of so many people I am all aőone,őI mused to myself. The prospect was not in the least cheerful and all the elation I had felt at gaining entry into a renowned university at sixteen began to disappear. Then as if propelled by an unknown benevaler force, I walked a little bit down the corridor in the direction of a notice board at which some ten young men and women were peering. For want of something to do, I decided to stop and look at the noticeboard. Alasl 1 had opened the key to all the riddles that had dribbled me since 1 set foot on campus that morning. On the board there was a big campus map in which I was able to locate Gant Hall and other places of interest. There were details of the various activities lined up for the three days of orientation for freshmen and a comprehensive list of those offered admission into various courses. How blissful felt to see the light of knowledge, having been wallowing in the darkness of ignorance. Even then I was not able to escape the thought that though 1 could not be sure how much of the responsibility for the darkness was mine, the feat that something had not been done to draw attention to that apocalypse of a notice board had contributed clearly to my initial predicament. All that notwithstanding, I learnt from that incident an indelible lesson which was to stand me in very good stead throughout my stay in the university, namely, the importance of reading notice boards and handbills if one is to be well informed about places and events in the university.

Questions

- (a) Why did the writer of the passage feel isolated?
- (b) Why did the writer say that the prospect was not cheerful?
- (c) What is the key to all the riddles that had dribbled the writer since he got to the campus?
- (d) What was the cause of the writer's predicament?
- (e) Why did the writer remember his first day in the university?
- (f) Sea of heads: what is the figure of speech used, in the above expression?
- (g) ...which was to stand me in very good stead throughout my stay in the University
 - i. What grammatical name is given to the above expression?
 - ii. What is its function?
- (h) For each of the following words find another word or phrase which means the same and which can replace it as it is used in the passage. (i) elation (ii) renowned (iii) propelled (iv) benevolent (v) blissful (vi) predicament

APPENDIX B
ENGLISH READING ACHIEVEMENT COMPREHENSION TEST
MARKING SCHEME

Marking scheme to the Questions

- a. Why did the writer of the passage feel isolated?
- b. Why did the writer say that the prospect was not cheerful
- c. What is the key to all the riddles that had dribbled the writer since he got to the campus
- d. What was the cause of the writer predicament
- e. Why did the writer remember his first day in the University?
- f. 'a sea of heads' what is the figure of speech used in the above questions on the passage.
- (g) "which was to stand me in very good stead through out my stay in the university;
 - i. What is the grammatical name given to the above expression?
 - ii. What is the function?
- (h) For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage.
 - (i) elation
 - (ii) renowned
 - (iii) propelled
 - (iv) benevolent

- (iii) propelled
- (iv) benevolent
- (v) blissful
- (vi) predicament

Answers

- (a) No one could answer him on so many issues that bothered him. (1 mark)
- (b) He was disappointed with the attitude of the students, this was not his expectation in a University. (1 mark)
- (c) The notice board (1 mark)
- (d) The fact ^{that} nothing was done to draw his attention to the notice board (1 mark)
- (e) It was because he learnt the importance of reading notice board and hand bills if one is to be well informed about places and events in the University. (1 mark)
- (f) Metaphor (1 mark)
- (g) i. Adjectival clause (2 marks)
- ii. it qualifies the noun 'an indelible lesson'. (1 mark)
- (h) (i) excitement /joy/ (1 mark)
- (ii) popular (1 mark)

- | | | |
|-------|------------------|----------|
| (iii) | pushed | (1 mark) |
| (iv) | kind | (1 mark) |
| (v) | Happy | (1 mark) |
| (vi) | difficult | (1 mark) |

(Total marks)

For Post Test

The Questions were reshuffled as follow

- a. ë ë ë ë ëd
- b. ë ë ë ë ë ë c
- c. ë ë ë ë ..ë ..b
- dë ë ë ë ..ë ë .a
- eë ë ë ë ..ë ë h
- fë ë ë ë ë ë ..g
- gë ë ë ë ë ..ë f
- hë ë ë ë ë ë .e
- ië ë ë ë ë ë ..vi
- iië ë ë ë ..ë ..v
- iiië ë ë ë ë ...iv
- ivë ë ë ë ..ë ..iii
- vë ë ë ë ë ..ë ii
- vië ë ë ë ..ë ë i

APPENDIX C
READING COMPREHENSION INTEREST INVENTORY (ERCII)

INSTRUCTION: Please kindly tick (å) the space below as appropriate to you

Student's ID Number Gender: Male ☐ Female ☐

NOTE: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
1.	I don't like being in the class during reading comprehension lesson				
2.	My course of study in the University will have less to do with reading comprehension				
3.	I enjoy taking part in discussion after reading comprehension				
4.	I would like to study courses with a lot of reading comprehension in the University				
5.	I like telling people what I learnt in reading comprehension lesson				
6.	I enjoy listening to reading comprehension lesson teacher very well				
7.	I feel happy copying notes on reading comprehension				
8.	I find it enjoyable to teach reading comprehension to my junior ones/ mates				
9.	I will not like to attempt any question related to topics in reading comprehension in external examination				
10.	Studying reading comprehension is exciting				
11.	I perform better in reading comprehension than most other topics				
12.	The study of reading comprehension is important to all				

13.	I would like to have much reading comprehension skills in my school				
14.	I study hard to use my reading comprehension skills in other subjects				
15.	I study hard to become a good comprehension reader				
16.	I do not like to answer questions during reading comprehension lesson				
17.	I always volunteer to reading comprehension passages in the class				
18.	I distract the attention of my classmates during reading comprehension lesson				
19.	The duration for reading comprehension lesson seems longer compared to other topics				
20.	I find it very enjoyable to participate in group activities during reading comprehension lesson				
21.	I rejoice whenever reading comprehension teacher is absent from class				
22.	I enjoy solving past question in reading comprehension on my own				
23.	I spent most of my time reading comprehension books				
24.	I like to learn reading comprehension during holidays				
25.	I am always willing to discuss the usefulness of reading comprehension				
26.	Learning reading comprehension makes me happy				
27.	I am very attentive in all reading comprehension lessons				
28.	I hardly give up when reading voluminous novels				
29.	I discourage my friends from becoming newscasters because they are a lot to read				
30.	I advised my friends against choosing a subject that requires much reading for external examination.				

APPENDIX D
SCORING GUIDE FOR ENGLISH READING COMPREHENSION INTEREST
INVENTORY

SCORES FOR ITEMS	RATING SCALE			
	SA	A	D	SD
SCORES FOR POSITIVE ITEMS	4	3	2	1
SCORES FOR POSSITIVE ITEMS	1	2	3	4

Key: SA - Strongly Agree
 A - Agree
 D - Disagree
 SD - Strongly Disagree

APPENDIX E
LESSON PLAN FOR EXPERIMENTAL GROUP BASED ON PEER TUTORING
STRATEGY

Lesson Plan For the Week ending on the: 1st September, 2016

Period: I

Class: S.S. II

Duration: 35 minutes

Age of Students: 15 years +

Mental ability: Mixed

Topic: Reading Comprehension

óA Journey for resumptionô

Previous knowledge: Students had embarked on a journey before.

Instructional Materials:

- (i) New Oxford Secondary English Course for Senior Secondary Schools Book II.
- (ii) Red-help Card
- (iii) Prepared work sheets
- (iv) A deck of Flash cards

Instructional Objectives:

At the end of the lesson, Students should be able to

- (i) Point out specific information in the passage.
- (ii) Identify the general information in the passage
- (iii) Infer meaning to some sentences in the passage.
- (iv) Predict the meaning of some strange words in the passage.

Sequence	Duration	Teacher's Activity	Students' Activities	Objectives
Introduction And instruction	5 mins	The teacher greets the students and tells them that they are going to teach one another while he will supervise	Students listen to the teacher and are excited that they are going to teach one another	To prepare students mind for the lesson
Presentation Step I	5 mins	The teacher gives to the students the photocopies of the passage	Students share the photocopies among themselves. They put beside them their red help card and deck of the flash cards.	To serve as teaching aid.
Step II	5 mins	The teacher asks the students to sit in twos of a dyad.	Students sit in twos while the cleverer one becomes the tutor while the other the tutee. The tutor reads while the tutee listens.	So that the tutee can learn from the tutor.
Step III	5 mins	The teacher walks	The bell is	To switch role.

		round the class.	jingled by the time keeper after 5 mins to signal to the students to switch role. The tutor becomes the tutee while the tutee becomes the tutor, the tutor reads while the tutee listens attentively.	
Step IV	5 mins	The teacher moves round the class and responds to students requesting help by raising the red help card.	The tutor uses the flash cards to explain the new words to the tutee which both the tutor and tutee point out. The meanings are provided with the flash cards but if there is any area of difficulty, the students raise	To attract the teacher's attention and to help resolve issues arising quietly.

			the help card to draw the attention of the teacher.	
Step VI	5 mins	The teacher walks round the class to see if the students are doing the right thing.	The tutor brings out the prepared work sheets to provide answers to questions asked correct response is rewarded by saying you are right, if wrong, by telling him/her or the tutee; try again or given gift of a biro.	The work sheets provide answers to the question.
	5 mins	The teacher watches the students	Students are to answer the questions on the passage reflecting specific information detail information,	To evaluate the students on the passage.

			inferring meaning to predict some words from the passage.	
--	--	--	---	--

Questions

- (1) What is the name of the village mentioned?
- (2) What is the passage about?
- (3) A little before midnight, she found herself hand- in hand with a man
What does this mean?
- (4) Give the meaning of the following:
 - (i) Reflected
 - (ii) Worn-out
 - (iii) Screamed

Answers

- (1) Ubeku
- (2) It is about a lady who was spending her first night in a college of education.
- (3) She was dreaming while sleeping
- (4) Give the meaning of the following words as used in the passage.

Words		Answers	
(i)	Reflected	--	Showed
(ii)	Worn-out	--	tired
(iii)	Screamed	--	Shouted

Lesson Plan For the Week ending on the: 7th September, 2016

Period: II

Date:

Class: S.S. II

Duration: 35 minutes

Age of Students: 15+

Mental Ability: Mixed

Topic: óAndrew's Birthday Partyô

Previous Knowledge: Students have attended one birthday or the other.

Instructional Materials:

- (i) New Oxford Secondary English Course for Senior Secondary Schools Book II.
- (ii) Red help Cards
- (iii) Prepared work sheets
- (iv) A deck of Flash cards

Instructional Objectives

At the end of the lesson, students should be able to answer the questions on the passage reflecting:

- (i) Specific information
- (ii) General information
- (iii) inferential meaning of sentences
- (iv) Predict the meaning of some words in the passage.

Sequence	Duration	Teacher's Activity	Students' activities	Objectives
Introduction and instruction	5 mins	The teacher asks the students to bring out their textbooks containing the passage or a photocopy of the passage from page 12 of New Oxford English for	Students obey	To locate the instructional material.

		Secondary School Book II		
Presentation	5 mins	Students are asked to sit in twos ñ as tutor and tutee. The cleverer one is the tutor while the less clever student is the tutee.	Students pair with their mate to form a dyad. Other teaching materials are kept on the table	To obey the teacher To serve as instructional materials.
Step I	5 mins	The teacher watches the students	The cleverer one reads the passage to the hearing of the tutee who listens attentively after which the bell is jingled	To swop from tutor to tutee.
Step II	5 mins	The teacher watches them	The tutee who is now the tutor reads to the	To resolve problematic areas among tutee and tutor.

			hearing of the other students after which they discuss generally what the passage is all about. If there is any difficult areas, a student raises the red help card to attract the attention of the teacher.	
Step III	5 mins	The teacher responds to students invitation and answers the question	The tutor brings out the flash card to explain new words. Thereafter, the passage is read once again	To study the meaning of the new words.

			by the tutor first and the tutee later.	
Evaluation	10 mins	The teacher watches the student	The tutor asks questions reflecting (i) Specific information (ii) General information (iii) Inferential meaning (iv) predict the meaning of the words. If a student gets the answer right, he/she is rewarded with óCorrectô, óapplauseô or a óbriô, but	To find out if the student understand the purpose of the passage To give feedback or corrections.

			if wrong, ótry againô, the tutor brings out the prepared worksheet to provide answers to the question.	
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NB: Questions on worksheet.

- (a) At what age was Andrew celebrating a birthday party?
- (b) What encouraged Andrew to organized an open-air party?
- (c) What two hardships had Andrew gone through in life?
- (d) `Why was Andrew able to succeed brilliantly?
- (e) Replace these words with another word or a phrase.
 - (i) Dissenting
 - (ii) Stamp
 - (iii) contemporaries
 - (iv) severed
 - (v) Forbearance
 - (vi) Seemed

Answers

- (a) Forty years
- (b) The bright weather
- (c)i he is an Orphan
- li he suffered a physical misfortune.
- (d) His forbearance was rewarded.
- (e) i. Dissenting --- different

(ii)	Stamp	---	make forgetful
(iii)	contemporaries	---	mates
(iv)	severed	---	cut off
(v)	Forbearance	---	hardwork
(vi)	Seemed	---	looked

Lesson Plan For the Week ending on the: 14th September, 2016

Period: III

Date:

Class: S.S. II

Duration: 35 minutes

Age of Students: 15 years and above

Mental Ability: Mixed

Topic: Comprehension

óBride price and Polygamy ô

Previous Knowledge: Students are familiar with the issue of bride price

Instructional Materials:

- (i) New Oxford Secondary English Course for Senior Secondary Schools Book II.
- (ii) Prepared work sheets
- (iii) A deck of Flash cards

Instructional Objectives:

At the end of the lesson, Students should be able to answer questions on the passage reflecting main idea, detail information, drawing of inferences and predicting the meaning of words.

Sequence	Duration	Teacher activities	Studentsö activities	objectives
Introduction and instruction	5 mins	The teacher asks the students to bring out their	Students obey the teacher	To serve as learning material for the

		New Oxford English Text Book II and open to pages 19 and 20		lesson
Step I	5 mins	The teacher asks the student to form a dyad or sit in two	Students obey	For purpose of peer tutoring
Step III	5 mins		Students having formed a dyad, the cleverer students becomes the tutor while the other the tutee. They also bring out other learning materials on their desks.	To serve as learning materials for students.
		The teacher walks around the class observing the students	The tutor reads the passage to the hearing of the tutee. He asks few questions like what is the passage talking about? Who are the major characters ?	The tutee responds to capture his attention.
Step IV	5 mins	The teacher signals the bell to be jingled	Student swop and change role. The tutee becomes the	to teach new words.

			tutor and reads to the hearing of the tutee. Thereafter the tutor gives a preview of the passage. He asks the students some question about marriage. The tutor uses the flash card to provide the meaning of some strange words. Such words include: bride price, polygamy, upbringing, Prevalent, e.t.c	
Summation	5 mins	The teacher watches the students	The tutor now brings out questions in prepared worksheet and asks questions reflecting specific information, detail information, inferential meaning and word prediction.	

		The teacher	If the tutee gets it correct, the tutor says 'you are right' but if wrong, tells him/her to try again.	To motivate the students
	5 mins	Responds by walking to them to help resolve it	If there is any disagreement, the student raises the red-help card	To resolve disagreement.
Feed back	5 mins	The teacher observes the students	The answers provided are checked in the prepared work sheet to find out if they are correct	To serve as feed back or correction for students.

N.B Questions on worksheet

- (a) What two arguments are advanced by proponents of bride price?
- (b) Are the argument in favour of bride price valid?
- (c) What was the reason for polygamy in colonial era?
- (d) What does a bread winning female do that makes the difference from female the is not bread winning?
- (e) Replace these words with other words or phrase as used in the passage.
 - (i) Mercenary
 - (ii) Compensation
 - (iii) Upbringing
 - (iv) era
 - (v) Prevalent

Answers on worksheet

- a.(i) It checks polygamy
- (ii) It represents compensation to parents
- b. They are not valid
- c. More hands were needed in the farm
- d. The farmer attracts higher bride price, the later lower bride price
- h(i) Mercenary ñ argumentative
- (ii) Compensation- paying back- rewarding
- (iii) Upbringing ñ Education
- (iv) Era- period

Lesson plan for week: 21st September 2016.**Period iv****Date****Class: SSII****Duration: 35 minutes****Age of students 15 years +****Mental ability mixed**

Topic óThe Trial of a hardened criminal

previous knowledge. Students have watched trial scene acted on stage or television screens.

Instruction materials:

New Oxford English for SS schools II

Prepared worksheet that contains the answers to the questions

A deck of flash cards which contains new words and their meanings

Red- help cards

Instructional objectives

At the end of the lesson, students should be able to answer questions in the passage relating to specific information, general information draw inference and the prediction of the meaning of words.

Sequence	Duration	Teacher	Studentsö activities	Objective
Introduction and instruction Step I	5 mins	The teacher asks the students to bring out new Oxford English Text. The teacher asks the students to form a pair/dyad.	Students bring out their text books and form pairs whereby one plays the role of the tutor while the other the tutee.	To prepare them for the lesson.
Step II	5 mins	The teacher observes the students	The tutor gives an overview of the passage while the other listens. After this, he reads the passage to the hearing of the other who listens with rapt attention.	
Step III	10 mins	The teacher observes the students	After 5 minutes the bell is jingled to allow student change role. The tutor	To enable the students swop role

			becomes the tutee while the tutee becomes the tutor. The tutee having become the tutor reads while the tutee listens. After this, the tutor asks the tutee to talk on what the passage is all about. Using the flashcards, some strange words meaning are explained by the tutee, but if there is any disagreement, the red- help card is raise to attract the teacher's attention.	To allow both students to participate fully in the learning process.
			Following this, the tutor asks	

Evaluation	15 mins	The teachers observes his students	the tutee some questions which reflect general information, specific information, inferential meaning and the prediction of words meanings.	
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The Questions are:

- a. Why had the case generated interest?
- b. What did Sule return to the judge?
- c. Give two reasons why Sule was not intimidated?
- d. Why is the word 'innocent' put in quotation marks?
- e. For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage
 - i. jam- packed
 - ii. apprehended
 - iii. intimidated
 - iv. stretch
 - v. dismayed

Answers

- a. The arrested armed robber has been striking terrors into the hearts of all and sundry
- b. stern gaze

- c. i. He has been tried before
- ii. Crime was my livelihood
- d. The criminal is not really innocent
- e. i. filled
- ii. arrested
- iii. less perturbed
- iv. threatened
- v. period/ time
- vi. unpleased

Lesson plan for the week ending on 28th September, 2016

Period V

Date

Duration: 40 minutes

Age of students: 15 years +

Mental Ability: mixed

Topic: Comprehension (origin of examinations)

Previous knowledge: students are used to writing examinations

Instructional materials:

- i. New Oxford English for senior secondary schools Book II
- ii. Red help card
- iii. A deck of flash cards
- iv. Prepared work sheets

Instruction objectives

At the end of the lesson, student should be able to read the passage and answer questions reflecting specific information, general information, inferential meanings and words prediction.

Sequence	Duration	Teacher's activities	Students' activities	Objectives
Introduction and instruction	5 mins	The teacher tells the students to bring out the new Oxford English text for Book II and open to page 34 and 35	Students follow the ordering of the teacher	To prepare students' mind for the day's lesson
	5 mins	The teacher observes the students	Students form a dyad of 2 students each, one student acts as the tutor while the other as the tutee	To take role
Presentation Step I	5 mins	The teacher walks round the class to observe the student	The tutor gives a preview of the passage while the tutee listens. Thereafter, the tutor reads the passage while the tutee becomes tutor.	To allow students to swap
Step II	5 mins	The teacher	The bell is	To allow

		observes the students	rung to allow the students swop. The tutor becomes the tutee. While the tutee becomes the tutor.	students swop
Step III	5 mins	The teacher observes the students	Both the tutee and the tutor discuss what the passage is about. The flash cards containing new words in the passage are used to explain the meaning of the new words	To know the meaning of difficult words.
Summation	5 mins		As the tutor and the tutee make use of the deck of flash cards containing the new words, whenever there is any point of	

			disagreement, the teachers attention is drawn by the students raising their hands or a red- help card for resolution	
	5 mins		The questions are answered by the students using the already prepared answer in prepared work sheet. If a student gets the answer right, the tutor says correct but if wrong the tutee is told "try again"	For the purpose of evaluation

The questions and answers in the prepared work sheet are

Questions

- a. What are the attitude of Musa and Obi toward examination?
- b. How does Musa propose that students be assessed in place examination?
- c(i). From Musa point of view, what is the relationship between academic success after school?
- c(ii). Quote a sentence from the passage to support your answer

ANSWERS

- a. They do not think that examination is necessary
- b. That students should not be subjected to the ritual of examination before they are adjudged competent or the best of the worst.
- c. Academic success does not decide in life after school.
- (ii) Some students who did not do well at school are now successful businessmen.
- d. Fro each of the following words, find another word or phrase that means the same and can replace it as used in the passage.

<i>Word</i>	<i>Meaning</i>
(i) Deemed	(i) Considered
(ii) Labour	(ii) read
(iii) Competent	(iii) Qualified
(iv) Distinguished	(iv) Differentiate
(v) Hullabaloo	(v) Trouble
(vi) Confined	(vi) Restricted

Lesson plan for the week ending on 5th October, 2016**Period Vi****Date****Class SSII****Duration 40 minutes****Age of students 15 years+****Mental ability- mixed**

Topic: Malnutrition- comprehension passage

Previous knowledge: Students already know what malnutrition is from their knowledge of food and Nutrition.

Instruction materials:

- (i) New Oxford secondary English for senior secondary book II
- (ii) Flash cards which contains new words from the passage.
- (iii) Prepared work sheet containing the questions and the answers.
- (iv) A red-helpö and

Instructional objectives: At the end of the lesson, students should be able to

Read the passage

Answer questions on it relating to specific information, general information inferential meaning and words prediction.

Sequence	Duration	Teacher's activities	Students activities	Objectives
Introduction	5 mins	The teacher asks the students to bring out their new Oxford English Book II and open to pages 42 and 43	Students bring out the New Oxford and open to pages 42 and 43	To prepare students' mind for the day's lesson.

Presentation of lesson step I	5 mins	The teacher observes the students.	Students sit in pair or a dyad the more intelligent takes the role of the tutor while the less intelligent, the tutee.	To play the teacher's role
			The tutor gives a preview of the passage, thereafter he reads the passage while the tutee listens attentively. The bell is jingled indicating that the tutor has to become the tutee while the tutee, the tutor.	To inform students to swop
Step II	5Mins		The tutor reads while the tutee listens carefully thereafter, the tutor asks the tutee to shrink the passage. After this, the new words in the flash card are used by	To enable students understand the meaning of words.

			the tutor to explain the meaning of new words in the passage.	
Step III	5 mins		The tutor presents the work sheet which contains questions and the question are asked while the tutee responds by looking for the answers from the worksheet	For the purpose of evaluation .
	5 mins	The teacher responds to invitation from students by walking quietly to resolve it.	If there is any point of disagreement, one of them raises his/her hand or a red-help card to invite the teacher to come to their rescue.	To resolve areas of disagreement between the tutor and the tutee.
Evaluation	10 mins		From the response of the tutee, if the answer are right, he or she is told "correct" or given a gift of a biro, but	For the purpose of evaluation

			if wrong says ò you are not correctöThe correct answers from the prepared worksheet are displayed for correction.	
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The questions and answers in the deck of worksheet are:

- a. Why is malnutrition described as a tragedy of great magnitude?
- b. What according to the passage are the immediate causes of malnutrition
- c. Why are pregnant women and nursing women easily vulnerable to malnutrition?
- d. For each of the following words, find another word or phrase which means the same and can replace it as used in the passage.
 - i. Magnitude
 - ii. lethal
 - iii. restricted
 - iv. industrialized
 - v. risk
 - vi. havoc

Answers

- a. Malnutrition is responsible for the 10.4 million child deaths each year
- b. Lack of nutrients such as vitamins and mineral
- c. It is a period of rapid growth which increase the demand for calories and proteins.
- d. (i) degree/ height
(ii) deadly

- (iii) confined
- (iv) Developed
- (v) danger
- (vi) destruction

APPENDIX F

LESSON PLAN FOR CONTROL GROUP BASED ON LECTURE METHOD

Lesson plan for the week ending on 1st September, 2016

Period : 1

Class: SSII

Duration: 35 minutes

Age of students: 15 years +

Mental ability: Mixed

Topic: Reading comprehension- A journey for resumption previous knowledge students had embarked on a journey before.

Instructional materials

(i) New Oxford secondary English course for senior secondary schools Book

Instructional objectives:

At the end of the lesson, the students should be able to

Point out specific information in the passage

Identity the general information in the passage

Inhere meaning to some sentences in the passage

Predict the meaning of some strange words in the passage.

Sequence	Duration	Teachers activities	Students activities	Objectives
Introduction	5 mins	The teacher greets the students and tells that they are going to read from the passage. He tells them to bring out their texts and open to the page	Students obey the teacher	To prepare students mind for the lesson
Presentation	5 mins.	The teacher reads the	Students listen	To enable

instruction		bring out their texts or photocopies papers containing the passage		materials
Presnetation Step I	5 mins	The teacher reads the passage to the hearing of the students	Students listen attentively	To get the gist of the passage
Step II	5 mins	The teachers asks the students to use the flash cards to point out new words and expressions from the passage	Students point out new word and expressions	To increase their vocabularies
Step III	5 mins	The teacher reads the passage again to the hearing of students explain the new words and expressions	Student listen attentively	To get the main ideas from the passage applying the new words and expressions.
Step Iv	5 mins	The teacher asks the students to use the deck of	Student obey	To find answers to questions

		flash cards and selects answers that match the questions		
Evaluation	5 mins.	The teacher walks around to mark the work of the students	Students stay in their seats waiting to be evaluated by the teacher	

iv. Predict the meaning of some words in the passage

Questions

- At what age was Andrew celebrating a birth day party?
 - What encouraged Andrew to organized an open air party?
 - What two hardships had Andrew gone through in life?
 - Why was Andrew able to succeed brilliantly?
 - Replace these words with another word or a phrase.
- (i). Dissenting (i) stamp (iii) contemporaries
 (iv) severed (v) forbearance (vi) seemed

Answers / marking scheme

- (a) Forty years
 (b) The bright whether
 (c) He is an orphan (cii) He suffered a physical misfortune
 (d) His forbearance was rewarded
 (e) (i) Dissenting - different
 (ii) Stamp - mates
 (iii) Severed - cut off
 (iv) Forbearance - hardwork
 (v) Seemed - looked

Lesson plan for the week ending on the 14th September, 2016.

Period III

Date:

Class: SSII

Duration: 35 minutes

Age of students (15 years and above)

Mental ability

Topic: Comprehension

ó Bride price and polygamyô

Previous knowledge: students are familiar with the issue of bride price

Instructional materials:

(1) New Oxford English course for senior secondary schools instructional objective:

At the end of the lesson, students should be able to answer questions on the passage reflecting main idea, detail information, drawing of inference and predicting the meaning of words.

Sequence	Duration	Teachers activities	Students activities	Objectives
Introduction and instruction	5 mins	The teacher asks the students to bring out their New Oxford English Textbook II and open to page 19 and 20.	Students obey the teacher	To get the students prepared
Presentation of lesson Step I	5 mins.	The teacher asks the students if they have ever attended any marriage. Thereafter, he proceeds to read the passage to the hearing of students	Students listen attentively	To get the gist

Step II	5 mins	The teacher asks the students to point out new words and expressions from the passage	Students point out new words and expressions.	To develop their vocabularies
Step III	5 mins	The teacher writes the new words and expressions on the chalk-board. He explains them.	Student listen to the teacher	To develop their vocabularies
Step IV	5 mins	The teacher reads the passage again	Students listen	
Evaluation		The teacher asks the students to answer the questions on it.	Students answer the question	For purpose of evaluation

Questions

- a. What two arguments are advanced by proponents of bride price?
- b. Are the argument in favour of bride-price valid?
- c. what was the reason for polygamy in colonial era?
- d. What does a bread winning female do that makes the difference from female who is not bread winning?
- e. Replace these words with other words or phrase as used in the passage.
 - i. Mercenary
 - ii. compensation
 - iii. Up bringing
 - iv. era
 - v. prevalent

Marking scheme to the questions

- ai, it checks

- ii, it represents compensation to parents
- b. They are not valid
- c. More hands were needed in the farm
- d. The farmer attracts higher bride price, the later, lower bride price
- e(i) Mercenary ñ argumentative
- (ii) Compensation - paying back/ rewarding
- (iii) Upbringing - Education
- (iv) Era - period

Lesson Plan week 21st September 2016

Period iV

Date:

Class: SSII

Duration: 35 minutes

Age of students (15 years and above)

Mental ability: mixed

Topic: ó Trial of a hardened criminal

Previous knowledge: ó Student have watched trial scene acted on stage or television screen.

Instructional materials:

- i. New Oxford English for SSII
- ii. Flash card containing new words and expressions

Instructional objectives:

At the end of the lesson, students should be able to answer questions in the passage relating to the specific information, draw inference and the prediction of the meaning of words.

Sequence	Duration	Teachers activities	Students activities	Objectives
Introduction	3 mins	The teacher asks	Students bring out	To prepare their

and instruction		the students to bring out new Oxford English Text for SSII and open to the page where the passage is.	the textbooks	mind for the lesson
Presentation Step I	5 mins	The teacher reads the passage on óTrial of a hardened criminal to the hearing of the students	Students listen attentively	To get what the passage is talking about
Step II	5 mins.	The teacher asks the students to point out new words and expressions.	Students point out new words and expressions.	To find the meaning of words.
Step III	5 mins.	The teacher reads the passage once again to the hearing of the students	Students listen attentively	To apply the meaning of new words and expressions.
Evaluation Step IV	5 mins	The teacher asks the students to answer the question on the passage	Students answer the questions.	For purpose of evaluation
Evaluation	5 mins	The teacher goes round to mark student's work	Students submit their work to the teacher	For purpose of evaluation.

Questions

- a. Why had the case generated interest?
- b. What did Sule return to the judge?
- c. Give two reasons why Sule was not intimidated
- d. Why was the word 'innocent' put in quotation marks?
- e. For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage.

(i) jam-packed	(ii) apprehended	(iii) intimidated
(iv) stretch	(v) dismayed	

Marking scheme/ Answers

- a. The arrested armed- robber has been striking terrors into the hearts of all sundry
- b. stern gaze
- ci. He has been tried before
- ii. 'crime was my livelihood'
- d. The criminal is not really innocent
- ei. Filled
- ii. arrested
- iii. less perturbed
- iv. threatened
- v. period/ time
- vi. displeased

Lesson Plan week 28th September 2016

Period V

Date:

Class: SSII

Duration: 40 minutes

Age of students (15 years and above)

Mental ability: mixed

Topic: ó Origin of examinationsô

Previous knowledge: ó Students are used to writing examinations

Instructional materials:

(i) New Oxford English for Senior Secondary Schools Book II

Instructional objectives

At the end of the lesson, students should be able to read the passage and answer questions reflecting specific information, inferential meanings and words prediction

Sequence	Duration	Teachers activities	Students activities	Objectives
Introduction and instruction Step I	5 mins.	The teacher asks the students to bring out New Oxford textbook II and open to page 34 and 55	Students bring out their books	To prepare students's mind
Step II	5 mins.	The teacher asks the students about how they feel writing examinations. From their responses, he proceeds to read the passage	Student respond They listen attentively	To get the gist of the passage
Step III	5 mins.	The teacher asks the students to point out the new words and expression	Student point out new words and expressions.	To develop the vocabularies

Step Iv	5 mins.	The teacher explains these words and expressions	Students listen and write down their meanings	For better understanding.
Step V	5 mins.	The teacher reads the passage again	Students listen attentively. Applying the meaning of the new words and expression	For better understating.
Evaluation	10 mins.	The teacher asks the students to answer the questions on it.	Students answer the question	For purpose of evaluation
Evaluation	10 mins.	The teacher goes round to mark their work	Students submit their assignment	To get immediate feedback

Question

- a. What are the attitude of Musa and Obi toward examination?
- b. How does Musa propose that students be assessed in place examination?
- c. From Musa point of view, what is the relationship between academic success after school?
- ii. Quote a sentence from the passage to support your answer

Marking Scheme/ Answers

- a. They do not think that examination is necessary
- b. That students should not be subjected to the ritual of examination before they are adjusted competent or the best of the worst
- c. Academic success does not deceive in life after school.
- ii. Some students who did not do well at school are now successful businessman
- d.

- | | | | |
|------|-------------|---|---------------|
| i. | Deemed | - | considered |
| ii. | Labour | - | read |
| iii. | Competent | - | qualified |
| iv. | distinguish | - | differentiate |
| v. | hullabaloo | - | trouble |
| vi. | confined | - | restricted |

Lesson plan for the week ending in 5th October, 2016

Period Vi

Date:

Class: SSII

Duration: 40 minutes

Age of students 15 years +

Mental ability: mixed

Topic: Malnutrition

Previous knowledge: Students already know what malnutrition is from their knowledge of food and nutrition.

(i) New Oxford English for Senior Secondary Schools Book II

Instructional objectives

At the end of the lesson, students should answer the questions on it.

Sequence	Duration	Teachers activities	Students activities	Objectives
Introduction Step I	5 mins.	The teacher asks the students of understanding effects. He then proceeds to read the passage to the hearing to the students	Student respond They listen attentively	To motivate the students Students listen to the teacher
Step II	5 mins	The teacher asks the students to point out the new words and expressions.	Students point out the words and expressions	To improve their vocabularies
Step III	5 mins	The teacher writes the new words and expressions on the chalk board and explains to the students	Students write down the meaning of words and expressions into	

			their notes	
Step iv.	5 mins	The teacher reads the passage once again	Students listen attentively	To apply the meaning of new words and expressions
Step V	10 mins.	The teacher tells the students to answer the questions on it.	Students answer the questions	For purpose of feed-back.
Step vi	10 mins.	The teacher moves around the class to mark students' work.	Students submit their work to the teacher for marking	For purpose of feed-back

Questions:

- a. Why is malnutrition described as a tragedy of great magnitude?
- b. What according to the passage are the immediate causes of malnutrition?
- c. Why are pregnant women and nursing women easily vulnerable to malnutrition?
- d. For each of the following words, find another word or phrase which means the same and can replace it as used in the passage
 - i. Magnitude
 - ii. Lethal
 - iii. Restricted
 - iv. Industrialized
 - v. risk
 - vi. havoc

Answer/ marking scheme

- a. Malnutrition is responsible for the 10.4 million child deaths each year.
- b. Lack of nutrients such as vitamins and mineral

- c. It is a period of rapid growth which increase the demand for calories and proteins
- d. Degree/ height
 - ii. deadly
 - iii. confined
 - iv. developed
 - v. danger
 - vi. destruction

APPENDIX C

COMMENTS BY EXPERTS ON THE VALIDITY OF INSTRUMENTS

Instrument (E RCH) for Pilot test.
Complete

Read the following passage carefully and answer the questions on it.

I was to remember my first day at Freedom University for a long time. On arrival on campus, I expected to be met by some stale students (as was the practice in my secondary school) but every student around was new like myself and from afar off I could see a sea of heads. I asked the way to Grant Hall but no one could tell me. I asked a number of other questions about issues that bothered me, such as where and how to pay the fees, the way to the dining hall and so on, but no help was forthcoming.

'So in the midst of so many people I am all alone,' I mused to myself. The prospect was not in the least cheerful and all the elation I had felt at gaining entry into a renowned university at sixteen began to disappear. Then as if propelled by an unknown benevolent force, I walked a little bit down the corridor in the direction of a notice board at which some ten young men and women were peering. For want of something to do, I decided to stop and look at the noticeboard. 'Last I had opened the key to all the riddles that had dribbled me since I set foot on campus that morning. On the board there was a big campus map in which I was able to locate Grant Hall and other places of interest. There were details of the various activities lined up for the three days of orientation for freshmen and a comprehensive list of those offered admission into various courses. How blissful I felt to see the light of knowledge, having been wallowing in the darkness of ignorance. Even then I was not able to escape the thought that though I could not be sure how much of the responsibility for the darkness was mine, that something had not been done to draw attention to that apocalypse of a noticeboard had contributed clearly to my initial predicament. All that notwithstanding, I learnt from that incident an indelible lesson which was to stand me in very good stead throughout my stay in the university, namely, the importance of reading noticeboards and handbills if one is to be well informed about places and events in the university.'

Questions

- | | | | | | |
|--|---|-------------|---------------|-----------------|-----------------|
| <p>(a) Why did the writer of the passage feel isolated?</p> <p>(b) Why did the writer say that the prospect was not cheerful?</p> <p>(c) What is the 'key' to all the riddles that had dribbled the writer since he got to the campus?</p> <p>(d) What was the cause of the writer's predicament?</p> <p>(e) Why did the writer remember his first day in the university?</p> <p>(f) '...a sea of heads'</p> | <p>(g) What is the figure of speech used in the above expression?</p> <p>(h) '... which was to stand me in very good stead throughout my stay in the university'</p> <p>(i) What grammatical name is given to the above expression?</p> <p>(j) What is its function?</p> <p>(k) For each of the following words find another word or phrase which means the same and which can replace it as it is used in the passage.</p> <table border="0"> <tr> <td>(i) elation</td> <td>(ii) renowned</td> </tr> <tr> <td>(iii) propelled</td> <td>(iv) benevolent</td> </tr> </table> | (i) elation | (ii) renowned | (iii) propelled | (iv) benevolent |
| (i) elation | (ii) renowned | | | | |
| (iii) propelled | (iv) benevolent | | | | |

See

Indict

		directed	students to answer the question on it. These questions reflect. Specific information, detail information, Infer meaning to some sentences and predict the meaning of some words.	145
--	--	----------	--	-----

Marking scheme to the Questions

1. Why did the writer of the passage feel isolated?
2. Why did the writer say that the prospect was not cheerful
3. What is the key to all the riddles that had dribbled the writer since he got to the campus
1. What was the cause of the writer predicament
2. Why did the writer remember his first day in the University?
3. 'a sea of heads' what is the figure of speech used in the above questions on the passage.
- g) "which was to stand me in very good stead through out my stay in the university;
 - i. What is the grammatical name given to the above expression?
 - ii. What is the function?
- h) For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage.
 - (i) elation
 - (ii) renowned

The passage is relevant, interesting and needs to be reviewed. However, there are a number of errors in the editing. Good attempt.

THE LESSON PLAN ON THE PILOT TEST/TRIAL TEST

Using peer-tutoring to teach reading comprehension and its effect on students' achievement and interest

Date _____

Class: SSII

Duration: 40 Minutes

Age of students: 15years +

Mental Ability: Mixed

Topic: *Reading comprehension*

- The arrival of a new student in a university campus
previous knowledge: Students have their various
experiences on arrival to their school

Instructional Materials

- (i) Photocopies of the passage
- (ii) Red- help card
- (iii) Prepared worksheet
- (iv) A deck of flash cards

Instructional Objectives

- (1) At the end of the lesson, the students should be able to:
 - (i) Point out specific information in the passage
 - (ii) Identify the detail information in the passage
 - (iii) Infer meaning to some sentences in the passage
 - (iv) Predict the meaning of some words in the passage
 - (v) Generally answer the questions on the passage

Calculated by: *[Signature]* 12/12/15

- | | |
|-----------------|----------|
| (iii) pushed | (1 mark) |
| (iv) kind | (1 mark) |
| (v) happy | (1 mark) |
| (vi) difficulty | (1 mark) |

147

(Total 15 marks)

For Post Test,

The questions were reshuffled as follow S:

a ----- d

b ----- c

c ----- b

d ----- a

e ----- h

f ----- g

g ----- f

h ----- e

i ----- vi

ii ----- v

iii ----- iv

iv ----- iii

v ----- ii

vi ----- i

the same
 marking scheme to
 be used

Validated by
 Dr. George J.O.
 (Signature)
 Dept of SC. Educat
 URM
 18/12/15

20	I find it very enjoyable to participate in group activities during reading comprehension lesson				
21	I rejoice whenever reading comprehension teacher is absent from class				
22	I enjoy solving past questions in reading comprehension on my own				
23	I spent most of my time reading comprehension books				
24	I like to learn reading comprehension during holidays				
25	I am always willing to discuss the usefulness of reading comprehension				
26	Learning reading comprehension makes me happy				
27	I am very attentive in all reading comprehension lessons				
28	I hardly give up when reading voluminous novels				
29	I discourage my friends from becoming newscasters because they have a lot to read				
30	I advised my friends against choosing a subject that requires much reading for external examination				

Items are appropriate for the study.

Samuel 3-3-16

Dr. J. J. Agah

(iii) pushed (1 mark)

(iv) kind (1 mark)

(v) happy (1 mark)

(vi) difficulty (1 mark)

(Total 15 marks)

Good

For Post Test,

The questions were reshuffled as follow

a ----- d

b ----- c

c ----- b

d ----- a

e ----- h

f ----- g

g ----- f

h ----- e

i ----- vi

ii ----- v

iii ----- iv

iv ----- iii

v ----- ii

vi ----- i

✓ Good

APPENDIX H

RELIABILITY COMPUTATION USING PEARSON PRODUCT MOMENT CORRELATION

English reading comprehension achievement test (ERCAT)

Descriptive Statistics

	Mean	Std. Deviation	N
First	8,42733	2,95918	30
Second	7,28372	2,00104	30

Correlations

		First	Second
Pearson Correlation	First	1,000	.909
	Second	.909	1,000
Sig. (1- tailed)	First		.002
	Second	.002	
N	First	30	30
	Second	30	30

APPENDIX I

RELIABILITY COMPUTATION USING CRONBACH ALPH

English reading comprehension interest inventory (ERCII)

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded "	0	.0
	Total	30	100.0

- a. Listwise deletion based on all variables in the procedure

Reliability Statistics

Cronbach's Alpha	N of items
.872	30

APPENDIX J
POPULATION OF SS11 STUDENTS IN OREDO EDUCATION ZONE
EGOR PUBLIC SENIOR SCHOOLS CENSUS 2014

S/N	NAME OF SCHOOL	SS1			SS2			SS3			GRAND TOTAL		
		M	F	Total	M	F	Total	M	F	Total	M	F	Total
1.	EVBAREKE SEC. SCH.	310	290	600	270	180	450	143	122	265	725	592	1815
2.	OHONRE SEC. SCH. B/C	10	11	21	4	14	18	70	83	153	84	108	192
3.	IYOBA GIRLS SEC.	-	121	121	-	124	124	-	73	73	-	318	318
4.	EVBOTUBU SEC. SCH	140	127	267	202	183	385	130	136	266	472	446	918
5.	EDO BOYS HIGH SC.	169	-	169	98	-	98	113	-	113	380	-	380
6.	USE SEC. SCH. USE	90	60	150	75	70	145	83	88	171	248	218	466
7.	EWEKA SEC. SCH B/C	37	66	103	35	55	90	80	58	138	152	179	331
8.	GOVERNMENT SCIENCE & TECH COLL. B/C	210	25	235	203	27	230	131	6	137	544	58	602
9.	ASORO SEC. SCH. B/C	139	107	246	112	114	226	25	41	66	276	262	538
10.	USELU SEC. SCH. B/C	168	186	354	169	191	360	148	160	308	485	537	1022
11.	UWELU SEC. SCH. UWELU	181	230	411	177	139	256	51	87	138	349	456	805
12.	EGOR SEC. SCH. EGOR	37	32	69	35	30	65	38	45	83	110	107	217
	TOTAL	1491	1255	2746	1320	1127	2447	1012	899	1911	3823	3281	7104

OREDO PUBLIC SENIOR SCHOOLS CENSUS 2014

		SS1			SS2			SS3			GRAND TOTAL		
S/N	NAME OF SCHOOL	M	F	Total	M	F	Total	M	F	Total	M	F	Total
1.	ANGLICAN GIRLS GRAM SCH.			335	335	-	152	-	192	192	0	679	679
2.	EDO COLLEGE	396	-	396	391	-	391	387	-	387	1174	0	1174
3.	EDOKPOLOR GRAMM SCH.	344	-	344	354	-	354	201	-	201	899	0	899
4.	EMOTAN COLLEGE	-	931	931	-	498	498		234	234	0	1663	1663
5.	IDIA COLLEGE B/C	-	523	523	-	540	540		332	332	0	1395	1395
6.	IHOGBE COLLEGE	488	291	779	328	163	491	325	140	466	1142	594	1736
7.	OBA EWUARE GRAM. SCH.	241	147	388	238	134	372	221	175	399	700	459	1159
8.	OGBE SNR SEC. SCH.	272	181	453	256	288	544	199	216	415	727	685	1412
9.	OREDO GIRLS SNR. SCH.	-	516	516	-	359	359	0	181	181	0	1056	1056
	TOTAL	1741	2924	4665	1567	2134	3701	1334	1475	2807	4642	6531	11173

IKPOBA OKHA PUBLIC SENIOR SCHOOLS CENSUS 2014

S/N	NAME OF SCHOOL	SS1			SS2			SS3			GRAND TOTAL		
		M	F	Total	M	F	Total	M	F	Total	M	F	Total
1.	ADUWAWA SEC. SCH. B/C			0			0			0	0	0	0
2.	AJOR SEC. SCH. AJOR			0			0			0	0	0	0
3.	ARMY DAY SEC. SCH. B/C			0			0			0	0	0	0
4.	IDOGO SEC. SCH. IDOGO			0			0			0	0	0	0
5.	ITOHAN GIRLS GR. SCH. B/C			0			0			0	0	0	0
6.	NIGER COLLEGE B/C	800	160	960	600	120	720	104	88	192	1504	370	1874
7.	OBASUYI COL. OBAYANTO			0			0			0	0	0	0
8.	OGBUOLA COL. B/C			0			0			0	0	0	0
9.	OKHA SEC. SCH. B/C			0			0			0	0	0	0
10.	OSEMWENDE SEC. SCH. OGHOGHOBI	60	40	100	73	67	140	95	100	195	228	207	435
11.	OZOLUA GR. SCH. OLOGBO	73	47	120	71	49	120	146	104	250	219	200	490
12.	ENEDE SEC. OGBESON			0			0			0	0	0	0
13.	RUBBER REASEACRH INTS OF NIG. S/S IYANOMO			0			0			0	0	0	0
14.	MARIA GOREGTI GIRLS SEC. SCH. B/C			0			0			0	0	0	0
15.	UJIOMO SEC. SCH B/C	313	107	420	302	99	401	96	62	158	711	268	979
16.	UMELU SEC. SCH. UMELU	130	90	222	39	33	72	43	31	74	212	154	366
17.	URORA SEC. SCH. B/C			0			0			0	0	0	0
18.	UTE SEC. SCH. B/C			0			0			0	0	0	0
19.	WESTERN BOYS HIGH SCH.			0			0			0	0	0	0
	TOTAL	1376	446	1822	1085	368	1453	484	385	869	2945	1199	4144

APPENDIX K

Reliability of Instrument

PRETEST AND POST- TEST SCORES OF ENGLISH READING COMPREHENSION ACHIVEMENT TEST (ERCAT)

40% and above = pass

39% and below = fail

S/N	Names of students	Test Score	%	Retest Score	%
1	Osasere Obaseki	7	46.8	5	33.3
2.	Israel Blessing	8	53.3	7	46.6
3.	Erutaya Juliet	4	26.3	5	33.3
4.	Omoshola Rita	4	26.3	8	53.3
5.	Osarenren Juliet	5	33.3	7	46.6
6.	Oriere Felix Unity	6	40	7	26.3
7.	Onyeacholem Omosede	7	46.6	4	26.3
8.	Akpoyoma Sarah	7	46.6	9	6
9.	Oyah Gift	4	26.3	2	13.3
10.	Agho Sandra	7	46.6	4	26.3
11.	Edevwie Faith	2	13.3	8	53.3
12.	Emhionsior Precious	6	40	6	40
13.	Chessy Ekuawe	7	46.6	5	33.3
14.	Owaridwho Gloria	6	40	9	60
15.	Ovenseri Omon Morly	8	53.3	2	13.3
16.	Odokor Tracy	8	53.3	8	53.3
17.	Ogbebor Angela	9	60	6	40
18.	Emakele Muminat	6	40	4	26.3
19.	Orji Chioma	10	66	8	53.3
20.	Osamwonyi Nobosa	7	46.6	6	40
21.	Ogiemnayi Devine	7	46.6	9	60

22.	Osazuwa Orobosa	6	40	6	40
23.	Ezeugwu Chiamaka	4	26.3	4	26.3
24.	Isibor Becky	7	46.6	7	46.6
25.	Aigbedion Styphaena	7	46.6	9	60
26.	Ijeh Dorcas	8	53.3	8	53.3
27.	Uyi Irene	11	73	6	40
28.	Awekhoe Promise	5	53.3	4	26.3
29.	Ogbemudia Esther	6	40	6	40
30.	Onoriah Nneka	5	33.3	4	26.3

Under Test 4 score below 39 while the 26 scored above 40

13 failed in retest while 17 passed

APPENDIX L
PASSAGES FOR EXPLORATION BY BOTH EXPERIMENTAL
AND CONTROL GROUPS.

A JOURNEY FOR RESUMPTION

Her first evening at the College of Education was eventful, not so much for what she did but for her reminiscences. She had travelled, all day long from Ubeku, her village , to Lagos in a luxury bus. Most of the time the roaring engine had robbed her of a much-needed sleep. Throughout the journey, she reflected on her recent experiences with her male boss who got her sacked for refusing his advances. She surveyed the world before her which held so much promises. Of one thing she was sure, she would not be found wanting in the academic tasks before her.

The noise would not let her sleep, much as she tried. So, by the time the bus arrived in Lagos, she was completely worn out, but was thankful that the ordeal was ending. It was then, when she got down, that she discovered that one of her two bags was missing from the luggage compartment. The bag contained some of her clothes, shoes, materials for make-up, and the like. A very thorough search by the driver and other passengers yielded no positive result. It had apparently been taken away by either an absent minded passenger who had alighted before she did or by a thief. Sadly she gave up and accepted her lot.

The sleep that had been denied her in the bus continued to elude her in bed. Alone in her smartly painful quite, and well-furnished room, she found her mind continually going on adventures into her past. In vain she closed her eyes to woo the goddess of sleep, defiantly, her other self- re-enacted long forgotten scene until finally, a little before midnight, she found herself hand-in-hand with a man she had never met before. He was leading her to a beautiful garden with a quietly flowing stream in the valley. Someone, though they did not speak to each other, their minds communicated, and she loved him dearly. But all this was before they got to the biggest part of the stream, there, the man suddenly pushed her into the water. As she screamed, she found her herself panting on her bed.

LESSON TWO

ANDREW'S BIRTHDAY PARTY

It was a sunny day in the month of May. The sun took its rightful position very early, lending credence to the general feeling that Andrew's birthday was going to be greeted with the blessing of a pleasant weather. The sky looked so bright that Andrew insisted on having an open-air party. The habitual doubting Thomases had no **dissenting** opinion to express.

Andrew had gone to great lengths to ensure a hitch-free party, a party which would remain the talk of the town. Although it was not intended to be free for all, a lot had been done to **stamp** the occasion on the memories of many people along afterwards.

The bright sun continued to smile. Andrew's face beamed with pleasure with every passing moment. Very few of his **contemporaries** have so far succeeded in reaching the top of the ladder. Andrew in particular had been an orphan of storm. His father's death during his third year in the secondary school and that of his mother two years later were only two of this orphan's storms. He suffered a physical misfortune when a stockfish machine **severed** his left middle finger. But Andrew did not despair.

The courage to fail is very cheap. Every fool can afford to fail. But it raises one above the herds of cowards and never finds well to be up and struggling. The reward of **forbearance** in the end is resounding success.

And so it was for Andrew. Ever since he finished his university education, it had been success galore. He had got a good job in one of the country's insurance companies. His pay was good, his promotion had been steady and his prospects **seemed** bright. At forty, he had a good car and had already bought a house of his own. **The world was at his feet!**

LESSON THREE

PRIDE- PRICE AND POLYGAMY

Enthusiasts for tradition have consistently argued that the custom of bride-price should be upheld as it is a major African tradition. These apologists also advance the argument **that the pride-price helps to keep polygamy in check.** In a more mercenary vein, the supporters of bride-price insist that it represent some compensation to parents for the

upbringing of a daughter and for lost earning in the case of a breadwinning female offspring. Unfortunately these arguments do not stand close scrutiny.

That bride-price is a means of checking polygamy is an assumption without basis polygamy has always been as 'accepted' social custom in black African countries. It has been in existence since the pre-colonial era (when, of course the basic argument was that more hands were handed on the farm even though this rationale conveniently ignores the fact that more mouths will then also need to be fed).

However, in this day and age, polygamy, in spite of the bride-price, is not only still in our midst but is on the increase. Polygamy used to be regarded as prevalent among the 'unenlightened' African men, but these days even the so-called educated counterparts seem to be deriving some form of 'twisted' pleasure from assiduously practicing this custom, the only difference being perhaps that polygamy practices in a more 'sophisticated' way by the latter, that is, while presenting a front of monogamous home they keep and support 'outside' wives.

LESSON FOUR

THE TRIAL OF A HARDENED CRIMINAL

The courtroom was jam-packed with people from all walk of life to watch the proceedings of the day. It was one trial that had generated much interest in the city. For the notorious dare-devil armed robber **that had been striking terror into the hearts of all sundry** had eventually been **apprehended** by the crack police team operating in the area.

The proceedings of the day commenced as soon as judge arrived. Here was the tall, lanky, handsome Sule- **a log of wood** ñ in the dock before the slim built, soft spoken but firm judge. He was **unruffled** in spite of the jeers and catcalls from the crowd. In the last trial that had earned him a short **stretch** in jail, Sule had told the judge that crime was his livelihood. 'Society must be protected from characters like you', he could still hear the stern judge intoning in the hushed courtroom. 'you and your type constitute a threat to life and property and this court will always see to it that you get your just desert according to the law.'

“I am innocent of all the charges, Your Lordship,” the hardened criminal reported. The judge then fixed him with a stern gaze, which Sule coolly returned. He had stared into too many so-called stern judge; eyes to be easily **intimidated**. Besides, he feared nothing and no one except Allah. The judge thrust his legal chin forward and asked, “Do you ever pause to consider that the road of crime leads only to frustration, punishment and suffering? You look fit enough for anything. Why don’t you try your hand at earning an honest living for a change?” Sule had shrugged his broad shoulders. “I earn my living the only way I know,” he said. “The only way I’ve chosen.” The judge had sat back, **dismayed**. He eventually asked the “innocent” man to be put behind the bars for ten years.

LESSON FIVE

THE ORIGIN OF EXAMINATION

As they were preparing for their final examination, two students in the college reading-room took time off to discuss examination in general.

“I wonder why examinations should be **deemed** necessary,” said Musa

“Why?” said Obi, “aren’t they a necessary evil?”

“No, you haven’t thought of it,” said Musa, “you attend classes for years, your teachers labour night and day to teach you, and you spend endless days learning the different subjects that not be enough?”

“I see quite interesting,” said Obi, “Except that you’ll find it pretty difficult to propose a substitute, to work a different yardstick to decide who deserved a certificate.”

“Look, my brother,” said Musa, “are apprentice mechanics, carpenters, tailors and masons subjected to the rituals of examination before they are adjudged **competent** to set up on their own? Or, does a father set up an examination for his son whom he has been taking to the farm for year before allowing him to set up his own farm? Of course, not. Besides, when there are many bakers in a street, do we set up an examination for them to decide **whose cake is the best?** of course. We know the best through their products.”

“I see,” said Obi “but don’t you think things must be different with academics? For instance, how else can we know who is the best and who is the worst?”

“That’s the point you’re missing,” stressed Musa. “There shouldn’t be any need to **distinguish** between the best and the worst. When you say someone is the best does it mean he’s the most successful in life? Some students who did not so well at school are now successful businessmen. Some have, in fact, employed the so-called best student. So why all **hullabaloo** about exams?” asked Obi. “Why do I have to **labour myself to death** sweating over formulars? Wonder who invented examination?”

“Don’t mind the idiot.” Musa. “It was a man from China, long ago. He most probably wanted to put students in their place. If he had confined his invention to China. I wouldn’t have minded, but the fool succeeded in selling his ideas to us, poor Africans, knowing we would always copy others.”

LESSON SIX

MALNUTRITION

Malnutrition has been described as a tragedy of great **magnitude**. WHO declares that it is an accomplice in at least half of the 10.4 million child deaths each year. Malnutrition covers a wide range of illnesses from undernourishment due to a lack of one or more nutrient such as vitamin and mineral deficiencies.. to obesity and other diet- related chronic disease.

However, protein- Energy mal-nutrition (PEM) is by far the most **lethal** form of malnutrition. Malnutrition is not **restricted** to children. It casts long shadows in the developing world according to WHO.

Industrialized countries are not free from the **scourge of malnutrition** as about 11 million people suffer from it. Malnutrition is caused by a deficiency in the intake of nutrients by the cells of the body and it is usually triggered by a combination of factors, an insufficient intake protein, calories, vitamins, and minerals and frequent infection.

Illnesses such as diarrhea, measles, malaria and respiratory disease tax the body heavily and cause loss of nutrients. They reduce appetite and food intake thus contributing to malnutrition. Children are at a greater **risk** of suffering malnutrition. This is because they are in a period of rapid growth that increases the demand for calories and proteins. For similar reasons pregnant and nursing women are easily prone to malnutrition.

Frequently, the baby's problem begins even before birth. If a mother is undernourished or malnourished before and during pregnancy, the baby will have low weight. Then early weaning, poor feeding habits and lack of hygiene can bring on malnutrition.

Malnutrition wreaks **havoc** on the body particularly that of a child and various studies have shown that poor growth in a child is associated with impaired mental development and poor scholastic and intellectual performance. A report from the United Nations calls these effects the most serious long-term results of malnutrition. For children **who survive malnutrition**, the aftermath can linger on into adulthood.

APPENDIX M
SCORING GUIDE FOR EXPLORED PASSAGES
QUESTIONS AND ANSWERS FOR PASSAGE 1

Questions

1. What is the name of the village?
2. What is the passage about?
3. A little before mid-night, she found herself hand in hand with a man. What does it mean?
4. Give the meaning of the following
 (i) Reflected (ii) worn-out (iii) screamed

Answers/ Marking scheme

It is about a lady who was spending her first night in a college of education.

3. She was dreaming while sleeping
4. Give the meaning of the following words as use in the passage

Word	Answers
i. Reflected	Showed
ii. Worn-out	tired
iii. Screamed	shouted

QUESTIONS AND ANSWERS FOR PASSAGE 2

Questions

- a. At what age was Andrew celebrating a birth day party?
- b. What encouraged Andrew to organize an open air party?
- c. What two hardships had Andrew gone through in life?
- d. Why was Andrew able to succeed brilliantly?
- e. Replace these words with another word or a phrase.
- (i). Dissenting (i) stamp (iii) contemporaries
 (iv) severed (v) forbearance (vi) seemed

Answers / marking scheme

- (f) Forty years
- (g) The bright whether
- (h) He is an orphan (cii) He suffered a physical misfortune
- (i) His forbearance was rewarded
- (j) (i) Dissenting - different
- (ii) Stamp - mates
- (iii) Severed - cut off
- (iv) Forbearance - hardwork
- (v) Seemed - looked

QUESTIONS AND ANSWERS FOR PASSAGE 3

Questions

- a. What two arguments are advanced by proponents of bride price?
- b. Are the argument in favour of bride-price valid?
- c. what was the reason for polygamy in colonial era?
- d. What does a bread winning female do that makes the difference from female who is not bread winning?
- e. Replace these words with other words or phrase as used in the passage.
 - i. Mercenary
 - ii. compensation
 - iii. Up bringing
 - iv. era
 - v. prevalent

Marking scheme to the questions

- ai, it checks polygamy
- ii, it represents compensation to parents
- b. They are not valid
- c. More hands were needed in the farm

- d. The former attracts higher bride price, the later, lower bride price
- e(i) Mercenary ñ argumentative
- (ii) Compensation - paying back/ rewarding
- (iii) Upbringing - Education
- (iv) Era - period

QUESTIONS AND ANSWERS FOR PASSAGE 4

Questions

- a. Why had the case generated interest?
- b. What did Sule return to the judge?
- c. Give two reasons why Sule was not intimidated
- d. Why was the word 'innocent' put in quotation marks?
- e. For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage.
 - (i) jam-packed (ii) apprehended (iii) intimidated
 - (iv) stretch (v) dismayed

Marking scheme/ Answers

- a. The arrested armed- robber has been striking terrors into the hearts of all sundry
- b. stern gaze
- ci. He has been tried before
- ii. 'crime was his livelihood'
- d. The criminal is not really innocent
- ei. Filled
- ii. arrested
- iii. threatened
- iv. period/ time
- v. displeased

QUESTIONS AND ANSWERS FOR PASSAGE 5

Question

- a. What are the attitude of Musa and Obi toward examination?
- b. How does Musa propose that students be assessed in place of examination?
- c. From Musa point of view, what is the relationship between academic success after school?
- ii. Quote a sentence from the passage to support your answer

Marking Scheme/ Answers

- a. They do not think that examination is necessary
- b. That students should not be subjected to the ritual of examination before they are adjudged competent or the best of the worst
- c. Academic success does not decide in life after school.
- ii. Some students who did not do well at school are now successful businessman
- d.
 - i. Deemed - considered
 - ii. Labour - read
 - iii. Competent - qualified
 - iv. distinguish - differentiate
 - v. hullabaloo - trouble
 - vi. confined - restricted

QUESTIONS AND ANSWERS FOR PASSAGE 6

Questions:

- a. Why is malnutrition described as a tragedy of great magnitude?
- b. What according to the passage are the immediate causes of malnutrition?
- c. Why are pregnant women and nursing women easily vulnerable to malnutrition?
- d. For each of the following words, find another word or phrase which means the same and can replace it as used it in the passage

- i. Magnitude
- ii. Lethal
- iii. Restricted
- iv. Industrialized
- v. risk
- vi. havoc

Answer/ marking scheme

- e. Malnutrition is responsible for the 10.4 million child deaths each year.
- f. Lack of nutrients such as vitamins and mineral
- g. It is a period of rapid growth which increase the demand for calories and proteins
- h. Degree/ height
 - ii. deadly
 - iii. confined
 - iv. developed
 - v. danger
 - vi. destruction

APPENDIX N

Method of data Analysis of Covariance (ANCOVA)

Research question 1, 2 and 3

Between-Subjects Factors

		Value Label	N
Methods	1.00	PTS	100
	2.00	LM	100
Gender	1.00	Male	75
	2.00	Female	125

Descriptive Statistics

	Methods	Gender	Mean	Std. Deviation	N
PreACHI	PTS	Male	6.8250	.81296	40
		Female	7.0000	1.10469	60
		Total	6.9300	.99752	100
	LM	Male	7.2286	1.11370	35
		Female	6.8462	1.22769	65
		Total	6.9800	1.19747	100
	Total	Male	7.0133	.97943	75
		Female	6.9200	1.16813	125
		Total	6.9550	1.09955	200
PostACHI	PTS	Male	11.9750	1.14326	40
		Female	11.9333	1.14783	60

Total		11.9500	1.14040	100
LM	Male	8.5714	1.00837	35
	Female	8.1077	1.17424	65
	Total	8.2700	1.13578	100
Total	Male	10.3867	2.01945	75
	Female	9.9440	2.24077	125
	Total	10.1100	2.16595	200

Hypotheses 1, 3 and 5

Tests of Between-Subjects Effects

Dependent Variable: PostACHI

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	749.562 ^a	4	187.390	198.574	.000
Intercept	195.188	1	195.188	206.837	.000
PreACHI	67.508	1	67.508	71.537	.000
Methods	631.167	1	631.167	668.834	.000
Gender	1.814	1	1.814	1.923	.167
Methods * Gender	.177	1	.177	.188	.665
Error	184.018	195	.944		
Total	21376.000	200			
Corrected Total	933.580	199			

a. R Squared = .803 (Adjusted R Squared = .799)

Estimated Marginal Means

1. Grand Mean

Dependent Variable: PostACHI

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
10.136 ^a	.071	9.996	10.276

a. Covariates appearing in the model are evaluated at the following values: PreACHI = 6.9550.

2. Methods

Dependent Variable: PostACHI

Methods	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
PTS	11.977 ^a	.099	11.781	12.172
LM	8.296 ^a	.102	8.094	8.497

a. Covariates appearing in the model are evaluated at the following values: PreACHI = 6.9550.

3. Gender

Dependent Variable: PostACHI

Gender	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Male	10.235 ^a	.113	10.013	10.457
Female	10.038 ^a	.087	9.866	10.209

a. Covariates appearing in the model are evaluated at the following values: PreACHI = 6.9550.

4. Methods * Gender

Dependent Variable:PostACHI

Metho ds	Gender	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
PTS	Male	12.044 ^a	.154	11.741	12.348
	Female	11.909 ^a	.125	11.662	12.157
LM	Male	8.425 ^a	.165	8.100	8.751
	Female	8.166 ^a	.121	7.928	8.404

a. Covariates appearing in the model are evaluated at the following values: PreACHI = 6.9550.

Research question 4, 5 and 6

Between-Subjects Factors

		Value Label	N
Methods	1.00	PTS	100
	2.00	LM	100
Gender	1.00	Male	75
	2.00	Female	125

Descriptive Statistics

Metho ds Gender			Mean	Std. Deviation	N
PreRCII	PTS	Male	2.0160	.21451	40

			Female	2.0133	.21123	60
			Total	2.0144	.21147	100
PostRCII	LM		Male	2.0880	.15607	35
			Female	2.0431	.24762	65
			Total	2.0588	.22015	100
	Total		Male	2.0496	.19170	75
			Female	2.0288	.23043	125
			Total	2.0366	.21646	200
	PTS		Male	3.4545	.18453	40
			Female	3.5407	.09517	60
			Total	3.5062	.14357	100
	LM		Male	2.8360	.12814	35
			Female	2.7680	.19225	65
			Total	2.7918	.17491	100
	Total		Male	3.1659	.34927	75
			Female	3.1389	.41666	125
			Total	3.1490	.39206	200

Hypotheses 2, 4 and 6

Tests of Between-Subjects Effects

Dependent Variable:PostRCII

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	25.824 ^a	4	6.456	264.239	.000
Intercept	20.283	1	20.283	830.165	.000
PreRCII	.022	1	.022	.892	.346
Methods	22.469	1	22.469	919.638	.000
Gender	.005	1	.005	.200	.655
Methods * Gender	.270	1	.270	11.035	.071
Error	4.764	195	.024		
Total	2013.828	200			
Corrected Total	30.588	199			

a. R Squared = .844 (Adjusted R Squared = .841)

Estimated Marginal Means

1. Grand Mean

Dependent Variable:PostRCII

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
3.150 ^a	.011	3.127	3.172

a. Covariates appearing in the model are evaluated at the following values: PreRCII = 2.0366.

2. Methods

Dependent Variable:PostRCII

Methods	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
PTS	3.499 ^a	.016	3.467	3.530
LM	2.801 ^a	.016	2.768	2.833

a. Covariates appearing in the model are evaluated at the following values: PreRCII = 2.0366.

3. Gender

Dependent Variable:PostRCII

Gender	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Male	3.144 ^a	.018	3.109	3.180
Female	3.155 ^a	.014	3.127	3.182

a. Covariates appearing in the model are evaluated at the following values: PreRCII = 2.0366.

4. Methods * Gender

Dependent Variable:PostRCII

Methods	Gender	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
PTS	Male	3.456 ^a	.025	3.407	3.504
	Female	3.542 ^a	.020	3.502	3.582
LM	Male	2.833 ^a	.027	2.781	2.886
	Female	2.768 ^a	.019	2.729	2.806

a. Covariates appearing in the model are evaluated at the following values: PreRCII = 2.0366.