

# Improving Students' attitude to Reading Comprehension: Implication for Choice of Teaching Strategies

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## Abstract

*This study determined the effects of Schema Activation (SA) and Think-Group-Share (TGS) instructional strategies on students' attitude to reading comprehension in Owo, Ondo State, Nigeria. The study adopted the pretest-posttest control group quasi-experimental design. Purposive sampling technique was used to select six co-educational senior secondary schools in Owo town. An intact class of Senior Secondary II students was selected from each school and was randomly assigned to SA (58), TGS (110) and control (99) groups. Treatment lasted twelve weeks. The instruments used were Reading Comprehension Achievement Test ( $r=.73$ ), and Questionnaire on Students' Attitude to Reading Comprehension. Data were analysed using Analysis of covariance and Scheffe post-hoc test at 0.05 level of significance. Treatment had significant main effect on students' attitude to English reading comprehension ( $F_{(2,254)} = 7.267, P < .05, \eta^2 = .028$ ). Students in the Think-Group-Share had the highest posttest attitude mean score (71.80) followed by Schema Activation (71.52) and control (68.96) groups. Think-group-share and Schema activation instructional strategies improved students' attitude to English reading comprehension in Owo, Ondo State, Nigeria, while think-group-share is more effective. Teachers should adopt these strategies in enhancing students' attitude to English reading comprehension.*

**Keywords:** Teaching Strategies, Reading Comprehension, Attitude, Senior Secondary Schools

Reading is basic to learning and it remains a major ingredient for educational advancement. Therefore, failure in reading can be traced to inadequate reading skills. Kolawole (2005) describes reading as a royal road to knowledge because it builds students' confidence and helps them to perform excellently in their different courses of study. Competence in reading is of utmost importance to any learner because effective learning of any subject depends to a large extent on the learner's ability to read and understand. Adebile (2002) and Omojuwa (2005) also confirm that achievement in reading influences understanding and mastering of the content of other subjects in the school curriculum. Reading is not only a tool for learning other subjects in the secondary school curriculum but also a means of acquiring competence in other linguistic skills of speaking and writing which are necessary for studying any course. A good reader therefore has a better opportunity for greater achievement because reading skill is necessary for success in life. Reading provokes reflection, introspection and imaginative thinking, and allows readers to create and explore new ideas.

Reading represents a major part of the student's studying time and is directly related to one's reading ability. This implies that one's success in education is determined by how effectively one engages in reading. Reading development and skills involve a range of complete language under-pinning

including awareness of speech sounds (phonology), spelling pattern (orthography), word meaning (semantics), grammar (syntax) and patterns of word formation (morphology), all of which provide a necessary platform for reading fluency and comprehension.

Reading is one of the most fundamental components of the secondary school curricula, yet is one that is grossly misunderstood and mishandled by teachers. Traditionally, in most classrooms where English is taught as a second or foreign language, there is often a reading lesson, that is, a period in which the task of the teacher is to assist the pupils to transform the linguistic symbols presented by the text into an active, habit-forming language experience. The students at the secondary school level need to possess adequate comprehension skills if they are to cope with the demands of the school curriculum. Research reveals that little or no direct instruction is given in schools on reading comprehension. Onukaogu (2007) particularly note that the typical reading lesson is a situation whereby students are asked to read a passage silently. No formal teaching of reading skills takes place. This makes the reading classes dull and uninteresting to students rather than being lively, dynamic and vibrant. There is the need for immediate intervention by teachers to find a way of drawing back the attention, improve the attitude and interest of students to reading by using instructional strategies that will enhance their active

participation and productivity in and outside the classroom.

In recognition of the importance of reading comprehension as one of the major aspects of English Language, it is examined at the primary, secondary and tertiary levels of education in Nigeria, and specifically examined in Senior School Certificate Examination in English Language by West African Examination Council (WAEC) and National Examination Council (NECO). The questions on reading comprehension are meant to test the students' ability to find appropriate answers equivalent for selected words or phrases; understand the factual content; make inferences from the content of the passage; understand the use of English expressions that reveal/reflect sentiments/emotions and attitudes. Furthermore, the purpose of testing reading comprehension is to ascertain whether candidates are able to: understand the main ideas of a given passage; follow the trend of thought of the writer; understand detailed information; follow given directive or instruction; and to acquire general knowledge. Paper 1 of the SSCE is made up of essay/letter writing, reading comprehension and summary writing where 70 of the 120 marks allotted to it is comprehension based because students need to possess reading comprehension skills in order to read and answer the comprehension and summary writing aspects of the paper.

In spite of the importance of reading comprehension in all academic pursuits, evidence abounds that students' performance in it in Nigeria is not impressive. West African Examination Council - WAEC (2010) and (2012) reveal that the low reading ability of the students hinders the comprehension of reading materials in internal/external examinations. It is further reported in the *WAEC Chief Examiners' Reports* of 2010 and 2012 that students' failure in English is mainly due to their inability to perform effectively in reading comprehension and summary aspects of English Language "Paper 1". Furthermore, the students are yet to grasp the skills of comprehension and as a result lost a lot of marks because of direct lifting of 'seeming answers' from the passage. From the above comments from WAEC, it is obvious, as supported by Okere (2012) and Owolabi (2012) that students in the senior secondary schools lack basic comprehension skills and give unimaginable meanings to words in the passages.

A major factor that may have accounted for the poor state of reading and consequent poor

performance in reading comprehension passages in English language is non-exposure of teachers to the use of effective strategies and their wrong usage hinder students' performance in reading and other language skills (Ezeokoli, 2005; Babalola, 2012 and Salako, 2012). In secondary schools in Nigeria, the teaching and learning of reading comprehension has been largely teacher-centered. In the typical conventional reading comprehension classroom, the teacher reads the passage, pronounces and writes the key/difficult words on the board. He or she explains the passage to the students, asks them to answer the questions that follow the passage and corrects their mistakes where necessary. Here the teacher is the central focus of information transfer and he/she is regarded as the repertoire and custodian of knowledge, whose authority is not questioned (Babalola, 2012). This method has become the model for most schools and it is still in use because of the unprecedented expansion in the school enrolment, shortage of infrastructure and funds. According to Babalola (2012) and Salako (2012), most teachers prefer this method because it makes it possible and easy to educate large number of learners at once. Many also use it because they lack access to recent developments and research findings in the methodology of second language teaching and learning.

Several factors have been discovered to influence students' attitude towards learning a subject. Such factors according to Awolere (2015) include learning environment, personality of the teacher, the nature of the subject and the strategy used. One other important factor is attitude. Attitudes are positive or negative feelings that an individual holds about objects or ideas. Attitude is defined as a mental disposition to act that is exposed by evaluation of a particular entity with some degree of favour or disfavour (Ezeokoli, 2005). Manklik and Agbo (2001) also saw attitude as an internal state that moderates the choice of personal action made by the individual. This means that attitudes are regulators of all behaviours because they are the positive or negative feelings an individual holds about objects or ideas. Attitudes are generally regarded as enduring though modifiable by experience and or persuasion and are also learnt rather than innate. The achievement of any learner will to a great extent depend on his/her attitude towards learning. A positive attitude therefore more often than not leads to successful learning.

Research has shown that positive attitudes

second language while a negative attitude inhibits it (Kolawole, 2003; Oladunjoye, 2003; Adebisi, 2006 and Fakeye, 2010). Oladunjoye (2004) asserts that a positive attitude on the part of the learner will most likely lead to high competence while a negative attitude will likely bring about marginal or low competence. Most cognitive and complex forms of learning are greatly influenced by whether or not the learner has the right kind of attitude towards the learning situation. Whatever attitude a person holds towards a language will to a great extent affect his/her level of performance in the language since a positive attitude leads to successful language learning. Fakeye (2010) in a study reports a positive relationship between students' attitude and their achievement in English Language. Also, in studies by Ogunnaike, (2002) and Ayanniyi (2009), it was found that the instructional strategies by the teacher influenced students' attitude to literature positively. Consequently, the instructional strategy employed by the teacher can influence students' disposition or attitude towards a subject negatively or positively.

Adebisi (2006) citing Adeosun (2004) submits that in a typical language learning situation, there are a number of people whose attitude can be significant, the learner, the teacher, the learner's peers, the parents and the speakers of the language. Each relationship will be shown to be a factor controlling the learner's motivation to acquire the language. Adelabu (1998) reported that three reasons explain the negative attitude to the learning of English language by secondary school students. Most students hate English language because of poor results recorded yearly in school certificate examination. Teachers do not often engender positive attitude because they use bad methods to teach the subject. The teachers do not have a thorough grasp of the instructional content and procedure.

Attitude can alter every aspect of a person's life especially their education (Lewis, Shaw and Heitz, 2009). According to the scholars, most cognitive and complex forms of learning are greatly influenced by whether or not the learner has the right kind of attitude towards the learning situation. Better attitude towards a subject is the very basis of cognitive development in the subject as well as several other positive correlates of achievement in the subject. Raimi (2002) and Adeoye&Raimi (2007) share the view that many other factors, which

indirectly through attitude towards the subject. Oguntade (2000) and Ayanniyi (2009) are of the view that the development of the right attitude to learning by students is crucial to the attainment of good performance in any learning endeavour. Attitude exhibited by learners towards learning process determines the importance students attach to that learning process and also to what they get out of the learning. Therefore a learner would thus be held responsible for his/her high or low achievement since his/her attitude is a determinant of his/her achievement (Yara, 2009; Fakeye, 2010).

In relation to reading, most researches show that the success in reading skills is closely related to the attitude towards reading (Guthrie and Wigfield, 2000; Wigfield and Asher, 2002; Morgan and Fuchs, 2007). In this regard, it has been concluded that students' attitudes towards reading are the leading factor that directly affects their reading performances (Kush, Marley and Brookhart, 2005). While some researchers state that the positive attitude towards reading make academic success increase, others state that success in reading comprehension make students develop positive attitude towards reading (Kush and Watkins, 1996; Kush, Marley and Brookhart, 2005). However, it is known that the longer the time spent on reading, the greater the probability that students' reading comprehension is affected positively.

Similarly, the attitude of the teacher and his or instructional strategy can influence a learner's disposition towards a subject positively or negatively. Students' learning outcomes in any teaching and learning situation can be measured in a number of ways which include achievement and attitude. These attitudes whether negative or positive are formed as a result of some kind of learning experiences and these can facilitate or hinder the teaching and learning process in the classroom. In studies by Ogunnaike, (2002) and Ayanniyi(2008), it was found that the instructional strategies by the teacher influenced students' attitude to literature positively. Consequently, the instructional strategy employed by the teacher can influence students' disposition or attitude towards a subject negatively or positively.

Studies related to students' attitudes towards reading or student's reading interests are numerous. For instance, Cooperative Learning and Think-Pair-Share in particular have been reported to promote more positive attitudes towards learning (Johnson and Johnson, 2008), enhance more positive

relationships between participants (Whicker and Nunnery, 1997; Johnson and Johnson, 2005) and develop their self-esteem, cohesiveness, and learning skills (Sahin, 2010; Slavin, 2011).

In a similar study, Baumeister (1992) examined the effect of using the TPS on oral language, reading comprehension and learners' attitude. Learners read the assigned text and after that TPS was combined into the post discussion. Instructors specified six questions of which three were vital. Four lessons were thought to be sufficient to overcome the newness impacts and effect change in learning behavior. The study specifically focused on frequency, length and deepness of answers to different question types. The written recall and learners' attitude toward the different elements of the lessons were explored to compare students' comprehension and the students' attitude were positive.

Ley, Shaer, and Dismukes (1994) conducted a longitudinal study using a reading attitude scale to compare students' reading attitudes with their reading behaviors. The researchers found a statistically significant relationship between student's reading attitudes and student's reading behaviours. The researchers also discovered that both the students' reading attitudes and their frequency of voluntary reading declined during the 3 year investigation. These findings are corroborated by McKenna and Kear (1990), whose results also report a decline in students' reading attitudes as they progress through school. The research of students' attitudes toward reading suggests that middle school is a pivotal time for students reading habits. These studies indicate that teachers should encourage the use of trade books and should utilize materials that will appeal to their students.

Abu and Flowers (1997) found that there was no significant difference in students' attitudes toward the teaching methods. They contend that even though the study showed no significant difference between competitive and cooperative learning, the literature suggests there may be additional reasons to use cooperative learning. For instance, the ability to work with others within a group and to develop interpersonal skills may be justification for using cooperative learning strategies. Abu and Flowers (1997) therefore contend that cooperative learning methods were as effective as non-cooperative methods with regard to achievement and retention, so concerns about the effectiveness of cooperative

learning methods in these areas have been addressed.

Gungor and UnAcikgoz (2004) examined the attitude of students towards reading using cooperative learning. There were 56 sixth grade participants in this study. Treatment lasted for 30 hours. Results show that students in the cooperative learning setting employed more learning strategies. This may be due to increased interactions in groups. Students were able to observe each other reading, explaining, questioning, criticizing and thinking aloud.

Akinbobola (2009) investigated the attitude of students towards the use of cooperative, competitive and individualistic learning strategies in Nigerian senior secondary school physics. The research design for this study was quasi-experimental. There were a total of one-hundred and forty (140) students taking part in the study who were selected by a random sampling technique. The findings show that cooperative learning strategy was the most effective in facilitating students' attitude towards physics. This was then followed by competitive strategies with the individualistic learning strategies being seen to be the least facilitative.

In a study conducted by Slavin (2011) using Jig-saw strategy (a type of Cooperative strategy), results reveal that the students have positive attitude towards their learning. The vast majority of students in the experimental group made of 40 students completed the questionnaire and liked the way they were 'taught'. their responses show that thirty students liked jigsaw learning a lot, seven students liked it a little, only two students were not sure whether or not they liked this learning, and no-one disliked it. Specifically, most students liked working with others and getting help, discussing and sharing information with others, teaching others, helping one another, and enjoying the jigsaw context. These results are consistent with student responses to CL reported by other researchers (Sahin, 2010; Le Cordeur, 2010). Other students stated that jigsaw learning promoted friendly relationships among participants, and improved learning skills as well as their self-esteem. These findings clearly support previous studies which show that the use of CL strategy result in positive relationships among participants (Vaughan, 2002; Johnson and Johnson, 2005), and enhance learning skills and self-esteem (Johnson, 2009). These positive outcomes occurred in the cooperative learning group

to develop social skills, experience various solutions for different ideas and experience achievement in learning. In some cooperative learning strategies, it was discovered that some students disliked permanent groups, uncooperative group members, irresponsible group members, and shy group members, while some students felt left behind in the learning process

Avci and Yuksel (2011) examined the effects of reading circles on fourth grade students' reading habit and comprehension. This was a qualitative and quantitative study. Seventy two fourth grade students from a private school in Istanbul participated in the study. Teacher and student interviews were used as well as a Reading Comprehension Scale. RC meetings occurred for 30-40 minutes twice a week. Based on low, medium, and high reading comprehension levels, the low and medium groups reading comprehension pre and posttest scores were statistically significant. Scale scores were 44.3 for the low group and 66.0 for the medium group. These scores increased to 65.0 for the low group and 72.9 for the medium group. Interviews from the students show that students believed they understood the books read very well and better than if it was read individually. If they did not understand something, group members were able to clarify information for them.

Fola-Adebayo (2014) investigates the influence of Pre-question and genre-based instructional strategies on science undergraduates' achievement in, and attitude to, reading. Using purposive sampling, two specialised universities in Nigeria were selected and the stratified sampling technique was employed in assigning students to research groups based on gender and performance in a verbal ability test. Two hundred and eighty-five students participated in the study. Pre-post randomised block experimental design was used with three experimental groups and one control group. The experimental procedure involving Pre-question, genre-based instruction and a combination of Pre-question and genre-based instructional strategies were used for the experimental groups for four weeks whilst the control group received normal teacher input. The results indicate that although there was no significant main effect of instructional strategy on students' achievement in reading comprehension, there was significant main effect of instructional strategy on students' attitude to reading.

The findings from this qualitative enquiry revealed that female students were more voluble and assertive in their responses probably because of the need to resist male domination whilst male students used discourse strategies to affirm their authority. The study indicates that the combination of pre-question and genre-based approach was the most effective in enhancing the students' attitude to reading.

It can be deduced from the findings and the results from previous studies that in using cooperative learning and group-based strategies, students are trained on how to interact positively, resolve disputes through compromise or mediation and encourage the best performance of each member for the benefit of the group. The uses of cooperative learning strategies also help students view the subjects with very positive attitudes because their self-esteem is enhanced. It should however be noted that while some studies confirm the effectiveness of the cooperative learning strategies, Abu and Flo wers (1997) found that there was no significant difference in student attitudes toward the teaching methods.

To overcome the problems associated with reading comprehension, some researchers have suggested the use of instructional strategies that could be of help to students in reading comprehension. The use of effective comprehension strategies is highly important to solve the students' problems in reading comprehension. These are advanced organizers, Adelabu (1998), schema activation and concept mapping, Adekunle (2011), guided and unguided reading, Okere (2012); multimodal and literature circles, Chikwendu (2014); storytelling and literature circles, Kolawole (2015) and differentiated and scaffolding strategies, Awolere, (2015). The different strategies reviewed were found to be effective, still students' performance have not met with great improvement. This could be because some of these strategies did not fully explore/activate students' prior knowledge (schema) which is culture-specific as a means of comprehending reading passages through pre-reading, during reading and after reading activities.

Research has revealed that good learners link their prior knowledge to new information, reorganise it and create their own meaning (Taboaga and Guthrie, 2006). This justifies the researcher's attempt to investigate the extent to which students' prior knowledge using schema activation instructional strategy can be explored to enhance

better reading performance of the students. Another justification for this study is the fact that the teaching and learning of reading comprehension aspect of English Language has been so much bereft of participatory learning. The majority of these studies did not employ enough dialogue/discussions among students during reading instruction which helps to promote team spirit, cooperation, critical thinking, tolerance and social interaction. There is therefore, the need to examine the effects of Schema Activation and Think-Group-Share instructional strategies on students' achievement in reading comprehension in Nigerian secondary schools to compensate for these deficiencies in previous studies. This is because previous studies have not examined the combination of these strategies in reading comprehension before.

Schema activation is the process by which readers combine their own background knowledge with the information in a text to comprehend that text (Stott, 2006). The reading tasks in schema activation include: the presentation of a summary, the discussion of pictorial and verbal cues, short story narration and good text structures (Linderholm, Everson, Broek, Mischinski, Crittenden, and Samuels 2000; Plass, Chun, Mayer, and Leutner, 2003). Schema activation is assumed to be the mechanism underlying some strategies that facilitate reading because most of these strategies rely on knowledge activation. It is an important concept in English as a Second Language teaching and is often designed to build or activate the learners' schemata which will lead to a better understanding of what is being read. This strategy has been successfully applied in children's language learning and has been shown to be useful for children with reading comprehension difficulties (Cain, 2003). Prior knowledge schema activation leads readers to create a mental representation which guides the understanding of incoming information (Kintsch and Franzke, 1995).

Studies have documented the effectiveness of schema activation in enhancing students' achievement in reading comprehension (Zhaohua, 2004; Adekunle, 2011; Maghsoudi, 2012;). The majority of these studies on schema activation focused on the teaching of reading comprehension, prose and poetic literature outside Nigeria. They were found to be significant and improved reading performance of learners.

to identify effects of previewing and providing background knowledge on reading comprehension of EFL students working with American documentary narratives. Seventy-eight non-English major students attending the agriculture college of Yangzhou University in China participated in that study. The results reveal that the background knowledge group had superior performance over the control group. However, there was no difference in participants' performance between the preview group and the control one.

Adekunle (2011) reported that students exposed to schema activation and concept mapping strategies performed significantly better than those in the conventional group in reading comprehension. Furthermore, Maghsoudi (2012) also advocated the activation of schema through the use of some pre-reading activities. He emphasized the use of pre-reading activity especially for culturally burdened texts to facilitate the combination of what readers already know and what is new to them. Her sample was composed of 76 undergraduate Iranian EFL students. They were divided into experimental and control groups. The former was trained through previewing, pictorial text, and the pre-teaching of vocabulary whereas the latter was not exposed to any particular treatment. The results indicate that the experimental group outperformed the control group.

The related studies reviewed above indicate that although all the variables and factors surrounding the issues of how background knowledge influences reading has not been fully understood, there is an agreement that background knowledge is important, and that content schema plays an integral role in reading comprehension. Overall, readers appeared to have a higher level of comprehension when the content was familiar to them. Consequently, the current study also ensures that students' comprehension ability can be enhanced if the schema is activated.

The Think-Group-Share (TGS) strategy is the second instructional strategy and is a modified form of the Think-Pair-Share strategy which is a cooperative learning strategy developed by Lyman in 1978. It is a multi-modal discussion cycle in which students listen to a question or presentation, have time to think individually, talk with each other in pairs, and finally share responses with the larger group. Cooperative Learning (CL) strategies help learners to study in small groups in their learning process in order to achieve a common objective (Açikgöz, 2003).

Cooperative Learning (CL) strategy comprises “instructional methods in which teachers organise students with various/mixed abilities, gender, nationalities and different level of social skills into small groups, which then work together to help one another learn academic content (Slavin, 2011).

The Think-Group-Share instructional strategy is inspired by three stages of the students' action, with emphasis on what students are to do in each of those stages (Ofodu (2009). The first stage of this strategy is thinking. This is where teacher provokes students thinking with a question or prompt or observation while the students take a few moments to think about it. The second stage is grouping. Using designated partners, students are grouped into eight or ten to read the passage and talk about the answer each comes up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. The third stage is sharing. After students talk in groups for a few moments, the teacher calls for groups to share their thought with the rest of the class. The teacher goes around the groups or he/she can take answers as they are called out (or as hands are raised). Often, the teacher or a designated helper will record these responses on the board or on the overhead projector.

Think-Group-Share provides an opportunity for all students to share their thinking with one another, which in turn, increase their sense of involvement in the classroom teaching learning process. Discussing an answer with partners serves to maximize participation, focus attention and engage students in comprehending the reading material. It can be observed that the Think-Group-Share is slightly different from the TPS because it is modified to suit a typical Nigerian public secondary school classroom situation and also because it is culturally appropriate where there is a large-class population, and under-resource classrooms which may be a hindrance to the possibility of pairing the students.

Several studies (Carss, 2007; Ofodu, 2009; Sormin, 2012; Marwan, 2015 and **Khaghaninejad, Saadabadimotlagh and Kowsari, 2015**) have examined the use of Think-Pair-Share instructional strategy in improving students' reading comprehension.

Carss (2007) explored the effects of TPS during guided reading lessons. The study selected 6 classrooms with two intervention groups, each

enclosing six children. One group was reading above their chronological age and the other below. Control groups reading at these levels were also used. Three variants of Think-Pair-Share were implemented during the eight week intervention; Predict-Pair-Share, Image-Pair-Share and Summarize-Pair-Share, and the research centered on the impacts of the intervention on reading comprehension. The findings highlight the positive effects of the technique on reading attainment, particularly for those learners' reading above their chronological age. Moreover, oral language use, thinking, meta-cognitive awareness, and the development of reading comprehension strategies were marked. The study reveals the versatility of the Think-Pair-Share strategy as a tool to foster conversation over the control group, and one that can be adapted to suit the learning focus and the needs of particular groups of students.

Using the Think-Pair-Share strategy and Reciprocal Teaching strategy as cooperative strategies, Ofodu (2009) examined the comparative effects of these two strategies on 144 Ekiti State students' reading performance. The findings indicated there was a significant effect of the think-pair-share and the reciprocal teaching strategy on reading comprehension of students of high, average and low performance levels than students in the control group.

Sormin (2012) examined the effect of Think-Pair-Share strategy in improving *senior high school students' achievement in reading comprehension*. The research conducted in Classroom Action Research (CAR) consists of two cycles and each cycle consists of three meetings. The results of the research show that TPS strategy can improve students' reading achievement.

Afan, Marhaeni and Dantes (2013) carried out an experimental research aimed at finding out the effect of Think-Pair-Share technique on the English reading achievement of the Students differing in achievement motivation at grade eight of SMPN 13 in Mataram. 80 students were taken from six regular classes as the research sample with cluster random sampling technique and then divided into experimental group and control group. The result of the analysis reveal that there is a significant difference in English reading achievement between the groups of student who were taught by using think-pair-share technique and those taught with

conventional teaching technique. In yet another study, Andik (2013) also examined how TPS strategy can develop reading comprehension of the first grade learners. According to the findings, the mean score of learners' reading comprehension was improved from 65.85 to 90. It denotes that TPS significantly enhance learners' reading comprehension.

**Khaghaninejad, Saadabadimotlagh and Kowsari**(2015) investigated the effects of strategy-based instruction of reading passages to undergraduate Iranian EFL learners. The study particularly explored the effects of using Survey, Question, Read, Recite and Review (SQ3R) and Think-Pair-Share (TPS) reading strategies on learners' reading performance of sixty EFL learners. Findings indicate that SQ3R and TPS learners significantly outperformed their peers in the control group. The results certify the efficacy of strategy-based approach of teaching reading passages, namely SQ3R and TPS, in promoting learners' reading comprehension in academic Iranian EFL context.

Marwan (2015) also examined the effect of using think-pair-share, co op- co op and traditional learning strategies on undergraduate students' academic performance in educational psychology course. The sample consisted (70) undergraduate students of educational psychology course, from faculty of education at King Saud University. In the study, educational psychology performance test (EPPT) was used to measure the students' performance. Findings of this study reveal that there was significant difference in the posttest academic performance mean scores between the experimental groups (Co Op-Co Op), (Think-Pair-Share) and control group (conventional method). There was significant difference between experimental group (Co Op-Co Op) and control group (conventional method) on the delayed posttest mean difference and significant difference between experimental group (Think-Pair-Share) and control group (conventional method).

### Methodology

The study adopted the pretest- posttest, control group quasi-experimental design to determine the effects of schema activation and think-group-share strategies on students' achievement in English reading

technique through balloting, six co-educational schools were selected. Two intact classes (one from each school) were assigned to each of the treatment groups and the control group.

The instruments used for the study were Reading Comprehension Achievement Test .The reliability was determined using Kudar Richardson (K-20) formular and the reliability coefficient of 0.73 was obtained. Also, a questionnaire on students' attitude to reading comprehension was used for the study. The reliability was determined using Cronbach's Alpha and a reliability coefficient of 0.81 was obtained.

Based on the stated problems, the following null hypotheses were tested at 0.05 level of significance.

$H_{01}$ : There is no significant main effect of Reading strategy on students'

- a. achievement in reading comprehension
- b. attitude to reading comprehension

The study covered six public senior secondary schools in Owo Local Government Area of Ondo State. The subjects of the study were limited to Senior Secondary Two (SS2). This study determined the effect of schema activation and think-group-share instructional strategies on students' attitude to reading comprehension. Eight comprehension passages were used for eight weeks for the experimental groups as well as the control group. The passages were drawn from two English Language recommended textbooks which were recommended by the Ondo State Government.

### Method of data analysis

The data collected were analysed using the descriptive and inferential statistics of Analysis of covariance (ANCOVA) with the pretest as covariates. Estimated Marginal Means (EMM) was used to find the direction of difference among the groups with significant main effect. Scheffe post hoc test was used to ascertain the specific effect of each treatment.

### Data Analysis

#### The Null Hypothesis

$H_{01b}$ : There is no significant main effect of treatment on students' attitude to reading comprehension

**Table 1: Summary of Analysis of Covariance (ANCOVA) of Post-attitude by Treatment**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Squared	Eta
Corrected Model	5612.581 <sup>a</sup>	12	467.715	19.533	.000	.480	
Intercept	4017.127	1	4017.127	167.763	.000	.398	
Pre-Attitude	3508.321	1	3508.321	146.515	.000	.366	
Treatment	150.645	2	75.323	3.146	.045*	.024	

a. R Squared = .480 (Adjusted R Squared = .455)\* = Significant at P< .05

Table 1 shows that there is significant main effect of treatment on students' attitude to reading comprehension ( $F_{(2,254)} = 3.146$ ;  $P < .05$ ,  $\eta^2 = 0.024$ ). Therefore,  $H_{01b}$  was rejected. Table 2 presents the estimated marginal means for students' attitude to reading comprehension across the treatment groups.

**Table 2: Estimated Marginal Means of Students' Attitude to Reading Comprehension across the Treatment Groups and Control Group**

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Schema Activation Instructional Strategy (SAIS)	71.52 <sup>a</sup>	.794	69.959	73.088
Think-Group-Share Instructional Strategy (TGSIS)	71.80 <sup>a</sup>	.691	70.437	73.159
Conventional Strategy (CS)	68.96 <sup>a</sup>	.961	67.063	70.848

Table 4.5 reveals that the students exposed to Think-Group-Share instructional strategy had the highest attitude mean score ( $M = 71.80$ ), followed by those exposed to Schema Activation instructional strategy (SAIS) group ( $M = 71.52$ ) while the Conventional strategy (CS) group had the least attitude mean scores to reading comprehension ( $M = 68.96$ ). This order can be represented as  $TGSIS > SAIS > CS$ .

**Table 3 presents Scheffe Post Hoc Analysis of the Students' Attitude to Reading Comprehension across the Treatment Groups**

Treatment	Mean	Schema Activation	Think-Group-Share	Conventional Strategy
Schema Activation	71.52 <sup>a</sup>		*	*
Think-Group-Share	71.80 <sup>a</sup>	*		*
Conventional	68.96 <sup>a</sup>	*	*	

\*Pairs of groups that are significantly different from each other

Table 4.6 reveals that the scores of the students exposed to think-group-share instructional strategy are significantly different from their counterparts taught using schema activation instructional strategy and conventional strategy in their post-attitude scores. Furthermore, the scores of the students taught using schema activation instructional strategy are significantly different from those exposed to conventional strategy. This implies that both think-group-share and schema activation instructional strategies are the main source of significant

differences in treatment.

**Summary of Findings**

The two collaborative instructional strategies enhanced students' attitude to reading comprehension.

**Effectiveness of collaborative instructional strategies in enhancing students' attitude to reading comprehension**

The findings of the study reveal that there is a significant effect of the two reading strategies on

students' attitude to reading comprehension. This is in consonance with the findings of (Oladunjoye, 2003; Adebisi, 2006 and Fakeye, 2010). Oladunjoye (2003) asserts that a positive attitude on the part of the learner will most likely lead to high competence while a negative attitude will likely bring about marginal or low competence. Most cognitive and complex forms of learning are greatly influenced by whether or not the learner has the right kind of attitude towards the learning situation. Fakeye (2010) reveals a positive relationship between students' attitude and their achievement in English Language. Also, in studies by Ogunnaike, (2009) and Ayanniyi (2009), it was found that the instructional strategies by the teacher influenced students' attitude to literature positively. Consequently, the instructional strategy employed by the teacher can influence students' disposition or attitude towards a subject negatively or positively. This could possibly be due to the fact that the two strategies (Think-group-share and Schema activation) enhance effective teaching and learning of reading comprehension in English language.

This significant effect of the two reading strategies on students' attitude to reading might be as a result of the fact that the two strategies (think-group-share and schema activation) enhanced effective teaching and learning of reading comprehension in English language. These instructional strategies give the students opportunity to practically interact with the text as they participate fully in the reading activities. Their prior knowledge was activated and they also shared their ideas with their group members. In the think-group-share experimental group, the teachers reported that the students were excited to participate in the reading activities because it afforded them the opportunity to do something different. In the same vein, the teachers who used schema activation also reported that the students were enthusiastic about the lesson because it fostered conversation through discussions, answering of questions and sharing of experiences. All these collaborative activities influence the students' attitude to reading but are not evident in the conventional strategy which is purely teacher-centered. Instead of the teacher being a facilitator of learning, he/she takes the centre stage in the classroom and learners become passive.

### Recommendations

The following recommendations were therefore

made based on the findings of this study:

1. Teachers should adopt Think-group-share and Schema activation strategies in their teaching of English reading comprehension in order to facilitate learners' active participation during the teaching/learning process and improve students' achievement in English reading comprehension.
2. Workshop, seminars and other training and retraining programmes should be organised for English language teachers to keep them abreast of new innovations and strategies to improve the pedagogical knowledge of what they impart on their students.
3. Teachers should encourage mixed ability grouping during comprehension lessons because the interests of students with low academic abilities were taken care of through this practice.

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