

**EFFECT OF TASK-BASED LEARNING ON LEARNER
ACHIEVEMENT IN READING COMPREHENSION IN ENGLISH
LANGUAGE IN PUBLIC PRIMARY SCHOOLS IN NAIROBI CITY
COUNTY, KENYA**

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DECLARATION

This is my original work and has not been presented for award of a degree in any other university.



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DEDICATION

I dedicate this thesis to my parents, Elsa Akech Oluoch (Nyar Rusinga) and my late father, Martin Oluoch Ateto for enlightening me on the value of education at a tender age.

“The limits of my language are the limits of my world.” (Biletzki & Mater, 2002).

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ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
CBC	Competency Based Curriculum
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
FPE	Free Primary Education
G1	Grade 1
G2	Grade 2
G3	Grade 3
KCPE	Kenya Certificate of Primary Education
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examinations Council
L1	First language
L2	Second language
LOI	Language of Instruction
NACOSTI	National Commission for Science, Technology and Innovation
PP1	Pre-primary 1
PP2	Pre-primary 2
SLA	Second Language Acquisition
SPSS	Statistical Package for Social Sciences
TBL	Task-Based Learning
UNESCO	United Nations Educational, Scientific and Cultural Organization
ZPD	Zone of Proximal Development

ABSTRACT

Task-based learning through activation of background knowledge helps in manipulating reading materials to produce newer meanings for enhanced mastery of comprehension passages. To achieve heightened scores, structured activities tend to sequentially present tasks which stimulate interest and capture innate abilities which may most likely promote accomplishment of designated assignment for ease of generation of new knowledge from passages. However, when tasks in comprehension passages are inappropriately structured, assigned activities may most likely be missed out compromising attainment of intended competencies for generation of new knowledge. Social constructivist and interactive reading theory emphasizing social interaction, scaffolding and instigating top down and bottom up processes were employed in the study. To address issues arising from inappropriate implementation of task-based learning processes, the investigation sought to investigate effect of task-based learning on learner accomplishment in acquisition of concepts to generate information in support of policy, practice and research. Task-based learning was operationalized in terms of reading skills, instructional skills, resource utilization and learner attitudes. The methodology was premised on paradigms which gave rise to deeper understanding of generation of new knowledge and skills presented on positivism, interpretivism, pragmatism, critical theory and constructivism. The study adopted Solomon Four non-equivalent group design. The target population comprised public primary schools in Nairobi City County. Four sub counties were involved in the study and from each sub county 2 schools were purposively sampled totalling 8 schools with a sample of 476 standard 7 learners divided into experimental and control groups of 223 and 253 respectively included in analysis. In addition, 8 teachers of English, were purposively included. Data collection process covered 8 weeks during which daily summaries were condensed to weekly reports which condensed into interim thesis drawn from qualitative which was later merged to constitute draft thesis. Primary data were sourced from questionnaires administered to teachers and learners, achievement tests for learners, lesson observations and follow-up discussion sessions. Inferential analysis techniques included independent samples t-test of variance which determined variance in the mean scores obtained by learners in both groups, cross tabulation with Chi-square tests which established the significance of association between learner achievement and various sub-dimensions and multiple regression analysis which estimated effect of task-based learning on learner achievement in reading comprehension. Two models were created, one for the experimental (Model 1) and control group (Model 2) integrating independent variables and learner characteristics as intervening variables. The study revealed that summary skills in acquisition of reading skills caused the greatest improvement in experimental and control groups ($Beta=0.173$, $t=1.911$, $p<0.05$; $Beta=0.212$, $t=1.684$, $p<0.093$). Again, in instructional skills, the largest effect in both models was as a result of class interaction (Exp. $Beta=0.465$, $t=3.426$, $p<0.05$); (Cont. $Beta=0.282$, $t=2.155$, $p<0.05$), indicating that the learner's ability to interact during the lesson produced significant effect in using both the task-based learning and traditional methods in reading comprehension. More still, the study established that the largest effect in both models was as a result of resource appropriateness (Exp. $Beta= .308$, $t=2.292$, $p=0.023<0.05$); (Cont. $Beta=0.401$, $t=2.638$, $p=0.09<0.05$). Furthermore, class interaction ($F=5.867$; $p=0.001$), learning environment ($F=5.773$, $p=0.001$) and overall learner attitude ($F=4.461$, $p=0.004$), indicated a significant association with the post test scores. The study recommends integration of task-based learning in teacher training to equip trainees with requisite skills for accelerated learning. Further, policy orientation be redefined to reverse ineptness in knowledge,

skills and willingness to embrace innovations in teaching learning processes for higher learning achievement. Further, studies to unpack teacher competence, instructional support structure and redefining policy orientation to stimulate acquisition of 21st century skills premised on task-based learning for strengthened acquisition of life skills.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter describes background to the study, statement of the problem, purpose, objectives and hypotheses. In addition, the chapter outlines significance, limitations, delimitations and assumptions of the study before concluding with definitions of essential terminology.

1.1 Background to the study

The official language of instruction in school systems in Kenya is English. English language which is increasingly utilized in Kenyan schools as both official and primary language of teaching has a significant influence on how well the learner performs in other disciplines. English language should progressively be used as a medium of instruction from class four of primary to higher education in the school system in Kenya. English language as a subject encompasses comprehension, vocabulary, grammar and composition writing skills as components of effective and efficient approaches to mastery of concepts across subject areas. According to Almutairi (2018) reading comprehension is an essential skill for success in both academic and personal life. Without reading comprehension accomplishment of academic expectations are weakened (Hulme and Snowling, 2013) lowering learning attainment and self-esteem. Again, inability to read in critical situations may likely threaten safety and lives.

1.1.1 Justification for task-based learning

Task-based learning provides learners with the chance to work together and develop problem-solving and collaborative skills in addition to reading comprehension. According to Richards and Rodgers (2014), cooperative language acquisition creates opportunities for natural adoption through utilization of engaging pair and group activities for effective learning. When designed properly, task-based learning enhances interpersonal, collaborative and cognitive development for improved learning outcomes. On the other hand, inadequately arranged assignment reduced accountability and engagement lowering attainment. Additionally, Harris and Leeming (2022), established that task-driven instruction fosters learner exposure to natural language enhancing extensive use of language for accelerated learning.

Furthermore, Loewen and Sato (2017) agreed that optimal learning outcomes for language acquisition rely on a rich context that exposes the learner to targeted language use through genuine speech. In addition, Lap and Trang (2017) asserted that effectively organized pair and group collaboration in reading activities satisfied the need for social connection realized in feelings of relatedness by sustaining motivation for better learning outcomes. In agreement, Sabei (2018) pointed out that the core of task-oriented learning is to put the learner to the centre which is based on constructivist theory which allows the teacher to view learners as individuals constantly adding new concepts to previously acquired knowledge to grasp text.

Again, tasks provide the learner with confidence and willingness to communicate using intended language to accentuate mastery of reading comprehension for enhanced learning. However, in conditions where traditional approaches are dominant, language use and advancement may be restricted with heavy concentration on specific grammar

items lowering progress in reading comprehension. In concurrence, Kulo, Kibui and Odundo (2020) observed that learners who are not actively involved in the learning process are more likely to be present in a teacher centred class. Chalak (2015) demonstrated that interactions among learners while executing activities provided opportunities for speaking and monitoring vocabulary for effective learning. Furthermore, task-based learning method is more likely to be effective when learners work in groups to foster active involvement through interactions and integration of skills for improved reading comprehension. Supporting this claim, Lap and Trang (2017) established that cooperative activities in task-based learning encouraged learners to have discussions and exchange ideas for accelerated learning. However, restricted exposure to pair and group work limits interchange of concepts and negotiation to gain knowledge consequently lowering achievement.

1.1.2 Task-based learning and achievement in reading comprehension

International studies conducted point at relationship between task-driven learning and achievement in reading comprehension. Task-based instruction influences achievement in reading comprehension in English language and other subjects offered in the curriculum. Musengimana, Kampire and Ntawiha (2022) discovered that task-oriented technique helped to improve learner attitude about chemistry for better learning outcomes. Additionally, Lap and Trang (2017) noted that through using task-based learning, the learner developed not just reading skills but also cooperative learning and problem-solving abilities for effective learning. According to Aliia et al. (2019) task-based instruction boosts academic achievement by encouraging the learner to exchange concepts and improve problem solving abilities for long-term learning. Moreover, Viriya (2018) discovered that learners who participate in task-based learning experience gains in motivation, self-confidence and readiness to utilize English

culminating in academic success and elevated satisfaction. Furthermore, Chalak (2015) pointed out that task-based learning improved interactional abilities by optimizing use of target language for high comprehension capabilities. However, when the learner receives alternative teaching, opportunities to use desired language to perform tasks may be limited which could result in lower attainment. As a result, Lap and Trang (2017) recommended that teachers encourage and use task-based learning in order to increase learner grades in understanding text. In Kenya, Lutiali, Bwire and Ondigi (2021) established that learners exposed to task-based education improved slightly in composition writing. This suggested that task-based methodology increases reading comprehension in addition to modestly enhancing writing abilities for better topic understanding. In instances where the teacher dominates English language class, learners may likely have little opportunity to express concepts impairing comprehension of passages, lowering attainment. Notably however, no local study has conclusively shown causal link between task-based learning and achievement in reading comprehension in primary schools in Nairobi County.

According to Kenya National Examinations Council (KNEC) learner attainment in Kenya Certificate of Primary Education (KCPE) in English Language has been below average as illustrated in Table 1.0

Table 1.0: Learner Performance in KCPE English Language (2015-2018)

Year	2015		2016		2017		2018	
Paper	Objective	Comp	Objective	Comp	Objective	Comp	Objective	Comp
%Mean	49.98	41.38	50.52	40.25	47.62	39.60	54.68	39.40

Source: KNEC reports, 2015, 2017, 2018

Results presented in Table 1.0 indicated that learner attainment in English Language has been below the required level, that is, below 50% with exception of a few years when it was above required level in objective paper but consistently low in composition writing. According to KCPE Examination Report (2018), percentage mean of 54.08 in objective paper was the highest during a ten-year period, comparable to 53.06 in 2013.

1.2 Statement of the problem

Task-based learning premised on the development of reading abilities may most likely accelerate accomplishment in comprehension. In instances where acquisition of reading skills is compromised, learning achievement is lost. Moreover, task-oriented learning grounded in instructional competencies may boost scores in reading comprehension. When instructional skills are not adequately organised, there may be less opportunity for interaction, limiting engagement with reading materials consequently lowering attainment in comprehension. Furthermore, activity-based learning focused on resource utilization may enhance completion of assignments for greater acquisition of reading skills. In circumstances where resources are inadequately organized, engagement may be weakened lowering grades in comprehension. Additionally, task-centred learning based on learner attitudes may hasten achievement in reading comprehension. Ineffective attachment to task-based learning reduces confidence lowering comprehension outcomes.

Although reading comprehension is a prerequisite ability for learning in formal education and life after school, recent advances have demonstrated that learners are not reading with understanding. Stakeholders, including government officials and education experts, have shown concern in low reading ability. According to Kenya Certificate of Primary Education Report (2018), learner attainment in English Language Paper revealed below average mean scores between 2015 and 2018 as 45.68, 45.38,

43.61 and 47.04 respectively. On-site assessment of Nairobi County schools indicated variable mean results, with the difference changing annually. A school's mean scores, for instance, decreased to below average between 2017 and 2021: 54.50, 51.98, 54.45, 54.73 and 45.84 respectively. In addition, modifications to educational policies and inconsistent mean scores underscore the necessity for targeted interventions and urgent requirement to investigate and apply efficient teaching pedagogies such as task-based learning. Investigation on effect of task-based learning on learner achievement in reading comprehension in public primary schools in Kenya has received minimal attention. Notably though, no known study has examined effect of task-based learning on learner achievement in reading comprehension in public primary schools in Kenya. Based on this realization, the study sought to establish the effect of task-based learning on learner achievement in reading comprehension in English language in public primary schools in Nairobi City County, Kenya.

1.3 Purpose of the study

The study was purposed to examine effect of task-based learning on learner achievement in reading comprehension in English language in public primary schools in Nairobi County City County. Consequently, acquisition of reading skills, instructional skills, resource utilization and learner attitudes were used to operationalize task-based learning while achievement in reading comprehension was tested using post-test scores.

1.4 Objectives of the study

The objectives of the study were to:

- i. Establish effect of acquisition of reading skills between experimental and control groups on achievement in comprehension

- ii. Determine effect of instructional skills on learner achievement in reading comprehension
- iii. Evaluate effect of resource utilization on learner achievement in reading comprehension
- iv. Examine effect of learner attitude on achievement in reading comprehension

1.5 Null Hypotheses

The study sought to test the following null hypotheses formulated from study objectives:

Ho1: There is no significant difference in acquisition of reading skills between experimental and control groups and achievement in comprehension.

Ho2: There is no significant difference between mean score of learners exposed and those not exposed to instructional skills.

Ho3: There is no significant difference between resource utilization and achievement in reading comprehension.

Ho4: There is no significant difference between learner attitude and achievement in reading comprehension.

1.6 Significance of the study

The results of the study may offer empirical data regarding influence of task-based learning on progress in reading comprehension in primary schools in Kenya. In addition, findings of the study may assist decision makers, policy makers and Kenya Institute of Curriculum Development in designing relevant syllabi more adaptable to task-based learning and more communicative approaches. Moreover, task-based learning could be included into in-service teacher program be implemented as part of the teacher training or in-service program. The study might potentially reveal gaps in

understanding of other variables that could be useful to future studies targeting advancing reading comprehension theory and practice.

1.7 Limitations of the study

Limitations noticed during the ten-week term of data collection might have influenced robustness of results. The study was conducted in term one as school calendar was still being adjusted with shorter terms and fewer days for half-term break with teachers appearing overwhelmed with the crush program after covid-19 disruptions. This suggested that the procedure of gathering data competed with other events on the school calendar. The investigator addressed the challenge by conforming to school schedule for lesson observation, test and questionnaire administration by requesting a portion of lunch time and after lessons before breaking for home. Inadequate control of learner attendance could affect consistency of participants in pre-test and post-test, therefore, only results of learners who participated in both pre-test and post-test were used for analysis.

1.8 Delimitations of the study

The intention to transform public policies and initiatives targeted at strengthening understanding and mastery of passages in Nairobi City County as a prerequisite for accelerating grades in national examinations delimited the scope of the study and restricted its generalizability to the said county. Furthermore, the study focus was confined to public primary schools with access to education being a duty of the government. Standard 7 is a crucial stage for commencement heightening preparation for summative evaluation hence limiting instructors of English as well as learners in this grade. The study was limited to development of reading skills, instructional skills, resource utilization and learner attitudes and attainment in comprehension.

Achievement tests, learner questionnaires, teacher questionnaires and observation schedule were the only research instruments included in the study.

1.9 Assumptions of the study

The study assumed schools in the county relied heavily on identical course books, that is, Key Note English Std 7 with difference creating a negligible variance. In addition, the study assumed that training provided to teachers in experimental group served as a refresher course that would be adopted and that skills learned from the training would be used and cascaded to improve teaching and learning. Moreover, the study also assumed that learners' experiences were distinct for the two teaching modalities.

1.10 Key Terms

Achievement: refers to increase in test results indicating development of reading abilities.

Active participation: refers to involvement of a learner in classroom learning activities.

Acquisition of reading skills: refers to developing competencies in activating background knowledge, summary skills, learner generated questions and word recognition skills for extraction and construction of meaning for improved achievement.

Attitude: refers to positive or negative association with preparation, interaction, involvement and environment in task-based learning.

Dependent variable: refers to the outcome or effect variable.

Effect: the proportionate shift in learners' achievement in reading comprehension proficiency as a result of a unit change due to implementation of task-based learning instructional method by teachers.

Independent variable: characteristic believed to influence other variables also called experimental, treatment variable or manipulated variable.

Instructional skills: refers to use of group work, class interaction, active participation and integration of skills in a reading comprehension lesson.

Learner characteristics: refer to school, zone, age, gender, language proficiency

Reading comprehension: involves extracting and constructing meaning through interaction and involvement with text.

Resource utilization refers to the process of managing and organizing resources to ensure availability, appropriateness, interest and adequacy.

Task: class activity which arouses use target language while interacting with each other.

Task-Based Learning: (TBL) refers to teaching learning method characterized by active participation of the learner in comprehending the text by interacting with one another using targeted words to complete assigned tasks.

Traditional instructional method: is the dominant instructional practice in Kenya which is characterized by prompting, drilling, memorizing, learners answering and not questioning, individual learning (versus pair or group learning). In the system, teachers are the sources and producers of knowledge and learners are the recipients.

Workload: refers to the number of lessons allocated to a teacher per week, time taken to set, administer, score and analyse tests alongside co-curricular activities.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a review of related empirical and theoretical literature on task-based learning approach and its relationship to learner achievement in reading comprehension. The section begins with evolution of task-based learning followed by language policy, acquisition of reading skills, instructional skills, resource utilization, teacher workload and learner attitudes and concludes with theoretical and conceptual framework.

2.2 Evolution of task-based learning and achievement in reading comprehension

The approaches to teaching and learning have changed over time, moving from teacher-to learner-centred. The movement toward learner-oriented techniques became stronger to focus on learner competence. This movement gave rise to task-based learning first implemented by Prabhu (1987) using but originally articulated by Wilkins (1976) drawing on a distinction between synthetic and analytical approaches to language pedagogy. Even though language components are taught separately using synthetic methodologies, learners must reassemble the parts to communicate for effective learning. Again, Nunan (2010) asserted that in analytical approaches, linguistic structures are divided into smaller components to facilitate better conceptual understanding.

Furthermore, Prabhu (1987) noted that the language project in Southern India provided impetus on adoption of task-centred education in response to unsatisfactory trends in structural teaching of English as a Second Language (ESL) through phonological, lexical and grammatical style as a method for stimulating communicative competence

for accelerated learning. Task-oriented education as an off-shoot of CLT is premised on availability of communication and linguistic resources which tend to smoothen interaction by adapting natural language use for enhanced internalization of concepts. In support, East (2021) stated that emergence of Communicative Language Teaching (CLT) was prompted by the need for increased focus on authentic interaction in English language classes for sustained learning. Based on this realization, interaction and negotiation through assignments provide opportunity for communicative competence in language learning encompassing linguistic, sociolinguistic, discourse and strategic capabilities for quicker skill acquisition and higher test scores. However, Nunan (2010) argued that inappropriately structured teaching and learning of phonological, lexical and grammatical structures punctuated with limited linguistic resources tends to weaken learner mastery of content for improved achievement.

In the same vein, effective and efficient English language learning occurs when the learner is offered opportunity to reflect and practise verbalizing vocabulary and respecting grammatical structure to gain competence in communication for sustained learning. In support of this position, Prabhu (1987) provided evidence to support this claim, arguing that focus on language form tends to hinder acquisition of phonological, lexical and grammatical structures which may potentially weaken language development by preventing free flow of words and phrases, which in turn lowers learner achievement. Additionally, Richards and Rodgers (2001) argued that for task-centred training to be effective, learners must be engaged in tasks that require negotiation of meaning and involvement in authentic conversation in addition to intelligible input for effective learning.

In addition, Dewey (1938) as domesticated by Wilkins (1976) stresses that task-based learning targets educating a whole person through active learning that stimulates cognitive engagement for improved performance. According to Long (2015), task-centred learning which is based on comprehensive progressive education requires flexibility of an egalitarian teacher-learner interactions paired with participatory democracy for high achievement. On the other hand, ability to synthesize elements may be hampered when language is chopped into phonological, lexical and grammatical components, which could restrict achievement. Again, activity-centred training was first structured by Dave Willis and Jane Willis into pre-task, task cycle and language focus (Richards and Rodgers, 2001) for higher comprehension capabilities.

2.3 Language policy in education in Kenya

Task-oriented instruction mediated by appropriate language in education policy with nourishing teacher workload facilitates acquisition of reading skills with increased involvement for improved achievement in comprehension. UNESCO (2010) asserted that adoption of appropriately structured language policies in education has the potential to raise instruction quality, which may increase the production and development of knowledge on a worldwide scale. In support (Trudell, 2016) claimed that using a language of instruction that the learner is familiar with may improve accessibility to education and serve as a link between class and outside experiences by enhancing participation, cognitive processes and learner-centredness. However, when the language of instruction restricts exposure to outside world, learning experiences may be diminished by isolating school setting which may reduce achievement.

In the view of Zelime (2022) writing in a language that is familiar encourages expression of knowledge of the world which boosts confidence for effective learning.

A carefully crafted language in education policy may promote high-quality learning while simultaneously making schooling more accessible for higher comprehension capabilities. According to World Bank (2021) successful language of instruction can provide learners with experiences that enhance capacity for self-expression through interaction for sustained learning. Learning English is essential for increasing participation in the global economy. According to Crystal (2004), a language achieves a genuinely global status by taking on a unique role acknowledged by societies around the world even in places where speakers of the language are few or non-existent. Asir (2019) asserted that widespread use of English in communication facilitates access to exceptional educational and professional possibilities. Further, Djite (1994) claimed that language policy consists of targeted decisions made by governments and other authorities about interaction between language and social life for increased achievement.

Kenya, formerly a British Colony, is now a postcolonial nation with over forty indigenous languages spread geographically across the country in addition to Kiswahili and English as well as a few minority speakers of other foreign languages such as French, German, Chinese, Hindi and Italian (Mose, 2017). Ominde Report of 1964, one of the national commissions, suggested that English be used as language of instruction from primary school to university to ensure effortless shift from “vernaculars” and with related resources, boost learning in all subjects (Mazrui and Mazrui, 1996). The 1976 Report of the National Committee on Education Objectives and Policies (Gachathi Report) contains the first official declaration of the Government of Kenya’s LOI policy. The report suggests that English be taught as a subject beginning Grade 1 and switching to be the language of teaching starting in Grade 4. Once more, the report recommends that LOI for the first three years of primary education (Grades 1-3) should be the

primary language spoken in the school's catchment areas (Ministry of Education, Government of Kenya, 1976).

The Mackay Commission (1981) suggested that English continues to be the medium of instruction while establishing Kiswahili as a mandatory subject in both primary and secondary education. The Koech Commission of 1999 proposed teaching lower primary pupils in the language of the catchment area or Kiswahili in multicultural metropolitan settings, while employing English as medium of teaching from upper primary and English and Kiswahili taught as subjects. Njoroge and Gatambuki (2017) added that this would stimulate the development of concepts and articulation of verbal communication for effective learning. According to Macaro et al. (2018), employing English as a medium of teaching involves utilizing the language to instruct academic subjects in nations where majority of people do not speak English as the first language. In situations where language in education policy is inclusive and adapted to unique linguistic, cultural and educational needs of a country, learning outcomes are high.

The language in education policy for the early years in Competency Based Curriculum (CBC) specifies that language of instruction in pre-primary (PP1 and PP2) and grades 1-3 (G1, G2 and G3) shall be the language of the schools catchment area or Kiswahili for schools with learners with a mixed ethnic background until Grade 4, after which English shall be the main language of instruction (KICD, 2017). However, Chut et al. (2017) argued that there is a significant discrepancy between practices in class and LOI stated in education policy documents. To further this argument, Mose (2017) investigated implementation of language of instruction policy in Kenya and unveiled disparity between anticipated and actual policies.

2.4 Task-based learning and achievement in reading comprehension

Relationship between task-focused learning and achievement may help learners acquire reading abilities by strengthening experiences using activities for deeper comprehension of concepts. According to Nahavandi (2011), a sequence of assignments including production and understanding of text encourage development of language for increased comprehension skills. In the same vein, Okcu (2015) asserted that enabling teachers to employ a variety of activities to develop language abilities improves learning outcomes.

Nevertheless, ineffective arrangement of task centred learning may prevent extensive use of language reducing achievement in comprehension. Additionally, Abrahams (2015) contented that employing target language in a variety of contexts in class by delving into word meaning and expression may improve mastery of concepts. However, restriction of natural communication may diminish involvement, consequently reducing grades in comprehension. Further, Nguyen (2022) concluded that activity-centred learning had significant influence on progress in reading comprehension with learners indicating positive attitude toward the approach.

2.5 Acquisition of reading skills and achievement in comprehension

Task-based learning based on acquisition of reading skills with suitable teacher workload and distinct learner characteristics may raise scores in comprehension. According to Lap and Trang (2017), development of reading abilities may facilitate understanding of concepts for effective learning. In support, Qrquez and Rashid (2017) asserted that constructing comprehensive meaning of text requires utilization of mixed skills to coordinate and relate concepts at word, phrase and text level. On the other hand, inappropriately organized activities may increase anxiety on new words and

phrases hindering acquisition, consequently lowering grades. Additionally, Astuti and Priyana (2020) claimed that connecting text to real world events improves comprehension for quicker learning. Nonetheless, inadequate prior knowledge restricts exploration of experiences and vocabularies required to comprehend text, lowering achievement. Moreover, raising awareness of primary concepts and exploration of text organization may strengthen comprehension capabilities increasing scores. Borrowing from Qrquez & Rashid (2017) and Astuti and Priya (2020), this study examined acquisition of reading skills with task-based learning as an approach for enhancing understanding of content for greater attainment.

2.5.1 Background knowledge and achievement in reading comprehension

Task-based learning through acquisition of reading skills premised on background knowledge with learner uniqueness assist in connecting texts for effective learning, Activation of background knowledge enhances connection between new and prior knowledge for effective learning. According to Uden, Sulaiman and Lamun (2022), connecting content read to past knowledge assist in concept retention and comprehension. In support, Souisa and Meyer (2020) claimed that integrating background knowledge enables the learner to connect with concepts or topics in the text making content more accessible during reading for high attainment.

In a similar vein, Similarly, Nguyen (2022) asserted that to understand written text, the learner relates existing knowledge to text content for higher comprehension of assigned content. Deshpande (2016) argued that insufficient past knowledge may fail to attach to passage content lowering success. To revert this, teachers help learners activate background knowledge using anticipation guide, making connections, previewing and brainstorming for improved acquisition of comprehension skills for sustained learning.

In the study by Abdelaal and Sase (2014), 20 postgraduate learners who spoke English as a second language at the same level were required to take a two-passage reading comprehension exam and complete a questionnaire. In this study, standard seven learners in Nairobi City County were observed engaging in activities during a reading session focusing on influence of background knowledge on achievement in reading comprehension centred on anticipation guide, connecting tying content, text previewing, picture description and generating concepts. quantitative methods were supported by qualitative techniques.

2.5.1.1 Thinking of content, background knowledge and achievement

Task-based learning through acquisition of reading skills anchored on background knowledge particularly premised on thinking of content tends to activate previous thoughts and opinions by providing responses to teacher generated statements improving coordination of ideas for effective reading comprehension. Modjanggo (2019) affirmed that appropriately structured statements designed by the teacher to elicit discussion improves mastery of passages for acquirement of comprehension capabilities. To achieve this, learners may be guided to make decisions through agreeing or disagreeing with pre-selected statements generated by the teacher relating to content before reading for articulation of words through reading, writing and using words in sentence construction for better scores.

Similarly, Sari & Sari (2019) maintains that thinking of content to understand what is read using statements constructed by the teacher about passages highlight misconceptions stimulating reflection for better mastery of concepts for higher achievement. on learning for improved attainment. Again, Defrioka (2013) asserted that use of anticipation guide fused making predictions, monitoring comprehension and

fixing up strategies deepening understanding of concepts for better learning outcomes. However, where statements are not carefully worded controversial nature to arouse curiosity may likely be concealed minimally challenging learner beliefs on past experiences on topic weakening ability to resolve conflict and reveal misconceptions held lowering attainment in reading comprehension.

2.5.1.2 Making connections, background knowledge and comprehension

Teaching and learning using task-based learning through acquisition of reading skills anchored on making connections tends to activate background knowledge by linking ideas in the text to experiences for effective learning. According to Haynes (2010) linking text to personal, cultural and world experiences may likely improve understanding of concepts for accelerated learning. In support of this position, Murtha (2017) asserted that making connections enhance interaction with text activating background knowledge expanding information by viewing situations from different perspectives deepening understanding of concepts for better learning outcomes.

Again, Nobles and Ortega-Dela Cruz (2020) asserted that making connections assist the learner comprehend text by activating prior knowledge and constructing meaning for effective learning. However, in cases where ideas in the text do not remind the learner of experiences related to own life and episodes in larger world activation of background may be compromised consequently lowering learner capability to actualize comprehension for sustained learning. Again, learner ability to make connections may be compromised weakening comprehension of text limiting benefits accruing from prior understanding for improved attainment in comprehension.

2.5.1.3 Previewing, background knowledge and achievement in comprehension

Task-based learning through acquisition of reading skills anchored on background knowledge particularly previewing texts tends to equip the learner with material derived from subsequent selections to reduce cognitive processing capacity for processing unfamiliar information for better comprehension of passage content for high attainment. According to Huang (2009) previews not only assist learners relate new material to existing background knowledge but also lowers information load for reading for effective learning. Additionally, Huang (2009) stated that introductory materials in previewing comprise thought provoking questions and definitions of difficult vocabulary for better learning outcome. Appropriately structured thought-provoking questions arouse interest creating a desire to read the text for encouraging participation for effective reading comprehension.

According to Huang (2009) thought-provoking questions elicit responses from learners facilitating sharing of opinions heightening text awareness for effective learning. Again, previewing texts by defining unfamiliar words and phrases in advance frees attention for gaining access to prior knowledge bringing out dimensions for deeper understanding to enhance achievement in comprehension. Heng-Tsung (2009) affirmed that viewing entails introductory materials characterized by thought-provoking questions provide more effective information processing for improved achievement. This implied that the learner is provided with specific information before reading passage content preparing thinking about the subject allowing effective processing of information for faster reading of passage with more understanding. However, inappropriately structured aspects of task-based learning increase cognitive processing capacity bombarding the learner with too much information to attend to at once inhibiting active thought processes (Anggraini, Usman & Arid, 2022) lowering attainment in reading comprehension.

2.5.1.4 Prediction using pictures, background knowledge and achievement

Task-based learning through acquisition of reading skills premised on picture prediction in background knowledge tends to provide connecting points bolstering motivation and increasing independent thought processes enhancing benefits accruing from prior understanding for improved achievement in reading comprehension. Anyianda, Odundo and Kibui (2020) maintained that utilization of pictures stimulate prediction skills increasing correct responses in reading comprehension for high attainment. In support, Moreillin (2007) asserted that exposure to connecting points enhances prediction by looking at pictures to make predictions to facilitate comprehension for effective learning. This implies that picture prediction allows learners to share varied opinions through discussion guiding attention to important information for better understanding of concept in the comprehension passage. However, inappropriate utilization of pictures for prediction weakens engagement and competence which creates unfocussed attention stifling motivation to read lowering attainment in reading comprehension.

2.5.1.5 Generating ideas and sharing, back ground knowledge and achievement

Task-based learning anchored on acquisition of reading skills through background knowledge particularly generating ideas and sharing with appreciation of learner uniqueness and appropriate teacher workload tends to encourage learners to engage in mind jogging activities for activating background knowledge to facilitate comprehension for effective learning. Generation of ideas assist in organization of thoughts for enhanced involvement in activities (Rashtchi and Porkar,2020) facilitating reflection on topic increasing access to ideas for accelerated capability in mastery of comprehension passages. In support of this position, Yen (2017) asserts that appropriately designed brainstorming activities accelerate systematic generation and

expression of ideas related to topic content which stimulate acquisition of reading skills for effective learning. This implied that generation and expression of ideas before reading comprehension passage prepares the learner to read with organized thought processes for deeper understanding of assigned content. On the one hand, inappropriately structured brainstorming activities may likely inhibit expansion of cognitive skills for creating and organizing ideas further compromising competence in reading skills lowering attainment. The study focused on influence of concept generation and dissemination on achievement in reading comprehension.

2.5.2 Summary skills and achievement in reading comprehension

Task-based learning through acquisition of reading skills with a focus on summarization based on appropriate learner characteristics and manageable teacher workload tends to support learner engagement with text and activities and condensing material by developing grammar and writing skills for better learning. According to Hagaman et al., (2016) summarization entails cognitive processes such as pinpointing key concepts, drawing meaning through making notes and restating points picked from comprehension passages for better attainment. In support of this position, Ozdemir (2018) claimed that ability to summarize content without deviating from intended meaning improves attainment in comprehension. Further, rereading and oral summary retelling stimulate remembering passage content by isolating key words for developing global understanding of text to accelerate comprehension capabilities. Nevertheless, inadequately arranged summarization process may deny the learner opportunity to locate primary themes lowering grades in comprehension. Anyienda, Odundo and Kibui (2020) conducted a study involving learners and teachers in public primary schools in Vihiga County, Kenya focused on summary abilities and achievement in reading comprehension. The results revealed that summary skills improved

achievement in reading accomplishment. This study, in agreement with Anyienda, Odundo and Kibui (2020) focused on summary skills and achievement in reading comprehension using task-based learning in public primary schools in Nairobi City County, Kenya.

2.5.2.1 Main idea, summary skills and achievement

Task-based learning through reading skills premised on summary skills particularly main idea strategy with appreciation of learner uniqueness tends to support the learner in identifying points from text by engaging in interactive activities and increasing ability to correctly respond to questions deepening understanding of content for effective learning. Inappropriately structured main point strategy may likely deny the learner ability to logically connect ideas from the text compromising mastery of comprehension passages. According to Hudson et al. (2021) identification of main idea provides the starting point for summarizing text read or heard cueing learners into details needed to pay the most attention to when creating summary.

This implied that main ideas and supporting details organized logically formulate the summary for effective learning. Further, Boudah (2013) pointed that effective use of inferential skills by reading between the lines facilitates understanding of main ideas allowing the learner to tie pieces of information to comprehend text content for sustained learning. However, inappropriately structured main idea strategy may minimize engagement with text lowering achievement in reading comprehension. The study focused on influence of primary concept strategy on attainment in comprehension.

2.5.2.2 Making brief notes, summary skills and achievement

Teaching and learning using task-based instruction through acquisition of reading skills premised on summary skills particularly making brief notes tends to promote active engagement by linking key points identified and creating decisions for better networked thinking deepening understanding of concepts for effective learning. According to Umaadevi and SasiRekha (2019) observed that note taking in summary skills increases attention to material read or listened to improving learner recall of important points for high attainment in reading comprehension. In support of this position, Ozcakmak (2019) observed that note taking during reading and listening attracts learner attention to reading material deepening understanding of passage content for accelerated learning. This implied that the learner concentrates while reading to extract main points for further understanding of comprehension passages. Further, However, inappropriately structured note making process may deny the learner the ability to organize ideas picked from material by compromising logical flow of information consequently lowering attainment in reading comprehension. the study considered contribution of note taking method in understanding comprehension passages.

2.5.2.3 Restating ideas, summary skills and achievement

Teaching and learning using task-based instruction through acquirement of reading skills anchored on summary skills particularly premised on restating ideas actively engages the learner in interactive activities may promote encoding of passage content allowing the learner to express ideas without deviating from intended meaning for mastery and condensation of comprehension passages for effective learning. Haynes and Williams (2015) observed that writing notes utilizing paraphrasing techniques facilitates understanding in a way that makes sense for better comprehension with high scores. However, Pratama, Prasweti and Fridolini (2022) on analysis of learner writing skills in paraphrasing revealed that restating ideas impeded by limited vocabulary,

converting words and sentences into own words weaken mastery of concepts in reading comprehension for accelerated learning.

This implied that competence in syntactical structures and vocabulary skills enhance paraphrasing abilities improving reading comprehension for enhanced understanding of concepts. In instances where learners experience difficulty in discovering appropriate synonym, restructuring and converting sentence using individual words to be comprehensible paraphrasing is weakened lowering learning attainment. This implied that less knowledge of paraphrasing strategies impedes noticing exact meaning and relationships between ideas lowering mastery of content for comprehension. In line with Williams (2015), this study concentrated on influence of restating techniques on reading comprehension achievement.

2.5.2.4 Rereading, summary skills and achievement

Task-based learning anchored on reading skills particularly premised on summarization through rereading tends to create opportunities to review sections of passage content read by enhancing clarification of words, sentences and whole text for better understanding of concepts in reading comprehension. According to Swan et al. (2018) rereading strategy is an ongoing process of repeated exposure with segments or a whole text providing a deeper understanding of the passage for accelerated learning. In addition, Faust and Glenzer (2000) observed that rereading boosts understanding by providing opportunity to rethink implied and overlooked features by deepening connection with text for accelerated learning. To achieve this, the learner monitors comprehension while reading to enhance awareness of meaning breakdown to boost mastery of passages for improved learning achievement. On the other hand, Christianson et al. (2017) argued that inappropriately structured rereading weakens

noticing and reacting to conflicts and mismatches between word, phrases, interpretation of earlier and later segments for improved mastery of comprehension passages.

2.5.2.5 Oral retelling, summary skills and achievement in comprehension

Teaching and learning using task-based instruction anchored on acquisition of reading skills through summary writing particularly oral retelling tends to encourage the learner to use varied skills by interacting deeply with materials to recall the main points sequential and share with the class to accelerate mastery of comprehension capabilities. According to Rudiawan and Jupri (2020) retelling engages the learner in meaningful reconstruction by generalizing passage content by connecting details and referring to prior knowledge increasing story elements recalled by maximizing comprehension of text to support deeper learning for better scores. Echoing this position, Fontenot (2019) argued that adequate guidance increased the number of story elements retold by learners with upsurge in questions answered correctly improving attainment. Moreover, Hemmati and Kashi (2013) asserted that listening to stories facilitated ability to recall more story elements by enhancing sense of story structure increasing oral language for high achievement in comprehension passages. This implied that attentiveness to stories increases recall of key ideas accelerating comprehension capabilities for effective learning. However, where learners are minimally exposed to learning experiences that encourage interpretation and reconstruction of text, vivid recall of story elements is weakened lowering learning attainment. The focus of this study was on influence of oral summary retelling skills for accentuating mastery of reading comprehension for higher learning attainment.

2.5.3 Learner generated questions and achievement in reading comprehension

Teaching and learning using task-based learning through reading skills anchored on learner generated questions tends to encourage active engagement in the reading process by asking and answering questions for better comprehension passages. According to Almutairi (2018) active engagement through self-questioning by monitoring meaning construction of text for higher comprehension of assigned content. According to Anyienda, Odundo and Kibui (2019), question generation entails posing an array of questions about the subject of the text to be read and seeking answers to such questions from the reading process for accelerated learning. El-Koumy (1996) writing on effects of student generated, teacher provided and student teacher reciprocal questions established that learners in reciprocal questioning group scored significantly higher than the teacher questioning group which in turn scored significantly higher than question generation group for improved understanding of comprehension passages.

In the view of Va Jura (1982) self-questioning encourages independence in the learner fostering control of own learning for improved acquisition of reading skills increasing learning attainment. Similarly, Chin & Brown (2002, cited in Maplethorpe et al. (2022) maintained that ability to generate questions helps direct learning by boosting confidence and triggering deeper level thinking for accelerated scores in reading comprehension. Further, Shea and Ceprano (2017) asserted that self-questioning facilitates monitoring and understanding of passage content by increasing awareness when meaning is lost and taking action to restore comprehension improving retention of knowledge gained from text for effective learning. However, inappropriately structured learner generated questions may limit active participation by minimally exposing learners to experiences that may induce interpretation and reconstruction of text compromising story elements recalled by using literal questions consequently lowering learner capability to actualize comprehension monitoring for effective

learning. The focus of this study was on effect of learner generated questions on improved grades in reading comprehension.

2.5.3.1 Asking questions before reading and achievement in comprehension

Task-based learning through reading skills anchored on learner generated questions particularly asking questions before reading tends to engage the learner in activities that tie existing information to passage content through predicting own questions for better understanding of concepts in reading comprehension. According to Baccay (2021) connecting background knowledge to ideas in the text creates a desire to read by making the experience more stimulating and engaging for better understanding to enhance achievement in reading comprehension. According to Hedge (2016) pre-questioning boosts understanding of passage content which enhances prediction of ideas in upcoming text deepening comprehension for sustained learning.

However, inappropriately structured self-questions before reading may weaken link between existing information and upcoming passage content lowering learning attainment. More still, in the view of Daniel and Williams (2021) even though bottom-up approaches improve decoding skills using teacher created questions, top-down styles strengthen comprehension by providing skills needed to understand the text consequently increasing learner autonomy to self-generate questions to understand text structure to support deeper learning. Using cues from Daniel and Williams (2021) this study examined influence questioning before reading on learner progress in understanding text.

2.5.3.2 Confirming answers while reading and achievement in comprehension

Teaching and learning using task-based learning through reading skills attached to learner generated questions premised on confirming answers while reading tends to

actively engage the learner in searching for responses to interrogations which promote thinking abilities for deeper understanding of comprehension passages. According to Rouse (2014), asking questions on what is being read enhances engagement with text increasing opportunities to think of passage content by gaining skills to reflect on comprehension passage for mastery of concepts for effective learning. In instances where learners read without questioning understanding of text, active engagement may weaken compromising comprehension monitoring lowering learner capability to think through the content. However, Ness (2016) argued that internalization of understanding is weakened with minimal time to think by reflecting and questioning what is read lowering learning attainment. According to the study, verifying responses during reading may improve engagement with content for deeper understanding of material.

2.5.3.3 Going back and forth text and achievement in reading comprehension

Task-based learning through reading skills anchored on learner generated questions more so on going back and forth the text with learner uniqueness tends to engage the learner to point at relationship among ideas in passage content for mastery of content in reading comprehension. According to Adimora, Nwokenna and Ogbuaya (2014) where the learner has adequate ability to decide whether a strategy is appropriately utilized or not, stopping and looking back and forth the text for information is likely to resolve communication breakdown maximizing learning. This implies that learner ability to detect inconsistencies and connections using appropriate reading strategies accelerates learning improving achievement. Giesen (2001) asserted that learners go back to the text to clarify inconsistencies making necessary corrections during retelling for heightened scores in reading comprehension. However, in instances where the learner is unable to know, while reading, whether a text makes sense or not, ability to employ fix up strategies is weakened lowering learning attainment. This study focus

was on influence of moving back and forth text on learner achievement in reading comprehension.

2.5.3.4 Asking questions after reading and achievement in comprehension

Teaching and learning using task-based learning anchored on reading skills through learner generated questions premised on asking questions after reading tends to engage the learner is testing accurate recall of passage content for deeper understanding to enhance achievement in reading comprehension. Plonsky (2011) asserted that appropriately structured post questions may a discussion by unearthing new insights for better comprehension of passages. More still, Bharuthram (2017) stated that revisiting a text after reading through questions and answers posed allows the learner to reflect on understanding of the text deepening comprehension of the text for accelerated learning. However, ineffectively structured questions are likely to stifle learning with minimal recall of key ideas read lowering learning attainment. Using self-questions assist the learner to recall critical information in the text after reading enhancing retention of passage content for sustained learning.

2.5.3.5 Sharing questions and achievement in reading comprehension

Teaching and learning using task-based learning through reading skills premised on learner generated question anchored on sharing questions tends to engage the learner in active processing of comprehension passages by creating thought provoking questions deepening understanding of text for accelerated learning. Dorkchandra (2013) asserted that higher level questions are likely to contribute to reading comprehension by promoting active processing of text which may raise attainment. Similarly, Van den Broek et al., (2001) declared that generating higher level questions require critical thinking by carefully considering connections between primary concepts for higher

comprehension capabilities. However, where question creation is improperly constructed, the learner may marginally engage with material restricting deeper processing of comprehension passages which could result in lower scores.

2.5.4 Word recognition skills and achievement in reading comprehension

Teaching and learning using task-based learning anchored on acquisition of reading skills premised on word recognition with learner uniqueness tends to engage the learner in strategies that foster fluency and accuracy including context clues, sight word instruction, parts of speech, antonyms and odd one out to learn new words more effectively enhancing comprehension capacity for high attainment. According to van Viersen, Protopapas & de Jong (2022) ability to process words rapidly and effortlessly increases focus on meaning of text for better mastery of concepts in reading comprehension. Again, Vinchristo (2022) maintained that accurate reading of words and sentences in a text may facilitate word recognition skills for better mastery of concepts. In addition, Pallathadka, Xie & Alikulov (2022) asserted that word and phrase recognition activities promote word knowledge and automaticity for improved comprehension. However, Kulo (2021) argues that when a word is not automatically recognized, learners read slowly with laborious decoding compromising comprehension of text lowering learning attainment.

2.5.4.1 Working out meaning and achievement in reading comprehension

Teaching and learning using task-based learning anchored on acquisition of reading skills through word recognition premised on working out meaning of words from use in sentences for improved understanding of comprehension passages. According to Ilter (2019) context clues assist the learner figure out meaning of unknown words strengthening vocabulary acquisition for better mastery of comprehension passages. In

addition, according to Jomocan and Legaspi (2021) activation of word recognition skills using context clues improve achievement in reading comprehension by increasing learner attention and deepening understanding of passages for accelerated learning. However, in instances where systematic strategy for figuring out unfamiliar words is lacking with minimal direction to the meaning of the word achievement in reading comprehension may be low. Again, Fudhla et al (2019) argued that where the learner has limited vocabulary skills, too much time may be spent trying to infer meaning of the word minimizing attention to meaning lowering learning attainment.

2.5.4.2 Use of parts of speech and achievement in reading comprehension

Teaching and learning using task-based learning through reading skills anchored on word recognition skills focusing of use of parts of speech tends to expose learners to varied parts of speech promoting grammatical competence for better understanding of concepts in reading comprehension. According to Sukanya and Nutprapha (2017) managing parts of speech facilitate use of language improving mastery of concepts for effective learning. In addition, Hazaea and Alzubi (2016) pointed out that classifying parts of speech and recognizing new words help learners in the reading process by making connections, building literal and inferential meaning, constructing meaning while critically analysing texts. This implies that awareness of function of words realized through classification of parts of speech enhances understanding of passage content. Similarly, Purgina, Mozgovoy and Ward (2017) asserted that recognizing and using varied parts of speech may facilitate construction of grammatically correct sentences for higher attainment in reading comprehension. Further, Hazaea and Alzubi (2016) indicated that utilizing parts of speech supported the learner in the reading process by making connections and building literal and inferential meaning while critically analysing text for internalization of concepts for higher attainment. However,

in instances where parts of speech are inappropriately mastered grammatical competence may be weakened lowering learning attainment.

2.5.4.3 Sight word recognition and achievement in reading comprehension

Teaching and learning using task-based learning through acquisition of reading skills anchored on word recognition skills focused on sight words with learner uniqueness tends to provide opportunities to focus less on decoding words with more attention directed to construction of meaning increasing mastery of passages for acquirement of reading comprehension. According to Hayes (2016) sight word instruction enhances acquisition of reading skills boosting confidence for higher comprehension of assigned content. In support, Chiu et al. (2017) indicated that rapid retrieval of sight words provides frees up time and attention for more challenging words for improved achievement in reading comprehension. However, when reading unfamiliar term, the learner may become slower and less fluent in discerning intent of the message which could compromise ability to fully understand text.

2.5.4.4 Recognizing odd one out and achievement in reading comprehension

Task-based learning through acquisition of reading skills anchored on word recognition focused on odd one out tends to engage the learner in determining the word that stands out facilitating deductive reasoning for enhance comprehension of passage content. According to Baha (2017) stimulating and interesting activities create a desire to read by assessing learner ability to recognize words that stand out from the rest deducing reasoning skills for better understanding of concepts in reading comprehension. More still, Ur (1996) stated that odd one out task stimulates understanding and grammatical reasoning for mastery of concepts to broaden learning horizon for sustained learning.

Properly designed odd one out task ensures the answer is not clear cut stimulating critical thinking to pinpoint the relevant word for higher learning attainment. However, where the learner has limited understanding of concepts, ability to express a nuance argument to pick the odd one out may be weakened lowering learning attainment.

2.5.4.5 Identifying opposite word and achievement in reading comprehension

Teaching and learning using task-based learning through acquisition of reading skills anchored on word recognition skills based on identifying opposite word tends to encourage the learner to participate in antonym generation that targets drawing attention to relevant language items for better understanding of concepts. According to Anderson (2014) development of proficiency in vocabulary not only involves learning definition of words but also making connections between words to improve semantic ability of learners for mastery of content for enhanced attainment. More still, reading before and after a new word helps the learner deduce and construct meaning for enhanced achievement in reading comprehension. Inappropriately structured identification of opposite word may weaken semantic capability of learners compromising prediction of meaning of unfamiliar word from clues lowering learning attainment.

2.6 Instructional skills and achievement in reading comprehension

Task-driven instruction anchored on instructional competence with learner qualities and suitable teacher workload tends to encourage engagement with materials enriched with tasks and available linguistic resources while allowing interaction with peers for higher attainment in reading comprehension. According to Arisman & Haryanti (2019) sharing and expressing thoughts triggers critical thinking by boosting mastery of concepts for high attainment. In support, Rahaman (2014) asserted that sharing, exchanging and socializing through group work promotes understanding of text for effective learning.

However, insufficiently constructed collaborative assignments may limit opportunities for peer learning by restricting capacity to start and manage interaction which could lower ratings. More still, Sajib and Nahar (2020) claimed that meaningful engagement improves language comprehension through negotiation for meaning for better learning outcomes.

In circumstances where engagement is inadequately organized, working linguistically while negotiating for meaning to achieve comprehensibility may be compromised which could lower attainment. Again, role assigning during interaction decreases the chance that a learner would stray from work at hand, which may increase engagement with reading materials for high achievement. However, improperly defined positions cut down on time spent on tasks may diminish accountability and engagement within groups and may lower success. Additionally, Cordoba Zuniga (2016) observed that meaningful activities combined several assignments for reading, writing, listening and speaking enhancing communicative competence for long-term learning. In instances where activities are inappropriately structured, ability to improve language skills in a single class may be hindered, which could lower achievement.

2.6.1 Group work and achievement in reading comprehension

Learning centred around activities through instructional techniques premised on group work tends to promote active involvement by developing social and language skills for appropriate completion of tasks which could improve mastery of concepts for effective learning. According to Hung and Mai (2020), group work provides the learner with opportunities to explore speaking potential and lowering level of fear which improves learning outcomes. Comparably, Navas-Brenes (2019) contended that group

work increases more chances for discussion among learners by generating differing opinions and a range of contributions for higher mastery of concepts.

This implied that working with peers raises motivation to participate in assignments for higher attainment in reading comprehension. However, Al Masri (2018) argued that where group work is inadequately designed, participation may be reduced and increase likelihood of being off task which could compromise accountability for assigned responsibilities and lower attainment. This study considered group work as an adaptive way through which learner participation may be enhanced during reading comprehension in primary schools.

2.6.1.1 Group discussion and achievement in reading comprehension

Activity-oriented learning through techniques for instruction centred on group work focused on conversations with appropriate teacher workload and learner individuality tends to spark collaborative exchange of ideas by promoting high-level thinking and comprehension of text for better learning outcomes. According to Wilkinson and Nelson (2020) class dialogues help learners understand passages by boosting acquirement of reading abilities which speeds up learning. In support, Arisman and Haryanti (2019) suggested that group discussions trigger critical thinking skills by enhancing problem solving capabilities for improved mastery of reading materials. More still, Mwoma (2017) writing on reading ability among rural Kenyan communities asserted that discussions are essential in early primary schooling. Once more, Resnitskaya, Hsu & Anderson (2015) maintained that participation in conversations fosters mastery of topics by connecting texts for improved critical thinking and reflective abilities. However, improperly planned group discussions may stifle cognitive capacity by reducing engagement episodes consequently lowering learning

attainment. This study sought to establish influence of discussion for enhancing achievement in reading comprehension.

2.6.1.2 Monitoring reading, group work and achievement in comprehension

Employment of task-based learning in conjunction with instructional strategies anchored on group work and monitoring reading with learner uniqueness tends to increase noticing and responding to text segments by drawing attention to and elaborating on conflicts for effective learning. According to Joseph et al (2019), self-questioning enables the learner to assess understanding of material while collaborating with peers for enhanced reading comprehension performance. In support, Amalia and Devanti (2016) claimed that using questions to gauge comprehension enhances elucidation, expansion of meaning for sustained learning. In addition, in the views of Christianson et al., (2017) reading comprehension monitoring is required when a learner detects and reacts to discrepancies between prior knowledge and textual material while reading or between interpretation of earlier and later text segments. However, in situations where the learner struggles to understand text, creating original questions may be harder, which could result in lower grades. Borrowing from Joseph et al (2020), this study sought to establish influence of monitoring own reading while working in groups on learner achievement in reading comprehension in primary schools.

2.6.1.3 Explaining key words, group work and achievement in comprehension

Task-based education, which is predicated on group work and instructional abilities particularly clarifying themes, encourages generation and articulation of thoughts for deeper comprehension of passages. According to Yen (2017), brainstorming as a pre-reading strategy involves highlighting primary concepts related to main terms for better

mastery of words and phrases. In a similar vein, Rahmawati (2019) pointed out that noted that extant literature suggests that using brainstorming to stimulate thoughts by inspiring learners to improve attainment. Once more, Yen (2017) asserted that brainstorming about a topic and clarifying main terms boosts interest in reading comprehension passages for improved performance. When essential words are explained in an unstructured way through use of brainstorming better preparation to enter the text may compromise understanding and lower attainment. This study examined generation of concepts as a technique that could be used in class to help primary school learners articulate specific terms to one another while collaborating in groups.

2.6.1.4 Recognition of meaning, role play and achievement in comprehension

Activity-based education premised on teaching abilities based on group work particularly recognition of meaning through role play tends to prepares the learner for realistic communication by nurturing creativity and imaginative skills for improved achievement (Tania, 1995). In order to achieve this, the learner engages with reading materials by taking on designated roles for improved mastery of concepts. This suggested that in order to perform assigned duties in an efficient manner, the learner ought to comprehend passages. Kapur (2020) maintains that encouraging role play stimulates creative and imaginative abilities by facilitating understanding of concepts for better performance. Similarly, Sinwongsuwat (2012) re-examination of role play and interview assignments revealed that unscripted role play encouraged promoted natural conversation in a communicative setting for effective learning. However, when role play is improperly organized, participation may be reduced which may limit chance for spontaneous language use, which could lower scores. The study focus was on

influence of recognition of meaning through role play on learner achievement in reading comprehension.

2.6.1.5 Regular feedback, group work and achievement in comprehension

Instruction using activity-centred learning based on teaching competencies premised on group work particularly frequent feedback tends to improve problem solving and completion of tasks for effective learning. According to Rodgers (2019) effective feedback strategies include being prompt and providing progressive and encouraging comments which may allow reflective time for increased understanding of content. In support, Cook (2019) asserted that timely, relevant and specific feedback enhance problem solving and completion of tasks. Again, Downer et al. (2015) observed that timely feedback supports cognitive development which is linked to academic achievement. In instances where feedback is ineffective, the learner may likely to miss out on responses for improvements, limiting adequate completion of assignments which could lower achievement. More still, Fyfe & Rittle-Johnson (2016) argued that delayed feedback makes the learner feel confused and unsuccessful consequently lowering attainment.

2.6.2 Class interaction and achievement in reading comprehension

Activity-centred training based on class interaction with learner characteristics and nourishing teacher workload tends to enhance cognitive development and social competencies for rapid learning. According to Najib and Sahar (2020), appropriately structured learner interaction enhances social and cognitive growth and social competencies for successful learning. However, when learner engagement is constrained, exchanging concepts for response elaboration may be compromised perhaps leading to a decline in performance. Moreover, Bhandari (2020) observed that

social engagement facilitates core learning which may speed up learning by increasing absorption and retention. However, where teacher-student relationship is not carefully constructed, contributions that could result in deeper insights and new understandings could be undermined resulting in lower marks.

Again, Alfallaj (2017) noted that sufficient engagement with reading materials activates cognition, which in turn improves self-regulation, self-monitoring and self-modification for successful passage comprehension. Nevertheless, Roomy and Alhawsawi (2019) contended that reduced engagement with topic content diminishes attentiveness, which may lead to decreased accomplishment. Additionally, Roseth et al. (2019) observed that collaborative work enhances socialization by facilitating less proficient learners to comprehend content from peers for expedited learning. On the other hand, when cooperation between groups is unsuitably planned, peer learning may be jeopardized which could result in worse performance. Further, Pamularsih (2022) claimed that balanced learner cooperation fosters sharing of knowledge and skills among peers, which in turn promotes greater mastery and retention for effective learning. On the other hand, autonomy may probably be forbidden where learner control is restricted to a portion of the learning process, which could lower performance.

2.6.2.1 Working with classmates and achievement in comprehension

Language is rendered more understandable through meaningful interaction in task-centred education premised on learner interaction and appropriate teacher workload. According to Hosseiny (2020), working collaboratively encourages completion of tasks for better text comprehension. In support, Chalak (2015) stated that involvement in activities offered chances for vocabulary discussion and language usage monitoring for enhanced achievement. More still, Sajib and Nahar (2020) observed that learner

interaction as a source of input may be comprehensive through negotiation for meaning for improved achievement. However, when learner contact is limited, articulating concepts and trading themes may be hampered which could result in lesser achievement.

According to a study by Sajib and Nahar (2020) on the function of interaction in promoting reading comprehension accomplishment, after pair work was introduced, learners answered more questions on post-test than on pre-test. Drawing inspiration from Sajib and Nahar (2020) study in Bangladesh involving 67 learners of class VII from five high schools, this study engaged 476 class 7 learners in primary schools within Nairobi City County, who apart from filling in questionnaires, were required to take pre- and post-tests in quasi experimental setting using Solomon Four Group Design.

2.6.2.2 Teacher learner interaction and achievement in comprehension

Activity-oriented instruction which is centred on teacher-learner connection and comfortable workload tends to guide thought processes through support for improved attainment. According to Scott, Hirn and Alter (2014), interaction strategies including modelling, provision of opportunities to respond, outlining clear expectations for learning and providing positive feedback enhance performance. More still, where teachers engage in dialogues with learners, levels of effort on class assignments were more evenly distributed (Kelly, 2007). Additionally, Finn and Schrodtt (2016) claimed that instructor involvement in class discussions tends to boost curiosity and engagement of subject matter for enhanced understanding. However, in situations where

connections between teachers and learners are not adequately framed, task completion monitoring system may be jeopardized resulting in lower test scores.

2.6.2.3 Interaction with materials and achievement in comprehension

Task-oriented training based on class interaction and revolves around reading materials tends to encourage engagement by switching back and forth the text for accelerated mastery of comprehension. According to Kulo (2020) exposure to a variety of reading materials facilitate understanding of word and phrases for improved comprehension results. Kibui (2012) noted that wide reading facilitates ability to relate text to prior knowledge by understanding language in a range of settings for effective learning. Wafula et al. (2017) established that engaging with a range of resources enhanced comprehension and increased vocabulary acquisition for high attainment. In the view of Pongsatornpipat (2021) when reading materials are dull and not aligning to learner interests, engagement may decline, thereby diminishing ability to recognize key themes in the text and, ultimately achievement.

2.6.2.4 Intergroup activities, class interaction and achievement in comprehension

Teaching and learning centred on activity-based instruction focused on class interaction, especially intergroup activities tends to open up dialogic space for sharing concepts by learning from one another for improved attainment. Halter, Sutton, Boer and King (2022) believe that learners from different groups participating in a reading lesson by sharing ideas in a structured learning setting broadens space for exchange of ideas for increased attainment in reading comprehension. Moreover, collaboration between groups enhances chances for engagement (Edstrom, 2015) to accelerate comprehension capabilities. However, in instances where intergroup interactions are inappropriately organized opportunities to exchange ideas may likely be impeded

which could lower attainment. Additionally, Drouet, Lentillon-Kaestner and Margas (2023) asserted that communicating among groups improves socialization and responsibility for exchanging concepts for high achievement.

2.6.2.5 Balanced teacher learner control and achievement in comprehension

Activity-oriented instruction based on teaching abilities predicated on class connection notably balanced teacher learner control tends to promote active engagement for better learning outcomes. According to Nguyen (2021) increased learner control enhances development of reading abilities for higher success. In addition, more responsible learning goes beyond the lesson by applying techniques to other courses to enhance performance. Learning is more effective when learners take control of learning which improves confidence and comprehension monitoring for accelerate learning. According to World Bank Report (2018) a sufficient level of class autonomy to adapt instruction to learner needs increases involvement for high scores. However, where capacity for accountability and cognitive control is compromised, the learner may disengage which could lower confidence and as a result, grades.

2.6.3 Active participation and achievement in reading comprehension

A reasonable instructor workload along with uniqueness of each learner combined with activity-based training that emphasizes active involvement tends to encourage verbalization of thoughts by encouraging critical thinking and conversation skills using assigned responsibilities for high attainment. According to Permatasari (2016) participating in activities with classmates and teachers enhances cognitive skills levels for increased competency acquisition. In defence of the position, Rohi and Muslim (2023) claimed that equal opportunity to obtain support from teachers enhances participation for effective learning. However, inadequately constructed conversations

may limit ability to negotiate meaning, which could erode comprehension of sections and ultimately impair performance. Once more, Masek et al. (2021) asserted that concept clarification tends to encourage learners to engage in cognitive competencies such as meaning negotiation for better understanding of material.

On the other hand, where opportunity to alter and reorganize conversational information to overcome difficulty in message comprehensibility is limited, rewording and expanding concepts may be impaired which could lower grades. Furthermore, Mart (2019) asserted that involving the learner in activities that entail genuine conversation improves language learning for high attainment. Nevertheless, where opportunity to share concepts and express thoughts is limited, target language use may be constrained which could diminish accomplishment. Furthermore, Galley and Rai (2019) claimed that preparation for class increased involvement for better mastery of concepts. However, ineffectively structured preparation of tasks and reading materials may lower involvement consequently reducing scores. Additionally, Coggeshall (2010) claimed that role-assigning increases engagement and accountability which decreases inappropriate conduct for successful learning. However, ineffectively thought-out role assignment offers little direction on what has to be done, which could result in more disruptive behaviour, lesser involvement and output, consequently lowering performance.

2.6.3.1 Discussing, active participation and achievement in comprehension

Activity-based learning based on instructional skills focused on active participation particularly discussion tends to encourage exchange of concepts by amplifying thought processes and appreciation of text for better learning outcomes. According to Coville (2018), expressive language which encourage taking ownership of conversation

through thought processes and reasoning competencies builds concepts by increasing accountability for comments made for high attainment. Appreciating the role of discussions, Newberry (2022) writing on increasing learner engagement in comprehension in elementary classroom through text-based discussion asserted that discussion provides access to inaccessible content by facilitating engagement for improved and comprehension. However, ineffectively designed discussions may restrict obtaining of input required for acquisition by making turn taking without equal understanding which could lower performance.

Rohi and Muslim (2023) established that teachers encourage learners to engage in conversations using non-verbal behaviours such as shaking heads and eye contact for better learning outcomes. Rohi and Muslim (2023) conducted a study at a government university in Paktia which involved 55 male and female learners and 10 instructors using questionnaires to express views on aspects that contributed to increase or decrease of participation in class. In this study data was captured among 476 standard 7 learners and 8 teachers from public primary schools in Nairobi City County to establish the influence of discussion through active participation on a larger sample in primary schools in Nairobi City County.

2.6.3.2 Clarification, active participation and achievement in comprehension

Teaching and learning using task-oriented instruction premised on instructional competencies based on active participation especially clarification of concepts tends to encourage the learner to work linguistically for increased comprehensibility of passages. According to Gillies (2006), working in groups enhances clarification of concepts in a context free of perpetual scrutiny from the teacher for better learning outcomes. Cooperation while engaging with text and task is likely to involve the learner

in listening to what others say in order to seek clarification on misconceptions by providing assistance in knowledge building practices (Johnson and Johnson, 2016) for sustained learning. More still, Rosenshine, Meister and Chapman (1996) observed that composing questions focuses attention of learners on content by checking whether content is clear for high attainment. However, where learner engagement is minimal seeking clarification may be hampered which could lower scores.

2.6.3.3 Language use, active participation and achievement in comprehension

Activity-based education centred on instructional skills focused on active participation based on language used with comfortable teacher workload and learner characteristics tends to engage the learner in natural communication while completing assignments for higher comprehension capabilities. According to Bhandari (2020) working in groups engages the learner in using language more naturally for effective learning. Similarly, Astuti and Priyana (2020) observed that learners develop language skills naturally communicating about the task being performed for long-term learning. Moreover, Chalak (2015) asserted that task-based learning maximizes use of target language exchanging ideas and negotiating to learn ideas from class members which enhances familiarization with words related to topic for improved attainment. Broadening this perspective, Lap and Trang (2017) claimed that learners use language for negotiating and making presentations while conducting activities for accelerated learning.

Additionally, use of tasks provides the learner with opportunities to use language by engaging in discussions, negotiation for meaning supporting one another learn through meaningful communication (Prabhu, 1987). Similarly, Willis (1996) notes that within task-based learning framework tasks and texts combine to provide rich exposure to language and opportunities for language use. More still, Lambert (2019) observed that

active participation to discuss, negotiate with possible solutions help develop communication skills alongside understanding passage content. However, inadequately organized task-oriented training may limit use of language without worrying of failures in accuracy which could increase anxiety resulting in low scores.

2.6.3.4 Preparation to perform activities, active participation and achievement

Teaching and learning using task-oriented education centred on instructional skills based on active participation particularly preparation to perform activities with comfortable teacher workload and unique learner characteristics tends to increase familiarization with task and topic for improved understanding of passages. According to Ellis (2018) adequate preparation facilitates active involvement in activities by providing opportunities to use the target language to negotiate meaning for appropriate completion of assignments which may raise attainment. This implied that effective preparation provides space for active engagement using language in a range of functions for successful completion of assignments. Additionally, Larsen and Anderson (2011) claimed that selecting relevant and meaningful tasks creates a desire for active participation by constructing and interpreting messages using linguistic resources and new concepts related to prior experiences for improved attainment. Expanding on this point, Celik (2017) argued that organizing tasks to provide chances to use target language enhances proficiency under teacher guidance for higher comprehension abilities. However, where preparation for activities is ineffectively organized, opportunities for engagement with task and topic may be limited which could impair exposure to expressive language use consequently resulting in low grades. Additionally, Webb et al. (2014) asserted that beneficial group interactions involve preparing learners to work together, structuring tasks influencing interaction through teacher discourse engaging with and building on others' ideas improves attainment.

2.6.3.5 Assigned roles, active participation and achievement in comprehension

Instruction using task-based training premised on instructional abilities centred on active participation especially role assigning tends to promote accountability and meaningful interactions for successful learning. According to Yilmaz, Karaoglan Yilmaz (2019) role assignment promotes active involvement of learners to complete tasks by co-constructing knowledge through negotiation of meaning which may facilitate meaningful interaction for accelerated learning. In support, Coggeshall (2010) concluded that assigning roles reduced amount of time learners might get off task which may increase participation levels for better attainment. Triyanto (2019) asserted that increased participation provides an environment where the learner has opportunities for deep engagement with text for better understanding of concepts. However, learner unawareness of expectations minimizes participation which may stifle effective contributions by increasing free riders leaving classmates to complete the task (Johnson, Johnson & Holubec, 1994) which could lower performance.

2.6.4 Skills integration and achievement in reading comprehension

Integration of skills in reading comprehension provides opportunities to experience spoken, listening, written language through meaningful class assignments involving learners in language use triggering critical thinking for improved achievement. Kulo, Kibui and Odundo (2020) acknowledged that integrating other skills in reading comprehension enhances active participation of learners maximizing understanding of passage content. As learners write about what is read, content is related experiences to what is in the text thinking and reshaping knowledge of text strengthening interaction with text for effective comprehension. This implied that writing after reading tends to facilitate engagement in task strengthening understanding of passage content. According to Sukma et al. (2018) in task-based learning utilization of target language

communicatively reflects real-world. This implied that reading promotes the growth of vocabulary and spellings that consequently help improve writing for high attainment. Pardede (2019) accentuated that reading improves writing skills enabling the learner to figure out how express to ideas through words using pronunciation correctly improving attainment.

Use of activities promote and stimulate integration of skills by completing assigned roles practising target language for improved mastery of concepts (Cordoba Zuniga, 2016). Incorporation of language skills enhances retention of passage content deepening understanding of concepts in reading comprehension. Ideally integration of language skills in reading comprehension exposes learners to authentic language motivating and increasing self-confidence for high attainment. In support of this position, Al-Busaidi (2013) noted that integration of skills engages the learner as it reflects the natural use of target language. In instances where skills are learned in isolation, ability to understand concepts is weakened limiting practice opportunities with inability to complete assignments lowering attainment.

2.6.4.1 Expressing ideas through writing, skills integration and achievement

According to Alharbi (2015) expressing ideas through writing strengthens understanding of passage content enabling the learner to relate content to experiences maximizing retention. Learner comprehension is assessed through expression of ideas in writing. Supporting Alharbi (2015) sentiments on expression of ideas through writing to improve reading comprehension Zsigmond (2015) established that metacognitive strategies in writing make the text more comprehensible increasing understanding of concepts. Learners make deeper connection about sound and spelling patterns while writing about what is read. In addition, Giesen (2001) states that writing enhances

practice skills related to reading such as paraphrasing, summarizing, vocabulary and sentence patterns encountered in reading. In instances where opportunity to utilize writing activities is minimal, learners are denied opportunities to engage in writing activities related to readings weakening understanding of text lowering attainment. The focus of the study was on influence of expressing ideas through writing on learner achievement in reading comprehension.

2.6.4.2 Regular conversations, skills integration and achievement

Gert (2012) noted that specific conversational actions work towards comprehension with frequent occurrence of interaction around texts. The conversational actions include clarification requests, confirmation checks, comprehension checks and self-repetitions for improved understanding of concepts. The interactions involve teaching for comprehension and engagement in conversation about text. Utilization of pressing strategies which entail probing answers during interactions enhances completeness expanding answers deepening understanding of text for improved attainment. In the view of Hurst, Wallace and Nixon (2013) regularly talking to one another during reading comprehension improve learning by enhancing literary knowledge, critical thinking and problems solving. However, closed questions, yes/no questions and questions eliciting short answers are likely to add less to substantive mastery of concepts of a text lowering attainment.

2.6.4.3 Listening to a passage, skills integration and achievement

Learners gain comprehensible input from listening to passage content. To achieve this, comprehension passages are read aloud by the teacher and learners improving attention and retention. Effective listening enhances acquisition of words and sentences with increased concentration strengthening understanding of concepts. However,

inappropriate pronunciation and speed of delivery are likely to hinder understanding of passage content weakening activation of background knowledge and recognition of words. Supporting this position, Hamouda (2013) argued that unfamiliar words, difficult grammatical structures and length of spoken text hamper understanding of concepts minimizing concentration. Learners are likely to miss out on words and information affecting understanding of the whole text. The study concentrated on influence of listening to a passage on attainment in reading comprehension.

2.6.4.4 Reading assigned passages, skills integration and achievement

Reading assigned passages improves acquisition of words and phrases for high attainment. According to Merga (2017) exposing the learner to read passages facilitates understanding of words extracting meaning from topic content improving competence. In support of this position, Kulo (2020) maintained that verbalization of words during read aloud help build automaticity in reading linking recognition of words and comprehension. Renandya and Jacobs (2016) argued that repeated reading through exposure to frequent reading maximizes vocabulary acquisition for improved comprehension. Exposure to multiple readings enhances acquisition of adequate vocabulary for improved mastery of concepts (Mraz et al., 2013). Furthermore, Karanja (2015) acknowledged that guided reading allowed the learners to cope with complex materials facilitating independent reading. In instances where the learner is not exposed to multiple reading opportunities developing word recognition skills building fluency is minimized lowering attainment. In this study, the focus was on influence of reading assigned passages on achievement in comprehension.

2.6.4.5 Use of creative activities, skills integration and achievement

Task-based learning requires appropriate completion of tasks using own ideas. Udry (2021) reported that creativity facilitates production and elaboration of ideas more easily maximizing opportunity for engagement with target language. Utilization of language in connection with creative thinking produces an outcome such as a role play. According to Albert (2006) creativity enhances generation and development of ideas providing more opportunities for involvement with target language. Use of imagination and ideas in production fosters enjoyment of using English to appropriately accomplish a task. In Udry (2021) study a statistically significant effect emerges from the data indicating the creative thinking plays a role in children's developing target language when taught in task-based learning model. However, in instances where creativity is limited, the learner is likely to possess less skills at generating and developing ideas minimizing opportunity for engagement with target language.

2.7 Resource utilization and achievement in reading comprehension

Resource utilization entails the process of managing and organizing reading materials to ensure availability, appropriateness, interestingness and adequacy to enhance achievement in reading comprehension. Instructional materials with sufficient supply of appropriate tasks (Rodgers, 2001; cited in Elmahdi, 2016) actively engage the learner creating a desire to participate confirming expectations or prior knowledge for effective learning. This implies that reading materials provide a source of task whose completion increases understanding of passage content. Gamble (1984; cited in Omuna, Onchera and Kimutai, 2016) observed that effective utilization of resources facilitates understanding of difficult concepts making it easier for the learner to retain content of the lesson for better understanding of comprehension passages. This implies that utilization of learning resources motivates and promotes creative and critical thinking

simplifying a difficult situation and making uninteresting learning interesting improving attainment.

In instances where resources are not adequately managed and organized, proper sequencing of learning activities in class is stifled with inability of learners to work independently receiving minimal support from the teacher lowering attainment. This implies that inappropriate manipulation of resources increases teacher's task of providing detailed explanation weakening ability to supplement knowledge in an instructional environment resulting in low outcomes. Proper utilization of resources helps meet individual needs of learners involving sound, sight, touch, taste and smell with each activity offering a unique way of learning arousing interest for improved achievement in reading comprehension. Similarly, Oyier and Odundo (2017) maintained that effective use of educational resources inspires a desire to learn, increasing active engagement for internalization of concepts for higher attainment in comprehension. In the view of Saviour (2018) utilization of resources excites as many senses as possible actively involving learners for more complete understanding of concepts for improved achievement.

2.7.1 Resource availability and achievement in reading comprehension

Availability of reading materials facilitates engagement using skills and processes in writing to gain deeper understanding of text. In the view of Saviour (2018), availability of instructional resources contributes to increased retention stimulating maximum learner response to the learning situation for effective learning. This implies that availability of instructional resources makes teaching easier by facilitating understanding of abstract concepts enhancing teaching and learning. Similarly, Marima, Kamau-Kang'ethe and Runo (2016), availability of language and literary

materials in multiple areas of the room enables the learner to encounter resources in all domains maximizing learning. In addition, high exposure to course books enhance functional mastery of knowledge and skills for quality attainment.

In an earlier study Makori and Onderi (2014) argued that unavailability of textbooks affects rate and amount of assignments slowing down teaching learning process weakening syllabus coverage lowering attainment. This implied that learners experience difficulties completing homework which is likely to interfere with syllabus coverage. In instances where learning occurs in a situation lacking concrete experiences learner motivation may likely be lowered weakening meaningful learning and transfer of content which may reduce attainment. Practically, exposure to course books facilitate better and easier learning for better mastery of concepts. The goal of this study was to increase availability of instructional materials as a strategy of task-based learning on enhancing learner achievement in reading comprehension in public primary schools within Nairobi County.

2.7.1.1 Use of textbooks and achievement in reading comprehension

Availability of textbooks support learning experiences for better mastery of concepts. Availability of textbooks facilitates understanding of abstract concepts, directing attention and providing feedback assisting in class control for improved achievement (Mogaka, Kariuki and Ogeta, 2019). Katam (2019) maintained that pupil textbook ratio vary across public primary schools with a ratio ranging from 1:4 to 1:20 far from recommended ratio of 1:3 for pupils in lower primary schools in Kenya impeding acquisition of reading skills lowering attainment. This implies a general low level of textbook availability. In the view of Akungu (2014) variation in resource availability

with learners in high performing schools experiencing higher presence of resources in comparison to learners in low performing schools influence achievement.

However, textbooks might be available but kept in the store for fear of damages or loss if distributed to learners (Global Education Monitoring Report Team, 2016). In instances where learners are minimally exposed to course books, opportunities to pause and reread unclear sections of text are reduced limiting learning experiences lowering attainment. Katam (2019) concurs with Mogaka, Kariuki and Ogeta (2019) that variations in course book learner ratio across schools far from recommended ratio weakens engagement lowering attainment. In this study, the focus was on availability of course books for reading comprehension on learner achievement in reading comprehension.

2.7.1.2 Writing materials and achievement in reading comprehension

Availability of writing materials provides the learner with opportunity to engage in activities facilitating critical thinking about what is known to relate to new content organizing and communicating knowledge in a meaningful way for improved achievement in reading comprehension. The learner has opportunities to engage in writing activities to improve reading comprehension for better understanding of concepts. Results of previous studies indicate that learners are likely to engage in reading and writing more frequently in class environments with a higher quantity and variety of writing materials (Morrow & Rand, 1991 cited in Marima, 2017).

In instances where writing materials are not available, learners have limited opportunities to engage in activities limiting opportunities to reread and think deeply about text lowering attainment. Zsigmond (2015) argued that learners demonstrate knowledge predominantly through writing improving retention and understanding of

concepts for improved achievement. By implication, writing materials were available for reading lesson which is in contrast to Karogo et al. (2020) study which sought to establish class 7 pupils competency levels in English, Kiswahili, Mathematics and Science as well as level of acquisition of life skills in primary schools across 47 counties revealed that essential stationery such as rulers, exercise books and pencils/pens were inadequate as exercise books were available. This study focus was on influence of availability of writing materials on achievement in reading comprehension.

2.7.1.3 Writing from passages and achievement in reading comprehension

Availability of textbooks enhances engagement with text encouraging thinking about ideas enhancing retention for accelerated learning. Effective writing activities improve comprehension of passage content engaging the learner in writing answers to teacher posed questions about text for high attainment. Mokeddem and Houcine (2016) asserted that ability to respond to what is read using writing activities improve mastery of concepts for achievement in reading comprehension. Similarly, Alharbi (2015) asserted that writing about material read enhances understanding of concepts for accelerated learning. In the view of Giesen (2001) writing activities motivate the learner to read and reread by providing a purpose for reading actively engaging in text. This implies that availability of reading materials provides the learner with opportunity to actively engage with text reading and rereading, organizing and clarifying thoughts for better understanding of concepts. In addition, assessment of learner ability and spotting of misconceptions are enhanced through writing providing opportunities to practice skills related to reading such as paraphrasing and summarizing. In instances where the learner is minimally exposed to textbooks opportunities to pause and reread diminish

weakening understanding of texts lowering attainment. This study focus was on influence of writing from assigned passages on achievement in reading comprehension.

2.7.1.4 Space for interaction and achievement in reading comprehension

Learning spaces influence achievement in reading comprehension. According to Izuagba, Nwigwi & Amaka (2018), availability of space for interaction with resources and activities stimulates and motivates learner participation for improved attainment in reading comprehension. Rands and Gansemer-Topf (2017; cited in Farruiga, 2019) observed that a class with flexible seating arrangement enhances collaboration and social interaction triggering kinaesthetic experiences for accelerated learning. However, where desks and tables are not configured to facilitate discussion with space for learners to write collaboratively, learning outcomes are low. Moreover, according to Mapotse (2017) unmanageable learner numbers limits movement and interaction during lessons lowering attainment. In this study, the focus was on influence of availability of space for interaction on learner achievement in reading comprehension.

2.7.1.5 Teacher support and achievement in reading comprehension

Teacher support through utilization of available supplementary materials compensates for limits of regular class materials for improved achievement in reading comprehension (Cahyaningrum et al. (2016). This implied that supplementary materials are likely to contain content not in the course book expanding language skills practice opportunities maximizing learning. However, where supplementary materials are not available, minimal support is provided to compensate for inadequacies of course books lowering attainment. The finding confirmed that supplementary materials tend to make up for content not adequately covered in course books for better internalization of concepts increasing attainment. In support of this position, Barzan, Kooti and Heidery

(2021) affirmed that supplementary materials enrich course books drawing learner attention to elements increasing motivation for high attainment. Karki (2018) argued that availability of appropriate supplementary materials enhance motivation creating a desire to read for improved achievement. The focus of this study was on influence of teacher through availability of reference materials on learner achievement in reading comprehension.

2.7.2 Resource appropriateness and achievement in reading comprehension

Employment of appropriate resources during reading creates a desire to read relating text to daily lives enhancing participation for improved achievement in reading comprehension. Appropriate resources provide the learner with context increasing interaction with content relevant to experience for improved attainment. This implied that material relevant to learner needs and interests drawing on collaborative activities improving participation stimulate enthusiasm increasing achievement. Mussa and Fente (2020) argued that where reading materials are unrelated to learner's temporal needs, expectations and life experience, desire to read diminishes lowering attainment. According to Mubichakani & Koros (2014) proper utilization of instructional resources facilitate understanding and retention of content of the lesson improving attainment. However, Onkoba (2014) study on correlation between reading comprehension practices and academic performance revealed that materials chosen by teachers of language were often inappropriate. Use of inappropriate resources stifles proper acquisition of reading skills decreasing attainment. The focus of this study was on influence of appropriate resources on learner achievement in reading comprehension.

2.7.2.1 Teacher response and achievement in reading comprehension

Understanding individual differences provides opportunities for consideration of learner needs and interests. In the view of Astri and Wahab (2018) effective learning involves presentation of appropriate reading materials to stimulate the learning process for better understanding of concepts. Reading materials related to learner needs and life experiences stimulate involvement arousing interest for improved achievement in comprehension. In support, Alemi (2011) asserted that texts that touch learner needs and interests develop reading proficiency and skills in critical thinking for accelerated learning. This implies that the learner reads and enjoys the text if content is relevant to interests and life experiences. In instances where topics of texts are unrelated to temporal learner needs enjoyment in reading declines lowering attainment (Mussa and Fente, 2020). In addition, Deressa, Tefera & Alemu (2022) argued that a mismatch between teaching materials and learners' needs is likely to demotivate the learner weakening engagement lowering attainment. The focus of this study was on influence of teacher response to learner needs and interests on enhanced scores in reading comprehension.

2.7.2.2 Use of language and achievement in reading comprehension

Appropriate resources blended with a variety of activities enhance understanding of concepts manipulating words to extract and construct meaning for higher attainment in reading comprehension. According to Ngure (2019) learners acquire reading skills through use appropriate resources understanding words, phrases and sentences used in a variety of materials for high attainment. This implies that using language while performing activities provides the learner with practice opportunities improving understanding of concepts. In the view of Kibui (2012) learners need to interact with a variety of resources building background knowledge using and understanding language in varied contexts improving mastery of concepts.

Engaging in reading a variety of appropriate resources expanded input enhancing comprehension. Kulo (2021) writing on effect of readers' theatre technique on learner achievement in reading skills observed that appropriate reading material encapsulates learner linguistic and reading ability enhancing acquisition of reading skills increasing attainment. In addition, Blachowicz & Ogle (2017) contends that appropriate materials help improve reading abilities by understanding discourse structure and organization of the passage. This implies that when the learner becomes knowledgeable about organization of text understanding coherence and logic of content presented ability to identify major ideas and supporting details is amplified improving achievement. The focus of this study is on the influence of language use on learner achievement in reading comprehension.

2.7.2.3 Pair and group work and achievement in reading comprehension

Interacting with friends when learning improves reading ability for better scores. In the view of Michailidis et al. (2018) working with others not only supports learning from one another but also gains in personal skills such responsibility, interdependence and problem solving. Use of appropriate resources in pair and group work tends to improve learner confidence with ability to share and exchange ideas, negotiate meaning receiving regular feedback for improved achievement. According to Touhid (2018) learners have opportunities to negotiate meaning taking turns in clarifying concepts using target language for improved achievement in reading comprehension. This implied that use of resources in group work stimulates participation arousing and sustaining learner interest for improved achievement. In instances where the learner has limited opportunities to use instructional materials in group work, learner interpretation of text is narrowed minimizing attainment.

2.7.2.4 Relevant language and achievement in reading comprehension

Appropriate reading materials provide input allowing learners to interact with words and ideas speeding up learning process enhancing reading, writing, listening and speaking abilities. According to Okune, Gudo & Odongo (2016) effective utilization of instructional resources facilitate acquisition of language skills. Similarly, Gashaye and Girma (2020) asserted that enough new words in the reading passages facilitated development of guessing and word attack skills likely to increase stock of vocabulary for better understanding of concepts for improved comprehension. This implies that sufficient vocabulary enhances understanding of new words for improved understanding of concepts. Use of tasks as mentioned by Ellis (2003) involves language use in communication providing the learner with opportunities to take part in meaningful interaction to complete a specific assignment. However, Gashaye and Girma (2020) argued that where reading passage lacks sufficient new vocabulary items, appropriateness is likely to be hampered weakening acquisition of reading skills lowering achievement in comprehension.

2.7.2.5 Resources and achievement in reading comprehension

Appropriate resources encourage the learner to take an active role engaging with text, generating questions about main idea, predicting what will happen, monitoring understanding and re-reading certain parts to maintain focus for improved achievement. Al-Magableh, Al-Jamal & Bataineh (2022) affirmed that active learning strategies blended with appropriate resources making learning realistic increasing comprehension. This implied that appropriate instructional materials complement class interaction broadening and arousing learner interest for improved attainment. However, Mussa and Fente (2020) argued that where activities blended with reading materials deny the learner opportunities to anticipate content motivation and activation of

background knowledge are weakened lowering attainment. This study was designed to determine influence of resources blended with activities on achievement in comprehension.

2.7.3 Interesting resources and achievement in reading comprehension

Proper selection and utilization of interesting materials stimulate learner interest in passage content activating background knowledge generating questions for better understanding of concepts. According to Duff and Maley (1990; cited in Mussa and Fente, 2020) interesting reading materials provide meaningful and enjoyable learning with reading ability likely to have a lasting effect overcoming linguistic obstacles enthusiastically increasing attainment. Similarly, Taylor (2020) asserted that demonstration of persistence, engagement and positivity towards reading is likely to enhance learner interest for improved attainment. This implies that interesting text topics motivate active participation in the reading process eagerly dealing with difficulties improving achievement in reading comprehension. More still, Taylor (2020) asserted that interesting texts strengthen engagement deepening understanding of passage content with effortless application of reading strategies for improved attainment. However, uninteresting reading materials minimize engagement with passage content weakening acquisition of reading skills lowering attainment.

2.7.3.1 Linking topic and achievement in reading comprehension

Teaching and learning tend to relate passage content to experience creating a desire to read for improved attainment. In the view of Aslan (2016) linking learner background knowledge and experience to inform learning during reading instruction stimulates

thinking and speculation for better understanding of concepts. Similarly, Gilakjani and Sabouri (2016) writing on factors affecting EFL learners' reading comprehension maintained that making connections entails relating a passage to an experience aiding understanding intention of the author for high attainment. In addition, Mussa and Fente (2020) observed that where text content is close to learner background and day to day experiences, making connections becomes easier increasing attainment. This implies that the learner comprehends text using information already familiar. Based on this realization, Hulme and Snowling (2011; cited in Taylor, 2020) argued that inability to link topic with experiences may likely weaken activation of background knowledge compromising thought processes lowering attainment. This study focus was on influence of linking topic to experience using tasks on learner achievement in reading comprehension.

2.7.3.2 Supporting role and achievement in reading comprehension

Interesting reading materials in task-based learning tend to support acquisition of reading skills for better mastery of concepts. In instances where aspects of task-based learning are ineffectively structured, learners are likely to be less engaged in what is read (Wigfield, 2016). Interesting reading materials encourage the learner to concentrate creating a desire to read for high attainment. Springer, Harris & Dole (2017) argued that motivation enhances frequency and quantity of reading for improved attainment. Pandey (2016) asserted that interesting instructional resources makes the reading lesson lively motivating learners for improved achievement. Similarly, in the view of Mussa & Fente (2020) relevance of passage content to life experiences and interest enables the learner to read and enjoy for accelerated learning. However, uninteresting reading materials are unlikely to create excitement to actively engage with passage content weakening coordination of ideas lowering attainment. The study focus

was on influence of supportive role of interesting resources on learner achievement in reading comprehension.

2.7.3.3 Motivation and achievement in reading comprehension

Interesting instructional resources accentuate active engagement developing concentration positively influencing achievement in comprehension. Protacio (2017) asserted that intrinsic engagement in reading activities is facilitated by interesting topic content enhancing motivation to read developing meaning from text for high attainment. This implied that interesting reading materials provide internal incentive to read remaining persistent throughout the reading lesson for high attainment. However, Jingblad and Johansson (2017) argued that less interesting instructional resources hinder engaging reading habits compromising attentive extraction and construction of meaning lowering attainment. On the other hand, task-based learning intrinsically motivates the learner providing opportunities to use language naturally utilizing three distinct phases reducing anxiety for improved attainment (Willis & Willis, 2007). Communicating freely with less anxiety while actively engaged is likely to motivate the learner to complete tasks appropriately. Lap and Trang (2017) established that task-based learning facilitated increase in motivation by promoting active and cooperative language learning environment. More still, Kibui (2017) writing on pedagogical implications of schemata on reading comprehension asserted that interesting reading materials facilitate acquisition of reading skills. Consequently, the focus of the study was on influence of motivation of interesting passages to complete task on achievement in reading comprehension.

2.7.3.4 Interesting passages and achievement in reading comprehension

Interesting comprehension passages are enriched by tasks to capture learner imagination creating a desire to read increasing level of engagement enhancing acquisition of reading skills for improved attainment. According to Mogaka (2020), instructional resources provide meaningful, interesting and relevant experiences heightening retention improving attainment. Similarly, in the view of Gashaye and Girma (2020) reading passages containing interesting topics increases motivation in the development of speed and fluency for improved achievement in comprehension. Moreover, Ng et al. (2019) noted that successful acquisition of language encapsulates interesting and engaging comprehension input for improved attainment. This implies that interesting instructional materials enhance retention of knowledge improving achievement in reading comprehension. However, in instances where the topic is uninteresting, motivation to read is likely to be reduced lowering attainment. The study focus was on influence of interesting passages on learner achievement in reading comprehension.

2.7.3.5 Enjoying activities and achievement in reading comprehension

Reading interesting materials using task-based learning actively engages the learner through discussion, role-playing, brainstorming for better understanding of concepts. According to Aslan (2016) tasks that emerge naturally from interesting topics create opportunities for active engagement stimulating a desire to perform activities for high attainment. Springer, Harris and Dole (2017) asserted that engaged learners are motivated to read more increasing enjoyment and reading ability for better understanding of concepts. Curiosity and excitement about a topic are likely to deeply engage the learner for accelerated learning. However, in instances where passage content is uninteresting, enthusiasm for performing tasks is weakened with the learner likely to disengage limiting participation and enjoyment lowering attainment.

2.7.4 Resource adequacy and achievement in reading comprehension

Proper utilization of adequate resources provides opportunities for independent and individualized learning promoting greater acquisition of skills facilitating task completion for improved attainment. In the view of Ganira (2019) adequate instructional resources actively engage the learner in teaching and learning process for accelerated learning. This implies that involvement with text expands vocabulary and critical literacy skills for better mastery of concepts in reading comprehension. However, according to Yambo (2022) achieving permanent change of behaviour is likely to be difficult with inadequate teaching and learning resources. In support, Katam (2019) asserted that mismatch of reading resources with learner enrolment may likely impede acquisition of skills hindering movement to another level lowering attainment. Practically, learning experiences are likely to be minimized when resources are overstretched lowering attainment in reading comprehension. This implies that in schools with inadequate instructional materials learners are likely to acquire less reading skills lowering mastery of concepts.

2.7.4.1 Access to resources to carry activities and achievement in reading comprehension

Mwoma (2017) established that insufficient reading materials hindered acquisition of reading skills minimizing language practice. The finding is in collaboration with Ogetange (2018) who established that insufficient instructional resources amplified sharing of up to 4 learners per course book limiting experiences with topic content. This implies that limited access to instructional resources minimizes experiences with passage content compromising acquisition of reading skills lowering mastery of concepts. Borrowing from Mwoma (2017) and Ogetange (2018), this study sought to establish influence of access to resources to carry out activities on learner achievement

in reading comprehension. Morrow & Rand, 1991 cited in Marima (2017) affirmed that accessibility to resources provides the learner with opportunities to experience reading and writing promoting language and literacy development increasing attainment. This implies that access to instructional resources prompts the learner to read more frequently enhancing understanding of passage content increasing attainment. Access to instructional materials enhances understanding of concepts with ability to move back and forth the comprehension passages improving attainment.

2.7.4.2 Quality of resources and achievement in reading comprehension

Teaching and learning using task-based learning with sufficient quality and quantity creates a desire to read for improved attainment. Ndirangu (2015) in a study on adequacy and quality of teaching and learning resources in public primary schools established a variation in the adequacy and quality of reading materials to use during lessons. Katam (2019) writing on utilization of instructional material among public lower primary schools noted that headteachers observed a presence of significant number of torn instructional materials not replaced or repaired. Compromised quality of resources limits engagement with text lowering acquisition of reading skills.

2.7.4.3 Access to resources and achievement in reading comprehension

Accessibility of instructional materials facilitates acquisition of reading skills for improved attainment. Access to appropriate and interesting reading materials facilitate acquisition of reading skills for improved achievement in comprehension (Gambrell, Malloy & Mazzoni, 2007). However, where resources are inadequate with learners sharing course book above recommended ratio, learner ability to complete tasks and assignments is slowed impeding acquisition of reading skills lowering attainment. This implied that limited access to reading materials is likely to weaken active participation

compromising understanding of passage content lowering attainment. Further, limited learning is likely to occur in a class devoid of access to textbooks with learners crowded around a course book to complete a task lowering attainment.

2.7.4.4 Activities related to text and achievement in reading comprehension

Effective use of instructional resources related to learning activities enhance retention of topic content for improved attainment. Adequate use of reading materials facilitates completion of tasks deepening understanding of comprehension passages for accelerated learning. According to Sale (2016) adequate use of resources blended with related activities maximizes meaningful learning for high attainment. However, where activities are unrelated to text active engagement is impeded weakening coordination of thought processes which may lower achievement. The study focus was on influence of activities connected to resources on learner achievement in reading comprehension.

2.7.4.5 Sharing textbook and achievement in reading comprehension

Task-oriented learning based on utilization of resources particularly adequacy of materials with manageable teacher workload and unique learner characteristics may improve achievement in reading comprehension. Ogetange (2018) maintained that reading materials of sufficient quantity facilitate acquisition of reading skills for better scores. Nevertheless, where instructional resources are inadequate, extensive engagement with passages may be hindered lowering grades in comprehension. Mwoma (2017) established that insufficient reading materials impeded acquisition of reading skills minimizing language practice lowering attainment. This finding is in collaboration with Ogetange (2018) who observed that insufficient instructional resources amplified sharing of up to 4 learners per course book limiting experiences with topic content lowering achievement in reading comprehension. The study focus

was on influence of access to resources for task completion on raised scores in understanding texts.

2.8 Learner attitude and achievement in reading comprehension

Task-based learning through learner attitude with appropriate teacher workload tends to re-motivate the learner, creating a desire to engage more and use English for accelerated understanding of concepts. In the view of Sholeh, Salija and Sahril (2021), learners are likely to develop a favourable attitude about learning English using task-based learning through opportunities to communicate through several types of tasks improving communication ability for improved understanding of concepts. More still, Viriya (2018) writing on using task-based learning with students of academic English focusing on learners' opinions about pre-task, during task or task cycle and post task, established that task-based learning positively influenced learner attitudes with increases in motivation confidence in using English and willingness to use English. Huang (2015) showed positive reactions with activities engaging and expanding learner interests by enhancing self-reliance for improved attainment. Moreover, use of activities enhanced learner interest improving searching capacity for information on information gap activities for accelerated learning. According to Willis & Willis (2007, cited in Lap and Trang, 2017), task-based learning can intrinsically motivate learners providing opportunities to use language without worrying about failures in accuracy improving attainment. This implies that use of tasks help reduce anxiety in language learning for improved achievement. More still, Nguyen (2022) writing on the effects of task-based instruction on reading comprehension of non-English major students at a university in the Mekong Delta established that learners showed positive views on the use of task-based learning in reading classes focusing on affective and cognitive attitudes. However, in instances where task-based learning is inappropriately structured

opportunities to interact spontaneously using the target language are limited lowering attainment. The study focus was on effect of learner attitude towards task-based learning on improved scores in reading comprehension.

2.8.1 Learner preparedness and achievement in reading comprehension

Teaching and learning using task-based learning premised on learner preparedness through appropriate teacher workload tends to facilitate engagement for task completion maximizing mastery of words and phrases. In the view of Long (2016) inclusion of practices relevant for real-life situations makes completion of tasks relevant to the needs and interests of learners increasing willingness and confidence for improved achievement. Activation of background knowledge prepares the learner to connect to new material for effective task performance increasing attainment. According to Pyun (2013) learners with high self-efficacy are more likely to approach tasks in a more positive and willing manner and persist or strategize better in the face of challenges or anxiety while carrying out activities engaging in more frequent speaking in task-based class improving conversation skill for improved comprehension. However, where learners are inadequately prepared production of task interactions which are not only lengthier but are linguistically richer is weakened (Willis & Willis, 2007 cited in Yildiz and Senel, 2017).

2.8.1.1 Willingness to use activities and achievement in reading comprehension

Teaching and learning through task-based learning anchored on willingness to use activities tends to stimulate willingness to use activities provoking curiosity for improved attainment. A study by Sholeh, Salija and Sahril (2021) revealed that willingness to adjust to new language approach reduces anxiety improving attainment. Appropriately structured task-based learning encourages learners to interact and internalize concepts increasing willingness to complete tasks for high attainment. In instances where learners have low language proficiency anxiety may likely increase reducing willingness to use activities lowering attainment. Trihastutie and Fadilah (2019) established that emotion, class situation and cognitive skills simultaneously influence learner willingness to communicate in English class. Similarly, Zarrinabadi (2014) asserted that learners with low linguistic skills and low motivation require more time in answering questions or expressing opinion lowering attainment. Similarly, Kurniawan, Fadilah & Triastutie (2018) argued that lack of confidence to communicate and low language proficiency are likely to increase unwillingness to communication to complete tasks appropriately lowering attainment.

2.8.1.2 Interesting activities and achievement in reading comprehension

Task-based learning anchored on attitude seeks to promote engagement in educational process through enjoyable and entertaining activities for higher comprehension of assigned content. In the view of Huang (2015) task-based learning engages learners by stimulating attention which increases autonomy for outstanding performance. Learners engage with interesting activities more enthusiastically by developing language skills more efficiently for accelerated learning. Engaging learners in interesting tasks incorporate pedagogical needs promoting language acquisition for improved attainment. In instances where activities fail to appeal and place minimal emphasis on active learning, participation may likely reduce lowering attainment. Richards and

Rodgers (2001) assert that rather than form focused activities offering possibilities for learning, engaging the learner in fascinating tasks provides a more favourable conditions for igniting the learning process for enhanced attainment in comprehension. The study focus was on influence of interesting activities on learner achievement in reading comprehension.

2.8.1.3 Learner confidence and achievement in reading comprehension

Task-based learning through attitude particularly learner confidence may likely offer engaging activities sparking a desire to utilize English by improving involvement for sustained reading skills. Task stages, in accordance with Bhandari (2020) prepare the learner to carry out assignments while boosting confidence in language use and responsibilities for better accomplishment in reading comprehension. additionally, participation in meaningful and communicative activities throughout task phases with teacher feedback fosters task confidence and language usage for rapid understanding of concepts. Similar to Willis and Willis (2010), Viriya (2018) concurs that task-based learning encourages confidence in language usage during pre-task, task cycle and language focus permitting additional chances to use word and phrases more freely for increased attainment in comprehension. According to Al-Hebaish (2012), a supportive instructional environment that promotes speaking and engagement in oral activities may likely assist the learner gain confidence for a better grasp of topics. In instances where task-based learning components are insufficiently organized, peer and instructor, and confidence in language activities are likely to suffer, depriving learners of a more fulfilling education experience. The study focus was influence of confidence in language tasks in task-based learning on learner achievement in reading comprehension.

2.8.1.4 Familiarity and achievement in reading comprehension

Teaching and learning using task-based learning premised on learner attitude based on familiarity with tasks tends to improve self-efficacy accelerating appropriate completion for better learning outcomes. According to Nunan (1989) and Brindley (1987) providing sufficient assistance along with appropriately sequenced tasks improves task completion for higher attainment. However, where task content and situation are unfamiliar with limited preparation and time provided to complete activities, learning outcomes are low. Advancing this perspective, Nunan and Keobke (1995) maintained that where learners are unfamiliar with task coupled with inadequate preparation and support, task completion may likely be impeded increasing anxiety lowering attainment. Furthermore, according to Robinson (2001), learners assigned unfamiliar tasks participated in more negotiated interactions than those provided with familiar assignments. Hardy and Moore (2004) expanded on this idea by demonstrating that learners not provided with content to help familiarize with assignment generated significantly more negotiation of meaning sequences during task completion than those who were not. Nevertheless, Nunan and Keobke (1995) argued that familiarity with tasks may likely enhance completion of assignments with adequate assistance for improved attainment. Additional investigation may be necessary to determine the effect of task familiarity on learner performance in understanding text. The study focus was on influence of familiarity of task on learner achievement in reading comprehension.

2.9 Class interaction and achievement in reading comprehension

Increased learner satisfaction with more chances to hone English skills while working with peers for better grades tends to result from task-based learning through learner attitude rooted in class engagement. Aiding the perspective, Viriya (2018) affirmed that learners were satisfied with the approach which provided opportunities to practice

English more and learn how to work with others increasing interest in class for high attainment. This implied that learner willingness to participate is enhanced when opportunities are available for interaction making messages understandable through negotiation for meaning maximizing achievement in reading comprehension. In instances where class interaction is not appropriately structured, some learners remain inactive slowing down completion of activities lowering attainment. According to Azma (2018) task-based learning assists learners to become more motivated, transforming negative attitudes into positive ones which increases productivity for maximized learning. This implied that task-based learning has benefits such as making learning pleasant, encouraging peer collaboration and raising accomplishment levels through relaxed use of the target language. The study focus was to determine influence of class interaction on learner achievement in reading comprehension.

2.9.1 Willingness to exchange ideas and achievement in reading comprehension

Task-based learning anchored on learner attitude premised on class interaction particularly willingness to exchange ideas tends to enhance meaningful engagement for effective learning. According to Echiverri and Lane (2019) interaction may be improved through negotiation of meaning combined with meaningful involvement in language activities to broaden learning horizon for deeper comprehension. More still, according to Yongping (2022) eagerness to learn creates a desire to progress by incorporating tasks which assist in acquisition of reading abilities raising articulation of words through reading, writing and using words in sentence construction for better scores. In instances where aspects of task-based learning are implemented improperly, task completion becomes challenging which raises anxiety and decreases enthusiasm to share information lowering accomplishments.

2.9.2 Encouragement to participate and achievement in reading comprehension

Task-based learning anchored on learner attitude premised on class interaction particularly encouragement to participate tends to facilitate engagement with text and activities by exchanging ideas for better learning outcomes. According to Echiverri and Lane (2019) interactive activities encourage active involvement in order to develop communication skills facilitating acquisition of reading skills for high attainment. Moreover, Echiverri & Lane (2019) established that learners enjoyed interactive learning and pointed out that it was efficacious compared to individualized activities. On the other hand, insufficient encouragement for involvement may compromise comprehensive exploration of meaning in passages lowering achievement.

2.9.3 Assistance from peers and achievement in reading comprehension

Task-based learning grounded on learner attitude and built on class interaction particularly receiving help from peers tends to spark engagements that result in greater learning outcomes. Storch (2008) asserted that interacting with peers creates opportunity for elaborate engagements which deepen thoughts and explanation for improved attainment. In instances where peers are unwilling to provide assistance, ability to share and exchange ideas while learning from one another is weakened lowering attainment. According to Lap and Trang (2017), learning could go on smoothly if learners obtained essential cooperative skills for improved attainment. Kagan and Kagan (2009) argued that inadequate cooperative skills could hinder development of comprehension with task-based learning impairing attainment. The study focus was on influence of assistance from peers on raised scores in comprehension.

2.9.4 Oral presentations and achievement in reading comprehension

Task-based learning using learner attitude premised on class interaction particularly oral presentations tends to inculcate ability to communicate with clarity by building self-confidence for better learning outcomes. According to Ho et al. (2023) focusing on the structure of report presentation boosts retention promoting effortless understanding of concepts for sustained learning. In addition, Amelia (2022) advanced this perspective by establishing that learner attitudes regarding oral presentations were dual: on one hand, learners experienced challenges more so self-expression, but also enhanced abilities in oral skills for accelerated learning. In addition, King (2002) inappropriately structure oral presentation is likely to create anxiety causing decline in self-esteem and confidence lowering attainment. boosting confidence while increasing group members interest of learning English learning outcomes are high. The study focus was influence of oral presentations on learner achievement in reading comprehension.

2.10 Learner involvement and achievement in reading comprehension

Active involvement in task-based learning enhances learner interest with teacher and peer support enhancing positive view developing increased participation and attainment. Bhandari (2020) affirmed that working to accomplish tasks by correcting errors to improve communication skills maximizes achievement in reading comprehension. Sholeh (2020) states that active participation in the learning process monitoring and presenting findings using target language improves achievement. Viriya (2018) states that task-based learning affected learners' English skills and attitudes with increases in motivation, confidence and willingness to use English improving attainment. This implies that where the learner has interest in using language to perform and complete tasks informing and presenting findings to class achievement improves. In instances where the learner is unwilling to work with others opportunities

to use language to strengthen acquisition of concepts is minimized weakening development of grammatical knowledge to express meaning lowering attainment.

2.10.1 Usage of English and achievement in reading comprehension

Task-oriented instruction premised on learner attitude particularly involvement centred on use of language may raise achievement in comprehension. According to Lap and Trang (2017) natural conversation offers the chance for substantial language use which may likely boost accomplishment. Celik (2017) argued in favour of this idea, stating that meaningful conversation immersion accelerates language acquisition for enhanced outcomes. In instances where traditional ways of language teaching focusing on producing accurate language forms and practising the forms are utilized, the learner is likely to be demotivated increasing stress and anxiety lowering comprehension of words, sentences and paragraphs. Viriya (2018) asserted that task-based learning is a suitable alternative approach to teaching and learning due to large amount learner engagement and involvement. Learners are more exposed to target language during task phase through reading or listening (Willis, 1996).

2.10.2 Informing class and achievement in reading comprehension

Teaching and learning using task-based learning based on learner attitude focused on involvement particularly informing class of activities accomplished tends to enhance problem solving and organization skills for improved comprehension capabilities. According to Waluyo (2019), communication in the oral mode improves acquisition of oral skill by improving recall of points read for better mastery of concepts. However, disorganized concept preparation may falter learner confidence, reducing verbal expression lowering achievement. Additionally, Zhang et al. (2019) claimed that peer talks prior to concept sharing with other groups could enhance arrangement of key

topics for high comprehension skills. Nonetheless, collaborating with classmates may be troublesome in situations where cooperative skills are inadequate, which would impair structure of points for presentation and diminish accomplishment. However, in circumstances where cooperative skills are lacking, working with classmates may be hindered, weakening organization of points for presentation lowering attainment. Influence of presentation preparation on reading comprehension accomplishment was the main focus of study.

2.10.3 Presenting report and achievement in reading comprehension

Task-based learning using learner attitude premised on involvement particularly presenting a report with adequate teacher workload and support tends to encourage learner participation for enhanced acquisition linguistic features of presentation. According to Waluyo (2021) appropriately designed presentation of report enhances acquisition of language skills ranging from vocabulary, pronunciation and grammar for high attainment. Again, where learners receive positive and constructive feedback, self-confidence may likely increase lowering anxiety and fear of making mistakes for effective learning. Again, Bhandari (2020) maintained that presentation of reports, if implemented effectively, promote communication abilities for improved mastery of passages. However, inappropriately arranged presentation of report may increase anxiety reducing confidence and achievement. The study focus was on influence of presenting report on accomplishment in comprehension.

2.10.4 Grammatical knowledge and achievement in reading comprehension

Employing task-centred learning emphasizing grammatical knowledge may improve comprehension. According to Yildiz and Senel (2017) task-based learning involves teaching grammar through communicative use of language for improved grades in comprehension. In support, Daminnjanov and Nigora (2019) claimed that opportunities to concentrate on form by drawing learner attention to language aspects that arise incidentally in lessons focusing on meaning may improve attainment. Further, Akbari (2014) asserted that when grammar is employed as a tool to improve reading comprehension, intrinsically motivated learners feel a sense of satisfaction that fuels a desire to read more for sustained learning. This is demonstrated by Akbar (2014) study on the role of grammar in second language reading comprehension in Iranian ESP context. This implies that changing a text's syntactic structure encourages detailed reading by improving comprehension for high attainment. The study focus was on influence of grammatical knowledge on learner achievement in reading comprehension.

2.11 Learning environment and achievement in reading comprehension

Task-oriented learning centred on learner attitude based on learning environment with supportive instructor workload may improve achievement in reading comprehension. According to Nguyen (2022) task-based learning fosters a relaxed atmosphere increasing use of target language which may boost confidence for improved comprehension skill. This implied that task-centred learning provided opportunity to discuss and negotiate freely gaining confident in reporting in front of classmates hastening comprehension development. On the other hand, deep meaning seeking may be impeded in high-anxiety settings lowering grades in comprehension. where anxiety is high, extensive exploration of meaning may be compromised reducing attainment. Mochammad (2021) opined that practise opportunities help learners assimilate language more effortlessly which improves communication skills for high attainment.

This suggested that discussing concepts with peers offers chances to put language abilities to use, enhancing achievement. In a similar vein, Cordoba Zuniga (2016) stated that task-based learning provides opportunities to experience spoken, reading, listening and written language using relevant class assignments. According to Musengimana, Kampire and Ntawiha (2022) task-based learning motivates learners creating enjoyable learning environment. In instances where aspects of task-based learning are inappropriately structures ability to use language while working with others is minimized and learners are likely to disengage from actively participating in the reading lesson lowering attainment. The study focus was on influence of learning environment on learner achievement in reading comprehension.

2.11.1 Opportunities to practise and achievement in reading comprehension

Activity-centred learning premised on learner attitude focusing on opportunities to practice language with refreshing teacher workload, may improve grades in comprehension. According to Viriya (2018), usage of tasks provide reading, writing and speaking practice using English more participating building confidence for high attainment. Celik (2017) and Viriya (2018) concurred that practice opportunities boost learner confidence, helping others with comprehension for better learning outcomes. This implied that task-based learning provides the learner with practice opportunities with engagements increasing language acquisition and comprehension. When elements of task-based learning are improperly designed, practice chances are scarce and interacting with others is minimized, which could potentially jeopardize academic success. The influence of practise opportunities on learner progress was the main focus of the study.

2.11.2 Working with others and achievement in reading comprehension

Task-based learning anchored on learner attitude based on environment focusing on collaborative setting may raise grades. In the view of Bryfonski (2019) cooperating with others in group activities accelerate learning for improved achievement. According to Yongping (2022) smooth interaction between teachers and learners during the process of conversation contributes to construction of meaning. Likewise, Bryfonski (2019) maintained that group activities create an environment where learners are most likely to feel at ease conversing in the target language. Bhandari (2020) writing on task-based learning established that learners prefer working with peers in pairs or groups helping in feeling at ease and natural when using language than with teachers. Nget et al. (2020) asserted that learners are more likely to enjoy working with others with less pressure and more support while remaining responsible in assigned roles, for improved attainment. In instances where learners are denied opportunities to work with one other, sharing ideas is minimized lowering attainment. The influence of collaboration on the development of comprehension abilities was the primary focus of the study.

2.11.3 Communicating and achievement in reading comprehension

Task-based learning based on learner attitude centre on environment particularly communication during reading lessons may enhance achievement in comprehension accomplishment. According to Lap and Trang (2017), task-oriented learning provides the learner with opportunities to utilize language in natural ways for improved attainment. In Support, Tonia (2015) asserted that activities in task-based learning require the learner to use language freely providing a chance to observe and gain from others expressions and boosting confidence for high achievement. When components of task-centred learning are inadequately developed, cognitive and communicative competence are compromised, making it challenging to complete tasks by concentrating on discrete language structures lowering achievement. Based on this

awareness, Tonia (2015) contended that learners are encouraged to be more ambitious through use of language which may facilitate task completion for improved grades. The influence of open communication during task-based learning on achievement in comprehension was the focus of the study.

2.11.4 Exchanging opinions and achievement in reading comprehension

Task-centred learning premised on learner attitude focused on environment particularly sharing perspectives has the potential to increase comprehension scores. According to Yildiz (2020) discussing concepts while completing activities provides linguistic input and feedback, encouraging language acquisition for accelerated learning. Moreover, listening to others provides a better chance of noticing language used developing communicative competence. A study conducted by Viriya (2018) revealed that learners using task-oriented learning are more open to exchanging concepts for increased retention and excellent grades. However, in instances where task-based learning features are inappropriately structured using language intentionally and cooperatively with opportunity to negotiate speaking turns is decreased reducing achievement (Tonia, 2015). The study focus was on influence of exchanging opinion on learner achievement in reading comprehension.

2.12 Theoretical framework

Social constructivist theory, one of the realizations of constructivist theory, developed by Lev Vygotsky (1978), and reviewed by Batten and Ross (2021) and Amineh and Asl (2015) and interactive reading theory provided by Adam (2004), shaped the theoretical foundation for the investigation. Vygotsky insisted that personal and social experiences cannot be separated and that children develop socially and cognitively through both experiences.

2.12.1 Social constructivist theory

The study was anchored on social constructivist theory by Lev Vygotsky (1978) reviewed by Batten and Ross (2021). The theory puts emphasis on social interaction, More Knowledgeable Other and Zone of Proximal Development as influential in cognitive development of the learner. Social constructivist theory emphasizes interconnectedness of social and individual processes in co-construction of knowledge (Vygotsky, 1978). In social interaction, cognitive development occurs first on a social level and then within an individual. The learner acquires knowledge by interacting with others and internalizes as an individual. According to Vygotsky, any psychological function appears in two phases of the development. The conversation is initially inter-mental, occurring either between the teacher and learner or between learner and text (Wilson, 1999). Nonetheless, the learner uses intra-mental conversation to make sense of written content (Vygotsky, 1978). Conversations between teachers and learners facilitate internalization of outside knowledge (Fernyhough, 2008) for improved understanding of text.

More Knowledgeable Other signifies a person possessing greater ability in comprehension than the learner with regard to assignment, practice or concept. Teacher involvement in task-based learning responds to what Vygotsky (1978) describes as a capable peer who helps the learner advance. This kind of interaction is present in task-based learning when the teacher, in the role of more knowledgeable other (MKO) provides scaffolding so that learners can complete tasks that are beyond their capabilities. Initially the MKO while interacting with the learner assumes most of the responsibility for guiding the learner in problem solving but gradually the responsibility shifts to the learner. In task-based learning, MKO takes the form of co-construction, in which the teacher and more capable peers assist less talented learners to complete tasks.

Lev Vygotsky developed the concept of the Zone of Proximal Development which refers to the difference between what the learner can do independently and what the learner can do with assistance and encouragement from a skilled partner (McLeod, 2019). A learner in the Zone of Proximal Development can almost perform the task independently but not quite there yet but, with assistance, the learner can complete the task successfully. Learners first succeed in performing a new function with the assistance of another person and then internalize the strategy to carry out the assignment unassisted.

The theory supports the use of task-based learning in reading comprehension through social interaction, scaffolding, Zone of Proximal Development and More Knowledgeable Other (KMO). Task-based learning stimulates cognition through social interaction. In task-based learning, learners have an opportunity to think and elaborate on concepts in texts through group work and support from teachers and peers for improved achievement in reading comprehension. The theory was used by Mwoma (2017), who focused on early grade of learning, and Omuna and Adero (2020) who focused on effectiveness of learning activities used in teaching grammar.

2.12.2 Interactive reading theory

The study is based on interactive reading theory which emerged from the combination of traditional bottom-up or text-based approach and top-down or psycholinguistic method (Sharpe, 2013). According to bottom-up model, reading is a passive decoding process, which entails decoding every letter, vocabulary word and eventually sentence in order to construct meaning from a written passage. The model assumes that reading follows a mechanical pattern in which the reader, with minimal assistance from prior knowledge, mentally translates information in the passage step-by-step. This model was

expanded by LaBerge and Samuel (1974) who proposed that before learners can focus on meaning of reading material, text recognition processes must become automatic.

Top-down model created by Goodman (1967) differs from bottom-up models by drawing on reader's expectations, past knowledge and experiences to help understand text which begins with the reader for better learning outcomes. According to the model, the reader derives meaning from text by incorporated with existing knowledge for high comprehension abilities. Text sampling, as a strategy for engagement with material, derives meaning from complete written text (Cohen, 1990) for improved attainment. Text sampling concept demonstrates that in order to understand a text, the reader does not need to grasp every single vocabulary word and sentence in the text. The reader can construct meaning of the passage through reading particular words and sentences. The top down approach emphasizes the significance of several comprehension different comprehension abilities, including prediction, analysis, summarising. However, top down strategy has drawn criticism for overemphasis on prior knowledge ignoring value of text. Interactive reading model was created to address shortcomings of top-down and bottom up approach.

According to Alderson (2000), reading is a process that requires interaction of top-down and bottom-up strategies for improved attainment. In the same vein, Grabe (1991) asserted that using higher level inference and reasoning abilities and lower level processing capabilities accelerate understanding of text. The approach helps learners comprehend text by combining background knowledge with meaning of text.

2.13 Conceptual Framework

This section presents perceived conceptual framework on the relationship between use of task-based learning and learner achievement in reading comprehension.

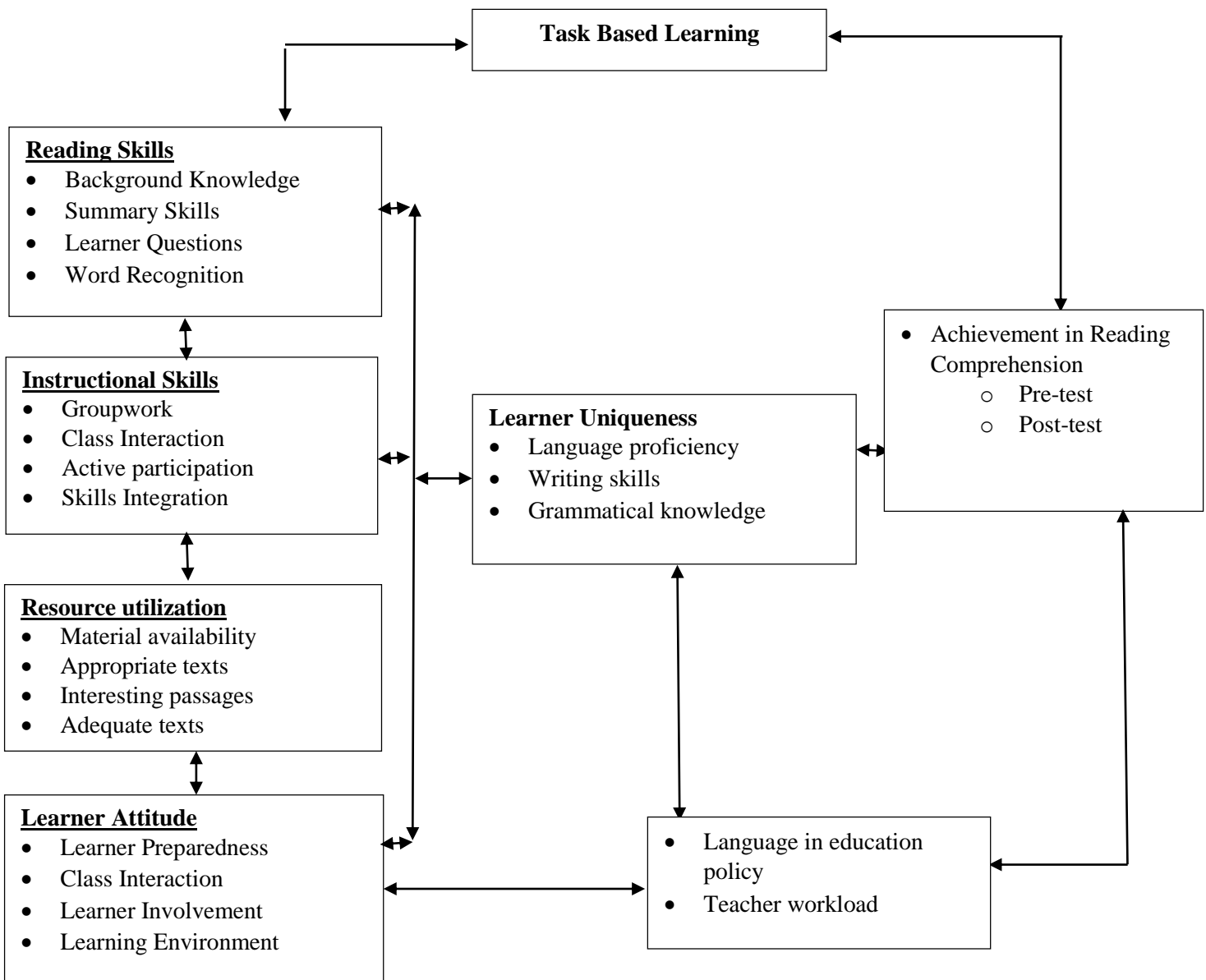


Figure 2.1: Perceived framework of task-based learning on learner achievement in reading comprehension

The conceptual framework in Figure 2.1 shows that the independent variable is task-based learning realized in acquisition of reading skills, instructional skills, resource utilization and learner attitudes towards task-based learning. Effective utilization of task-based learning is anticipated to enhance acquisition of reading skills improving achievement in reading comprehension. Reading skills are realised when learners engage in interactive activities activating prior knowledge, summary skills, question generation and word recognition skills maximizing achievement in comprehension.

Effective adoption of instructional skills requires appropriate implementation of group work, class interaction, active participation and integration of skills. If well executed, learners share ideas using target language facilitating understanding of topic content improving attainment. Effectively utilizing resources available, appropriate, interesting and adequate is significant in delivering instruction arousing learner interest enhancing retention increasing learning outcomes. Learner attitudes towards preparedness, interaction, involvement and environment in reading lessons determine implementation of task-based learning. The intervening variable is learner uniqueness realized in language proficiency while moderating variables are teacher workload and language policy in education in Kenya. The dependent variable is learner achievement in reading comprehension which can be high, average or low.

2.14 Summary of Literature Review and Study gaps

The matrix summarizes literature reviewed highlighting knowledge gaps and focus of study.

Author	Study	Methodology	Findings of the study	Knowledge gap	Focus of Present study
Nguyen (2022)	Effect of task-based instruction on reading comprehension of non-English major students at a university in the Mekong Delta	Engaged 58 non-English major students using tests and questionnaires. Used quasi experimental design	Task-based learning had a considerable impact on improving experimental students' reading comprehension and showing more positive views	Methodology gap: Use of quantitative methods only	Use of both quantitative and qualitative methods with the purpose of obtaining more valid and reliable results.

			on use of task-based learning in reading comprehension		
Arslyanmaz and Pedersen (2010)	Enhancing negotiation of meaning through task familiarity using subtitled videos in an online TBLL environment.	20 non-native intermediate level students of English language in the southern United States ranging from ages 18-29 with majority in early twenties. Instruments: interview and composition test	Using subtitled videos enhances learner familiarity with tasks increasing amount of negotiation of meaning learners engage in	Task familiarity in facilitating class interaction	Influence of task familiarity on achievement in reading comprehension
Lap and Trang (2017)	The Effect of Task-Based Learning on EF Students' Learning Reading: A Case Study in the Mekong Delta of Vietnam	Engaged 69 aged 15-18 at a high school located in a rural area in Mekong Delta, Vietnam	Participants intrinsic motivation in experimental group increased and both groups showed significant improvement	Learner attitude to task-based learning centred on preparedness, interaction, involvement and environment	Task-based learning as means of building learner confidence in using English to exchange and share ideas
Tran (2017)	Improving reading comprehension using brainstorming strategy	Intermediate EFL learners aged between 19 to 25. Control had 25 learners and treatment had 23 but only 20 per group were included in the analysis after 5 learners in control group and 3 in experimental dropped from the study.	Results suggested positive relationship between use of brainstorming techniques and EFL learners' reading comprehension.	Views of participant on influence of brainstorming on reading comprehension were not explored.	Effect of brainstorming on activation of background knowledge.
Astute and Priyana (2020)	Improving students' reading comprehension through task-based language teaching	Classroom action research done in two cycles involving two steps: reconnaissance and action. Subjects: teacher and students of grade VIII, Class 8D Qualitative and qualitative	Participants improved in comprehension displaying interest to read and enjoy using task-based learning	Task-based learning to improve comprehension at primary school level	Relationship between task-based learning and achievement in reading comprehension.

		methods applied.			
Abdelaal and Sase (2014)	Relationship between Prior Knowledge and Reading Comprehension	Quantitative study involving 20 postgraduate students using reading comprehension passages and questionnaires	High relationship between prior knowledge and reading comprehension	Quantitative methods employed	Quantitative and qualitative methods used.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter begins with philosophical paradigms, research design, target population followed by sample and sampling procedures. The section details data collection processes, validity and reliability, processing, statistical procedures and ethical issues

3.2 Philosophical paradigms and approaches

This investigation was based on five philosophical schools of thought including positivism, interpretivism, constructivism, critical theory paradigm and pragmatism which make assumptions about how the environment supports generation of new knowledge. According to Kivunja and Kuyini (2017) the respective schools of thought provide the lens through which the world environment continuously stimulates new knowledge through effective and efficient data sourcing processes. Similarly, Kimmons (2022) asserted that digging out new knowledge by using surface level methods with underlying assumptions comprise deeper, often hidden beliefs, attitudes, expectations and values for unpacking knowledge. This implies that the pattern used for generating new knowledge comprises visible surface level methods and hidden beliefs guiding the process for better understanding. Moreover, to deepen understanding of elements of paradigm, the assumptions, norms and values for unpacking knowledge stimulate mastery of aspects of content being demystified for accelerated learning. In the view of Nguyen (2019) choice of a paradigm nests research process in a particular ontology, epistemology, methodology and axiology which unpacks knowledge for enhanced learning.

Based on this, philosophical paradigms are premised on ontology focusing on nature of reality and applicability in social world or construction created by individual cognition stimulating new knowledge. In support of this position, Okesina (2020) asserts that ontology is anchored on single reality, relativist, historical realism and non-singular reality based on paradigms enhancing generation of new knowledge. On one hand, epistemology as propounded by Gall, Gall & Borg (2003) is the branch of philosophy which examines nature of knowledge which may be acquired through sourcing of requisite data and validating targeted outcome in generating new and useful ideas. In support of this position, Kivunja and Kuyini (2017) indicated that epistemology focuses on nature of human knowledge with emphasis on comprehension which unpacks acquisition by extending, broadening and deepening understanding from a variety of knowledge sources which stimulate learning.

Moreover, Kimmons (2022) maintained that epistemology differentiates objectivity and subjectivity by knowing about objects in the world and knowing occurring in the mind of subject respectively for generation of new ideas. In addition, Okesina (2020) argued that epistemological positions in paradigms include objective, subjective, transactional/subjective and relational aspects of content deepening understanding of concepts. Again, methodology of a paradigm may be anchored on design, approaches and procedures which could be adopted to stimulate search for new knowledge in enhancing mastery of ideas created for better understanding. In support of this position, Ugwu, Ekere and Onoh (2021) maintained that obtaining desired data facilitates answering of questions to generate new knowledge for accelerated learning. This implies that methodology component entails different means of producing and assessing knowledge within each paradigm accelerating generation of new knowledge for sustained learning. According to Williams (2007) qualitative, quantitative and

mixed methods approaches facilitate creation of new ideas by responding to questions requiring exploration and textual data and evaluation, explanation and numerical data respectively. Again, methodology comprise both numerical and textual data which deepen mastery and clarification of concepts for improved learning.

In addition, axiology as a component of a paradigm puts emphasis on values, virtues and ethical approaches in generating new knowledge for accelerated comprehension and learning of new output arising from analysis of data sourced. In support of this position, Kivunja and Kuyini (2017) indicated that axiology involves defining, assessing and understanding concepts of right and wrong behaviour relating to developing new insights for enhanced learning. More still, Li (2016) maintains that values shape the conduct of research process and ideas generated for enhanced achievement.

3.2.1 Positivist paradigm: Generation of new knowledge

Positivist paradigm revolves around working with observable reality within society resulting in generalizations while creating new knowledge (Alharahshah and Pius, 2020). In support of this position, Saunders et al. (2012) suggested that positivist paradigm focuses on pure data and facts uninfluenced by human mind's interpretation bias for accelerated learning. Moreover, Henning, van Rensburg and Smit (2004) assert that implementation of scientific methods systematizes knowledge generation process supported with quantification enhancing meticulousness in description of parameters. This implies that systematizing creation of knowledge produces verifiable data facilitating development of new understandings. Moreover, ontological position of positivists is based on the assumption that there is a single reality or naïve realism or truth assuming a world of material objects which may be known through researcher's

sense experience that is observable, stable and measurable for generating new ideas (Park, Konge & Artino, 2019). In support of this position, Ryan (2018) asserts that reality is out there, external, objective and independent waiting for discovery using universal laws and methods facilitating creation of new insights.

Moreover, objective epistemology argues that researcher generates knowledge through reasoning independent of participants (Saunders, 2012) which is likely to be compatible with reality and accurate. In support of this position, Kivunja and Kuyini (2017) showed that deriving knowledge from sense experiences and demonstrable objective facts leaning towards empirical epistemology unearth new ideas to reach reality for accelerated learning. This implied that generation of knowledge using scientific method produces ideas congruent with reality free from bias for accelerated learning. Positivist methodology emphasizes enhancement of human understanding through process of experimentation to test hypotheses, provide explanations, make predictions or search for cause and effect relationship of variables (Searle, 2015).

In support of this position, Park, Konge and Artino (2020) specified that focus on investigating causal relationship between variables with outcomes utilized to confirm or refine theories generating new hypotheses and questions for instigating deeper mastery of additional concepts. In addition, value-neutral axiology of positivist paradigm requires maintenance of researcher independence from data and objective stance in creating new ideas (Okesina, 2020). In support of this position, Park, Konge and Artino (2020) indicated that objectivity is more cherished requiring use of rigid and strict data sourcing procedures reducing bias in comparison to individual's subjective experiences maximizing generation of new knowledge.

3.2.2 Interpretivist paradigm: Contextualizing knowledge

Interpretivist paradigm intrinsically mirrors researcher's views about the world environment assuming subjectivity of truth and knowledge owing to differences in culture and experiences enhancing generation of new ideas (Ryan, 2018). In support of this position, Pervin and Mokhtar (2022) asserted that viewing subjective notions, opinions, values and matters unlikely to be discovered and counted facilitates contextualization of new ideas for amplified learning. On the other hand, interpretivists adopt a relativist ontology where interpretations created or reconstructed through human interactions deepen understanding contextualizing new knowledge. Backing this position, Rechberg (2018) indicated that knowledge processing and management through interaction contextualizes ideas for better understanding of concepts for accelerated comprehension.

Moreover, according to Goldkuhl (2012) interpretivist work with subjective meanings existing in the social world identifying presence, reconstructing, recognizing without distorting and utilizing for theorizing new knowledge to deepen understanding. According to Berryman (2019) social interactions provides a means to invent facts focusing on subjective experiences for knowledge creation and application for enhanced mastery of concepts. In support of this position, Alharahsheh and Pius (2020) indicated that linkage between researcher and subjects provides opportunities to place words in context for accelerated learning and generation of new knowledge. This implied that involvement and interaction is likely to enhance interpretation of meaning assigned to phenomena increasing understanding of concepts and unpacking generated new knowledge.

Moreover, according to Ryan (2018) interpretivists view knowledge as subjective as well as culturally and contextually situated based on experiences and understanding for enhanced comprehension. In addition, in the view of Pervin and Mokhtar (2022) knowledge constructions are understandings from inside meanings of participants embodying context when generating new ideas for accelerated learning. This implies that social world is relatively understood from perspective of individuals directly involved in contextualizing knowledge to stimulate generation of new ideas. Similarly, Cohen et al. (2007) maintained that interpretivist methodology requires that social phenomena be understood through the eyes of the participants in deepening comprehension of concepts as one unpacks new ideas for accelerated learning. In support of this position, Irshaidat (2019) indicated that linkage between researcher and detailed elements of data collection process stimulates acquisition of new knowledge for improved application of new knowledge

Furthermore, probing participants' thoughts, values and perspectives setting off matters that cannot be observed provide better understanding of ideas (Pervin & Mokhtar, 2022) which in addition invoke thought processes for comprehension of newer ideas. In support of this position, Kivunja and Kuyini (2017) reports that a value-laden and balanced axiology assumes that researcher accounts for own bias and that of participants in generating a balanced understanding of new ideas or findings. This implies that subjectivities are accounted for by balancing researcher and participant bias in the generation of new findings constituting addition of values in existing knowledge.

3.2.3 Constructivist paradigm: Unpacking generation of knowledge

More still, constructivist paradigm is premised on seeking understanding of the world through subjective experiences (Creswell and Creswell, 2018) creating new ideas for improved mastery of concepts. In support of this position, Schwandt (2003) showed that constructivist epistemologies target understanding phenomena through interpretive processes creating meanings emerging from constructions and reconstructions of experiences for better understanding of concepts for unpacking new knowledge. In addition, ontological position of constructivism is premised on multiple realities constructed by individuals through interactions with and interpretations of the world and each other (Crotty, 1998) creating new ideas and reaching new conclusions for accelerated learning. Advancing this position, Creswell (2014) indicated that consciously and unconsciously understanding the world helps develop subjective meanings of experiences deepening understanding of concepts which unpacks new knowledge amplifying learning.

According to O'Neil and Koekemoer (2016) establishment of close and empathetic relationship with participants deepens understanding of subjective experiences creating new ideas for sustained learning. Multiple mental constructions are apprehended, some of which may be in conflict with each other and perceptions of reality may change throughout the process of data sourcing unmasking new knowledge for improved thought processes. The use of constructivist paradigm enabled the investigator to interact with participants collecting multiplicity of views by enhancing learning opportunities for generation of new knowledge. Numerous realities, a sum of individual perspective, are ingrained in routine activities and multiple practices continuously enacted by researchers and participants generating deep understanding of ideas for improved mastery of concepts.

Moreover, epistemologically, the investigator and participants are interlocked in an interactive process constructing meanings from phenomena through experiences in unpacking knowledge. In support of this position, Guba and Lincoln (1994) showed that constructivist epistemology is transactional and subjectivist with investigator and object of investigation assumed to be interactively linked clarifying new ideas for improved learning. Again, active techniques for knowledge creation and reflection deepen understanding of concepts (Sharma & Bansal (2017) for accelerated comprehension. In support of this position, Atari (2020) indicated that constructivism methodology follows qualitative approach where context and researcher's engagement in the process enhance creation of knowledge and clarification of new ideas for accelerated learning. Furthermore, constructivist axiology is value based with researchers making careful inventory of own values and those of participants colouring perceptions in context. In support of this position, Antlova et al. (2015) concurred with Mertens (2015) that constructivist paradigm focuses on identifying multiple values and perspectives through qualitative methods making visible implicit knowledge for unpacking new ideas for better understanding of concepts.

3.2.4 Critical theory paradigm: Analytical approach to unmasking knowledge

Critical paradigm targets fostering positive transformation in research participants as well as collection of important data focusing on power, inequality and social change improving generation of knowledge for better scores. In support of this position, Lincoln, Lynham & Guba (2018) asserted that critical paradigm targets practical solutions to improve conditions revealing new knowledge for sustained learning. Moreover, Asghar (2013) showed that valuable insights are gained not only by analysing and explaining the situation but also by presenting change agenda for improvement in knowledge generation for transformative learning. Furthermore,

ontological position of critical theorists is that of historical realism where reality exists but has been shaped by cultural, political, ethnic, gender and religious factors which interact with each other for creation and application of new knowledge for effective learning. In support of this position, Basit (2010) maintained that social realities are shaped by historical events, such as politics, society, culture and ideological shifts fostering critical reflection for sustained learning. Moreover, Okesina (2020) stated that researchers unmask taken-for-granted values, norms and social structures highlighting problems for developing emancipatory consciousness in investigators and participants for better understanding of concepts for enhanced learning.

Transactional epistemology, although subjective, requires going beyond participants' opinions to cognitively gain knowledge of phenomenon through interaction (Kivunja and Kuyini, 2017) exploring ideas to make a difference in the learning environment for effective learning. In support of this position, Neuman (2007) asserted that critical theorists uncover underlying unfair structures in social institutions pushing for reform of policies and enacting laws to promote equality, justice, fairness, equal distribution of resources and empowerment creating new knowledge for improved comprehension. In education, critical theory informs policies and laws enacted to alleviate gender disparities providing more and equal opportunities to generate new knowledge for enhanced learning. Even though the methodology favours qualitative methods of data collection and analysis, quantitative or mixed methods is likely to be adopted to critically examine realities from a cultural, historical and political stance (Mertens, 2015) creating new ideas for effective learning. Value-laden, biased and culture sensitive axiology requires researcher recognition and respect of cultural norms to unmask new knowledge (Kivunja and Kuyini, 2017) for accelerated learning. Advancing this perspective, Okesina (2020) mentioned that researcher bias by

orientation and cultural experiences influence knowledge generation process opening up to new concepts and ideas for better learning.

3.2.5 Pragmatism paradigm: Creating and sharing knowledge

Pragmatism employs mixed methods to understand participants' actual behaviours, beliefs and behaviours and consequences likely to follow from behaviours creating and sharing knowledge (Kivunja and Kuyini, 2017) for improved attainment. Aiding this perspective, Morgan (2007) indicated that a single scientific method was insufficient to either access the truth about real world by positivist paradigm or determine social reality under interpretivist paradigm with inquirers drawing liberally from both quantitative and qualitative assumption while engaged in research process connecting beliefs to actions discovering new knowledge for effective learning. Early pragmatists included John Dewey among others who rejected the notion that social science inquiry was able to access the truth about the real world solely by a single scientific method addition new knowledge for enhanced learning. It advocates a non-single reality ontology, implying reality is constantly renegotiated, debated, interpreted in light of its usefulness in new unpredictable situations. In support of this position, Creswell and Plano Clark (2011) indicated that pragmatism accepts that single or multiple realities are open to empirical inquiry integrating new knowledge and action for accelerated learning.

Relational epistemology holds that relations that exist between researcher and participant are relative to the researcher who determines what is appropriate to the study (Kivunja and Kuyini, 2017) enabling new information coupled with reflection to transform thinking for effective learning. According to Morgan (2007) pragmatists argue that complete subjectivity or objectivity is impossible while generating new knowledge. Methodologically, pragmatism embraces mixed methods design deepening

understanding of phenomena under study (Kumatongo and Muzata, 2021) facilitating corroboration of data for better learning. In support of this position, Brierley (2017) mentioned that pragmatism paradigm is premised on utilizing appropriate methods for investigating real-world problems facilitating creation and sharing of ideas for accelerated learning. This implies that investigators choose methods, techniques and procedures suiting needs and interests supporting knowledge generation for effective learning. Pragmatically, value-driven recognizes researcher value in knowledge creation process (Saunders, Lewis et al. (2019) promoting action-oriented procedures geared towards solving problems for accelerated learning. In support of this position, Morgan (2014) puts emphasis on interrogating value and meaning of new insights by examining practical consequences and identifying solutions for effective learning.

Determination of causal relationships between task-based learning and learner attainment in reading comprehension was grounded on positivist school of thought. The ideas were fragmented into quantifiable variables while null hypotheses were tested to determine effect of task-based learning on acquirement of comprehension capabilities. Constructivist paradigm, involved additional discussion sessions involving teachers and learners and observation of teacher application of task-based learning in reading comprehension. Data generated was used to evaluate entirety of relationship between task-based learning and learner achievement in reading comprehension.

3.3 Research design

Quasi-experimental research design based on Solomon Four-Group Design was employed by randomly assigning participants to experimental group that receives both a pre- and a post intervention test; an experimental group that receives a post

intervention test only and a control group that receives a pre and post intervention test; and a control group that receives a post intervention test only. The groups were subjected to a post-test after the therapy period. Preference for Solomon four group design was based on determining impact of pre-test exposure on post-test results. ‘Pre-test sensitization’ is a term used to determine whether exposure to pre-test increases or decreases attainment on subsequent administrations of the same test (Navarro & Siegel, 2018).

The treatment period is followed by subjection of the groups to a post-test. The objective is to assess the efficacy of the treatment (intervention). Table 3.1 shows the schematic layout of the design. According to Mai, Takahashi & Oo (2020) random assignment limits selection bias which happens when participants choose to receive intervention or not, maturation which is effect of time between pre-test and post-test on study participants (participants growing older or getting tired over time), history which is the event that might co-occur with the intervention and influence outcome.

Table 3.1: Solomon four group design

	Pre-test	Treatment	Post-test
Group 1 (B and C)	O1	X	O2
Group 2 (F and G)	O3		O4
Group 3 (A and D)		X	O5
Group 4 (E and H)			O6

Note: X: treatment, O: Outcomes

Source: Mai, Takahashi & Oo (2020) adopted and modified

This design involves assigning participants to two experimental groups and two control groups; experimental group receiving pre intervention test and post intervention test (B and C) and receiving post intervention test only (A and D) and control group exposed to pre intervention test and post intervention test (F and G) and receiving post intervention test only (E and H). The eight schools were randomly assigned to four

groups: B and C, A and D as experimental that received treatment, viz. instruction on teachers of English on correct procedure for implementing task-based learning while the other four schools E and F, G and H were randomly assigned to control group which did not receive treatment.

3.4 Target population

The target population comprised public primary schools in Nairobi City County consisting of nine educational divisions namely, Langata, Kamukunji, Starehe, Dagoreti, Westlands, Kasarani, Embakasi, Makadara and Njiru. Selection of Nairobi County was motivated by cosmopolitan qualities which mirror the physical and socioeconomic realities of the nation's territories including informal settlements. Public primary schools were the focus of the study due to inclusive enrolment policies that accept learners from every socio-economic stratum. Within the schools, the study concentrated on standard seven learners and teachers of English language. The basis for selection of standard seven was informed by the fact that learners had sufficient exposure to language to engage in meaningful conversation during task-based learning. Targeting of class 7 was also considered appropriate because learner participation is expected to contribute to preparation of summative evaluation at standard 8. Accessible records from Ministry of Education show that the County had about 225 registered public primary schools.

3.5 Sample sizes and sampling procedures

Part A of Table 3.2 indicates sample sizes for sampling units including counties, educational divisions, schools, teachers and learners as well as methods for determination. Part B of Table 3.2 shows sample sizes by characteristics such as group, educational divisions, school and gender for learners and teachers.

Table 3.2: Samples sizes, sampling units, comprising counties, educational divisions, schools, teachers and learners

SECTION A					
Sampling units	Sample Size	Method of determination			
County	1	Purposive			
Educational Divisions	4	Simple random sampling			
Schools	8	Principles of Solomon Four			
Teachers	8	Purposive sampling			
Learners	506	Census			
SECTION B		Learners		Teachers	
Group	Educational Division	School	Girls	Boys	Total
	Makadara	A	17	23	40
	Embakasi	B	47	45	92
	Westlands	C	22	30	52
	Makadara	D	31	28	59
	Westlands	E	41	45	86
	Dagoreti	F	26	30	56
	Dagoreti	G	26	35	61
	Embakasi	H	31	29	60
Total			241	265	506

Data presented in Table 3.2 indicates the various sampling units. Nairobi County was specifically chosen due to urban, peri-urban and rural qualities which represent the nation's geographic and socioeconomic reality including informal settlements that may have influence on reading comprehension. Orodho et al. (2016) asserted that in purposive sampling, cases are often selected based on presence of relevant traits. Educational divisions were purposively sampled based on non-participation in pilot study excluding one educational division. From the remaining eight educational divisions 4 were included in the study using simple random sampling which implies that each sub-county had an equal chance of being included in the study by writing down names on pieces of paper and putting them on a bowl from where 4 were picked. Four educational divisions were used to represent the rest of the regions in Nairobi City County due to comparable characteristics.

Purposively, two schools from each zone with an educational division were included in the study. Random assignment of 8 schools to experimental and control groups

provided equal opportunity to participate in the study. The schools were arranged per educational division and assigned numbers 1-8. The numbers of the schools were written on a piece of paper, folded and assigned codes A-H. Schools with codes A, B, C and D were assigned to experimental groups, while E, F, G, H were assigned to control groups. In multi-streamed schools, one stream was included in the study using simple random sampling. Teachers of English were involved in the study using purposive sampling.

3.6 Data collection instruments

According to Canals (2017), research instruments are tools used for capturing requisite quantitative and qualitative data based on research questions or objectives of the study. Data were sourced using questionnaire for learners, questionnaire for teachers, observation schedule and achievement tests (pre-test and post-test) and follow-up discussion sessions. The selection of tools was guided by research paradigms underpinning the study. In this study, a questionnaire was chosen as the most effective method of obtaining extensive amount of data, reaching large audience and being simple to create and administer. Lesson observation schedule was employed to provide precise image of teacher's areas of strength and improvement in task-based reading comprehension lesson.

3.6.1 Questionnaires for learners

Questionnaires for learners entailed five sections, A, B, C, D and E. Section A contained sources of information about background characteristics of learners including name of school, age, gender, sub-county, zone, favourite subject, areas of difficulty and co-curricular activities. Section B, C, D, and E comprised closed-ended 4-point Likert-

scaled questions on application of task-based learning and outcome of the approach on accelerated scores in comprehension. Using a four-point Likert scale was informed by Garland (1991) assertion that removing a midpoint minimizes social desirability bias leaving the respondent with no safe neutral position to develop opinion.

3.6.2 Teachers' questionnaires

Questionnaire for teachers of English was divided into four parts including sections A, B, C, and D. Section A collected biographical data on teachers of English, such as name of school, class, gender, sub-county, zone, age group, level of education attained, duration of teaching experience, gender distribution in class, teacher's passion on teaching, activities learners enjoy most and preferred method of teaching reading comprehension. Perceptions on use of task-centred learning in connect to reading comprehension were recorded in sections B, C, and D. Individual teacher and school identities were muted for improved validity of sourced information.

3.6.3 Pre- and post-test

Learner achievement was measured using pre-and post-tests before and after exposure to task-based learning. Two comprehension passages were chosen to purposely measure specific knowledge acquired through class learning. Reading capabilities included background knowledge, summary skills, learner generated questions and word recognition skills. Three question formats were utilized in the presentation; multiple choice, fill-in and open-ended.

3.6.4 Lesson observation schedule

According to Cohen, Manion & Morrison (2017), observations are a primary method of capturing first hand 'live' data from organically occurring social situations. In the same vein, Borg (2006) stated that observation offers proof of occurrences in classes.

Observation schedule was used to collect data on application of task-based learning, allowing the investigator to validate views of teachers and learners. The assessment guide comprised a checklist with questions on aspects of task-based learning ascertaining instructional abilities required in implementation.

3.7 Pilot study

According to Polit and Beck (2017) a pilot study assesses adequacy of planned methods and procedures. To achieve this, planned data collection instruments are pre-tested for establishing reliability and validity. The pilot study was conducted in two public primary schools, not included in the main study, in Nairobi County in accordance with the principles of the Solomon Four non-equivalent Group Design to determine the feasibility of the study. The pilot study was implemented between July and September, 2021. The pilot study was used to verify whether the lesson plan could be completed in the allotted 35 minutes and if task-based learning characteristics were addressed. Feedback from pilot study was discussed with supervisors and appropriate adjustments effected.

3.7.1 Reliability of the data collection instruments

Cronbach's alpha coefficient for internal consistency was generated using Statistical Package for Social Sciences (SPSS) version 26 to confirm validity of questionnaires for teachers and learners. The technique was considered suitable requiring one administration and provides a unique, numerical assessment of the scale's internal consistency (Mugenda, 2009). According to Marshall and Rossman (2014) an alpha of 0.7 is considered reliable, therefore 0.762 and 0.947 were considerably acceptable. The

split half approach was used to assess reliability of learner achievement tests. Each learner's marks for per passage were rated and the difference squared. Spearman Rank Correlation Coefficient was employed to assess reliability by calculating sum of squared marks.

$$r_R = 1 - \frac{6\sum_i d_i^2}{n(n^2 - 1)}$$

The correlation coefficient worked out for half tests was 0.6134. Substituting 0.6134 into the Spearman Brown Formula

$$r_{full} = \frac{2(r_{half})}{1 + r_{half}}$$

This resulted into reliability coefficient $r=0.7603$ which was the reliability for the whole test.

3.7.2 Validity of the research instruments

According to Kumar (2005) logical connection between objectives of the study and questions is the primary basis for determining whether an instrument is measuring what it is designed to measure. Enhancement of validity of instruments involved using multiple tools to gather the same data and creating unambiguous questions. Examining the tools under the eyes of supervisors and other language experts improved content validity. Reading comprehension achievement test was developed using standard seven English syllabus to guarantee validity.

3.8 Data collection procedure

An introductory letter from University of Nairobi was used to obtain a research permit from National Commission for Science, Technology and Innovation (NACOSTI). The County Commissioner, County Director of Education and sub-County Directors of Education, Nairobi County were consulted for further permission to conduct the study. Consent was obtained from heads of sampled schools to receive administrative assistance to capture data between April and June, 2021. In the first week of the term, head teachers in the sampled schools were briefed about the goal, methodology and importance of the study. The head teacher introduced teachers of English for specific streams and timetables detailing reading comprehension lesson times.

Teachers in experimental groups received training on proper procedure for implementing task-based learning. The investigator reviewed teachers' official documentation which included English Language syllabus, lesson plans, timetables, work records, course materials and teacher's guides to help determine content and frequency of teaching reading comprehension. Learners in groups B, C, F and G were presented with pre-intervention test. Responses from teachers and learners were validated by observation of reading comprehension lessons in experimental and control cohorts. Learners from eight schools grouped into four classes participated in post-test. Teachers' and learners' questionnaires were self-administered assisting in clarifying concepts enabling further probe on data.

3.9 Data analysis technique

Quantitative and qualitative data were generated by the study. According to Maarouf (2019) integration of deductive quantitative and inductive qualitative approaches served to support social inquiry process and foster creation of new concepts. Thematic analysis

was used to qualitatively analyze data from in-class observations and follow-up discussion sessions. According to Creswell (2014) analysis of qualitative data involves sorting and organizing facts based on emerging themes to create new knowledge for effective learning. Additionally, quantitative techniques including frequency counts, percentages of responses, cross-tabulations and independent sample t-tests were used. Further, statistical significance of variations in mean scores obtained from experimental and control groups and pre-tested and not pre-tested groups was examined.

Significance of variation in mean scores achieved by all groups was determined using One-way Analysis of Variance (ANOVA). Chi-square(χ^2) statistic was applied to determine the statistical significance of the association between enhanced scores in reading comprehension (post-test scores) and aspects of task-based learning including acquisition of reading skills, instructional skills, resource utilization and learner attitude. Application of multiple regression analysis established effect of task-based learning on learner achievement in reading comprehension. Task-based learning was operationalized in terms of acquisition of reading skills, instructional skills, resource utilization, learner attitude whereas attainment in reading comprehension was realized in test scores obtained by learners. Learners in experimental and control groups were represented by two regression models (Model 1 and 2 respectively). Further, influence of each independent variable on dependent variable was assessed between experimental and control groups. A software tool, Statistical Package for Social Science (SPSS) version 26 was used to compute quantitative data.

A summary of inferential analysis techniques is presented in Table 3.3.

Table 3.3: Summary of inferential analysis techniques

Objectives	Null hypotheses	Analysis technique	Purpose
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Establish effect of acquisition of reading skills between experimental and control group on learner achievement in reading comprehension	There is no significant difference in acquisition of reading skills between experimental and control groups and achievement in reading comprehension	Chi square tests Binary logistic regression ANOVA	Establish association between acquisition of reading skills and heightened grades in reading comprehension Determine effect of acquisition of reading skills on accelerated scores in reading comprehension
Determine effect of instructional skills on learner achievement in reading comprehension	There is no significant difference in mean scores of learners exposed and those not exposed to instructional skills.	Chi square tests Binary logistic regression	Determine association between instructional skills and improved attainment in reading comprehension Determine effect of instructional skills on raised performance in reading comprehension
Evaluate effect of resource utilization in task-based learning on achievement in reading comprehension	There is no significant difference between resource utilization in task-based learning and achievement in reading comprehension	Chi square tests Binary logistic regression	Determine association between resource utilization and better scores in reading comprehension Determine effect of resource utilization in task-based learning on amplified grades in reading comprehension
Examine effect of learner attitude towards task-based learning and achievement in reading comprehension	There is no significant difference in learner attitude towards task-based learning and achievement in reading comprehension	Chi square tests Binary logistic regression ANOVA	Determine association between learner attitude and enhanced grades in reading comprehension Determine effect of learner attitude in task-based learning on achievement in reading comprehension Evaluate impact of learner attitude on post test scores

Data from lesson observations and interviews were transcribed and organized under the following clusters, reading skills, instructional skills, resource utilization and learner attitudes. Data were described to produce a preliminary report and thematic analysis used to identify emerging themes.

3.10 Ethical considerations

Observation of ethics in research entailed anonymity, confidentiality and informed consent. Permission to carry out research was sought and granted by the National Commission for Science, Technology and Innovation (NACOSTI). Permission was also sought from Nairobi County Commissioner, Nairobi City County and sub county Directors of Education before conducting the study. Before commencement of the study the investigator visited selected schools on appointment, explaining the intention of the study and enlightening respondents on voluntary participation and assured confidentiality of information collected. Codes guaranteeing anonymity and secrecy were indicated on the questionnaire and test question papers, along with caution not to use names or school names.

3.11 Operationalization of study variables

The study sought to establish effect of task-based learning on achievement in reading comprehension. In this perception, task-based learning which is the independent variable comprised acquisition of reading skills, instructional skills, resource utilization and learner attitudes towards task-based learning. The dependent variable included enhanced test scores. First, learners engaged in acquisition of reading skills which included background knowledge to make connections, summary skills to identify main ideas, question generation for self-questioning and word recognition skills to utilize context clues. Second, instructional skills consisted of group work to discuss and exchange ideas, class interaction to work with classmates to negotiate meaning, active participation to seek clarifications from classmates and integration to listen to improve reading comprehension. Third, utilization of resources where availability, appropriateness, interesting resources and adequacy of reading materials to improve engagement with content and completion of assignments. Learner attitude included

preparedness, interaction, involvement and environment to create a desire for increased participation in tasks.

Operationalization of study variables is presented in Table 3.4.

Table 3.4: Operationalization of the study variables

Research objectives	Independent variables	Indicators	Data collection instruments	Methods of analysis
Establish effect of acquisition of reading skills between experimental and control group on learner achievement in reading comprehension	Background knowledge Summary skills Question generation Word recognition skills	Making connections Main ideas Self-questioning Utilizing context clues	Reading achievement test Questionnaires Lesson observations Follow-up discussion sessions	Descriptive and inferential statistics
Determine effect of instructional skills on learner improved grades in reading comprehension	Group work Class interaction Active participation Skills integration	Collaboration for a goal Enjoying working with classmates Confidence in seeking clarification Listening for comprehension	Reading achievement test Questionnaires Lesson observations Follow-up discussion sessions	Descriptive and inferential statistics
Evaluate effect of resource utilization in task-based learning on achievement in reading	Availability Appropriateness Interesting Adequacy	Promote reading culture Exposure to relevant language Linking topic to own experiences Access to resources	Reading achievement test Questionnaires Lesson observations Follow-up discussion sessions	Descriptive and inferential statistics
Examine effect of learner attitude towards task-based learning and achievement in reading comprehension	Preparedness Interaction Involvement Environment	Willingness to use task-based learning Feeling comfortable with teacher support Using linguistic resources Opportunities to practice	Reading achievement test Questionnaires Lesson observations Follow-up discussion sessions	Descriptive and inferential statistics

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents, interprets and discusses data based on descriptive and inferential analysis premised on objectives and hypotheses. Sections include introduction, response rate, univariate analysis, learner demographic profile and achievement in reading comprehension. Subsequent sections focus on level of acquisition of reading skills, instructional skills, resource utilization, teacher workload, learner attitude and concludes with teacher perceptions of task-based learning on learner achievement in reading comprehension.

4.2 Response rate

Response rate presents proportion of tools returned after administration. Respondents were drawn from class 7 in public primary schools in Nairobi City County to capture data on efficiency and effectiveness of adapting task-based learning during English comprehension lesson. Response rate is a percentage of participants involved as a fraction of the sample. This included completed questionnaires, achievements tests and interviews divided by the number of participants used. Experimental groups were classified as A, B, C and D while control groups were classified as E, F, G and H. In experimental groups, 124 took pre-test and post-test and 99 completed post-test only. Within control groups, 107 were exposed to pre-test and post-test while 146 learners received post-test only. The study established response rate of participants for achievement tests and questionnaires as shown in Table 4.1.

Table 4.1: Response rates of participants for achievement tests and questionnaires

Experimental Group	A	B	C	D	Total	Response rate
Pre-test Post-test group	0	88	36	0	124	91.8%
Post-test group	40	0	0	59	99	
Post-test only	0	2	3	0	5	
Pre-test only	0	2	13	0	15	
Total					243	
Boys					126	
Girls					117	
Total					243	
Total Experimental group	40	92	52	59	243	
					-20	
Experimental groups (paired)					223	
Control Group	E	F	G	H		
Pre-test Post-test group	0	49	58	0	107	96.2%
Post-test group	86	0	0	60	146	
Post-test only	0	6	2	0	8	
Pre-test only	0	1	1	0	2	
Total					263	
Boys					134	
Girls					129	
Total					263	
Total Control group	86	56	61	60	263	
					-10	
Control groups (paired)					253	
Overall					506	
Learner Questionnaire					506	100%
Paired questionnaires					476	94.1%
Teacher Questionnaire					8	100%
Males					2	
Females					6	

Table 4.1 indicated that out of 243 learners in experimental groups, 126 and 117 were boys and girls respectively, exhibiting near parity representation by gender. Out of 263 in the control groups, 134 were boys while 129 were girls. As a result, out of 243 learners in experimental groups in schools A, B, C and D, 15 (6.1%) received pre-test only while 5 (2.0%) participated in post-test but not pre-test. Participants absence during examinations was due to illness caused by corona virus outbreak in the nation. According to this, a total of 124 learners, 88 and 36 in schools B and C respectively, took pre-test and post-test, while 99, 40 and 59 in school A and D respectively, did post-test only, totalling to 223 learners. The response rate for experimental groups was 91.8%. This suggested that the response rate was sufficiently representative. On the

other hand, out of 263 learners in control groups dispersed in schools E, F, G and H, 8 (3.0%) received post-test only, while 2 (0.76%) did pre-test only. This signified that out of a total of 107, 49 and 58 in schools F and G respectively did pre-test and post-test, while 146, 86 and 60 in school E and F respectively did post-test only, totalling to 253.

The control groups had a response rate of 96.1%. Out of 506 learners who completed questionnaires 476 completed by participating in pre-post-test and questionnaires representing 94.1% completion rate. This was ascribed to support provided by head teachers and class instructors, who encouraged learners to volunteer when required. According to Hall (2015), a response rate of at least 80% is sufficient to apply study results to target group. This demonstrated that achieved response rate was adequate for making generalizations. Accordingly, a return rate of 94.1% is higher than the requirement to ensure veracity of findings and conclusions. Even though the questionnaires were self-administered, the corona pandemic lowered response rate by preventing learners from taking tests. Eight teachers responded to questionnaires reflecting 100% return rate that ensured validity of findings and conclusions.

4.3 Univariate analysis of the dependent variable

The study sought to establish the effect of Task-Based Learning on learner achievement in reading comprehension in English Language in public schools in Nairobi City County. The first set of schools; A, B, C and D were the experimental group where the subjects were exposed to the task-based learning pedagogy while the second set of schools; E, F, G and H were taught using the traditional methods. The class distribution of the two groups is presented in Table 4.2.

Table 4.2: Class distribution of experimental and control groups

Both Pre-test& Post-test	A	B	C	D	Total
Experimental group	0	88	36	0	124

Pre-test and Post-test					
Post-test only	40	0	0	59	99
Total	40	88	36	59	223
Control Group					
Paired	E	F	G	H	Total
Pre-test& Post-test	0	49	58	0	107
Post-test only	86	0	0	60	146
Total	86	49	58	60	253

Table 4.2 indicated that of 476 learners involved, 223 (46.8%) were from experimental group, comprising schools A, B, C and D; while 253 (53.2%) in control group comprising schools, E, F, G and H. Of 476 learners, 231 (48.5%), which included schools B, C, F, and G, were exposed to pre-intervention testing in line with principles of Solomon Four-Group Design, while 245 (51.5%) learners from schools A, D, E and H, were unexposed. The training session involved educating standard seven teachers of English on how to effectively implement task-oriented activities in teaching reading comprehension using the framework developed by Willis (1996) which focuses on pre-task, task cycle and post task to complete assignment for effective instruction.

Table 4.3 shows mean scores attained in experimental and control groups complimented with significance tests.

Table 4.3: Variation in mean and significance post test scores for learners in experimental and control groups

		class	N	Mean	Std. Deviation	Std. Error Mean	95% CI Lower	95% CI Upper		
Independent Samples Test	Post-test	Experimental	22	33.47	15.55	1.04	32.426	34.514		
		Control	25	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	47	0.001	4.288	1.3	1.707	6.815
	Equal variances not assumed			3.24	42	0.001	4.288	1.316	1.674	6.849

*, **, *** show significance at $p < 0.1$, $p < 0.05$ and $p < 0.01$ error margins, respectively

According to Table 4.3, learners in experimental group obtained a mean of 33.47 (SD=15.55); while those in control group achieved a mean of 29.21 (SD=12.76). This indicated that experimental performed better than control group which were not exposed to activity-oriented techniques. In addition, this resulted from teachers receiving training in task-centred teaching which improved learning outcomes in experimental but resulted in lesser scores in control group lowering overall performance. More still, learners in experimental groups attributed improved scores to encouragement from peers and teachers in class which expedited progress in reading comprehension. Additionally, teachers reported that using interactive activities during reading lessons contributed to improved scores in passages.

Significance value for Levene's test was 0.004, which implied that equal variances were not assumed. Results were read from the second row which obtained a t-statistic of 3.24 (df=428, p=0.001), indicating that mean scores by learners in experimental and control groups were significantly different. The difference in mean scores between

experimental (33.47) and control group (29.21) suggested that teacher training in task-focused instruction improved learner ability in comprehending text. The findings concur with Nguyen (2022) who noted that following intervention, participant reading comprehension performance in experimental was much greater than that of control group. This indicated that learning that is activity-focused, positively influences attainment in subject comprehension. The following was a comment from a teacher in experimental group,

“Interactive activities tend to encourage interaction and participation for long-term learning in reading lessons. Sharing and exchanging points among learners increases understanding of passages for higher grades. Learners feel free to use own linguistic resources as they work in groups to complete activities. I monitor learners working in groups and provide support where necessary.” (Teacher, School B)

This demonstrated that working with classmates provided opportunities to discuss and exchange ideas and learn from each other in a less intimidating atmosphere by enhancing retention for high accomplishment. A pre-intervention test, that is, pre-test, was administered to a section of learners in both groups (B, C, F, G). The analysis focused on comparing scores between learners subjected to pre-test and learners not subjected. This analysis was to determine if exposure to pre-test had significant influence on post-test scores as presented in Table 4.4.

Table 4.4: Differences in mean and significance post-test scores between the pre-tested and not pre-tested sub-groups

Independent Samples Test		pre-tested		N	Mean	Std. Deviation	Std. Error Mean	95% CI		
								Lower	Upper	
	Post-test	Pretested		23	31.831	15.53673	1.02446	30.806	32.855	
		Not Pretested		24	30.617	12.99174	0.83001	29.788	31.448	
		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	Upper
Post-test	Equal variances assumed	5.428	0.013	0.925	47	0.355	1.21328	1.31113	-1.36309	3.78965
	Equal variances not assumed			0.92	44	0.358	1.21328	1.3185	-1.37794	3.8045

*, **, *** show significance at $p < 0.1$, $p < 0.05$ and $p < 0.01$ error margins, respectively

Table 4.4 indicates that of 476 learners used, 231 (48.5%), in schools B, C, F and G, were subjected to pre-intervention testing while 245 (51.5%), in schools A, D, E and H, were not. The pretested group obtained a mean score of 31.83 (SD=15.53), against 30.61 (SD=12.99) for learners un-pretested. The results demonstrated that, with a mean difference of 1.22, pre-tested learners received higher mean scores than non-pretested learners. Findings showed that learners subjected to pre-test obtained higher mean scores than learners not pre-tested with a mean difference of 1.22. Results revealed that Levene's test for equality of variances was 0.013 which was less than 0.05, meaning equal variances were not assumed. As a result, a t-statistic of .92 (df=446.38. p=0.358) was obtained. This showed that post-test results of learners who had taken pre-test and those who had not did not differ significantly. This revealed that reading comprehension post-test scores were not significantly influenced by pre-test scores.

4.4 Socio- demographic attributes & achievement in reading comprehension

The study converted measurement scales of post-test scores to nominal scale of 4 categories namely; '<20marks', '20-29marks', '30-39marks' and '40+marks'. This was cross-tabulated with learners' socio-demographic attributes, including gender, age, school, sub-county and zone of residence and outcomes presented in Table 4.5.

Table 4.5: Cross-tabulation of learner attributes and achievement in reading comprehension

		Post-test Score Range				Total	X ²	d f	p- value
		<20	20-29	30-39	40+				
Gender	Female	45, 40%	65, 52%	61, 47%	62, 57%	233, 49%	7.537 ^a	3	.057
	Male	68, 60%	60, 48%	69, 53%	46, 43%	243, 51%			
	Total	113, 100%	125, 100%	130, 100%	108, 100%	476, 100%			
Age	11	7, 6%	5, 4%	8, 6%	6, 6%	26, 6%	24.417 ^a	1 8	.142
	12	36, 32%	26, 21%	41, 32%	34, 32%	137, 29%			
	13	39, 35%	52, 42%	49, 38%	51, 47%	191, 40%			
	14	21, 19%	32, 26%	25, 19%	15, 14%	93, 20%			
	15	8, 7%	4, 3%	6, 5%	2, 2%	20, 4%			
	16	2, 2%	5, 4%	1, 1%	0, 0%	8, 2%			
	17	0, 0%	1, 1%	0, 0%	0, 0%	1, 1%			
	Total	113, 100%	125, 100%	130, 100%	108, 100%	476, 100%			
School	A	17, 15%	14, 11%	5, 4%	4, 4%	40, 8%	115.37	2	.000**
	B	29, 26%	21, 17%	24, 19%	14, 13%	88, 19%			
	C	1, 1%	3, 2%	8, 6%	24, 22%	36, 8%			
	D	3, 3%	8, 6%	25, 19%	23, 21%	59, 12%			
	E	29, 26%	28, 22%	23, 18%	6, 6%	86, 18%			
	F	8, 7%	16, 13%	11, 9%	14, 13%	49, 10%			
	G	20, 18%	15, 12%	17, 13%	6, 6%	58, 12%			
	H	6, 5%	20, 16%	17, 13%	17, 16%	60, 13%			
Total	113, 100%	125, 100%	130, 100%	108, 100%	476, 100%				
Sub County	Makadar a	20, 18%	22, 18%	30, 23%	27, 25%	99, 21%	4.499 ^a	9	.876
	Embaka si	35, 31%	41, 33%	41, 32%	31, 29%	148, 31%			
	Westlan ds	30, 27%	31, 25%	31, 24%	30, 28%	122, 25%			
	Dagoreti	28, 25%	31, 25%	28, 22%	20, 19%	107, 23%			
Total	113, 100%	125, 100%	130, 100%	108, 100%	476, 100%				
Zone	AZ	17, 15%	14, 11%	5, 4%	4, 4%	40, 8%	115.37	2	.000**
	BZ	29, 26%	21, 17%	24, 19%	14, 13%	88, 19%			
	CZ	1, 1%	3, 2%	8, 6%	24, 22%	36, 8%			
	DZ	3, 3%	8, 6%	25, 19%	23, 21%	59, 12%			
	EZ	29, 26%	28, 22%	23, 18%	6, 6%	86, 18%			
	FZ	8, 7%	16, 13%	11, 9%	14, 13%	49, 10%			
	GZ	20, 18%	15, 12%	17, 13%	6, 6%	58, 12%			
	HZ	6, 5%	20, 16%	17, 13%	17, 16%	60, 13%			
Total	113, 100%	125, 100%	130, 100%	108, 100%	476, 100%				

*, **, *** show significance at $p < 0.1$, $p < 0.05$ and $p < 0.01$ error margins, respectively

Table 4.5 shows that out of 476 learners, 233 (49%) were girls while 243 (51%) were boys. The category of <20 marks included 45 (40%) girls and 68 (60%) boys while in the category of 40+ marks, 62 (57%) were girls and 46 (43%) were boys. Analysis revealed association between learners' gender and achievement in reading comprehension ($\chi^2=7.537$, $df=3$ & $p\text{-value}=0.057$). This suggested a significant relationship between gender of learners and success in reading comprehension. Post-test scores revealed that gender had a bearing on interpretation of learning materials. This demonstrated that certain topics were appealing to one gender than the other, which affected comprehension of material. The finding is inconsistent with Anyienda, Odundo and Kibui (2020) observation that there was no statistically significant correlation between reading comprehension scores for boy and girls. However, Reilly et al. (2019) suggested that greater engagement of girls when compared to boys of the same age, promotes the development of reasoning abilities and reading competency for better comprehension. According to Bamise and Akande (2021) limited interest in comprehension passages with less effort and responsibility may result in less time spent reading and thinking about the topic which would diminish accomplishment. The following report from a teacher echoed voices of many others.

“Different themes tend to fascinate boys and girls differently which affects the amount of engagement during the class. Compared to girls who interact more with texts and closely follow instructor explanations, boys prefer less engaging texts to enable quick completion of class assignments. Boys who feel ashamed when reading aloud tend to dislike it more than girls do. Again, girls tend to read more during free time which improves reading abilities. (Teacher, School A).

In a departure from the findings of this study, Mwoma (2017) established that boys had higher mean scores than girls in English and Kiswahili indicating the boys were better in literacy than girls.

Table 4.5 shows that 191 (40%) were 13 years old, 137 (29%) were 12 years old, 93 (20%) 14 years old while 1 (%) was 17 years old. In relation to post-test scores, results affirmed that in the 20-29 marks category, 52 (42%) were 13 years old, 32 (26%) were 14 years old and 26 (21%) were 12 years old. In 30-39 marks category, 49 (38%) were 13 years old, 41 (32%) were 12 years old and 32 (26%) were 14 years old. Based on this, analysis obtained a computed Chi Square (X^2) value of 24.417 with 18 degrees of freedom (df) and a p-value of 0.142 which suggested that learner attainment in reading comprehension was not significantly associated with age. This implied that learners' age did not influence achievement in post-test. Findings are inconsistent with Anyienda, Odundo and Kibui (2020) observation that achievement in reading comprehension was significantly associated with age. Participants ranged in age from 11-17 years old. The greatest percentage of learners 191 (40%) were under the age of 13. This implied that most learners were aged 13 years. A teacher expressed the following view:

“There are younger and older learners in my class. Admission is on sight and some learners come from alternative schools. Also, some learners commenced schooling late or experienced delay in schooling due to delays in cognitive and concept development. I even have a child in this class from rehabilitation school who cannot read in English but if read to, understands and answers in Kiswahili.” (Teacher, School E).

This implied that challenges with mastery of concepts were fuelled by improper early exposure to reading for deeper understanding. Gawi (2012) discovered that learners perform better when exposed to language instructions from an early age. that early exposure to language instructions constantly resulted in better performance.

Results presented in Table 4.5 indicate that learners were sampled from 8 public primary schools which were coded as A, B, C, D, E, F, G & H. The grades showed that 88 (19%) learners were sampled from school B, 86 (18%) learners from school E, 60 (13%) school H, 59 (12%), school G, 49 (10%) school F, 40 (8%) school A and 36 (8%)

from school C. Category of <20 marks consisted of 29 (26%) learners from school B and E, each; 20 (18%) learners from school G and 17 (15%) from school A. The category of 40+ marks consisted of 24 (22%) learners from school C, 23 (21%) learners from school D, 14 (13%) learners from schools B and F & 17 (16%) from school H. Based on cross tabulations, analysis attained a computed Chi Square value of 115.370 with 21 degrees of freedom (df) and p-value of 0.000 suggesting that learner scores in reading comprehension significantly varied across schools.

The results presented in Table 4.5 indicate that learners were drawn from 4 sub counties including Makadara 99 (21%), Embakasi 148 (31%), Westlands 122 (25%) and Dagoreti 107 (23%). Based on attainment in reading comprehension, the category of 20-29 marks consisted of 22 (18%) learners were from Makadara, 41 (33%) learners from Embakasi and 31 (25%) learners from Westlands and Dagoreti sub counties each. In the category of 40+ marks, 27 (25%) learners were from Makadara, 31(29%) learners from Embakasi, 30 (28%) learners from Westlands and 20 (19%) learners were from Dagoreti sub county. Based on this, analysis further revealed that there was no significant association between learner achievement in reading comprehension and sub-county of residence. Chi Square value of 4.499, df=9 & p-value of 0.876. The outcomes indicated that achievement in reading comprehension did not vary across sub counties.

The study covered socio demographic attributes of teachers including gender, age, education level, experience and passion for teaching reading comprehension. Also included were activities learners enjoy most during reading comprehension lesson and preferred methods of teaching reading comprehension. Results showed that teachers included 2 (25%) males and 6 (75%) females. Half of the teachers 4 (50%) were 31 to 40 years; 2 (25%) were 41 to 50 years; 1 (12.5%) was above 50 years while 1 (12.5%)

was below 30 years. In addition, most teachers, 4 (50%) reported certificate qualification; 3 (37.5%) were diploma holders; only 1 (12.5%) was a Bachelor of Education Degree holder. Of 8 teachers, 3 (37.5%) indicated teaching experience of over 20 years; 1 (12.5%) reported a teaching experience of 16 to 19 years; 2 (25%) had teaching experience of 11 to 15 years; 1 (12.5%) revealed teaching experience of 6 to 10 years while 1 (12.5%) indicated teaching experience of less than 5 years. The data also revealed that all teachers, 2 (25%) males and 6 (75%) females, had a passion for teaching reading comprehension.

Teachers indicated that activity learners enjoyed most in reading comprehension lessons was brainstorming. According to Dogan and Batdi (2021) incorporating brainstorming in lesson planning process may likely promote creativity by encouraging the learner to use critical thinking to solve problems for higher comprehension capabilities. However, according to class observation, the use of brainstorming method was less than ideal. Again, minimal exposure to brainstorming approach, denies the learner opportunities to build critical thinking skills to produce and combine thought for rapid learning. In addition, jigsaw task was uncommon in experimental and control groups. Further probe, teachers in experimental groups indicated that even though learners would enjoy using jigsaw task in reading comprehension lesson, the activity appeared to be time consuming in terms of implementation while the teachers in control group were not aware of the jigsaw task. Furthermore, teacher preference for role play was affirmed by learners who willingly participated in reading lesson. Out of 8 teachers, 6 (75%) affirmed that teaching reading comprehension using interactive methods was preferred while, 3 (37.5%) preferred using task-based learning methods to realize higher learning outcomes. Again, teacher response indicated non preference for straight explanation and transactional methods. This implied that teachers were uninformed of

alternative techniques for boosting mastery of words and sentences and also assimilation of multiple strategies for enhanced internalization of concepts. According to Kamil et al. (2008), explaining application of strategy to text read may most likely expand long-term reading abilities for high attainment.

Additional results show that favourite subject of learners affected learner outcomes in reading comprehension significantly ($p=0.040<0.05$) as presented in Table 4.6.

Table 4.6: Favourite subjects by learning outcomes

		Post-test Score Range				Total	Chi-Square Tests		
		<20	20-29	30-39	40+		X2	df	P-value
Favourite subject	Mathematics	45, 40%	36, 29%	43, 33%	30, 28%	154, 32%	25.80 2 ^a	1 5	.040* *
	English	21, 18%	17, 14%	19, 15%	25, 23%	82, 17%			
	Science	18, 16%	49, 39%	41, 32%	37, 34%	145, 30%			
	Kiswahili	13, 12%	8, 6%	5, 4%	5, 5%	31, 6%			
	Social studies	7, 7%	8, 6%	11, 9%	6, 5%	32, 7%			
	Religious education	8, 7%	7, 6%	11, 9%	6, 6%	32, 7%			
	Total	98, 100%	110, 100%	112, 100%	103, 100%	476, 100%			

, **, * show significance at $p<0.1$, $p<0.05$ and $p<0.01$ error margins, respectively*

The analysis in Table 4.6 revealed a significant association between favourite subject and attainment in understanding text. Grasping content was stronger for learners who preferred science, math and English. Among learners who attained 40% or higher, 37 (34%) selected science while 6 (6%) favoured religious education. This implied that learners who are proficient in science subject absorb material more effectively.

4.5 Background knowledge and achievement in reading comprehension

This part emphasizes the following concepts which are stated as perceptions: using prior knowledge to grasp content read, creating connections, previewing, picture description and sharing. To address this, the learner expressed opinion using a four-

point with the options ‘strongly disagree’, ‘disagree’, ‘agree’ and ‘strongly agree’.

Additional analyses are presented in Table 4.7.

4.5.1 Bivariate results for preliminary knowledge

Assertions on background knowledge were cross-tabulated against grades in reading comprehension, for sustained learning using post-test scores which were clustered into four categories of ‘<20 marks’, ‘20-29 marks’, ‘30-39 marks’ and ‘40+ marks’. Results for cross-tabulation of perceptual declarations are shown in Table 4.8.

Table 4.7: Cross-tabulation results for perception statements

Prior Knowledge	<20		20-29		30-39		40+		Total		Chi-Square X ² , df, p- value
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
<i>I think of what I know to help me understand what I read.</i>											
Strongly disagree	14	12.4%	13	10.4%	9	6.9%	2	1.9%	38	8.0%	33.116; df=9; p- value=0.00 0
Disagree	20	17.7%	14	11.2%	19	14.6%	6	5.6%	59	12.4%	
Agree	67	59.3%	79	63.2%	72	55.4%	64	59.3%	282	59.2%	
Strongly agree	12	10.6%	19	15.2%	30	23.1%	36	33.3%	97	20.4%	
<i>I make connections to the text I am reading.</i>											
Strongly disagree	28	24.8%	40	32.0%	28	21.5%	9	8.3%	105	22.1%	23.532; df=9; p- value=0.00 5
Disagree	25	22.1%	19	15.2%	28	21.5%	24	22.2%	96	20.2%	
Agree	40	35.4%	48	38.4%	47	36.2%	47	43.5%	182	38.2%	
Strongly agree	20	17.7%	18	14.4%	27	20.8%	28	25.9%	93	19.5%	
<i>I preview the text before reading.</i>											
Strongly disagree	35	31.0%	38	30.4%	24	18.5%	8	7.4%	105	22.1%	36.019; df=9; p- value=0.00 0
Disagree	25	22.1%	20	16.0%	14	10.8%	22	20.4%	81	17.0%	
Agree	40	35.4%	40	32.0%	53	40.8%	48	44.4%	181	38.0%	
Strongly agree	13	11.5%	27	21.6%	39	30.0%	30	27.8%	109	22.9%	
<i>I describe pictures to understand passage content.</i>											
Strongly disagree	40	35.4%	36	28.8%	33	25.4%	17	15.7%	126	26.5%	27.427; df=9; p- value=0.00 1
Disagree	20	17.7%	17	13.6%	25	19.2%	14	13.0%	76	16.0%	
Agree	40	35.4%	44	35.2%	36	27.7%	40	37.0%	160	33.6%	
Strongly agree	13	11.5%	28	22.4%	36	27.7%	37	34.3%	114	23.9%	
<i>I write about what I know and share with my partners.</i>											
Strongly disagree	43	38.1%	38	30.4%	39	30.0%	32	29.6%	152	31.9%	6.603; df=9; p- value=0.67 8
Disagree	21	18.6%	28	22.4%	21	16.2%	25	23.1%	95	20.0%	

Agree	25	22.1	38	30.4	40	30.8	30	27.8	133	27.9
		%		%		%		%		%
Strongly agree	24	21.2	21	16.8	30	23.1	21	19.4	96	20.2
		%		%		%		%		%

The perception statement considered existing content to understand material to be read. According to Table 4.7 of 476, 282 (59.2%) accepted that employing anticipation guide helps in activating background knowledge and 97 (20.4%) highly agreed. In contrast, 38 (8.0%) disagreed that using a succession of statements improves relationship between content known and read, while 59 (12.4%) strongly disagreed. A total of 379 (79.6%) agreed to use past knowledge to understand content read, whereas, 97 (20.4%), objected. This suggested that making predictions relied on prior knowledge for higher comprehension capabilities. Cumulative findings from reading comprehension scores indicated that among learners who obtained less than 20 marks, (n=113), 79 (69.9%) admitted that making predictions based on prior knowledge enhances comprehension of passages, while 34 (30.1%), denied doing so. Among learners who attained 40 or more points, (n =108), 100 (92.6%) affirmed that reflecting on knowledge change improved identification of gaps for deeper comprehension, while 8 (7.5%) disagreed. Learners who scored 20-29 marks (n=125), 98 (78.4%) pointed out that actively participating in the formation of meaning boosted achievement, while 27 (21.6%) expressed opposite opinion.

Accordingly, the study established a significant link between learner performance in reading comprehension and thinking of existing content to grasp topic (χ^2 value of 33.116, df=9, & p-value =0.000). Results from teachers' questionnaires revealed that of 8 teachers, 5 (62.5%) agreed that merging past knowledge with reading materials facilitated comprehension, while 3 (37.5%) agreed strongly. Similar findings were realized by Evans (2022), who reported that learning is more successful when new

information is incorporated while allowing misconceptions to resurface for higher attainment. This implied that applying the method would help learners draw from prior knowledge by possibly testing preconceived notions for deeper comprehension of passages. Even though teachers supported use of existing knowledge to understand content to be read, lesson observation revealed that of 8 teachers, n=2 (25.0%) implemented the strategy. Again, more teachers in experimental than control groups actively engaged learners in using existing content to better understand topic read.

In a follow up discussion, a teacher had this to say, *“Learners were engaged and curious to debate main themes of the passage hidden in statements written on the board. While reading the passage, learners were encouraged to confirm change of thought as a result of new information encountered for deeper comprehension. Again, learners are required to identify misconceptions from the statements for better understanding of concepts. Learner preparation for primary themes in the passage by pointing out misconceptions enhances reading comprehension. However, in cases where learner interest in topic is not stimulated, desire to activate background knowledge declines.”* (School B).

In support of teachers’ position, a learner from experimental group held the view that:

“Discussion on statements enabled me to think of what to expect from the passage for ease of connection. Interest in what the passage was about increased anxiety to identify ideas for improved comprehension. When I read the passage after expressing my thoughts on the statement, it was easier for me to locate main ideas for improved understanding.” (School B)

When asked for the reason for not implementing the strategy, a teacher from control group explained that,

“It is an unfamiliar strategy and again, I feel it would take more time due preparation and phases of implementation to be followed. Proper coordination of prediction, controversy and activation of background knowledge, may most likely motivate learners while moving through the statements. However, in situations where statements do not stimulate controversy and interest engagement may be compromised which could lower attainment.” (School E).

Creating connections with text to activate background knowledge was the second perception assertion. Table 4.7 shows that of 476 learners, 182 (38.2%) agreed with connecting texts, while 93 (19.5%) agreed strongly. Cumulatively, 275 (57.7%) affirmed making connections to the text read, while 201 (42.3%) specified non-

involvement in connecting between texts. Merged results further revealed that of 113 learners who scored less than 20 marks, slightly over one half 60 (53.1%) supported weaving information from text with existing knowledge, while 53 (46.9%) did not.

In the category of learners who scored 40+ marks, (n=108), 75 (69.5%) concurred with connecting across texts, while 33 (30.5%) did not. Consequently, analysis revealed that learner scores in reading comprehension were substantially correlated with bridging gap between reading experiences while reading at 99% confidence level (χ^2 value of 23.532, df=9, & p -value =0.005). More information from teacher questionnaires showed that 4 (50.0%) teachers agreed with connecting texts while 4 (50.0%) agreed strongly. This implied that teachers favoured integrating experiences into comprehension lessons. This outcome corroborates results from class observation where majority of teachers 7 (87.5%) implemented text connections.

Lesson observations revealed that learners in experimental and control groups were exposed to drawing connections between the text and self and outside world. Text to text links were infrequent in experimental and control groups. The finding confirmed that the learner had opportunities to relate text with experiences which helped relate to comprehension passages on personal level deepening understanding and increasing comprehension by relating previously learned concepts to new content for high attainment. The results are in line with Gonzalez (2017) who stated that connecting story related elements to be read and previous, present and subsequent experiences enhances information accessibility for better comprehension of text and retention. This suggested that connecting messages boosted conceptual understanding for better scores. However, when learners are not exposed to related texts, creating associations between authors, topics or events is weakened, which could lower accomplishment.

Subsequent contribution by a teacher was consistent with perceptions of colleagues that,

“Discussing and connecting personal experiences to text to be read improves understanding of passages. More active reading improves connections and thinking processes for greater retention and understanding. However, where connections are weak, accessibility may be low which could lower attainment.” (Teacher School A).

When asked for reasons for not using the strategy, connecting texts, a teacher explained that,

“Learners occasionally struggle to relate topic to experiences. You know, sometimes they have no interest or are not prepared for the reading lesson. In that case I would need to use additional connections making this strategy time consuming.” (School E).

A learner expressed the view that,

“Connecting texts to prior experiences involves thinking while reading which may improve engagement for efficient learning. Sharing personal experiences with peers and the teacher was entertaining which increased retention of key themes for deeper comprehension of passages. Relating content on drama festival to own experiences sparked interest to learn more.” (Learner School G).

Additionally, the third assertion was previewing text before reading’. Results from According to findings in Table 4.7, of 476 learners, 181 (38.0%) and 109 (22.9%) respectively approved of scanning text for efficient reading. Cumulatively, 290 (60.9%) affirmed creating awareness of text content, while 186 (39.1%) refuted the claim that previewing messages across text deepened comprehension. Further analysis of combined findings showed that of 113 learners who earned less than 20 marks, 53 (46.9%) acknowledged previewing material, while 60 (53.1%) did not. In the group of learners who scored 40+ marks, (n=108), 78 (72.2%) supported the statement was true, while 30 (27.8%) did not. Among learners who scored 30-39 marks, (n=130), 92 (70.8%) acknowledged reviewing text before reading, though 38 (29.3%) did not. As a

result, analysis indicated that learner attainment in understanding concepts was significantly associated with the strategy of 'I preview the text before reading' at 99% confidence level (χ^2 value of 36.019, $df=9$, & p -value =0.000). Findings are supported by 2 (25.0%) teachers who agreed with the perception statement scanning messages before reading', and 4 (50.0% teachers agreed strongly. However, 2 (25%) teachers disagreed with the perception statement. This implied that teachers supported use of the strategy in improving reading comprehension. Lessons observed indicated that 5 (62.5%) teachers affirmed the strategy during the reading lesson with more in control than experimental groups.

Lesson observations of experimental and control groups using previewing to elicit prior understanding showed that learners in control were more engaged with previewing strategies for enhanced attainment in comprehension. To bolster this claim, Huang (2009) suggested that teachers should practice previewing treatment on a routine basis to promote comprehension. This implied that regular exposure to previewing strategy induced efficient comprehension A teacher had this to say,

"During observation learners scan passage to connect new information to prior knowledge so that meaning can emerge for effective comprehension of passages. Organized previewing tends to activate background knowledge by providing a summary of text to be read. This lessens cognitive load, allowing learners to focus attention on appropriate themes for better comprehension. Learners with too much information to absorb suffer from cognitive overload which impairs retention and lowers achievement." (School E).

A learner expressed understandings in ways replicating peers.

"The teacher tells us to run our eyes down the page before reading. We are directed to look for key words which may be boldfaced or italicized. Sometimes we read the first sentence or two from each paragraph to guess what the passage might be about." (School E).

The proposition picture description for passage understanding was used by learners to indicate understanding. The outcomes in Table 4.7 indicates that of 476 learners, 160

(33.6%) appreciated the concept of utilizing visuals to help with prediction, though 114 (23.9%) strongly concurred with the statement. Cumulatively, 274 (57.5%) affirmed that employing images as visual aids may assist the learner to understand material read, using pictures as visual media to help understand topic read, whereas 202 (42.5%) objected. Combined results further showed that of 113 learners who recorded less than 20 marks, 53 (46.9%) noted that incorporating visuals in text activated prior knowledge, while 60 (53.1) did not. In the group of learners who scored 40+ marks, (n=108), 77 (72.3%) affirmed that describing pictures ease ability to pinpoint key concepts, while 31 (28.7%) did not. Learners who scored 30-39 marks, (n=130), 72 (55.4%) indicated that visual descriptions improve predictions skills for higher comprehension of texts.

Based on this, analysis showed significant relationship between the strategy describing pictures to forecast content to be read and success in comprehension at 99% confidence level (χ^2 value of 27.427, $df=9$, & p -value =0.001) Responses from teachers' questionnaires revealed that of 8 teachers, 2 (25.0%) agreed with the claim describing pictures to understand content read, , while 6 (75.0%) agreed strongly. This implied that teachers supported use of the strategy in reading comprehension.

Lesson observation revealed that picture description was common in experimental and control groups. The finding confirmed that stimulating pictures aroused interest and curiosity prompting learners to make relevant predictions for higher comprehension capabilities. This finding was corroborated by Ahmad and Melani (2022) who noted that incorporation of pictures assists learners predict what will happen in the text which helps comprehend the text better, relate what is read with prior knowledge increasing engagement with text for improved attainment. Advancing this viewpoint, Anyienda, Odundo and Kibui (2020) acknowledged that pictures were beneficial in boosting

prediction abilities and supporting learners with challenges for increased accomplishment. Mgijima (2021) argued that insufficient background knowledge and vocabulary may limit learner ability to provide accurate predictions on how events unfold. This implied that properly organised picture description facilitates prediction to help link previous knowledge to text for long-term learning. A teacher had this to say,

“Use of pictures encourages learner participation which hastens retrieval of prior knowledge for stronger conceptual understanding. Again, the pictures are already available in course books which makes usage easy with less time for preparation. Moreover, I pose questions when learners focus on the picture which hastens connections for better comprehension.” (School B)

The following were remarks of a learner from experimental group,

“Reading is enjoyable when I look at pictures in the passage and say what the passage might be about. I have opportunity to discuss and share what I see with my classmates. The pictures enable me to think of what the passage might be about. The teacher directs our thinking by posing inquiries regarding the pictures. (Learner, School B).

Again, learners voiced opinions about the fifth proposition which holds that writing content known and sharing with others improves comprehension. According to results in Table 4.8 indicates that of 476 learners, 133 (27.9%) admitted that developing concepts and discussing enhances comprehension, and 96 (20.2%) concurred strongly. Cumulatively, 229 (48.1%) discussing perspectives with peers, while 247 (51.9%) conveyed divergent views. According to entire results, 113 learners who recorded less than 20 marks, 49 (43.3%) agreed that thinking fast about themes connected to topics boosted performance, while 64 (56.7%) thought that writing content and sharing were unlikely to improve performance.

Learners who scored 40+ marks, (n=108), 51 (47.2%) noted that writing and sharing thoughts facilitate understanding of text, while 57 (52.7%) did not. Among learners who scored 30-39 marks, (n=130), 70 (53.9%) expressed satisfaction with the

methodology, whereas 60 (46.2%) disapproved. In contrast, lessons observed showed than only 1(12.5%) of the teachers used the method for better learning outcomes.

Even though execution of brainstorming was below average in experimental and control groups, learners who used the method were more eager to logically develop views and interact with classmates for outstanding results. Similar conclusions were drawn by Yen (2017) who established that applying brainstorming strategies activate pre-existing knowledge before reading which improves text comprehension for better scores. Reinforcing the assertion, Kamau, Odundo and Inyega (2020) stated that brainstorming allows learners to openly express thoughts and ideas by enhancing learning abilities and competencies for academic success. However, when concepts from texts are imposed on learners with limited opportunity for free speech, motivation may be suppressed which could degrade achievement. Inferentially, the invention and unrestricted expression of thoughts enhanced interest in reading texts for effective learning. When asked for reasons for implementing the strategy, a teacher from control group responded that,

“Brainstorming allows free expression of thoughts which increases interaction for better learning outcomes. In doing so, learners activate previous knowledge which in turn heightens comprehension capabilities for effective learning. Learners have opportunities to listen, speak out and generate ideas for sustained comprehension.” (School H).

A learner expressed the view that,

“Creating ideas and organizing thoughts before reading deepen my understanding of passages. This helps me be more reflective and creative for better understanding of reading material. The teacher allows us to freely speak out what we know and assists us in unpacking topic given Again, thinking of concepts related to topic content enhances involvement for higher comprehension.” (School H)

Additionally, the combination of perception statements produced excellent evaluations of degree to which background knowledge was used to comprehend passages. ‘Very

consistent', 'consistent', 'inconsistent', and 'very inconsistent' were the four scales utilized to categorize the output. Assumption was put forward that learners who fully agreed with drawing on earlier experiences were 'very consistent', whereas those who negated fully were thought to be highly inconsistent. Learners who strongly supported execution of previous knowledge were perceived to be 'very consistent', though learners who strongly opposed utilization of prior experience were assumed to be very inconsistent.

Application of prior knowledge in experimental and control group was compared to identify variance. Figure 4.1 shows the results which were cross-tabulated by learner group and consistency in employing prior experience.

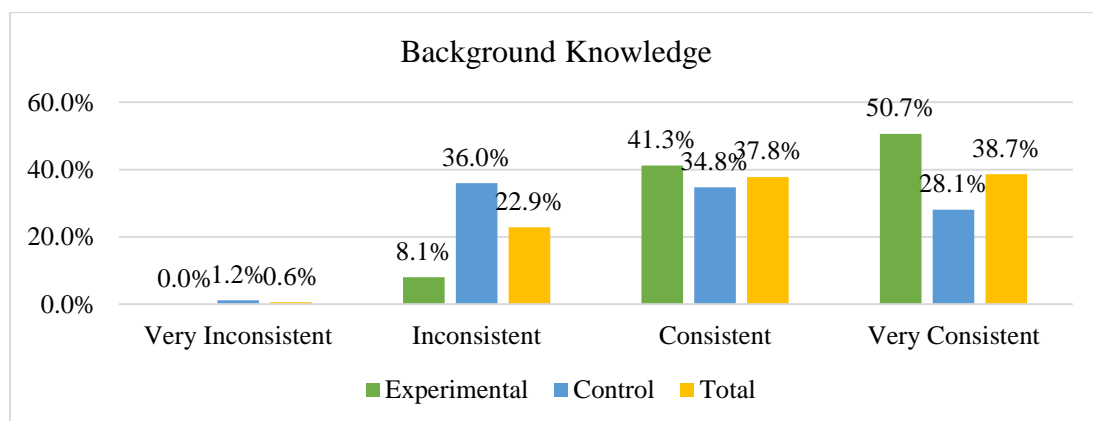


Figure 4.1: Combined views and use of use of prior experiences in reading comprehension

Figure 4.1 indicates that of 476 learners, 180 (37.8%) reliably applied earlier knowledge in acquisition of skills, while 184 (38.7%) were highly reliable. Learners who reported unreliable tendencies were 109 (22.9%), though 3 (0.6 %) were extremely unreliable. Results revealed that 92 (41.3%) learners in experimental group against 88 (34.8%) learners in control group consistently employed background knowledge. In the experimental group 113 (50.7%) and 71 (28.1%) learners in control group exhibited

high levels of consistency in engaging previous knowledge. Contrastingly, 91 (36.0%) in control against 18 (8.1%) in experimental group incoherently applied the skill. Learners who were very unreliable included none (0.0%) learners in experimental group against 3 (1.2%) learners. Cumulatively, 205 (92%) learners in experimental group compared to 159 (62.9%) learners in control group consistently applied background knowledge in reading comprehension, while 94 (37.3%) learners in control group compared to 18 (8.1%) learners in experimental groups were inconsistent in using the skill. This could be attributed to training of teachers in experimental groups on task-based learning who influenced learner use of background knowledge in reading comprehension.

Most applicants 205 (92%) of background knowledge were in experimental groups whereas majority 94 (37.3%) of inconsistent users were in control group according to outcomes revealed. Consequently, the analysis obtained (χ^2 value of 59.913, $df=9$, & p -value =0.000) suggesting 99% possibility that consistency in employing existing ideas in absorption of concepts varied meaningfully between experimental and control groups. Accordingly, learners in experimental group were more likely to employ prior knowledge in a predictable way than those in control cohort. This is congruent with the findings of Anyienda, Odundo and Kibui (2021) who stressed that experimental group's mobilization of prior knowledge was more consistent for improved comprehension capabilities. This was attributed to exposure to training of teachers in experimental group which increased awareness on use of activities for better learning outcomes.

4.6 Summary skills and achievement in reading comprehension

Five reading strategies were provided as perceptual statements to strengthen summary abilities. On a four-point scale with the options 'strongly disagree', 'disagree', 'agree'

and ‘strongly agree’, learners were requested to rate agreement or disagreement with each assertion. In the next sub-sections, more details regarding the analyses are provided.

4.6.1 Bivariate results for summarising competencies

Using post-test results divided into four unique groups of ‘below 20 marks’, ‘20-29 marks’, ‘30-39 marks’ and ‘40+ marks’, a comparison of learner responses to reading strategies versus reading comprehension abilities was undertaken listed in Table 4.8.

Table 4.8: Summary skills and attainment in reading comprehension

Summary Skills	Post-test scores										Chi-Square, df, p-values
	<20		20-29		30-39		40+		Total		
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
<i>I read the text to get the main idea of each paragraph.</i>											
Strongly disagree	11	9.7%	11	8.8%	8	6.2%	2	1.9%	32	6.7%	10.805; df=9; p-value=0.289
Disagree	15	13.3%	19	15.2%	12	9.2%	16	14.8%	62	13.0%	
Agree	52	46.0%	57	45.6%	60	46.2%	47	43.5%	216	45.4%	
Strongly agree	35	31.0%	38	30.4%	50	38.5%	43	39.8%	166	34.9%	
<i>I make brief notes on important information.</i>											
Strongly disagree	15	13.3%	19	15.2%	11	8.5%	6	5.6%	51	10.7%	13.565; df=9; p-value=0.139
Disagree	22	19.5%	25	20.0%	24	18.5%	31	28.7%	102	21.4%	
Agree	37	32.7%	32	25.6%	41	31.5%	27	25.0%	137	28.8%	
Strongly agree	39	34.5%	49	39.2%	54	41.5%	44	40.7%	186	39.1%	
<i>I restate ideas in my own words to help me understand what I read.</i>											
Strongly disagree	34	30.1%	41	32.8%	31	23.8%	14	13.0%	120	25.2%	20.823; df=9; p-value=0.013
Disagree	26	23.0%	17	13.6%	20	15.4%	18	16.7%	81	17.0%	
Agree	30	26.5%	41	32.8%	45	34.6%	45	41.7%	161	33.8%	
Strongly agree	23	20.4%	26	20.8%	34	26.2%	31	28.7%	114	23.9%	
<i>I reread the summary to ensure important information is included.</i>											
Strongly disagree	14	12.4%	14	11.2%	6	4.6%	3	2.8%	37	7.8%	18.645; df=9; p-value=0.028
Disagree	24	21.2%	17	13.6%	15	11.5%	18	16.7%	74	15.5%	
Agree	39	34.5%	42	33.6%	47	36.2%	37	34.3%	165	34.7%	
Strongly agree	36	31.9%	52	41.6%	62	47.7%	50	46.3%	200	42.0%	
<i>Sharing content read with a classmate through oral summary retelling</i>											
Strongly disagree	18	15.9%	17	13.6%	12	9.2%	15	13.9%	62	13.0%	5.958; df=9; p-value=0.744
Disagree	19	16.8%	19	15.2%	23	17.7%	22	20.4%	83	17.4%	

Agree	41	36.3 %	42	33.6 %	52	40.0 %	42	38.9 %	177	37.2 %
Strongly agree	35	31.0 %	47	37.6 %	43	33.1 %	29	26.9 %	154	32.4 %

Reading material to understand primary meaning of each paragraph was the first assertion. Results in Table 4.8 indicate that of 476 learners, 216 (45.4%) approved and 166 (34.9%) strongly accepted the statement reading to extract key themes. Overall, 382 (80.3%) affirmed that reading literature to grasp each paragraph's main points was an effective strategy, whereas 94 (19.7%) respondents disagreed. Overall outcomes also showed that of 113 with below 20 marks, 87 (77.0%) followed the instruction to read content to uncover crucial points, whereas 26 (23.0%) did not. In the class of learners who scored 40+ marks, (n=108), 90 (83.3%) agreed with the primary idea method, and 18 (16.7%) did not. Of the 130 learners who earned 30-39 marks, 110 (84.7%) accepted main concept technique, while 20 (15.4%) did not. This indicated that, as compared to other cohorts, learners in 30-39 marks range preferred the method. As a result, the evaluation identified no correlation between learner attainment in text comprehension and the strategy reading text content to locate central concept, (χ^2 value of 10.805, $df=9$, & p -value =0.289).

Further, results of questionnaires administered to instructors showed that of 8 teachers, 4 (50.0%) endorsed the idea of reading a text to identify primary points in a paragraph, and 3 (37.5%) agreed strongly. However, 1 (12.5%) of the teachers did not agree with the perceived assertion. This suggested that most teachers agreed that emphasizing on particular concepts in a paragraph allow the learner to understand material better. The findings showed that using core idea was a common method in experimental and control groups. In addition, teachers interspersed reading comprehension passages with questions that aided in understanding critical ideas for efficient learning. This finding

was consistent with Hagaman et al. (2016) observation that extracting of pertinent themes from text fragments improves comprehension of entire passage for rapid learning. This implied that identifying main concepts of each segment facilitated understanding of the whole passage for long-term learning. However, where preparation to blend main ideas is inappropriate, summarizing entire text may be hindered which could result in lesser attainment. A teacher had this to say,

“Learners select main ideas while keeping track of understanding for better learning outcomes. Identification of key themes using read aloud, silent reading and class discussions enhance text comprehension for effective learning. Learner ability to integrate main ideas across paragraphs through role play builds understanding of text for improved achievement.” (School C).

A learner expressed the opinion that,

“When I read the passage carefully, I can remember key points. After reading the passage silently, we discuss the characters in the story. The teacher reminds me to note down other ideas that I did not notice when I read the passage on my own for improved achievement.” (Learner School C)

Learners shared opinions on generating quick notes on vital concepts. Table 4.8 shows that 137 (28.8%) agreed with the assertion that making concise notes promotes comprehension, and 186 (39.1%) agreed strongly. However, 102 (21.4%) disagreed with the remark, while 51 (10.7%) strongly disagreed. Overall, 323 (67.9%) endorsed making brief notes on important information while reading passages, while 153 (32.1%) did not. Cross tabulation outcomes in Table 4.6 showed 113 who recorded below 20 marks, 76 (67.2%) concurred with the assertion, whereas 37 (33.8%) did not. In the bracket of those who scored 40+ marks, (n=108), 71 (65.7%) accepted that creating concise notes boost understanding of passages, while 37 (34.3%) did not. Among those who scored 30-39 marks, (n=130), 95 (73.0%) supported the statement, while 35 (27.0%) did not. However, the analysis revealed no association between comprehension

of concepts and taking quick notes on crucial details when reading passages (χ^2 value of 13.365, $df=9$, & p -value =0.139).

Even though of 8 teachers, 6 (75.0%) supported employment of the strategy and 2 (25.0%) refuted, lessons observed in experimental and control groups showed that use of quick notes on crucial material was not widespread. Teachers paid less attention to written notes but greater focus on spoken summaries. The results support Umaadevi & Sasi Rekha (2019) observation that note taking improves recall of concepts and speeds up mastery of comprehension passages. However, inappropriately structured note taking strategy prevents learners from discriminating primary and supporting details which leads to copying verbatim which may decrease synthesis of incoming points and lower attainment. The following report from a teacher echoed voices of many others.

“Taking notes assist the learner in understanding passages more fully without overlooking crucial themes. However, most learners in my class do not like writing due to the challenges experienced especially in composing long strings of words. I avoid writing assignment in reading comprehension lessons.” (School E)

Learners commented on the third assertion which was restating themes in own words to understand content read. According to Table 4.8 shows that 161 (33.8%) learners agreed that paraphrasing improves attainment in comprehension and 114 (23.9%) agreed strongly. However, 81 (17.0%) learners disagreed with the declaration whereas 120 (25.2%) learners strongly objected. This suggested that ability to convey meaning in own words may be constrained in situations where vocabulary is insufficient, which may likely impair confidence and text comprehension. In total, 275 (57.7%) agreed that using own words to explain concepts in a text helps the learner understand content better, while 201 (42.2%) did not endorse the practice. Overall results showed that of 113 recording lower than 20 marks, 53 (46.9%) accepted that expressing concepts

differently without distorting meaning improved performance, although 60 (53.1%) did not. In the group of those who scored above 40 marks, (n=108), 76 (70.4%) concurred with the statement, though 32 (29.6%) did not. Learners who scored 30-39 marks, (n=130), 79 (60.8%) cited the proposition as true, while 51 (39.2%) did not. Further analysis revealed that elevated scores in reading comprehension were positively correlated with rephrasing themes to understand topic read at 95% confidence level (χ^2 value of 20.823, df=9, & p -value =0.013).

Findings were supported by teachers' questionnaires that of 8 teachers, 3 (37.5%) supported restating concepts in own words to understand content read, while 4 (50.0%) agreed strongly. However, 1 (12.5%) disagreed with the statement. This implied that majority, 7 (87.5%) teachers supported use of the strategy. During lesson observations of experimental and control groups through restating ideas revealed that the strategy was uncommon in both experimental and control groups. The finding confirmed that learners were more exposed to restating ideas orally than in writing. This was caused by inadequate writing abilities with minimal encouragement from teachers. This finding concurs with Pratama, Prasweti and Fridolini (2022) assertion that finding appropriate word to use and maintain meaning from original text may likely weaken comprehension competencies which may lower scores. By implication, rephrasing crucial concepts in the passage indicates writing prowess and in-depth knowledge of subjects for efficient learning. rewording significant passage content demonstrates proficiency in writing and in-depth comprehension of topics for effective learning. However, inappropriate paraphrasing structure may likely damage ability to make meaning of content read which could hurt comprehension performance. Improper structuring of paraphrasing may most likely compromise meaning making which could reduce performance in comprehension. A teacher had this to say,

“Adequate vocabulary, grammar and writing skills along with deep comprehension of concepts in original passages tends to promote rewording of key ideas for clarity of meaning. When learners grasp concepts in initial text with appropriate words and phrases, articulation of views may be enhanced which could improve comprehension. However, when learners fail to come up with suitable synonyms, understanding is weakened impairing ability to restate words which may lower achievement”. (School B).

The fourth perception statement asserted that rereading to include essential topics enhanced comprehension abilities. Table 4.8 shows that of 476 learners, 165 (34.7%) believed in the value of rereading to reinforce key concepts, and 200 (42.0%) approved strongly. Learners with divergent views were 74 (15.5%) yet 37 (7.8%) disagreed that reading comprehension passages promote identification primary ideas for better learning. Overall results showed that 365 (76.7%) affirmed that reading the summary again to ensure key details are included increases achievement, whereas 111 (23.3%) did not. According to Table 4.6, of the 113 learners who achieved less than 20 in reading comprehension (n=113), 75 (66.4%) embraced rereading for improved achievement, while 38 (33.6%) did not. Class of learners who recorded more than 40 marks, (n=108), 87 (80.6%) indicated that the statement was true, while 21 (19.5%) did not believe that reading parts or whole passage again improves attainment. Learners who scored 30-39 marks, (n=130), 109 (83.9%) consented, while 21 (16.1%) disagreed that rereading improves comprehension.

Further examination revealed significant correlations between learner attainment in comprehension and rereading approach 95% confidence level (χ^2 value of 18.645, $df=9$, & p -value =0.028). This implied that learners believed in the value of rereading to enhance text comprehension. Results from teacher questionnaires showed that of 8 teachers, 4 (50.0%) agreed that rereading tends to deepen understanding of text through increased exposure to vocabulary and pronunciation of words for higher comprehension

capabilities, while 2 (25.0%) agreed strongly. However, 1 (12.5%) teacher refuted the assertion. This implied that majority of teachers, 7 (87.5%) favoured applying rereading.

Lesson observations revealed that application of rereading strategy was common in experimental and control groups. The learner was directed to read passages more than once for greater familiarity and likelihood to detect extra features for high attainment. The results are consistent with those of Labadie (2017 who observed that familiarity with the material after rereading improves connection and emergence of questions for mastery of concepts which may likely improve learning. This implied that reading more than once exposed the learner to language and other knowledge for better understanding of topics. A teacher had this to say,

“Familiarity with text increases with each reading for better understanding of concepts. Rereading improves understanding of ideas and recognition of missed concepts for improved mastery and condensing comprehension passages for better attainment. However, where learners are not exposed to rereading, fluency and accuracy are compromised.” (School F).

A learner expressed opinion that,

“I read the passage again to refresh my memory on key ideas. The teacher gives us opportunity to read the passage aloud, silently, in groups which cements text comprehension. Again, sometimes I only review the parts I think are unclear. For instance, when I encounter words and phrases that are unknown in a sentence, I read the rest of the text while mulling on the meaning. I review that sentence to see if interpretation is accurate.” (School C).

Learners shared thoughts on the fifth claim which states that retelling content read to a classmate enhances comprehension. Table 4.8 shows that of 476 learners, 83 (17.4%) negated the assertion, while 62 (13.0%) completely refuted sharing content using oral retelling strategy. Notably though, 177 (37.2%) acknowledged that recounting paragraph content aids in overall comprehension, and 154 (32.4%) agreed fully. Overall results showed that 331 (69.6%) agreed that oral language could be used to predict

reading ability, whereas 145 (30.4%) disagreed. According to cross tabulation findings, learners who obtained below 20 marks (n=113), 76 (67.3%) associated with active reconstruction of text, while 37 (34.3%) did not. In the group of learners who attained 40 or more points, (n=108), 71 (65.8%) concurred that remembering story details would improve understanding, whereas 37 (34.3%) negated. Learners who attained 30-39 marks, (n=130), 95 (73.1%) agreed that recounting internal elements of stories promote understanding of topic, while 35 (26.9%) did not.

Cross-tabulation results revealed that there was no correlation between learner performance and discussing content read using oral summary recounting (χ^2 value of 5.958, df=9, & p-value =0.744). However, findings of teachers' surveys showed that, of 8 teachers, 5 (62.5%) approved retelling for improved confidence and comprehension, while 3 (37.5%) agreed strongly. This suggested that teachers were in favour of retelling technique for higher comprehension abilities. Lessons observations of experimental and control groups through oral summary retelling revealed variations in remembering story elements. Although there were differences in how well the experimental and control groups remembered story themes, combination of retelling and role-playing seemed to interest learners by improving capacity for reading. The finding support Fontenot (2019) assertion that oral retelling increases correct responses by motivating the learner to remember story elements for better learning outcomes. However, when retelling is improperly constructed, ability to recall information read by accentuating crucial details in a systematic manner may be hampered which could reduce accuracy and comprehension. This implied that oral retellings provided information about learner understanding of concepts for improved achievement. A teacher had this to say,

“Learners are willing to discuss main points from passage with peers for improved comprehension. Sharing in oral recounting improves learner’s speaking proficiency for high attainment. Where learners experience difficulties in remembering story aspects retellings are supported through use of questions and prompts, improving ability to answer questions from the passage correctly for increased comprehension.”(School A).

The following were remarks of a learner from experimental group,

“After reviewing the topic with my classmates, I was enough to share what I could recall. Occasionally, when I was recounting, my classmates pointed out concepts missed out. The teacher emphasized proper pronunciation and tenses usage to increase understanding of comprehension passages. More still, I discovered that retelling immediately after reading the passage increases retention of key points for enhanced understanding of text.” (School A)

Five perception statements were combined to indicate consistent application of summary skills. Output was rated as ‘very consistent’, ‘consistent’, ‘inconsistent’ and ‘very inconsistent’. In order to categorize the points, assumption was that learners who ‘strongly agreed’ with the perception statement were likely to be ‘very consistent’ in applying summary skills when reading, while those who ‘strongly disagreed’ were likely to be ‘very inconsistent’ in using such skills. Figure 4.2 provides cross tabulated outcomes on application of summary skills in experimental and control groups.

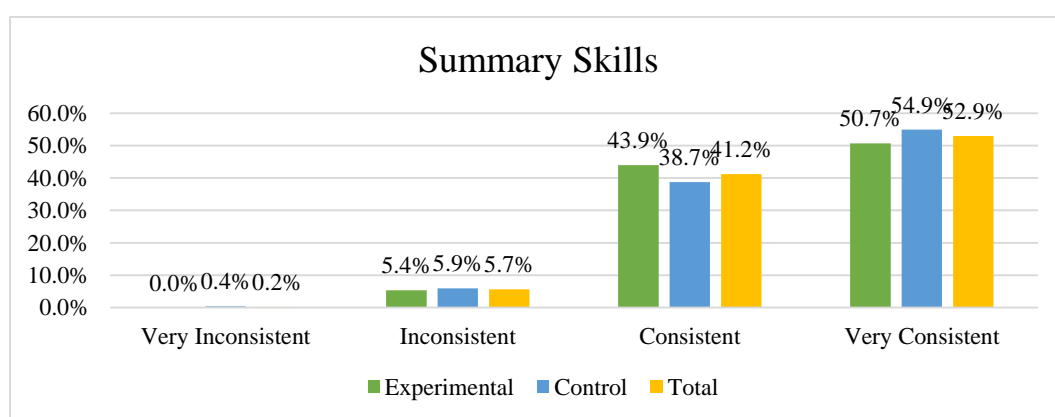


Figure 4.2: Collective opinions on use of summary skills

According to Figure 4.2, of 476, 196 (41.2%) consistently applied summary skills in reading, while 252 (52.9%) were very unwavering. Inconsistent learners were 27 (5.7%), while 1 (0.2 %) was very unpredictable. The results showed that 98 (43.9%) in

experimental group against 98 (38.7%) in control group consistently applied summary skills. More learners in control group were very consistent 139 (54.9%) compared to experimental group 113 (50.7%) in applying summary skills in reading comprehension. Contrastingly, 15 (5.9%) in control and 12 (5.4%) in experimental group unpredictably applied the skill. Those who were very inconsistent included none (0.0%) in experimental group against 1 (1.2%) learners.

Overall, 211 (94.6%) in experimental and 237 (93.6%) in control groups regularly employed summary skills when reading comprehension passages, whereas 16 (6.3%) in control compared to 12 (5.4%) in experimental groups were inconsistent in using the skill. This implied that teachers in experimental groups encouraged learners to apply summary abilities more frequently than in control groups contributing to higher comprehension ratings. Analysis showed that both experimental and control groups homogeneously utilized summary skills for comprehension of texts. Consequently, the analysis produced a calculated χ^2 value of 2.134, (df = 3 & p-value = 0.545); implying that up to 95% probability that the steadiness of using summary skills in reading comprehension did not meaningfully vary in experimental and control groups.

4.7 Learner generated questions and achievement in reading comprehension

This section demonstrates strategies for teaching learner generated questions presented as assertions. Learners were required to express thoughts for each claim on a scale of one to four with the options ‘strongly disagree’, ‘disagree’, ‘agree’ and ‘strongly agree’. The following subsections provide descriptions of analyses conducted.

4.7.1 Bivariate results for created questions

Understandings about assertions regarding question production were cross-tabulated against success in comprehension abilities, measured in terms of post-test results and divided into four categories of ‘20 marks’, ‘20-29 marks’, ‘30-39 marks’ and above 40 marks.’ The results for cross-tabulation for each assertion are shown in Table 4.9.

Table 4.9: Question generation and achievement in reading comprehension

Question generation	Post-test scores										Chi-Square, df, p-value
	<20		20-29		30-39		40+		Total		
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
I ask myself questions about what the text will be about.											
Strongly disagree	12	10.6%	12	9.6%	8	6.2%	3	2.8%	35	7.4%	17.645; df=9; p-value=0.040
Disagree	16	14.2%	9	7.2%	13	10.0%	20	18.5%	58	12.2%	
Agree	43	38.1%	56	44.8%	58	44.6%	35	32.4%	192	40.3%	
Strongly agree	42	37.2%	48	38.4%	51	39.2%	50	46.3%	191	40.1%	
I confirm answers to the questions as I read the text.											
Strongly disagree	10	8.8%	7	5.6%	12	9.2%	6	5.6%	35	7.4%	19.758; df=9; p-value=0.019
Disagree	20	17.7%	27	21.6%	18	13.8%	6	5.6%	71	14.9%	
Agree	39	34.5%	40	32.0%	35	26.9%	46	42.6%	160	33.6%	
Strongly agree	44	38.9%	51	40.8%	65	50.0%	50	46.3%	210	44.1%	
Going back and forth asking questions.											
Strongly disagree	19	16.8%	18	14.4%	12	9.2%	12	11.1%	61	12.8%	10.319; df=9; p-value=0.325
Disagree	20	17.7%	20	16.0%	27	20.8%	22	20.4%	89	18.7%	
Agree	34	30.1%	49	39.2%	39	30.0%	44	40.7%	166	34.9%	
Strongly agree	40	35.4%	38	30.4%	52	40.0%	30	27.8%	160	33.6%	
I ask myself whether questions have been answered.											
Strongly disagree	44	38.9%	47	37.6%	37	28.5%	21	19.4%	149	31.3%	19.769; df=9; p-value=0.019
Disagree	26	23.0%	22	17.6%	21	16.2%	28	25.9%	97	20.4%	
Agree	30	26.5%	37	29.6%	48	36.9%	44	40.7%	159	33.4%	
Strongly agree	13	11.5%	19	15.2%	24	18.5%	15	13.9%	71	14.9%	
I share with my partners questions from important points											
Strongly disagree	18	15.9%	18	14.4%	14	10.8%	12	11.1%	62	13.0%	5.418; df=9; p-value=0.796
Disagree	20	17.7%	18	14.4%	17	13.1%	18	16.7%	73	15.3%	
Agree	32	28.3%	41	32.8%	38	29.2%	37	34.3%	148	31.1%	
Strongly agree	43	38.1%	48	38.4%	61	46.9%	41	38.0%	193	40.5%	

The initial claim was asking questions about upcoming text. Table 4.9 shows that of 476 learners, 192 (40.3%) agreed and 191 (40.1%) firmly approved that raising inquiries on content to be read improves understanding. However, 58 (12.2%) disagreed, whereas 35 (7.4%) opposed utilizing questions to connect past knowledge to text. Results from accruing data showed that while 383 (80.4%) acknowledged use of questions before reading, while 93 (19.6%) did not accept use of questions to integrate experience with material to be read. Cross tabulation results revealed that learners who scored less than 20 marks (n=113), 85 (75.3%) pointed out that the statement was true, while 28 (24.7%) did not. Among 108 participants who achieved 40 or more points 85 (78.7%) preferred using self-questions to comprehend the text, while 23 (21.3%) did not. This implied that majority of learners thought that prioritizing questions before reading assisted in making informed decisions about text to be read to achieve greater levels of achievement. Learners who acquired 30-39 marks, (n=130),

109 (83.8%) consented to utilizing questions to help comprehend text read, whereas 21 (16.2%) did not. Based on comparisons, evaluations showed an astounding association between asking questions and success in reading comprehension at 95% confidence level (χ^2 value of 17.645, $df=9$, & p -value =0.040). Using self-questions to understand passages to be read was endorsed by 5 (62.5%) of 8 teachers and 1 (12.5%) highly approved. However, 1 (12.5%) teacher the practice of self-questions, while 1 (12.5%) strongly disagreed. This implied that majority of teachers, 6 (75.0%) approved use of asking questions regarding forthcoming texts.

Lessons observations revealed that learners in experimental group were encouraged to ask self-questions before reading to activate schema about text to be read compared to experimental group. The results corroborate Larsen (2020) claim that allowing the learner to ask questions boosts interest in forthcoming material which may increase self-monitoring for improved scores. This implied that asking questions prior to reading actively engaged the learner in preparation for reading the passage for improved attainment. Where learners are moderately engaged in pre-reading questions, connection with text is weakened which may lower achievement. A teacher had this to say,

“Viewing pictures to ponder what the passage might be about promotes curiosity and improves internal conversation for better comprehension. The learner generates questions of interest which fosters learner autonomy for increased achievement. Self-questioning helps build vocabulary and a desire to engage with reading material for accelerated learning.”

The second statement was confirming answers to questions while reading. On this point, Table 4.9 indicates that of 476 learners, 160 (33.6%) agreed that verifying answers while reading helps with text comprehension and 210 (44.1%) agreed strongly. However, 71 (14.9%) disagreed that reading comprehension would be improved by

confirming responses to questions, while 35 (7.4%) disagreed strongly. In total, 370 (77.7%) learners affirmed the perception statement, while 106 (22.3%) learners did not. According to cross tabulated findings, learners who attained lower than 20 marks (n=113), 83 (73.4%) pointed out that evaluating responses while reading encourages active engagement with material, while 30 (26.6%) did not. The class of learners who scored 40 marks and above, (n=108), 96 (88.9%) concurred that checking answers while reading helps in keeping track on interrelatedness of concepts, while 12 (11.1%) did not.

Among learners who scored 30-39 marks, (n=130), 100 (76.9%) indicated that monitoring responses improved understanding of passages, while 30 (22.1%) did not. Leaning on cross tabulations, investigation revealed that learner heightened scores in reading comprehension is substantially related to the strategy at 95% confidence level (χ^2 value of 19.758, df=9, & p-value =0.019). Findings supported results for teachers' questionnaires which revealed that of the 8 teachers, 4 (50.0%) endorsed verifying response while reading, while 2 (25.0%) agreed strongly. On the other hand, 2 (25.0%) teachers disagreed with the statement. This implied that majority, 6 (75%) considered confirming predictions while reading as a strategy which encourages active engagement in the reading process.

Lesson observations revealed that learners in experimental received greater support from the teacher than those in control group. Learners were encouraged to verify predictions for better comprehension. This study support Larsen (2020) claim greater understanding is a result of engaged learner interest and an elevated capacity to connect with text. Inferentially, active engagement with text by confirming answers while reading maximizes comprehension. A teacher had this to say,

“Learners are encouraged to check answers which fosters ownership of material and results in better comprehension. Dialogue in the mind of the learner tends to enhance learner engagement and interest with text for high attainment. Question confirmation encourages interaction with content and improves comprehension monitoring.” (School D).

Learners expressed opinions on the claim that seeking clarification on sections of text earlier read. Results in Table 4.9 show that 166 (34.9%) and 160 (33.6%) agreed that pausing to check parts of text read earlier increased comprehension. However, 61 (12.8%) strongly disagreed with 89 (18.7%) who complained of shifting positions while reading. Cumulatively, 326 (68.5%) concurred that reading for clarity improves comprehension. This suggested that majority of participants appreciated flipping back and forth to clarify concepts for improved understanding. However, 150 (31.5%) refuted the statement.

Learners recording below 20 marks (n=113), 74 (65.5%) approved switching backwards and forward while reading, though 39 (34.5%) did not. The team of learners who scored 40+ marks, (n=108), 74 (68.5%) indicated that alternating backwards and forward while reading facilitated understanding, while 34 (31.5%) did not. Of 130 learners who had a score of 30-39 marks, 91 (70.0%) recognized flipping up and down, whereas 39 (30.0%) did not. According to cross-tabulation data, there was no significant correlation between learner’s improved scores and moving up and down while questioning (χ^2 value of 10.319, df=9, & p-value =0.325).

Findings were reinforced by results from teachers’ questionnaires which revealed that of 8 teachers, 1 (12.5%) valued obtaining clarification on parts of passage already read, while 3 (37.5%) teachers agreed strongly. However, 3 (37.5%) teachers objected severely to switching back and forth the text asking questions, while 1 (12.5%) opposed strongly. This implied that only one half of the teachers were in favour of reading

backwards and forwards alternately seeking clarification of concepts for greater comprehension capabilities.

During lessons, experimental and control groups were observed moving back and forth while posing questions in aid of learning. However, more learners in experimental than control groups were encouraged to travel back and forth the text asking questions for ease of understanding. Similar to this, Mastropieri & Scruggs, (1997) observed that learners pause and examine text or draw on prior knowledge before continuing with reading task when unable to respond to own questions. The finding implied that reading while paging through the text helps monitor knowledge of subjects for better learning outcomes. A teacher from experimental group expressed opinion that,

“Learners pause while reading to seek explanations and grasp concepts for high accomplishment. This enables the learner to interact with material more actively for better comprehension. In cases where learners are unable to answer own generated questions, recall is hampered which may lower attainment.” (School D)

A learner from experimental group had this to say,

“When I ask questions as I read, it gives me time to pause and consider what I am reading. The teacher reminds us to find answers to questions we pose while reading. However, when I cannot provide answers to my own questions, I start to doubt my comprehension of content.” (Learner, School D).

Learners also expressed thoughts on the fourth statement that asking whether questions have been answered. In this respect, Table 4.9 shows that of 476 learners, 159 (33.4%) concurred that asking queries after reading can help confirm text comprehension, while 71 (14.9%) approved strongly. Learners who rejected were 97 (20.4%), though 149 (31.3%) expressed opposition to monitoring predictions. Aggregated results show that 230 (48.3%) thought that asking questions after reading tested understanding, while 246 (51.7%) did not, which suggested that more than half of learners were against

checking to see whether questions have been answered. Cross-tabulation results in Table 4.9 further indicate that among learners who earned lower than 20 marks, (n=113), 43 (38.0%) reported adhering to asking whether questions have been answered, while 70 (61.9%) did not. In the group of learners who attained 40 or more marks (=108), 59 (54.6%) concurred that verifying predictions encourages comprehension, whereas 49 (45.3%) did not. Those who obtained 30-39 marks, (n=130), 72 (55.4%) pointed out that the statement was true, while 58 (44.7%) did not. Investigation established a significant relationship between addressing concerns after reading and raised scores in comprehension at 95% confidence level (χ^2 value of 19.769, df=9, & p -value =0.019).

Additional findings from teachers' questionnaires showed that of 8 teachers, 3 (37.5%) supported using questions to test predictions, while 1 (12.5%) highly approved. However, 3 (37.5%) stated that utilizing questions to test expectations did not help in comprehension, while 1 (12.5%) dissented strongly. This implied that employing questions was not supported by one half of the teachers. The finding confirmed that asking whether questions have been answered was more encouraged in experimental than control groups. Similar findings were realized by Larsen (2020) assertion that self-questioning to validate predictions encourages proactive involvement to always look forward, improving, adjusting and verifying for better comprehension. However, internalizing understanding is weakened when learners are denied fundamental abilities of thinking, reflecting and questioning content read, which may lead to decreased achievement. A teacher echoed voices of colleagues that,

“Learners actively check own predictions to increase reading comprehension performance. Learners ask questions in the process of reading for sense making and engagement with text for high attainment in comprehension. When learners fail to ask

whether questions have been answered, understanding of concepts is compromised, which may lower attainment.” (Teacher, School G).

Learners shared thoughts on use of questions to communicate key points. According to Table 4.9, 148 (31.1%) of 476 recognized engaging questions to express crucial concepts, while 193 (40.5%) agreed strongly. Learners who disagreed were 73 (15.3%) while 62 (13.0%) negated utilizing questioning to express key concepts. A total of 341 (71.6%) endorsed generating questions about primary ideas and collaborating which indicated that majority of learners believed that the strategy assisted in understanding of concepts for better learning outcomes. However, 135 (28.3%) expressed disagreement with posing questions about main points.

Findings revealed that among learners who scored less than 20 percent of possible marks (n=113), 75 (66.4%) accepted deploying questions to convey key ideas, while 38 (33.6%) did not. The cohort of learners who scored 40+ marks, (n=108), 78 (72.3%) appreciated generating questions to share main ideas encountered in the text, while 30 (27.8%) did not. In the study of 130 learners who achieved 30-39 marks, (n=130), 99 (76.1%) claimed that creating questions based on fundamental ideas and discussing with others did not aid in gauging comprehension, whereas 31 (23.9%) did not. Cross tabulation showed no association between text comprehension and sharing crucial details through questions (χ^2 value of 5.418, df=9, & p -value =0.796). Results from teachers' questionnaires revealed that of 8 teachers, 3 (37.5%) acknowledged using questions to impart vital concepts, while 2 (25.0%) highly agreed. One (12.5%) teacher differed with the statement, while 2 (25.0%) opposed strongly. This implied that majority, 5(62.5%) thought that utilizing questions to address main concept increased understanding of material for better comprehension.

Lessons observations of experimental and control groups through asking partners questions from important points was encouraged in experimental but not in control groups. However, at first, learners asked question that could only be answered in one word, but with help and coaching from the teacher, learner capacity to ask insightful questions on the text resulting in higher accomplishment. In a similar vein, Song (2016) asserted that generating questions require learner recognition of key points from passage read and raising quality of questions with additional teacher support. Where learners are not actively participating in activities and reading materials, ability to think critically about content read weakens, diminishing achievement. A teacher from experimental group had this to say,

“Appropriate generation of questions based on key points from passage promotes reading abilities. When learners share points through questions recall is enhanced for effective learning. Again, additional support provided by the teacher increases quality of questions for better learning outcomes. However, where learners are unfamiliar with question generation strategy, questions are of low quality and learners tend to disengage from active participation.” (School B).

A learner from experimental group had this to say,

“I found it easier and more enjoyable to come up with questions and share with my classmates after receiving guidance from the teacher. At first, I asked questions which gave one-word answers but the teacher helped me to create questions. I am not used to asking questions because in most cases, the teacher asks questions.” (School B).

The summarization of perception statements revealed the degree of consistency in employing question creation to improve understanding of passages. The four-point categorization was based on the supposition that learners who ‘strongly agreed’ with the perception statements were likely to be ‘very consistent’ in generating questions when reading, while those who ‘strongly disagreed’ were likely to be ‘very inconsistent’ in using such skills. Figure 4.3 shows cross tabulation findings on employment of learner generated questions in experimental and control groups.

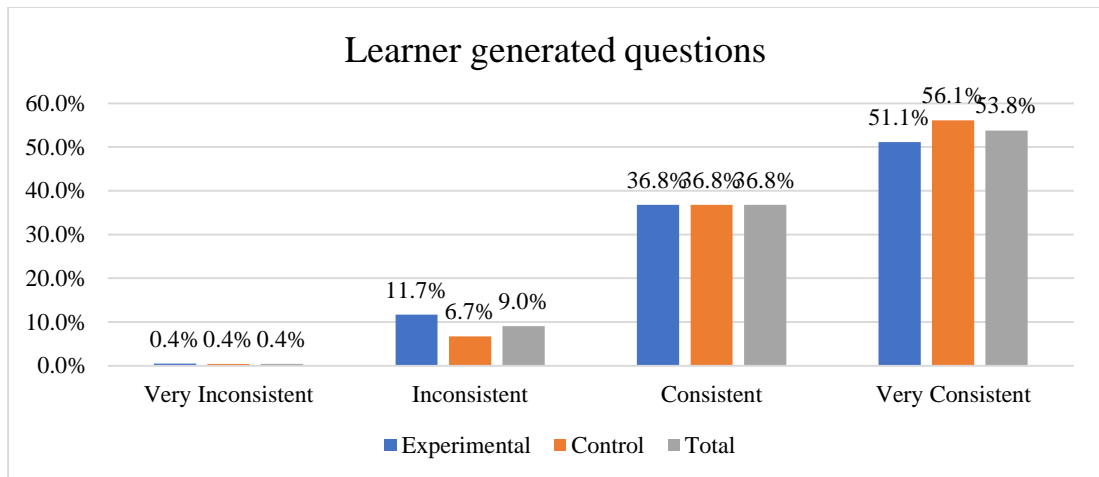


Figure 4.3: Aggregated opinions on use of learner created questions

Figure 4.3 indicates that of 476, 175 (36.8%) utilized learner generated questions in a reliable manner and 256 (53.8%) were highly consistent. There were 43 (9.0%) erratic learners and 2 (0.4 %) were extremely unpredictable. Results showed that 82 (36.8%) in experimental group and 93 (36.8%) in control group consistently generated queries. Those who were very consistent include 114 (51.1%) learners in experimental group and 142 (56.1%) in control group. However, 17 (6.7%) in control and 26 (11.7%) learners in experimental group were fluctuating in using the skill. One (0.4%) learner in experimental group versus one (0.4%) was among the very unreliable. Overall, 196 (87.9%) learners in experimental and 235 (92.9%) in control group associated with systematic use of learner generated questions when reading comprehension passages, though 18 (7.1%) learners in control group compared to 27 (12.1%) learners in experimental groups were unpredictable in using the skill.

According to analysis, neither group exhibited a tendency to use learner generated questions in a significant way. As a result, the analysis produced a calculated χ^2 value of 3.762, (df = 3 & p-value = 0.288); representing 95% likelihood that there was no significant difference between experimental and control group in stability of generating questions.

4.8 Word recognition skills and learner achievement in reading comprehension

Four perceptual statements, with each representing a reading technique were used to test word recognition ability. Learners expressed thoughts on a four-point scale that was set up as ‘strongly disagree’, ‘disagree’, ‘agree’ and ‘strongly agree’. The sections that follow include descriptions of significant evaluation.

4.8.1 Bivariate results for word awareness

Word recognition skills and opinions of learners regarding success in reading comprehension were cross-tabulated. The results are presented in Table 4.10.

Table 4.10: Word recognition skills and achievement in reading comprehension

Word recognition skills	<20		20-29		Post-test scores				Subtotal		Chi-Square, df, p-value
	Freq	%	Freq	%	30-39	40+	Freq	%	Freq	%	
I work out meaning of words from use in sentence.											
Strongly disagree	11	9.7%	13	10.4%	10	7.7%	7	6.5%	41	8.6%	11.387; df=9; p-value=0.250
Disagree	27	23.9%	24	19.2%	18	13.8%	12	11.1%	81	17.0%	
Agree	35	31.0%	41	32.8%	50	38.5%	38	35.2%	164	34.5%	
Strongly agree	40	35.4%	47	37.6%	52	40.0%	51	47.2%	190	39.9%	
I use parts of speech to help me understand meaning of the word in a sentence.											
Strongly disagree	12	10.6%	9	7.2%	16	12.3%	4	3.7%	41	8.6%	7.605; df=9; p-value=0.574
Disagree	17	15.0%	20	16.0%	20	15.4%	15	13.9%	72	15.1%	
Agree	41	36.3%	43	34.4%	45	34.6%	44	40.7%	173	36.3%	
Strongly agree	43	38.1%	53	42.4%	49	37.7%	45	41.7%	190	39.9%	
I read without stopping to recall a word.											
Strongly disagree	47	41.6%	49	39.2%	48	36.9%	52	48.1%	196	41.2%	6.419; df=9; p-value=0.697
Disagree	28	24.8%	35	28.0%	35	26.9%	29	26.9%	127	26.7%	
Agree	24	21.2%	31	24.8%	35	26.9%	18	16.7%	108	22.7%	
Strongly agree	14	12.4%	10	8.0%	12	9.2%	9	8.3%	45	9.5%	
I recognize the word that stands out from the rest of the words.											
Strongly disagree	21	18.6%	16	12.8%	14	10.8%	9	8.3%	60	12.6%	7.240; df=9; p-value=0.612
Disagree	19	16.8%	26	20.8%	24	18.5%	20	18.5%	89	18.7%	
Agree	37	32.7%	39	31.2%	47	36.2%	42	38.9%	165	34.7%	
Strongly agree	36	31.9%	44	35.2%	45	34.6%	37	34.3%	162	34.0%	
I identify the opposite word to help me understand the way it is used in the sentence											
Strongly disagree	40	35.4%	42	33.6%	34	26.2%	20	18.5%	136	28.6%	18.645; df=9; p-value=0.028
Disagree	29	25.7%	17	13.6%	23	17.7%	20	18.5%	89	18.7%	
Agree	21	18.6%	34	27.2%	40	30.8%	31	28.7%	126	26.5%	
Strongly agree	23	20.4%	32	25.6%	33	25.4%	37	34.3%	125	26.3%	

The first claim which proposed deriving a word’s meaning from use in a sentence generated reactions from learners. Findings in Table 4.10 show that of 476 learners, 164 (34.5%) accepted using context clues, while 190 (39.9%) agreed strongly. However, 81 (17.0%) stated that meaning of a word may be inferred from use in a

sentence, while 41 (8.6%) negated the statement. Collectively, 354 (74.5%) endorse using words in context, which suggests that the strategy was utilized by most learners. However, the statement was not in line with practices since 122 (25.6%) refuted. Further evaluation showed that of 113 learners who earned less than 20 marks, 75 (76.4%) concurred with the statement, while 38 (33.6%) did not. Among 108 participants who scored 40 or higher, 89 (82.4%) acknowledged use of context clues, while 19 (17.6%) did not. Learners who scored 30-39 marks, (n=130), 102 (78.5%) pointed out that working out meaning from use in sentence was beneficial, while 28 (21.5%) did not.

The study showed that working out meaning of terms from use in sentences method was not significantly related to learner achievement revealed that learner achievement (χ^2 value of 11.387, $df=9$, & p -value =0.250). However, teachers supported use of context clues which assists the learner to increase reading rate for improved comprehension abilities. Of 8 teachers, 5 (62.6%) supported figuring out meaning of unknown word from use in sentences, while 3 (37.5%) agreed strongly. Lesson observations of experimental and control groups, through context clues, revealed that more learners in experimental group were encouraged to identify hints within a sentence, paragraph or passage to understand meanings of new or unfamiliar words to build vocabulary as compared to control groups for improved comprehension. The results showed that using context clues to read prescribed material boosts critical thought and creativity for better understanding. The findings support Khairani & Eliza (2022) observation that use of context cues improves learner achievement in reading comprehension with minimal requirement to pause and use a dictionary for deeper meaning of text. To construct word meanings, however, dictionaries were recommended to learners in control group. Similar to this, Anyienda, Odundo and Kibui

(2020) claimed that fewer barriers while reading comprehension passages allow the learner to refocus attention on understanding passage material which may boost independent learning for enhanced accomplishment. This implied that use of context clues decreases interruptions while reading for improved comprehension. A teacher from control group had this to say,

“Learners are willing to recognize word meaning cues to increase vocabulary and comprehension of passages. Understanding is improved by choosing correct definition for the situation. Contextual clues increase learning by causing fewer interruptions for learners while reading. When learners are not taught how to employ multiple contextual clues, identifying and defining unfamiliar terms on their own and develop into independent word learners may be hampered which could lower achievement.” (School E).

A learner had this to say,

“My teacher sometimes guides me in finding clues for meaning and at other times I am directed to look up definitions in a dictionary to help with comprehension. Using clues enables me to figure out meaning quickly as I read the passage. However, occasionally I find it difficult to choose from alternative meanings provided in the dictionary.” (School E).

The second statement that, employing aspects of speech aids in comprehending meaning of a word in a sentence, drew objections from the class. Results from Table 4.10 showed that 173 (36.3%) agreed with using word classes to grasp meaning of words in a sentence, whereas 190 (39.9%) agreed strongly. Those who disagreed were 72 (15.1%) while 41 (8.6%) negated the statement. In total, 363 (76.3%) acknowledged use of components of speech to comprehend words and phrases. However, 113 (23.7%) expressed disagreement with the statement, meaning it was not consistent with practices. Further, those who obtained below 20 marks, (n=113), 84 (74.4%) accepted that using parts of speech improved understanding of text, although 29 (25.6%) did not. Those who earned 40+ marks, (n=108), 89 (82.4%) pointed out the assertion was true, while 19 (17.6%) did not. Learners who scored 30-39 marks, (n=130), 94 (72.3%) acknowledged the statement, at the same time 36 (27.7%) did not. Analysis revealed

absence of notable link between improved scores and using classes of words to help understand meaning of the word in a sentence strategy (χ^2 value of 7.605, $df=9$, & p -value =0.574).

However, results from teachers' questionnaires revealed that of 8 teachers, 3 (37.5%) agreed with the assertion that using parts of speech foster understanding of passages, while 3 (37.5%) agreed strongly. Even though teachers expressed support for using parts of speech to understand passages, the method was dismally implemented with teachers citing lack of awareness to integrate parts of speech in reading comprehension lessons. According to lessons observed and a subsequent discussion with one teacher, learners were encouraged to connect past lessons on parts of speech to specific words from the passage for improved learning outcomes. The results supported the idea that using elements of speech in comprehending material helps in application of target language for higher outcomes. Similar findings were reported by Sukanya and Nutrapha (2017) indicating that learner can better grasp contents by understanding how words are used. This implied that using different parts of speech helped with meaning building to achieve satisfactory comprehension ratings. A teacher had this to say,

“During lesson observation learners are attentive to engage in activities and reading material by identifying parts of speech to assist in recognizing new words for improved comprehension. Occasionally, I request learners to identify the class the specific words belong to by referring to earlier grammar lessons. Synthesizing language components increases attainment in reading comprehension.” (School E).

Learners provided feedback on the third perception statement which advocated reading without pausing to remember a word. Table 4.10 illustrates that of 476 learners, 127 (26.7%) objected that reading without stopping to recall a word improved comprehension, while 196 (41.2%) repulsed strongly. In total, 323 (67.9%) were against pausing when reading to remember concepts, while 153 (32.1) endorsed the

statement. This implied that majority of learners opposed pausing while reading to recap concepts. In the category of learners who attained below 20 marks, (n=113), 38 (33.6%) agreed with the statement while 75 (66.4%) did not.

Those who scored 40+ marks, (n=108), 27 (25.0%) consented, while 81 (75.0%) did not. Learners who recorded 30-39 marks, (n=130), 47 (36.1%) acknowledged effortless recognition of words increased, whereas 83 (63.8%) did not. Consequently, absence of purposeful connection between learner achievement and reading without pausing to recall a word strategy was revealed (χ^2 value of 6.419, df=9, & p-value =0.697). On the other hand, results from teachers' questionnaires revealed that of 8 teachers, 5 (62.5%) agreed with the perception statement 'reading without stopping to recall a word', while 3 (37.5%) agreed strongly. This implied that all teachers (n=8) supported use of the strategy. This outcome was unvalidated in lessons observed where only 1 (12.5%) teacher implemented the strategy.

More still, lesson observations of experimental and control groups through sight word recognition revealed that learners were more exposed to sight word learning environment in experimental compared to control groups. This finding is supported by lessons observed which revealed that learners were exposed to frequently occurring words displayed on word walls for better learning outcomes. This finding is supported by Chiu, Chiang and Ou (2017) who reported that exhibition of sight word flashcards on classroom walls improves learning environment for long-term learning. Supporting the findings, Kaskaya (2016) asserted that learner ability to read sight words automatically, make meaning of text faster and comprehend what is read. However, in situations where exposure to terms that occur frequently is low, automatic word recognition may suffer, which could impair achievement. This implied that quickly and

effortlessly reading sight words frees up cognitive resources to concentrate on reading text with greater understanding. A teacher expressed the following view,

“Exposing learners to words encountered regularly helps to pay closer attention to terms that are more difficult to understand for high comprehension. A sufficient command of sight words boosts reading confidence for efficient learning. Where recognition of sight words is slow, learners spend more time decoding words with less attention on comprehending texts.” (School C)

Learners indicated opinions on the fourth statement displaying words that stand out from others. Table 4.10 indicates that of 476 learners, 165 (34.7%) accented to the statement, while 162 (34.0%) concurred strongly. However, 89 (18.7%) rejected the statement, while 60 (12.6%) expressed strong rejection. Collectively, 327 (68.7%) learners acknowledged recognizing words that stand out from the rest, while 149 (31.3%) indicated that the statement was at odds with strategies. Quantitative analysis of relationship between variables exposed that of 113 those who earned less than 20 marks, 73 (64.6%) signalled that the assertion was correct, while 40 (35.4%) were of the opinion that it was not true. Learners who scored of 40+ marks, (n=108), 79 (73.2%) upheld the opinion, while 29 (26.8%) did not. Learners who scored 30-39 marks, (n=130), 92 (70.8%) pointed out that the statement was true, while 38 (29.3%) did not. Based on cross tabulations, the analysis revealed a lack of significant association between learner achievement in reading comprehension and ‘recognizing the word that stands out from the rest’ strategy (χ^2 value of 7.240, df=9, & p-value =0.612). Additional findings from teachers’ questionnaires revealed that of 8 teachers, 2 (25.0%) ratified the perception statement ‘Using odd one out to recognize the word that stands out from the rest of the words’, while 4 (50.0%) endorsed strongly. However, 1 (12.5%) teacher dissented, while 1 (12.5%) refuted strongly. This implied that majority 6 (75.0%) teachers supported use of the strategy.

Lesson observed and subsequent follow up discussion with one teacher revealed that application of odd one out was uncommon in control and but occasionally used in experimental groups. Learners were presented with grammatical units and requested to argue the odd one out and why for improved achievement. The results are consistent with those of Baha (2017) who concluded that engaging activities can increase comprehension of texts by testing capacity to identify words from others and encouraging critical thinking for better learning outcomes.

A teacher had this to say,

“The odd one out method emphasizes the application of deductive reasoning for enhanced reading comprehension performance. The learner may address oddness and look for similarities among other options in cases where grammatical reasoning skills are adequate. However, where grammatical reasoning is weak, the learner is likely to struggle with the assignment which may lower attainment.”

The fifth perception statement was recognition of contrasting word to help understand usage in a sentence. In connection to this, Table 4.10 shows that 126 (26.5%) acknowledged and 125 (26.3%) approved highly that use of opposing words assisted in understanding concepts, while 125 (26.3%) approved strongly. However, 136 (28.6%) strongly disagreed and 89 (18.7%) rejected the idea of extracting meanings from context of words around. Further, the analysis revealed that of 476, 251 (52.8%) acknowledged that identification of opposite word to help understand usage in a sentence boosts attainment while 225 (43.3%) denied. The analysis of relationship between data showed that of 113 learners who scored less than 20 marks, 44 (39.0%) accepted that employing opposing word when presented with new words would improve comprehension, while 69 (61.1%) disapproved. Learners who obtained 40+ marks, (n=108), 68 (63.0%) supported taking deliberate steps to understand material read, conscious steps to understand content read, though 40 (37.0%) opposed using terms that mean what the notion does not mean. Learners who scored 30-39 marks,

(n=130), 73 (56.2%) claimed that applying antonym strategy may improve guessing the meaning of unidentified words, while 57 (43.9%) rejected. The investigation discovered that learner enhanced scores in reading comprehension meaningfully associated with use of opposites to learn word meanings more precisely at 95% confidence level and achieved a calculated χ^2 value of 18.645, $df=9$, & $p\text{-value}=0.028$.

The findings corroborated those of teachers' questionnaires which showed that of 8, 3 (37.5%) concurred that knowing and using antonyms can have more methodical guesses about meaning of unknown words, while 1 (12.5%) highly agreed. However, 3 (37.5%) stated that using contrasting words contributed less to development of more independent learners and 1 (12.5%) considered using opposites to extract word meanings disagreeable. Inferred from this was that half of teachers thought that antonyms were a better way to derive meaning of unfamiliar terms to increase comprehension scores. Lesson observation revealed that experimental group used opposites, whereas control group did not. This could be related to training offered to teachers in experimental group which promoted adoption of novel strategies. Learners actively participated in employing contrasting terms to aid in understanding new vocabulary. The results support Zamani, Nematzadeh and Alikhademi (2022) observation that implementing contrasting terms as contextual clues are effective for inferring meaning of unknown words for better comprehension. In situations where use of contrasting words is inadequately structured, locating clues may be compromised which may undermine autonomous learning and increase reliance on the teachers resulting in low attainment. The findings suggested that effective use of antonyms increases reading engagement and decreases dependency on teachers. A teacher from experimental group had this to say,

“Use of antonym clues facilitates exploration of word differences by enhancing semantic abilities and expanding vocabulary for faster learning. Where meaning of an unfamiliar words is deduced using opposite term, automating of low-level processes is improved for better performance. Where learners are not exposed to antonym clues, more time is spent on low level processes which limits ability to reallocate cognitive resources to higher level tasks that provide better results.” (School A).

Additionally, explanation of association between two variables included integrating five perception statements to estimate the degree to which word recognition abilities were applied to support active and competent reading. The results were constructed on an interval scale divided into four ordinal classes of ‘very consistent’, ‘consistent’, ‘inconsistent’, and ‘very inconsistent’ to reveal the extent of application of word recognition skills. The results of cross-tabulation between aggregated variables, five elements of word recognition, and reading comprehension accomplishment are shown in Figure 4.4.

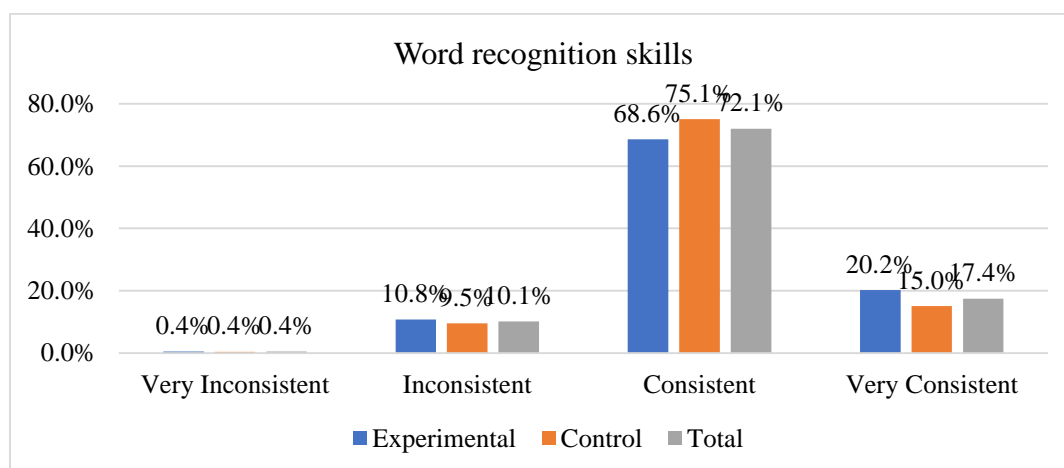


Figure 4.4: Learner collated opinions on use of word recognition skills

Figure 4.4 demonstrates that of 476 learners, 343 (72.1%) regularly used word recognition skills when reading, although 83 (17.4%) were very reliable. However, 48 (10.1%) and 2 (0.4 %) lacked dependability on recognizing words. The results showed that 153 (68.6%) learners in experimental group against 190 (75.1%) learners in control group frequently used vocabulary identification abilities. Those who were very

consistent included 45 (20.2%) in experimental group against 38 (15.0%) learners in control group. On the other hand, 24 (9.5%) in control and 24 (10.8%) learners in experimental group displayed irregular recognition of words. Compared to one (0.4%) in experimental and control group respectively, learners applied word identification skills in an unpredictable way.

Cumulatively, 198 (88.8%) learners in experimental group compared to 228 (90.1%) learners in control group leaned toward consistent use of word recognition abilities when reading passage content, while 25 (9.9%) learners in control group compared to 25 (11.2%) learners in experimental groups were inconsistent in recognizing vocabulary to comprehend concepts. the skill. Consequently, the evaluation yielded a computed χ^2 value of 2.702, (df=3, & ρ -value = 0.440); indicating 95% chance that experimental and control groups regularly employed word recognition abilities to master concepts for higher attainment.

4.8.2 Multivariate analysis for acquisition of reading skills

Multiple linear regression model was applied to establish consequences of acquisition of reading skills on improved scores in comprehension passages. The analysis produced Model 1 and 2 for learners in experimental and control groups respectively to reveal differences in key outcomes. The results of regression analysis are shown in Table 4.11.

Table 4.11: Acquisition of readings skills and achievement in reading comprehension

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
Model 1	(Constant)	1.856	.473		3.925	.000***
Experimental	Prior Knowledge	.129	.122	.068	1.059	.29
1	Summary Skills	.173	.090	.095	1.911	.057*

	Learner generated questions	.047	.113	.028	.417	.68
	Word Recognition	.259	.126	.130	2.052	0.041**
	School Name	.471	.062	.448	7.586	9.94
	Sub-County	.331	.090	.214	3.661	0.000**
						*
	Gender	-.201	.130	-.090	-	.12
					1.553	
	Favourite Subject	.005	.042	.008	.131	.90
<hr/>						
Model 2	(Constant)	1.37	.966		1.427	.15
a. class =		9				
Control	Prior Knowledge	.438	.127	.302	3.457	0.000**
						*
	Summary Skills	.212	.126	.126	1.684	0.093*
	Learner generated questions	.096	.142	.058	.678	.50
	Word Recognition	-.196	.140	-.096	-	.16
					1.399	
	School Name	.015	.090	.017	.169	.87
	Sub-County	-.173	.101	-.132	-	0.089*
					1.707	
	Gender	-.141	.127	-.068	-	.27
					1.115	
	Favourite Subject	-.002	.044	-.003	-.048	.96

*, **, ***show significance at $p < 0.01$, $p < 0.05$ and $p < 0.01$ error margins ,respectively

The analysis in Table 4.11 revealed that in Model 1, word recognition skills, summary skills and sub-county, were the greatest indicators of reading comprehension success in experimental group. More still, prior knowledge, summary skills and sub-county were the greatest predictors of reading comprehension in control group. Among strategies for acquisition of background knowledge, word recognition skills caused the strongest improvement in experimental group ($Beta=0.259$, $t=2.052$, $p<0.041^{**}$), while prior knowledge was the prime indicator of achievement in reading comprehension ($Beta=0.438$, $t=3.457$, $p<0.000$. Summary skills caused the greatest improvement in experimental and control groups ($Beta=0.173$, $t=1.911$, $p<0.05^{*}$; $Beta=0.212$, $t=1.684$, $p<0.093^{*}$). Again, effect of sub-county was positive in experimental group ($Beta=0.331$, $t=3.661$, $p<0.000$), indicating that training of teachers on task-based learning had a positive and significant effect on learning outcomes. In Model 2, effect of prior knowledge was significant at 99% confidence level, while summary skills were meaningful at 90% confidence level (0.10). In contrast to the output generated by Model

1 which suggested up to 95% possibility that effect of summary skills and word recognition significant (0.05). As a result, the first null hypothesis which claimed that there was no discernible difference in the level of acquisition of reading skills and comprehension achievement between experimental and control groups, was rejected for being untrue.

4.8.3 Models' goodness of fit for understanding text

Table 4.12: Models' goodness-of-fit.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.555 ^b	.308	.285	.95064		
2	.325 ^b	.106	.080	.99332		
Model	ANOVA ^{a,b}	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	86.418	7	12.345	13.661	.000 ^c
	Residual	194.300	215	.904		
	Total	280.717	222			
2	Regression	28.529	7	4.076	4.131	.000 ^c
	Residual	241.740	245	.987		
	Total	270.269	252			

The results in Table 4.12 indicated that Models 1 and 2 had an adjusted R² of 0.285 and 0.08 respectively, indicating that variables related to reading skills included in the study were responsible for 28.5% and 8% of improvement in learner grades in reading comprehension in experimental and control class respectively. The results showed that Model 1 was somewhat effective in assessing effect of task-based learning on attainment in reading comprehension. The Analysis of Variance (ANOVA) results also demonstrated that the Model's strength was statistically significant at 95% confidence level (Exp.: F = 13.661; p= 0.000; Cont.: F=4.131, p=0.000), implying that effect of reading skills on comprehension capabilities was statistically significant in experimental and control groups.

4.9 Instructional skills and achievement in reading comprehension

In this section, four claims in group work, class engagement, active participation and skills integration were presented. For each assertion, learners were requested to state thought using a four-point scale rated as ‘strongly disagree’, ‘disagree’, ‘agree’ and ‘strongly agree’. The parts that follow contain subsequent reviews.

4.9.1 Bivariate results for collaborative work

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 4.13 displays cross-tabulation results for each assertion.

Table 4.13: Cross-tabulation of group work and achievement in reading comprehension

Group Work	Post-test Categories								Total	Chi-Square	
	<20	20-29	30-39	40+							
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
<i>I share my ideas easily through group discussion to improve reading comprehension.</i>											
Strongly disagree	11	9.7%	9	7.2%	11	8.5%	4	3.7%	35	7.4%	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>I monitor my own reading through use of questioning.</i>											
Strongly disagree	38	33.6%	40	32.0%	30	23.1%	13	12.0%	121	25.4%	26.694; df=9; p-value=0.002
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	
		%		%		%		%		%	
<i>I explain key words by generating and sharing ideas for effective reading comprehension.</i>											
Strongly disagree	18	15.9	16	12.8	13	10.0	5	4.6%	52	10.9	24.883;
		%		%		%		%		%	df=9;
Disagree	28	24.8	25	20.0	31	23.8	24	22.2	108	22.7	p-
		%		%		%		%		%	value=0.0
Agree	28	24.8	41	32.8	41	31.5	56	51.9	166	34.9	03
		%		%		%		%		%	
Strongly agree	39	34.5	43	34.4	45	34.6	23	21.3	150	31.5	
		%		%		%		%		%	
<i>I recognize the meaning of a text by experiencing it through role play.</i>											
Strongly disagree	27	23.9	33	26.4	27	20.8	15	13.9	102	21.4	36.633;
		%		%		%		%		%	df=9;
Disagree	34	30.1	44	35.2	32	24.6	14	13.0	124	26.1	p-
		%		%		%		%		%	value=0.0
Agree	27	23.9	23	18.4	38	29.2	30	27.8	118	24.8	00
		%		%		%		%		%	
Strongly agree	25	22.1	25	20.0	33	25.4	49	45.4	132	27.7	
		%		%		%		%		%	
<i>I use regular feedback during reading comprehension to understand the text better.</i>											
Strongly disagree	33	29.2	32	25.6	39	30.0	15	13.9	119	25.0	13.822;
		%		%		%		%		%	df=9;
Disagree	29	25.7	26	20.8	30	23.1	32	29.6	117	24.6	p-
		%		%		%		%		%	value=0.1
Agree	26	23.0	42	33.6	37	28.5	40	37.0	145	30.5	29
		%		%		%		%		%	
Strongly agree	25	22.1	25	20.0	24	18.5	21	19.4	95	20.0	
		%		%		%		%		%	

The point of view statement recommended using group discussion to effortlessly share ideas to enhance reading comprehension. Table 4.13 indicated that of 476 learners, 156 (32.8%) agreed that providing multiple perspectives on a subject improves comprehension and 236 (49.6%) approved strongly. According to Wilkinson and Nelson (2020), discussion-based learning offers an alternate method for enhancing reading comprehension skills beyond explicit instruction of reading strategies. On the other hand, 49 (10.3%) disputed that reacting to perspectives of classmates helped in understanding passage content, whereas 35 (7.4%) dissented strongly. Progressively, 392 (82.4%) embraced the premise of easily exchanging ideas during group discussions to enhance reading comprehension, while 84 (17.7%), did not. A comparison of aggregated marks with increased grades in comprehension passages showed that among learners who received a maximum of 20 marks (n=113), over two third (85 (75.3%) affirmed sharing ideas easily through group discussion to improve reading

comprehension, while 28 (24.7%) denied that conversing with other on a topic would help grasp content better.

Among learners who earned 40+ marks, (n=108), 98 (90.7%) noticed that discussing in group was beneficial for text comprehension, while 10 (9.3%) disagreed. In the group of 20-29 marks, (n=125), 98 (78.4%) concurred that discussions are more likely to be fruitful when learners are encouraged to consider views of others, while 27 (21.6%) negated the statement. Findings revealed that discussing and reflecting on one another's ideas was substantially linked with learner better marks in reading comprehension at 90% Confidence level (χ^2 value of 15.243, df=9, & p -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 reading materials. This implied support for discussing texts to jointly create knowledge and comprehension among 8 (100%) teachers.

The findings were further reinforced by lesson observation and follow-up discussion sessions, where more learners participated in conversations in experimental than in control groups 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 Wilkinson and Nelson (2020) observation that knowledge, understanding and interpretation are elevated through presentation of opposing views on a subject, as well as through dialogue and introspective reflection on one another's opinions. The results were further reinforced by Almutairi (2018) assertion that discussing text improves learning from one another more which may likely raise achievement in reading comprehension. More still, lessons observed showed that

constrained conversations limit learner contribution, which may likely lessen achievement. Inferentially, dialogues in reading comprehension promotes participation for knowledge acquisition. A teacher shared the view that,

“Learners share and exchange ideas during reading lesson, which enhances understanding and ability to support claims. Performance is improved by pausing and engaging in discussion regarding textual portion. The learner combines concepts that could have been overlooked while reading on unassisted to better understand the topic.” (School C)

However, when asked for the reason for not using discussion in reading comprehension, a teacher explained that,

“Usually, there is unequal engagement from learners when I lead conversations. You may occasionally notice that nearly the same learners voluntarily answer questions. However, the size of the class and permitted time limit the number of learners who respond to questions.” (School B).

A learner had this to say,

“My understanding expands when I discuss and trade ideas with my group mates. With the help of my peers, I am able to incorporate concepts I might have missed out while reading aloud which improved comprehension of text. I am much more willing to join in the conversation which may most likely enhance attainment.” (School C).

The perception statement was monitoring comprehension using questions. Table 4.13 indicated that of 476 learners, 158 (33.2%) accepted that answering questions improves active engagement with text and classmates for high accomplishment while 78 (16.4%) did so fully. On the flip side, 119 (25.0%) disagreed that utilizing questions to check understanding reinforces recent learning, while 121 (25.4%) disapproved strongly. Totally, 236 (49.6%) acknowledged that questions create foundation for ongoing conversation, while 240 (50.4%), did not. This indicated that that slightly over half of 476 rejected asking questions during class. In terms of improved scores, combined findings showed that among learner who scored relation to enhanced scores in understanding of text, merged findings indicated that learners who acquired less than 20 marks (n=113), 65 (52.0%) accepted monitoring own comprehension through use of questioning, whereas 60(48.0%) did not.

Among those who scored 40+ marks, (n=108), 45 (50.9%) agreed that questions should be asked to check for understanding, while 53 (49.0%) did not. In the category of 20-29 marks, (n=125), 65 (52.0%) concurred that comprehension should be checked using questions, while 60 (48.0%) disagreed. Rooted in this, the study demonstrated a significant relationship between questioning reading and accomplishment in reading comprehension, at 99% Confidence level (χ^2 value of 26.694, df=9, & p -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 introducing using strategically constructed questions and incorporating in class discourse into class to promote learner-centred tasks and boost comprehension scores. Teachers quizzed learners in experimental and control groups to gauge understanding of assigned readings. Teachers in experimental group, on the other hand, added more creative questions at the end of and in between paragraphs, which encouraged interaction and enhanced understanding. The findings back up Udombua & Phusawisot (2019) claim that understanding the passage from part to whole through inquiry tends to attract learner attention and participation for improved accomplishment. Experimental and control group failed to fully apply use of questioning to validate comprehension using jigsaw tasks. A teacher had this to say,

“The time required to implement grouping and regrouping learners to allow exchange of key concepts would be overwhelming. The time for questioning in the home group and expert group is insufficient. However, identifying components of the passage by understanding only a piece of the story then the complete story in the original group improves reading comprehension. Again, use of groups according to number of paragraphs to be handled in the text assists in managing large class sizes.” (School A)

Even though teachers approved use of questioning to check comprehension using jigsaw activity, due to effectiveness in managing large classes, complete execution was rare in experimental and control group. Similar results were realized by Haq, Khurram and Bangash (2019) who asserted that jigsaw activities are useful tools in crowded classes. This method provides the learner with the chance to read a portion of the passage, reread in a new group with friends and then share with original group for effective learning.

Learners expressed thoughts on claim that explanation of essential words by generating and sharing ideas improves attainment. Findings from Table 4.13 indicated that of 476, 150 (31,5%) admitted that brainstorming allows systematic production and expression of ideas, and 166 (34.9%) highly approved. In contrast, 108 (22.7%) disputed and 52 (10.9%) strongly refuted the claim that coming up with ideas might improve meaning of words. A total of 316 (66.4%) agreed to understanding word meanings by creating and exchanging concepts, whereas 160 (33.6%), did not. Combined results showed that among learners who obtained less than 20 marks (n=113), 67 (59.3%) acknowledged that exchanging ideas helps with constructing meaning, while 46(40.7%) opposed. Learners who scored 40+ marks, (n=108), 84 (73.2%) stated that creating and discussing ideas assist in making crucial terms clearer, while 29 (26.8%) did not. In the class of 20-29 marks, (n=125), 84 (67.2%) pointed out that outlining essential concepts through brainstorming aided in concept mastery, although 41 (32.8%) disapproved. Further, the study discovered that at 99% Confidence level, the technique of explaining essential words aided reading comprehension (χ^2 value of 24.883, df=9, & p -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. Similar to 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. A teacher had this to say,

“Remembering key words coupled with easy pronunciation improves achievement in reading comprehension. When essential words are introduced to learners through brainstorming, involvement is improved which raises attainment. However, where participation to generate meanings of key words is weak, retention and retrieval may be compromised by escalating dependence and registering low attainment”

On the non-use of this sub-instructional skill, through a follow up discussion, a teacher explained that,

“Reading comprehension is introduced gradually. Learners are exposed to vocabulary, language patterns and oral practice prior to reading passage. When you pre-teach vocabulary, learners must create sentences utilizing the terms, either vocally or in writing. Since I had covered vocabulary, I do not pre-teach vocabulary in reading comprehension class but sometimes I may remind learners of key words.” (School F).

A learner said that,

“Our teacher assists us in pronouncing terms which are challenging. When reading aloud sometimes we come across a word that is unfamiliar, the teacher reads the word and requests as to read the word out aloud. The meanings of terms and proper pronunciation are occasionally explained by the teacher.” (School A).

The claim put up was that role playing could help understand meaning of a text. Based on the data in Table 4.13 indicated that of 476 learners, 118 (24.8%) acknowledged that role play requires active reading of material for in-depth learning, and 132 (27.7%) were highly satisfied. Alternatively, 124 (26.1%) disagreed with using role play to grasp meaning, while 102 (21.4%) refuted strongly. Overall, 250 (52.5%) learners acknowledged experiencing meaning of a text through role play, while 226 (47.5%), did not. Combined results showed that learners who recorded less than 20 marks (n=113), 52 (56.0%) believed incorporating role play in reading comprehension improved attainment, while 61(54.0%) refused. Among 108 learners who scored 40 or more marks, 79 (73.2%) supported identifying meaning through role play, whereas 29 (26.9%) did not. According to 58 (38.4%) learners who attained 20-29 marks, (n=125), role play promotes diversity, while 77 (61.6%) disagreed. The study indicated that using role play to promote comprehension at 99% Confidence level significantly correlated with acquisition of concepts (χ^2 value of 36.633, df=9, & ρ -value =0.000).

The results complemented those of teachers' questionnaires which revealed that of 8 teachers, 4 (50.0%) were of the opinion that integrating role play in reading lessons signals a change of pace, while 3 (37.5%) agreed strongly. However, 1 (12.5%) of the teachers disagreed and stated that role playing helps learners connect to outside world for better mastery of concepts. This suggested that 7 (87.5%) teachers were in favour of using role play in reading comprehension to deepen understanding of messages. Lesson observation data further supported findings by demonstrating that learners in experimental group were engaged more by using role playing mixed with cognitive methods for improved comprehension than control group. Role playing provides possibilities for higher language use and authentic contexts work in for effective learning. In corroboration with the results, Boakye (2021) observed that role play offers

opportunities for greater language use and authentic contexts to operate in for effective learning. This implied that role playing provided a variety of language opportunities that facilitated in-depth learning of comprehension passages. A teacher had this to say,

“Role playing offers an exciting learning experience especially when reading materials are applied in a relevant real-world context for improved comprehension. Learners communicate and organically use language as they perform assigned roles in a setting that encourages high achievement. When engaging activities are used in class, learners are more eager to take on roles and provide answers that reflect deeper comprehension of material.” (School B)

Further follow up discussions with teachers revealed that limited application of the strategy was as a result of teacher workload above normal where a teacher could have only one free lesson per week.

A learner had this to say,

“I enjoy it. Understanding of ideas improved due to involvement of my classmates. I carefully read the text out loud and in silence to improve knowledge of key themes and prepare for my role. My understanding was reinforced by relating passage content to situations out of class.”

The perception statement incorporated frequent input from reading comprehension. Table 4.13 indicated that of 476 learners, 145 (30.5%) agreed that receiving feedback provided confidence in competency levels, while 95 (20.0%) agreed strongly. On the other hand, 119 (25.0%) assented strongly, with 117 (24.6%) believing that receiving comments regularly may not improve confidence. Collectively, 240 (50.5%) agreed that periodic input improves comprehension, while 236 (59.6%), did not. This implied that just over fifty percent thought that adequate time for reflection enhances use and benefit from feedback. Integrated results revealed that of 113 learners who attained less than 20 marks (n=113), 41 (45.2%) affirmed that frequent feedback reinforces positive remarks in addition to corrections, while 62(47.9%) did not.

Learners who scored 40+ marks, (n=108), 61 (56.4%) supported use of frequent feedback, while 47 (43.5%) did not. In the category of 20-29 marks, (n=125), 67 (53.6%) and pointed out that gaining frequent comments promotes a strong teacher-learner relationship, while 58 (46.4%) did not. As a result, the study established that improved reading comprehension scores were not primarily related to giving the learner frequent input to help in understanding material (χ^2 value of 13.822, $df=9$, & p -value =0.129). In contrast, results from teachers' questionnaires revealed that of 8 teachers, 4 (50.0%) and 4 (50%) agreed and strongly agreed that providing instant feedback encourages cognitive growth for better comprehension. This suggested that 8 (100%) teachers endorsed use of frequent comments to improve learner progress for higher comprehension abilities. This implied that 8 (100.0%) teachers endorsed use of regular feedback to support learner progress.

Lesson observations revealed that learners in experimental group received feedback more frequently than control group. Teachers held discussions to ensure learners understood and applied feedback. This result supports Fyfe and Rittle-Johnson (2016) observation that understanding feedback facilitates usage for better learning outcomes. In support, Allman (2019) established that regular feedback maximizes learning by providing learners with opportunity to self-correct and use peer feedback for better comprehension. However, Mohd Saad et al., (2017), claimed that learners are prone to disengage when feedback is inconsistent which may impair attainment.

A teacher had this to say,

“Continuous feedback promotes cognitive growth for better achievement in comprehension passages. Learning is advanced with least amount of misunderstanding when learners can respond and use feedback. Learning opportunities are extended when learners have chance to give and receive comments. However, in situations where remarks are inconsistent, learners may continue adopting ineffective strategies without

realizing which may lead to feelings of uncertainty and lower achievement.” (School C)

A learner expressed the following view,

“The teacher’s continued comments help me comprehend the passage better. When I perform well, the teacher compliments and we all cheer together. Even more, the teacher offers suggestions for areas I can excel. I feel more connected to the teachers through encouragements and praise. Continuous feedback from the teacher enables me to understand the passage better. I also receive help from my classmates and the teacher in pronouncing challenging words.” (School D).

To determine the extent of group work application, the output produced at interval scale was categorized into four ordinal classes: ‘very consistent’, ‘consistent’, ‘inconsistent’, and ‘very inconsistent’ Figure 4.5 shows the results of a comparison between aggregated components of group work and attainment in articulation of topic content.

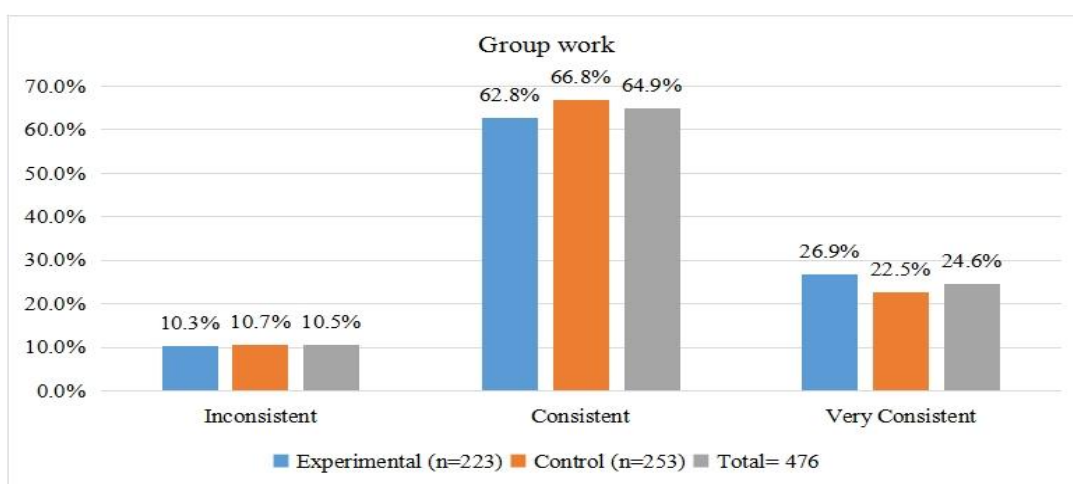


Figure 4.5: Combined learner views on use of group work in reading comprehension

Figure 4.5 showed that of 476 learners, 309 (64.9%) regularly employed group work to promote greater understanding in reading, whereas 117 (24.6%) were highly consistent. The graphs further demonstrated that the proportion of learners implementing group work was uniform in experimental and control groups. As a result, analysis produced a computed χ^2 value of 1.233, (df=2 & p-value=0.540); which indicated that there was a

95% chance that coherence of applying group work in grasping concepts did not vary significantly.

4.10 Class Interaction and attainment in reading comprehension

In this section, five sub-dimensions namely: peer interaction, teacher learner contact, interactive discussion, inter group interaction and balanced learner control were presented in form of assertions. Learners expressed thoughts on a scale of four points set up as ‘strongly disagree’, ‘disagree’, ‘agree’ and ‘strongly agree’. The following sub-sections include more analyses.

4.10.1 Bivariate results: class engagement

Learner interpretations on assertions on class interaction were cross-tabulated against accomplishment in text comprehension, evaluated in terms of post-test results and grouped into four portions of ‘<20 marks’, ‘20-29 marks’, ‘30-39 marks’ and 40+ marks.’ Cross-tabulation results for proclamations are displayed in Table 4.14.

Table 4.14: Class interaction and progress in reading comprehension

	Post-test Categories								Total	Chi Square, df, p-value	
	<20		20-29		30-39		40+				
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
<i>Working with my classmates improves organization of thoughts for effective reading comprehension.</i>											
Strongly disagree	14	12.4%	15	12.0%	16	12.3%	5	4.6%	50	10.5%	46.072; df=9; p- value=0.000
Disagree	20	17.7%	15	12.0%	9	6.9%	5	4.6%	49	10.3%	
Agree	55	48.7%	67	53.6%	47	36.2%	43	39.8%	212	44.5%	
Strongly agree	24	21.2%	28	22.4%	58	44.6%	55	50.9%	165	34.7%	
<i>Teacher learner interaction provides opportunity for mastery of reading comprehension.</i>											
Strongly disagree	15	13.3%	9	7.2%	3	2.3%	2	1.9%	29	6.1%	31.406; df=9; p- value=0.000
Disagree	21	18.6%	18	14.4%	15	11.5%	6	5.6%	60	12.6%	
Agree	32	28.3%	42	33.6%	50	38.5%	36	33.3%	160	33.6%	
Strongly agree	45	39.8%	56	44.8%	62	47.7%	64	59.3%	227	47.7%	
<i>I use interaction to connect with reading material for higher attainment in comprehension.</i>											
Strongly disagree	11	9.7%	23	18.4%	11	8.5%	9	8.3%	54	11.3%	19.513; df=9; p- value=0.021
Disagree	35	31.0%	27	21.6%	30	23.1%	19	17.6%	111	23.3%	
Agree	31	27.4%	38	30.4%	49	37.7%	49	45.4%	167	35.1%	
Strongly agree	36	31.9%	37	29.6%	40	30.8%	31	28.7%	144	30.3%	
<i>Group-group interaction improves achievement in reading comprehension.</i>											
Strongly disagree	18	15.9%	14	11.2%	5	3.8%	5	4.6%	42	8.8%	20.680; df=9; p- value=0.014
Disagree	17	15.0%	24	19.2%	18	13.8%	14	13.0%	73	15.3%	
Agree	32	28.3%	46	36.8%	47	36.2%	36	33.3%	161	33.8%	
Strongly agree	46	40.7%	41	32.8%	60	46.2%	53	49.1%	200	42.0%	
<i>I control my own learning for better class coordination for improved achievement</i>											
Strongly disagree	41	36.3%	42	33.6%	41	31.5%	17	15.7%	141	29.6%	32.703; df=9; p- value=0.000
Disagree	13	11.5%	22	17.6%	28	21.5%	41	38.0%	104	21.8%	
Agree	36	31.9%	36	28.8%	33	25.4%	23	21.3%	128	26.9%	
Strongly agree	23	20.4%	25	20.0%	28	21.5%	27	25.0%	103	21.6%	

The statement indicated that working with classmates improves organization of thoughts for effective reading comprehension. Table 4.14 indicated that of 476 learners, 212 (44.5%) acknowledged that working with peers organizes thinking processes for effective learning, whereas 165 (34.7%) strongly resonated with the statement. In reverse, 49 (10.3%) disagreed that working with other improves attainment, while 50 (10.5%) refused completely. Cumulatively, 377 (79.2%) accepted that working with others facilitates generation of own input for effective reading comprehension.

In relation to enhanced scores in grasping passage content, accruing findings revealed those who scored less than 20 marks (n=113), 79 (69.9%) affirmed that language is made more comprehensible by engaging in interaction, while 34 (30.1%) did not. Learners who scored 40+ marks, (n=108), 98 (90.7%) affirmed that working with others improves capability of answering more questions, while 10 (9.2%) did not. In the category of 20-29 marks, (n=125), 95 (76.0%) pointed out that while working with classmates enhances clarification of concepts, while 30 (24.0%) negated the statement. The study verified that improved grades in reading comprehension notably related to involvement with peers for organization of thought processes at 99% Confidence level (χ^2 value of 46.072, df=9, & p -value =0.000). Findings supported results from teachers' questionnaires which revealed that of 8 teachers, 4 (50.0%) agreed that learner to learner interaction help monitor one another's work by improving organization of thoughts for improved comprehension', while 4 (50.0%) agreed strongly. This implied that 8 (100.0%) teachers supported the strategy.

Lesson observed and subsequent follow up discussion session with one teacher revealed that learners in experimental groups were actively involved in reading comprehension

passages by receiving input through interaction compared to those in control groups. The findings concur with, Cooc and Kim (2016) observation that learner interaction through sharing and exchanging ideas engaged learners more meaningfully for improved comprehension. The results were further reinforced by Sajib and Nahar (2020) assertion that working in pairs with classmates helps learners become own source of input improving understanding and boosting capacity to respond correctly to more questions on post-test than on pre-test. Again, Chalak (2015) stated that performing tasks provided opportunities to talk about vocabulary and monitor language used for enhanced comprehension scores. A teacher used in experimental group said that,

“Learners are excited while working with classmates to perform activities for improved comprehension. Learner comprehension ability is enhanced while sharing and exchanging ideas for high attainment. Again, time takers benefit from peers with stronger literacy skills which boosts self-esteem and self-confidence reducing class anxiety for high achievement. However, where learner involvement is rare in reading lessons, facilitation of comprehensible input remains low with inability to answer more questions correctly.” (School C)

Further to this, during a follow up discussion session with learners in experimental group, one had this to say,

“I do not feel afraid while reading because I can ask for clarification from my friends when I do not understand something. I do not see it as a serious assignment while working with others for improved learning of content delivered during teaching learning process. I also learn how my friends who perform well in reading test, read the passages so that I can borrow approaches adopted to assist me in the acquirement of deeper understanding and achievement in reading comprehension.”(School C).

The perception statement postulated that teacher learner interaction provides opportunity for mastery of reading comprehension. Table 4.14 indicates that of 476, 160 (33.6%) acknowledge that receiving support from the teacher improved understanding of concepts, while 227 (47.7%) disapproved strongly. In contrast, 60 (12.6%) disagreed that authority teachers showed facilitated grasping of content, while

29 (6.1%) diverged strongly. Cumulatively, 387 (81.3%) accepted that support offered learners accepted that teacher learner interaction provides opportunity for mastery of concepts, while 89 (18.7%), did not. Referring to sustained attainment in articulating words and phrases, collective results revealed that learners who scored less than 20 marks (n=113), 47 (68.1%) affirmed that selection of appropriate tasks improves mastery of concepts, while 36 (31.9%) did not. Learners who scored 40+ marks, (n=108), 100 (92.6%) accepted that teacher learner interaction enhances attainment, while 8 (7.5%) did not. In the group of 20-29 marks, (n=125), 98 (78.4%) pointed out that the statement was true, while 27 (21.6%) negated the statement. The study maintained that learner scores in understanding text were linked to teacher learner interaction at 99% Confidence level (χ^2 value of 31.406, df=9, & ρ -value =0.000). Findings supported results from teachers' questionnaires which revealed that of 8 teachers, 2 (25.0%) agreed that interaction with learners enhanced involvement with tasks, while 6 (75.0%) agreed strongly. This implied that 8 (100.0%) teachers supported interacting with learners through instructions.

Lesson observations revealed that learners in experimental group were engaged more with the teacher compared to control group. This finding confirmed that promoting teacher learner interaction allows appropriate completion of tasks to produce additional language which increases understanding of concepts. The findings concur with Wang (2017) observation that promotion of class interaction through giving instructions, modelling and organizing class activities tends to accelerate cognitive, behavioural and emotional engagement for high attainment. This is consistent with observations made by Maree and Westhuizen (2020) and Arrumaisa et al. (2019) who reported that when the teachers make use of learners' questions and utterances to prompt and guide further

extended talk making thinking public, learning outcomes are higher. A teacher had this to say,

“Learners are willing to participate in activities prompted by teacher instructions. Teacher learner interaction facilitates learning through focused attention to complete tasks for better understanding. Creating a non-threatening environment where learners have opportunity to practice language and share ideas, reduces anxiety for accelerated learning.” (School F)

A learner expressed the following view, *“While reading, the teacher asks us questions which enables us understand the text better. When we provide correct answers, the teacher praises us which raises our self-esteem and build confidence. Occasionally when we experience challenges in pronunciation, the teacher reads as we listen to enable us pronounce correctly.” (School F).*

The perception statement was using interaction to connect with reading material for high attainment in comprehension. Results in Table 4.14 indicated that of 476 learners, 167 (35.1%) accepted engaging in discussion of material and 144 (30.3%) fully acknowledged. Opposingly, 111 (23.3%) disagreed that connecting with resources to discuss improves achievement whereas 54 (11.3%) refused completely. Additionally, 311 (65.4%) accepted using interaction to connect with reading material for higher attainment in comprehension, while 165 (34.6%), did not. Findings indicated that learners who earned less than 20 marks (n=113), 67 (59.3%) believed in interacting with learning materials to enhance comprehension, while 46 (40.7%) did not. Among those who scored 40+ marks, (n=108), 80 (74.1%) affirmed that interacting to connect with resources promote comprehension, whereas 28 (25.9%) did not. In the category of 20-29 marks, (n=125), 75 (59.0%) pointed out that interaction facilitates connection with material, while 50 (40.0%) negated the statement.

The study revealed that enhanced performance in reading comprehension positively connected to the strategy, ‘use of interaction to connect with reading material for higher attainment in comprehension’ strategy at 95% Confidence level (χ^2 value of 19.513,

df=9, & p -value =0.021). Findings supported results from teachers' questionnaires which revealed that of 8 teachers, 4 (50.0%) agreed with use of interaction to connect with reading material for higher attainment in comprehension', while 4 (50.0%) agreed strongly. This implied that 8 (100.0%) teachers supported interacting to connect with material. Lesson observations of both experimental and control groups through interactive class discussion revealed that learners in experimental groups engaged more in class discussions for improved comprehension compared to control groups who had limited exposure to interactive discussions. This finding confirmed that engagement in interactive discussion boosts learner self-esteem and self-confidence for improved achievement. Similar findings were realized by Pongsatornpiat (2021) assertion that interactive group strengthened learner confidence in reading with opportunity to participate, share ideas and check understanding for improved comprehension. On the same note, Kornfield and Noack (2017) study revealed that discussion enables learners remember central ideas faster and promotes full participation. The finding implied that engaging the learner in interactive discussion facilitates understanding of reading materials for improved achievement.

A teacher had this to say,

"Learners are excited to participate in class discussions for improved comprehension. When a learner asks a question, I ask the class to share understandings. In so doing, I invite answers. I can ask a follow up question to confirm understanding. However, learners with limited language ability engage less. I distribute turns and remind learners to let others finish turns." (School C).

The perception statement proposed that interaction between groups improves attainment in comprehending text. Table 4.15 indicates that of 476 learners, 161 (33.8%) accepted that intergroup contact raises achievement in text comprehension On the other hand, helps learners understanding concepts, while 200 (42.0%) were in high

agreement. Adversely, 73 (15.3%) disagreed that interaction across groups improve reading comprehension, although 42 (8.8%) expressly objected. Intergroup contact for reading comprehension was increasingly supported by 361 (75.6%) while not by 115 (24.1%). Combined data revealed that learners who achieved less than 20 marks (n=113), 78 (69.0%) acknowledged use of group interaction in reading comprehension, while 35 (30.9%) did not.

Among learners who received 40 or more points (n=108), 89 (82.4%) agreed with the statement, while 19 (17.6%) did not. In the bracket of 20-29 marks, (n=125), 87 (69.6%) pointed out that intergroup contact raises attainment in reading comprehension, while 38 (30.4%) negated the statement. Additionally, the study confirmed that at 95% confidence level scores in comprehension passages were significantly associated with group interaction (χ^2 value of 20.680, df=9, & p -value =0.014). The results mirrored those from teachers' questionnaires which revealed that of 8 teachers, 4 (50.0%) agreed with the perception statement that collaboration between groups improves achievement in reading comprehension, while 4 (50.0%) agreed strongly. This implied that 8 (100.0%) teachers were in favour of using interaction across groups to improve reading comprehension.

Lesson observations of experimental and control groups through inter group interaction revealed that learners in one experimental group used cross group presentations to share ideas to maximize discourse and boost confidence for better comprehension. The results supported the notion that while collaboration between groups was rare in control groups, occurrence was occasional in experimental groups. To improve learning results, groups in experimental cohort were encouraged to exchange and share reading related content for raised grades in comprehension. Similar findings were realized by

Nurbianta and Dahila (2018) observation that inter group engagement encourages learners to help each other for maximum achievement and increased enjoyment of the learning experience. By implication, inter group presentations create a forum for exchange of ideas by improving learner discourse for more self-assurance and success.

A teacher expressed opinion that,

“Interaction across groups creates opportunity for learner talk and extended learning for high attainment. Groups learn from one another and articulate ideas from reading materials challenging learners to think for better understanding. However, where there is unbalanced amount of interaction across groups, reactions are minimized which may lower achievement.”(School A).

According to the perception statement, self-control over learning enhanced class coordination for high achievement. According to Table 4.14, out of 476 learners, 128 (29.6%) agreed that balanced learner control improved class coordination, while 103 (21.6%) completely accepted. On the other hand, 104 (21.8%) denied that balanced control enhances class coordination, while 141 (29.6%) disapproved strongly. In total, 231 (48.5%) agreed to take responsibility for own learning for improved class coordination and higher accomplishment, while 245 (50.4%), did not. Overall findings showed that among learners who achieved less than 20 marks (n=113), 78 (69.0%) supported managing own learning for better performance, while 35 (30.9%) did not.

Learners who scored 40+ marks, (n=108), 89 (82.4%) agreed with the technique, while 19 (17.6%) did not. In the group of 20-29 marks, (n=125), 87 (69.6%) pointed out that balanced learner control improved attainment, while 38 (30.4%) negated the statement. The study disclosed that greater accomplishment at 99% Confidence level was positively correlated with increased reading comprehension scores (χ^2 value of 32.703, $df=9$, & p -value =0.000). Findings corroborated results from teachers' questionnaires which revealed that of 8 teachers, 3 (37.5%) agreed with the notion that navigating own

learning increases comprehension of text, while 3 (37.5%) agreed strongly. On the other hand, 2 (25.0%) disagreed with the perception statement. This implied that 6 (75.0%) teachers supported the claim that strengthening coordination results in improved learning outcomes.

Lessons observed revealed that experimental group balanced learner control more clearly than control groups. The results corroborate Sofiana and Mubarak (2019) assertion that increasing learner participation may not relieve teachers of duties to mentor and help learners in achieving highest potential. Obligations to guide and support learners may not be lessened by engagement. Hermann (2013) stated that low attainment is brought about by learner passivity and disengagement as a result of limited teacher learner contact. Consequently, effective learner management encourages engagement for improved reading comprehension result. balanced learner management promotes engagement for better reading comprehension performance. On the same note, a teacher expressed the following view,

“More dialogic space encourages self-reliance and independent learning for better comprehension. Striking a balance between learner- and instructor-centred learning reduces amount of teacher talk which may encourage learner participation. However, where there is an imbalance in class control, achievement may most likely be low.”
(School A)

Additionally, five claims were combined to gauge extent to which concepts were applied to enhance passage comprehension. Output produced at interval scale was split into four ordinal groups of ‘very consistent’, ‘consistent’, ‘inconsistent’, and ‘very inconsistent’ to indicate extent of application of class interaction. Figure 4.6 presents results between the aggregated variable, the five elements of class interaction and learner achievement.

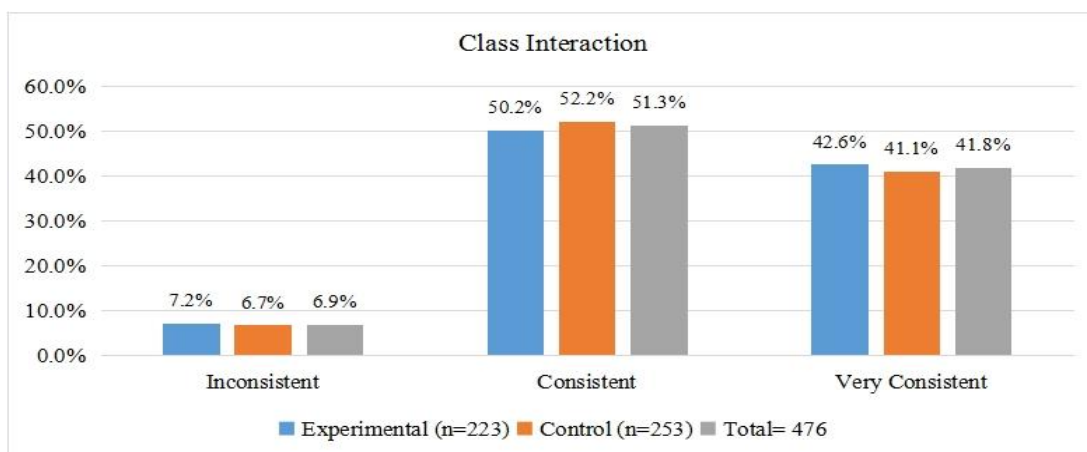


Figure 4.6: Aggregated learner opinions on use of class interaction in reading comprehension

According to Figure 4.6 that of 476 learners in the study, 51.3% frequently applied class interaction in fostering deeper understanding in reading, whereas 41.8% were very consistent, indicating that class interaction was a popular concept in reading comprehension. Accordingly, the evaluation attained a calculated χ^2 value of 0.187 (df=2 & p-value=.911); showing up to 95% likelihood that steadiness of applying class interaction in instructional skills did not differ significantly between experimental and control groups.

4.11 Active participation and achievement in reading comprehension

This segment presents five sub-dimensions in the form of assertions namely: discussing with classmates, asking for clarification, use of target language, preparation and assignment of roles. For each of the claims, learners were asked to respond with one of the following on a four-point measurement: ‘strongly disagree’, ‘disagree’, ‘agree’ and ‘strongly agree’. The next phase presents further analyses.

4.11.1 Bivariate results for lively involvement

Learner opinions on active participation were compared with acquirement in mastery of ideas, calculated in terms of post-test scores and arranged into four groups of ‘<20

marks', '20-29 marks', '30-39 marks' and 40+ marks'. The cross-tabulation results for each assertion are presented in Table 4.15.

Table 4.15: Active participation and achievement in reading comprehension

	Post-test Categories								Total	Chi-square, df, p-value	
	<20	20-29	30-39	40+							
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
<i>Discussing with my classmate increases my interest in the lesson.</i>											
Strongly disagree	18	15.9%	13	10.4%	14	10.8%	6	5.6%	51	10.7%	32.207; df=9; p-value=0.00
Disagree	17	15.0%	26	20.8%	8	6.2%	4	3.7%	55	11.6%	
Agree	37	32.7%	37	29.6%	33	25.4%	42	38.9%	149	31.3%	
Strongly agree	41	36.3%	49	39.2%	75	57.7%	56	51.9%	221	46.4%	
<i>I ask for clarification when I do not understand my classmate.</i>											
Strongly disagree	11	9.7%	13	10.4%	4	3.1%	5	4.6%	33	6.9%	31.206; df=9; p-value=0.00
Disagree	27	23.9%	18	14.4%	14	10.8%	5	4.6%	64	13.4%	
Agree	36	31.9%	53	42.4%	52	40.0%	49	45.4%	190	39.9%	
Strongly agree	39	34.5%	41	32.8%	60	46.2%	49	45.4%	189	39.7%	
<i>I use English language to perform activities.</i>											
Strongly disagree	13	11.5%	13	10.4%	14	10.8%	8	7.4%	48	10.1%	10.261; df=9; p-value=0.330
Disagree	22	19.5%	29	23.2%	28	21.5%	27	25.0%	106	22.3%	
Agree	37	32.7%	52	41.6%	52	40.0%	50	46.3%	191	40.1%	
Strongly agree	41	36.3%	31	24.8%	36	27.7%	23	21.3%	131	27.5%	
<i>I am prepared to perform activities in the lesson.</i>											
Strongly disagree	16	14.2%	20	16.0%	11	8.5%	5	4.6%	52	10.9%	14.486; df=9; p-value=0.106
Disagree	35	31.0%	24	19.2%	34	26.2%	30	27.8%	123	25.8%	
Agree	32	28.3%	46	36.8%	43	33.1%	37	34.3%	158	33.2%	
Strongly agree	30	26.5%	35	28.0%	42	32.3%	36	33.3%	143	30.0%	
<i>Assigned roles improve my participation in the lesson.</i>											
Strongly disagree	22	19.5%	18	14.4%	11	8.5%	3	2.8%	54	11.3%	27.823; df=9; p-value=0.001
Disagree	15	13.3%	20	16.0%	25	19.2%	8	7.4%	68	14.3%	
Agree	37	32.7%	39	31.2%	39	30.0%	40	37.0%	155	32.6%	
Strongly agree	39	34.5%	48	38.4%	55	42.3%	57	52.8%	199	41.8%	

Learners expressed thoughts on the claim that discussing with classmates increases interest in the lesson. Results in Table 4.15 indicated that of 476 learners, 149 (31.3%) admitted that participating in conversation boosted interest in reading, whereas 221 (46.4%) highly concurred with the statement. In opposition, 55 (11.6%) negated increase of interest arising from discussion, while 51 (10.7%) differed strongly. Increasingly, 370 (77.7%) endorsed using discussion for increased interest in reading comprehension, while 106 (22.3%), did not. Overall findings revealed that learners scoring less than 20 marks (n=113), 78 (69.0%) affirmed that using discussing with classmate increases interest in the lesson, while 35 (30.9%) denied increased interest when reading using discussion. Learners who scored 40+ marks, (n=108), 98 (90.8%) agreed with the assertion that employing discussion increases interest in reading by providing opportunity to learn from one another for improved attainment, while 10 (9.3%) did not. In the category of 20-29 marks, (n=125), 86 (68.8%) pointed out that engaging in collaborative work increases interest in reading, while 39 (31.2%) were reluctant.

The study showed that, at 95% confidence level, discussions with peers about reading comprehension were substantially associated with learner achievement (χ^2 value of 32.207, $df=9$, & p -value =0.000). Findings supported results from teachers' questionnaires which revealed that of 8 teachers, 3 (37.5%) agreed with the perception statement that broadening topic content by incorporating thoughts and ideas generated by others increases interest in reading, while 5 (62.5%) agreed strongly. This implied that 8 (100.0%) teachers endorsed the assertion that discussions engage the learner on a deeper level with text by increasing interest and text comprehension. Lesson observations revealed that learners in experimental groups were engaged more in discussing with peers compared to control cohort. A follow-up discussion with the

teacher indicated that peer discussion enabled the learner to share and exchange ideas, opening doors for different views and fostering critical thinking for better accomplishment. Similar conclusions were drawn from Bhandari (2020) observation that discussing with classmates creates an environment where learners use language more organically with classmates than with the teacher when completing tasks or putting together a presentation in order to develop vocabulary proficiency for better comprehension. The finding suggested that engaging with reading materials while receiving instructor support led to willingness to share and exchange thoughts for effective learning. In a follow up discussion, teachers expressed the view that,

“When conversing with peers rather than teachers, learners feel at ease and use language more readily. Learners utilize language to convey opinions to improve communication abilities which may likely promote achievement. Again, when learners participate more in group activities with classmates under the guidance of the teacher, understanding of reading material improves.” (School F).

A learner had this to say:

“Working alongside my peers provides me with confidence to voice thoughts in a group setting for a better learning environment. Using discussions to engage with reading materials improves understanding of text. The teacher encourages us to speak during reading lesson as we engage in activities which sharpens our language skills.”(School F).

The statement was seeking clarification to understand classmates. Table 4.16 indicates that of 476 learners, 190 (39.9%) affirmed the statement while 189 (39.7%) strongly acknowledged. Divergently, 64 (13.4%) learners opposed the statement, while 33 (6.9%) refuted strongly. Incrementally, 379 (79.6%) learners accepted asking for clarification when they do not understand, while 97 (20.3%), did not practice the strategy. Attributed to heightened scores in comprehension abilities, combined results indicated that learners scoring less than 20 marks (n=113), 75 (66.4%) affirmed the strategy, while 38 (33.6%) denied practising the strategy. Learners who scored 40+ marks, (n=108), 98 (90.8%) affirmed the statement while 10 (9.2%) did not. In the

group of 20-29 marks, (n=125), 94 (75.2%) pointed out that the assertion was true, whereas 31 (24.8%) negated the statement. Established on this, the study revealed that amplified mastery of concepts in reading comprehension tangibly connected with the strategy seeking clarification to understand peers at 95% Confidence level (χ^2 value of 31.206, df=9, & p -value =0.000).

Findings supported results from teachers' questionnaires which revealed that of 8 teachers, 4 (50.0%) agreed with the perception statement that seeking clarification resulting from attentiveness in monitoring understanding, while 4 (50.0%) agreed strongly. This implied that 8 (100.0%) teachers supported the strategy. Lesson observations revealed that learners in experimental groups were more engaged in monitoring understanding with assistance from peers and the teacher through questions and rereading sections of text compared to learners in control groups who occasionally turned to the dictionary and the teacher for clarification. The finding confirmed that learners provided reading assignments with enough attention to attain higher levels of success. The results support Astle and Scerif (2011) assertion that adequate reading requires sustained attention to maintain an active representation of text being read. However, attentional swings may interfere with ability to process information in sufficient detail to create useful knowledge of the text. The outcome implied that reading content while paying attention facilitates monitoring by requesting clarification when a gap is observed for improved comprehension.

A teacher expressed the following view:

“Reading with attention improves comprehension monitoring for increased clarification of concepts. Learners monitor own reading by rereading part of text that needs clarification, reading on to see if it can work or even using a dictionary for accelerated learning. However, in cases where attention is not consistently directed towards intended task, retrieval of relevant content is weakened, with limited monitoring of reading materials lowering attainment.” (School D).

The perception statement was employing English language to perform activities. Table 4.15 indicates that of 476 learners, 191 (40.1%) acknowledged that deploying English language to perform activities enhanced participation, while 131 (27.5%) were highly in concurrence with the statement. On the contrary, 106 (22.3%) learners negated the statement, while 48 (10.1%) rejected strongly. Explosively, 322 (67.6%) learners accepted using English language to perform activities, while 154 (32.4%), did not. Aggregated results showed that among learners who attained less than 20 marks (n=113), 78 (69.0%) believed that utilizing English to perform activities allowed natural acquisition of language skills, while 35 (31.0%) did not. Learners who scored 40+ marks, (n=108), 73 (67.6%) affirmed that using target language to perform tasks provided opportunities to internalize language skills naturally, while 35 (32.4%) did not. In the class of 20-29 marks, (n=125), 83 (66.4%) pointed out that using English language to perform task enhanced understanding of concepts, while 42 (33.6%) negated the statement.

The study resolved that raised attainment in reading comprehension was not substantially connected use of English language to perform tasks at 95% Confidence level (χ^2 value of 10.261, df=9, & p -value =0.330). Findings supported results from teachers' questionnaires which revealed that of 8 teachers, 4 (50.0%) agreed with the perception statement that tasks provide learners with opportunities to practice language and be actively involved, while 4 (50.0%) agreed strongly. This implied that 8 (100.0%) teachers supported use of English language to perform activities. Lesson observed and subsequent follow up discussion session with one teacher revealed that learners in experimental groups expressed thoughts more freely using language at their disposal enjoying the learning process compared to learners in control groups who had limited

opportunity to talk and negotiate content lowering attainment. This finding confirmed that learners in experimental groups and some control groups with varying proficiency levels had opportunity to use available language to communicate for improved confidence and achievement in reading comprehension. The results echo observations made by Viriya (2018) about willingness to use English while performing activities to increase learner motivation and confidence for improved achievement. The finding implied that the learner is actively engaged in practising language using activities to strengthen understanding for sustained learning. A teacher expressed the view reflecting those of colleagues,

“Learners have opportunities for free expression in the language being learnt. Again, a non-threatening environment allows natural use of language which encourages exchange of ideas for better learning outcomes. However, learners tend to disengage in situations where capability to use language is limited which may lower self-esteem and attainment in comprehension.” (School F).

The following comment from a learner echoed voices of peers,

“The teacher reminds us to use English during discussions in class. I feel confident when I am able to express myself in front of my classmates. Sometimes when we have difficulties in finding appropriate words, the teacher supports us.” (School F)

A learner revealed frustration in expressing self, using target language to share experiences in front of class saying that,

“I occasionally struggle to find the right words to use to express myself in front of my classmates which lowers my confidence and ability to answer questions correctly. The teacher advises us to use English language during reading lessons. However, sometimes I am tempted to use Kiswahili when the word in English is not immediately available which disrupts my flow of thought. Again, the teacher or even my classmates assist in identifying and pronouncing the word using appropriate tenses.” (School F)

The perception statement involved preparation to perform task in the lesson. Table 4.15 indicated that of 476 learners, 143 (30.0%) believed that proficiency in English language enhanced preparation for task performance, while 158 (33.2%) acknowledged strongly. Contrarily, 123 (25.8%) disagreed with the claim though 52 (10.9%) did not

believe in preparation to perform task. Cumulatively, 301 (63.2%) acknowledged that preparation to perform tasks learners facilitated active engagement, while 175 (36.7%), did not. Commensurate with intensified scores in grasping ideas, aggregated findings showed that learners who scored less than 20 marks (n=113), 62 (54.8%) accepted that preparation to perform activities in the lesson promoted achievement in reading comprehension, while 51 (45.2%) did not.

Learners who scored 40+ marks, (n=108), 73 (67.6%) agreed that connecting text with prior experience prepared the learner to perform tasks, while 35 (32.4%) did not. In the category of 20-29 marks, (n=125), 81 (64.8%) pointed out that the statement was true, while 44 (35.2%) negated the statement. Elicited from this, the study verified that upgraded scores in reading comprehension were not meaningfully linked preparation to perform tasks at 95% Confidence level (χ^2 value of 14.486, df=9, & p -value =0.106). The analysis also revealed that of 8 teachers, 3 (37.5%) agreed with the perception statement that preparation to perform activities enhanced achievement in reading comprehension, while 5 (62.5%) agreed strongly. This implied that 8 (100.0%) teachers supported learner preparedness to perform tasks in reading comprehension.

Lesson observations revealed that learners in experimental group were better prepared than those in control class. This could be attributed to training provided to teachers in experimental group. The teacher provided guidance on how to carry out activities using assigned roles for higher attainment. The findings resonated with those reported by Lambert, Aubrey & Leeming (2020) that learners receive teacher support to relate material to activities maximizing learning during real time communication for high attainment. On the same note, Willis (1996) opined that engagement in activities in task-based learning involved ideological and linguistic preparation for accelerated

learning. The findings implied that learner preparation was enhanced by sufficient input increasing concentration for accelerated learning. A teacher had this to say,

“When learners are adequately prepared for reading comprehension, willingness to learn increases which may likely improve attainment. Learning becomes more effective with increased motivation to complete tasks. Learners investigate the subject by underlining helpful words and phrases for better achievement. However, when preparation is inadequate, concentration is reduced, which may reduce achievement.” (School A).

A learner expressed the view that,

“The teacher reviewed key words related to reading covered in the previous lesson. Again, we were asked to share our experiences which was linked to text to be read which strengthened our understanding. The teacher also introduced activities and assigned us roles which increased our involvement in the lesson. However, where we experienced challenges in expressing ideas, the teacher provided encouragement and assisted in selecting appropriate words.” (School A).

The perception statement hypothesized that assigning roles improves participation in the lesson. Table 4.15 indicated that of 476 learners, 155 (32.6%) tolerated assignment of roles for improved participation, while 199 (41.8%) fully acknowledged the strategy. Nevertheless, 68 (14.3%) did not support role assignment in reading comprehension, while 54 (11.3%) repulsed strongly. Accumulatively, 354 (74.4%) endorsed assigning of roles for increases focus on tasks, while 112 (25.5%), did not. Further analysis revealed that learners who scored below 20 marks (n=113), 76 (67.2%) supported assignment of roles for improved involvement in reading, while 37 (32.8%) did not. Learners who scored 40+ marks, (n=108), 97 (89.8%) agreed with the statement that assigned roles increases participation with a decrease in unwanted behaviour, while 11 (10.2%) did not. In the group of 20-29 marks, (n=125), 87 (69.6%) pointed out that assigning roles improves individual responsibility, while 38 (30.4%) negated the statement.

Moreover, the study indicated that learner attainment in reading comprehension was not essentially connect to assignment of roles for improved participation strategy, at 99% Confidence level (χ^2 value of 27.823, $df=9$, & p -value =0.001). The analysis further revealed that of 8 teachers, 3 (37.5%) agreed with the perception statement role assignment improves active engagement, while 5 (62.5%) agreed strongly. This implied that 8 (100.0%) teachers acknowledged that assigned roles reduce amount of time the learner might be off task which improves participation for better learning outcomes.

Further, lesson observation revealed that learners in experimental group were assigned more engaging roles compared to counterparts control class which reduced conflict and off task behaviour for better class coordination and improved participation. In corroboration with the results Coggeshall (2010) observed that allocating responsibilities keeps learners on task by encouraging active participation to finish activities for sustained learning. By implication, role assignment increases learner participation by boosting focus and task completion for better learning. A teacher had this to say,

“Learners are ready to fill in assigned responsibilities in order to boost involvement in tasks for better completion. The possibility that a learner will complete the assignment on behalf of others may decrease by responding to material from the perspective of allocated roles for effective learning. Learners feel accountable for assigned roles encouraging focused interaction for accelerated learning.”(School B).

A learner expressed opinion that,

“I was excited to carry out assignments which improved my comprehension of the text. The roles that the teacher assigned us allowed interaction with one another. Ability to complete the activities increased my self-confidence and self-esteem.” (School B).

More still, five perception statements were combined to provide an approximation of extent to which active engagement was applied to improve comprehension of reading material. Data created at interval scale was translated into four ordinal categories of

‘very consistent’, ‘consistent’, ‘inconsistent’ and ‘very inconsistent’ to accentuate extent of application of active participation. Figure 4.7 presents cross-tabulated results for aggregated variables, the five elements of active involvement, and achievement in reading comprehension.

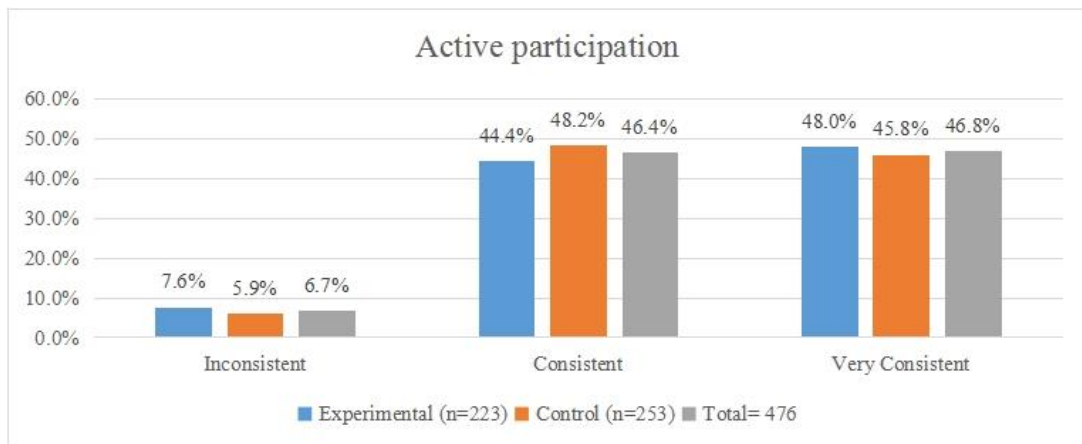


Figure 4.7: Collective learner understandings on active participation and comprehension

Figure 4.7 shows that of 476 learners used, 221 (46.4%) consistently engaged in activities that promoted reading comprehension, whereas 32 (6.7%) were extremely consistent. In addition, experimental and control classes’ active engagement rate was 48% and 45.8% respectively, showing that both groups homogeneously applied the instructional skill. Accordingly, the analysis captured a computed χ^2 value of 0.995(df=2 & p-value=.608); suggesting a 95% probability that consistency of active engagement in reading comprehension did not significantly differ significantly between experimental and control group. This implied that learners in experimental and control groups were nearly equally engaged.

4.12 Skills integration and achievement in reading comprehension

Five sub-dimensions, comprising writing thoughts, frequent conversations, listening to assigned passage and engaging in creative activities, were presented as claims. Learners

were requested to rate concurrence with the allegations on a scale of one to four with the options ‘strongly disagree’, ‘disagree’, ‘agree’ and ‘strongly agree’, for the statements. The next sub-sections provide further information.

4.12.1 Bivariate results for assimilated capabilities

Learner understandings on assertions on skills integration were correlated against heightened scores in comprehending text, evaluated according to post-test scores and assembled into four categories of ‘<20 marks’, ‘20-29 marks’, ‘30-39 marks’ and ‘40+ marks’. Table 4.16 presents cross-tabulation results for all claims.

Table 4.16: Skills integration and achievement in reading comprehension.

	Post-test Categories								Total	Chi-square, df, p-value	
	<20		20-29		30-39		40+				
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
<i>I express my ideas through writing for improved reading comprehension.</i>											
Strongly disagree	19	16.8%	18	14.4%	13	10.0%	4	3.7%	54	11.3%	29.266; df=9; p- value=0.001
Disagree	14	12.4%	22	17.6%	25	19.2%	20	18.5%	81	17.0%	
Agree	38	33.6%	37	29.6%	29	22.3%	51	47.2%	155	32.6%	
Strongly agree	42	37.2%	48	38.4%	63	48.5%	33	30.6%	186	39.1%	
<i>Regular conversations with my classmates improve reading comprehension.</i>											
Strongly disagree	33	29.2%	31	24.8%	24	18.5%	12	11.1%	100	21.0%	22.620; df=9; p- value=0.007
Disagree	26	23.0%	25	20.0%	24	18.5%	14	13.0%	89	18.7%	
Agree	32	28.3%	44	35.2%	48	36.9%	47	43.5%	171	35.9%	
Strongly agree	22	19.5%	25	20.0%	34	26.2%	35	32.4%	116	24.4%	
<i>Listening to a passage improves attainment in reading comprehension.</i>											
Strongly disagree	12	10.6%	15	12.0%	14	10.8%	3	2.8%	44	9.2%	18.767; df=9; p- value=0.027
Disagree	19	16.8%	20	16.0%	6	4.6%	12	11.1%	57	12.0%	
Agree	34	30.1%	36	28.8%	50	38.5%	41	38.0%	161	33.8%	
Strongly agree	48	42.5%	54	43.2%	60	46.2%	52	48.1%	214	45.0%	
<i>Reading assigned passages results in acquisition of words for higher comprehension.</i>											
Strongly disagree	21	18.6%	18	14.4%	13	10.0%	7	6.5%	59	12.4%	26.022; df=9; p- value=0.002
Disagree	21	18.6%	34	27.2%	19	14.6%	17	15.7%	91	19.1%	
Agree	26	23.0%	30	24.0%	48	36.9%	48	44.4%	152	31.9%	
Strongly agree	45	39.8%	43	34.4%	50	38.5%	36	33.3%	174	36.6%	
<i>Use of creative activities improves reading comprehension.</i>											
Strongly disagree	13	11.5%	4	3.2%	3	2.3%	3	2.8%	23	4.8%	30.019; df=9; p- value=0.000
Disagree	20	17.7%	7	5.6%	15	11.5%	12	11.1%	54	11.3%	
Agree	28	24.8%	48	38.4%	57	43.8%	45	41.7%	178	37.4%	
Strongly agree	52	46.0%	66	52.8%	55	42.3%	48	44.4%	221	46.4%	

The statement encapsulating the reading strategy suggested that expressing ideas through writing improves reading comprehension. Table 4.16 indicates that of 476 learners, 155 (32.6%) concurred with expressing ideas in writing to improve comprehension, whereas 186 (39.1%) strongly endorsed. On the contrary, 81 (17.0%)

learners expressed divergent views, while 54 (11.3%) differed strongly that writing enhances understanding of concepts. Synergistically, 341 (71.7%) learners accepted expressing ideas through writing asking for improved reading comprehension', while 135 (28.3%), did not practice the strategy. Overall findings revealed that learners who recorded below 20 marks (n=113), 80 (70.8%) affirmed expressing ideas through writing for improved reading comprehension, while 33 (29.2%) did not. Learners who scored 40+ marks, (n=108), 84 (77.8%) acknowledged that writing activities improve comprehension, while 24 (22.2%) did not. In the section of 20-29 marks, (n=125), 85 (68.0%) pointed out that expressing ideas in writing enhances text comprehension, while 40 (32.0%) disagreed.

The study further verified that improved scores in reading comprehension remarkably linked to integration of primary themes through writing at 99% Confidence level (χ^2 value of 29.266, $df=9$, & p -value =0.001). Findings supported results from teachers' questionnaires which revealed that of 8 teachers, 5 (62.5%) agreed with the perception statement writing activities encourage learners to think about the text differently, while 3 (37.5%) agreed strongly. This implied that 8 (100.0%) teachers supported writing about content read to strengthen comprehension of passages. Lesson observations revealed that use of writing to enhance reading skills was minimally implemented in experimental and control groups. This finding confirmed that learners were provided with limited opportunities to integrate materials read through writing lowering attainment. In a departure from the findings, Alharbi (2015) asserted that when learners write about what is read, content is related to experiences with opportunity to think and reshape knowledge about topic for better retention and comprehension. The finding implied that expressing what is read in writing deepens understanding of concepts for

high attainment. In a follow up discussion session, a teacher expressed the following view,

“Engaging learners in expressing ideas on what is read expands understanding of text by triggering critical thinking for improved comprehension. Writing what is read provides learners with opportunities to relate content to experiences accelerating retention for high attainment. However, in cases where learners are minimally exposed to writing activities, development of writing skills remain low which may hamper greater comprehension of reading material by lowering attainment.” (School E).

The perception statement claimed that regular conversations with classmates improve reading comprehension. Table 4.16 shows that of 476 learners, 171 (35.9%) agreed with the statement that frequent conversations enhance exploration of concepts, while 116 (24.4%) were highly agreeable. Nonetheless, 89 (18.7%) disagreed that conversing with classmates improves comprehension of text, although 100 (21.0%) highly negated the statement. Progressively, 287 (60.3%) endorsed use of regular talks with peers to improve text comprehension, while 189 (39.7%), did not. Integrated results revealed that learners earning less than 20 marks (n=113), 54 (47.8%) accepted use of regular conversations with classmates to improve reading comprehension, while 59 (52.8%) denied that conversing frequently would help improve reading comprehension.

Learners who scored 40+ marks, (n=108), 82 (75.9%) concurred with use of regular talks to improve attainment in reading comprehension, while 26 (24.1%) did not. In the group of 20-29 marks, (n=125), 69 (55.2%) agreed with engaging in discussions to improve text comprehension, while 56 (44.8%) believed regular conversions are unrelated to achievement. Accommodating this perspective, the study indicated that intensified scores in literacy abilities meaningfully connected to use of frequent talks to improve comprehension at 99% Confidence level (χ^2 value of 22.620, df=9, & p -value =0.007). Findings resonated with results from teachers' questionnaires which

revealed that of 8 teachers, 3 (37.5%) agreed with the perception statement that regularity of learner conversations improve attainment in comprehension while 5 (62.5%) agreed strongly. This implied that 8 (100.0%) teachers believed that regular conversations with classmates improve comprehension.

Lesson observed revealed and subsequent follow up with one teacher revealed that learners in experimental groups were more engaged in talking about learning experiences compared to learners in control groups for improved comprehension. The finding confirmed that talk among learners supported by the teacher and peers deepened understanding of comprehension passages for accelerated learning. The findings concur with Maree and Westhuizen (2020) assertion that learners talk in imaginative, spontaneous and committed ways to understand a text. A teacher had this to say,

“Learners discuss concepts with peers and the teacher to deepen and change thinking for better comprehension. Frequent talks offer chances for concept clarification, expression of competing views and reasoning in groups for effective learning. However, inappropriately framed dialogues may likely deter participation which could result in lesser achievement” (School H).

The perception statement suggested that strengthened acquisition of words through adoption of listening skills improves comprehension. Table 4.16 indicated that of 476, 214 (45.0%) affirmed that active listening contributed to vocabulary development, while 161 (33.8%) strongly acknowledged. As an alternative, 57 (12.0%) disagreed that acquisition of words through listening skills improves text comprehension, while 44 (9.2%) disapproved strongly. Collectively, 375 (78.8%) accepted that listening to a passage improves attainment in reading comprehension, while 101 (21.2%), did not. In line with enhanced attainment in literacy skills, summative results showed that learners who scored less than 20 marks (n=113), 82 (72.6%) affirmed that listening to a passage improves reading comprehension, while 31 (27.4%) denied acquiring words through

listening to improve comprehension. Learners who recorded 40+ marks, (n=108), 93 (86.1%) affirmed that words listened to improve reading comprehension, while 22 (13.9%) disagreed. In the bracket of 20-29 marks, (n=125), 90 (72.0%) pointed out that the statement was true, while 35 (28.0%) negated the statement. Put together from this, the study pointed out that attainment in reading comprehension was related to listening to improve comprehension at 99% Confidence level (χ^2 value of 18.767, df=9, & p -value =0.027).

Findings supported results from teachers' questionnaires which revealed that of 8 teachers, 4 (50.0%) agreed with the perception statement that acquisition of words through listening enhances reading comprehension, while 4 (50.0%) agreed strongly. This implied that 8 (100.0%) teachers endorsed utilization of active listening to strengthen acquisition of words for improved comprehension. Lesson observations revealed that learners in experimental and control groups were engaged in listening to improve comprehension. In line with these findings, Bala (2021) affirmed that listening enriches vocabulary improving speaking and writing skills maximizing learning. The finding implied that active listening supports acquisition of words for better understanding of concepts. The findings were further reinforced by Shaby and Joy (2020) who discovered that listening for ideas enhances vocabulary learning and comprehension for better word and phrase mastering for the development of comprehension abilities. A teacher expressed the following view reflecting the views of many others,

“Learners are open to listening to dialogues and sharing personal experiences which improves understanding of text. Effective listening improves word learning for better comprehension. However, where ability to listen is low acquisition of words is weakened with increased misunderstandings which may reduce achievement.”(School A).

The perception statement was consistency in reading assigned passages enhances acquisition of concepts. Table 4.16 indicates that of 476 learners, 152 (31.9%) were in agreement, while 174 (36.6%) approved strongly. Idiosyncratically, 91 (19.1%) learners disagreed with the idea while 59 (12.4%) disagreed strongly. Upwardly, 326 (68.5%) learners accepted that reading assigned passages results in acquisition of words for higher comprehension, while 150 (31.5%), did not accept. In connection with improved grades in reading comprehension, incremental marks disclosed that among learners who attained less than 20 marks (n=113), 91 (62.8%) affirmed reading assigned passages results in acquisition of words for higher comprehension while 42 (37.2%) denied that engaging in assigned passages assist in acquisition of words and phrases which may likely improve comprehension.

Learners who scored 40+ marks, (n=108), 84 (77.7%) affirmed that consistency in reading assigned passages accelerate acquisition of concepts, while 24(22.2%) refuted. In the class of 20-29 marks, (n=125), 114 (91.2%) pointed out that the declaration was true, while 11 (8.8%) negated the statement. The study suggested that learner attainment in acquisition of reading skills relevantly linked with the strategy, 'reading assigned passages results in acquisition of words for higher understanding.' at 99% Confidence level (χ^2 value of 26.022, df=9, & p -value =0.002). Findings supported results from teachers' questionnaires which revealed that of 8 teachers, 6 (75.0%) agreed with the perception statement reading assigned passages results in acquisition of words for higher comprehension', while 2 (25.0%) agreed strongly. This implied that 8 (100.0%) teachers supported the strategy.

Lesson observations of both experimental and control groups through reading assigned passages revealed that learners were exposed to reading passages through read aloud

and silent reading, reading in groups and individually for improved attainment. The finding confirmed that exposure to reading passages in a variety of ways enhances word recognition and fluency for better retention and understanding. Alshumaimeri (2011) affirmed that exposure to a variety of methods of reading passages improves achievement. The finding implied that teachers provided learners with opportunity to read passages using read aloud, silent reading, individual and group reading which enabled learners to understand passage content better. A teacher expressed the view that,

“Multiple readings of assigned passages enhance fluency and familiarization of key words for better comprehension. Recognizing words becomes effortless, with learner attention focused on meaning which enhances achievement. However, where learners devote conscious effort recognizing words, attention to meaning is limited which could reduce performance.” (School A).

The perception statement alleged that adopting creative activities enhances learner engagement and mastery of concepts. Table 4.16 indicates that of 476, 178 (37.4%) concurred with the use of imaginative activities in reading comprehension, while 221 (46.4%) highly acknowledged. Conversely, 54 (11.3%) differed with the declaration on using imaginative skills to enhance participation for improved comprehension, while 23 (4.8%) expressly denied. Collectively, 399 (83.8%) accepted that use of creative activities improves comprehension of passages, while 77 (16.1%), did not practice the strategy. In the direction of polished grades in grasping ideas, additive finding revealed that learners recording less than 20 marks (n=113), 91 (62.8%) affirmed that using innovative activities help build confidence for improved participation and achievement, while 42 (37.2%) denied that creativity opens space for divergent views. Learners who scored 40+ marks, (n=108), 84 (77.7%) affirmed that stimulates critical thinking, while 24 (22.2%) did not. In the segment of 20-29 marks, (n=125), 114 (91.2%) pointed out

that using imaginative skills helps build self-esteem, while 11 (8.8%) negated the statement. Further, the study revealed that learner acquirement is notably related to adopting creative activities to improve reading comprehension at 99% Confidence level (χ^2 value of 30.019, $df=9$, & p -value =0.002). Findings supported results from teachers' questionnaires which revealed that of 8 teachers, 5 (62.5%) agreed with the claim that establishing a relaxed, non-judgement atmosphere helps the learner participate in creative activities, while 3 (37.5%) agreed strongly. This implied that 8 (100.0%) teachers endorsed use of talks in creative, spontaneous ways in attempt to understand text.

Lesson observed and a follow up discussion with one teacher revealed learners in experimental groups engaged more in creative activities than in control groups. The learner was engaged in use of imaginative skills by participating in creative activities for better understanding of passages. Despite the limited use of creative activities in this study, Cordoba (2016) acknowledged that integration of language skills allows learners to conduct creative activities essential for improved reading comprehension. The study mirrors findings from Udry (2021) who reported that in task-based learning class, creative learners produce and elaborate ideas more easily providing opportunity for engagement with target language. This implication, reading materials combined with creative activities tend to build confidence by supporting comprehension of content for better performance. A teacher expressed the following view:

“Adopting creative activities fosters active participation which may boost learner confidence and self-esteem for better learning outcomes. Supporting learners to ask own questions as well as answer teacher questions encourages active engagement for effective learning. More still, creativity liberates the learner from the conviction that there is always one correct answer to an issue. Again, establishing a non-threatening environment encourages learners to participate in creative activities.” (School B).

Additionally, combination of assertions described ideal estimations on the extent of integrating skills in understanding comprehension passages. The output was scaled to four classes including ‘very consistent’, ‘consistent’, ‘inconsistent’, and ‘very inconsistent’ to show the degree to which learners integrated abilities to understand content of passage. To outcome variable and learner group were cross-tabulated to examine differences in skill integration between experimental and control groups. Cross-tabulation results between learner scores and composite variable, the five elements of skill integration are shown in Figure 4.8.

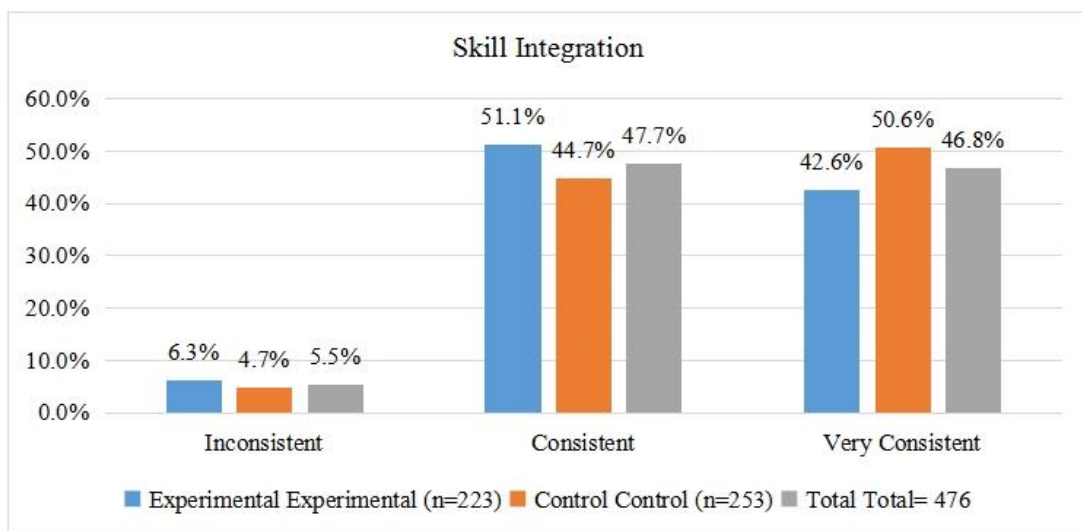


Figure 4.8: Learner accumulated opinions on skills integration and attainment in reading to understand content

Figure 4.8 shows that of 476 learners, 227 (47.7%) frequently integrated skills to promote deeper reading comprehension, whereas 46.8% were exceedingly consistent. In addition, 51.1% and 50.6% of experimental and control class respectively regularly assimilated skills for better understanding of reading materials. Accordingly, analysis yielded a computed χ^2 value of 3.163, (df=2 & p-value=.206) showing 95% probability that stability of absorbing skills while reading to understand concepts did not differ significantly in experimental and control group. To demonstrate how instructional

techniques affect learner success in reading comprehension, a linear regression was carried out. The regression analysis results are shown in Table 4.17.

Table 4.17: Multivariate analysis for instructional skills

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
Model 1 a. class = Experimental	(Constant)	-.836	.539		-1.553	.122
	Group Work	.135	.121	.071	1.119	.265
	Class Interaction	.465	.136	.253	3.426	0.000***
	Active Participation	.068	.123	.038	.557	.578
	Skill Integration	-.022	.122	-.012	-.181	.857
	Gender	-.183	.124	-.082	-1.472	.142
	Sub County	.356	.085	.230	4.172	0.000***
	Zone	.390	.063	.370	6.229	0.000***
Favourite Subject	.011	.040	.015	.270	.787	
Model 2 a. class = Control	(Constant)	-.182	.996		-.183	.855
	Group Work	.153	.126	.083	1.216	.225
	Class Interaction	.282	.131	.163	2.155	0.032**
	Active Participation	.059	.142	.034	.417	.677
	Skill Integration	-.021	.143	-.012	-.146	.884
	Gender	-.113	.128	-.055	-.882	.379
	Sub County	-.016	.092	-.013	-.178	.859
	Zone	.191	.072	.217	2.658	0.008***
Favourite Subject	.002	.045	.002	.037	.970	

The results in Table 4.17 demonstrate that in both models, class interaction caused the biggest positive effect on learner achievement in reading comprehension (Model 1: $Beta=0.465$, $t=3.426$; Model 2: $Beta=0.282$, $t=2.155$). However, effect of class interaction seemed bigger in experimental than in control group based on value of $Beta$ and t-statistic. This indicated that trained teachers were more effective than untrained colleagues in employing class interaction. In addition, results in Model 1 suggested that up to 99% chance that the effect was significant ($p=0.000$), whereas in Model 2, the effect was significant at 95% confidence level ($p=0.032$). In both Models, the second null hypothesis (H_02), indicating that instructional skills have no significant effect on learner achievement in reading comprehension was rejected for being untrue given that class interaction in experimental and control group was a significant factor. This suggests that scores of learners in achievement tests were

influences by levels of instructional skills.

4.12.2 Models' Goodness of Fit for combined competencies

Table 4.18 presents the results on the models' goodness-of-fit of the instructional skills model.

Table 4.18: Models' goodness-of-fit of instructional skills

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.593 ^b	.352	.331	.91980		
2	.294 ^b	.087	.061	1.00376		
Model	ANOVA ^{a,b}	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	98.820	7	14.117	16.686	.000 ^c
	Residual	181.897	215	.846		
	Total	280.717	222			
2	Regression	23.423	7	3.346	3.321	.002 ^c
	Residual	246.845	245	1.008		
	Total	270.269	252			

According to results, Model 1 and 2 obtained modified values R2 of 0.331 and 0.061 respectively, indicating that instructional skills elements included in the study were responsible for 33.1% and 6%, respectively of improvement in reading comprehension scores in experimental and control groups. Model 1's approximation of effect of instructional skill techniques on increased scores by reading to understand text was proved to be moderately strong. Analysis of Variance (ANOVA) results also showed that strength of the Model was statistically significant at 99% level of confidence (Exp.: $F = 16.686$; $\rho = 0.000$; Cont.: $F = 3.321$, $p = 0.002$), which means that in both experimental and control groups, the effect of the instructional skills on learners achievement in reading comprehension was statistically significant.

4.13 Resource Utilization and achievement in reading comprehension

This section presents four sub-dimensions in the form of proclamations: resource availability, resource suitability, fascinating resources and resource sufficiency. Learners were tasked to articulate thoughts on a scale with a score of four, graded as

‘strongly disagree’, ‘disagree’, ‘agree’ and ‘strongly agree’. The following sub-sections comprise particulars of analyses.

4.13.1 Bivariate results for existence of instructional materials

Learner interpretations of perception statements about resource availability were cross-tabulated against improved reading comprehension grades and divided into four classes: ‘<20 marks’, ‘20-29 marks’, ‘30-39 marks’ and ‘40+ marks’. Cross-tabulation findings for all claims are shown in Table 4.19.

Table 4.19: Resource availability and achievement in reading comprehension

Resource Availability	<20		20-29		Post-test Categories				Total		P-value X2; df; p-value
	Freq.	%	Freq.	%	30-39		40+		Freq.	%	
<i>Textbooks make me work independently with ease.</i>											
Strongly disagree	13	11.5%	11	8.8%	7	5.4%	3	2.8%	34	7.1%	19.303; 9; 0.023
Disagree	23	20.4%	20	16.0%	19	14.6%	7	6.5%	69	14.5%	
Agree	34	30.1%	39	31.2%	42	32.3%	42	38.9%	157	33.0%	
Strongly agree	43	38.1%	55	44.0%	62	47.7%	56	51.9%	216	45.4%	
<i>I have exercise books for the reading lesson.</i>											
Strongly disagree	8	7.1%	10	8.0%	8	6.2%	4	3.7%	30	6.3%	7.785; 9; 0.556
Disagree	20	17.7%	18	14.4%	16	12.3%	10	9.3%	64	13.4%	
Agree	55	48.7%	64	51.2%	62	47.7%	57	52.8%	238	50.0%	
Strongly agree	30	26.5%	33	26.4%	44	33.8%	37	34.3%	144	30.3%	
<i>I write from passages to improve reading comprehension.</i>											
Strongly disagree	42	37.2%	40	32.0%	32	24.6%	12	11.1%	126	26.5%	28.060; 9; 0.001
Disagree	22	19.5%	28	22.4%	32	24.6%	34	31.5%	116	24.4%	
Agree	36	31.9%	32	25.6%	43	33.1%	45	41.7%	156	32.8%	
Strongly agree	13	11.5%	25	20.0%	23	17.7%	17	15.7%	78	16.4%	
<i>I have enough space for interaction with materials and activities during the lesson.</i>											
Strongly disagree	43	38.1%	41	32.8%	36	27.7%	16	14.8%	136	28.6%	21.752; 9; 0.010
Disagree	28	24.8%	25	20.0%	32	24.6%	26	24.1%	111	23.3%	
Agree	28	24.8%	33	26.4%	33	25.4%	40	37.0%	134	28.2%	
Strongly agree	14	12.4%	26	20.8%	29	22.3%	26	24.1%	95	20.0%	
<i>I receive support from the teacher for improved reading comprehension.</i>											
Strongly disagree	12	10.6%	11	8.8%	7	5.4%	3	2.8%	33	6.9%	17.456; 9; 0.042
Disagree	17	15.0%	13	10.4%	11	8.5%	6	5.6%	47	9.9%	
Agree	31	27.4%	44	35.2%	38	29.2%	32	29.6%	145	30.5%	
Strongly agree	53	46.9%	57	45.6%	74	56.9%	67	62.0%	251	52.7%	

Learners were requested to indicate views on the first perception statement which postulated that availability of textbooks enhance independent reading. Table 4.19 indicated that of 476 learners, 157 (33.0%) expressed affirmative views regarding the claim which suggests that availability of textbooks promote reading of comprehension passages, while 216 (45.4%) strongly assented to the idea. Opposingly, 69 (14.5%)

disagreed with the declaration whereas 34 (7.1%) negated strongly. Collectively, 373 (78.4%) endorsed the statement which suggests that available textbooks promoted independent reading, while 103 (21.6%) negated the statement, meaning that the action inherent in it was not consistent with reading practises. Progressive results showed that learners who scored less than 20 marks (n=113), 77 (68.2%) affirmed the statement that availability of textbooks enhance independent work, while 36 (31.9%) did not. Learners who scored 40+ marks, (n=108), 98 (90.8%) affirmed the declaration while 10 (9.3%) did not. In the grouping of 20-29 marks, (n=125), 94 (75.2%) pointed out that available textbooks promoted independent reading, though 31 (24.8%) negated the statement.

The study validated that raised performance in understanding topic content positively related to availability of textbooks to promote independent reading at 95% Confidence level (χ^2 value of 19.303, df=9, & p -value =0.023). Findings supported results from teachers' questionnaires which revealed that of 8 teachers, 2 (25.0%) agreed with the perception statement 'textbooks make me work independently' while 6 (75.0%) agreed strongly; suggesting that available textbooks promoted independent reading. Lesson observations of both experimental and control groups through resource availability revealed variations in course book per learner ratio with four schools (A, C, D, F) within recommended short-term policy on textbook between 1:1 and 1:2 while in four schools (B, E, G, H) course book learner ratio was ranging from 1:3 to 1:9 within the class. In 5 of 8 schools the recommended course book, Keynote English Book 7, was used while in 2 schools New progressive Primary English Pupils' Book 7 was used and New Primary English Book 7 was used in one school. Results are similar to Andima's (2014) finding that course books used in teaching reading included: New Primary English Pupils' Book 4, New Progressive Primary English Pupils' Book 4 and Keynote English Pupils' Book 4. The finding confirmed that high exposure to course book tends to

engage the learner with text and activities facilitating understanding of concepts for improved comprehension. However, where exposure to course book learner ratio is low, acquisition of vocabulary is slowed with inability to read at own pace.

In support of this position, Gumede (2018) affirmed that high exposure to course book facilitates effective reading comprehension encouraging learners to read at own pace for regular and sustained periods of reading for high attainment. Kulo (2021) asserted that availability of course books supports reading culture by developing choice of words, fluency and accuracy. In cases where course book per learner ratio is high, effective reading development is inhibited, with learners forced to stand up to get a glimpse of the passage, lowering engagement and attainment. Implications of the findings was that low course book learner ratio encourages independent reading with ability to move back and forth the passage for clarification of content improving achievement. In a departure from the findings A teacher had this to say,

“Learners are engaged with course book and activities directing attention for improved achievement. Available course books provide the learner with opportunities to read at own pace, go back and forth for improved understanding. However, in cases where learners share course books above what the number recommended, learner engagement is limited, with divided attention which may lower attainment.” (School E)

A learner expressed opinion that,

“Sharing textbooks during reading comprehension deprives me the chance to read at my own pace which may likely prevent moving back and forth to improve understanding. Depending on where you are reading from, sometimes one is forced to read the book upside down slowing down reading progress. Sometimes the book is positioned far away which hinders reading. I have to wait for my group members to finish reading a page before turning which interferes with continuity while reading comprehension passages” (School E).

The findings are in tandem with Marima (2016) observation that lack of reading materials is the most common challenge experienced in reading lessons. In addition,

Peter (2019) argued that lack of assistance from parents may weaken the level of support on provision of reading materials to supplement what is available in schools.

The perception statement was exercise books are available for the reading lesson. Results in Table 4.19 indicated that of 476 learners, 238 (50.0%) acknowledged possessing exercise books, while 144 (30.3%) affirmed strongly. This suggested that most learners accepted being in possession of exercise books. Oppositely, 94 (13.4%) indicated different thoughts, while 30 (6.3%) were highly dissatisfied. Jointly, 382 (83.3%) learners accepted having exercise books for the reading lessons, whereas 94 (19.7%), did not. With regard to improved performance in mastery of concepts, collective findings revealed that learners who attained below 20 marks (n=113), 85 (75.2%) acknowledged availability of exercise books for reading lesson, while 28 (24.8%) having exercise books for reading lesson.

Among those who scored 40+ marks, (n=108), 94 (87.1%) accepted the assertion while 14 (13.0%) did not. In the class of 20-29 marks, (n=125), 97 (77.6%) pointed out that the statement was true, while 28 (22.4%) negated the statement. The study demonstrated that accelerated scores in reading to comprehend text is not substantially linked to the strategy, 'I have exercise books for the reading lesson' at 95% Confidence level (χ^2 value of 7.785, df=9, & p -value =0.556). Findings supported results from teachers' questionnaires which revealed that of 8 teachers, 2 (25.0%) agreed with the perception statement 'I have exercise books for the reading lesson', while 6 (75.0%) agreed strongly. This implied that 8 (100.0%) endorsed that statement that exercise books are available to experience writing from reading. Lesson observations of both experimental and control groups through access to exercise books and other stationery to experience writing from reading comprehension revealed that learners had exercise

books and pens to write but there was minimal writing during reading lesson, only writing answers for reading comprehension questions in exercise books.

This finding confirmed that even though essential writing materials were available, the learners was minimally exposed to writing activities with opportunities provided for short answers using available exercise books and other stationery. Zsigmond (2015) argued that learners demonstrate knowledge predominantly through writing improving retention and understanding of concepts for improved achievement. By implication, writing materials were available for reading lesson which is in contrast to Karogo et al. (2020) study which sought to establish class 7 pupils competency levels in English, Kiswahili, Mathematics and Science as well as level of acquisition of life skills in primary schools across 47 counties revealed that essential stationery such as rulers, exercise books and pencils/pens were inadequate as exercise books were available.

A teacher had this to say,

“Availability of exercise books and other stationery provides learners with opportunities to answer questions through writing from reading comprehension by relating content to experiences for improved comprehension. Access to exercise books provided learners with opportunity to experience writing in reading comprehension lesson creating a personal involvement with text for high attainment. However, where exercise books are unavailable, practice in writing is inhibited which may lower achievement.” (School A).

The perception statement postulated that ‘I write from passages to improve reading comprehension’ Table 4.19 indicated that of 476 learners, 156 (32.8%) approved that writing from reading improves achievement, while 78 (16.4%) strongly concurred. Dissonantly, 116 (24.4%) disagreed with the declaration, whereas 126 (6.3%) refuted the statement with suggests that exposure to writing through reading was minimal. Incrementally, 234 (49.2%) learners accepted writing from passages to improve reading comprehension, while 242 (50.9%), did not practice the strategy. Referring to enhanced

grades while reading to grasp ideas, heightening outcomes indicated that learners attaining less than 20 marks (n=113), 49 (43.4%) hinted that the statement correctly reflect reading practices, while 64 (56.7%) denied applying the strategy. Learners who scored 40+ marks, (n=108), 62 (57.4%) affirmed the claim, while 46 (42.6%) did not. In the bracket of 20-29 marks, (n=125), 57 (45.6%) pointed out that the statement represented reading practices employed, while 68 (54.4%) indicated different thoughts. The study indicated that amplified performance in comprehension of passages is positively connected to writing from passages to improve comprehension at 99% Confidence level (χ^2 value of 28.060, df=9, & p -value =0.001).

The findings corroborated outcomes from teachers' questionnaires which showed that of 8 teachers, 4 (50.0%) agreed with the perception statement that writing from passages improves comprehension, while 4 (50.0%) were entirely in agreement. This implied that 8 (100.0%) teachers were in favour of writing for better understanding. The findings concur with UNESCO (2018) assertion that writing on a subject compels learners to organize and transfer knowledge for improved attainment. However, lesson observations of experimental and control groups through writing for improved comprehension revealed that the learner was less engaged in writing activities compared to spoken activities. This meant that learners were denied opportunities to engage in longer writing activities from reading comprehension passages. The finding implied that engaging the learner in writing what is read promotes integration of writing skills and passage content for improved achievement in reading comprehension. A teacher had this to say,

“Expressing ideas through writing enhances critical thinking for improved achievement in reading comprehension. Writing from what is read encourages thinking about ideas which may improve understanding of passages for high outcomes. Where

learners have limited opportunity to convey ideas in writing, grammatical structures remain under developed which may lower outcomes.” (School C)

A learner had this to say,

“I write answers to questions posed by the teacher and questions in the text. The teacher encourages us to write in whole sentences rather than using single words or phrases when responding to questions. Sometimes the teacher demonstrates the writing activity and provides additional guidance for improved achievement.” (School C).

The perception statement was availability of adequate space for interaction with reading materials and activities during the lessons. Table 4.19 indicated that of 476, 134 (28.2%) hinted that the statement correctly reflected practices, while 95 (20.0%) were highly in agreement. Unrelatedly, 111 (23.3%) refuted the statement which suggests that space for interaction with text and activities was lacking, while 136 (28.6%) denied strongly. Cumulatively, 229 (48.2%) admitted that the assertion about availability of space for interaction with material was correct, while 247 (55.9%), indicated that the statement was incorrect. This implies that over one half of 476 admitted that space for interaction with text and activities was unavailable. Collective findings revealed that learners who earned less than 20 marks (n=113), 52 (37.2%) affirmed availability of enough space for interaction, while 71 (62.9%) indicated different views. Learners who scored 40+ marks, (n=108), 66 (61.1%) hinted that the statement was correct, while 42 (38.9%) did not. In the group of 20-29 marks, (n=125), 59 (47.2%) pointed out that the statement was true, while 66 (52.8%) negated the statement. Subject to this, the study showed that maximized understanding of concepts in reading comprehension is greatly linked to availability of space for interaction with comprehension passages and activities at 95% Confidence level (χ^2 value of 21.752, df=9, & p-value =0.010).

Findings supported results from teachers' questionnaires which revealed that of 8 teachers, 3 (37.5%) admitted that the statement was true, while 5 (62.5%) agreed strongly that availability of space promotes participation in activities. This implied that

8 (100.0%) teachers believed availability of space allows the learner to participate adequately in class activities. Similar findings were realized by Aryal (2019) observation that creation of adequate space for interactive learning enhances engagement and physical comfort when sitting, reading and writing for easy movement increasing attainment. Lesson observations in experimental and control groups revealed there was limited space for active involvement in activities. that space was available for interaction with materials and activities.

Moreover, in three schools (B, E and G), desk benches were fixed and unfriendly to group work. not group to accommodate a fixed number of learners. However, teachers still managed to engage learners in interactive activities using what is available. By implication, limited space denied the learner opportunity for interaction with materials and activities limiting comfort and movement. A teacher had this to say,

“Availability of wider space for reading and writing along with furniture in good condition for sitting for sustained reading enhances learner comfort improving understanding of concepts encouraging group work for accelerated learning. Again, available space when judiciously utilized to meet learner needs and interests increasing movement during the lesson improves achievement. However, where students are crammed onto a desk bench with rough writing surfaces, participation is reduced which could lower performance.” (School E)

A learner expressed frustration that,

“Reading and writing while sharing textbooks was challenging. The available space was not enough to flex my arms and sit comfortably during the lesson. Again, rough writing surfaces reduced comfort in class by causing divided attention which could lower attention and achievement.” (School E)

The assertion was receiving support from the teacher for improved comprehension. Table 4.19 indicated that of 476 learners, 145 (30.5%) accepted that support from the teacher improves achievement, while 251 (52.7%) were highly agreeable. However, 47 (9.9%) hinted that the assertion was incorrect about reading practices, whereas 33 (6.9%) strongly disapproved. In total, 396 (83.2%) admitted that the proposition was

correct which suggests that learners received support from the teacher for improved understanding of text, while 80 (16.8%), did not. The findings implied that through teacher support learners were equipped with ability to think actively and monitor comprehension.

With regard to amplified scores in mastery of words, integrated results showed that learners who scored less than 20 marks (n=113), 84 (64.3%) affirmed receiving support from the teacher, while 29 (25.6%) did not. Learners who scored 40+ marks, (n=108), 99 (91.6%) affirmed that receiving support from the teacher in reading comprehension, while 9 (8.4%) did not. In the class of 20-29 marks, (n=125), 101 (80%) admitted that the statement was true, while 24 (19.2%) negated the statement. The study suggested that attainment in ability to interpret text is purposefully connected to receiving support from the teacher for improved comprehension at 95% Confidence level (χ^2 value of 17.456, df=9, & p -value =0.042).

Findings supported results from teachers' questionnaires which revealed that of 8 teachers, 3 (37.5%) agreed with the declaration that supporting learners improves attainment in reading comprehension, while 5 (62.5%) agreed strongly. This implied that 8 (100.0%) acknowledged that supporting learners improved performance in reading comprehension. Lesson observations of experimental and control groups through teacher support using supplementary materials revealed that teachers relied on recommended course books, however, further probe revealed that supplementary materials were employed during preparation for improved achievement in reading comprehension.

The finding further confirmed that supplementary materials tend to make up for content not adequately covered in course books for better internalization of concepts for high

attainment. The findings are further reinforced by Barzan, Kooti and Heidery (2021) assertion that additional resources strengthen enrich course books by directing learner attention to components that increase motivation for high attainment. Similar findings were also realized by Karki (2018) who hypothesized that insufficient approaches, methods and resources are complemented by availability of supplemental materials for higher learning. The finding revealed that supplementary materials were used alongside course books. A teacher had this to say,

“Supplementary materials fill apparent holes in the course book by giving more detail and catering to the needs of learners, boosting motivation and success. Where language practice is limited in course book, supplementary materials provide frequent and prolonged engagement in target language by accelerating participation for high attainment. Where supplementary materials are available and appropriately utilized, teacher support is enhanced facilitating learner understanding of concepts for improved comprehension.” (School D).

Bivariate analysis involved merging five assertions about learner opinion on resource availability for effective learning. Output was created at interval scale and converted to ordinal categories to reveal effect of availability of resources in enhancing scores in reading to comprehend text in experimental and control groups. Figure 4.9 displays the findings of a cross-tabulation between five aspects of resource availability and learner achievement in reading comprehension.

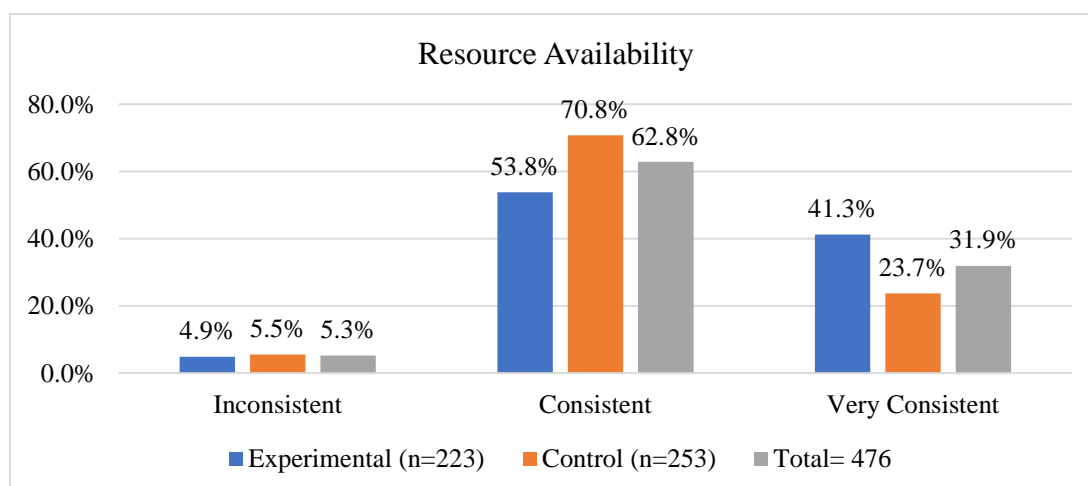


Figure 4.9: Learners' aggregated views on resource availability

Figure 4.9 of 476, 299 (62.8%) regularly used available resources for improved accomplishment, whereas 31.9% were extremely consistent regarding effect of resource availability in learning achievement. The graphs indicated that more learners in control group (36%) inconsistently used available resources for improved understanding of text, while those in the experimental group (41.3%) consistently employed available resources to improve proficiency in reading comprehension. According to data, learners in experimental group consistently recognized available resources for improved scores in comprehension (92%) against (62.9%) in control group. Subsequently, the evaluation attained a computed χ^2 value of 59.913, (df = 3 & p-value = 0.000); indicating 99% likelihood that consistent use of availability resources significantly varied in experimental and control groups.

4.14 Resource appropriateness and achievement in reading comprehension

Five sub-dimensions including needs and interests, a range of activities, resource utilization, language exposure and activity use were presented as claims. Each claim was assigned a rating of four points with the options 'strongly disagree', 'disagree', 'agree' and 'strongly agree'. More analyses were provided in ensuing subsections.

4.14.1 Bivariate results for suitable reading materials

Learner understandings of statements regarding appropriateness of resources were cross-tabulated against accelerated grades in text interpretation, assessed and separated into four groups: '<20 marks', '20-29 marks', '30-39 marks' and '40+ marks'. Results of cross-tabulation for assertions are shown in Table 4.20.

Table 4.20: Resource appropriateness and achievement in reading comprehension

Resource	Post-test Categories
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Appropriateness	<20		20-29		30-39		40+		Total		Chi-Square X ² ; df; p-value
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
<i>Teacher responds to my needs and interests during the lesson.</i>											
Strongly disagree	16	14.2%	13	10.4%	3	2.3%	2	1.9%	34	7.1%	38.321; 9; 0.000
Disagree	19	16.8%	11	8.8%	17	13.1%	7	6.5%	54	11.3%	
Agree	31	27.4%	45	36.0%	40	30.8%	25	23.1%	141	29.6%	
Strongly agree	47	41.6%	56	44.8%	70	53.8%	74	68.5%	247	51.9%	
<i>I use language by carrying out a variety of activities in the lesson</i>											
Strongly disagree	15	13.3%	17	13.6%	9	6.9%	5	4.6%	46	9.7%	41.791; 9; 0.000
Disagree	51	45.1%	55	44.0%	43	33.1%	21	19.4%	170	35.7%	
Agree	35	31.0%	39	31.2%	48	36.9%	52	48.1%	174	36.6%	
Strongly agree	12	10.6%	14	11.2%	30	23.1%	30	27.8%	86	18.1%	
<i>Use of resources in pair and group work improves achievement in reading comprehension</i>											
Strongly disagree	12	10.6%	12	9.6%	9	6.9%	4	3.7%	37	7.8%	43.162; 9; 0.000
Disagree	27	23.9%	21	16.8%	20	15.4%	7	6.5%	75	15.8%	
Agree	55	48.7%	71	56.8%	59	45.4%	46	42.6%	231	48.5%	
Strongly agree	19	16.8%	21	16.8%	42	32.3%	51	47.2%	133	27.9%	
<i>Exposure to relevant language improves comprehension</i>											
Strongly disagree	19	16.8%	17	13.6%	10	7.7%	8	7.4%	54	11.3%	11.986; 9; 0.214
Disagree	21	18.6%	20	16.0%	31	23.8%	17	15.7%	89	18.7%	
Agree	27	23.9%	35	28.0%	32	24.6%	36	33.3%	130	27.3%	
Strongly agree	46	40.7%	53	42.4%	57	43.8%	47	43.5%	203	42.6%	
<i>Use of activities increases level of participation for effective understanding in reading.</i>											
Strongly disagree	21	18.6%	21	16.8%	7	5.4%	7	6.5%	56	11.8%	40.620; 9; 0.000
Disagree	42	37.2%	40	32.0%	33	25.4%	19	17.6%	134	28.2%	
Agree	34	30.1%	37	29.6%	51	39.2%	42	38.9%	164	34.5%	
Strongly agree	16	14.2%	27	21.6%	39	30.0%	40	37.0%	122	25.6%	

Learners indicated thoughts on the claim that teacher responds to needs and interests during the lesson. Table 4.20 show that of 476, 247 (51.9%) agreed with the statement, while 141 (29.6%) were highly of the same mind. Despite that, 54 (11.3%) expressed disagreement with the statement, whereas 34 (7.1%) disliked strongly. Collectively, 388 (81.5%) accepted the assertion, suggesting that teacher responded to needs and interests, while 88 (18.4%), rejected the statement because it was inconsistent with reading practices.

Overall findings revealed that learners who scored less than 20 marks, (n=113), 78 (69.0%) affirmed that teacher responds to needs and interests during the lesson, while 35 (31.0%), denied teacher response to needs and interests during the lesson. Among those who scored 40+ marks, (n =108), 99 (91.6%) bowed to the claim, while 9 (8.1%) did not. In the class of learners who scored 20-29 marks (n=125), 101 (80.8%) accepted that teacher responds to needs and interests, while 24 (19.2%) hinted that the statement

was incorrect. The study showed that learner acquirement in articulation of words and phrases positively connected to teacher response to needs and interests during the lesson' at 99% Confidence level (χ^2 value of 38.321, $df=9$, & p -value =0.000).

Findings supported results from teachers' questionnaires which revealed that of 8 teachers, 3 (37.5%) agreed with the perception statement that responding to needs and interests improves achievement in reading comprehension, while 5 (62.5%) agreed strongly. This implied that 8 (100.0%) endorsed responding to learner needs and interests for better learning outcomes. Lessons observations revealed that needs and interests of learners were related to comprehension passages in experimental and control groups. The finding confirmed that relevant materials related to learner needs and interests tend to heighten attention and stimulate imagination for accelerated learning. In a departure from findings, Njoroge (2019) confirmed that over one half of teachers argued that books were not relevant to changing needs and interest of learners in primary schools in Nakuru Municipality, Kenya. More still, Deressa, Tefera and Alemu (2022) maintained that where reading materials and learner needs and level mismatch learners may likely be discouraged from engaging more, which may lower achievement. Anchored on this premise, a teacher from experimental group had this to say:

"Learners enjoy reading passages relevant to needs and interests for improved comprehension. Relevant text is related to real life experiences making reading meaningful for high attainment in comprehension. Where reading materials are disconnected from learner needs and interests, participation is minimal with low attainment." (School A).

Learners expressed opinions on the statement using language to carry out activities. Table 4.20 show that of 476, 174 (36.6%) expressed satisfaction with the claim using language to carry out activities, while 86 (18.1%) fully concurred. Incompatibly, 170

(35.7%) disagreed with the idea whereas 46 (9.7%) refuted strongly. Collectively, 260 (55.7%) hinted that the statement correctly reflected own practices, while 216 (45.4%), did not. Merged results showed that learners who scored less than 20 marks, (n=113), 47 (41.6%) affirmed language use by carrying out a variety of activities, while 35 (31.0%), denied using English language while carrying out activities during the lesson.

Among those who scored 40+ marks, (n =108), 82 (75.9%) endorsed the claim, though 26 (24.0%) did not. Learners who achieved 20-29 marks (n=125), 53 (42.4%) pointed out that the statement was true, while 72 (57.6%) felt it had no connection to practices. Consequently, the study unveiled that learner improved grades in reading comprehension notably related with using language to carry out activities in the lesson at 99% Confidence level (χ^2 value of 41.791, df=9, & ρ -value =0.000). Findings supported results from teachers' questionnaires which revealed that of 8 teachers, 3 (37.5%) supported using English language to carry out activities while 5 (62.5%) agreed strongly. This implied that 8 (100.0%) teachers admitted use of English language to carry out activities in the lesson.

Lesson observations revealed that learners in experimental and control groups engaged with activities by using English language to understand text. However, learners in experimental groups had more opportunities to use language in a range of activities working with materials in a variety of ways than learners in control groups. The finding confirmed that appropriate resources tend to make learners perceive reading as an interesting and valuable activity for improved comprehension. Similar findings were realized by Mussa and Fente (2020) observation that working with reading materials blended with a variety of using language improves achievement in understanding

concepts. On the same note, Gashaye and Girma (2020) argued that inappropriately structured reading materials substantially lessen lesson success in reading comprehension. By implication, use of language while performing tasks engages learners for better understanding of concepts which may likely improve achievement. A teacher from experimental group had this to say:

“Learners use language and activities in a variety of ways blended with reading materials especially where learner’s language proficiency is appropriate for improved comprehension. Where reading materials are structured, learner engagement level with the text is increased for high attainment. However, where reading materials are inappropriately structured, learners tend to be less engaged, lowering attainment.” (School C).

Learners expressed thoughts on the statement using resources in pair and group work for improved comprehension. Table 4.20 shows that of 476, 231 (48.5%) associated with the declaration, while 133 (27.9%) accepted strongly. Alternatively, 75 (15.8%) disagreed with using resources in pair and group work for improved achievement in reading comprehension, though 37 (7.8%) opposed strongly. Together, 364 (76.4%) hinted that the statement correctly reflected own practices, while 112 (23.6%), did not. More still, learners recording less than 20 marks, (n=113), 74 (65.5%) admitted that using resources in pair and group work improves achievement, while 39 (34.5%) did not. Among those who scored 40+ marks, (n =108), 97 (89.8%) complied with the claim, while 11 (10.2%) did not. In the class of learners attaining 20-29 marks (n=125), 92 (73.6%) pointed out that the assertion was true, while 33 (26.4%) indicated contrary views. The study verified that raised performance in reading comprehension meaningfully linked to using resources in pair and group work at 99% Confidence level (χ^2 value of 43.162, df=9, & p-value =0.000).

Findings supported results from teachers' questionnaires which revealed that of 8 teachers, 3 (37.5%) admitted that adoption of collaborative activities blended with reading materials improve scores in comprehension, while 5 (62.5%) agreed strongly. This implied that 8 (100.0%) teachers supported active engagement with materials and peers improve understanding of text. Lesson observations showed that learners in experimental group employed appropriate resources when working in pairs and group. The results supported the idea that using suitable reading materials along with activities tends to boost learner confidence and engagement for better reading comprehension. In a departure from the findings, Ngure (2019) observed that learners did not benefit from group work since the large reading groups were not convenient to enable learners to be active for meaningful learning. By implication, useful resources and cooperative activities improve learner involvement and confidence for high accomplishment. Drawing from this premise, a teacher from control group held the following view,

“Learners are eager to engage in the target language while working with appropriate reading material and activities for better results. Use of appropriate resources in collaborative activities reduces the burden of large class size and strain on reading materials by increasing understanding of diverse perspectives with less distractions in class for high attainment. (School D).

The perception statement was exposure to relevant language improves comprehension. Table 4.20 shows that of 476, 130 (27.3%) agreed with the perception statement, while 203 (42.6%) agreed strongly. On the opposite side of the scale, 89 (18.7%) disagreed with the claim, although 54 (11.3%) disagreed strongly. Together, 333 (69.9%) affirmed the strategy, suggesting that over one half hinted that the statement was correct, while 143 (30.0%), did not. Overall results showed that among learners obtaining less than 20 marks, (n=113), 73 (64.6%) affirmed language use by carrying out a variety of activities, while 40 (35.4%), denied using English language while

carrying out activities during the lesson. Among those who scored 40+ marks, (n =108), 83 (76.8%) affirmed the statement, while 25 (23.1%) did not.

Learners achieving 20-29 marks (n=125), 88 (70.4%) pointed out that the claim was true, while 37 (29.6%) indicated contrary views. As such, the evaluation produced a χ^2 value of 11.986 (df=9 and p-value=0.214), which revealed absence of connection between accelerated scores in reading comprehension and exposure to relevant language. In support of position, 2 (25.0%) teachers disagreed with the statement. On the other hand, 3 (37.5%) teachers agreed with the statement while 3 (37.7%) agreed strongly. This implied that even though majority 6 (75%) teachers supported the statement, 2 (25.0%) believed that it was not related to achievement.

According to lesson observations, experimental and control groups of learners encountered appropriate language in reading materials. Even though learners were exposed to spoken, written and visual data to complete tasks, the teachers relied on recommended textbooks without sourcing materials from other sources. In a departure from the findings, Nhlengethwa (2016) reported that teachers do not rely on recommended textbooks, sourcing materials from other sources like the internet and television. By implication, teachers relied on course books for reading comprehension. Anchored on the position, a teacher from experimental group held the following view,

“During observation learners are exposed to appropriate language from other peers, textbook and the teachers for improved achievement. Sometimes learners are readily able to understand input, while at other times, the teacher simplifies the language for learners for improved comprehension. “I use the recommended textbook. Although there are other sources like newspapers, due to the workload I have limited time for exploring other sources”. (School D).

The perception statement postulated that use of resources blended with reading materials improves participation for effective understanding of passages. Results in

Table 4.20 show that of 476, 164 (34.5%) supported the idea that use of appropriate resources encourage learners to take an active role, while 122 (25.6%) affirmed strongly. Alternately, 134 (28.2%) disputed the declaration, while 56 (11.8%) differed strongly. Collectively, 286 (60.1%) endorsed the strategy, suggesting that using activities integrated with resources improve attainment in reading comprehension, while 190 (40.0%), refuted the statement. More still, learners who earned less than 20 marks, (n=113), 50 (44.3%) affirmed that use of activities increases level of participation for high performance, while 40 (35.4%), denied that using activities stimulate participation for effective understanding in reading. Learners who scored 40+ marks, (n =108), 82 (75.9%) affirmed the statement, while 26 (24.1%) did not. In the section of learners who scored 20-29 marks (n=125), 64 (51.2%) pointed out that the statement was true, while 61 (48.8%) indicated contrary views. The X^2 analysis further revealed a meaningful link between raised grades in reading comprehension and use of appropriate resources (χ^2 -value = 40.620, df=9 & p-value=0.000). Findings supported results from teachers' questionnaires which revealed that of 8 teachers, 5 (62.5%) agreed with the perception statement that employing activities increases level of participation, while 3 (37.5%) agreed strongly. This implied that 8 (100.0%) teachers agreed that using activities increases level of participation for effective understanding of concepts.

Lesson observations revealed that learners in experimental group were more exposed to appropriate resources meshed with collaborative activities which increased level of engagement compared to control group. The finding confirmed that effective resources tend to maximize learner involvement with subject matter and one another which enhances learner teacher relationships for improved performance. Similar conclusions were reached by Pham & Nguyen (2018) who asserted that resources tailored to learner

needs and interests encourage interactive and collaborative learning environment for better results. The finding implied that when learners are actively participating in the reading lesson, ability and willingness to provide accurate answers increases, raising level of achievement. A teacher from experimental group had this to say,

“Learners are willing to answer questions when activities are related to comprehension passages sustaining attention and increasing rapport with teachers for improved achievement. Again, engaging learners in activities connected to class reading enhances participation increasing use of language for high attainment. However, in cases where exploration through interaction with learning materials is limited, active participation is not spurred lowering attainment.” (School D).

More still, bivariate analysis involved combining five claims to evaluate the extent of utilization of appropriate resources in enhancing mastery of concepts using four ordinal categories of ‘very consistent’, ‘consistent’, ‘inconsistent’, and ‘very inconsistent’. Further, cross-tabulated variables reveal the extent to which learners in the experimental and control groups scored in reading comprehension. The figure below presents the cross-tabulation results between the combined variable (The five elements of resource appropriateness) and learner achievement in reading comprehension.

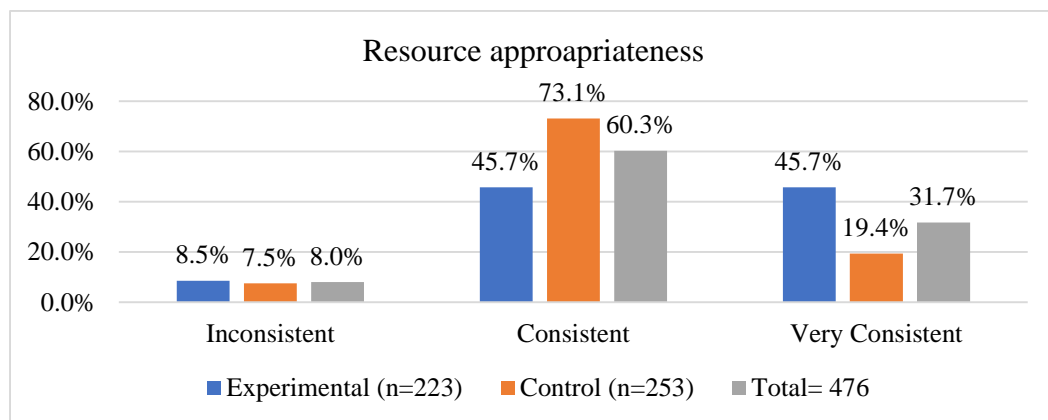


Figure 4.10: Learner combined understanding on resource appropriateness

Figure 4.10 shows that of 476, 287 (60.3%) regularly employed appropriate resources, whereas 151 (31.7%) had extremely consistent opinions about effect of resource

appropriateness on learning outcomes. The graph also showed that in terms of perspectives regarding effect of appropriate resources on achievement in reading comprehension, more learners in the control group (73.1%) held consistent opinions than those in experimental group (45.7%). The analysis thus showed that many of the learners in control and experimental group were more inclined towards consistent utilization of appropriate resources 92.5% and 91.4% respectively. Subsequently, the analysis gained a computed χ^2 value of 40.878, (df = 2 & p-value = 0.000); suggesting up to 99% chance that steadfastness of utilizing appropriate resources in reading comprehension significantly varied in experimental and control groups.

4.15 Interesting resources and Achievement in Reading Comprehension

Five sub-dimensions including connecting topic to personal experiences, playing supportive role, being motivated to complete tasks, reading amusing passages and enjoying tasks blended with resources, were presented as assertions. Learners were requested to indicate views on a four-point scale with the options ‘strongly disagree’, ‘disagree’, ‘agree’ and ‘strongly agree’.

4.15.1 Bivariate results engaging topic content

Learner judgements about claims in fascinating resources were cross-tabulated against achievement in reading comprehension, evaluated in terms of post-test scores and assembled into four categories of ‘<20 marks’, ‘20-29 marks’, ‘30-39 marks’ and ‘40+ marks’. Table 4.21 presents cross-tabulation results for the claims.

Table 4.21: Interesting resources and achievement in reading comprehension

Interesting Resources	Post-test Categories								Total	Chi-Square X ² ; df; p-value	
	<20		20-29		30-39		40+				
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
<i>Linking the topic with my own experiences stimulates my interest for improvement in comprehension</i>											
Strongly disagree	18	15.9%	15	12.0%	10	7.7%	10	9.3%	53	11.1%	16.496; 9; 0.057
Disagree	22	19.5%	22	17.6%	18	13.8%	7	6.5%	69	14.5%	
Agree	31	27.4%	42	33.6%	44	33.8%	38	35.2%	155	32.6%	
Strongly agree	42	37.2%	46	36.8%	58	44.6%	53	49.1%	199	41.8%	
<i>Supportive role increases engagement in activities for improved comprehension.</i>											
Strongly disagree	16	14.2%	11	8.8%	11	8.5%	5	4.6%	43	9.0%	28.251; 9; 0.005
Disagree	20	17.7%	23	18.4%	19	14.6%	30	27.8%	92	19.3%	

Agree	35	31.0%	45	36.0%	60	46.2%	52	48.1%	192	40.3%	
Strongly agree	42	37.2%	46	36.8%	40	30.8%	21	19.4%	149	31.3%	
<i>Motivation to complete activities improves attainment in reading comprehension.</i>											
Strongly disagree	19	16.8%	14	11.2%	11	8.5%	6	5.6%	50	10.5%	29.966; 9;
Disagree	28	24.8%	24	19.2%	17	13.1%	13	12.0%	82	17.2%	0.003
Agree	18	15.9%	35	28.0%	46	35.4%	43	39.8%	142	29.8%	
Strongly agree	48	42.5%	52	41.6%	56	43.1%	46	42.6%	202	42.4%	
<i>Interesting passages improve mastery of concepts for effective reading comprehension.</i>											
Strongly disagree	13	11.5%	18	14.4%	10	7.7%	3	2.8%	44	9.2%	24.102; 9;
Disagree	24	21.2%	15	12.0%	17	13.1%	12	11.1%	68	14.3%	0.004
Agree	26	23.0%	47	37.6%	45	34.6%	49	45.4%	167	35.1%	
Strongly agree	50	44.2%	45	36.0%	58	44.6%	44	40.7%	197	41.4%	
<i>I enjoy performing activities for effective attainment in reading comprehension.</i>											
Strongly disagree	19	16.8%	13	10.4%	10	7.7%	3	2.8%	45	9.5%	24.465; 9;
Disagree	12	10.6%	9	7.2%	16	12.3%	12	11.1%	49	10.3%	0.002
Agree	33	29.2%	51	40.8%	35	26.9%	49	45.4%	168	35.3%	
Strongly agree	49	43.4%	52	41.6%	69	53.1%	44	40.7%	214	45.0%	

The perception statement was connecting topic to past knowledge stimulates interest for improved comprehension. Table 4.21 shows that of 476, 155 (32.6%) stated that the statement was correct, while 199 (41.8%) accepted strongly. Contrarily, 69 (14.5%) disagreed with the declaration, whereas 53 (11.1%) disagreed strongly. Collectively, 354 (74.4%) affirmed that linking topic to past knowledge stimulates interest for high scores, while 119 (25.6%), did not. This implies that over one half of learners believed that interesting materials activated previous experiences for high attainment. Accruing results indicated that learners who scored less than 20 marks, (n=113), 73 (64.6%) affirmed that interesting reading resources facilitated assimilation with past concepts for better results, while 40 (35.4%), denied that interesting materials trigger background knowledge. Learners who scored 40+ marks, (n=108), 91 (84.3%) supported the claim, while 17 (15.8%) did not. In the bracket of learners who scored 20-29 marks (n=125), 88 (70.4%) pointed out that the statement was true, while 37 (29.6%) indicated contrary views.

Drawing from cumulative results, the study revealed that raised scores in reading comprehension remarkably connected to linking topic to experiences for raised scores at 90% Confidence level (χ^2 value of 16.496, df=9, & p -value =0.057). Findings supported results from teachers' questionnaires which revealed that of 8 teachers, 5

(62.5%) agreed with the perception statement that connecting text to experiences stimulate interest for improved attainment, while 3 (37.5%) agreed strongly. This implied that 8 (100.0%) teachers agreed that linking topic with own experiences stimulates interest for improved comprehension. According to observations of lessons in experimental and control groups, when personal experiences were more closely related to content read, the learner was more engaged. In agreement with the findings, Snow (2018) stated that reading becomes relevant when the learner relates textual concepts to personal experiences which may broaden perception of text for better understanding. The findings were further reinforced by Abdelaal and Sase (2014) observation that the learner performed better on tests involving familiar topics by grasping the greatest amount of background knowledge. More still, lesson observation revealed that certain topics were more appealing to a particular gender. Ability to create connections, however, declines when text topics are very familiar, slowing down the comprehension process. Inferred from this was the concept that connecting text and experiences improves learning outcomes.

Anchored on this position, a teacher held the view that,

“Interesting instructional materials engage learners in connected reading opportunities deepening understanding of text for improved comprehension. Learners continuously draw on background knowledge for meaningful reading comprehension. Learners connect with text by interpreting, evaluating and synthesizing concepts for sustained engagement.”

The perception statement indicated that supportive role increases engagement in activities for improved comprehension. Results in Table 4.21 show that 476, 192 (40.3%) acknowledged the declaration that supportive role promotes engagement for better comprehension, while 149 (31.3%) were highly agreeable. Dissonantly, 92 (19.3%) disagreed with the pronouncement that supportive role improves involvement in activities for better learning out while 43 (9.0%) disputed strongly. Additionally, 341

(71.6%) affirmed the strategy, while 135 (28.3%), did not. Aggregated results suggested that learners who scored less than 20 marks, (n=113), 77 (68.2%) affirmed that supportive role increases engagement in activities for improved comprehension, while 36 (31.9%), denied that interesting resources assists in increasing level of attention for high performance. Among those who scored 40+ marks, (n =108), 73 (67.5%) affirmed the statement, while 35 (32.4%) did not. In the category of those who scored 20-29 marks (n=125), 91 (72.8%) pointed out that the statement was true, while 34 (27.2%) indicated contrary views. Drawing from discussion, the study indicated that heightened grades in reading comprehension outstandingly related to supportive role increases engagement in activities for improved comprehension at 90% Confidence level (χ^2 value of 28.251, df=9, & ρ -value =0.005). Findings supported results from teachers' questionnaires which revealed that of 8 teachers, 4 (50.0%) endorsed the statement that 'supportive role increases engagement in activities for improved comprehension', while 4 (50.0%) agreed strongly. This implied that 8 (100.0%) supported using interesting materials that promote learner attention for improved comprehension.

Lesson observation revealed that learners engaged more with materials when topics were fascinating than when faced with unfamiliar content. The results corroborate Omuna, Onchera and Kimutai (2016) affirmation that engaging materials aid in the improvement of reading comprehension for raised scores. Additionally, Eidswick (2009) contended that insufficient text coherence, comprehensibility and personal relevance may reduce contextual, individual and topic interest in reading comprehension which may lower outcomes. By implication, interesting reading materials stimulate learner thinking by boosting engagement and focusing attention for better understanding of concepts.

Drawing from this premise, a teacher had this to say:

“Resources that are engaging help learners focus and pay attention which may improve comprehension. Again, making reading materials interesting by providing learners with opportunities for reading under a variety of conditions may likely increase attainment. However, concentration is reduced where learners are diverted from a text’s underlying meanings lowering achievement.”

The perception statement postulated that interesting materials provide motivation for completion of activities to improve achievement. Table 4.21 shows that 476 used, 142 (29.8%) concurred with the claim, while 202 (42.4%) were highly agreeable. Nevertheless, 82 (17.2%) disagreed with the statement while 50 (10.5%) disagreed strongly. Cumulatively, 344 (72.2%) learners affirmed that texts that tap into personal interests enhance motivation to complete activities for improved scores, while 132 (27.7%), did not. On achievement in reading comprehension, cumulative results showed that among learners who scored less than 20 marks, (n=113), 66 (58.4%) hinted that motivation to complete activities improves attainment in reading comprehension, while 47 (41.6%), denied that interesting passages increase motivation to complete tasks. Learners who scored 40+ marks, (n =108), 89 (82.4%) affirmed the statement, while 19 (17.6%) did not. In the cluster of learners who scored 20-29 marks (n=125), 87 (69.6%) pointed out that the claim was true, while 38 (30.4%) indicated contrary views.

The analysis further revealed that the relationship between learner achievement in reading comprehension and interesting activities to provide motivation for task completion was significant at 99% CI (χ^2 -value = 29.966, df=9 & p-value=0.003). Findings supported results from teachers’ questionnaires which revealed that of 8 teachers, 6 (75.0%) agreed with the perception statement that motivation to complete activities improves attainment in reading comprehension’, while 2 (25.0%) agreed strongly. This implied that 8 (100.0%) teachers supported the assertion that motivation

to complete activities improves attainment in reading comprehension. Lesson observations revealed that learners in experimental group were more involved in activities related to interesting resources compared to control group. Similar results were observed by Takaloo and Ahmadi (2017) who reported that integrating interesting activities and materials in reading instruction builds learner confidence and self-stimulation for accelerated learning. The finding revealed that regular motivation to complete activities encouraged the learner to read more with understanding for high performance. A teacher from experimental group had this to say:

“Learners read texts while receiving ongoing assistance for better understanding of passages. Regular and consistent motivation seems to increase learner interest in reading for higher comprehension capabilities. Frequent motivation energizes learners’ reading and interest for deeper understanding of passages.” (School D).

The perception statement postulated that interesting passages improve mastery of concepts for effective reading comprehension. Results in Table 4.22 show that of 476, 167 (35.1%) admitted that employing interesting comprehension passages improves understanding and 197 (41.4%) highly accepted. On the other hand, 68 (14.3%) hinted that the statement was incorrect, while 44 (9.2%) negated strongly. Overall, 364 (76.5%) endorsed the assertion, while 102 (23.5%) did not. Again, combined results mentioned that learners who earned less than 20 marks, (n=113), 76 (67.2%) accepted that the claim was in line with practices, while 37 (32.7%) denied. Among those who scored 40+ marks, (n=108), 90 (86.1%) agreed with the declaration, whereas 15 (13.9%) felt that interesting resources was not connected with mastery of concepts. In the class of learners who scored 20-29 marks (n=125), 89 (73.6%) accepted the proclamation, while 33 (26.4%) indicated divergent views.

The analysis produced a 99% CI (χ^2 value = 24.102, df=9 & p-value=0.004) which revealed a strong relationship between enhanced attainment and interesting passages

for improved mastery of key themes. The findings are supported with views from teachers' questionnaires who acknowledged that interesting passages promote active involvement for strengthening comprehension of texts for effective learning. Lesson observations revealed that learners in experimental and control group were exposed to engaging passages. The findings are in tandem with Pongsatornpiat (2021) assertion that interesting and stimulating reading materials stimulate learner level of engagement in reading and mastery of comprehension passages. On the same note, Ye (2018) argued that inappropriately structured reading material may weaken level of learner engagement lowering interest and de-emphasizes conceptualization of concepts presented in comprehension passage lowering attainment. The findings revealed that interesting reading materials blended with activities maximize participation by improving attainment.

While supporting position held by Pongsatornpiat (2021), a teacher had this to say:

“When engaging and exciting resources are properly combined with assigned tasks, learners are enthusiastic to complete activities. Again, stimulating materials tend to enhance learner interest in oral summary retelling and willingness to regularly participate during comprehension exercises. When stimulating reading materials as used during instruction, learners tend to answer questions from passages correctly and develop interest in reading additional passages for sustained comprehension.” (School B).

The perception statement postulated that the learner enjoys performing activities when blended with interesting resources for effective attainment in comprehension. Table 4.21 shows that 476 used, 168 (35.3%) agreed with the statement that where interesting resources are connected to activities learner engagement increases for higher comprehension capabilities, while 214 (45.0%) highly tolerated. Oppositely, 49 (10.3%) disagreed with the idea, while 45 (9.5%) repulsed strongly. Collectively, 382 (80.3%) admitted that integrating interesting resources and activities increased learner

involvement in the reading process for improved understanding of text, while 94 (19.8%), did not. Total results showed that learners who scored less than 20 marks, (n=113), 82 (72.6%) hinted that the proclamation was correct, while 31 (27.4%), denied enjoying performing activities during the lesson. Learners who scored 40+ marks, (n =108), 93 (86.1%) affirmed the statement, while 15 (13.9%) did not. The X^2 analysis further unveiled a notable link between increased acquisition of words and activities (χ^2 -value = 24.465, df=9 & p-value=0.002) at 99% CI. Findings supported results from teachers' questionnaires which revealed that of 8 teachers, 3 (37.5%) agreed with the claim that learners enjoy reading and learning about interesting topics for raised grades in comprehension, while 5 (62.5%) agreed strongly. This implied that 8 (100.0%) teachers concurred with the assertion that interesting passages promote engagement with material and activities for improved achievement. Lesson observed and subsequent follow up discussion sessions with one teacher revealed that learners in experimental groups were more engaged and enjoyed the teaching learning process compared to learners in control groups who were not exposed to interesting passages blended with nourishing activities.

The finding confirmed that more opportunities were created for language use for learners in experimental groups reducing learner anxiety and enhancing enjoyment in performing activities for accelerated learning and mastery of comprehension passages. The findings are in tandem with Merisuo-Storm & Soininen (2013) declaration that where reading materials are related to tasks, learner interest is stimulated for improved comprehension resulting in higher achievement. By implication, interesting reading materials complemented with activities improve learner involvement increasing attainment. The results support Aslan (2016) claim that tasks that naturally emerge from

engaging topics tend to promote active engagement increasing willingness to participate in activities for sustained learning.

A teacher had this to say,

“When teaching and learning of comprehension passages are structured to capture willingness to read passages and engage in role play to dramatize real life situations on a topic to gain experience using different reading strategies learning outcomes are high. Interesting and related reading materials and tasks stimulate learner interest for improved comprehension. Learners are eager to engage with the passages to perform assigned roles. Where reading materials are unrelated to passages, learner participation and interest are limited lowering attainment.” (School B)

A learner expressed the following as a reflection of views from others, *“Ability to respond to questions was strengthened after role play improving achievement. I found it much easier to interpret, understand and play my role which further deepened my understanding of tasks displayed in the passages for improved learning. In doing so, I enjoyed reading passages, internalizing content and playing out specific roles assigned with my classmates.” (School B)*

The findings were further subjected to bivariate analysis where perception statements were combined to approximate extent of application of interesting resources in engaging with subject matter to polish mastery in reading comprehension for accelerated learning. The output, which was generated at interval scale was transformed into four ordinal categories of ‘very consistent’, ‘consistent’, ‘inconsistent’, and ‘very inconsistent’ to bring out the extent to which learners applied captivating resources. The resultant variable was cross-tabulated with the aggregated variable to determine the extent to which learners in the experimental and control learners’ groups achieved in reading comprehension. Figure 4.11 presents the cross-tabulation results between the aggregated variable, the five elements of intriguing resources, and learners’ reading comprehension proficiency.

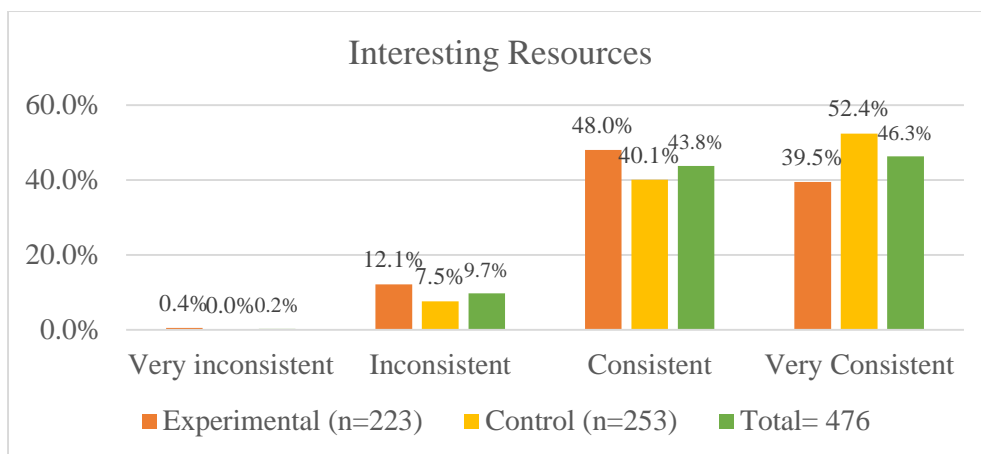


Figure 4.11: Learners' aggregated views on use of interesting resources

Figure 4.11 shows that of 476, 220 (46.3%) very consistently employed interesting resources, whereas 208 (43.8%) held consistent opinions regarding effect of interesting resources on learning achievement. The graph also demonstrated that in terms of perspectives on the use of engaging materials for reading comprehension, more learners in control group 249 (52.4%) were highly consistent compared to 228 (48%) in experimental group. The analysis showed that many of the learners in control and experimental group were more inclined towards consistent application of interesting resources. Consequently, the analysis obtained a computed χ^2 value of 9.630, (df=3 & p-value=.0224); indicating up to 95% likelihood that the consistency of applying interesting resources in reading comprehension significantly varied between learners in the experimental and control groups.

4.16 Resource adequacy and achievement in reading comprehension

The section focuses on access to carry out activities, quality of resources, access to complete tasks, activities related to passage, sharing textbooks which are presented as perception statements. To address this, the learner showed opinions on a four-point Likert scale which was calibrated as 'strongly disagree', 'disagree', 'agree' and

‘strongly agree’. Subsequent analyses arising from sub dimensions was presented in Table 4.22.

4.16.1 Bivariate results for adequacy of reading materials

Focusing on post-test results assembled into four categories of ‘<20 marks’, ‘20-29 marks’, ‘30-39 marks’ and ‘40+ marks’, the sub-dimensions presented in perception statements were compared against achievement in reading comprehension for sustained learning. Results of the cross-tabulation for perceptual assertions are displayed in Table 4.22.

Table 4.22: Resource adequacy and achievement in reading comprehension

Resource Adequacy	Post-test Categories								Total	Chi-Square X ² ; df; p-value	
	<20		20-29		30-39		40+				
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
<i>Access to resources provides opportunity to carry out activities independently.</i>											
Strongly disagree	44	38.9%	40	32.0%	29	22.3%	13	12.0%	126	26.5%	37.046; 9; 0.000
Disagree	20	17.7%	22	17.6%	18	13.8%	12	11.1%	72	15.1%	
Agree	29	25.7%	37	29.6%	50	38.5%	41	38.0%	157	33.0%	
Strongly agree	20	17.7%	26	20.8%	33	25.4%	42	38.9%	121	25.4%	
<i>Quality of resources improves attainment of reading comprehension.</i>											
Strongly disagree	16	14.2%	12	9.6%	13	10.0%	6	5.6%	47	9.9%	14.134; 9; 0.118
Disagree	23	20.4%	20	16.0%	15	11.5%	15	13.9%	73	15.3%	
Agree	25	22.1%	43	34.4%	50	38.5%	43	39.8%	161	33.8%	
Strongly agree	49	43.4%	50	40.0%	52	40.0%	44	40.7%	195	41.0%	
<i>Access to resources for task completion improves mastery of concepts in reading comprehension.</i>											
Strongly disagree	42	37.2%	42	33.6%	25	19.2%	7	6.5%	116	24.4%	52.531; 9; 0.000
Disagree	21	18.6%	23	18.4%	24	18.5%	22	20.4%	90	18.9%	
Agree	31	27.4%	41	32.8%	60	46.2%	44	40.7%	176	37.0%	
Strongly agree	19	16.8%	19	15.2%	21	16.2%	35	32.4%	94	19.7%	
<i>Activities are related to the passages in the texts.</i>											
Strongly disagree	15	13.3%	9	7.2%	10	7.7%	6	5.6%	40	8.4%	17.767; 9; 0.038
Disagree	22	19.5%	17	13.6%	13	10.0%	8	7.4%	60	12.6%	
Agree	28	24.8%	42	33.6%	51	39.2%	45	41.7%	166	34.9%	
Strongly agree	48	42.5%	57	45.6%	56	43.1%	49	45.4%	210	44.1%	
<i>I share a text book during the reading lesson.</i>											
Strongly disagree	13	11.5%	8	6.4%	7	5.4%	3	2.8%	31	6.5%	16.659; 9; 0.054
Disagree	17	15.0%	14	11.2%	12	9.2%	7	6.5%	50	10.5%	
Agree	23	20.4%	30	24.0%	28	21.5%	34	31.5%	115	24.2%	
Strongly agree	60	53.1%	73	58.4%	83	63.8%	64	59.3%	280	58.8%	

The perception statement postulated that access to resources provides opportunity to carry out activities independently. Results in Table 4.22 show that of 476, 157 (33.0%) approved the claim that access to resources provides opportunity to read more and for

longer lengths of time, whereas 121 (25.4%) firmly accepted. In contrast, 72 (15.1%) learners disagreed with the assertion access to resources promotes independent activities, while 126 (26.5%) were completely at odds. In total, 278 (58.4%) hinted that the proposition was correct, though 198 (41.6%), did not, suggesting that access was restricted where a high number of learners shared a text book during reading. Cumulative findings on reading comprehension proficiency revealed that learners who scored less than 20 marks, (n=113), 49 (43.4%) affirmed that accessing reading materials promote conducting activities independently, while 64 (56.6%), adequate access was restricted which denied the learner opportunity to move back and forth the text for clarity of understanding. Among those with 40 or more scores, (n =108), 83 (76.9%) affirmed the statement, while 25 (23.1%) did not. The χ^2 analysis further indicated a substantial correlation between reading comprehension and access to resources (χ^2 value = 37.046 df=9 &p-value=0.000) at 99% CI.

Findings supported results from teachers' questionnaires which revealed that of 8 teachers, 4 (50.0%) agreed with the assertion that frequency of engagement in reading resources improves attainment in reading comprehension, while 4 (50.0%) acknowledged that learners with greater access to instructional resources express more enjoyment for improved accomplishment in reading comprehension. This implied that 8 (100.0%) teachers agreed that access to resources provides opportunity to carry out activities. Lesson observations of experimental and control groups through access to resources revealed variations in accessibility to resources between classes of high enrolment and moderate enrolment. The finding confirmed that accessibility to reading materials was below average in schools with high course book learner ratio. Similar findings were observed by Kamau (2018) who observed that inadequate materials were

triggered by high enrolment in schools reducing interactivity and engagement lowering achievement. A teacher had this to say,

“Access to reading materials increases engagement by promoting curiosity and desire to engage in activities for better results. The learner has opportunity to interact with text and activities to solidify reading abilities in and outside of class. With proper access to materials, parental and child reading together is recommended even more. However, in situations where access is restricted, the learner misses out on chance to ability to read and practice, could potentially undermine attitude toward reading.”(School G).

A learner expressed the following view,

“Sharing course books restrict my ability to participate fully. What I can read, see and experience is restricted when a book is put out of my line of sight which lowers my level of engagement. I only have a small window of time to practice reading independently or else I must read at the pace of my classmates which limits my ability to move back and forth the text to clarify concepts.” (School G).

Learners also expressed thoughts on the perception statement that quality of resources improves attainment in reading comprehension. Results in Table 4.22 reveal that of 476, 161 (33.8%) approved the contention because textbooks were sufficiently protected to prevent deterioration, whereas 195 (41.0%) agreed considerably. Contrary to this, 73 (15.3%) refuted the statement and 47 (9.9%) disliked strongly. Overall, 356 (78.4%) acknowledged that handling textbooks with clean hands helps maintain quality, while 120 (25.2%), did not. Cumulative results on mastery of content demonstrated that among learners who received less than 20 marks, (n=113), 74 (65.3%) affirmed that having clean hands helps maintain quality of books, while 39 (34.6%), hinted that the statement was incorrect. Learners who earned 40 or more points (n =108), 87 (80.5%) affirmed the statement that proper care for textbooks encourages neatness with no marks while 21 (19.5%) did not. As a result, the evaluation produced a calculated χ^2 value of 14.134 (df= 9 & p-value=0.118), implying a likelihood of 90% that relationship between reading comprehension grades and resource quality was not

statistically significant. Further investigation showed that of 8 teachers, 5 (62.5%) agreed with the perception statement that textbooks should be handled gently to prevent damage in order to raise comfort when reading and improve understanding, while 3 (37.7%) agreed strongly. This implied that 8 (100.0%) teachers agreed that quality of resources lead to higher attainment. improves attainment.

According to lesson observation, experimental and control groups had resources in schools that were of appropriate quality. Discussion sessions further revealed that instructors encouraged learners to handle course materials with cleanliness and care to avoid damage and increase accessibility for improved attainment. Similar findings were observed by Ndirangu (2015) who reported that resources in Ndaragwa division varies in sufficiency and quality. The quality of learning resources, in a modest variation from the findings, was discovered to be slightly adequate. A teacher expressed the view that,

“Encouraging learners to handle textbooks properly helps in maintaining quality for use in the next class. The learner is encouraged to handle course books with care for sustained neatness creating a desire for usage for improved achievement. Covering course books increases usage with minimal wear and tear and replacement. Course books are handed over to the next class while still in good condition.” (School C)

A learner had this to say,

“Our textbooks must remain covered to prevent damage. Handling textbooks with care is encouraged to allow usage by the next class. The teacher advises us not to lick our fingers when turning pages. Again, our hands should be clean to ensure the books remain neat with no marks on the pages.” (School C).

The perception statement postulated that access to resource improves completion of task for better learning outcomes. Table 4.22 indicates that 476, 176 (37.0%) acknowledged the claim that access to textbooks allows completion of tasks, while 94 (19.7%) highly concurred. On the contrary, 90 (18.9%) learners disagreed with the declaration, whereas 116 (24.4%) completely disagreed. A whole group of 170 (56.7%) affirmed that access to resources prompts more reading for improved for task

completion, while 206 (43.3%), did not. Combined scores reading comprehension competence revealed that learners who obtained less than 20 marks, (n=113), 50 (44.2%) hinted that the statement was correct, while 64 (56.6%), denied that access to resources improves task completion improves for improved mastery of concepts in reading comprehension. Among those who scored 40+ marks, (n =108), 79 (72.1%) affirmed the statement that access to resources encourages enthusiastic reading for better completion of tasks, while 29 (26.9%) did not. The χ^2 analysis further revealed a strong link between mastery of passage content and access to resources (χ^2 value = 52.531 df=9 & p-value=0.000).

The findings corroborated those from teachers' questionnaires, which showed that of 8 teachers, 5 (62.5%) agreed with the assertion that access to resources increases completion of assignment for better learning outcomes, while 4 (37.5%) agreed strongly. This suggested that 8 (100.0%) teachers agreed that reading materials facilitate content comprehension for greater task performance. Lesson observations revealed that learners in schools A, C, D and F had more access to resources than those in schools B, E, G, and H. The finding confirmed that access to resources enhanced learner participation for improved achievement. Similar findings were realized by Dhakal (2020) who reported that access to instructional resources motivate learners to learn more completing activities in and out of class reducing time to concretize concepts for better understanding. A teacher had this to say,

“More opportunities for autonomous learning are created by having access to reading resources which may likely improve literacy and performance. When resources are easily accessible, learner benefit maximally from learning experiences which may facilitate completion of tasks. Again, having access to textbooks fosters independent, silent reading which is strongly associated with increases in academic achievement.”
(School A).

A learner had this to say,

“When I have my own textbook, I may reread passages to improve my comprehension which aids in timely completion of schoolwork. I am inspired to read more with the help of accessible instructional materials, the teacher and peers. I am also able to complete assignments in and out of class. “(School A).

Learners expressed views on the claim that activities are related to passages in the text. Table 4.22 shows that of 476, 166 (34.9%) acknowledged and 210 (44.1%) fully concurred with the claim that associating task with topic content stimulated cognition for attainment in reading comprehension. Conversely, 60 (12.6%) hinted that the statement was incorrect, whereas 40 (8.4%) were strongly opposed. According to accumulated findings on acquirement of reading skills, learners who earned less than 20 marks, (n=113), 76 (67.3%) affirmed that activities related to passages increased engagement, while 37 (32.8%), denied the claim. Among 108 learners who received 40+ marks, 94 (87.1%) affirmed the statement and 14 (12.0%) did not. The χ^2 analysis also showed that there was a correlation between accelerated grades in reading comprehension and activities in passages (χ^2 value = 17.767 df=9 & p-value=0.038).

Findings supported results from teachers’ questionnaires which revealed that of 8 teachers, 4 (50.0%) agreed with the perception statement that relating activities to topic content encourages involvement in reading for better comprehension, while 4 (50.0%) agreed strongly. This implied that 8 (100.0%) teachers agreed with the assertion that connecting tasks to texts stimulate cognition for higher performance in comprehension. Lesson observations showed that learners in experimental and control group responded more favourably to fascinating passages. Similar results found to support Alghonaim (2020) assertion that assigned tasks encourage involvement and critical thought while raising levels of understanding for greater subject mastery. The findings were further reinforced by Sale (2016) who reported that effective use of instructional materials and

relevance of activities promote retention of the subject resources for improved scores in assigned content. A teacher had this to say,

“When assigned tasks are tied to reading comprehension passages learner level of engagement increases for improved achievement. The learner is motivated to read and participate in activities using language repertoire which may developing better understanding of concepts for high attainment. Learner preparation of content for role play with teacher support stimulates cognition increasing involvement for accelerated learning. However, lack of engaging reading materials demotivates learners lowering attainment.” (School D).

Learners expressed thoughts on the claim sharing a textbook during reading lesson. Results from Table 4.22 suggests that 476, 115 (24.2%) identified with the claim and 280 (58.8%) fully approved. Contrary to this, 50(10.5%) disagreed whereas 31 (6.5%) were completely at odds. A majority of 395 (83.0%) affirmed the assertion, sharing a text book during the lesson, while 81 (17.0%), did not. This implied that most learners shared textbooks while reading. The overall outcome revealed that learners achieving less than 20 marks, (n=113), 103 (82.4%) affirmed the claim that of text book sharing in a reading lesson, while 22 (17.6%), denied sharing a textbook during the lesson. Learners who scored 40+ marks, (n =108), 98 (90.8%) affirmed the assertion, whereas 10 (9.3%) did not.

A substantial relationship between competence in understanding the material and sharing a text book during reading lesson (χ^2 value = 16.659 df=9 & p-value=0.054) was identified. Findings supported results from teachers’ questionnaires which revealed that of 8 teachers, 3 (37.5%) agreed with the perception statement sharing textbook during reading comprehension, while 4 (50.0%) agreed strongly. This implied that 8 (100.0%) teachers agreed that learners share textbooks during the lesson. According to lesson observations, distribution of textbooks between experimental and control groups varied. The finding confirmed that course book learner ratio varied across schools

ranging from 1:1 to 1:9 influencing participation and achievement especially where learners have to stand up to have a glimpse of the passage. Mwoma (2017) made a similar observation noting that insufficient reading materials hindered instruction of reading skills which lowered attainment. The finding revealed that insufficient learning materials reduce amount of homework assigned to learners limiting language practice which may lower attainment. The results support Ogetange (2018) claims that learners sometimes sharing up to four. A teacher expressed the following view to reflect the views others,

“Sharing course books within recommended ratio provides the learner with opportunity to engage with text while interacting with classmates for improved achievement. Again, learners have opportunities to acquire concepts through suitable hands-on practise. In situations where learners share textbooks, completing assignments outside of class is hindered which interferes with lesson and syllabus coverage which may most likely reduce attainment.” (School G).

Additionally, bivariate analysis included summing up the five perception statements to evaluate the degree to which learners engaged with reading materials to enhance conceptual understanding. To emphasize the extent to which learners implemented adequate resources, output created at interval scale was split into four ordinal groups of ‘very consistent’, ‘consistent’, ‘inconsistent’, and ‘very inconsistent’ to stress the degree to which learners incorporated adequate resources. Figure 4.12 shows the results of cross-tabulation between aggregated variables, the five component of resource adequacy, and learner success in reading comprehension.

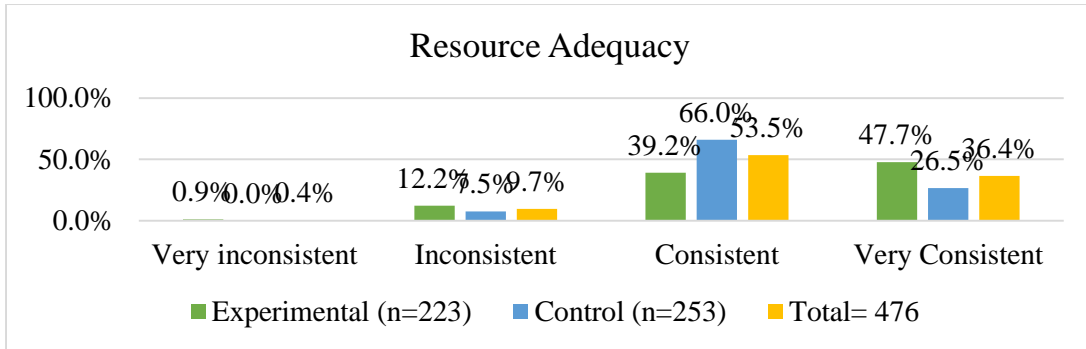


Figure 4.12: Learners' aggregated views on resource adequacy in reading comprehension

Figure 4.12 shows that of 476 learners used, 255 (53.5%) consistently utilized adequate resources, whereas 36.4% were very consistent regarding effect of resource adequacy on learning achievement. The graph also demonstrates that more learners in the control group (66%) were consistent while those in the experimental group very consistently (47.7%) utilized adequate resources in reading comprehension. Therefore, there is a 99% probability that learners in experimental and control groups substantially differed in coherence in using the required materials for comprehension of text (χ^2 value of 35.508, (df=3 & p-value=.0009).

4.16.2 Multivariate Analysis for employment of instructional materials

A Multiple linear regression analysis was used to determine effect of resource utilization on improved reading comprehension grades. The results are presented Table 4.23.

Table 4.23: Effect of resource utilization on achievement in reading comprehension

Model		Un-standardised Coefficients		Standardized Coefficients	t	Sig.
		B	STD. Error			
1 a. class = Experimental	(Constant)	-.667	.481		-1.388	.167
	Resource availability	.266	.142	.136	1.878	.062*
	Resource appropriateness	.308	.134	.175	2.292	.023**
	Interesting resources	.164	.119	.100	1.381	.169
	Resource adequacy	-.056	.119	-.036	-.471	.638
	Sub county	.291	.087	.189	3.356	.001***

	Zone	.305	.072	.310	4.510	.000***
	Gender	-.190	.125	-.085	-1.520	.130
2 a. class = Control	(Constant)	-.640	.980		-.653	.514
	Resource availability	-.055	.151	-.027	-.364	.716
	Resource appropriateness	.401	.152	.196	2.638	.009***
	Interesting resources	.159	.138	.097	1.147	.252
	Resource adequacy	.122	.140	.065	.873	.383
	Sub county	.000	.097	.000	-.002	.998
	Zone	.187	.074	.212	2.534	.012**
	Gender	-.132	.125	-.064	-1.053	.293
a. Dependent Variable: Post-test						

The analysis in Table 4.23 shows that in experimental and control groups largest effect was as a result of resource appropriateness (Model 1: $Beta = .308$, $t = 2.292$, $p = 0.023 < 0.05$); (Model 2: $Beta = 0.401$, $t = 2.638$, $p = 0.09 < 0.05$), indicating that learner ability was heavily influenced by appropriacy of resources. Similarly, the demographic variables zone and sub county were also significant and positively associated with learner achievement in experimental and control groups at 95% CI (Model 1: $Beta = .305$, $t = 4.51$, $p = 0.000 < 0.05$); (Model 2: $Beta = 0.187$, $t = 2.534$, $p = 0.012 < 0.05$). At 90% confidence interval ($Beta = 0.266$, $t = 1.878$, $p = 0.62 < 0.1$), the element of resource availability was similarly linked with learner achievement in reading comprehension in experimental as opposed to control cohort.

In view of this, the third null hypothesis (H03), postulating that there is no significant difference between resource utilization in task-based learning and achievement in reading comprehension, was rejected for being inconsistent with the results. Two attributes of resource utilization were found to have influenced the outcomes of achievement tests between the control and experimental groups.

4.16.3 Models' goodness of fit for usage of reading resources

The goodness-of-fit of a regression model is the strength with which it explains a dependent variable in relation to independent and moderating variables. Table 4.24 presents the results on the models' goodness-of-fit of the resource utilization model.

Table 4.24: Models' goodness-of-fit of resource utilization

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.589 ^b	.347	.325	.92269		
2	.336 ^b	.113	.087	.99119		
Model	ANOVA ^{a,b}	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	96.695	7	13.814	16.225	.000 ^c
	Residual	181.192	214	.851		
	Total	278.887	221			
2	Regression	30.421	7	4.346	4.423	.000 ^c
	Residual	239.718	244	.982		
	Total	270.139	251			

According to Table 4.24, Models 1 and 2 had adjusted R Square values of 0.325 and 0.087, respectively, indicating that resource utilization variables included in the analysis were responsible for 32.5% and 8.7% of improvement in comprehension of text in experimental and control classes. The findings revealed that Model 1 was somewhat moderately strong in assessing impact of resource utilization on learner competency in understanding of concepts. Additionally, the Analysis of Variance (ANOVA) outcomes revealed that the Model's strength was statistically significant at 95% confidence level (Exp.: $F = 16.225$; $p = 0.000$; Cont.: $F = 4.423$, $p = 0.000$), which means that experimental and control groups, the effect of the resource utilization on learners achievement in reading comprehension was statistically significant.

4.17 Learner attitude towards task-based learning

This section displayed five sub-dimensions in the form of perception statements, including: learner preparedness, class interaction, learner involvement and learning environment. Learners were asked to rate opinions on a four-point scale, graded as 'strongly disagree', 'disagree', 'agree' and 'strongly agree', for each of the perception statements. The next sub-sections contain insights of the succeeding analyses.

4.17.1 Bivariate outcomes of learner preparedness

Learner assessments of readiness were compared against scores in comprehension which was quantified through use of post-test scores and categorized into four groups of '<20 marks', '20-29 marks', '30-39 marks' and '40+ marks'. The cross-tabulation findings of each assertion are displayed in Table 4.25.

Table 4.25: Learner readiness and reading comprehension competency

Learner preparedness	Post-test Categories										Chi-Square X ² ; df; p-value
	<20		20-29		30-39		40+		Total		
	Freq.	%	Freq.	%	Freq.	X ² ; df; p-value	Freq.	%	Freq.	%	
<i>I am willing to use activities in a reading lesson.</i>											
Strongly disagree	12	10.6%	10	8.0%	12	9.2%	4	3.7%	38	8.0%	6.578, 9, 0.681
Disagree	13	11.5%	14	11.2%	12	9.2%	13	12.0%	52	10.9%	
Agree	44	38.9%	44	35.2%	55	42.3%	47	43.5%	190	39.9%	
Strongly agree	44	38.9%	57	45.6%	51	39.2%	44	40.7%	196	41.2%	
<i>Activities in the reading lesson are interesting.</i>											
Strongly disagree	11	9.7%	5	4.0%	12	9.2%	3	2.8%	31	6.5%	22.810, 9, 0.007
Disagree	20	17.7%	14	11.2%	8	6.2%	6	5.6%	48	10.1%	
Agree	25	22.1%	44	35.2%	40	30.8%	36	33.3%	145	30.5%	
Strongly agree	57	50.4%	62	49.6%	70	53.8%	63	58.3%	252	52.9%	
<i>I am confident in using the activities.</i>											
Strongly disagree	11	9.7%	8	6.4%	7	5.4%	6	5.6%	32	6.7%	17.226, 9, 0.045
Disagree	27	23.9%	17	13.6%	18	13.8%	23	21.3%	85	17.9%	
Agree	27	23.9%	46	36.8%	57	43.8%	42	38.9%	172	36.1%	
Strongly agree	48	42.5%	54	43.2%	48	36.9%	37	34.3%	187	39.3%	
<i>I am familiar with the activities in the reading lesson.</i>											
Strongly disagree	16	14.2%	19	15.2%	15	11.5%	5	4.6%	55	11.6%	18.761, 9, 0.027
Disagree	24	21.2%	19	15.2%	14	10.8%	26	24.1%	83	17.4%	
Agree	23	20.4%	37	29.6%	42	32.3%	36	33.3%	138	29.0%	
Strongly agree	50	44.2%	50	40.0%	59	45.4%	41	38.0%	200	42.0%	

The perception statement expressed willingness to use activities in a reading lesson. According to findings in Table 4.25, 190 (39.9%) of 476 hinted that willingness to use activities was enhanced by use of target language in a non-threatening environment, and 196 (41.2%) agreed firmly. On the other hand, 52 (10.9%) hinted that the claim was incorrect, whereas 90 (18.9%) fully disagreed. In total, 386 learners (81.1%) endorsed the assertion that willingness to use activities is promoted by working with others which enables learners to learn from one another for better learning outcomes, while 90 (18.9%) did not. This implied that proper guidance from the teacher enhanced

willingness to perform tasks. Aggregate findings on reading comprehension revealed that learners scoring less than 20 marks, (n=113), 88 (77.8%) acknowledged that willingness to use activities was promoted by interaction and motivation provided in the lesson for improved attainment, while 25 (22.1%), learners believed that the statement was not in line with practices. Learners obtaining 40 or more marks (n =108), 91 (84.2%) concurred with the claim that willingness to use activities was due to adequacy for small groups, though 17 (17.7%) preferred to learn reading comprehension using traditional method where the teacher provides list of new words to help in comprehending the text. In the category of those who scored 20-29 marks (n=125), 101 (80.8%) pointed out that willingness to complete assignments was encouraged by support from the teacher and peers, while 24 (29.2%) indicated contrary views. In light of this, the study proved that learner accomplishment was not significantly correlated with willingness to use activities in reading comprehension at 95% Confidence level (χ^2 value=6.578, df=9, & p -value =0.681).

Further analysis through lessons observed revealed that learners in experimental groups were more willing to complete tasks for high achievement in comprehension than those in control groups. More still, learners in experimental group were more excited to carry out assigned roles for better learning outcomes than counterparts in control cohort. Similar findings were realized by Sholeh, Salija and Sahril (2021) assertion that opportunity to cooperate, interact spontaneously using target language promoted willingness to complete tasks for improved achievement. The results were further reinforced by Alhomidan (2017) who reported that unfamiliarity with use of activities increased anxiety decreasing willingness lowering attainment. The finding implied that learner willingness to use activities was triggered by opportunity to work with

classmates in small groups sharing knowledge and experience English language for improved attainment.

A learner from experimental group had this to say,

“In our routine reading comprehension lesson, activities are seldom ever used. The new experience provides opportunities to interact with classmates and teacher while sharing and exchanging ideas for improved achievement. I find it exciting to work with my classmates using language at my disposal which sparks a desire to read resulting in high attainment compared to working on my own.” (School B).

The assertion was that activities in the reading lessons are interesting. Results in Table 4.25 show that of 476, 252 (52.9%) acknowledged that activities in the reading lesson are stimulating, while 145 (30.5%) agreed strongly. Conversely, 48 (10.1%) disagreed with the statement, although 31 (6.5%) disagreed completely. As a whole, 397 (83.4%) affirmed that engaging activities strengthens understanding of text, whereas 79 (16.6%), did not. Learners who earned less than 20 marks, (n=113), 75 (66.4%) affirmed that activities in the reading lesson are enjoyable, while 38 (33.6%), learners did not find activities in reading lesson interesting. Learners who scored 40+ marks, (n=108), 99 (91.6%) acknowledged the assertion and 9 (8.4%) did not. In the category of those who scored 20-29 marks (n=125), 106 (80.8%) pointed out that the claim was true, while 19 (15.2%) expressed disagreement. Notwithstanding, the study discovered that ‘interesting activities in a reading lesson’ are substantially connected with learner proficiency in understanding text at 99% Confidence level (χ^2 value=22.810, df=9, & ρ -value =0.007).

Lesson observations of both experimental and control groups through interesting activities revealed that learners in experimental groups were more engaged with interesting activities and reading materials compared to learners in control groups. This finding confirmed that interesting activities motivated learners to engage with reading

materials creating a deeper understanding of text for improved achievement. In favour of this stance, De Ruyter (2020) declared that interesting activities motivate learners to better process reading materials enhancing meaningful learning and better understanding for high attainment. The finding implied that interesting activities facilitated motivation in reading materials for improved achievement.

A learner from experimental group had this to say,

“Activities in the reading lesson are enjoyable. I cherished participating in activities with my companions for better understanding of passages. Interesting activities are engaging which encourages pinpointing primary ideas for higher comprehension capabilities. However, when activities are not interesting ability to participate is reduced, which lowers achievement.” (School A)

The assertion was that confidence in using activities improved attainment in comprehension. Table 4.25 shows that of 476, 172 (36.1%) hinted that confidence increased as a result of accomplishing tasks during the lesson and 187 (39.3%) fully accepted. Nonetheless, 85 (17.9%) disagreed with the claim, where 32 (6.7%) disagreed strongly. Cumulatively, 359 (75.4%) were in favour of increased confidence while using activities, while 117 (24.6%), did not. In terms of attainment in reading comprehension, aggregate findings revealed that among learners who scored less than 20 marks, (n=113), 75 (66.4%) pointed out that confidence to use activities is promoted using plenty of opportunities to use English in class without fear of making mistakes, while 38 (33.6%), felt the claim was untrue. This implied that in instances where opportunities to use language are minimal, confidence diminishes which may likely lower attainment.

Among those who scored 40+ marks, (n =108), 79 (73.3%) affirmed the statement by stating that confidence to carry out activities was gained by working with others which reduced anxiety reducing for effective learning, while 29 (26.9%) did not. The class of

learners scoring 20-29 marks (n=125), 100 (80.0%) pointed out that the claim was true and 25 (20.0%) offered opposing opinions. The study used this information to show that at 95% confidence level, the claim having confidence in using activities was significantly associated with achievement in reading comprehension (χ^2 value=17.226, df=9, & p -value =0.045).

The experimental group's learners were more confident utilizing activities with guidance from teacher and peers for increased accomplishment according to lesson observations of both classes. The finding confirmed that opportunities to interact with classmates and the teacher reduced learner anxiety increasing confidence to participate for improved achievement. The findings concurred with Sholeh, Saliya & Sahri (2020) observation that task-based learning promotes confidence by providing opportunities for interaction to exchange concepts and learn from one another for improved outcome. Similar findings were realized by Willis and Willis (2011) as learner confidence was built by providing learners with plenty of opportunities to use English in class without constantly being afraid of making mistakes.

Conversely, Hadi (2013) observed that when learners do not have required confidence, the teacher has to encourage learners and help them learn collaborative skills for completion of task activities. By implication, working with others with teacher guidance while experiencing language, enhanced learner confidence for improved achievement. Similar findings were obtained by Viriya (2018) who underlined that task-based learning improved learners' English capabilities by boosting motivation and self-confidence for sustained learning.

A learner had this to say,

“Working with my classmates encouraged me to express ideas using the target language without fearing to make mistakes increasing interpersonal relationships for improved achievement. I felt confident when reading increasing comprehension for high attainment. where confidence is less, comprehension reduces which may lower anxiety and attainment.” (School A)

The proposition was that familiarity with activities in the reading improves achievement in text comprehension. Table 4.25 findings revealed that of 476, 138 (29.0%) consented that familiarity with tasks increase self-efficacy for better learning outcomes and 200 (42.0%) entirely approved. In contrast, 83 (17.4%) learners disagreed with the assertion whereas 55 (11.6%) had reservations. Overall, 338 (71.0%) learners affirmed the statement, while 138 (29.0%), did not. According to aggregate findings on attainment in reading comprehension learners who scored less than 20 marks, (n=113), 73 (64.6%) affirmed that activities employed in class were familiar, while 40 (35.4%), learners were not familiar with activities in a reading lesson. Among those who scored 40+ marks, (n =108), 77 (71.3%) affirmed that familiarity with tasks improves engagement for improved comprehension, while 31 (28.7%) did not. Learners achieving 20-29 marks (n=125), 87 (69.6%) pointed out that the claim was true, while 38 (30.4%) expressed dissatisfaction. Using this information as a starting point, the study showed that success in reading comprehension is remarkably related to familiarity of tasks in reading lessons at 95% Confidence level (χ^2 value=18.761, df=9, & ρ -value =0.027.

Lesson observations between experimental and control groups revealed that most activities were familiar to learners but were rarely used in reading comprehension lessons. This finding confirmed that activities were used more in experimental groups compared to control groups which could be ascribed to the training presented to teachers in treatment groups. Kelley, Siwatu, Tost and Martinez (2015) affirmed that familiar reading tasks blended with language ability may increase self-efficacy beliefs for improved comprehension. The findings revealed that even though activities were

unfamiliar to learners in reading comprehension lessons but teacher guidance and instruction enabled the learner to participate in activities. The results are consistent with Arslanyilmaz and Pedersen (2010) who observed that providing support to learners increases the amount of negotiation of meaning for better learning outcomes. A learner from experimental group had this to say,

“Performing familiar activities using text increased my understanding for high achievement. I found it easy to engage in and complete tasks for better understanding of concepts using guidance from the teacher and from my classmates. Most of the activities are not new to us but they are new in reading comprehension.” (School B).

The four perception statements were aggregated as part of the bivariate analysis in order to gauge level of learner attitude toward task-based learning premised on learner preparation for promoting active and competent reading. To draw attention to the level of preparation, the outcome was developed at interval scale and converted to four ordinal sub-categories of ‘very consistent’, ‘consistent’, ‘inconsistent’, and ‘very inconsistent’. To compare the reading comprehension performance of experimental and control groups, the resulting variable was cross-tabulated with the aggregated variable. The cross-tabulation results between the combined variable, four elements of learner readiness, and learner attainment in reading comprehension are shown in Figure 4.13.

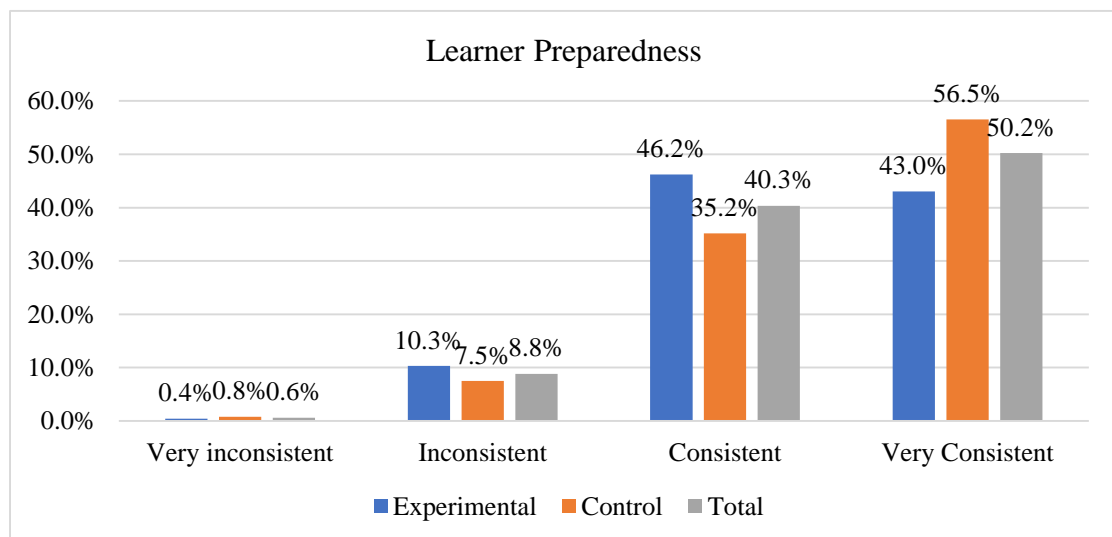


Figure 4.13: Learner opinions on preparedness in reading comprehension

Figure 4.13 shows that of 476, 239 (50.2%) were extremely consistent in perceiving learner preparedness is essential for task-based learning, while 192 (40.3%) were consistent. In terms of class types, a significant proportion of the experimental group (46.2%) and the vast majority of the control group (56.5%) were consistent. As a result, the examination yielded a calculated value of χ^2 value of 9.123, (df=3 & p-value=.028); indicating that there was a 95% likelihood that learners in experimental and control groups varied in regularity in perceiving readiness as useful in task-based instruction and attainment in reading comprehension.

4.17.2 Class interaction and attainment in understanding text

In order to compare learner comments on class engagement with enhanced comprehension of material, post-test results were divided into four groups of '<20 marks', '20-29 marks', '30-39 marks' and '40+ marks'. Table 4.26 presents results of cross-tabulation for each claim.

Table 4.26: Class interaction and achievement in reading comprehension

Class Interaction	Post-test Categories								Chi-Square X ² ; df; p-value		
	<20		20-29		30-39		40+			Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
<i>I am willing to exchange ideas with my classmates in the group discussion</i>											
Strongly disagree	16	14.2%	17	13.7%	10	7.8%	4	3.7%	47	9.9%	19.426, 9, 0.022
Disagree	19	16.8%	16	12.9%	17	13.2%	8	7.4%	60	12.7%	
Agree	24	21.2%	37	29.8%	30	23.3%	32	29.6%	123	25.9%	
Strongly agree	54	47.8%	54	43.5%	72	55.8%	64	59.3%	244	51.5%	
<i>I am encouraged to participate through frequent instructions from the teacher.</i>											
Strongly disagree	11	9.7%	9	7.2%	7	5.4%	2	1.9%	29	6.1%	29.576, 9, 0.001
Disagree	23	20.4%	16	12.8%	12	9.2%	2	1.9%	53	11.1%	
Agree	31	27.4%	41	32.8%	47	36.2%	46	42.6%	165	34.7%	
Strongly agree	48	42.5%	59	47.2%	64	49.2%	58	53.7%	229	48.1%	
<i>I feel comfortable with assistance from the peers and teacher to complete activities.</i>											
Strongly disagree	14	12.4%	14	11.2%	8	6.2%	5	4.6%	41	8.6%	14.029, 9, 0.121
Disagree	19	16.8%	18	14.4%	12	9.2%	11	10.2%	60	12.6%	
Agree	26	23.0%	40	32.0%	44	33.8%	39	36.1%	149	31.3%	
Strongly agree	54	47.8%	53	42.4%	66	50.8%	53	49.1%	226	47.5%	
<i>Using oral presentations provide me with opportunities to practice language with peers.</i>											
Strongly disagree	15	13.3%	12	9.6%	13	10.0%	7	6.5%	47	9.9%	14.557, 9, 0.267
Disagree	24	21.2%	22	17.6%	19	14.6%	16	14.8%	81	17.0%	
Agree	32	28.3%	38	30.4%	33	25.4%	42	38.9%	145	30.5%	

The perception statement was willingness to exchange ideas with classmates using discussion. Table 4.26 findings reveal that of 476, 123 (25.9%) were willing to exchange concepts with peers, whereas 244 (51.5%) completely acknowledged. Unrelatedly, 60 (12.7%) disagreed that exchanging ideas with classmates improved understanding of text, though 47 (22.6%) disapproved fully. Together, 367 (77.4%) affirmed that language is made more comprehensible by exchanging themes, while 107 (22.6%), did not. Progressive findings on upgraded scores in understanding concepts indicated that learners who scored less than 20 marks, (n=113), 78 (69.0%) believed exchanging ideas with peers facilitates understanding, while 35 (30.0%) did not. Among those who scored 40+ marks, (n =108), 96 (88.9%) endorsed willingness to exchange ideas in reading comprehension, while 12 (11.1%) did not.

Learners who scored 20-29 marks (n=125), 91 (73.3%) pointed out that engaging in discussions enhances learning from one another while 33 (26.6%) were not willing to exchange ideas due to shyness. In accordance with this, the study showed that willingness to exchange ideas with classmates is strongly related to raised performance in reading comprehension at 95% Confidence level ((χ^2 value=19.426, df=9, & p-value =0.022).

Lesson observations revealed that learners in experimental groups were provided with more opportunities to interact than those in control groups. Learners expressed excitement to exchanged ideas in the reading lessons using target language for improved achievement. Similar results were realized by Yildiz (2020) who observed that exchanging ideas while performing assigned tasks provides the learner with target language input and feedback which promotes language acquisition for improved

outcome. By implication, willingness to engage with classmates and reading material makes language more comprehensible for effective learning.

A learner from experimental group had this to say,

“I am excited and eager to share ideas with my classmates using language at my disposal for improved achievement. As I listen, I take note of words and phrases that improve communication proficiency for high attainment. I also gain from thought of my peers.” (School B).

A learner from control group had this to say,

“I am not excited to work with others, I feel shy. I like working on my own by reading passages and writing answers in my exercise book. I only provide responses when called upon, I rarely provide answers voluntarily.” (School H).

The perception statement was encouragement to participate through frequent instructions from the teacher. According to Table 4.26 findings, of 476, 165 (34.7%) agreed that regular instructions encouraged completion of tasks, while 229 (48.1%) firmly consented. On the contrary, 53 (11.1%) disagreed that frequent instructions encourage participation, though 29 (6.1%) highly negated. Collectively, 394 (82.8%) acknowledged that frequent instructions encouraged participation by developing communication skills while acquiring reading competencies, while 82 (17.2%), did not. In total, learners who earned less than 20 marks, (n=113), 79 (69.9%) believed that frequent encouragement to use language improved self-confidence, while 34 (30.1%) did not. Among those who scored 40+ marks, (n =108), 104 (96.3%) accepted that encouragement to participate by reviewing challenging words and phrases improved attainment, while 4 (3.8%) did not.

The group of learners who attained 20-29 marks (n=125), 100 (80.0%) pointed out that consistent instructions from the teacher encouraged learner involvement with reading materials, while 25 (20.0%) offered opposing views. Drawing from results, the study identified a substantial association between achievement in reading comprehension and

consistent instructions from the teacher at 99% Confidence level (χ^2 value=29.576, df=9, & p -value =0.001. Lesson observations revealed more regular instructions from the teacher in experimental group than in control group. This finding confirmed that teacher support during teaching learning process encouraged learners to participate by completing tasks for improved achievement. The finding concurred with Bhandari (2020) assertion that encouraging the learner to use language for task completion while monitoring understanding, improves understanding for effective learning. By implication, learner positive perception towards frequent instructions from teacher tend to boost confidence for improved mastery of concepts. A learner had this to say,

“The teacher encouraged us to do activities using English language by giving instructions. The teacher helped me by encouraging imagination and creativity while working on assignment for better results. It was simpler for me to complete activities and provide accurate answers to questions based on the passage. The teachers’ invitation to review relevant words, phrases and sentences we encountered in the finished assignment boosted language proficiency. Language accuracy improved through teacher encouragement to review useful words, phrases and sentences we came across in the completed activity.”(School C)

The perception statement was being at ease receiving assistance from peers and the teacher. According to Table 4.27 findings, of 476, 149 (31.3%) affirmed that receiving support from peers and the teacher and 226 (47.5%) fully accepted. Oppositely, 60 (12.6%) objected, though 41 (8.6%) completely refuted the statement. Overall, 375 (78.8%) hinted that the assertion was true, whereas 101 (21.2%), did not. Combined outcomes revealed that learners attaining less than 20 marks, (n=113), 80 (70.8%) approved being comfortable with assistance from peers and the teacher, while 33 (29.2%), believed working independently was more beneficial.

Among those who scored 40+ marks, (n =108), 92 (85.2%) acknowledged that receiving support from peers and the teacher enhanced understanding of passages,

while 16 (14.8%) did not. In the cohort of learners who obtained 20-29 marks (n=125), 93 (74.4%) pointed out that the remark was true, while 32 (25.6%) expressed dissatisfaction. According to this outcome, the study showed that at 95% Confidence Level (χ^2 value=14.029, df=9, & p-value =0.121), comfort with help from peers and teachers was not significantly linked with raised performance in reading comprehension.

Lesson observations revealed that learners in experimental groups received more support from peers and the teacher for better learning outcomes than those from control group. This finding confirmed that learners in experimental groups had more opportunities to interact with peers and the teacher exchanging ideas and seeking assistance for improved achievement. Broadening this perspective, Buitrago (2018) affirmed that learners' increased participation and innovative contributions to class aided retention of vocabulary and language structures for high attainment. By implication, learners obtain guidance from teachers and peers to carry out assignments with greater speed and efficiency for effective learning. A learner had this to say,

“Necessary assistance from peers and the teacher increased my confidence making activities in the lesson relevant and easy to complete. I received support and guidance in a relaxed manner, encouraging involvement for greater knowledge of texts. for better understanding of comprehension passages. Retention of vocabulary enabled me to better understand words and phrases for improved achievement.”

The claim that conducting oral presentations offers the chance for language practice with peers drew responses from learners. results are shown in Table 4.26. Of 476 respondents, 145 (30.5%) approved that spoken presentations help the learner to communicate ideas and knowledge to an audience for better understanding, and 203 (42.6%) strongly agreed. By contrast, 81 (17.0%) disagreed, whereas 47 (9.9%) had difficulty accepting the assertion because of nervousness to speak in front of the class.

In summary, 348 (73.1%) affirmed the statement, while 128 (26.9%), did not. Combined reading comprehension proficiency showed that learners who obtained below 20 marks, (n=113), 74 (65.5%) stated that using oral presentations provided more confidence to speak English, while 39 (34.5%), did not.

Among those who scored 40+ marks, (n =108), 85 (78.7%) said that speaking in front of others was soothing allowing development of language skills with minimal anxiety, while 23 (21.3%) did not because speaking in front of others was stressful. In the category of those who scored 20-29 marks (n=125), 91 (72.8%) claimed that oral presentation improved capacity to communicate and articulate themes, whereas 34 (27.2%) expressed opposing opinions. The study discovered no correlation between improved comprehension scores and using oral presentations to practise language with peers, at 95% Confidence level (χ^2 value=14.557, df=9, & p -value =0.267). Lesson observations revealed that learners in experimental groups received greater oral presentation exposure than learners in control group. Even though learners participated in oral presentations, a display of challenges with self-expression which reduced enthusiasm to volunteer for the activity. Amelia (2022) made a similar observation that while learners experienced challenges, opportunities for nurturing speaking skills was offered for better material mastery. As a result, oral speeches provided opportunities by boost confidence for outstanding performance and improved speaking skills for better comprehension of texts.

A learner had this to say,

“Oral presentation provided opportunity to talk in front of my classmates and the teacher. I sometimes made grammatical and pronunciation mistakes but the teacher gave me time to self-correct and encouraged me to continue with the presentation. I enjoyed presenting in front of my classmates.” (School D)

The four perception statements were combined as part of the bivariate analysis to assess the manner in which learner mindset toward task-based learning in the setting of class interaction in promoting active and competent reading were affected. The result, produced at interval scale, was divided into four ordinal classes of ‘very consistent’, ‘consistent’, ‘inconsistent’, and ‘very inconsistent’ to draw attention to the extent to which learners perceived class interaction. The outcome variables were cross-tabulated with the variable learners’ groups to determine variation in consistency of application of class interaction while reading to comprehend text. The results are displayed in Figure 4.14.

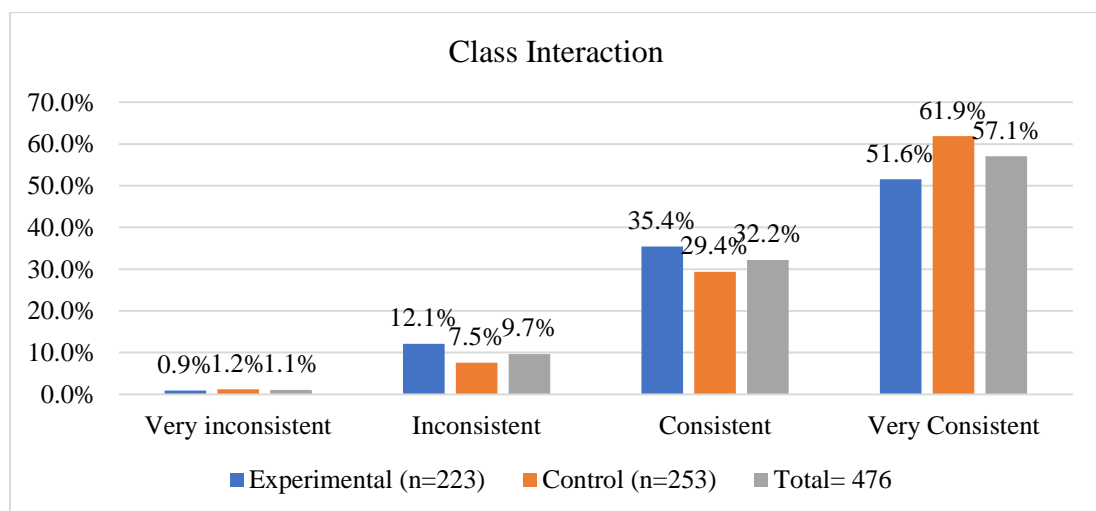


Figure 4.14: Learners’ aggregated views on resource adequacy in reading comprehension

Figure 4.14 shows that of 476 learners used, 272 (57.1%) were very consistent in perceiving class interaction as critical component in task-based learning while 153 (32.2%) were consistent. In terms of class groupings, many of those in both the experimental and control group were very consistent. As a result, the analysis produced a calculated χ^2 value of 6.210 (df=3 & p-value=.102) signifying up to 95% likelihood

that learners in experimental and control groups were consistent with regard to class interaction in reading comprehension.

4.17.3 Learner involvement and improved scores in mastery of concepts

In order to compare comments on learner involvement and comprehension scores, post-test results were divided into four groups of '<20 marks', '20-29 marks', '30-39 marks' and '40+ marks'. Table 4.27 presents results of cross-tabulation for each claim.

Table 4.27: Learner involvement and achievement in reading comprehension

Learner involvement	Post-test Categories										Chi-Square X ² ; df; p-value
	<20		20-29		30-39		40+		Total		
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
<i>I use English language to undertake a given activity.</i>											
Strongly disagree	46	40.7%	41	32.8%	37	28.5%	19	17.6%	143	30.0%	20.141, 9, 0.017
Disagree	17	15.0%	15	12.0%	13	10.0%	15	13.9%	60	12.6%	
Agree	27	23.9%	38	30.4%	43	33.1%	45	41.7%	153	32.1%	
Strongly agree	23	20.4%	31	24.8%	37	28.5%	29	26.9%	120	25.2%	
<i>I inform the class about findings from activities.</i>											
Strongly disagree	39	34.5%	39	31.2%	33	25.4%	16	14.8%	127	26.7%	19.144, 9, 0.024
Disagree	18	15.9%	19	15.2%	25	19.2%	32	29.6%	94	19.7%	
Agree	38	33.6%	47	37.6%	44	33.8%	39	36.1%	168	35.3%	
Strongly agree	18	15.9%	20	16.0%	28	21.5%	21	19.4%	87	18.3%	
<i>I have opportunity to present the report in front of the class.</i>											
Strongly disagree	19	16.8%	14	11.2%	18	13.8%	11	10.2%	62	13.0%	8.858, 9, 0.450
Disagree	20	17.7%	20	16.0%	29	22.3%	24	22.2%	93	19.5%	
Agree	26	23.0%	38	30.4%	36	27.7%	36	33.3%	136	28.6%	
Strongly agree	48	42.5%	53	42.4%	47	36.2%	37	34.3%	185	38.9%	
<i>I develop grammatical knowledge to express meaning in reading comprehension.</i>											
Strongly disagree	15	13.3%	18	14.4%	11	8.5%	4	3.7%	48	10.1%	24.451, 9, 0.004
Disagree	21	18.6%	15	12.0%	19	14.6%	17	15.7%	72	15.1%	
Agree	25	22.1%	34	27.2%	46	35.4%	51	47.2%	156	32.8%	
Strongly agree	52	46.0%	58	46.4%	54	41.5%	36	33.3%	200	42.0%	

The perceived claim was making use of English to carry out tasks. Table 4.27 shows that of 476, 153 (32.1%) acknowledged that using English to perform tasks helps with mastery of concepts and 120 (25.2%) fully accepted. In contrast, 60 (12.6%) disagreed

with the claim that exposure to target language while engaged in activities enhances comprehension, though 143 (30.0%) highly negated. Overall, 273 (57.3%) admitted to using English to perform tasks, while 203 (42.6%), did not since actions did not support the objective of improving communicative skills. Accruing results showed that among learners who scored less than 20 marks, (n=113), 50 (44.3%) had favourable attitude about learning English using task-based learning, while 63 (55.7%), did not. When asked whether task-based learning provides useful input for using target language through completion of assignments and collaboration, 74 of 108 learners who earned 40+ marks accepted, while 34 (31.5%) did not. Among learners who received 20-29 marks, (n=125), 69 (55.2%) pointed out that language is processed as a result of engaging in meaningful activities, while 56 (44.8%) expressed opposite opinion. According to the study, adopting English for activities at 95% confidence level is strongly associated with learner scores in conceptual understanding (χ^2 value=20.141, df=9, & p -value =0.017).

Lesson observations revealed that English was used to conduct activities in experimental and control groups. However, due to more exposure to group work and instructor support, learners in experimental cohort were enthusiastic and more engaged. More still, teachers and peers offered guidance to learners with challenges using English to carry out assignments. The result revealed that using tasks provided learners the chance to practise using target language while receiving direction from the teacher to enhance proficiency for better performance. Similar conclusions were drawn by Viriya (2018) who noted that task-based learning improved language abilities and attitudes by boosting motivation, self-assurance and readiness to use English. Anchored on this premise, a learner had this to say,

“The teacher requires us to use English during reading lessons. While working with my friends, sometimes I find myself speaking in Kiswahili but they remind me to speak in English. The teacher also encourages us to speak exclusively in English in class. reminds us to use only English during the lesson. I have realized that the more I use English in class, the more I find it easy to use in upcoming reading lessons.” (School F).

The perception statement was informing class about findings from activities. Table 4.27 indicates that of 476, 168 (35.3%) concurred with preparation to present ideas from activities and 87 (18.3%) fully acknowledged. Opposingly, 94 (19.7%) disagreed with the claim citing inadequate time for preparation, whereas 127 (26.7%) disagreed strongly. In all, 255 (53.6%) affirmed generating content to improve preparation for better understanding of themes, while 221 (46.4%), did not. On achievement in reading comprehension, cumulative results showed that among learners who scored less than 20 marks, (n=113), 56 (49.5%) affirmed informing the class about findings from activities, while 57 (50.4%) did not. Among those who scored 40+ marks, (n =108), 60 (55.5%) affirmed that contributions from members while compiling the report ensures inclusion of primary concepts, while 48 (44.4%) did not. Learners attaining 20-29 marks (n=125), 67 (53.6%) pointed out working with others to organize content, while 58 (46.4%) indicated that planning and preparing a presentation was challenging. The study proved that attainment in comprehending texts is significantly associated with informing class about findings at 95% Confidence level (χ^2 value=19.144, df=9, & p-value =0.024).

Lesson observations experimental groups were more engaged in preparing own input for tasks to use for informing class. This finding confirmed that learners worked in groups to organize ideas to present to class enhancing organization and writing skills for improved achievement. Broadening this perspective, Willis and Willis (2007) affirmed that preparing a report accelerated writing and speaking skills improving

accuracy and fluency for high attainment. The finding implied that informing class about findings from activities enabled learners to hone organization, writing and speaking skills.

A learner had this to say,

“The teacher helped us with language for better understanding. Members shared key concepts across the passage which were organized to flow logically in readiness for presentation to the class. I discovered that organizing points using suggestions from my group members was easier. Again, precision was important since we had to present our work to the class.” (School C).

Learners expressed thoughts on the assertion having opportunity to present report in front of class. Table 4.27 reveals that of 476, 136 (28.6%) accepted that delivering the speech in front of the class is enjoyable, while 185 (38.9%) fully assented. Alternatively, 93 (19.5%) disagreed with the idea citing panic of being in front of others, while 62 (13.0%) completely refused. Altogether, 321 (67.5%) acknowledged that delivery speech assimilated verbal and non-verbal cues for better understanding of concepts, while 155 (32.5%), stated that shyness hindered ability to present to peers suggesting that that the learners were introverted. Aggregated results showed that learners who scored less than 20 marks, (n=113), 74 (65.5%) affirmed having opportunity to present report in front of the class, while 39 (34.5%), did not, mentioning lacking sufficient proficiency to communicate thoughts and ideas fluently and accurately. Among those who scored 40+ marks, (n =108), 73 (67.6%) agreed with the claim, while 35 (32.5%) did not, citing feeling worried even when prepared beforehand which suggested that oral presentations are anxiety provoking situations. In the category of those who scored 20-29 marks (n=125), 91 (72.8%) pointed out having less fear to speak in front of class mates, while 34 (27.2%) indicated being afraid of making mistakes and mocked by others. The study showed that accomplishment in

comprehending text is not significantly associated with opportunity to present report to the class at 95% Confidence level (χ^2 value=8.858, df=9, & p -value =0.450).

Although results from questionnaires for learners indicated no significant association with presentation of report to class, lesson observations revealed engagement in report presentation in class among learners in experimental group. The learners in experimental groups were excited and willing to present report in front of class, even though some learners experienced difficulties in pronunciation and choosing correct words to use compared to learners in control group who were not exposed to presentation of report. This finding confirmed that representatives of groups presented the report orally. Similar findings were realized by Yongping (2022) observation that presentation of report by group representatives helps boost the speakers' confidence increasing group members' interest in language learning and use stimulating thoughts for high attainment. The findings are also consistent with Fitriani (2019) observation that learners avoid oral presentations due to limited English proficiency. The finding implied that presentation of report enhanced speaking skills with teacher helping overcome nervousness. A learner had this to say,

“Presentation of report on behalf of group members enhanced my speaking skills and ability to overcome nervousness. I received assistance from my group members when I forgot what to say. In so doing, I enjoyed speaking in front of class and gained more confidence for improved achievement.” (School D).

The perception statement was developing grammatical skills to articulate meaning in reading comprehension. Table 4.27 indicates that of 476, 156 (32.8%) agreed that awareness in sentence patterns used to express related ideas in a text, while 200 (42.0%) fully approved. In contrast, 72 (15.1%) disagreed with the claim that increasing grammatical knowledge is necessary for reading comprehension, whereas 48 (10.1%)

disagreed strongly. In total, 356 (74.8%) hinted that employing grammatical structures improves reading comprehension, while 120 (25.2%), did not.

Aggregated results indicated that learners who scored less than 20 marks, (n=113), 77 (68.1%) showed that learning grammar to communicate meaning improves reading comprehension, whereas 36 (31.9%) did not. Among those who scored 40+ marks, (n=108), 87 (80.5%) agreed that sentence form is determined by understanding which further affects reading comprehension through word function, while 21 (19.4%) did not. Learners obtaining 20-29 marks (n=125), 92 (73.6%) pointed out that the statement was true, while 33 (26.4%) indicated contrary views. According to the study, learner proficiency in understanding concepts is not significantly correlated with ability to acquire grammatical skills necessary to articulate meaning with 99% Confidence level (χ^2 value=24.451, df=9, & p -value =0.004).

Lesson observations in experimental and control groups showed that previously taught grammatical elements were linked to comprehension passages to improve conceptual understanding. This result proved that learner attention was pulled to language focus when explicit focus was placed on forms that the learner found challenging during task phase. Similar results were reported by Daminjanov & Nigora (2019) who noted that use of activities provided learners with opportunities to concentrate on form which directs attention to linguistic components that occur incidentally with a meaning-centred objective. This implied that a focus on meaning alone is insufficient to improve language proficiency, learners ought to pay attention to linguistic elements in context for improved achievement.

A learner had this to say,

“The teacher highlighted words used in report phase and selected areas for practice for improved achievement. I found the strategy useful because we had opportunity to practice pronunciation of difficult words and relevant words to use expanding language available for use increasing self-confidence while staying focused on meaning for enhanced achievement. Grammar and vocabulary knowledge increased my understanding of passages for high attainment.” (School A).

In addition, the four claims were merged as part of bivariate analysis to assess involvement in task-based learning. Output created at interval scale was translated into four categories of ‘very consistent’, ‘consistent’, ‘inconsistent’, and ‘very inconsistent’ to bring out the extent to which learners sensed involvement. The resultant variable was cross-tabulated with the aggregated and learner group variables to determine the extent of involvement in experimental and control groups on raised performance in acquisition of skills. Figure 4.15 presents the cross-tabulation results between the aggregated variables, the four elements of learner participation, and success in reading comprehension.

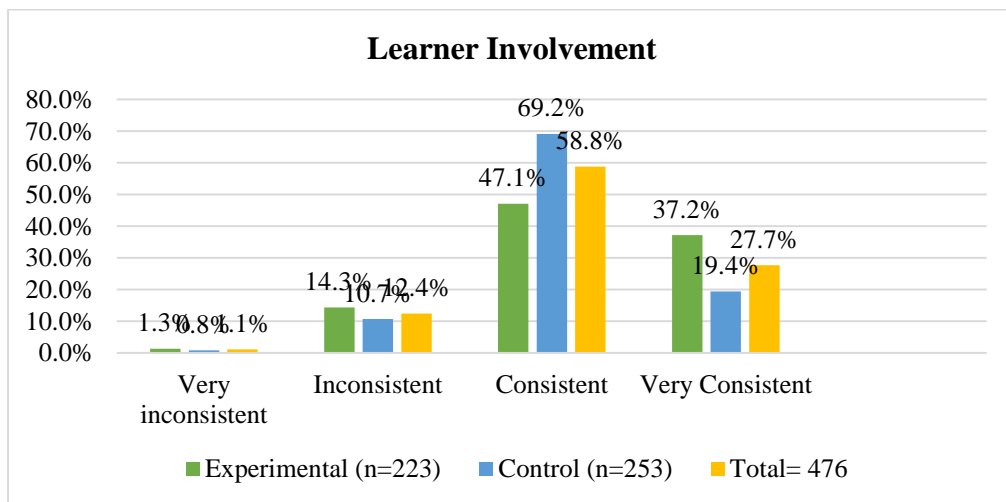


Figure 4.15: Learner aggregated views on involvement in reading comprehension

Figure 4.15 demonstrates that of 476, 280 (58.8%) consistently believed that learner involvement was essential for task-based learning, while 132 (27.7%) were highly consistent. In terms of class groupings, members of experimental and control cohorts consistently believed in involvement in reading comprehension at 47.1% & 69.2%

respectively. Accordingly, the examination attained a calculated χ^2 value of 25.090, (df=3 & p-value=.000); indicating up to 99% likelihood that the consistency of learner involvement in task-based learning in reading comprehension significantly varied in the experimental and control groups.

4.17.4 Learning environment and raised performance in comprehension

In order to compare remarks on learner participation and comprehension scores, post-test results were divided into four groups of '<20 marks', '20-29 marks', '30-39 marks' and '40+ marks'. Results of cross-tabulation are shown in Table 4.28 for each claim.

Table 4.28: Learning environment and achievement in reading comprehension

Learning environment	Post-test Categories										Chi-Square X ² ; df; p-value
	<20		20-29		30-39		40+		Total		
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
<i>Activities provide me with opportunities to practice reading, writing, listening and speaking during the lesson.</i>											
Strongly disagree	14	12.4%	10	8.0%	12	9.2%	2	1.9%	38	8.0%	23.726, 9, 0.005
Disagree	18	15.9%	21	16.8%	11	8.5%	6	5.6%	56	11.8%	
Agree	23	20.4%	36	28.8%	38	29.2%	40	37.0%	137	28.8%	
Strongly agree	58	51.3%	58	46.4%	69	53.1%	60	55.6%	245	51.5%	
<i>I enjoy working with others in the group.</i>											
Strongly disagree	9	8.0%	12	9.6%	7	5.4%	5	4.6%	33	6.9%	25.900, 9, 0.002
Disagree	15	13.3%	7	5.6%	10	7.7%	7	6.5%	39	8.2%	
Agree	34	30.1%	52	41.6%	26	20.0%	30	27.8%	142	29.8%	
Strongly agree	55	48.7%	54	43.2%	87	66.9%	66	61.1%	262	55.0%	
<i>I feel free to communicate during the reading lesson.</i>											
Strongly disagree	16	14.2%	18	14.4%	24	18.5%	7	6.5%	65	13.7%	20.011, 9, 0.018
Disagree	21	18.6%	15	12.0%	12	9.2%	12	11.1%	60	12.6%	
Agree	33	29.2%	41	32.8%	26	20.0%	35	32.4%	135	28.4%	
Strongly agree	43	38.1%	51	40.8%	68	52.3%	54	50.0%	216	45.4%	
<i>I exchange opinions with my peers during the reading lesson.</i>											
Strongly disagree	45	39.8%	48	38.4%	35	26.9%	19	17.6%	147	30.9%	30.581, 9, 0.000
Disagree	21	18.6%	20	16.0%	19	14.6%	12	11.1%	72	15.1%	
Agree	22	19.5%	35	28.0%	35	26.9%	35	32.4%	127	26.7%	
Strongly agree	25	22.1%	22	17.6%	41	31.5%	42	38.9%	130	27.3%	

The perception statement was provision of opportunities to practice language skills using activities. Table 4.28 shows that of 476, 137 (28.8%) accepted that language abilities are integrated through activities, while 245 (51.5%) fully agreed that completely acknowledged that unification allows expression of ideas through

composing messages, comprehending auditory and written content and having dialogues. The practice of language skills in a single class was opposed by 56 (11.8%), of whom 38 (8.0%) objected significantly. Collectively, 382 (80.3%) expressed the opinion that assimilating skills facilitates picking up a language naturally, while 94 (19.8%), did not.

Overall results showed that among learners who scored less than 20 marks, (n=113), 81 (71.7%) acknowledged having opportunity to practice language skills, while 32 (28.3%), did not. Learners obtaining 40+ marks, (n =108), 100 (92.6%) noted that integration enhances learning through constant practice, while 8 (7.5%) did not. This suggested that more learners believed than engaging in activities increased exposure to language skills for better text comprehension. Those who scored 20-29 marks (n=125), 69 (55.2%) noted that language practise facilitated understanding of passages., while 56 (44.8%) argued that merging language abilities does not promote meaningful learning. The study revealed a substantial relationship between attainment in understanding texts and provision of opportunity to practise language skills using activities at 99% Confidence level (χ^2 value=23.726, df=9, & p-value =0.005. Lesson observations showed that learners in experimental group were provided with more opportunities to put language abilities to use than learners in control group. The results are consistent with Lam, Nguyen and Nguyen (2021) observation that task-based learning contributed to creation of pleasant conditions for English speaking and communication skill practice with peers to enhance teamwork abilities for increased achievement. This implied that activities exposed learners in experimental groups to reading, listening, speaking and writing compared to control groups where learners had minimal access to English language use.

A learner had this to say,

“I engaged in conversations with my classmates and the teacher which boosted my speaking confidence for better performance. I engaged in a number of assignments alone and alongside my peers which facilitated understanding of concepts. I had opportunity to express my thoughts using available linguistic resources for improved comprehension of text. I felt that combining skills while working with my classmates enabled me to use language abilities organically.” (School B).

The perception statement postulated enjoyment in working with others. Table 4.28 shows that of 476, 142 (29.8%) acknowledged working with peers for better understanding of concepts, while 262 (55.0%) highly accepted. Alternatively, 39 (8.2%) disagreed with the declaration by stating not knowing how to cooperate with others, while 33 (6.9%) disagreed completely. Overall, 404 (84.8%) endorsed working with classmates to complete tasks, while 72 (15.1%), did not. Collective results showed that among learners who scored less than 20 marks, (n=113), 89 (78.8%) affirmed that working with others increases closeness, while 24 (21.3%), did not. Among those who scored 40+ marks, (n =108), 96 (88.9%) acknowledged that working with peers provided chances to confidently discuss and share ideas freely, while 12 (11.1%) did not. In the category of those who scored 20-29 marks (n=125), while 19 (15.2%) indicated contrary views. The investigation indicated a significant correlation between attainment in reading to comprehend text and the strategy, ‘I enjoy working with others in the group’ at 99% Confidence level (χ^2 value=25.900, df=9, & p-value =0.002. Lesson observations revealed learners in experimental groups were more enthusiastic about teamwork than those in control groups. The results support Gilakjani and Ahmadsaraei (2022) assertion that collaborative activities combined with reading materials satisfy learner requirements and expectations for social engagement for effective learning. A learner had this to say,

“Working with my classmates was enjoyable with less pressure to perform activities and more support for improved learning. I found it interesting to discuss and learn from

each other for enhanced social skills and achievement. I answered questions correctly improving confidence in speaking and attainment.” (School F).

Learners voiced concerns on feeling free to communicate during reading lesson. Table 4.28 show that of 476, 135 (28.4%) concurred with freedom to communicate, while 216 (45.4%) fully approved. In contrast, 60 (12.6%) learners disagreed with the declaration, whereas 65 (13.7%) completely refused. In total, 351 (73.8%) affirmed the statement, while 125 (26.3%), did not. Aggregated findings showed that among learners who scored less than 20 marks, (n=113), 76 (67.3%) affirmed feeling free to communicate during reading lesson, while 37(32.8%), did not. Learners attaining 40+ marks, (n =108), 89 (82.4%) admitted that working with peers reduces anxiety by allowing free communication, while 19 (17.6%) did not. In the category of learners earning 20-29 marks (n=125), 92 (73.6%) pointed out that working with my classmates reduces the fear of making mistakes, though 33 (26.4%) indicated that opportunity to use language freely was limited. The study suggested that proficiency in reading for understanding is closely linked to feeling free to use language at 95% Confidence level (χ^2 value=20.011, df=9, & p -value =0.018).

Lesson observations revealed that learners in experimental groups were provided with opportunities to use language freely through collaborating with peers in contrast to counterparts in control cohort. This made the setting non-threatening by enabling learners to interact freely with help from classmates and the teacher for improved learning outcomes. Similar findings were confirmed by Nget et al. (2020) who claimed that providing learners with chances to express ideas freely increased engagement by creating a supportive environment to express creativity and boost self-confidence for better performance. The finding has the connotation that learners in experimental group

had the chance to freely express concepts while participating which reinforced understanding of concepts.

A learner had this to say,

“I felt free to use readily available language to express my opinion while working with my classmates which lowered anxiety for improved achievement. Opportunities to employ language in class were accessible boosting confidence and increasing understanding of passages. Again, engaging in turn taking improved my ability to stay organized in spoken communication and collaborate with peers to achieve high standards.”(School F).

The alleged act was discussing concepts with classmates during class. Table 4.28 exhibits that of 476, 127 (26.7%) approved of discussing reading with classmates while and 130 (27.3%) consented fully. Conversely, 72 (15.1%) disagreed, whereas 147 (30.9%) flatly denied citing dislike for teamwork. Additionally, 257 (53.0%) agreed with the statement, while 219 (46.0%), did not. This suggested that more than half of 476 learners preferred exchanging ideas to benefit from one another’s knowledge for better text comprehension.

The overall findings showed that, of 113 learners who received less than 20 marks, 47 (41.6%) acknowledged discussing reading assignments with peers, while 66 (58.4%) objected. Among those who scored 40+ marks, (n =108), 77 (71.3%) affirmed the statement, while 31 (28.7%) did not. In the category of learners attaining 20-29 marks (n=125), 57 (45.6%) stated that cooperative activities promote conversation and sharing ideas, while 68 (54.4%) indicated contrary views. The study revealed that sustained learner improvement is significantly associated with exchanging opinions with peers during reading lesson at 99% Confidence level (χ^2 value=30.581, df=9, & p -value =0.000).

Lesson observations of experimental and control groups through exchanging opinion with peers during reading comprehension revealed that learners engaged in sharing and exchanging opinion with peers. This result proved that learners in experimental groups had more chances to connect with one another and exchange ideas to comprehend passages more fully. The findings are consistent with those of Mi and Tham (2022) who reported that more engagement in task-oriented instruction boosts enthusiasm for discussing, sharing and expressing ideas about reading materials for sustained learning. Inferentially, collaborative activities encourage sharing views to generate fresh concepts and provide feedback for better results. A learner had this to say,

“I felt motivated to share and exchange ideas with my classmates. Discussing reading materials with my peers improved my understanding of text. By doing so, I found it easier to answer questions from comprehension passages.” (School D).

In addition, four assertions were combined to estimate extent to which learning environment in task-based learning support competent and active interpretation of text. Output generated at interval scales was converted to four ordinal categories of ‘very consistent’, ‘consistent’, ‘inconsistent’, and ‘very inconsistent’ to bring out the extent to which learners perceived learning environment. The findings of the cross-tabulation between combined learning environment features and reading proficiency scores are shown in Figure 4.16.

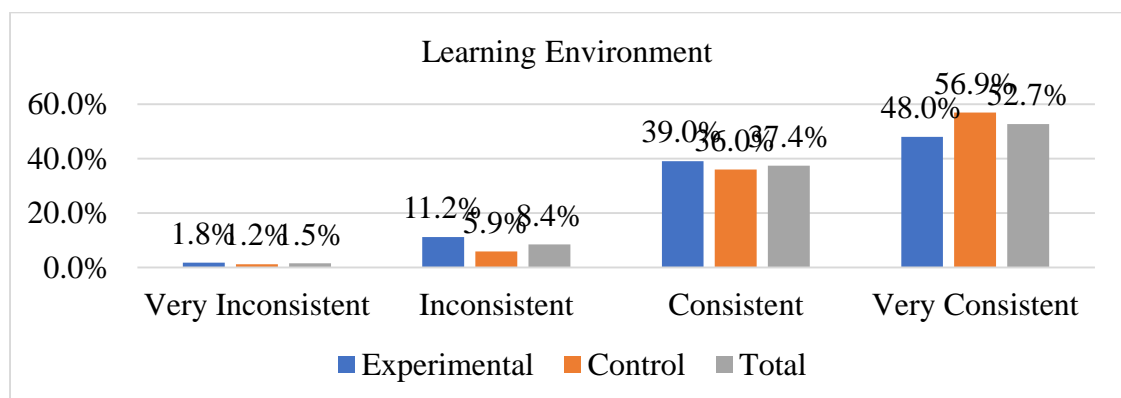


Figure 4.16: Merged views on learning environment in reading comprehension

Figure 4.16 demonstrates that of 476, 251 (52.7%) learners were extremely consistent in perceiving learning environment as essential in task-based learning while 178 (37.4%) were consistent. In terms of class groupings, many of those in the experimental and control group were very consistent (48% & 56.9%) in their attitudes towards learning environment. As a result, the evaluation yielded a calculated χ^2 value of 6.321, (df=3 & p-value=.097); suggesting up to 90% chance that consistency of perceiving learning environment as helpful for task-based learning significantly differed between experimental and control groups.

Perceptions of the learner were matched with their post-test results to determine whether the former influenced the latter's post-test scores. The average mean of the attitude scores per sub-dimension was calculated, and those who scored lower than 2 were labelled as possessing a negative attitude while those who obtained higher than 2 were classified as possessing a positive attitude. The produced variables were subjected to ANOVA to determine effect of learner attitude on post-test scores as shown in Table 4.29.

Table 4.29: ANOVA: Learner attitude on post-test outcomes

		Sum of Squares	df	Mean Square	F	Sig.
Learner preparedness	Between Groups	.437	3	.146	1.708	.165
	Within Groups	40.308	472	.085		
	Total	40.746	475			
Class interaction	Between Groups	1.637	3	.546	5.867	.001
	Within Groups	43.899	472	.093		
	Total	45.536	475			
Learner involvement	Between Groups	.421	3	.140	1.206	.307
	Within Groups	54.974	472	.116		
	Total	55.395	475			
Learning environment	Between Groups	1.499	3	.500	5.773	.001
	Within Groups	40.860	472	.087		
	Total	42.359	475			
Overall Learner attitude	Between Groups	1.341	3	.447	4.461	.004
	Within Groups	47.304	472	.100		
	Total	48.645	475			

Results in Table 4.29 indicated that learner attitude toward class interaction and learning environment in task-oriented instruction significantly influenced achievement in reading comprehension. Class interaction ($F=5.867$; $p=0.001$), learning environment ($F=5.773$, $p=0.001$) and overall learner attitude ($F=4.461$, $p=0.004$), indicated a significant association with the post test scores.

4.17.5 Multivariate analysis for learner perceptions

Multiple linear regression was performed to determine effect of learner attitude on improved scores in reading to comprehend texts. Results are presented in Table 4.30.

Table 4.30: Multiple linear regression analysis on effect of learner attitude on comprehension

Model		Un-standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1 a. class = Experimental	(Constant)	.302	.442		.683	.495
	Learner preparedness	.034	.126	.020	.267	.790
	Class Interaction	.288	.140	.187	2.053	.041**
	Learner Involvement	-.156	.115	-.101	-	.176
					1.357	
	Learner environment	.199	.123	.132	1.621	.106*
	Sub County	.302	.087	.195	3.455	.001**
					*	
	Zone	.370	.068	.351	5.412	.000**
					*	
	Gender	-.230	.127	-.102	-	.071**
				1.812		
2 a. class = Control	(Constant)	-.692	1.041		-.664	.507
	Learner preparedness	.047	.158	.030	.298	.766
	Class Interaction	.423	.149	.281	2.836	.005**
	Learner Involvement	-.289	.153	-.160	-	.059*
					1.896	
	Learner environment	.051	.145	.033	.352	.725
	Sub County	.082	.103	.063	.800	.425
	Zone	.326	.081	.371	4.020	.000**
					*	
	Gender	-.151	.127	-.073	-	.235
				1.190		

b. Dependent Variable: Post test score

, **, * equates to CI at 90%, 95% and 99% respectively*

According to findings shown in Table 4.30 experimental and control groups' learning outcomes in Model 1 and 2 were influenced by participants' attitudes toward in-class

contact during task-based learning (Exp. Beta=.288, t=2.053, p=0.041**; Cont. Beta=.423, t=2.836, p=0.005**<0.05). This implied that the effect was stronger in control compared to experimental group. This indicated that more learners in control group favoured use of class interaction in task-based learning than those in experimental group. Equally, the demographic variable of zone was also significant in both models (Exp. Beta = .370, t = 5.412, p=0.000; Cont. Beta = .326, t = 4.020, p=0.000) at 99% CI. The fourth null hypothesis (H04) which proposed that there is no significant relationship between learner attitude toward task-based learning and achievement in reading comprehension was, therefore, rejected for being inconsistent with the findings.

4.17.6 Models' goodness of fit for learner opinions

The goodness-of-fit of a regression model is the strength with which it explains a dependent variable from independent and moderating variables. Table 4.31 presents the results on the models' goodness-of-fit of the learner attitude model.

Table 4.31: Models' goodness-of-fit for learner attitude

Model	R	R Square	Adjusted R Square	STD. Error of the Estimate		
1	.561 ^b	.315	.293	.94572		
2	.297 ^b	.088	.062	1.00279		
Model	ANOVA ^{a,b}	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	88.423	7	12.632	14.123	.000 ^c
	Residual	192.294	215	.894		
	Total	280.717	222			
2	Regression	23.898	7	3.414	3.395	.002 ^c
	Residual	246.371	245	1.006		
	Total	270.269	252			

The results in Table 4.31 indicated that Model 1 and Model 2 obtained an adjusted R2

of 0.293 and 0.062, suggesting that learner attitude variables assimilated in the evaluation accounted for 29.3% and 6.2% of improvement in sustained scores from reading to grasp ideas in experimental and control class respectively. The results revealed that model 1 was moderately strong in estimating the effect of learner attitude on the dependent variable. The Analysis of Variance (ANOVA) results further showed that the Model's strength was statistically significant at 95% confidence level (Exp.: $F = 14.123$; $p = 0.000$; Cont.: $F=3.395$, $p=0.002$), which means that in experimental and control groups, the effect of the learner attitude on learners attainment in reading to interpret text was statistically significant.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter presents significant findings drawn from thematic areas of the study which include acquisition of reading skills, instructional skills, resource utilization and learner attitudes. The chapter includes conclusions as well as recommendations for suitable interventions.

5.2 Summary of the study

The study sought to establish effect of task-centred instruction of learner achievement in reading to comprehension in Nairobi City County. Even though task-oriented learning was measured in terms of acquisition of reading skills, instructional skills, resource utilization and learner attitudes with each forming an objective, scores in reading were gauged in terms of test scores. The purpose of the study was to produce data to support policy interventions generate evidence that would support policy interventions targeting improve training and motivation of teachers to implement task-based learning method as a prelude to gaining ability to read texts for improved attainment. The study was also designed to contribute to policy debates at the national and local levels to garner support and boost financing for teacher preparation. Finally, it was hoped that results of the study would spur additional research efforts to broaden and deepen understanding.

The study was quasi experimental involving Solomon Four Group methodology which combines pre-test, post-test and post-test only designs. Four sets of tools, questionnaires for teachers, questionnaires for learners, observation guide, follow-up discussion

sessions and pre and post-tests, were employed to capture primary data. Data was collected from 476 respondents and 8 teachers between April and July, 2022. Notably, 223 (46.8%) learners were members of the experimental group, while 253 (53.2%) were in the control group. Teachers in experimental group received training on proper implementation of task-based learning. Quantitative data analysis techniques employed included independent samples t-test of variance, cross-tabulations with Chi-square tests, multiple linear regression and ANOVA while qualitative data were analysed thematically. According to study objectives, summary, conclusions and recommendations were outlined in the following sub-sections.

5.2.1 Acquisition of reading skills and achievement in reading comprehension

Summary skills in development of reading abilities caused the greatest improvement in achievement in experimental and control groups ($Beta=0.173$, $t=1.911$, $p<0.05^*$; $Beta=0.212$, $t=1.684$, $p<0.093^*$). Among strategies for acquisition of background knowledge, word recognition capabilities caused the strongest improvement in experimental group ($Beta=0.259$, $t=2.052$, $p<0.041^{**}$), while prior knowledge was the prime indicator of achievement in reading comprehension ($Beta=0.438$, $t=3.457$, $p<0.000$) in control cohort. Again, effect of sub-county was positive in experimental group ($Beta=0.331$, $t=3.661$, $p<0.000$), indicating that training of teachers on task-based learning had a positive and significant effect on learning outcomes. Consequently, the first null hypothesis (H_01), stating that there is no significant difference in acquisition of reading skills between experimental and control groups and achievement in comprehension was rejected for being untrue. This implied that the variable had a significant effect on standard seven learners' achievement test.

Qualitative findings revealed that among five strategies for triggering prior knowledge, only experimental group employed the strategy using prior information to understand material read. Text previewing was utilized by teachers in control group more frequently than in non-control group. Connecting texts and picture description were the most applied techniques. However, writing and sharing content was seldom used in control but not in experimental group. Moreover, out of the five strategies for activating summary abilities, main concept was the most frequently applied in experimental and control groups. On the other hand, making concise notes and restating thoughts were infrequent in experimental and control cohorts. In control and non-control classes, the practice of rereading was widespread. Again, oral retelling of key topics was promoted more in the experimental than in control class.

Additionally, experimental cohorts were more likely than control groups to stimulate the development of reading related inquiries. Again, experimental groups were more encouraged to employ opposites than control groups to deduce meaning of words from use in sentences. Furthermore, teachers in experimental and control classes encouraged learners to use parts of speech to comprehend words, phrases and sentences in passages. However, experimental and non-experimental cohorts rarely employed odd one out. Application of the strategies was hampered by instructor dominance in reading lessons, excessive workloads, lack of creativity among teachers and insufficient exposure to refresher courses.

5.2.2 Instructional skills and achievement in reading comprehension

The results of the study showed that class interactions had the greatest effect on experimental and control cohorts (Exp. $Beta=0.465, t=3.426, p<0.05$); (Cont. $Beta=0.282, t=2.155, p<0.05$), indicating that learner ability to interact during the

lesson produced significant effect in task-based learning and traditional methods in reading comprehension. Subsequently, investigation indicated that experimental group had greater effect than control group which may have been caused by training provided to teachers in treatment cohort. revealed that the effect was stronger in experimental than in control group which could be attributed to training provided to teachers in treatment group. Moreover, demographic variable, sub-county caused a positive and significant effect in experimental class (Beta=0.356, t=4.172, p=0.000; Beta=0.390, t=6.229, p=0.000) respectively. Again, demographic variable zone caused a significant effect in experimental and control groups (Beta=0.390, t=6.229, p=0.000; Beta=0.191, t=2.658, p=0.008).

As a consequence, the second null hypothesis (H02),stating that there is no significant difference between mean scores of learners exposed and those not exposed to instructional skills, was proved to be untrue, given that class interaction (experimental and control) was a significant factor, (B=0.465, t=3.426, p=0.000;B=0 .282, t=2.155, p=0.032). This suggests that that the mean scores of learners in the achievement tests were influenced by the levels of instructional skills.

Qualitative results showed that learners in experimental groups participated in text discussions more than those in control class. However, methods of questioning oneself while reading, role-playing to Also, monitoring own reading using questioning, role-playing to discover meaning and brainstorming to derive interpretation from words were ineffectively executed. Experimental cohort used feedback more often than control group. Additionally, learners in experimental group interacted more with peers and received assistance from the teacher compared to control group. Again, learners in experimental class interacted with reading materials

and interacted between groups more compared to counterparts in control category. Moreover, balanced learner control and discussions with classmates were more evident in experimental compared to control group. Discussing with classmates was more prevalent in experimental group compared to control group. Again, more learners in experimental group sought clarification during the lesson. This was attributable to regular assistance from the teacher. Both experimental and control groups learners were urged to complete assignments in English. Compared to control group, learners in experimental group were more ready to participate in reading activities. Assigned duties also helped learners to stay on task by discouraging off-task behaviour.

Experimental and control groups also used minimal writing exercises for reading comprehension. Additionally, experimental and control groups employed minimal writing activities in reading comprehension. Comparatively to peers in control group, where silence was encouraged, experimental group learners were exposed to more frequent conversations and utilization of innovative activities. Application of the strategies was restricted by depressed teacher workload, constricted preparation and implementation time, large class size and low-level awareness of usage of tactics.

5.2.3 Resource utilization and achievement in reading comprehension

According to findings, resource utilization had the greatest effect in Models 1 and 2 (Exp. $Beta = .308$, $t = 2.292$, $p = 0.023 < 0.05$); (Cont. $Beta = 0.401$, $t = 2.638$, $p = 0.09 < 0.05$). Similarly, the demographic variable zone was also significant and positively associated with learner achievement in both experimental and control groups at 99% CI (Exp. $Beta = .305$, $t = 4.51$, $p = 0.000 < 0.05$); (Cont. $Beta = 0.187$, $t = 2.534$, $p = 0.012 < 0.05$). Demographic variable, sub county was significant and

positively associated with the experimental group at 99% CI (Exp. Beta .291, $t=3.356$, $p<0.001$). The aspect of resource availability was also significantly associated with learner achievement in reading comprehension in experimental class but not in control class at 90% CI ($Beta=0.266$, $t=1.878$, $p=0.62<0.1$). In view of this, the third null hypothesis (H03), postulating that there is no significant difference between resource utilization in task-based learning and achievement in reading comprehension, was debunked for being untrue.

Qualitative results identified variations in course book learner ratio across schools. Three or more learners were sharing a textbook in four of the schools that fell outside the suggested short-term textbook policy. Even though learners in experimental and control groups had access to exercise books, there was inadequate exposure to written assignments. Furthermore, there was inadequate space for interaction with peers and group activities. space for group activities and peer contact was not enough. Teachers provided support while using course books and supplementary materials in experimental and control group. Further, when needs and interests were connected to appropriate resources and activities, experimental and control groups observed an increase in participation. In order to achieve higher learning outcomes, learners in experimental class were more exposed to use of language through activities compared to control group.

Participation increased in experimental and control group when reading content was more directly related to personal experiences for accelerated learning. Even when experimental and control classes were exposed to engaging reading materials, level of support had effect on participation. Access to resources varied across experimental and control groups. Completion of assignments was restricted by inadequate reading

materials which could likely compromise syllabus coverage lowering achievement in comprehension. Course books were handled carefully in experimental and control groups to preserve quality for extended use.

5.2.4 Learner attitude towards task-based learning

The study established that learner attitude toward class interaction and learning environment in task-oriented instruction significantly influenced achievement in reading comprehension. Class interaction ($F=5.867$; $p=0.001$), learning environment ($F=5.773$, $p=0.001$) and overall learner attitude ($F=4.461$, $p=0.004$), indicated a significant association with the post test scores.

The study further established that learner attitude toward class interaction in task-based instruction significantly affected learning outcomes in experimental and control groups (Exp. Beta=.288, $t=2.053$, $p=0.041^{**}$; Cont. Beta=.423, $t=2.836$, $p=0.005^{**}<0.05$). This implied that the effect was stronger in control compared to experimental group. This indicated that more learners in control group favoured use of class interaction than those in experimental group. Equally, the demographic variable of zone was also significant in model 1 and 2 (Exp. Beta = .370, $t = 5.412$, $p=0.000$; Cont. Beta = .326, $t = 4.020$, $p=0.000$) at 99% CI. The fourth null hypothesis (H04) which proposed that there is no significant relationship between learner attitude toward task-based learning and achievement in reading comprehension was, therefore, rejected for contradicting findings.

5.3 Conclusions

Based on study findings, conclusions presented in this section were arranged thematically to align with objectives.

5.3.1 Acquisition of reading skills and learner achievement in reading comprehension

The first null hypothesis (H01) which claimed there was no visible difference in the level of acquisition of reading skills between experimental and control groups and attainment in comprehension, was debunked for being incorrect. Summary abilities caused the biggest increase in comprehension of texts in experimental and control groups. Frequently, concerns like instructor domination in reading lesson, dismal workload, lack of awareness and inadequate exposure to ongoing professional development may hinder adequate implementation of methods in reading comprehension. Refresher courses can help teachers stay up to date on latest techniques for improving reading as well as provide staffing to manage workload challenges. There is need for ongoing professional development in a range of settings including workshops, conferences, refresher courses and mentorship to enable teachers develop skills.

5.3.2 Instructional skills and learner achievement in reading comprehension

The second null hypothesis (H02), asserting that there is no significant difference between mean scores of learners exposed and those not receiving instructional skills was shown to be incorrect since class interaction was a significant component in experimental and control groups. The effect was stronger in experimental than control group which implied that teachers who received training became more effective in activating instructional skills than counterparts in control group. Preparing teachers on proper techniques for utilizing instructional skills may increase motivation to incorporate the strategies. Curriculum for teacher preparation needs to be modified to incorporate task-based learning for sustained learning.

5.3.3 Resource utilization and learner achievement in reading comprehension

The third null hypothesis (H03), which proposed that there is no significant difference between resource utilization in task-based learning and achievement in reading comprehension, was rejected for conflicting with findings. The study established that the largest effect in experimental and control group was as a result of resource appropriateness. The effect was stronger in control group than in experimental class. This suggested that the intervention was evident even when using conventional method.

5.3.4 Learner attitude and achievement in reading comprehension

The fourth null hypothesis (H04) which maintained that there was no significant difference in learner attitude towards task-based learning and achievement in reading comprehension, was rejected for being incompatible with the results. Class interaction caused the greatest effect in improvement in achievement in reading comprehension. Nonetheless, the effect was stronger in control compared to experimental group. This implied that more learners in control group than in experimental class favoured use of class interaction in reading comprehension.

5.4 Recommendations

The recommendations are directed at various stakeholders, including Ministry of Education, particularly Quality Assurance and Standards officers, KICD, TSC, teacher preparation institutions, school administrators and teachers of English language in Nairobi City County. Recommendation for policy, practice and additional research are covered in the sub-section.

5.4.1 Recommendations for policy action

The Ministry of Education, Teachers Service Commission, teacher training colleges and teachers of English ensure that reading lessons assimilate tasks to scaffold reading strategies for improved topic understanding.

Quality assurance officers, head teachers and instructors of English language should ensure that collaborative class instruction supports learners in creating desire to read.

Kenya Institute of Curriculum Development should be inspired to design interesting and relevant tasks for reading lessons. This may facilitate productive discussions and aid learning of novel knowledge.

Ministry of Education should assist schools by supplying sufficient, appropriate and interesting reading materials. This may increase engagement with text for better learning outcomes.

5.4.2 Recommendations for practice

Teachers should be trained on appropriate procedures for implementing task-based learning. This will ensure learners actively participate in reading classes to improve language proficiency maximizing acquisition of skills.

To spark enthusiasm and readiness to participate completely in meaningful learning, teachers and learners should use relevant and engaging materials.

To support learners to understand passages, teachers should stimulate discussion encouraging negotiation of meaning for better articulation of words and phrases.

5.4.3 Recommendations for further academic research

The results of the study showed a relationship between input variables of background knowledge, summary abilities, learner generated questions and word recognition skills.

The relationship between other abilities and enhanced scores in text comprehension should be further investigated.

Instructional skills facilitate concept sharing and mutual learning while extensively using language. Considering that Nairobi City County region served as the site of the study, a similar inquiry ought to be carried out in rural settings to ascertain influence of instructional strategies on development of comprehension skills.

5.5 Contributions to knowledge

The study examined effect of task-based learning with the following variables: acquisition of reading skills, instructional competencies, resource utilization and learner attitude on achievement in reading comprehension.

Objectives	Contribution to body of knowledge
Establish effect of acquisition of reading skills between experimental and control groups on learner achievement in reading comprehension	Employing reading abilities on a regular basis improves comprehension of reading materials for higher results.
Determine effect of instructional skills on learner achievement in reading comprehension	Encouragement from teachers and active participation of learners in reading builds confidence for high attainment.
Evaluate effect of resource utilization on learner achievement in reading comprehension	Provide relevant and engaging materials to foster a desire to read for sustained learning.
Examine effect of learner attitude on achievement in reading comprehension	Willingness to use task-based learning provides opportunity to use language organically, exploring meaning extensively for better mastery of concepts.

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APPENDICES

Appendix I: Reading comprehension achievement test

School: _____

Zone: _____

Name: _____ Class _____ Gender _____

Read the passage below and answer the questions that follow it.

Water is extremely important in our lives. In fact, we cannot imagine life without it. More than half of our bodies are purely made up of water. We need to drink sufficient amounts of it daily to keep our bodies hydrated. Water is also important in our bodies because it helps remove wastes from the body. In addition, it regulates our body temperature. In the household, water is used for drinking, washing and cooking. Besides, most of the earth's surface is made up of water. Fish, whales, seals and some types of snakes live entirely in water. Some aquatic plants also grow in water, feeding the aquatic life.

Farmers, on the other hand, find water very useful for irrigation in areas where this commodity is scarce. They also use water to mix farm chemicals, animal feeds, wash animals and wash farm equipment. Animals on the farm also require water to cool themselves, to wash them and also for drinking. Plants, on the other hand, need water for photosynthesis. In addition, normal plant growth requires water, in the right quantities. Industries need water as a raw material to manufacture products like soft drinks and liquid detergents. It is also used as a coolant or solvent. Water is also used as a source of power through hydroelectricity which provides energy used in industries.

Water transport is one of the oldest means of transport. Steamboats were developed in the nineteenth century and they were propelled by the steam produced when wood or coal was burned. However, this was not cost effective as both sources of energy were non-renewable. In addition, coal was too bulky to carry and a lot was needed to produce a small amount of energy. Ships and boats have moved away from using coal and wood as energy source. Today, they use petroleum or nuclear power to produce steam which powers them. Smaller water vessels use wind power to *propel* them. Water transport is extremely important to move bulky goods such as vehicles from one continent to another. There goods cannot be carried by any other means of transport. It is also used to move people from one area to another, for instance, from an island to a mainland. However, water transport is slow. Recreational activities and sports also use water. Swimming, water surfing, steeplechase and kayaking are such examples.

As with all other things, water also has its disadvantages. Drinking a lot of water can lead to intoxication which is dangerous and even *fatal*. Water has also been seen to cause a lot of damage to property, lead to loss of lives and displacement of people due to floods. Water is polluted by human beings and animals in various ways. Human and animal waste sometimes find their way to water bodies and pollute it. Industries pollute

water by disposing of wastes there. Chemical pesticides used by farmers also pollute water bodies if they find their way there.

Water is not infinite and because it is of great importance to all of us, it should be used wisely. Most of the water found on earth is too salty to use. That is why water should be conserved for today's and future generations. Industries should avoid getting rid of their waste products in rivers and lakes because this negatively affects animals, plants and human beings that use them. In the home, for example, taps should not be left running to save this precious commodity. When brushing teeth, one can fill a glass with water for rinsing instead of leaving the water running. Harvesting rain water is also a significant way of ensuring that it does not go to waste. Water recycling should be done so that water that has been used is treated and can be reused. If each person ensured that the water around them is not polluted, then this will keep it clean and safe for use.

Background knowledge

1. Indicate whether you agree or disagree with the following statements by putting A or D after the statement.
 - A. We can live without water.
 - B. Water helps remove wastes from the body.
 - C. Water is a source of power through hydroelectricity.
 - D. Industries should get rid of their waste products in rivers and lakes.
2. Write one phrase/word which describes the importance of water.....
.....
.....
3. In one sentence, state how you use water wisely in school
.....
.....
.....
4. Drawing from your experience of water conservation, state what you are likely to find in the passage.....
.....
.....
5. What can you share with your classmates on disadvantages of water?.....
.....
.....

Summary skills

1. In less than 50 words explain the importance of water to farmers, according to the passage.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
2. In your own words write one benefit of water transport, in one sentence.
.....
.....
.....
3. From the last paragraph we learnt that it is important to conserve water
 - A. To avoid damage to property and loss of lives.
 - B. Because all people on earth need it.
 - C. Most of the water found on earth is too salty to use.
 - D. It will ensure that today's and future generations have the commodity.
4. According to the passage,
 - A. Leaders should ensure that water is conserved.
 - B. The most important time when water is conserved in the home is when brushing teeth.
 - C. Every person in the world needs to play their part in conserving water.
 - D. Animals do not pollute as much water as human beings.
5. What is the best title for this passage?
 - A. Water

- B. Uses of water
- C. How Industries Use Water
- D. Conservation of Water

Learner generated questions

1. Indicate what crosses your mind before reading.....
.....
.....
2. Of the guesses made while reading the text, indicate which ones were answered at the end of the text.
.....
.....
.....
3. What question did you ask yourself while reading the text?.....
.....
.....
4. What question did you ask yourself after reading the text?.....
.....
.....
5. What question would you ask your partner about the text?.....
.....
.....

Word recognition skills

1. The phrase 'water is not finite' as used in the passage means
 - A. Water is of great importance to all of us.
 - B. Water on earth is too salty to use.
 - C. Taps should not be left running.
 - D. Water recycling should be done.

2. The word conserve has been used in the passage. Which part of speech does it belong to?

- A. Adverb
- B. Noun
- C. Adjective
- D. Verb

3. What do you do when you come across an unfamiliar word while reading?

4. The following live entirely in water except _____.

- A. Some types of snakes
- B. Fish
- C. Crocodiles
- D. Whales

5. Which one of the following is not close in meaning to the word *propel*, as used in the passage?

- A. Pull
- B. Push
- C. Drive
- D. Thrust

(adapted from Mentor Topical Revision English 7 by Kweya, Ngigi, Muhindi and Masinde. Nairobi: Mentor Publishing Company Limited).

Read the passage below and answer the questions that follow it.

Football, or soccer as it is known in some countries, is one of the oldest sports in the world. It is played by both men and women. Although it was first played in Britain, it was exported to many countries by English or Scottish workers, engineers and road builders. Some of these people were professional footballers who later on coached teams such as Argentina and Brazil in the 1920s and 1930s.

Today football has become the world's number one sport. Almost every country in the world has a national team. One only needs to compare the World Cup competitions in 1934 and 2002 to see how much the game has evolved over the years. In 1934, the organizers had difficulty in getting the required 16 trainees to take part. In 2002, as with other recent World Cup competitions, it was necessary to stage preliminary qualifying competitions to reduce the number of entries in the final cup competitions.

Although football began in Britain, the World Cup in recent years has been dominated by teams such as Brazil, Argentina, Italy and West Germany. African teams have also begun to make an impact in the game. These teams include Ghana, Nigeria, Algeria, Cameroon, Senegal, South African and Ivory Coast. They have all performed well in the competition. Harambee Stars in Kenya has also done well in East and Central Africa championships. One day they may even qualify for the World Cup finals.

There are several reasons that explain the popularity of football. Almost anybody who is flexible can join in the game and not be at a disadvantage because of his or her size. Furthermore, football is a very simple game. Although the rules may be many, it can be played even in a small place. Many great footballers have learned the game on the backstreets of industrial towns or small fields in villages. It is possible to practice the ***basic skills*** of the game, even if you are alone, simply by kicking the ball against the wall. It seems like a dream come true; a simple but exciting game that can be played by anybody, anywhere and provide entertainment to thousands of spectators. Although there are some negative aspects such as crowd violence and poor refereeing, there is no doubt that football remains an exciting sport, both on stadium and on television. Football is ***definitely*** here to stay.

(adapted from Mentor Topical Revision English 7 by Kweya, Ngigi, Muhindi and Masinde. Nairobi: Mentor Publishing Company Limited).

Questions

Background knowledge

1. Indicate whether you agree or disagree with the following statements by putting A or D after the statement.
 - A. ***Football is the oldest sports in the world.***
 - B. ***The World Cup has recently been dominated by Uganda, Brazil and Italy.***

C. *One day Harambee Stars may even qualify for the World Cup finals.*

D. *Football may be played even in a small place.*

2. *In one sentence, state what might be unbelievable about football*

.....
.....
.....

3. Drawing from your experience of either playing or watching football, what would the expression ‘it’s a game of two halves’ refer to?.....

.....
.....

4. In your opinion, explain why football is popular in your school.

.....
.....
.....

5. *What can you share with your classmate on football?*

.....
.....
.....

Summary skills

1. The best title for the passage would be

- A. Football in Argentina and Brazil
- B. The Game of Football
- C. Football in Africa
- D. Footballers in the World.

2. According to the passage, which of the following statements is true?

- A. Every country in the world has a national team.
- B. Only professional footballers coached Brazilian and Argentina teams.

- C. Football originated from England.
 - D. Football is played by national teams only.
3. The main reason why preliminaries are held is to
 - A. Get teams for the competitions.
 - B. Compare the World Cup competitions.
 - C. Get the needed number of teams into final competitions.
 - D. Increase the difficulty of getting the required teams.
 4. In one sentence, explain some negative aspect of football according to the last paragraph.

.....

.....
 5. It is not true to say that
 - A. It is possible to practise football skills.
 - B. Football requires a large field to practise.
 - C. Football is an exciting game.
 - D. One's size may not be a disadvantage of learning football.

Learner generated questions

1. What question did you like answered after reading the first paragraph?

.....

.....

.....
2. Which guess about the passage did you confirm was right?

.....

.....

.....
3. What question did you ask yourself while reading the passage?

.....

.....

.....

4. What question did you ask yourself after reading the passage?

.....
.....
.....

5. What question would you like to ask your partner about the passage?

.....
.....
.....

Word recognition skills

1. The phrase ‘...football has become the world’s number one sport’ as used in the passage means

- A. One needs only to compare the World Cup competitions.
- B. Almost every country in the world has a national team.
- C. It is played by professional footballers.
- D. It is one of the oldest sports in the world.

2. The word *practise* has been used in the passage. Which part of speech does it belong to?

- A. adjective B. verb C. adverb D. noun

3. Mention ONE word that made you stop reading to recall the meaning.

4. Did she throw/though the ball far?

5. Football was exported to many countries by the following except

- A. English or Scottish workers B Engineers C. Road Builders D. Rail workers

Appendix II: Questionnaire for learners

Dear respondent,

Thank you for accepting to participate in this study to establish the effect of Task-Based Learning on learner achievement in reading comprehension in English Language in public primary schools in Nairobi City County, Kenya. Kindly answer all the questionnaire items by ticking against the appropriate options to reflect your views on reading comprehension. Your responses will be treated with confidentiality.

SECTION A: Personal information

1. Name of your school:
2. Age:
3. Gender: Girl [] Boy []
4. Sub-County:.....
5. Zone:
6. Which is your favourite subject?
 - Mathematics []
 - English []
 - Science []
 - Kiswahili []
 - Social Studies []
 - Religious Education []
7. Identify two areas where you have difficulties when reading for comprehension.
 - Summary skills []
 - Vocabulary usage []
 - Background knowledge []
 - Generating questions []
8. Which co-curricular activity do you participate in?
 - Drama []
 - Music []
 - Other, please specify.....

SECTION B: Reading skills

9. The following table presents reading skills that foster active and competent reading. Indicate whether you Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA) with the following statements by ticking (√).

No	STATEMENT	SD	D	A	SA
1.0	Prior knowledge				
1.1	I think of what I know to help me understand what I read.				
1.2	I make connections to the text I am reading.				
1.3	I preview the text to see what it is about before reading.				
1.4	I describe pictures to help me understand what I am to read.				
1.5	I write about what I know about a topic and share with my partners.				
2.0	Summary skills				
2.1	I read the text to get the main idea of each paragraph.				
2.2	I make brief notes on important information.				
2.3	I restate ideas in my own words to help me understand what I read.				
2.4	I reread the summary to ensure important information is included.				
2.5	I share what I have read with a classmate through oral summary retelling				
3.0	Learner generated questions				
3.1	I ask myself questions about what the text will be about.				
3.2	I confirm answers to the questions as I read the text.				
3.3	I go back and forth the text asking questions.				
3.4	I ask myself whether questions have been answered.				
3.5	I share with my partners questions from important points.				
4.0	Word recognition skills				
4.1	I work out meaning of words from use in sentence.				
4.2	I use parts of speech to help me understand meaning of the word in a sentence.				
4.3	I read without stopping to recall a word.				

4.4	I recognize the word that stands out from the rest of the words.				
4.5	I identify the opposite word to help me understand the way it is used in the sentence				

SECTION C: Instructional skills

10. Instructional skills which include group work, class interaction, active participation and integration of skills engage learners with subject matter to refine understanding. Indicate whether you Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA) with the following statements by ticking (√).

S/No	Statement	SD	D	A	SA
1.0	Group work				
1.1	I share my ideas easily through group discussion to improve reading comprehension.				
1.2	I monitor my own reading through use of questioning.				
1.3	I explain key words by generating and sharing ideas for effective reading comprehension.				
1.4	I recognize the meaning of a text by experiencing it through role play.				
1.5	I use regular feedback during reading comprehension to understand the text better.				
2.0	Class interaction				
2.1	Working with my classmates improves organization of thoughts for effective reading comprehension.				
2.2	Teacher learner interaction provides opportunity for mastery of reading comprehension.				
2.3	I use interaction to connect with reading material for higher attainment in comprehension.				
2.4	Group-group interaction improves achievement in reading comprehension.				
2.5	I control my own learning for better class coordination for improved achievement				
3.0	Active participation				

3.1	Discussing with my classmate increases my interest in the lesson.				
3.2	I ask for clarification when I do not understand my classmate.				
3.3	I use English language to perform activities.				
3.4	I am prepared to perform activities in the lesson.				
3.5	Assigned roles improve my participation in the lesson.				
4.0	Skills integration				
4.1	I express my ideas through writing for improved reading comprehension.				
4.2	Regular conversations with my classmates improve reading comprehension.				
4.3	Listening to a passage improves attainment in reading comprehension.				
4.4	Reading assigned passages results in acquisition of words for higher comprehension.				
4.5	Use of creative activities improve reading comprehension.				

SECTION D: Resource utilization:

11. Utilization of appropriate teaching learning resources improve learner competence in reading comprehension. Indicate whether you Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA) with the following statements by ticking (✓) against each statement.

No	STATEMENT	SD	D	A	SA
1.0	Resource availability				
1.1	Textbooks make me work independently with ease.				
1.2	I have exercise books for the reading lesson.				
1.3	I write from passages to improve reading comprehension.				
1.4	I have enough space for interaction with materials and activities during the lesson.				
1.5	I receive support from the teacher for improved reading comprehension.				
2.0	Resource appropriateness				

2.1	Teacher responds to my needs and interest during the lesson.				
2.2	I use language by carrying out a variety of activities in the lesson.				
2.3	Use of resources in pair work and group work improves achievement in reading comprehension.				
2.4	Exposure to relevant language improves comprehension				
2.5	Use of activities increases level of participation for effective understanding in reading.				
3.0	Interesting resources				
3.1	Linking the topic with my own experiences stimulates my interest for improvement in reading comprehension.				
3.2	Supportive role increases engagement with activities for improved comprehension.				
3.3	Motivation to complete activities improves attainment in reading comprehension.				
3.4	Interesting passages improve mastery of main ideas for effective reading comprehension.				
3.5	I enjoy performing activities for effective attainment in reading comprehension.				
4.0	Resource adequacy				
4.1	Access to resources provides opportunity to carry out activities independently.				
4.2	Quality of resources improve attainment of reading comprehension.				
4.3	Access to resource facilitates completion of assignments.				
4.4	Activities are related to the passages in the texts.				
4.5	I share a text book during the reading lesson.				

SECTION D: Learner attitude towards task-based learning

12. The following table presents learner attitude towards task-based learning. Indicate whether you Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA) with the following statements by ticking (√).

SN	STATEMENT				
----	-----------	--	--	--	--

		SD	D	A	SA
1.0	<i>Learner preparedness</i>				
1.1	I am willing to use activities in a reading lesson.				
1.2	Activities in the reading lesson are interesting.				
1.3	I am confident in using the activities.				
1.4	I am familiar with the activities in the reading lesson.				
2.0	<i>Class Interaction</i>				
2.1	I am willing to exchange ideas with my classmates in the group discussion				
2.2	I am encouraged to participate through frequent instructions from the teacher.				
2.3	I feel comfortable with assistance from the peers and teacher to complete activities.				
2.4	Using oral presentations provide me with opportunities to practice language with peers.				
3.0	<i>Learner involvement</i>				
3.1	I use English language to undertake a given activity.				
3.2	I inform the class about findings from activities.				
3.3	I have opportunity to present the report in front of the class.				
3.4	I develop grammatical knowledge to express meaning in reading comprehension.				
4.0	<i>Learning environment</i>				
4.1	Activities provide me with opportunities to practice reading, writing, listening and speaking during the lesson.				
4.2	I enjoy working with others in the group.				
4.3	I feel free to communicate during the reading lesson.				
4.4	I exchange opinions with my peers during the reading lesson.				

Thank you for your participation!

Appendix III: Questionnaire for teachers of English language

Dear Respondent,

You have been identified to participate in this study titled: Effect of Task-Based Learning on learner achievement in reading comprehension in English Language in public primary schools in Nairobi City County, Kenya. Kindly respond to all the questionnaire items with appropriate options to reflect your views on reading comprehension. Your response will be treated with confidentiality. Thank you for your participation.

SECTION A: Personal Information

Name of your school:

Class:

Gender: (a) Male [] (b) [Female []

Sub-county:

Zone:.....

In which of the following age categories do you fall?

- (a) Less than thirty years [] (b) 31-40 years[] (c) 41-50 years [] (d) Over 50 years []

What best describes your level of educational attainment?

- PhD degree []
Masters degree []
Bachelor’s degree []
Diploma []
Certificate []
Others []

Using the categorization, indicate length of teaching experience.

- Over 20 years []
16-19 years []
11-15 years []
6-10 years []
Less than 5 years []

Indicate the population of your class desegregated by gender

Girls

Boys

Total

Do you have passion for teaching reading comprehension?

Yes []

No []

If your answer to question 10 is “no”, please explain why teaching reading comprehension is not your passion.

Which activities do learners enjoy most in a reading comprehension lesson?

Retelling

Role play

Opinion exchange

Jigsaw task

brainstorming

Which of the following methods of teaching reading comprehension do you prefer in realizing higher learning outcomes?

Direct explanation

Interactive method

Transactional method

Task-based learning method

(a) Which additional training have you undertaken?

(b) How has this improved your task-based teaching?

SECTION B: Reading skills

15. The following table presents activities and skills which determine competence in reading comprehension by the learner in primary school education. Indicate whether you Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA) with the following statements by ticking (√).

No	Statement	SD	D	A	SA
----	-----------	----	---	---	----

1.0	Background knowledge				
1.1	Thinking of what is known to understand what is read.				
1.2	Making connections to the text being read.				
1.3	Previewing text to scan content before reading.				
1.4	Describing pictures to understand what is read.				
1.5	Writing about what is known about a topic and sharing with partner.				
2.0	Summary skills				
2.1	Reading text to get the main idea of each paragraph.				
2.2	Making brief notes on important information.				
2.3	Restating ideas in own words to understand what is read.				
2.4	Rereading summary to ensure important information is included.				
2.5	Sharing what is read with a classmate through oral summary retelling				
3.0	Learner generated questions				
3.1	Asking questions about what the text will be about.				
3.2	Confirming answers to questions as text is read.				
3.3	Going back and forth the text asking questions.				
3.4	Asking whether questions have been answered.				
3.5	Respond to partners questions from important points.				
4.0	Word recognition skills				
4.1	Working out meanings of words from use in sentence.				
4.2	Identifying parts of speech to understand meaning of the word in a sentence.				
4.3	Recalling high frequency words automatically.				
4.4	Recognizing the word that stands out from the rest of the words.				
4.5	Using the opposite word to understand the way it is used in the sentence				

SECTION C: Instructional skills

16 Instructional skills include techniques used to guide the learners on approaches of reading comprehension for accelerated learning. Using the table, indicate whether you Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA) with the following statements by ticking (√).

S/No	Statement	SD	D	A	SA
1.0	Group work				
1.1	Use of discussions through opinion exchange improves achievement in reading comprehension.				
1.2	Adopting questioning through jigsaw task improves achievement in reading comprehension.				
1.3	Explanation of key words through brainstorming improves application of words for effective reading comprehension.				
1.4	Use of imaginative skills through role play improves attainment in reading comprehension.				
1.5	Regularity of feedback during instruction improves reading comprehension.				
2.0	Class interaction				
2.1	Peer interaction promotes mastery of reading comprehension.				
2.2	Teacher learner interaction provides opportunity for accelerated reading comprehension.				
2.3	Interactive class discussion improves achievement in reading comprehension.				
2.4	Group-group interaction enhances learner attainment in reading comprehension.				
2.5	Balanced learner control stimulates class coordination for improved comprehension.				
3.0	Active participation				
3.1	Stimulating learner interest in reading comprehension enhances mastery of comprehension skills.				
3.2	Developing learner attentiveness accelerates attainment in reading comprehension.				
3.3	Balanced adoption of target language use improves flexibility in reading comprehension.				

3.4	Learner preparedness in reading comprehension enhances better learning achievement.				
3.5	Assignment of roles promotes mastery of concepts.				
4.0	Skills integration				
4.1	Effective expression in words improves learners' writing skills for reading comprehension.				
4.2	Regularity of learner conversations improves mastery of words for effective reading comprehension.				
4.3	Strengthened acquisition of words through adoption of listening skills improves reading comprehension.				
4.4	Consistency in reading assigned passages results in acquisition of words for higher comprehension.				
4.5	Adoption of creative activities enhance learner engagement and mastery of comprehension skills.				

SECTION D: Resource utilization:

17. Investing in teaching learning resources is the primary aspect in ensuring that educational institutions promote collaboration and integration among learners. Indicate whether you Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA) with the following statements by ticking (√).

No	STATEMENT	SD	D	A	SA
1.0	Resource availability				
1.1	Availability of textbooks improves mastery of concepts in reading comprehension.				
1.2	Access to exercise books to experience writing from reading improves attainment in reading comprehension.				
1.3	Consistency in writing from assigned passages improves mastery of reading comprehension.				
1.4	Availability of space for interaction with resources and activities improves attainment in reading comprehension.				
1.5	Teacher facilitation through reference materials improves mastery of concepts in reading comprehension				
2.0	Resource appropriateness				
2.1	Teacher responsiveness to learner needs and interests improves achievement in reading comprehension.				

2.2	Developing multiple tasks accelerates attainment in reading comprehension.				
2.3	Promoting collaboration through tasks improves mastery of concepts in reading comprehension.				
2.4	Multiple sources of language input improve attainment in reading comprehension.				
2.5	Appropriateness of resources improves learner participation for accelerated reading comprehension.				
3.0	Interesting resources				
3.1	Frequent use of interesting tasks improves mastery of concepts in reading comprehension.				
3.2	Adoption of tasks provide scaffolding role for attainment in reading comprehension.				
3.3	Regularity of motivation improves learner completion of task for effective reading comprehension.				
3.4	Interesting passages improve attainment in reading comprehension.				
3.5	Learner enjoyment in task performance improves mastery of concepts in reading comprehension.				
4.0	Resource adequacy				
4.1	Use of adequate resources improves mastery of concepts in reading comprehension.				
4.2	Quality of resources improves attainment in reading comprehension.				
4.3	Access to resources for task completion improves mastery of concepts in reading comprehension.				
4.4	Relationship of tasks to the passage stimulates cognition for attainment in reading comprehension.				
4.5	Sufficient textbooks accelerate syllabus coverage for effective achievement in reading comprehension.				

Thank you for your participation!

Appendix IV: Checklist for classroom observation

Part A: Background Information

Name of school:

Name of teacher:.....

Sub-County:.....

Zone:.....

Class:
.....

Date:
.....

Number of learners: Girls: Boys: Total:

Average age of learners:
.....

Subject:
.....

Topic:
.....

Sub-topic:
.....

Class text:
.....
.....
.....

Part B: Observation of classroom activities

PRE-TASK PHASE

Did the teacher.....?	Yes	No
Arouse learner interest to the text		
Introduce the topic of the lesson		
Use anticipatory guide to ask learners to respond to statements with true and false options		
Ask learners to use predictions to make connections to the text		
Guide learners to preview the text to see what it is about		

Ask learners to describe pictures to help them understand what they are to read		
Guide learners to brainstorm on the topic		
Give clear instructions on how to do the task		
Provide link to previous lesson		
Put learners in groups, pairs		
Maintain control over what happens in class		

TASK CYCLE

Did the teacher	Yes	No
Encourage learners to begin reading the provided passage, silently, loudly, in rows, in pairs, in groups		
Read the passage loudly		
Guide learners to read the text to get the main ideas		
Direct learners to make brief notes on important information		
Encourage learners to restate ideas in own words to understand what is read		
Remind learners to reread summary to ensure important information is included		
Encourage learners to share what is read with a classmate through oral summary retelling		
Engage learners in pre questioning		
Remind learners to confirm answers as text is read		
Guide learners to go back and forth the text asking questions		
Remind learners whether questions have been answered		
Direct learners to ask partners questions from important points		
Encourage learners to use context clues to understand what they are reading		
Remind learners to work out meaning of phrases from the way they are used in the sentence to understand the text		
Guide learners to use the opposite word to understand the way it is used in the sentence		
Encourage learners to use odd one out to recognize the word that stands out from the rest of the words		

Motivate learners to participate in the lesson using the target language		
Provide various opportunities for learners to learn from each other		
Advise learners to produce longer segments of speech or writing		
Guide learners to use discussion through opinion exchange		
Explain key words through brainstorming		
Encourage use of imaginative skills through role play		
Provide regular feedback during reading comprehension		
Encourage peer interaction		
Interact with the learners		
Encourage interactive class discussion		
Provide opportunity for group-group interaction		
Encourage balanced learner control in class		
Stimulate learner interest in the lesson		
Develop learner attentiveness in the lesson		
Prepare learners for the lesson		
Assign learners roles during the lesson		
Encourage learners to express their ideas through writing		
Guide learners to hold regular conversations during the lesson		
Strengthen acquisition of words through listening skills		
Provide learners with adequate time to complete the task		
Monitor learners for errors		
Motivate learners to participate in the activities		
Provide support if necessary		
Organize learners to report the outcomes of their discussion		
Direct some groups to do presentation to the class		
Provide opportunity for learners to present their work to the whole class		
Have sufficient target language proficiency		
Have a high level of understanding about task-based learning		

LANGUAGE FOCUS






Did the teacher	Yes	No
Conduct practice of new words, phrases and sentence patterns occurring in the text		
Correct supportively		
Motivate learners to comment on whether the expression learners are using is appropriate		
Encourage learners to relate new information with their own life and experiences.		

RESOURCE UTILIZATION

	Yes	No
Are textbooks available for each learner		
Do learners have exercise books		
Is there enough space for the reading lesson		
Does the teacher have reference materials		
Are resources related to learner needs and interests		
Are there a variety of tasks		
Do task draw learners to pair and group work		
Do resources provide learners with adequate input		
Do tasks encourage learners to take an active role		
Are the tasks interesting		
Is the learning environment conducive		
Do the resources motivate learners to complete the tasks		
Are the passages interesting		
Do learners enjoy performing tasks		

What is unique about the lesson?

Appendix V: Authorisation letter from NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 664665	Date of Issue: 10/August/2021
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<p>This is to Certify that Ms. Elizabeth Asewe Olwoch of University of Nairobi, has been licensed to conduct research in Nairobi on the topic: Effect of Task-Based Learning on Learner Achievement in Reading Comprehension in the English Language In Public Primary Schools In Nairobi City County, Kenya, for the period ending : 10/August/2022.</p>	
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