

Chapter Twenty Two

Teaching Reading at Secondary School Level

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Abstract

Language is a major attribute distinguishing humans from other animals. No other animal has the power of verbal speech. Language is then the key to human interpersonal relationships and the vehicle of thought and communication. Studies reveal the four fundamental language skills of listening, speaking, reading, and writing. One of these skills is the subject of this study –Reading. Reading which is a complex psych-linguistic process, involves mastery of the language signals such as letters, words, sentence structures and also such psychological factors as readiness and motivation. Reading involves communication. Reading involves mental contact and how peoples' minds can meet one another through interacting with written material even though the people may be far apart physically.

Introduction

The Oxford Advanced Learner's Dictionary defines reading this way: To read is to look at and understand the meaning of written or printed words or symbols. The emphasis is on reading and understanding what one is reading. This is what makes the difference. How many of our students pay adequate attention to reading and understanding what they read? To what extent do our students at the different tiers of the education system read and understand and how far is this applied to their academic work? If our learners are able to read and understand their subjects, then we would have less problems in the education system; examination malpractice would reduce, drop-out rate would reduce and the problem of reading culture would no longer plague the society as reading would become second nature. Ability to read can be said to be the cornerstone of the education system. It is at the root of the success of any educational enterprise.

Reading is known as a receptive skill because it unlocks what is encoded in books and other forms of written materials. Reading is important for the acquisition and use of knowledge even from earliest times (Okoye & Ene 2011). It is even more crucial in the present information age. Of the four language skills, reading and writing are basic to literacy; reading is critical to the success of any educational endeavour and it is essential for successful living in and out of school.

Reading involves the act of looking at printed words in order to discover the information encoded by the author. According to Okwaligwe as quoted in Akaegbobi et al (2014) reading should be more of reasoning, involving the meaningful interpretation of words, phrases and sentence, requiring all types of thinking such as critical, analytical, creative, imaginative, evaluative, judgmental and problem solving skills. Reading entails internalizing the meaning of the writer as well as the interpretation of the reader so that he can think, predict, question and evaluate. So reading enriches the thinking process of an individual's brain.

One may ask a question: Why do we need to teach reading? Why is reading so important a concern for language learning/ a language skill? What is the place of reading in language learning, in the education system, and in life?

Reading is the process of finding out what has been encoded in the written form. Doff (1989) says we read because we want to find out something. Uwatt & Nta (2010) opine that reading has established an important role in the life of a learner as the bulk of knowledge is stored in the written form. Therefore deficiency in reading inhibits learning in any field of study.

Why Teaching Reading Skills in the Secondary Schools?

Secondary education provides a vital link between the primary and tertiary education. While reading should be introduced in the primary level, the teaching of reading should be consolidated in the secondary school. If reading is necessary for the acquisition and use of knowledge (Okoye & Ene 2011), secondary schools students need to be well grounded in reading skills to be able to meet up with the challenges of secondary education, external examinations, higher education and successful living outside school and in the work places.

But unfortunately the scenario of teaching reading in the secondary schools in Nigeria is dismal. Udosen (2004) laments that reading has no place in the secondary school curriculum at the secondary education level and that this has a carry-over effect on students' literacy level and teachers practices in the classroom. In another study, Ogbonna (2009) also confirmed the absence of any reading programme in our secondary schools and laments the absence of a literacy policy in this country which should, inter alia, emphasize reading. Prior to this, reading experts have regretted the state of reading in Nigeria and the consequent damage on the products of the school system. Uwatt & Nta(2010) maintain that deficiency in reading inhibits learning in all fields of study as the bulk of knowledge is stored in the written form. Omojuwa (1989) posits that the mastery of reading in modern education is still rather elusive among the bulk of both students and teachers and at all levels of the Nigerian Education system. He went on to list some of the problems to be as follows:

- Slow reading rate,
- Slow comprehension rate,
- Difficulty in distinguishing main ideas from relevant or irrelevant details,
- Difficulty in reading for gist and making good summaries
- Ineffective recall of what has been read
- Uncritical reading behavior
- Difficulty with intensive study-type reading,
- Inadequate vocabulary or word power,
- Inadequate reading interests

Even now, fourteen years into the 21st Century, the situation has not improved much. The problem of reading continues to plague the Nigerian society as is evident in the poor performance at internal and external examinations.

Several reading experts have tried to address the reading problems of the Nigerian Education system. They trace the problems to a number of things such as the teachers, the students, the education system, instructional materials supply or lack of it, infrastructure, parents' illiteracy, and lack of a reading policy.(Omojuwa (1989), Otagburuagu (2007), Okoye and Ene 2011, Akaegbobi 2014).

Teaching Basic Reading Skills should start in the primary school where the foundation needs to be laid. At the secondary school level, there should be more teaching in reading to improve upon the reading skills which ought to have been introduced to learners in the earlier levels of the educational ladder and make them better readers. A better reader is one who is able to read faster, understand faster and quickly and critically assimilate information in a written text or passage/ material. So it is necessary to know what reading skills to be developed in the secondary school student. According to, Abe as cited in Omojuwa (1989), below is a list of the reading needs of secondary students:

1. To obtain general information, as in reading a newspaper or magazine, which usually involves rapid reading.
2. To scan or skim to obtain bits of information which also involves rapid reading.
3. To read substantial content methodically or to study, which requires slow and meticulous reading.
4. To read light materials for pleasure, which permits rapid reading.

❖ **Official Policy Statement on Reading**

A student who is capable of employing the different methods of reading mentioned above can be said to have achieved the goals of secondary school education. He further mentioned that the Nigerian Education Research and Development Council (**NERDC**) produced what is now referred to as an authoritative statement on reading in the absence of a national reading policy, saying that secondary school students should be taught to:

- a) develop the ability to read any written texts or printed materials easily;
- b) read aloud any materials written in English in an intelligent and meaningful way for the listeners to understand and comprehend easily;
- c) understand with sufficient comprehension any material they are made to read in English;
- d) through a proper knowledge and understanding of the lexical, grammatical and rhetorical devices used by the author, capture

- from such written or printed materials the essential meanings that are intended by the author;
- e) Acquire the ability to resolve any relative difficulty and complexity that students may encounter in their reading provided that such materials being read are considered appropriate to their levels;
 - f) Be able to make as much sense as is possible out of any written or printed matter even when some of the writing conventions of English have not been strictly followed in the matter being read;
 - g) Through a proper knowledge of the writing conventions of English, the grammar, lexis and other devices aimed at enhancing effective communication in the language, develop the ability to read extensively and a continuing interest in reading for pleasure;
 - h) Cultivate the ability to read and with the speed and with understanding that will enable them to cope easily and effectively with the volume of reading that will be required of them if and when they are in the university or any profession in which the need for fast and effective reading is essential.

To be able to achieve the following, there are many basic reading skills which the teachers are expected to inculcate in the secondary school students.

According to Unoh (1989), they include:

- i. vocabulary/word power skills:
- ii. reading for main ideas
- iii. reading for relevant details
- iv. reading for implied or stated meanings
- v. reading for literal meanings
- vi. reading to comprehend tone and mood
- vii. reading for critical evaluation
- viii. reading to answer specific questions
- ix. reading to follow instructions or directions
- x. reading with speed and understanding
- xi. reading with flexibility
- xii. reading for maximum retention and recall

❖ **Strategies for Teaching Reading in the Secondary Schools**

For teaching reading skills in the secondary schools, teachers should focus on the development of the above listed skills/sub-skills and

more. These skills will strengthen the secondary school student and make him a good reader. A good reader is able to apply appropriate reading skill to various reading materials and situations and understand them as expected.

How to Teach Vocabulary Development

Words are the building blocks upon which passages are built. So to understand what any passage is saying, one has to understand what the words are saying. It is necessary to increase word power as this has an effect on the students' level of performance in reading tasks by reducing difficulty for comprehension. A good command of vocabulary or word power is necessary for effective reading. Teaching vocabulary development will increase the range of words and help a learner to meet the challenge of reading materials in different content areas. Brown and Fishco (2001:29) found out that 'vocabulary in context contributes 39 percent to comprehension and word discrimination contributes 28 percent to speed of reading, more than any other factors.

To teach this, teachers should teach students different word attach skills to help them build and use a large bank of active vocabulary. The teacher can use any of the following techniques:

❖ Through context clues:

Teach student that meaning of some words could be guessed from the context. An important part of reading is being able to guess the meaning of unknown words and there is need to teach students to develop their reading skills by giving them practice in this. Only those words that could make it very difficult to understand the text need to be dealt with before hand. Consider the following:

The children were 'bleebing' all over the playground.

'Bleebing' could be a verb showing movement such as playing, running, dancing, jumping.

So students can read and understand a passage without knowing the meaning of every new word.

Teach students that a word can have several meanings depending on the context. The teacher should teach to show how the context narrows the use of a word to specific circumstances whereby the meaning is implied as in the word 'fast':

'Fast' may mean 'speed' or 'swift' ordinarily:

The man is moving fast.
The new train travels fast

But does it mean the same in 'fast color' or 'fast friend'?

The colour of the cloth is fast
His friend plays fast

❖ **Through word parts:**

The teacher should teach the learners to recognize the morphology of words and how several words can be decoded through this very easy way.

Teach students word root or stem and how other words can be formed using affixes. For example:

mono meaning 'one' can build up to mono-poly, mono-technic, mono-syllabic.

prefixes

pre- meaning before,--pre dominate, pre position, pre suppose.

Un- as in unhappy, unfriendly, unfortunate.

Ir- as in irresponsible ,

suffixes as in

help -less,

friend - ly

❖ **Use of the dictionaries:**

The teacher should teach the students how to use the dictionary to learn the different meanings of a word, the spellings, the part of speech the word belongs to, the phonetic transcriptions, stress, other variants of the word and many more. For example;

Case—

Case-study, case- history, case -law, case -book, case- load, case- ment, case- work .

❖ **Semantic mapping:**

This means that a word can help to generate new words from the key words. This concept is based on the principle that words share four relationships:

- i. the class to which it belongs;
- ii. the examples for that particular word;
- i. the attributes or properties of that word;
- ii. the related concepts or other words belonging to the same family with the word in question.

Take a word like 'Dog'.

In terms of class it is a mammal, domestic animal or human pet.

Examples include terrier, grey hound, alsatian(also known as police dog), puppy, bitch, mastiff, mongrel, etc.

The attribute of a dog may include: barking, hunting, keeping watch/warding off thieves, used by police to track down criminals, good sense of smell etc

Other related concepts include cats, fox, wolf, jackal.

❖ **Formation of words from one part of speech to another:**

- a) From verbs to nouns e.g. admit--- admission
believe—belief
invite---invitation

- b) Nouns from adjectives e.g. able---ability

brave---bravery
wise---wisdom

c) Adjectives from nouns e.g. fool--- foolish
envy---envious
courage---courageous

d) Adjectives from verbs: e.g. rest----restless
exclude---exclusive
conclude---conclusive

e) Adjectives from other adjectives. E.g.
economic---economical
lyric---lyrical
black---blackish

f) Adjectives to abstract nouns eg strong---strength
beautiful ---beauty
powerful-power

The teacher should also encourage students to develop vocabulary by noting and looking up unfamiliar words they come across in reading or other interactions, learning about the use of words in various contexts and situations, involving both oral and written communications.

❖ **Vocabulary notebook.**

The teacher can encourage the learners to build a vocabulary notebook by compiling at least ten new words that they come across every day. It can be ruled to have different headings like: Word, part of speech, root/origin, transcription, meaning, usage in sentences

In this way they are consciously accumulating words which will aid in reading comprehension. A good student needs up to twenty thousand words in the dormant vocabulary and up to ten thousand words in the active vocabulary.

❖ **Practice:** Using those words in oral or written communications. This entails copious practice to convert the learned words to active vocabulary.

✓ **Questions:**

Reading task:

i. Read this passage carefully, and in groups of four, build a semantic grid of five words from the passage.

The passage

Today, agricultural experts tell us that the hoe and cutlass are no longer good enough for modern farming. Rather what we need are tractors, planters and harvesters which are the means for mechanized agriculture. In the same way, farming is not for everybody but rather for trained agriculturists who understand the science of crops and animal husbandry.

ii. Form new words from the following:

Able, agile, transport, stand, gay, believe.

- **Reading for main ideas and reading for relevant details:** can be taught through the use of reading passages or extracts showing how main ideas are conveyed by topic sentences, and how the main ideas are elaborated for details. Students should be taught how to skim and scan materials. They should be taught flexibility in reading. Different skills are applied to different materials for greater success in reading.
- **Teaching reading for retention and recall:** It is important to teach learners how to recall what they have read. The teacher can use the guiding questions to test recall of reading materials at reasonable intervals during the reading exercise. This uses the concept of learning peaks and achievements. The students are taught to read for some minutes and then pause for some time for the recall exercise. This simple practice establishes retention.
- **Teaching reading for critical thinking/Evaluation:** Students should be taught to establish cognitive structures so that new ideas can fit in with existing structures. This entails teaching students to sort out ideas under their different classes, depending on their differences and

similarities, so that a proper organization of the ideas could be achieved. The student should be able to distinguish facts from opinions, logical arguments from bias or generalizations, inferences, emotional appeal from propaganda. It is this skill that gives the student appropriate mental set up for critical reading and assimilation of knowledge (Uwatt and Nta (2010)). This skill also helps the students to differentiate between literary and implied meaning, as well as between the tone and mood of the author.

- It is important that the teacher should use appropriate passages and exercises for teaching the different reading skills.

- **Oral reading skills that teachers must emphasize:**

The teacher should use systematic oral practice lessons whereby 'students' oral reading errors are diagnosed, brought to their attention and then corrected.

The teacher can serve as a good model in oral reading by providing good illustrations of effective oral reading.

The teacher can also improvise by using tape recorders, CD plates, recorded stories video clips and other teaching aids, to model good reading standard..

The language laboratory should be used for practice in listening to good oral reading of scripts or BBC Standard English broadcast.

To be included in the training are:

- Eye-voice co-ordination,
- Proper phrasing and
- Proper articulation/ pronunciation of sounds.
- And how to correct errors if they exist.

- ❖ **Obstacles against Reading Speed:**

Training should be given to avoid those reading problems that slow down reading. They include:

- a) **Vocalization:** Students should be trained to sweep their eyes over chunks of words that are important. The eyes are faster than the lips in silent reading and comprehension requires the eyes and brain. It slows down reading speed.

- b) Finger -tracing: The teacher should discourage tracing with the finger, stick or any object before they can pronounce the word. Reading must be done with the eyes alone.
- c) Moving the head across the page: This should be discouraged from the outset but if it persists the teacher at the secondary school level must insist on that readers keep their heads steady and allow their eyes to travel from left to right.
- d) Regressing: This is a serious reading problem whereby the reader keeps going back to sections already covered. The teacher will train the students to focus attention on what he is reading and nothing else.
- e) Reading individual words: Students must be taught to read word groups and not individual words

❖ **How to improve reading Speed:**

- The **first thing** is for the teacher to ensure that the students try to master the grammar of the English language. Language learning is a whole approach. A good reader makes a good writer. A good reader must have a good knowledge of the grammar.
- **Constant Reading:** The teacher must on the students being forming the habit of reading copiously. Teach students to always find something to read from newspapers, novels, magazines, textbooks, read neighbourhood signs, road signs, posters, flyers, and what have you. Read the bible or other holy Books, read bulletins and manufacturers manuals. Read road signs, advertisements and posters, flyers poems and anything readable. Okoye (2012) says 'Read Something Everywhere'. The students should derive pleasure in reading.
- Read **different** materials differently: This is the ability to read with different degrees of comprehension Train them to develop flexibility in reading.
Students must learn to read different materials in different ways. Some materials should be skimmed, others scanned while others need reading for details or reading intensively.
- **Timing** the reading task. The teacher should learn to time the students so that they pay rapt attention to the reading passage.

They can compete on who will be the first to finish and answer the questions correctly.

- Do some quick reading and recalling exercises to test speed of reading
- **Play some reading games** that encourage speed reading.

Teaching Intensive reading:

- Intensive involves means reading actively. An active reader is one who is keenly involved in what he is reading. Being an active reader makes one fully focused on his text. It is a good method for tackling intensive reading.
- To concentrate fully on what one reads and so follow the logic of what one is reading.
- To understand the trend of thought as put across by the author.
- To be able to read faster than if one is reading passively.
- To enjoy the reading exercise as it becomes a thing of pleasure rather than a task to be dreaded.

Intensive reading requires the reader to understand the passage being read. It involves specifying the purpose of the passage and selecting the appropriate skill for it. Intensive reading requires detailed exploitation of the texts while extensive reading involves rapid reading and often longer passages. They need various levels of comprehension and this should be stressed by the teacher. The skills required vary.

❖ **Levels of comprehension:**

Here comprehension training should be at various levels. They are:

❖ **Literal Level** dwells with surface meaning such as

- a) Recognition of concrete words, phrases, clauses, sentence patterns;
- b) Recognition of non-figurative idiomatic expressions;
- c) Recall of stated facts;
- d) Identification of stated main facts.

❖ **Interpretive** deals with deeper meaning.

- a) Explanation of words, statements, figurative expressions or structural manipulations for effects;
- b) Establishing links and relationships;
- c) Predicting outcomes;

- d) Drawing inferences/ conjecture;
- e) Identifying main ideas

❖ **Critical level** deals with higher level thinking:

- a) Expressing opinions;
- b) Reasoned judgment;
- c). Evaluating information.

❖ **Creative level** involves the reader in fresh projections:

- a) Recognize material by summarizing major components.
- b). Differentiate main ideas from supporting details
- c) Extension of ideas/projections

So the question is ‘How to develop in our students the skill of actively reasoning with the author as he reads?’ He can use one of several strategies.

❖ **Strategies for teaching intensive reading:**

- **Treating New Words:** So first thing in reading is to scan through quickly and pick up the key words from the various parts of the passage possibly starting with the title. The learner may think of the possible message and ponder of possible approach if one is to write on the topic, how to start.
- **The SQ3R stands for Survey, Question, Read, Recall and Review.**
- **Survey** means to survey the whole passage by looking at it in its totality, to get a general idea about it, is it a story, a description, an encounter, an economic analysis, a debate etc It may be a story on Ebola
- **Question** means roll thematter over in your mind and come up with relevant questions such as:
 - Has the Ebola now entered Enugu? How many casualties so far? What possible measures have

been put in place? What is the possible implication of this? What effect will it have on the educational activities?

How does the solution affect the common people? Do I agree with the suggestions adduced?

- Now **Read** the passage very fast, thinking along with the author, accepting, arguing or rejecting his ideas, looking forward to some others you didn't get from his write up. In this way you are co operating with the author.
- **Recall:** After reading the passage, sit down and recall briefly what you have read, the most important things/points you have read by prompting from the other words.
- **Review:** This means to revise by possibly going back to the passage to find out read through again and find out what you have forgotten. If it is an examination, it pays to read the questions before going back to the passage so that the questions will be at the back of your mind and you can now be on the lookout for the answers.

The review helps to reinforce, or strengthen one's understanding of the passage as well as help the student to master all the points so as to better answer the questions correctly.

- Another strategy is the **S2RQR**—Survey, Read, Recall, Question, Read. It is a variant of the **SQ3R**. It means to survey, read twice if there is enough time before tackling questions and then review.
- **PERU:** This is yet another variant of the **SQ3R**. It is yet another strategy. It involves an overview of the passage, asking possible questions in an interactive way before reading and using the passage to answer the questions.

❖ **How to motivate the reader and sustain the interest:**

The teacher should use various activities to arouse and sustain the interest of the students in a reading exercise. Such activities include pre-reading, while reading and post-reading activities.

The teacher should apply different types of pre-reading activities to introduce any reading passage in order to make the passage interesting and arouse their hunger to read.

This is concerned with making students want to read a text, to show ways of increasing students' motivation in intensive reading and to show ways of helping students to understand the main information contained in a text (Unoh 1989, Omojuwa 1989, Doff 1989).

• **Pre-reading activities** may include:

Presenting some of the new words which will appear in the text;

Giving a brief introduction to the text. Giving one or two 'guiding/signpost' questions (orally or on the board) for students to think about as they read.

The teacher may say:

Look at the picture.(in the text or drawn on a card board)

What do you think is happening in the picture?

You are going to read a text about a plane crash in Port Harcourt.

Make a list of ten possible words likely to be used in the text and how they may be used e.g. damage, captain, brain box, wings etc.

What would you like to know about the accident?

Write down about five questions which you expect the text to answer

Try to imagine what happened to the plane, buildings, trees, farmlands, air crew, air passengers, brain box, etc?

The teacher should arrange the students in groups, let learners read the text and discuss their answers and compare the text with their predictions as in groups.

Ask a learner from each group to report briefly on their pre-reading activities and discuss how successful each activity was in making learners want to read the text.

Students may be given sentences which refer to the text, and they guess whether they are true or false.

Students are given a summary of the text with gaps. They try to guess what word should go in the gaps.

Students are given the topic of the text; they write a list of things they know and things they do not know about the topic.

If the text puts forward an opinion, students discuss the topic briefly beforehand and give their own opinion/point of view.

- **While Reading:**

1. Using questions on a text: Questions may be used to maintain interest in the text being read e.g. Do you think Ebola can be controlled in Nigeria?
 - a) What time did the plane crash take place?
 - b) At exactly what spot did it occur?
 - c) Was any fault suspected before the plane took off?
 - d) Did the crash touch airport buildings?
 - e) Are there any survivors?
 - f) How many people were victims?
 - g) Who is being blamed for the crash?

The main reasons for asking these questions on the text while reading is going on are:

- i. To check comprehension – to determine levels of understanding of the students and if there is need for more explanation.
 - ii. To help the students read the text—The questions should be such that make student focus attention on the main points and lead them to think more about the text/passage.
 - iii. To encourage the students to think while they are reading and make possible guesses.
 - iv. The teacher should make sure that the whole class is involved in answering the questions and students know why the given answers are right or wrong. These questions should not be used to ‘test’ the students but to lead them towards an understanding of the text/passage.
2. Other activities to engage students while reading and ensure that they are following the passage include:

It can be a task to be carried out while they are reading e.g. label a diagram (of a flow diagram, a human body, a process of doing something etc)

They could read and choose the picture which fits the meaning; read and draw a picture

Read a text and note the main points in the form of a table or chart. This helps the student to organize the information in a clear logical way.

- **Post- reading activities:**

A good teacher should use any of the following tasks to tidy up class comprehension activity. Reflection and consolidation & relate to their own knowledge, interest, or views as post reading activities.

- i. Answering comprehension questions at the end of the passage
- ii. Summarizing the passage.
- iii. Representing the passage diagrammatically
- v. Putting the text in a tabular form (if possible).
- vi. Role play or demonstration of the events at the end of the passage.
- vii. Debating activity on the subject matter of the passage
- viii. Deciding a title for the passage (where it was not given) or making a change.
- ix. Completing, furthering or extending the story creatively.
- x. Group or class discussion on the topic
- xi. Write an outline of the text,
- xii. Listing the main ideas or arguments
- xiii. Matching events with characters etc
- xiv. Creating topic sentences for portions of the text etc

- ✓ **Reading task**

Read the following passage carefully and use it for practice:

In a way, superstitious beliefs abound in the rural societies of developing societies. Nothing seems to happen in these societies without a spirit behind it. Thus, a powerful storm, a flood, an

earthquake and even an unusually dark night may be associated with one spirit or another. On such occasions, oracles and seers are consulted and they come up with all sorts of explanations and recommendations.

There is a tendency among industrialized world/peoples of the world to see superstitious beliefs in a negative sense. This is unfortunate. Superstitious beliefs instill a high degree of morality. This is because most misfortunes are often explained away in the light of some misconduct or immoral behavior on the part of the person involved or some wicked persons. By condemning the actions of such offender directly or by implication, moral lessons are infused into the society.

This not all, Striking landmarks in these areas are usually connected with patriotic people or their heroic deeds. For instance, most streams and rivers in such areas are full of folktales and myths which trace their existence to some noble men or women. The spirits of such people are therefore worshipped through the streams and rivers. School folktales have the effect of heightening the spirit of heroism and patriotism. The same folktales also provide evening entertainment for families and groups. The narrations may be accompanied by choruses which are heartily and melodiously rendered by the group. The tales are usually full of moral lessons for the people. Even the administration of the societies is based on beliefs, social practices and taboos.

- i. Using word attack strategy, scan out ten words that catch your eyes before reading
- ii. Generate a semantic map around the word 'superstition'
- iii. Based on the words listed, what do you think the passage is going to talk about?

The above could be used as pre- reading activities. At this point the teacher can apply the **SQ3R** or **S2RQR**.

While the students are reading, the teacher can put up some questions such as these:

- Do you think the author sees superstition as evil?
- Why do you say so?

At the end of the passage, the teacher can now give them reading tasks as follows:

Work in groups of four or five. Discuss the passage for five minutes.

- a). Summarize the passage in six sentences.
- b). Disagree with the author by showing the negative effects of superstition (three points).

❖ **Extensive Reading Skills:**

This is the beginning of reading for life-long learning otherwise known as reading for pleasure. The teacher should emphasize the skills of rapid reading, faster comprehension and ability to read longer passages. This will also involve vocabulary development, ability to use new words, rapid comprehension and structure. Extensive reading involves the reading of supplementary texts. In this way, the teacher introduces and inculcates good reading habits which set the plan for good reading culture. Extensive reading promotes a systematic development of both the language skill and the literary knowledge which are essential for effective use of English in oral and written communication. In the primary level it is called children's literature and it is meant to increase their reading urge. Supplementary reading therefore involves the three main genres; Poetry, Drama and prose fiction.

● **Strategies for encouraging extensive reading:**

The teacher can do a lot to inculcate good reading culture through the teaching of extensive reading skills:

- Ensure that the students find reading an interesting activity.
- Make available very interesting reading materials appropriate to their level.
- Encourage students to keep a record of what books they read in a book called 'Books I have read'
- Let the teacher himself/herself be a good model who comes into class from time to time to discuss interesting books or materials that he/she has read.
- Teacher should introduce a reading corner where some of the available books are kept and even class/book summaries are displaced for others to read.
- The teacher can organize a mini competition for who reads more books in a week/ term/year.

- Mobile library can be used to circulate books within the class or school.
- Class book loan system used for circulation few available books among members of the class.
- Introduction to the use of the school library, internet/virtual library, other libraries in the state, neighbourhood and national libraries.

❖ **Improving Reading Culture**

Successful training in extensive reading naturally leads to the development of the reading culture which is the bed rock of life-long education. A good student who has developed the skill of reading is very likely to show interest in reading for pleasure at any time in his life.

❖ **Teaching Skimming and Scanning:**

These are necessary reading skills which a good reader should poses

- **What is skimming?**

Skimming is the fastest possible reading rate. It is a form of selective visual reading, a rapid visual exploration of reading materials with a view to identifying and focusing on what is actually required, important or significant in relation to one's reading objective. In practice, it entails quickly looking through reading materials in search of what one needs or wants, skip reading or skipping materials that are considered unimportant or irrelevant and focusing on scanning or reading materials that are adjudged relevant or important

- **What is scanning?**

Scanning may be defined as that stage in the skimming or rapid visual reading process when the reader identifies and focuses some attention on sections or parts of his reading material which strike him as relevant or pertinent to his needs. Scanning entails relatively careful and attentive reading with a view to grasping relevant parts of what one need.

The teacher should emphasize the relationship between skimming and scanning . A good reader who is proficient achieves flexibility by his ability to change his gear as and when necessary, so also does a good skimmer vary his reading speed from very rapid visual reading and skip

read (or non-reading) through relatively less rapid or more careful reading which results in scanning.

Inability of learners to skim and scan causes some reading problems:

- a) Inability to read relevant language teaching and learning materials.
- b) Inability to cope with prescribed reading material some of which require skimming and scanning.
- c) Inability to cope with numerous relevant references during language teaching and learning
- d) Inability to cope with relevant class or take home assignments which demand skimming and scanning
- e) Inadequate reading-based or library based language experience.

❖ **Strategies for teaching skimming and scanning:**

- Emphasize the essence of skimming which is rapid reading with concentration on selected portions identified as relevant or significant.
- Give practice in rapid visual reading using easy materials for speed and comprehension.
- Give speed training by timing their reading practice
- Consistently discourage word by word reading, vocalization and sub-vocalizing and habitual regression when skimming.
- Tackle reading problems.
- Continue to give practice exercises, using various exercises from various human interests until they can make some progress.
- Encourage them to skim daily or weekly news paper to identify and note some news items or topical issues that are contained there and then proceed to scan items that are new or significant while skimming out items that are stale, familiar or unimportant.
- Give further exercises with other reading items such as magazines, telephone directories, chapters of a book to select pertinent information

Reading tasks:

- i. Pick up a national daily newspaper like Sun, Guardian, Punch, This Day, etc, and skim out three important topical information.

- ii. Scan for information on 'Ebola Scourge', 'Nigerian Football Federation crisis', latest on 'Boko Haram insurgency'.

❖ **Remedial Reading:**

Remedial reading is meant to correct any deficiencies in reading thereby promoting reading skills. According to Unoh (1989) deficiencies may be observed in any of the following areas:

- Vocabulary / word power;
- Reading for main ideas;
- Reading for relevant ideas;
- Reading for critical evaluation;
- Reading to answer specific questions;
- Reading with speed and understanding;
- Reading with flexibility.

Remedial reading problems can be corrected if the teacher selects or designs exercises that focus on reading comprehension and on reading speed.

❖ **Exercises that focus on reading comprehension:**

The teacher should ensure that the reading problems are diagnosed to help to choose the kind of remedial materials to be used. Comprehension exercises may be used to vocabulary or word power development, skimming for main ideas and scanning for details; understanding implied meanings; evaluate information; understand and use directions, instructions and change in tones marked by linguistic sign posts and linkers e.g. such as, however, therefore etc.

❖ **Exercises that focus on reading rate or speed:**

The teacher should ensure that materials for remedy must be such that are light, easy to read, promote fluency of eye movement, and discourage slow reading habits such as word-by-word reading, vocalization, regression etc. Such exercise will help improve reading speed.

❖ **Focusing on Reading Comprehension and Rate:**

The teacher must bear in mind that reading rate is a function of intelligence, comprehension rate, level and type of instruction⁴ and experience (Unoh 1989), therefore it is important to develop both

reading comprehension as well as reading rate because they are complementary.

❖ **How to tackle remedial reading:**

There are two basic approaches – the individualized or personalized approach and the small group approach.

- i. **The individualized/personalized approach** means that the student's deficiencies are handled on a personal basis by the teacher. The learner's needs, preferences, rate of learning, level of intelligence, and other variables are taken into consideration. The teacher gives a personal touch to each student which allows him develop at his own rate while maintaining confidentiality. The teacher provides a conducive atmosphere, materials, motivation and guidance, for effective remedial work to be done by each student.

- ii. **The small group approach:**
This approach is useful when there is a small homogenous group of learners with equivalent ability, similarity of need, similar interest. The teacher is to select them, provide similar atmosphere, materials, motivation and guidance for effective remedial work to be done by the group

- iii. **Providing right material and right instructional techniques:**
The teacher should endeavour access and provide requisite materials that can help to correct the reading errors as well as the right technique to apply them for the benefit of the learner(s). Such materials include quality reading materials, and machine –centred practice exercises such as eye-span trainers,, reading accelerator, tachistoscopes and reading films all of which are designed to increase he eye-span, the fluency of eye movement as well as the peripheral vision and so accelerate reading rate, without loss of comprehension.

- iv. **Factors promoting success in remedial reading exercises:**
Unoh (1989) is of the view that the following factors will help to promote remedial reading.

- i. Careful and correct diagnosis of individual reading problems.
- ii. Well-prepared and appropriate instructional material, exercise and workbooks.
- iii. A good rapport between the teacher and the students
- iv. Provision of good motivational devices including an encouraging feedback, by the instructor.
- v. Effective instruction by the teacher.
- vi. A good learning environment at home and school to ensure effective remedial practice.
- vii. Accessibility of appropriate remedial materials for use by students in reinforcing newly acquired reading skills.

❖ **Questions:**

1. What is active reading?
2. What is passive reading?
3. What is the major difference between an active and a passive reader?
4. What do you think is the advantage of the reading formula SQ3R?
5. Mention two activities used 'while reading' to sustain attention.
6. List three activities used for post reading.

Recommendations:

- There is need for a literacy policy for the education system of this country—primary, secondary and teacher education sectors. The policy should make provisions for literacy benchmarks that will cover reading. Reading should be seen and treated as a school subject. According to Ogbonna (2010),
'A good literacy policy should recognize reading as a critical skill to be acquired by students and a core subject to be taught and assessed in the school system. The policy should mandate the national Educational Research and Development Council (NERDC) to develop a curriculum for reading for both primary and secondary classes in Nigeria. This will ensure that students receive instruction from teachers and not just testing of reading which follows the reading of

passages during English or other language lessons, which is the prevailing practice.

- Many of our students need remedial reading assistance to help improve learning because of their poor background in reading. Okoye and Ene (2011) trace the origin of reading problems to poor reading foundations And reduce the consistently poor performance at examinations. Abe (1991/2010) had observed that most secondary school students cannot read with adequate comprehension, nor can they complete application forms for employment. The consequence of poor reading preparation is grave .
- A good teacher must put reading in the class timetable to indicate its importance.
- The teacher should use modern techniques of communicative language teaching in teaching reading. This entails the use of interactive techniques, brainstorming technique, group task performance, involving the learners actively.
- The teacher should use the Bloom's taxonomy of thinking and learning skills and thinking skills to apply in reading comprehension. Lower Order thinking Skill (LOTS) cover remembering, understanding and applying while Higher Order Thinking /skills (HOTS) inculcate the skill of analyzing, evaluating and creating. This will produce better readers.
- Reading must be taught consciously, not just casually.
- Continuous professional development of language teachers through seminars, workshops and conferences to keep abreast of current trends in language teaching and learning.

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