GROUP WORK AND LEARNER ACHIEVEMENT IN READING COMPREHENSION IN PUBLIC PRIMARY SCHOOLS IN NAIROBI

[1]Elizabeth Asewe Oluoch, [2]Paul A. Odundo, [3]Ruth W. Kahiga
[1-3] University of Nairobi.

[1]aseweelizabeth@gmail.com; [2]odundopaul@yahoo.com; [3]ruth.wangu@uonbi.ac.ke

ABSTRACT

Group work supports employment of instructional competencies by refining understanding through discussing themes, questioning reading, and brainstorming themes for accelerated learning. However, where teaching abilities are ineffectively arranged, meaningful teamwork and deep collaboration may be compromised lowering achievement. The study examined effect of group work in instructional skills on learner achievement in comprehension. Positivist and constructivist schools of thought shaped the study. The study was quasi experimental involving Solomon Four Group Design which combines pre-test post-test and post-test only. The study targeted all teachers and learners in public primary schools in Nairobi County. Within the schools, 223 standard 7 learners were assigned to experimental while 253 to control groups and 8 teachers of English. Reading comprehension tests, questionnaires, in-class observation and follow up discussion sessions were used in capturing data. Learners in experimental group obtained post-test mean of 33.47 (SD=15.55); control group obtained mean of 26.82 (SD=12.76), indicating that experimental scored highly in post-test than control group, not exposed to task-based learning method. The analysis obtained t-statistic of 3.24 (df=428, p=0.001), suggesting up to 99% chance that mean obtained by learners in experimental and control groups were significantly different. In addition, variable school was significantly associated with learning outcomes in comprehending text (p<0.000). Analysis revealed up to 90% chance that learner achievement in reading comprehension significantly associated with sharing concepts (X^2 =15.243, df=9, p-value=0.084), 99% chance that learner achievement in reading comprehension is significantly associated with monitoring reading (X^2 =26.694, df=9, p-value=0.002) and 99% chance that learner achievement in reading comprehension is closely associated with explaining themes (X^2 =24.883, df=9, p-value=0.003). Multivariate analysis revealed that discussing themes and monitoring reading caused the greatest improvement in achievement in reading comprehension in experimental and control groups respectively (B=0.348, Beta=0.286. p<.001; B=0.167, Beta=0.180, p<.008. The study suggested that teachers should engage learners in collaborative activities to build confidence in reading for sustained learning.

Key words: Brainstorming concepts, discussing themes, group work, monitoring reading, task-based learning, questioning reading.

INTRODUCTION

Task-based learning anchored on instructional competencies based on group work focusing on discussing concepts, questioning reading and brainstorming themes enhance understanding of text for higher comprehension scores. According to Alfares (2017) learners perceived that group work creates a more friendly, supportive learning environment providing opportunities and more freedom to practise English.

In support, Kulo, Odundo and Kibui (2020) observed that group work renders learning to be more diversified and informative for improved attainment. Furthermore, Hausheer, Hansen, and Doumas (2011) argued that interaction in groups during reading enables learners to develop cognitive comprehension strategies to engage deeply with text for sustained learning. This implies that group work builds natural real-life interactions involving listening to one another, asking questions, and clarifying concepts strengthening understanding for better learning outcomes. However, inappropriately arranged group work results in missed learning opportunities in reading comprehension. Ahmada (2020) asserted that use of group work could improve reading comprehension for sustained learning.

Ineffectively arranged group work may limit focus on task lowering attainment.

STATEMENT OF THE PROBLEM

Task-based learning grounded in instructional capabilities based on group work with unique learner characteristics influenced by supportive teacher workload may most likely boost accomplishment in reading comprehension. However, insufficient attachment of group work to task-based learning may lower extensive use of language reducing attainment. Task-centred learning premised on discussing themes may raise attainment in reading comprehension. In situations where discussion of themes is ineffectively organized internalization of concepts may be compromised lowering scores in comprehension. Task-based learning focused on questioning reading may promote development of reading abilities. In cases where questioning reading is not effectively drawing from task-based learning attainment may be reduced. Furthermore, task-centred learning based on brainstorming concepts may boost comprehension scores. Inability to effectively connect generating concepts to task-oriented learning may lower confidence and achievement in reading comprehension. Based on this, the study sought to determine effect of group work on learner achievement in reading comprehension in public primary schools in Nairobi City County.
.

PURPOSE AND OBJECTIVES OF THE STUDY

The purpose of this study was to examine effect of group work on learner achievement in reading comprehension in public primary schools in Nairobi City County, Kenya. Objectives were to:

i) Examine effect of discussing themes on achievement in reading comprehension.

ii) Establish effect of questioning reading on learner achievement in reading comprehension.

iii) Assess effect of brainstorming concepts on learner achievement in reading comprehension.

REVIEW OF RELATED LITERATURE

Effective adoption of group work promotes discussion of themes, questioning reading, and brainstorming concepts for improved mastery of reading materials. In instances where group work is ineffectively arranged focus on assignment wanes lowering capacity to understand passages.

Task-centred learning based on instructional competencies built on group work but focusing on discussing themes alongside learner uniqueness requires giving and talking, describing, and witnessing helping in expanding horizons to foster understanding for better learning outcomes. According to Yusuf, Guga and Ibrahim (2016) discussing themes expose learners to new points of view by enhancing connection

of thoughts for increased understanding of comprehension passages. In support of this contention, Wilkinson, and Nelson (2020) pointed out that class discussions about texts provide opportunity for active engagement with texts deepening understand for improved performance. Moreover, Wilkinson (2009) claimed that discussions promote collaborative exchange of concepts among teacher and learners or among learners may further thinking for increased scores and appreciation of text. In circumstances where discussions are insufficiently arranged, presentation of multiple views may be compromised lowering achievement in reading comprehension. According to Reznitskaya, Hsu and Anderson (2015) asserted that discussions promote critical thinking and reflection about text for strengthened comprehension abilities. On the other hand, improperly designed discussion of themes may limit organization of thoughts compromising reflection on meaning lowering grades in comprehension.

Questioning reading promotes comprehension monitoring to enhance learning independently for high attainment. According to Manset-Williamson et al. (2008), self-questioning embodies other comprehension strategies requiring using clues from topic sentence of the paragraph and prior knowledge of material read to predict content for high performance.

Moreover, Syamsiah, Rafli and Ridwan (2018) claimed that self-questioning is a process of crafting questions before, during and after reading that triggers curiosity focusing on understanding and relationship with text. However, where questioning reading is compromised, attention to primary concepts may be hindered lowering achievement in comprehension. Irawati (2019) asserted that questioning reading content may build interest deepening understanding for higher outcomes in reading comprehension.

However, ineffective formulation of questions may weaken anticipation of content to be read to confirm or disconfirm predictions lowering attainment. Again, appropriately structured questions enable the learner to check meaning of message being constructed and interrelationship of concepts in reading materials for better mastery of passages. Improper arrangement of questions may weaken linkage of textual content to prior knowledge lowering achievement in reading comprehension.

Brainstorming techniques allow learners to create concepts in a systematic way that facilitates the learning process. According to Yen (2017) creating concepts toward topic to be read storms varied meanings on subject matter for effective learning.

Richards (1990) asserted that brainstorming concepts help learners develop cognitive abilities required for generating and organizing concepts for high comprehension capacities. Nevertheless, ineffectively constructed creation of concepts may hinder development of common understanding of content read from reading material lowering attainment. Almutairi (2015) asserted that brainstorming themes combines a relaxed, informal approach to problem solving with lateral thinking for improved performance. Khan and Ashraf (2021) claimed that brainstorming provides sufficient opportunity to express words, thought and knowledge developing creativity, critical thinking, collaboration and communication and problem-solving skills for accelerated learning.

However, inappropriately organized crafting on concepts may hinder building on one another's ideas to develop critical thinking skills lowering grades in reading comprehension. Additionally, Mutaliani, Omulando and Barasa (2023) concluded that teachers need to pre-teach unfamiliar words and brainstorm topics in new text success in comprehension.

The study was shaped by social constructivist theory by Lev Vygotsky (1978) reviewed by Batten and Ross (2021). Social constructivist theory puts emphasis on social interaction,

More Knowledgeable Other (MKO) and Zone of Proximal Development (ZPD) as influential in cognitive development of the learner. Cognitive development occurs first, at the social level then within the learner, moving from inter-psychological to intra-psychological. Dialogue takes place between the teacher and learners, among learners and between the learner and reading materials. The teacher and peers play the role of MKO providing scaffolds to complete assignments. The Zone of Proximal Development entails what the learner can do unsupported and what the learner can do with assistance. A learner in the ZPD can perform activities almost independently but with assistance can complete the task. The characteristics of the theory manifest in task-oriented instruction through use of group work and collaborative activities providing opportunity for extensive use of language and exploration of meaning for better mastery of concepts.

However, where support is minimal, bridging the gap between current understanding and potential level of development within ZPD by gradually reducing reliance on outside help while gaining more mastery of texts may be compromised lowering scores in comprehension.

The conceptual framework in Figure 1 displays connection between competency is summarizing and attainment in understanding content read.
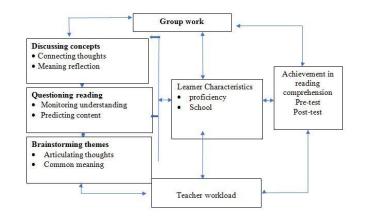

Figure 1: Perceived frame of group work and achievement in reading comprehension

The study conceptualized a relationship between group work and learner achievement in reading comprehension. Group work is realized when the learner engages in discussing themes, questioning reading and brainstorming concepts influenced by unique traits of learners and teacher workload for accelerated learning.

RESEARCH METHODOLOGY

The design, methods and approaches used captured, processed, analysed, and interpreted data from positivist and constructivist philosophical schools of thought nesting research process into ontology, epistemology, methodology and axiology (Wagner et al., 2019). Based on the schools of thought, quantitative and qualitative methods were applied to capture primary data on learner engagement in group work when reading texts and scores in post-tests designated learner achievement in reading comprehension.

Of eight schools included based on principles of Solomon Four Group Design, standard 7 learners and teacher of English were targeted. Choice of standard 7 was influenced by the fact that learners had adequate exposure language to take part in meaningful interaction during task-based learning. Purposive sampling, simple random sampling, census, and principles of Solomon Four Group Design were used to determine the sample size. Four educational divisions were involved based on simple random sampling. From each educational division, 2 schools were purposively selected based on socio economic factors. Additionally, 476 learners and 8 teachers successfully participated in the study.

Drawing from the design's principles, eight public primary schools were randomly assigned to four groups: experimental group which received both pre- and post-intervention, experimental group that receives post-test only, control group which received pre- and post-intervention and control group with post-test only. The four groups were subjected to post-test after treatment period. The experimental group included schools code named A, B, C and D, (n=223), while control group consisted of schools E, F, G and H, (n=253). Teachers of English in the experimental group were trained on application of task-based learning while control group were not.

Again, learners in schools B and C in experimental group and schools F and G in control group were exposed to pre-test. After observation, learners in the eight schools were subjected to post-test.

Data collection tools were designed, developed, piloted, and verified before actual data collection. The pilot study was conducted between July and September 2021 and necessary adjustments were incorporated. The instruments included a set of questionnaires for learners and for teachers of English, class observation, reading comprehension achievement test (pre-and post-test) and follow up discussion sessions.

Qualitative analysis techniques included One-way Analysis of Variance used to generate mean scores; independent samples t-test for determining significance of variations between scores of two groups, cross tabulations with Chi-square tests for indicating association between learner perceptions on various practises and scores obtained in post-tests. Linear regression was performed to establish influence of group work on learner achievement in reading comprehension. The Statistical Package for Social Sciences (SPSS) version 26 facilitated data analysis. Qualitative data were transcribed and subjected to thematic analysis identifying emerging themes in learner achievement in reading comprehension. Social research ethical

principles entailed obtaining informed consent from parents before learners were incorporated in the study.

Authorization letter for capturing data was obtained from National Commission for Science, Technology, and Innovation as well as introduction letter from the University of Nairobi to facilitate the process.

RESULTS AND DISCUSSION

Results showed that group work positively influenced achievement in reading comprehension. This was measured through a post-intervention test, hereinafter referred to as "post-test", which measured participants' reading comprehension displayed in Table 1.

Table 1: Variation in post-test scores between learners in experimental and control groups

Independent Samples Test	class		N	Mean	Std. Deviation	Std. Error Mean	95% CI Lower	95% CI Upper
	Posttest	Experimental	223	33.47	15.55	1.04	32.426	34.514
		Control	253	29.21	12.76	0.8	28.408	30.012
	Levene's Test for Equality of Variances	t-test for Equality of Means						

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI Lower	95% CI Upper
Post-test	Equal variances assumed	8.179	0.004	3.28	474	0.001	4.288	1.3	1.707	6.815
	Equal variances not assumed			3.24	428	0.001	4.288	1.316	1.674	6.849

The results presented in Table 1 indicated that learners in experimental group obtained post-test mean of 33.47 (SD=15.55); while those in control group obtained a mean score of 26.82 (SD=12.76), indicating the experimental group managed to score highly in the post-test than the control groups, who were not exposed to the task-based learning methods.

This implies that task-based learning had a considerable impact on experimental group. The analysis obtained t-statistic of 3.24 (df=428, p=0.001), which suggested up to 99% chance that mean obtained by learners

in experimental and control groups were significantly different implying that task-based learning clearly had a substantial impact on increasing comprehension of text. More still, mean obtained by learners in experimental group (33.47) was higher than in control group (29.21). The findings revealed that training of teachers on correct application of task-based learning was successful in raising student progress in understanding passage content and in teaching summary abilities. The findings concur with Ahmada (2020) assertion that encouraging teachers of English on appropriate techniques of incorporating group work in teaching reading comprehension could promote active engagement for better learning outcomes.

Learner understandings about declarations on group work were cross-tabulated against attainment in understanding of passage content, calculated according to post-test scores and organised into four groups of '<20 marks', '20-29 marks', '30-39 marks and 40+ marks'. Table 2 displays cross-tabulation results for each assertion. Results in Table 2 indicated that of 476, 392 (82.4%) agreed that discussing themes enhanced achievement in reading comprehension, while 84 (17.7%), did not.

Findings further revealed that discussing and reflecting on one another's ideas was substantially linked with raised scores in reading comprehension at 90% Confidence level ($\chi 2$ value of 15.243, df=9, & ρ-value =0.084). The results corroborated findings from teachers' questionnaires which showed that of 8 teachers, 4 (50.0%) agreed and 4 (50%) strongly agreed that discussing comprehension passages increases achievement in comprehension passages.

This implied that discussing texts expanded horizons for improved grades in reading comprehension. The findings were further reinforced by lesson observation and follow-up discussion sessions, where more learners in experimental groups participated in conversations unlike in control cohorts where the method was only sporadically employed. The finding confirmed that learners engaged in comprehensive reading with classmates and subsequent discussion of what is read for improved comprehension. This result is consistent with Almutairi (2018), and Kinyua and Kahiga (2022)

assertion that discussing text improves learning from one another more which may likely raise achievement in reading comprehension.

I. TABLE 2: CROSS-TABULATION OF GROUP WORK AND ACHIEVEMENT IN READING COMPREHENSION

Group Work	Post-test Categories										Chi-Square
	<20		20-29		30-39		40+		Total		
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
I share my ideas easily through group discussion to improve reading comprehension.											
Strongly disagree	11	9.7%	9	7.2%	11	8.5%	4	3.7%	35	7.4%	X^2 = 15.243. df = 9. p-value= 0.084
Disagree	17	15.0%	18	14.4%	8	6.2%	6	5.6%	49	10.3%	
Agree	36	31.9%	39	31.2%	46	35.4%	35	32.4%	156	32.8%	
Strongly agree	49	43.4%	59	47.2%	65	50.0%	63	58.3%	236	49.6%	
I monitor my own reading through use of questioning.											
Strongly disagree	38	33.6%	40	32.0%	30	23.1%	13	12.0%	121	25.4%	X^2 = 26.694. df = 9. p-value= 0.00
Disagree	26	23.0%	20	16.0%	33	25.4%	40	37.0%	119	25.0%	
Agree	30	26.5%	43	34.4%	49	37.7%	36	33.3%	158	33.2%	
Strongly agree	19	16.8%	22	17.6%	18	13.8%	19	17.6%	78	16.4%	2
I explain key words by generating and sharing ideas for effective reading comprehension.											
Strongly disagree	18	15.9%	16	12.8%	13	10.0%	5	4.6%	52	10.9%	X^2 = 24.883. df = 9. p-value= 0.003
Disagree	28	24.8%	25	20.0%	31	23.8%	24	22.2%	108	22.7%	
Agree	28	24.8%	41	32.8%	41	31.5%	56	51.9%	166	34.9%	
Strongly agree	39	34.5%	43	34.4%	45	34.6%	23	21.3%	150	31.5%	

In addition, Table 2 revealed that of 476, 236 (49.6%) acknowledged that questioning reading creates foundation for ongoing conversation, while 240 (50.4%), did not.

Chi Square results showed a significant relationship between questioning reading and accomplishment in reading comprehension, at 99% Confidence level (χ2 value of 26.694, df=9, & ρ-value =0.002). Findings corroborated those of teachers' surveys which showed that of 8 teachers, 2 (25.0%) agreed that asking questions to elicit clarification during reading comprehension

enhances text knowledge and 3 (37.5%) agreed strongly. Contrastingly, 2 (25.0%) teachers opposed using questions to monitor comprehension, whereas 1 (12.5%) disputed strongly. This implied that majority 5 (62.5%) teachers were in favour of monitoring comprehension for higher attainment. The results are consistent with Haq Khurram and Bangash (2019) observation that questioning reading provides opportunity to read from part to whole, reread and share for improved understanding of concepts.

Furthermore, Table 2 showed that of 476, 316 (66.4%) agreed with understanding word meanings by creating and exchanging concepts, whereas 160 (33.6%), did not. Further, the study discovered that at 99% Confidence level, the technique of explaining essential words aided reading comprehension ($\chi2$ value of 24.883, df=9, & ρ-value =0.003). Results of teachers' questionnaires showed that of 8 teachers, 4 (50.0%) agreed that brainstorming assisted learners to share ideas and arrange thoughts

for improved comprehension, while 4 (50.0%) agreed strongly. This implied that 8 (100.0%) teachers considered that brainstorming helped learners with innovative thinking and developing concepts for higher comprehension abilities. Lesson observations in experimental and control groups revealed that explanation of key ideas using brainstorming was rarely used. Although teachers' responses expressed approval for utilizing brainstorming to define key words, implementation lagged.

Like teachers' expression of perspectives, Xhama (2017) asserted that discussing significant terms related to comprehension passages makes it easier to look up concepts pertinent to the subject for increased achievement. By implication, addressing meanings of crucial terms helps learners remember and retrieve ideas which improves understanding of passages.

The study sought to ascertain effect of group work as a component of instructional competencies for high achievement as presented in Table 3.

Response grouping		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta		
Experimental	(Constant)	1.399	.349		4.012	.000
	I share my ideas easily through group discussion to improve reading comprehension.	.348	.081	.286	4.303	.000
	I monitor my own reading through use of questioning.	-.009	.078	-.008	-.116	.907
	I explain key words by generating and sharing ideas for effective reading comprehension.	.058	.080	.048	.724	.470
Control	(Constant)	1.700	.350		4.854	.000
	I share my ideas easily through group discussion to improve reading comprehension.	.001	.061	.001	.015	.988
	I monitor my own reading through use of questioning.	.167	.062	.180	2.694	.008
	I explain key words by generating and sharing ideas for effective reading comprehension.	.088	.075	.086	1.172	.242

The results in Table 3 indicated that in experimental group, the baseline learner achievement is statistically significant with an intercept of 1.399 (t = 4.012, p < 0.001), reflecting a meaningful achievement level even without predictor variables. Discussing themes through group discussion significantly influences learner achievement (B = 0.348, Beta = 0.286, t = 4.303, p < 0.001), highlighting its positive impact on reading comprehension. However, monitoring one's own reading through questioning is not statistically significant (B = -0.009, Beta = -0.008, t = -0.116, p = 0.907), suggesting it did not significantly impact achievement. Similarly, explaining key words through generating and sharing ideas was not a significant predictor (B = 0.058, Beta = 0.048, t = 0.724, p = 0.470). The results emphasized notable correlation of group discussion on learner achievement in the experimental setting, while other strategies did not exhibit statistical significance.

On the other hand, in the control group, the baseline learner achievement is statistically significant with an intercept of 1.700 (t = 4.854, p < 0.001), indicating a meaningful baseline achievement level without predictor variables. Sharing ideas through group discussion is not a statistically significant predictor (B = 0.001, Beta = 0.001, t = 0.015, p = 0.988), suggesting it does not significantly impact learner achievement. Conversely, monitoring one's own reading through questioning is a significant positive predictor (B = 0.167, Beta = 0.180, t = 2.694, p = 0.008), indicating its positive influence on achievement in the control group. Explaining key words through generating and sharing ideas is not statistically significant (B = 0.088, Beta = 0.086, t = 1.172, p = 0.242). The results underscore the significance of monitoring one's own reading through questioning within the control group.

Notably, sharing ideas through group discussion emerges as a significantly positive predictor, emphasizing relevance in improving reading comprehension. However, monitoring one's own reading through questioning and explaining key words do not exhibit statistical significance in predicting achievement in the experimental setting. In contrast, within the control group, the statistical significance of baseline achievement is observed, and monitoring one's own reading through

questioning is identified as a significant positive predictor. Sharing ideas through group discussion, on the other hand, is not statistically significant in influencing achievement. These findings highlight the need for a tailored instructional approach to enhance reading comprehension in diverse learning environments.

to findings, the study concludes that group work strategy caused a positive effect on learner achievement in experimental and control groups. Discussing themes and monitoring reading caused the greatest improvement in achievement in reading comprehension in experimental and control groups respectively.

RECOMMENDATIONS

The study recommends that the Ministry of Education should develop policy guidelines to all public primary schools requiring teachers to access training on application of task-oriented learning methods. This is likely to encourage adoption of innovative approaches. Teachers should be trained on correct procedures for teaching reading comprehension. The training should cover integration of learner-centred approaches to develop communication, collaboration, critical thinking, and problem-solving skills. The study also noted the need to enlighten teachers on the need for utilizing group work to assist the learner in discussing content.

REFERENCES

1. Ahmada, A. (2020). Using Group Work to Improve Students' Reading Comprehension Skill. Journey Journal of English Language and Pedagogy, 3(1):14-18. DOI:10.33503/journey. v3:1.714

2. Alfares, N. (2017). Benefits and Difficulties of Learning in Group Work in EFL Classes in Saudi Arabia. English Language Teaching, 10(7):247-256.

3. Almutairi, A. N. M. (2015). The Effect of Using Brainstorming Strategy in Developing Creative Problem-Solving Skills among male students in Kuwait: A Field Study on Saud Al-Kharji School in Kuwait City. *Journal of Education and Practice*, 6(3):136-146.

4. Almutairi, N. S. (2018). *Effective Reading Strategies for increasing the reading comprehension level of Third-Grade Students with Learning Disabilities.* A dissertation submitted to graduate college in partial fulfilment of the requirements for the Degree of Doctor of Education, Special Education and Literary Studies, West Michigan University.

5. Hausheer, H., Hansen, A. & Doumas, D. (2011). Improving reading fluency and comprehension among elementary students. Evaluation of a school remedial reading program.

Journal of School Counselling, 9(9):1-20.

6. Haq, Z., Khurram, B. A., & Bangash, A. K. (2019). Development of Reading Skill through Activity Based Learning at Grade-VI in Khyber Pakhtunkhwa. Bulletin of Education and Research, 41(1):85-104.

7. Irawati, I. (2019). Use of questioning strategy to facilitate students' reading comprehension in Taiwan. *Journal on English as a Foreign Language*, 9(2): 217-230. doi: http://dx.doi.org/10.23971/jefl.v9i2.1375

8. Khan, A. N., & Ashraf, S. (2021). Brainstorming as a Promising Tool for Teaching Languages. *Journal of Emerging Technologies and Innovative Research* (JETIR), 8(8):1-4.

9. Kinyua, G., Kahiga, R. (2022). Exploring Student Teachers' Questioning Techniques and Learners' Participation In Secondary Schools in Bomet County, Kenya. JPHAP, Vol 3(3).

10. Kulo, S. A., Odundo, P. A. & Kibui, A. (2020). Readers' Theatre Technique; Relevance of Nature of Class for enhancing Reading Skills in Secondary Schools in Kisumu County, Kenya. *European Journal of English Language Teaching*, 5(2):24-39.

11. Manset-Williamson, G., Dunn, M., Hinshaw, R., & Nelson, J. M. (2008). The Impact of Self-questioning Strategy Use on the Text-Reader Assisted Comprehension of Students with Reading Disabilities. International Journal of Special Education, 3(1):123-135.

12. Mutaliani, S. M., Omulando, C., & Barasa, P. L. (2023). Effect of Pre-reading Activities on Learners' Performance in Reading Comprehension in Kenyan Secondary Schools. *Journal of Advances in Education and Philosophy,* 7(10):412-421.

13. Reznitskaya, A., Hsu, J. Y., & Anderson, R. C. (2015). Using inquiry dialogue to promote the development of argument skills: Possibilities, challenges and new directions. In S. R. Parris & K. Headly (Eds.), *Comprehension instruction: Research- based best practices* (3rd ed., pp.29-44. New York, NY: Guilford.

14. Richards, J. (1990). New trends in the teaching of writing in ESL/EFL, in Wang, Z. (ed..), ELT in China, *Papers presented at International Symposium on teaching English in the Chinese context*, Foreign Language Teaching and Research Press.

15. Syamsiah, N., Rafli, Z., & Ridwan, S. (2018). Self-questioning Strategy on Reading Comprehension Process. Advances in Social Science, Education and Humanities Research (ASSEHR), Volume 267, 5th Asia-Pacific Education Conference (AECON 2018).

16. Wargner, C., Kawulich, B. & Garner, M. (2019). A mixed research synthesis of literature on teaching qualitative research methods. SAGE Open, 9(3). https://doi.org/10.1177/21582440198 61488.

17. Wilkinson, I. A. G., & Nelson, K. (2020). Role of discussion in reading comprehension. In book: Visible learning guide to student achievement, (pp.231-237): Routledge.

18. Wilkinson, I. A. G. (2009). Discussion methods. In E. M. Anderman & L. H. Anderman (Eds.), *Psychology of classroom learning: An encylopedia* (pp.330-336). Detroit, MI: Gale/Cengage.

19. Xhama, L. (2017). Brainstorming as a way of increasing vocabulary and developing writing skills. Knowledge-International Journal, 20(2):613-617.

    https://ikm.mk/ojs/index.php/kij/artic le/view/5299

20. Yen, T. T. N. (2017). The Effect of Brainstorming on EFL Reading Comprehension. VNU Journal of Foreign Studies, 33(6):142-149.Yusuf, H. O., Guga, A. & Ibrahim, A. (2016). Discussion Method and Its Effect on the Performance of Students in Reading Comprehension in Secondary Schools in Plateau State. *The Online Journal of Quality in Higher Education*, 3(4):1-7.