Research Article

Reading Indice as Tool for Effective Comprehension in English Language as A Global Language

Alozie, Matilda N.[1], Ereke, John S.[2], & Prof. S. N. Agwu[3]

[1,2,3]Department of Arts and Social Science Education, Ebonyi State University, Abakaliki, Nigeria

Abstract: This article highlights on reading indice as tool for effective comprehension in English language as a global language. Reading is one of the four language skills that plays key important roles in language development of every learner. Reading and comprehension are intertuned concept that cannot be separated because one cannot comprehend without reading, and comprehension cannot take place without reading and vice versa. The main crux here is that meanings and messages reside in reading the materials that contain the information. Comprehension in English language is the ability of the reader to interpret the message as contained in the text. On the other hand, the paper went further to explain some key issues such as skills in comprehension components, word identification, comprehension monitoring, meanings and text integration, lexical knowledge, reading comprehension, levels of comprehension, factors influencing learners reading comprehension, summarization descriptive text among others. Conclusion and recommendations were drawn based on the contents of the paper, which were extensively discussed.

Keywords: Reading, indice, tool, effective and comprehension.

INTRODUCTION

It is pertinent to note the hue and cry of students' poor performance in reading comprehension in private and public examinations. This is probably why Garba (2022) lamentably say that "teaching reading comprehension in L2 classes has met with little or no success." Reading comprehension is an integral part of the questions students are confronted with in an English language examination. But it seems however that we have not adequately investigated those factors which may be responsible for the students' poor achievement in reading comprehension. According to Garba (2022), the reading teacher operates in a hostile climate where there is a near total lack of meaningful support for teaching of reading coupled with two other factors: cultural and conceptual difficulties as well as inadequate reinforcement of new skills. Comprehension has to do with understanding and extracting meaning from spoken communication or materials read.

Today's reading researchers are of the opinion that comprehension is a multifaceted process. Factors such as constructivist beliefs, influential teachers, active readers, text and type of instruction play vital roles in the construction of meaning (Maureen, 2022). This is a marked change from the 1970s, when Durkin (2023) reported that little if any comprehension instruction occurred in the classroom. Garba (2021) adds that "the reading programme is faulty in its approach. The texts are not carefully selected. Students' interest are not accorded due attention and the learners themselves worsen matters by developing negative attitude towards reading comprehension". Reading comprehension, in the current thinking is viewed as the construction of meaning of a written or spoken communication through a reciprocal holistic interchange of ideas between the interpreter and message in a particular communicative content (Maureen, 2022). Shwarben (2021), views reading comprehension as "an active constructive process involving the use of textual cues and the reader's background knowledge to build models of the author's intended meaning." The presumption here is that meaning resides in the intentional problem-solving, thinking processes of interpreter during such an interchange, that the content of meaning is influenced by that person's prior knowledge and experience, and that the message so constructed by the receiver may or may not be congruent with the message sent (Harris and Hodges, 2020). Meaning is constructed when readers make connections between what they know (prior knowledge) and what they are reading (the text).

According to Duke and Pearson (2023), "comprehension is a consuming, continuous and complex activity, but one that, for good readers, is both satisfying and productive". There are supposed to be motivating factors to develop good readers since comprehension is both complex and time-consuming. In reading comprehension, constructivism is reflected in schema-based learning development, which suggests that learning takes place when new information is integrated with what is also known. The more the prior knowledge and experience readers have with a particular topic, the easier it is for them to make connections between what they are learning and what they know. The social constructivist nature of comprehension suggests that

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*Corresponding Author: Ereke, John S

readers refine their understanding by negotiating meaning with others. Oluikpe (2019) views comprehension as the skill of extracting meaning from printed materials which is made possible through reading. Reading comprehension involves a lot of reasoning, speculations, guesses, interpretations and evaluations of the author's point of view as contained in the passage being read. When readers comprehend, they interpret, integrate, critique, infer, analyse, connect and evaluate ideas in the texts. They negotiate multiple meanings not only in their heads but in the minds of others.

When comprehending, learners strive to process text beyond word-level. Comprehension is therefore the crux of reading. Comprehension takes the learners to a new level of active understanding and insight. It enhances language and vocabulary knowledge. Snow (2021) define comprehension "as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. According to them, the use of words "extracting" and "constructing" is meant to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension has tripartite components: the reader who is doing the comprehension, the text that is to be comprehended and the activity in which comprehension is a part; this shows that comprehension is indeed a complex activity which is indispensable for achieving success in other school subjects.

Vocabulary and instruction have strong ties to reading comprehension. As the National Reading Panel (2020), note that reading comprehension is a complex, cognitive process that cannot be understood without a clear description of the role that vocabulary development and vocabulary instruction play in the understanding of what has been read. Burns and Griffin (2023) have also supported this view, observing that "learning new concepts and words that encode them is essential to comprehension development. Thus the comprehension of texts by the reader requires conscious monitoring of those factors which may either hinder or encourage the understanding of texts beyond word level. Scott (2023) maintains that "what teachers know and do in the course of teaching reading comprehension." The research was conducted among students in seven 4th and 5th grade classrooms in order to find out why Nigerian students failed comprehension tests and what teachers would need to know and be able to do in order to feel adequately prepared to teach reading comprehension skillfully. The researcher adopted questionnaires for data elicitation. The research revealed that the way in which comprehension instruction was taught, policy, assessment method and teaching methodology contributed to students' poor performance in reading comprehension.

Skills in comprehension components

It is imperative to recall that all the processes and components knowledge sources become points of interest for analysis and assessment of comprehension skill. In fact, the knowledge sources can be so general that comprehension can resemble general intelligence, entailing highly general processing constraints (working memory, retrieval speed) along with the use of general conceptual knowledge. But conflating comprehension with cognition carries costs to conceptual clarity. One cost is the loss of a focus for assessment. Indeed, variability of focus is the current state of affairs among published reading comprehension assessments, each of which differ in the degree to which they test word reading, background knowledge, and inference skills (Lindstrom, & Gregg, 2023).

Such variability may be inevitable, given different beliefs about what comprehension is and what parts of it can be efficiently measured. However, adopting a conceptual framework for comprehension components that reflects both theory and evidence is valuable in guiding assessment. Use of the framework can make clear which components are being assessed and which are not. An assessment that makes its focal points clear is useful to test consumers (teachers, parents, and administrators) and researchers (Snow, 2021). It is unlikely that all components are equally important for variability in overall skill, equally independent, and equally measurable with conventional assessments. Each of these three considerations (skill-related variability, independence, and measurability) constitutes a reasonable criterion for nominating a component for assessment.

In this context, the first criterion, skill-related variability, is important in identifying "pressure points" in the comprehension system. A pressure point must have face validity as an intrinsic component of comprehension, as opposed to being only a correlate. It should also pass an additional test: showing robust variation among individuals that is associated with overall comprehension skill. Lastly, test consumers are often interested in tests that can identify targets for instruction and intervention; thus, all other things being equal, components that represent malleable targets for intervention would have priority over other components that might not be malleable targets. In the following discussion, we briefly review some of the components that have attracted research on individual differences and thus may be pressure points that make a difference in overall comprehension skill. If so, they meet one of the main criteria for inclusion in comprehension assessments (Durkin, 2023).

Word Identification

Word identification is a critical first component of reading comprehension. Substantial correlations between word reading ability and comprehension are observable widely across age ranges, even into adulthood

(Adlof, Catts, & Little, 2022). But while any single component, including word identification skill, may be necessary, it may not be sufficient by itself for comprehension. Some components may not even be necessary for shallow levels of comprehension.

Until recently, the bulk of research investigating sources of reading difficulties focused solely on word reading. However, in recent years, it has become clear that some children and adults display specific problems with reading comprehension. That is, they show low reading comprehension performance in spite of seemingly adequate word reading skills (Ellis, 2023). The existence of this subgroup of individuals suggests that additional sources of comprehension problems are implicated. Our goal in the remainder of this chapter is to explore some of these additional sources of difficulty. It is important, however, that examinations of these additional sources of difficulty take word identification into account. Higher-level components of comprehension depend on the effective operation of lower-level components, including word reading. The research on comprehension skill has been inconsistent in the extent to which it takes these dependencies into account.

It is important to note that two different labels were used to refer to individuals with reading comprehension difficulties. The use of "SCD" (specific comprehension difficulties) to refer to participants in studies whose selection criteria required low skill in reading comprehension relative to word reading skills. The use of "less skilled comprehenders" to refer to participants in studies where word reading ability may have varied or was not explicitly controlled (Garner, 2023).

Comprehension Monitoring
Comprehension monitoring allows the reader to verify his or her understanding and to make repairs where this understanding fails. The research has produced ample examples of failures U^: skilled adults to monitor comprehension (Epstein, 2021) as well as among children with differences found across age and skill levels. Monitoring comprehension is not a single skill that is simply added to basic comprehension processes; rather, it depends in part on the reader's ability to construct an accurate representation of the sentences in the text (Rogers, 2022). As is true for inferences, retrieval of knowledge (from memory of the text or from general background knowledge) is necessary for monitoring whether a text makes sense. Although most research on comprehension monitoring has not controlled for lower-level skills, a few recent studies have employed behavioral and eyetracking methods to examine comprehension monitoring children with SCD.

These studies find that children with SCD are less effective than skilled comprehenders at monitoring their own comprehension. Thus, at least some children with SCD not only gain less knowledge from text, they are also less aware of inconsistencies in the text and of instances where they fail to understand. As is the case with inference making, the reader's standard for text coherence is relevant. It is only by expecting a text to make sense that a reader can notice when it does not. A reader's standard for coherence can change as a function of circumstances that affect his or her interest or engagement with a text. This may imply that some differences in monitoring are situational rather than stable individual trait effects (Adlof, 2023). A trait hypothesis would seem to assume that some readers have a dysfunction in a "monitoring system." A more likely alternative in our opinion is that to the extent poor monitoring is an individual trait, it reflects that less skilled comprehenders have become accustomed to not understanding texts, meaning they have adopted a low standard for coherence (Hacker, 2023).

Comprehension Strategies Skilled readers implicitly use strategies in comprehension. These strategies can be considered adjustments to reading procedures that reflect the reader's goals, the difficulty of the text, or some combination of the two. For example, readers can slow down to increase their understanding of a text or speed up (skim the text) to find information for which they are looking. A broader view is seen in the research on teaching comprehension strategies, in which strategies are viewed not only as implicit adjustments to goals and texts, but also as explicit procedures to enhance comprehension. The National Reading Panel (2000:18) identified seven strategies for which there was sufficient evidence that direct instruction supported comprehension gain:
1. comprehension monitoring;
2. cooperative learning;
3. use of graphic and semantic organizers (e.g., story maps);
4. question answering;
5. question generation,
6. story structure;
7. summarization

With the exception of comprehension monitoring, we have not identified any of these strategies as pressure points for comprehension assessment. They do not correspond to components of comprehension per se but to comprehension outcomes (summarization, question generation) or supports (organizers, cooperative learning). The use of these kinds of explicit strategies may be helpful to the reader in enhancing comprehension (Wilson & Rupley, 2023), but they are not intrinsic to it.

Word meanings and text integration
In the research on higher-level comprehension, only a few studies have controlled for knowledge of word meanings. Our view is that word meanings provide an especially potent pressure point among the components of comprehension; in the remainder of this chapter, we turn our attention to this component. There are numerous

studies that demonstrate a strong relationship between vocabulary knowledge and reading comprehension in both children and adults (Anderson & Freebody, 2023). According to an estimate by Nagy and Scott (2023), a reader needs to know the meanings of 90 percent of the individual words contained within a text in order to comprehend it. Most studies of the association between vocabulary knowledge and -comprehension have used assessments of vocabulary size, such as the Peabody Picture Vocabulary Test (PPVT) or the Expressive Vocabulary Test (Williams, 2023). Although vocabulary size, or lexical quantity, is important, successful comprehension also involves having refined knowledge of words and their relationships to other words.

The lexical quality hypothesis claims that successful comprehension depends on accessible, well specified, and flexible knowledge of word forms and meanings (Perfetti, 2023). Plexical quality varies across individuals (some people know more about a larger number of words than others), as well as between words in a given individual's lexicon. For example, some people have a richer representation of the meaning for the word "health" than for the related but less familiar word "salubrious." They may recall, that salubrious is associated in some way with health, but they may not know whether it is associated with promoting good health (yes) or poor health (no). They may be able to understand a sentence containing both words, but they may not feel comfortable using the word salubrious in their own sentence constructions. A high-quality meaning representation includes complete knowledge of relevant semantic attributes as well as sufficient experience in context to support knowledge of appropriate usages and associations (Hacker, 2023).

However, the separation of quantity and quality of word knowledge is not straightforward. Indeed, we should expect the number of words known to some minimal standard (lexical quantity) and the degree of knowledge about a given word (lexical quality) to be closely related on both statistical and cognitive grounds. The more words one knows, the more interconnections there will be among words. In the case of word meaning (as opposed to word form), this quantity/quality distinction is often operationalized as a distinction of breadth (quantity) vs. depth (quality) of vocabulary. Breadth vs. depth was the subject of two studies examining their relative contributions to reading comprehension in elementary school-aged measures of depth were higher (ranging from .39 to .61) than the correlations of the depth measures with readers (Dunn & Dunn, 2024).

Thus, Tannenbaum (2020) findings demonstrate how difficult it is to measure vocabulary depth separately from breadth. Although additional research may clarify the quantity-quality relationship, it is possible that the natural correlation between the two may reduce the practical value of conceptual separation as vocabulary measures. Quantity statistically predicts quality. Acquiring deep knowledge of a word naturally builds on an earlier familiarity of the word form and meaning. However, whether quantity and quality can be psychometrically separated is only part of the story (Williams, 2023). During reading it is the reader's knowledge of the form and meaning of a specific word-lexical quality-that matters, not the estimated size of the reader's vocabulary. Thus lexical quality plays a distinctive role in comprehension. In the following section, we review studies in which skilled and less skilled comprehenders appear to differ in their processing of highly familiar words.

Lexical knowledge

An elaboration of lexical quality includes a core of semantic, syntactic, and morphological attributes along with conditions that allow constrained flexibility of use (as metaphors, for example). In the context of comprehension skill, studies have been largely restricted to measures of meaning attributes, assessed through associative and conceptual structures defined over links to other words. Two such studies have explored the nature of word knowledge problems for SCD samples by comparing categorical semantic relations with simple associative relations. Nation and Snowling (1999) found that ten-year-olds with SCD showed priming for words that were either functionally related (e.g., SHAMPOO—HAIR) or highly associated category members (e.g., BROTHER—SISTER), but not for category members with low association strength (COW—GOAT).

Landi (2023) also studied meaning judgments using eventrelated potentials (ERPs) and found that SCD adults showed a smaller relatedness effect in ERP components (P200) compared with skilled comprehenders. In contrast to the result of Nation and Snowling (1999), Landi (2023) found ERP component differences for associatively related as well as categorically related words. Whatever the reason for the different results concerning associative relations-a greater sensitivity of ERPs to associative strength, differences in mode of presentation (auditory vs. visual), or participant ages-the larger point is that the two studies converge to suggest that SCD readers have lower-quality semantic representations (weaker connections to other words) than skilled readers, even for relatively frequent words that are within their functional lexicons.

Reading comprehensions

Reading comprehension is an interactive process between the text and the readers' background knowledge (Carrell, 2024). Some researchers call it as a process that involves not only recalling facts but also inference and evaluating the author's point of view (Noicharoen, 2022). Despite the fact that the definitions of reading comprehensions are highly documented and have been proposedly given. In this study reading comprehension targetively refers to the ultimate goal of every reading practice by using crucial processing skills

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which provide a reader reading, synthesis and appraisal competence.

Reading is one of the most important language skills that should be developed inside and outside the classroom. It is also one of the most common ways to get information. According to Harmer, the reader employs a number of specific skills when reading and their success in understanding the content of what they see depends on a large extent on these specific skills. The skills of reading are: productive skill, extracting specific picture, getting specific picture, extracting detailed information and discourse pattern, deducting meaning from context. Furthermore, Yekovich in Westwood (2024) states that skilled reading is highly complex capability involving many component processes. In short, learning reading is a complex process that depends upon learning specific skills.

Reading is the first step in acquisition of knowledge. Reading is a very important issue which is not only about enjoyment but also necessity; the basic tool of education. Reading is not an easy subject, because in its study the reader should discover the ideas from a text based on the writer's point of view. Eisterhold (2024) states that reading means "reading and understanding". She also states some assumptions about the nature of reading that we need to perceive and decode letters in order to read words; we need to understand all the words in order to understand the meaning of a text; the more symbols (letters and words)there are in a text, the longer it will take to read it; we gather: meaning from what we read; our understanding of a text comes from understanding the words of which it is composed. Kalayo (2023) states that reading is an interactive process that goes on between the reader and text, resulting in comprehension. The text presents letters, words, sentences and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what the meaning is. So reading is communication between the reader and the written text.

The readers should use their skill to understand the content of the text. Richards states that comprehension means the identification of the intended meaning of written or spoken communication. Comprehension is the process of making sense words, sentences, and connected text. Comprehension must be the central focus of teaching children to read and not something to be emphasised only after children have learned how to decode and identify words. According to Snow (2021:16) that comprehension entails three elements:
- The reader who is doing the comprehension
- The text is to be comprehended
- The activity in which comprehension is a part.

Reading comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text, read to create a representation of the text in the reader's mind.

Theoretically, reading comprehension is a process of interaction between the reader with the text or it is a process by which the reader constructs meaning by interacting with the text. According to Smith in Westwood reading comprehension is considered to occur at four levels of complexity. These levels are:
- **Literal comprehension:** Reading is to understand, remember, or recall the information explicitly contained in a passage.
- **Inferential comprehension:** Reading to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.
- **Critical or evaluative comprehension:** Reading is to compare information in a passage with the reader's own knowledge and values.
- **Appreciative comprehension:** Reading is to gain an emotion or other kinds of valued response from a passage. Rubin in Westwood defines that reading comprehension has been described as 'a complex intellectual process involving a number of abilities (Perfetti, 2023).

Readers must use information, already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. In order to understand text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message. Effective comprehension requires that the reader maintains the meaning throughout the reading of the text Jannete et al states that reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi component; highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself interest in text, understanding of text types. Finally, it can be concluded that reading comprehension is the process of making meaning from a written text (Shaw, 2021). Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message in graphic language by a writer. It is an interaction between reader and author.

The Purpose of Reading Comprehension
Reading is activity with a purpose. Kalayo states that reading is an activity with a purpose. In general, the purposes of reading are classified as follows: getting general information from the text, getting specific information from the text, reading for pleasure. Furthermore, Shaw (2021) suggest that there are seven main purposes for reading:
1. To obtain information for some purposes or because they are curious about some topic.
2. To obtain instructions on how to perform some tasks for their work or daily life.

3. To act in a play, play a game, do a puzzle.
4. To keep in touch with friends by correspondence or to understand business letters.
5. To know when or where something will take place or what is available.
6. To know what is happening (as reported in newspaper, magazines, reports).
7. for enjoyment or excitement

Factors influencing students' reading comprehension

The influential factors of the students' reading comprehension may not be separated with the influence of students in learning process. Purwanto (2020) states that there are two big factors that influence students in learning process. They are as follows:

a. **The Internal Factor:** The internal factor means the factors which come from the reader himself or usually we know as personal factors, because the factor has existed inside the reader. This factor deals with self-motivation and interest.

• **Motivation:** When we talk about motivation, it plays an important role in comprehending the text. The students will be motivated to read when they feel that they need something from the text.

• **Interest:** Interest is being one of the important factors in order to increase the students' reading comprehension. If one has interest to read, it means that he/she will get a good comprehension.

On the other hand, if the readers have no any interest to read, it can influence their comprehension.

b. **The External Factor:** The external factor has a close relationship with reading material and teacher of reading.

• **Reading material:** The students' reading comprehension depends on the level of the - difficulty of the text. Thus, it can influence students' comprehension in the text/paragraph given, not at the right level of the difficulty of the readers or the students.

• **Teacher of reading:** The teacher of reading should be careful in choosing the text and giving the texts, because they are related to the students' reading comprehension.

Teaching Reading Comprehension

The teaching of reading comprehension in junior high school is essentially aimed at preparing the student to be able to read English text that they will understand and they will encounter in their lives. The goal of learning English language is to develop people's skill of communication. There are several instructional practices that the teacher can use to improve the reading comprehension of struggling reader. Reading comprehension is supported by integrating variety of instructional practices in teaching reading routines. including reading strategies and skills. National Reading Panel in Jannete Klingner synthesizes, reading comprehension intervention strategy. Though, there is not specific to students with reading and learning disabilities, the panel was able to identify intervention practices, based on studies, associated with improved outcomes with reading comprehension. These include according to Ugwueto (2023:16).

1. Teaching students to monitor their comprehension and to implement procedures when difficulties in understanding text arise.
2. Using cooperative learning practices while implementing comprehension strategies in the context of reading.
3. Providing graphic and semantic organizers that assist students in writing about, or drawing, relationship from the story.
4. Providing support for questioning strategy trough (i) structures that assist students in answering critical questions about the passage, (ii) feedback to students regarding their answer to question about text, and (iii) opportunities for students to ask and answer their own the question about the text.
5. Teaching students to write important ideas about they've read and to summarize these ideas after longer passage are read.
6. Teaching students to use multi-component strategies that integrated and apply several strategies.

Then, in integrating and applying reading strategies, Kalayo (2023) states that instructors can help students become effective readers by teaching them how to use strategies before, during and after reading. Before reading: plan for the reading task;

• set a purpose or decide in advance what to read for
• decide if more linguistic or background knowledge is needed
• determine whether to enter the text from the top-down (attend to the overall meaning) or from the bottom up (focus on the word an phrases).

During and after reading: monitor comprehension.

• Verify prediction and check for inaccurate guesses
• Decide what is and is not important to understand
• Reread to check comprehension
• Ask for help

After reading: Evaluate comprehension and strategy used

• Evaluate comprehension in particular task or area
• Evaluate overall progress in reading and in particular types of reading task
• Decide if the strategies used were appropriate for the purpose and for the task
• Modify strategies if necessary.

Descriptive Text

Descriptive is one of types of the texts in reading that should be mastered by students especially for the second-year students at junior high school. Description is used in all forms of writing to create a vivid impression of a person, place, object or event.

Descriptive reading or text is usually used to help a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or to describe a place, so that the reader can create vivid pictures of characters, places, objects etc. According to Emilia (2023) the purpose of description is to describe a particular person, place or thing. In conclusion, descriptive text is a text which creates an impression in the reader's mind of an event (for example birthday party, graduation party, dinner,) a place (for example Kuta beach, Toba Lake, Borobudur, temple), a person (for example my beloved mom, my best friend, Mrs. Maria), or thing (for example my bag, the blue bycle, my umbrella). Descriptive text will bring words to life and makes the text interesting to read.

The Communicative Purpose of Descriptive Text
The communicative purposes of descriptive text is:
- To describe person, place and thing in detail.
- To engage a reader's attention
- To create character

The Generic Structures of Descriptive Text
A descriptive text consists of:
- Identification (introduces person, thing, or place that will be described), and
- Description (pictures or characteristics of person, thing or place that's talked about).

The Language Features of Descriptive Text
For the language features descriptive text are usually focused on:
- Specific participants
- Using adverbs
- Using adjectives.
- Using nouns
- Using simple present tense.

Paired Summarizing Technique
Before going to explain about paired summarizing technique, writer will define the deference among approach, method and technique. Douglas (2021) states that approach is theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings. Method is a generalized set of classroom specifications for accomplishing linguistic objectives. And technique is any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives. In line with Brown (2021) defines that an approach was a set of assumptions dealing with the nature of language, learning and teaching.

Method was described as an overall plan for systematic presentation of language based upon a selected approach. And techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were harmony with an approach as well. According to Harmer (2021), approach refers to theories about the nature of a language and language learning that serve as the source of practices and principles in language teaching. It also describes how people acquire their knowledge of language and makes statements about conditions which will promote successful language learning.

Method is the practical realization of an approach. Methods include various procedures and techniques as part of their standard fare. When methods have fixed procedures, informed by a clearly articulated approach, they are easy to describe. Then, technique as a single activity rather than a sequence, and as such is a technique rather than a whole procedure. Jack (2021) defines method as a way of teaching a language which based on semantic principles and procedure which is an application of view on how a language is best taught and learned. Technique is different kind of classroom activities that is used by the teacher.

Kalayo (2023) stated that approach is different theories about the nature of language and how language is learned. Method is an overall plan for the orderly presentation of language material-procedural-based on selected approach. Technique is a kind of classroom activities based on certain methods such as drills, dialogues, role-play, sentence competition. From those definitions about techniques above, we know that using technique in teaching learning process, a teacher can be easy to apply theories of language and learning that are appropriate and effective for the classroom situation that teacher works with. For teaching English as foreign language, the teacher may use paired summarizing technique as a mediator to convey knowledge to the students.

Paired summarizing is a technique in which partners help each other read with understanding. The technique is intended to encourage different kinds of thinking, all of 'which encourage comprehension. According to Louisiana (2023) maintains that paired summarizing is a technique used to develop fluency and improve comprehension by reading with partner. This technique provides opportunities for students to read aloud with peers, increases students' time reading and maximizes student engagement, and provides a model for struggling readers. Paired summarizing encourages peer teaching and learning. Students are divided into pairs and read along together or take turns reading aloud to each other. Pairs can have the same reading ability or can include more fluent readers with less fluent readers. Each student reads and provides feedback about themselves in reading or partners' reading behaviors.

Paired summarizing is one of the techniques that can be used in reading comprehension. Paired summarizing technique provides such an opportunity, while giving the reader supports from a partner. Using this technique not only stimulates the students' ability in reading but also corrects their mistake, such as how to pronounce, spelling, intonation, stress, expression and style their reading given by their friends. It happens because in paired summarizing, the teacher will pair up

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the students. Santrock (2021) states that, usually a peer can influence the motivation of the students by social comparison, social competency and motivation to study together, and the influence of their peer itself. Briefly, a peer can give stimulation in reading activity.

Paired summarizing can be used with many types of reading materials including students to produce stories, and poetry. Paired summarizing can be used with any books, taking turns reading by sentence, paragraph, page or chapter. This technique frees up the teacher to observe paired summarizing sessions and work with different students while other students continue reading together. Paired summarizing can also be used to build oral skills that reluctant readers can work toward reading in front of a large group.

The Purposes of Paired Summarizing Technique

The purposes of paired summarizing technique according to Lousiana (2023) are as follows:

- Give students practice in oral reading.
- Provide practice summarizing
- Promote active engagement with reading
- Develop specific skills related to reading comprehension

The Procedure of Paired Summarizing Technique

The procedures of paired summarizing, technique are as follows:

- Choose an informative text of reasonable length. It should have short paragraphs (not more than three sentences each), or a teacher should mark it into short sections.
- If the students are new to the procedure, the teacher should demonstrate the procedure first:
- Read a passage aloud and give a summary of it. Explain that this is one role in then activity. Explain the features of a summary: it is shorter than the original text, but it contains all of the important ideas.
- Ask two questions about the text for the students to answer. Explain that this is the other role in the activity.
- Ask the students to pair up. Explain that one student will read the first paragraph or marked section of the text and then give a summary of it, as you have demonstrated. Allow time for everyone to do this. Then check for understanding by asking several students to share their summaries. Offer suggestions as necessary.
- Once the students understand the procedure, have them proceed on their own to read, summarize, and ask questions about the text, passage by passage. Remind them to switch roles after each passage has been read and discussed.

According to Jim Wright the procedures of paired summarizing are as follows:

1. Basic paired reading requires establishing ground rules about when and how help will be asked for/offered when reading, how turns will be taken, and what each role will include. One basic set of ground rules might be the following:

- In pairs, take turns reading a paragraph at a time from an assigned reading.
- The reader reads in loud enough only for the listener to hear.
- When the reader completes the paragraph, the listener provides a summary of the paragraph that needs to be "approved" by the reader. If the summary is not clear or accurate, the pair goes back to the text and rereads silently to add what is necessary.
- Then, the two switch roles, with the first reader becomes the active listener and summarizer.
- If the reader stumbles on a word or is having difficulty, the reader can ask for help from the partner. If help is not asked for, then the listeners should give the reader the opportunity to figure it out.

2. Imperatively, according to Mgbemelu (2024), the reading techniques, give directions for what the pair should do when they are done with the reading. This might include: discussing what they each found interesting about what they have read, answering questions or completing a graphic organizer together or separately, interviewing another pair about their reading session (what went well/what did not), asking pairs to contribute three interesting words (or words that meet specific criteria) from their reading to the Word Wall, adding to their learning log or journal based on what was read, or asking the partners to write a collaborative summary of what they read.

CONCLUSION

Reading comprehension is seen as a means of gaining understanding an understanding of written text through a process of extracting and constructing meaning. It is perhaps the one of the most essential academic skills. Although difficulty in decoding the words on a page is a frequent cause of reading comprehension problem among learners of the English language. One of the explanations of the challenges of reading comprehension despite normal levels of reading accuracy and fluency is provided by the simple view of reading which contends that reading comprehension is the product of decoding and oral language comprehension skills. As explained herein in the paper, it is imperative that reading comprehension is the indice for effective comprehension in language development. Reading is the basis of comprehension which very vital in any academic exercise. It then focuses on the fact that reading and comprehension are the key points for effective language usage and efficiency among the users across the globe.

RECOMMENDATIONS

The following recommendations are made on this paper based its highlights.

1. Reading should be one of the indice for measuring one's proficiency in language development; locally and internationally.
2. Effectiveness should e accorded to comprehension in all subjects for optimal performance of the learners at all levels of education.
3. Reading comprehension should be fundamental basis for language learning even at a tertiary level of education.
4. There should be a provision of current reading materials to enhance reading efficiency of the learners.
5. Learners of the English language should be encouraged to reading books at the expenses of the use of smartphones and other social-media that are anti-book.

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