

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

2021

Pre-Reading Activities and Students' Achievement in French Oracy: Implication for Evaluation in Library and Information Science

Kenneth O. Eze PhD

University of Nigeria - Nsukka, kennetho.eze@unn.edu.ng

Grace C. Offorma PhD

University of Nigeria - Nsukka, gracec.offorma@unn.edu.ng

Christian S. Ugwuanyi PhD

University of the Free State, ugwuanyics@ufs.ac.za

Chinedu I.O. Okeke PhD

University of the Free State, okekeoc@ufs.ac.za

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Educational Assessment, Evaluation, and Research Commons](#), [Library and Information Science Commons](#), and the [Secondary Education Commons](#)

Eze, Kenneth O. PhD; Offorma, Grace C. PhD; Ugwuanyi, Christian S. PhD; and Okeke, Chinedu I.O. PhD, "Pre-Reading Activities and Students' Achievement in French Oracy: Implication for Evaluation in Library and Information Science" (2021). *Library Philosophy and Practice (e-journal)*. 5952. <https://digitalcommons.unl.edu/libphilprac/5952>

Pre-Reading Activities and Students' Achievement in French Oracy: Implication for Evaluation of Library and Information Science

Eze, Kenneth Oma (Ph.D)¹; Offorma, Grace Chibiko (Ph.D)¹; Ugwuanyi Christian Sunday (Ph.D)^{2,3*} & Okeke, Chinedu Ifedi (Ph.D)²

¹Department of Arts Education, University of Nigeria, Nsukka

²School of Education Studies, University of the Free State, Bloemfontein, South Africa;

³Department of Science Education, University of Nigeria, Nsukka UgwuanyiCS@ufs.ac.za

***Corresponding author**

Abstract

Library and Information Science is a profession that is full of people who are passionate about making a positive change in the world. In this profession, the workers are known as Librarians whose duty is to bridge the gaps that exist between people, information and technology. Librarians work to create reader's advisory resources to encourage young students to develop a lifelong love of reading and learning through pre-reading activities. This paper thus, investigated the effect of pre-reading activities on students' achievement in French oracy. Using quasi-experimental research design, 154 senior secondary one students participated in the study. French Oracy Achievement Test (FOAT) was used for data collection. The instrument yielded a reliability coefficient of 0.75, using the Kendall's Co-efficient of Concordance (W). The data obtained were analysed using means and Analysis of Covariance (ANCOVA). The results showed that students taught French oracy using pre-reading activities achieved significantly higher than those taught with the audio-lingual method. The finding implicates the evaluation of library and information sciences. It was therefore recommended, among others, that adequate provisions should be made by the government to ensure an equitable distribution of qualified teachers and instructional resources to urban and rural schools so that no school will be disadvantaged because of its location.

Keywords: Evaluation, Library and information science, Pre-reading activities, French Language

Introduction

Library and Information Science is a profession that is full of people who are passionate about making a positive change in the world. In this profession, the workers are known as Librarians whose duty is to bridge the gaps that exist between people, information and technology. Librarians work to create reader's advisory resources to encourage young students to develop a lifelong love of reading and learning through pre-reading activities. Thus, this research explored

the effect of pre-reading activities on students' achievement in French oracy. Following the official proclamation of the French language as the second official language in the National Policy on Education, French is made "compulsory in primary and junior secondary schools" (FRN, 2004, p. 10). The French language is one of the most widely used languages in the world. Though it is indigenous to France, a good number of French-speaking countries are in Africa, and Nigeria has a very good share of them as neighbours. Given its geographical location of being almost completely surrounded by francophone countries, Nigeria definitely needs the French language, though it is Anglophone (Akudolu, 1995). This need is not only for effective understanding and appreciation of its neighbours, but also for economic, political, cultural and educational reasons (Okoh & Onah, 2011). It is in recognition of these factors that the Federal Government of Nigeria made French the second official language of the country. One of the major objectives of this is to provide the learners with sufficient skills and competence required to make French a tool for communication.

However, the above objective appears not to be achieved and sustained as the majority of the students do not study the subject beyond senior secondary one (SS I) in spite of teachers' very serious efforts. Even at that, the scholastic achievement of the few students who study French beyond this level is not encouraging (Eze, 2010; Okoh & Onah, 2011; Uwalaka, 2013). One of the major reasons often given for this is poor speaking and listening skills on the part of the students. According to WAEC Chief Examiners' Report (2011) and (2012), students performed poorly in French II (Oral). They report that most of the candidates could not attempt the questions on background studies in the conversation segment of the orals. Also, reacting to similar poor performance in some aspects of French oracy, Uwalaka (2013) states that teachers' poor method of teaching it is responsible. This re-echoes the emphasis by Offorma (2009) on the need for a

good teaching method, that if the method of delivery is faulty, the objectives will not be achieved. So, the low achievement may indeed be as a result of poor method of teaching French oracy.

Oracy refers to the ability to make use of the oral skills of listening and speaking and their interplay in verbal communication. It is one of the terms that have been used over the time to refer to spoken communication in the classroom (Maclure, 1998). It was coined by Wilkinson (1965) as a cognate of literacy and numeracy to capture the dynamics of teacher-pupil and pupil-pupil interactions. It features in the French language curriculum as the first two pedagogical steps put at the disposal of the teacher in order to make his teaching easier and more effective. It features as aural comprehension and oral expression (Anioke, Egwu & Emehelu, 2014). Aural comprehension aims at leading the learners towards the art of listening to and understanding discussions and instructions in French while oral expression aims at equipping the learners with the ability to speak the language in order to be understood by others (NERDC, 2007). WAEC (2013) in its *Regulations and Syllabuses for West African Senior School Certificate Examination (WASSCE)* gives a pride of place to oracy in its French language examination. Two out of the three sections of Paper 2 (Oral) are completely dedicated to oracy. The sections test the candidates' ability to listen to and understand spoken French as well as the ability to react freely in French to a number of topics.

Conventionally, so many teachers use the audio-lingual method in its weak form in teaching French oracy (Uwalaka, 2013). The conventional audio-lingual method is a teaching method which states that learning a language means acquiring habits. In it, emphasis is laid on constant drills and practices because it recognizes that language learning is a process of habit formation (Anasiudu, 2002). Nevertheless, in using the constant drills, the students have little or no control over their own output (Opara, 2003). Hence, it may not promote meaningful learning process.

Another method which may be used in teaching oracy is the use of pre-reading activities. Pre-reading activities are preparatory exercises engaged upon by intending readers before taking a given reading task. The purpose of the activities, according to Chastain (1988), is to motivate the students to want to read it. They exist in various forms, namely: pictorial context, vocabulary pre-teaching, pre-questioning, previewing activities, pre-reading discussion via group work, brainstorming and comprehension question presentation (Tudor, 1989). Several scholars (Alemi and Ebadi, 2010; Yusuf, 2011; Mihara, 2011) have researched on the efficacy and effectiveness of various pre-reading activities as instructional techniques. The above scholars researched on the effects of pre-reading activities on students' achievement in reading comprehension, and the method recorded resounding successes in all the cases. Thus, if the method proved to be successful in facilitating students' achievement in reading comprehension, one may be right to think that it may equally be a useful tool for teachers in facilitating the students' understanding and knowledge of other linguistic skills, such as the ones contained in the concept of oracy. After all, reading itself is an active interaction between readers and the texts, a form of interaction which reinforces the learners' other language skills (Omachonu, 2008). For the purpose of inculcating French oracy, the present researchers made use of pictorial context, vocabulary pre-teaching and pre-questioning.

In addition to teaching method, research has indicated some close connection between school location and achievement in language learning. School location refers to an environment where schools are situated. This may be in the urban or in the rural areas (Eze, 2010). The classification of areas into urban and rural is normally done by the government for statistical and administrative purposes (Fan & Chen, 2010). Location as a concept has attracted the attention of researchers in education over the years. This is mainly because the location of a school in either an urban or a rural area may determine so many things that are important to learning such as

learning facilities, number of teachers and class size. However, there are conflicting reports on whether school location has a significant influence on achievement in language learning (Anizoba, 2004; Uzoegwu, 2004; Egbe, 2015).

Based on the foregoing, therefore, there is the need to find out through empirical evidence, the effect of pre-reading activities on Nigerian students' academic achievement in French oracy.

The study aims to investigate the effects of pre-reading activities on senior secondary school students' academic achievements in Nsukka Education zone of Enugu State, Nigeria, as well as the influence of location on the students' achievement in it. In consequence, one research question and hypothesis were posed and formulated respectively.

1. What are the mean achievement scores of students taught French oracy using pre-reading activities and those taught using the conventional method?

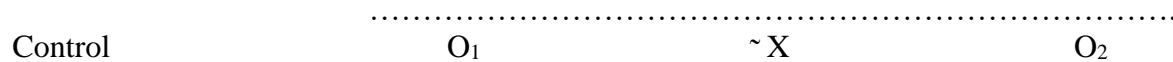
H₀: There is no significant difference in the mean achievement scores of students taught French oracy using pre-reading activities and those taught using the conventional method.

Method

Research Design

The design of this study was the quasi-experimental research design. It was precisely the non-equivalent control group design as adopted by Adene et al (2021), Ejimonye et al. (2020a, b), Offordile et al. (2021), Njoku et al. (2020) in similar studies. This design, according to Nworgu (2006), "is an experiment where random assignment of subjects to experimental and control groups is not possible". The design was considered appropriate for this study because intact classes were used as the randomization of the subjects might disrupt the normal classroom arrangement. The design is illustrated as follows:

Group	Pre-test	Treatment	Post-test
Experimental	O ₁	X	O ₂



Where O₁ stands for pre-test

O₂ stands for post-test

X stands for pre-reading activities for the experimental group

~X stands for conventional audio-lingual method for the control group

.... stands for non-equivalence of the experimental conditions

Sampling and Data Collection

The population consisted of all the 1,283 senior secondary one (SS I) students in all the seven public secondary in Nsukka Education Zone who studied French in the 2015/2016 academic session. The sample for the study was made up of 154 SS I students in four intact classes which were drawn from four urban and rural schools in the area through a multi-stage sampling technique. Out of this sample, 75 students were in urban schools while 79 students were in rural schools.

Data were collected using a researcher-constructed French Oracy Achievement Test (FOAT) was the instrument for data collection. The FOAT is a group of four guided dialogues developed by the researchers. Each of these dialogues consisted of five questions that were based on the four exploration passages developed by the researchers to explore the four speech acts that were focused on in this experiment. These questions were formulated based on the Table of Specification/Test Blueprint drawn for the purpose. The questions in the dialogues were arranged in such a way that a particular number in one dialogue is comparably at the same level of mental operation as that particular number in all the other dialogues.

The FOAT is adapted from WAEC French Paper 2 (Oral) Section C (Conversation). It adopts the three criteria that WAEC uses in evaluating students' responses in the conversation segment of its French Oral Examination. The criteria include adequacy of sentence structure,

appropriateness of vocabulary and fluency of candidate. Just like in WAEC, adequacy of sentence structure was awarded two marks while appropriateness of vocabulary and fluency of candidate were awarded three marks and five marks respectively. So, the maximum point for each question was 10, while the total mark for a candidate was 50. The instrument was validated by seven specialists. Three of them were teachers of French as Foreign Language (FFL), two in Language Education, one in Curriculum Studies and one in Measurement and Evaluation. All of them were from the University of Nigeria, Nsukka. The inter-rater reliability of each of the four FOATs was determined using the Kendall's Co-efficient of Concordance (W). The FOAT for lesson one, the FOAT for lesson two, the FOAT for lesson three and the FOAT for lesson four yielded inter-rater reliability indices of 0.76, 0.81, 0.88 and 0.80 respectively. With an overall reliability co-efficient of 0.75, the instrument was considered reliable.

The French Oracy Achievement Test (FOAT) was administered as pre-test to the subjects before the commencement of the treatment. This was done by teachers of French in the schools that were used for the study. These teachers served as research assistants. The researchers trained these research assistants to get them acquainted with the skills involved in the use of pre-reading activities as well as the conventional method in teaching French oracy. The training was carried out in each of the schools that were used for the study. It lasted for four days. One day each was dedicated to the training of the research assistant in each of the four schools that were used for the study.

At the end of the training, the research assistants administered the FOAT as a pre-test. In administering the FOAT, a research assistant called in the students in group of fours. When they entered, they were asked to pick ballots. There were four ballots to pick from. Each of the four ballots contained a set of five questions that are based on one of the topics that were taught. After

picking the ballots, each of the students was asked questions on the ballot that he/she picked. A student was expected to answer each of the questions within one minute. So, the duration of the test for each of the candidates was five minutes while that of each group was twenty minutes. For each of the questions, the research assistant scored the candidate based on the evaluation guide provided. The experiment started after the pre-test. The experimental group was taught using pre-reading activities while the control group was taught with the conventional audio-lingual method. The teaching in each of the groups was for four weeks. The topics, the specific objectives and the evaluation techniques were the same. Also the indigenous communication model of lesson planning was used for both the experimental and the control groups.

At the end of the teachings, the FOAT was administered as post-test. The items in the post-test FOAT were rearranged. The data from both the pre-test and the post-test were used for data analysis by the researchers.

Data Analysis

Mean scores and standard deviations were used to answer all the research questions, and the Analysis of Covariance (ANCOVA) was used to test all the hypotheses at 0.05 level of significance.

Findings

The results of the study are presented and analysed. The presentation and analysis are done according to the research question and hypothesis.

Research Question 1: What are the mean achievement scores of students taught French oracy using pre-reading activities and those taught using the conventional method?

Table 1: Pre-test and Post-test Mean Achievement Scores of the Experimental and Control Groups in French Oracy

Group	N	Pre-test		Post-test		Gain Score
		\bar{X}	SD	\bar{X}	SD	
Experimental (Pre-reading Activities)	80	27.76	6.01	41.55	4.73	13.79
Control (Audio-Lingual Method)	74	32.36	6.95	37.59	7.79	5.23

Table 1 indicates that the experimental group had a pre-test mean achievement score of 27.76 with Standard Deviation of 6.01 and a post-test achievement score of 41.55 with Standard Deviation of 4.73. The table also shows that the pre-test mean achievement score of the control group was 32.36 with Standard Deviation of 6.95, while their post-test achievement score was 37.59 with Standard Deviation of 7.79. The experimental group had a mean gain score of 13.79 as against the mean gain score of 5.23 recorded by the control group. The result shows that the students taught with pre-reading activities achieved higher in French oracy than those taught with the conventional audio-lingual method.

H₀: There is no significant difference in the mean achievement scores of students taught French oracy using pre-reading activities and those taught using the conventional method.

Table 2: Summary of Analysis of Covariance (ANCOVA) of Students' Post Achievement Scores in French Oracy by Treatment and Location

Source	Type III Sum of Squares	df	Mean square	F	Sig.	Decision
Corrected Model	3179.17a	4	794.79	32.73	0.00	
Intercept	8246.93	1	8246.93	339.64	0.00	
Pretest Achievement	90.45	1	90.45	3.73	0.06	
Treatment	602.32	1	602.32	24.81	0.00	S
Location	1715.75	1	1715.75	70.66	0.00	S
Treatment *Location	531.34	1	531.54	21.89	0.00	S
Error	3617.90	149	24.28		0.00	
Total	248896.00	154				
Corrected Total	6797.07	153				

S = Significant at 0.05 level

Results shown in Table 2 indicate that the F value of 24.81 in respect of treatment is significant at 0.00 level. This means that at 0.05 level, the F value of 24.81 is significant. The result shows that

pre-reading activities significantly improved students' achievement in French oracy more than the audio-lingual method. Thus, the null hypothesis that there is no significant difference in the mean achievement scores of students taught French oracy using pre-reading activities and those taught using the conventional method is rejected.

Discussion

The results of the study show that pre-reading activities had a significant effect on students' achievement in French oracy. The students taught with pre-reading activities achieved significantly higher than those taught using the conventional audio-lingual method. This result is in tandem with the findings of Alemi and Ebadi (2010) and Yusuf (2011) which showed that pre-reading activities had facilitative effects on students' linguistic achievement. Both studies recorded a significantly higher achievement in favour of students who were exposed to pre-reading activities in reading comprehension. Though their studies are on reading comprehension, they are still relevant to this study as spoken language and literacy are inextricably linked. They based their findings on the chances that pre-reading activities helped the students to better activate their prior knowledge, build background and focus attention on the reading tasks. Such knowledge base, more purposeful and meaningful reading exercise might also be the reason for the significantly higher achievement recorded by the students in the experimental group in French oracy in this study.

Reading skills play great roles in the development of individuals' mental faculties through the acquisition of knowledge in a particular language. Osei et al. (2016) found that pre-reading activities had significant effect on the level of achievement of preschoolers reading skills. Similarly, Weganofa et al. (2020) found that pre-reading activities had statistically significant effect on students' reading comprehension and their preference of Pre-reading activities.

Implication for Evaluation of Library and Information Science

These findings implicate the proper evaluation of library and information science. Library and Information Science is a profession that is full of people who are passionate about making a positive change in the world. In this profession, the workers are known as Librarians whose duty is to bridge the gaps that exist between people, information and technology. Librarians work to create reader's advisory resources to encourage young students to develop a lifelong love of reading and learning through pre-reading activities. Having established that pre-reading activities significantly led to an improved students' achievement in French Oracy, there is the need for more evaluation of the discipline of library and information science to come up with more pre-reading activities in the various libraries both online and print for quick access by the students. This will go a long way in enhancing the achievement of the students in various school subjects.

Conclusions and Recommendations

Students taught French oracy using pre-reading activities achieved significantly higher than those taught with the conventional audio-lingual method. Also, school location had a significant influence in French oracy, with urban students achieving significantly higher than the rural students. Based on the conclusions, the following recommendations are therefore made:

1. French language teachers should adopt the pre-reading activities in the place of the audio-lingual method in teaching French oracy.
2. Parents' Teachers Associations (PTAs) in the schools should make extra efforts to ensure that all the students in the schools have the recommended basic textbooks which the students have to read to complement their classroom activities.
3. Adequate provisions should be made by the government to ensure an equitable distribution of qualified teachers and instructional resources to urban and rural schools so that no school will be disadvantaged because of its location.

Acknowledgments

The authors thank the principals, the French language teachers and the students of the schools that were used for the study for their understanding and cooperation that made the conduct of the research possible. There is no conflict of interest between the authors.

References

- Adene, F.M., Umeano, E.C., Adimora, D.E., Ugwuanyi, C.S., Okeke, C.I.O., Offordile, E.E., Amaeze, F.E., Uzodinma, U.E., Abdullahi, Y., Ejiofor, J.N. & Ishiwu, E.N. (2021). Effectiveness of Peer Collaborative Learning Strategy on Self-Esteem of Pupils with Behaviour Problems in Nsukka Education Authority. *Journal of Critical Reviews*, 8(1), 1055-1069. <http://www.jcreview.com/fulltext/197-1615692041.pdf?1615708380>
- Akudolu, L. R. (1995). Effect of computer assisted instruction on the learning of French language. *Unpublished Ph.D. Thesis*, Faculty of Education, University of Nigeria, Nsukka.
- Alemi, M. & Ebadi, S. (2010). The effects of pre-reading activities on ESP reading comprehension. *Journal of Language Teaching and Research*, 1(5), 569 – 577.
- Anasiudu, B. N. (2002). Language teaching methods and their formative impulses. *International Journal of Arts and Technology Education*, 2(1), 11 – 26.
- Anioke, J., Egwu, P. O. & Emehelu, E. (2014). L’effect de l’usage de l’audio cassette sur la compétence auditive des apprenants. *Unpublished B.A. Project Report*, Department of Arts Education, University of Nigeria, Nsukka.
- Anizoba, E. N. (2004). The effects of the writing process method on students’ performance in English composition. *Unpublished Ph.D. Thesis*, University of Nigeria, Nsukka.
- Chastain, K. (1988). *Developing second language skills: Theory and practice* (3rd ed.). Chicago: HBJ.
- Egbe, C. I. (2015). Effects of integrated language teaching approach on students’ achievement and interest in English grammar. *Unpublished Ph.D Thesis*, Department of Arts Education, University of Nigeria, Nsukka.
- Ejimonye, J.C., Onuoha, J.C., Ugwuanyi, C.S., Eneogu, N.D., Ugwuanyi, B.E & Ogbuehu, S.N (2020a). Effectiveness of Two-Dimensional Animation Technique in Enhancing Students’ Motivation in Quantitative Economics Concepts. *International Journal of Future Generation Communication and Networking (IJFGCN)*, 13(1):27-38.
- Ejimonye, J.C., Ugwuanyi, C.S., Okeke, C.I.O., & Nwoye, M.N. (2020b). Two-Dimensional Animation and Students’ Achievement in Mathematical Economics: Implications for

- Science Teaching. *International Journal of Engineering Research and Technology*, 13(6), 1220-1230
- Eze, K. O. (2010). Assessing the readability of *On y va!* for junior secondary schools (JSS) in Nsukka education zone of EnuguState. *Unpublished M.Ed Project Report*, Department of Arts Education, University of Nigeria, Nsukka.
- Fan, X. & Chen, M. J. (2010). *Academic achievement of rural school students: A multi-year comparison with their peers in suburban and urban schools*. Retrieved on 23rd April, 2010 from <http://eric.ed.gov>
- Federal Republic of Nigeria (2004). *National policy on education (4th ed.)*. Lagos: NERDC Press.
- Maclure, M. (1988). Oracy: Current trends in context. In Maclure, M. Philips, T. & Wilkinson, A. (eds.). *Oracy matters: The development of talking and listening in education*. Milton Keynes: OpensUniversity Press, 1 – 9.
- Mihara, K. (2011). Effects of pre-reading strategies on EFL/ESL reading comprehension. *TESL Canda Journal*, 28 (2), 51 – 66. Retrieved on 4th March, 2013 from <http://www.asian-efl-journal.com>.
- Nigerian Educational Research and Development Council (2007). *National curriculum for senior secondary schools (French)*. Abuja: NERDC.
- Njoku, M.I.A., Nwagbo, C.R., & Ugwuanyi, C.S. (2020). Effect of Peer Tutoring and Peer-Led Team Learning on Students' Achievement in Biology. *International Journal of Database Theory and Application (IJDTA)*, 13(1),1-10. <https://doi.org/10.33832/ijdt.2020.13.1.01>.
- Offordile, E.E., Umeano, E.C., Adene, F.M., Obi, M.C., Ugwuanyi, C.S., Okeke, C.I.O., Adimora, D.E. (2021). Improving the academic achievement of low achieving secondary school students in physics using peer tutoring learning strategy: Implications for Engineering Career. *International Journal of Mechanical and Production Engineering Research and Development (IJMPERD)*, 11(3), 201–212. ISSN (P): 2249–6890; ISSN (E): 2249–8001. <http://www.tjprc.org/publishpapers/2-67-1618048208-15IJMPERDJUN202115.pdf>
- Offorma, G. C. (2009). *Curriculum across languages*. 49th Inaugural Lecture, University of Nigeria.
- Okoh, E. O. & Onah, A. M. (2011). Les méthodes de l'enseignement du français oral au niveau secondaire dans le gouvernement local de Nsukka. *Unpublished B.A. Project Report*, Department of Arts Education, University of Nigeria, Nsukka.
- Omachonu, C. G. (2008). Reading difficulties experienced in the English Language by JSS one students in Idah education zone of Kogi State. *Unpublished M.Ed Project Report*, Department of Arts Education, University of Nigeria, Nsukka.
- Opara, R. N. (2003). Effect of pronunciation drills on secondary students' achievement in reading. *Unpublished M.Ed Project Report*, Faculty of Education, University of Nigeria, Nsukka.

- Osei, A.M, Liang, Q.J., Natalia, I., & Stephan, M.A. (2016). The Use of Pre-Reading Activities in Reading Skills Achievement in Preschool Education. *European Journal of Educational Research*, 5(1), 35-42. doi: 10.12973/eu-jer.5.1.35.
- Tudor, I. (1989). Pre-reading: A categorization of formats. *System*, 17, 323 – 328.
- Uwalaka, A. J. (2013). Effects of constructivist teaching method on students' achievement in French listening comprehension in Owerri North L.G.A. *Unpublished M.Ed Project Report*, Department of Arts Education, University of Nigeria, Nsukka.
- Uzoegwu, P. N. (2004). Effects of cooperative learning method on students' achievement in English essay writing. *Unpublished Ph.D. Thesis*, Faculty of Education, University of Nigeria, Nsukka.
- Weganofa, R., Pratiwi, N., Liskinasih, A., & Sulisty, G.H. (2020). The Effectiveness of Pre-Reading Activities on Gifted Students: A Case on Low Achievement Students. *Journal for the Education of Gifted Young Scientists*, 8(1), 501-513 DOI: <http://dx.doi.org/10.17478/jegys.644812>
- West African Examinations' Council (2011). *West African senior school certificate examination May/June 2011 chief examiners' report (Nigeria)*. Yaba-Lagos: WAEC.
- West African Examinations' Council (2012). *West African senior school certificate examination May/June 2012 chief examiners' report (Nigeria)*. Yaba-Lagos: WAEC.
- West African Examinations' Council (2013). *Regulations and syllabuses for West African senior school certificate examinations (WASSCE) 2013 – 2016*. Lagos: WAEC.
- Wilkinson, A. (1965). *Spoken English*. Birmingham: Birmingham University Press.
- Yusuf, H. O. (2011). The effect of pre-reading activities on students' performance in reading comprehension in senior secondary schools. *Educational Research*, 2 (9), 1451 – 1455. Retrieved on 4th March, 2013 from <http://interesjournals.orj/ER>.