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Promoting Communicative Competence through Extensive Reading in English language Context

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Abstract: Reading is one of the language skills that demands critical knowledge in letter recognition for optimal performance in language learning. Reading many materials is a process of acquiring knowledge in diversified fields of learning. Therefore extensive reading is highly encouraged for English language learners to enable them have good knowledge of the subject in different fields. This research paper is on promoting communicative competence through extensive reading in English language context. Communicative competence is a person's ability to communicate in one or all types of speech activities, which is a special quality of a real linguistic personality acquired in the process of natural conservation. It is referred to the ability to function in a communicative environment which requires grammatical knowledge of the language and how to use it. In the context of this paper, the following areas were highlighted; reading, extensive reading characteristics of extensive reading, techniques for improving communicative competence, communication among others. Based on the ideas discussed on the paper, conclusion and recommendations were drawn.

Keywords: Communicative, Competence, Extensive, Reading and English Language.

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INTRODUCTION

Reading is a vital means of comprehension in language learning especially in reading context. A good reader is one who is able to understand sentences and structures of a written text. One important way to develop communication competence is through extensive reading which will expose to difficult and new scope of vocabularies which is necessary in reading comprehension (Soltani, 2010).

Learners of the English language learn to read by reading, and the ability to read proficiently is best achieved through extensive reading. Likewise, there is wide spread consensus that there is a correlation between communicative competency and reading comprehension is regarded as a mutually beneficial process. This mutual benefit means that vocabulary facilitates learner's ability to decode meaning from the context (Teng, 2015).

Light (2017), describes communicative competence as "being able to meet the changing demands and to fulfill one's communicative goals across the lifespan". Communicative competence should accomplish four main purposes which include expressing wants and needs, developing social closeness, exchanging information and fulfilling social etiquette routines (Light, 2017). Communicative competence comprised of grammatical competence, discourse competence, sociolinguistic competence, and strategic competence (Savignon, 2017).

Communicative competence is manifested within the national standard through interpretive mode, the interpersonal mode, and presentation mode of communication (Mart, 2012). The interpretive mode of communication is characterized by the ability to interpret and understanding spoken and written language, whereas the interpersonal mode of communication describes the ability to maintain conversation between two or more individuals. The presentational mode of communication is highlighted by information presented through spoken or written language. When combined, these three modes of communications represent authentic real world communicative (Man, 2012). Reading is an indispensable tool in learning that forms an integral part of any learning situation, and the bedrock of education. Therefore, access to information is crucial to individual advancement as well as corporate educational development. Adetunji (2017), describes reading as the act of translating symbols or letters into words or sentences that have meaning to an individual. It is also the understanding of what is seen in a text, which is the ability of the reader to take incoming visual information, process that information and obtain from it message therein. Information is an indispensable tool in human communication. According to Yusuf (2017), communication bridges the gap between knowledge and ignorance and reading is one of the major means for acquiring information. Reading is the foundation upon which other academic skills are built. It offers a

productive approach to improving vocabulary, word power and language skills.

Communicative competence has always been the goal of every language, classroom is where instructions are geared toward the components on organized, pragmatic, systematic and psychomotor (Brown, 2014). From the communicative competence perspective, it is important to address academic reading as a meaning-based activity that is purposeful, and comprehension of the text. Further still, given that language is embedded in contexts and tasks, academic reading assessment should focus on contexts and purposes, and address narrow language abilities as these emerge from local contexts.

READING

Reading is the process of putting the reader in contact communication with ideas (Hornby, 2008). Reading is a process of looking at written language symbols, converting them into overt or covert speech symbols and then manipulating them so that both the direct (overt) and implied (covert) ideas intended by author may be understood. But according to Haris & Edward (2017), reading occurs as a result of the play between the perception of graphic symbols that represent language and memory traces of the reader's past verbal and non-verbal experiences. Meanwhile, comprehension is an active process that involves child's integration of prior knowledge with information in the text in order to comprehend the text.

Reading is a complex process, every writer gives reason to establish meaning. Hamka (2005:9), states that reading is a transmitting of information process where the author is regarded as the informant to the reader. Reading is the complex cognitive process of decoding symbols to divine meaning. It is a form of language processing.

Extensive Reading

Extensive reading, free reading, book flood, or reading for pleasure is a way of language learning through large amounts of reading. Extensive reading (ER) is an approach to second language reading when learners read extensively; they read very easy, enjoyable books to build reading speeches and fluency. Another way to say this is that students learn to read by actually reading rather than examining texts by studying the vocabulary, grammar and phrase Haris & Edward (2017). It is in structure to compare intensive reading (IR) and extensive reading.

Skills in Extensive Reading

There is a practical relationship between reading and writing (Alderson & Urquhart, 2014). The large number of research studies suggest that teaching writing skills through reading is more effective mode of instruction than merely focusing on exclusive teaching writing skills in EFL classes. Alderson & Urquhart

(2014), also maintain that reading serves as a foundation for developing the writing skills. Thereupon, writing and reading have been taught as completely separate skills.

Also, not only did majority of the sample firmly indicate that there was a link; they also, on the whole, indicated that the lesson plans based on the integration of reading and writing were preferable. In this way, it could be inferred that majority of EFL teachers agree with, that there is a practical relationship between reading and writing and they support the results of such studies which suggest that teaching writing skills through reading is more effective mode of instruction than merely focusing on exclusive teaching writing skills in EFL classes. However, the agreement of the participants is limited only to the theoretical level; they need to exert a lot to implement this practical relation in their normal teaching practice.

They found that students in extensive reading programmes made greater progress in their language skills than those following a more traditional teaching method. Subsequent studies offered further support for these findings, showing that extensive reading yields various linguistic gains (Alderson & Urquhart, 2014). Furthermore, a pilot project on the effect of extensive reading of picture books and illustrated books carried out in a class of Norwegian 11-year-olds showed a clear improvement in L2 writing with regard to story building skills and length of texts.

As Alderson & Urquhart, (2014) point out; the impact of extensive reading on the last two sources can be substantial. This has been confirmed in a number of studies, including some already mentioned. What these studies show is that involvement in extensive reading programmes positively affects attitudes towards second language reading and encourages students to become eager readers.

Incidental learning of vocabulary through reading extensively for learners of English language has been an area of interest for researchers and teachers alike for several decades. In past studies, many of which were influenced by relevant LI research, incidental learning through extensive reading was hypothesized to occur as a natural consequence to being exposed to comprehensible input. While this notion appealed to the intuitive sense, early research showed a relatively low rate of vocabulary acquisition through extensive reading.

Characteristics of Extensive Reading

According to Ereke (2021), the following are considered to be characteristics of extensive reading;

- The amount of material to be read need to be appropriate for the time available for students to read. So, teachers have to take into account if

students are able to read once or twice a week depending on other activities that they have to do.

- Students' pace depends on their language level. Beginners do not read at the same pace as advanced students do. For example, tiredness can interfere to make beginner students stop their reading.
- Established reading targets can be expressed in terms of the material, (number of books or pages read) or time (number of hours spent reading). This aspect will depend on the length of the program.
- The evaluation in an extensive (ER) program can be carried out in two ways: first, by assessing students individually to check their progress and doubts and, second, by using reading target as a way to use an objective evaluation form.
- The following methods can be used to monitor and evaluate students' progress: (a) a reading notebook: In this notebook, students will report in detail the books they have read, other materials they have read, and correlative activities. Dates can be included, how long they took to read a book and their opinions about reading. Obviously, teachers have to check these notebooks in order to evaluate the students, (b) A weekly reading diary: instead of using a notebook, especially if there is not plenty of time, students will note the reading reports daily. The learners should write what they read that day and for how long, (c) Book reports: Students will summarize the books they have read and express their opinions on the books. Teachers can collect those reports and give them back to students in order to create a portfolio for the end of the course, (d) negotiated evaluation: students may be given the responsibility for their evaluation by suggesting ideas for getting a grade at the end of the course.
- After considering some reading experts' opinions about the appropriate place to read for students, the authors should agree that reading should be carried out mainly outside the classroom because this contributes to building the reading habit, and students should decide the right moment to read, as well as appropriate place to read (a library, on the bus, at a coffee shop, at home,) which promotes students autonomy.
- The student's linguistic levels determine the kind of reading they will engage in.
- The use of a dictionary while reading, in most cases, should be banned for beginner students because the objective is to get a general idea of a text and not to stop every time an unknown word appears to the reader. However, these scholars also suggest a technique when using a dictionary in an ER activity. In this technique students have to mark with a light pencil the unknown words without stopping the reading. Afterwards, once they have finished reading the chapter, they can go back and look up the marked words in a dictionary.

Techniques for Improving Communicative Competence through Extensive Reading

In the tough competitive world today, many of the successes depend upon the communicative competence of the professionals. Apart from technical skills, communicative skills also carry an equal importance. In today's world, where the students would be competing for job positions with a global workforce, it would be the English language proficiency that would be tested to the maximum, as English is the most widely spoken language. Thus, engineers need to communicate with the counterparts across the globe, work in different countries, and with people from diverse backgrounds (Crystal, 2018). Language learning is basically a skill-based learning and technical institutions need to train up its students in the skills that would help them build up a career in the corporate world. English language is approached casually in most of the engineering colleges, and the course is yet to achieve the targeted goals of developing communicative competence among the engineering students. To this end, the concept of ESP (English for Specific Purpose) can be used as a tool to develop the communicative competence of students. ESP, by focusing on the learner's interest for learning, can help in the formulation of content and teaching methods appropriate for technical students (Agbu, 2019). ESP will achieve more in the education of engineering students by focusing on the learner's attention on particular terminological and communicative skills required in the workplace. Language teachers are required to engage the students in interactive teaching techniques by allowing them to deal with real life situations, making students give presentations, dramatize situations, group discussions or to make them do collaborative assignments; shifting from the traditional lecture-based method towards more student-centred activities. Involvement of students through these activities will enhance their interest, motivation, and participation leading to effective learning (Bamiro, 2016). The concept of ESP, therefore, can be termed as appropriate for teaching English to the students of engineering institutes as language learning as a skill oriented activity and requires an entirely different pedagogical approach. The emphasize here is to and highlight on the strategic roles of ESP in English Language Teaching in order to help students in acquiring effective communicative competence.

The Extent of Extensive Reading in Schools

The position of the mode of acquisition and the socio-cultural setting in English Language in Nigeria has remained unchallenged which it is now used. The Nigerian English is a language belonging to Nigerians official language in Nigeria, English has come to be seen but still in communication with its ancestral home probably as the country's most important language because it is the language of the government, law, bureaucracy, banking, education, mass media and most of the inter-ethnic communication (Olatuji, 2017). An adequate English language user must not only know the knowledge of English is an indispensable requirement for language but must possess the ability to handle

linguistics properly to rise above or to live in any wider context variations and the various uses of the language in the village. As a second language, its acquisition context. Hence, it encompasses a much wider range of makes the Nigerian user either bilingual or multilingual abilities than the homogenous linguistic competence of this bilingualism in a native Nigeria language and the Chomskyan tradition. In view of this, Adejare (2018) states that English in turn; result in mutual interference between the socio-cultural context of Nigeria should define two languages in contact. In spite of this a great majority communicative competence for Nigerians (Haris & Edward, 2017).

In other words, many Nigerians encounter the English Language only in a words, the ESL learners should know when to speak formal classroom situations, this makes communication acceptable and when not, what to talk about, with whom and when not since competence is a difficult task to achieve.

Consequently, the crux of the English available to average Nigerians is the literary type which is not always easy to go by. Nevertheless, Nigerians have under formal and informal situations and instructions studied the English language (Haris and Edward, 2017).

Advantages of Extensive Reading

Over the past decade, there have been numerous studies which inform that extensive reading has benefited learners to a great extent. To start with, ER enhances language learning in many linguistic areas. While being exposed to a vast number of reading materials, L2 learners will have an opportunity to overcome their long prevailing common spelling mistakes, expand vocabulary and increase knowledge of grammar and text structure difficulties. This clearly underpins what Grabe & Stoller (2012), state that the entire amount of exposure to L2 reading influences the development of L2 learning. Since students do not require obtaining scores or marks in an ER program, they can read with a relaxed mind and thus, enjoy reading. Besides, ER helps learners enhance their knowledge of the world as the reading involves a variety of topics and subjects in different books.

Another important benefit that ER provides the L2 learners apart from mastering the reading skill; it improves their writing skill as well. For instance, in countries where there are shortages of efficient L2 teachers, learners are often misguided or left with poor writing qualities. So, when the learners read extensively, they very often come across some common and standard structures of writing which they may, in their subconscious mind, be able to internalize and at the same time develop their writing skills.

Moreover, it is usually hoped that after achieving a certain level of proficiency by the learners through ER, there is a higher possibility of forming a

reading habit that might become a pastime in the later stages of their life. ER is very likely to build and strengthen confidence among the L2 learners in the long run. As a result, the learners are expected to grow a positive attitude toward L2 reading. The importance of extensive reading in learners' L2 development is further highlighted by Elley's (2010) which states that "Book flood" (in other words, extensive reading) has been proved as a highly potential strategy for raising literacy level in developing countries especially the early learners of English language. The evidence shows that the rate of reading acquisition in those countries can be doubled with the introduction of "Book flood" comprising 100 high interest books per class and short teacher training sessions. The incorporation this technique has benefited consistently across different cultures, vernacular and age levels where children have been found with improvement in their writing, listening comprehension and related language skills. In a study on ESL students in Philippines, it has been found that 60 students who used to fail in reading following traditional method made significant gains over six months of silent reading which is a key feature of extensive reading (Elley, 2010). Thus, Elley & Manghubai's (2013) book flood project remains by far the most convincing evidence of the value of reading books for pleasure and in quantity.

- **It makes learners to read better:** It is widely observed that people become good readers through reading, and that learning how to read should mean a primary focus of attention on the meaning rather than the language of the text. It is quite obvious that extensive reading helps students become better readers. Research shows that amongst many others reading strategies shows that we learn to read *by* reading. The more language students read, the better readers they become. An integral part of this is learning new vocabulary.
- **Students learn more vocabulary:** Probably the most cited benefit of Extensive Reading is that it can extend and sustain students' vocabulary growth. It is important to note that vocabulary is not learnt by a single exposure. Experts in language and literacy development such as Harvard University Education scholar Snow believes that you need to encounter a word or phrase in different contexts between 15 and 20 times to have a high possibility of learning the word or phrase. Students are highly unlikely to encounter vocabulary sufficient times within the classroom to learn it. However, if they read extensively they are much more likely to get multiple encounters with words and phrases in a variety of contexts.
- **It makes Students to improve in writing:** Students who read extensively also make gains in writing proficiency. This is probably because as students encounter more language, more frequently, through extensive reading, their language acquisition mechanism is primed to produce it in writing.

- **It enhances language competence:** In addition to gains in reading and writing proficiency, research demonstrates that students who read extensively also make gains in overall language competence. For example, Cho and Krashen (2014), report that their four adult ESL learners increased competence in both listening and speaking abilities through reading extensively. So extensive Reading would seem to benefit all language skills, not just reading and writing.
- **Students are motivated to read:** It is highly motivating for students to discover that they can read in English and that they enjoy it. For this reason it is essential that the books are interesting to students and at a level appropriate to their reading abilities. If students find the books compelling and interesting, and can understand them, they may become more eager readers. This can also help to boost their confidence and self-esteem as language learners.
- **It makes learner to be autonomous:** Students can read anywhere, at any time, and reading extensively helps them become more autonomous learners. To promote learner autonomy in communicative competence extensive reading should be a student-managed activity. That is to say that students should decide what, when, where and how often they read.
- **It makes learner emphatic:** Neuro-scientific and social science studies show that people who read literary fictions extensively are more empathic. People who read novels about other people who are very different from themselves and their backgrounds are particularly empathic.

COMMUNICATION

Communication (from Latin word *communicare*, meaning “to share”) is the act of conveying meaning(s) from one entity or group to another through the use of mutually understood signs, symbols, and semiotic rules (Slabakova, 2018). Communication is a learned skill. However, while most people are born with the physical ability to talk, not all can communicate well unless they make special efforts to develop and refine these skills in communication. Very often, we take the ease with which we communicate with each other for granted, so much that we sometimes forget how complex the communication process actually is.

Factors affecting Communication

As mentioned earlier, effective communication is a two-way process but there are a number of factors which may disrupt this process and affect the overall interpretation and understanding of what was communicated. Myriad problems can pop up at different stages of the communication process. These can relate to any of the elements involved the sender, message, channel, receiver, feedback and context. It is

therefore important to understand some of the factors that affect communication so that you can try to get your message across with minimal misunderstanding and confusion.

Below are some possible problem areas that may turn out to be barriers to effective communication:

- **Status/Role:** The sender and receiver of a message may be of equal status (within a hierarchy (e.g. managers in an organisation) or they may be at different levels (e.g. manager/employee, lecturer/student, business owner/clients). This difference in status sometimes affects the effectiveness of the communication process.
- **Cultural Differences:** Cultural differences, both within or outside the organisation (for example, interdepartmental dealings and communication with outside organizations or ethnic minorities) may impede the communication process.
- **Choice of Communication Channels:** Before you choose your communication channel, you should ask yourself whether the channel is appropriate for a particular purpose and the person/receiver you have in mind. Sending messages via inappropriate channels can send out wrong signals and end up creating confusion.
- **Length of Communication:** The length of the message also affects the communication process. You need to be sure that it serves the purpose and is appropriate for the receiver. Is the message too long or too brief?
- **Use of Language:** Poor choice of words or weak sentence structure also hampers effective communication. The same goes for inappropriate punctuations.

Communicative Competence

Communicative competence is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately. The term was coined by Hymes (2016), reacting against the perceived inadequacy of Chomsky's (2015) distinction between *linguistic competence* and *performance*. To address Chomsky's abstract notion of competence, Hymes holds ethnographic exploration of communicative competence that includes “communicative form and function in integral relation to each other”. The approach pioneered by Hymes is now known as the ethnography of communication. The notion of communicative competence is one of the theories that underlies the communicative approach to foreign language teaching. At least three core models exist. The first and most widely used is Canale and Swain's model and the later integration by Canale (2019). In a second model, sociocultural content is more precisely specified by Dornyei, & Thurrell (2015). For the scholars, communicative competence is seen as including linguistic competence, strategic competence,

sociocultural competence, actional competence, and discourse competence.

Components of Communicative Competence

A language user needs to use the language not only correctly (based on linguistic competence), but also appropriately (based on communicative competence). Of course, this approach does not diminish the importance of learning the grammatical rules of a language. In fact, it is one of the four components of communicative competence: linguistic, sociolinguistic, discourse, and strategic competence (McCarthy, 2018).

- **Linguistic competence** is the knowledge of the language code, i.e. its grammar and vocabulary, and also of the conventions of its written representation (script and orthography). The grammar component includes the knowledge of the sounds and their pronunciation (i.e. phonetics), the rules that govern sound interactions and patterns (i.e. phonology), the formation of words by means of inflection and derivation (i.e. morphology), the rules that govern the combination of words and phrases to structure sentences (i.e. syntax), and the way that meaning is conveyed through language (i.e. semantics).
- **Sociolinguistic competence** is the knowledge of sociocultural rules of use, i.e. knowing how to use and respond to language appropriately. The appropriateness depends on the setting of the communication, the topic, and the relationships among the people communicating. Moreover, being appropriate depends on knowing what the taboos of the other cultures are, what politeness indices are used in each case, what the politically correct term would be for something, how a specific attitude (authority, friendliness, courtesy, irony etc.) is expressed.
- **Discourse competence** is the knowledge of how to produce and comprehend oral or written texts in the modes of speaking/writing and listening/reading respectively. It is a knowledge of how to combine language structures into a cohesive and coherent oral or written text of different types. Thus, discourse competence deals with organising words, phrases and sentences in order to create conversations, speeches, poetry, email messages, newspaper articles.
- **Strategic competence** is the ability to recognize and repair communication breakdowns before, during, or after they occur. For instance, the speaker may not know a certain word, which will plan either to paraphrase, or ask what that word is in the target language. During the conversation, background noise or other factors may hinder communication; which makes the speaker know how to keep the communication channel open. If the communication was unsuccessful due to external factors (such as interruptions), or due to the message being misunderstood, the speaker must know how to

restore communication. These strategies may be request for repetition, clarification, slower speech, or the usage of gestures, taking turns in conversation.

These four components of communicative competence should be respected in teaching a foreign language and they are usually by modern teaching methods employed in second language teaching. Usually most of the above strategies are best learned if the language learner immerses into the culture of a country that speaks the target language.

Important Factors in Reading Process

Reading comprehension is a cognitive process that requires myriad skills and strategies. Numerous programmes are designed to improve reading comprehension: summer reading, read to succeed, students book clubs and battle of the books. According to the U.S. Department of Education (2018), millions of students' progress each year without the necessary reading skills. Reading comprehension involves various factors such as background knowledge, vocabulary and fluency, active reading skills and critical thinking that must work together. Drawing parallels between background knowledge and texts help students become active readers, improving their reading comprehension.

- **Vocabulary:** Whether or not students have mastered vocabulary skills affects their reading comprehension. Students must be able to comprehend a familiar word and its relationship with other words within a text. Mastering vocabulary includes recognizing a word's part of speech, definition, useful context clues, and how it functions in a sentence. These vocabulary strategies can help improve comprehension (Ereke, 2016).
- **Fluency:** Reading with fluency allows students to retain information with accuracy, expression and increased speed. The ability to read fluently develops through reading practice. As students become fluent readers, they will spend less time trying to decipher the meaning of words and more time considering the overall meaning of the sentences. Over time, fluent readers will develop the ability to insightfully respond to a text.
- **Active Reading:** Beginning readers often rely on skilled-readers to guide them through a text. Therefore, as readers develop, they will be able to monitor their reading comprehension. Students can actively guide their own reading exercise by targeting comprehension problems as they occur. Students can troubleshoot comprehension problems by recalling what they read, asking themselves questions or evaluating the text.
- **Critical Thinking:** Students can actively respond to a text more efficiently when they possess critical thinking skills. As students read, they can determine the main idea and supporting details, the sequence of events and the overall structure of the text. Students will be able to identify literary

devices and their effect on the text. Having critical thinking skills will help to deepen a student's comprehension of a text, resulting in a positive reading experience.

Strategies for Developing Communicative Competence in English as a Second Language Situation

Strategies, as used in this study, are those techniques, 'tricks' which ESL learners can either learn, create or use in order to achieve their goal or desired outcome. According to Ellis L2 learners use these strategies to compensate for their inadequate L2 knowledge. However, in this study, the following are suggested:

- **Oral Conversation:** This involves interaction with friend's especially fellow bilinguals or native speakers through oral conversation. Communication, which is best achieved in interactions in a friendly atmosphere, helps the ESL learner to think in the target language and talk in a natural, comprehensible and communicative way.
- **Storytelling:** This is another way of developing communicative competence because it helps the ESL learners to use language extensively in storytelling. The speaker shows his ability to communicate effectively. The speaker shows his ability to communicate effectively by using appropriate words and phrases to distinguish characters in the story narrated.
- **Drama:** Spoken proficiency can be acquired by performing a drama. It helps the ESL learner to develop communicative skills; to create and use language effectively. Where the lines of play are not used, the learner improvises, thereby, showing his linguistic competence.
- **Composition Writing:** This is another exercise that promotes communicative competence in English language. It combines the skills of reading for exact information and the skill of using the information to organize a coherent text.
- **Role-Play:** Role-play is a game in the target language in which the ESL learners can act out the parts that have been assigned to them in a well-defined situation. Learners are encouraged to use their knowledge and imagination in process of constructing dialogues.
- **Dialogue:** They are intended to be a representation of actual speech encounters in the real world ideally; they are an effective means of practicing the normal give and take in conversation.

CONCLUSION

The need to find the best strategy to assist English Studies students in learning reading comprehension is paramount since interest is essential for achievement in reading comprehension and English language as a whole. The study therefore, set out to determine promoting communicative competence

through extensive reading in English language context. This study has found out that extensive reading strategy is more effective in improving students' achievement in reading comprehension than conventional technique. Also the study revealed that, there was an effect attributable to gender on students' achievement in reading comprehension. However, the study found out no interaction effects of Extensive reading strategy and gender on achievement among students in Reading comprehension. This simply means that the effectiveness of extensive reading strategy on achievement in reading comprehension does not depend on the levels of gender. Hence, irrespective of nature of gender, learners will record improved performance in achievement in reading comprehension when Extensive reading strategy is employed for teaching reading comprehension. These results therefore showed that extensive reading strategy is a viable teaching method for reading comprehension in English language context.

Recommendations

Based on the findings of this study and subsequent discussion, the following recommendations are made:

- Secondary School teachers should adopt the use of the extensive reading strategy to the teaching of reading comprehension.
- There is the need to enact a policy that encourages construction of libraries in secondary schools.
- Government should provide tools and equipment needed to teach the state-of- the- art of reading comprehension in the Secondary Schools.
- Workshops, seminars and conferences should be organized by Ministry of Education and administrators of Secondary Schools to enlighten English Studies teachers and improve their knowledge and skills on the use of extensive reading strategies for improving students' achievement in reading comprehension.

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