

**PRESCRIBED TEXTS AND STUDENT FACTORS AS DETERMINANTS OF
LEARNING OUTCOMES IN PROSE LITERATURE-IN-ENGLISH AMONG
PUBLIC SENIOR SECONDARY SCHOOL STUDENTS IN IBADAN,
NIGERIA**

BY

Iyabode Mofoluwake AJAGBE

Matric. No. 99553

**A Thesis in the Department of Arts and Social Sciences Education
Submitted to the Faculty of Education
In partial fulfillment to the requirements for the Degree of**

DOCTOR OF PHILOSOPHY

of the

UNIVERSITY OF IBADAN

SEPTEMBER, 2023

CERTIFICATION

I affirm that Iyabode Mofoluwake AJAGBE conducted the research that resulted in this thesis under my direction.

Supervisor

D. O. Fakeye

Professor, Department of Arts and Social Sciences Education

University of Ibadan, Ibadan

DEDICATION

I wholeheartedly dedicate this work to God, the most supreme ,for the strength, power of mind and a healthy life without which the study could not be accomplished; to my beloved husband, Edamisanmi, and my lovely children, Oluwatimilehin and Temitope Ehinmowo for giving the necessary backing through the course of this study. Also, Baba Oluwaloni and Mama Omowumi Ajagbe, my good parents. To Late Grandma Adesina, your dream came through., I made it.
Above all,.

ACKNOWLEDGEMENTS

I would like to express my deepest appreciation to God Almighty, the most beneficent and the most merciful for being with me from the beginning to the end of this programme. I also extend my deep appreciation to my supervisor, Professor D. O. Fakeye, my mentor all through from my masters program till date. I appreciate him for his countless hours of reflecting, reading and encouraging me and most of all , for his patience through out the entire study.

Special thanks to Professor Kolawole and all other lecturers I passed through in the course of the study for their for their tutelage. Dr Tella is not left out for his continual nudge at the right time. A big thank to the Adesinas, Uncle Yinka, Sister Nike and Aunty Ronke, their love for me is awesome. They consistently emboldened me not to relent.

My profound gratitude goes to my sisters, Bolarinwa Oyetunji and Adedoyin Daodu for cheering me on, Mum D, helping out with the kids' school runs. My gratitude extends to Dr Mrs. Fakeye , my H.O.D who taught me not to despair on the journey.

Sister Bafunso Nike, my big sister, meeting her on this journey has been a blessing. Mrs Olagbade, my prayer warrior, their prayers are answered, my name changed. Obadeyi Taiwo,my colleague turned friend. Thank you for having my back.

Lastly, I am indebted to my children and husband. They made it happen together with me. I love them, my darlings. God bless them all.

ABSTRACT

Prose Literature-in-English (PL) is taught in Senior Secondary (SS) schools partly to promote holistic and humanistic development of students. Records have shown that the learning outcomes of many public SS students in PL are not satisfactory in the Ibadan metropolis, Nigeria, which partly accounts for the non-realisation of the objectives. Previous studies have focused more on interventions and psycho-social factors than on the influence of prescribed texts and student factors. This study, therefore, was carried out to investigate Prescribed Texts- PTs (perception of PTs) and student (aliteracy, Participation in Reading Clubs-PRC and Proficiency in English-PE) factors as predictors of learning outcomes (achievement and attitude) in PL among public SS students in the Ibadan metropolis, Nigeria.

The Reader-response, Facilitation and Engagement theories provided the framework, while the study adopted the mixed methods design. The multistage sampling procedure was used. The five Local Government Areas (LGAs) in the Ibadan metropolis were enumerated. The purposive sampling technique was used to select 50 public SS schools (10 from each LGA), using the two prescribed PL texts and having functional reading clubs at the time of the study, while 1500 students in 50 intact classes were purposively selected. The instruments used were Prose Literature-in-English Achievement ($r=0.83$) and English Language Proficiency ($r=0.78$) tests; Attitude to Prose Literature-in-English ($r=0.75$) and Perception of the Prescribed Prose Literature-in-English Texts ($r=0.77$) questionnaires; Students' Aliteracy ($r=0.79$) and Participation in Reading Clubs ($r=0.87$) scales. In-depth Interview was held with 10 class captains. The quantitative data were analysed using descriptive statistics, Pearson product moment correlation and Multiple regression at 0.5 level of significance, while qualitative data were content-analysed.

The age of the participants was 16.80 ± 2.06 years, and 52.7% were female. Students' attitude to PL ($\bar{x}=2.72$) was negative, while their perception of the PTs ($\bar{x}=2.98$) was good, at the threshold of 2.50. Perception of PT($r=0.19$; 0.18), aliteracy ($r=0.34$; 0.42), PRC ($r=0.28$; 0.59) and PE ($r=0.11$; 0.38) positively correlated with achievement and attitude, respectively. The joint contributions of perception of PTs, aliteracy, PRC, and PE to achievement ($F_{(3;1496)} = 15.04$; Adj. $R^2 = .51$) and attitude ($F_{(3;1496)} = 151.50$; Adj. $R^2 = .66$) were significant, accounting for 51.0% and 66.0%, respectively of the variances. There were relative contributions of PT($\beta = 0.12$; 0.27), PRC ($\beta = 0.10$; 0.19), aliteracy ($\beta = 0.26$; 0.36) and PE ($\beta = 0.32$; 0.46) to achievement and attitude, respectively. The benefits of PRC were opportunities for collaborative activities and shared reading of the prose texts in informal and tension-free atmosphere that helped students to engage with the texts, while students were motivated to read PL texts when the texts contained interesting stories, simple plot, themes that were related to their life experiences, and when texts were not too voluminous.

Perception of prescribed texts, aliteracy, participation in reading clubs and proficiency in English influenced achievement in and attitude to prose Literature-in-English in the Ibadan metropolis, Nigeria. Teachers should focus on these factors to improve learning outcomes in prose Literature-in-English.

Keywords: Prose texts, Aliteracy, Participation in reading clubs, Proficiency in English, Achievement in and attitude to prose Literature-in-English

Word count: 485

TABLE OF CONTENTS

CERTIFICATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	7
1.2 Statement of the problem	7
1.3. Objectives of the study	8
1.4 Research Questions	8
1.5 Hypotheses	8
1.6 Scope of the study	8
1.7. Significance of the study	8
1.8 Operational definitions of terms	9
CHAPTER TWO: REVIEW OF LITERATURE	10
2.1 THEORETICAL FRAMEWORK	11
2.1.1. Reader Response Theory by I. A. Richards	11
2.1.2. Facilitation Theory	12
2.1.3. Engagement Theory	12
2.2. CONCEPTUAL REVIEW	15
2.2.1. Characteristics of PL	15
2.2.2. Place of reading in literature	16
2.2.3. Literature as a mode of communication with the society	19
2.2.4. Nexus of literature and language	19
2.2.5. Objectives of literature in secondary school	21
2.2.6 Difficulties associated with teaching and learning prose literature	24
2.2.7 Approaches and methods of teaching prose Literature-in-English	24
2.2.8. The concept of aliteracy	27
2.2.9. School club activities as an informal approach to literature instruction	41
2.3 EMPIRICAL REVIEW ON LITERATURE	46
2.3.1 Studies in prose Literature-in-English	46

2.3.2 Aliteracy and learning outcomes in prose literature	49
2.3.3. Studies on Informal School Club Activities and Student Learning Outcomes	51
2.3.4 Prescribed texts and performance in prose literature	59
2.4. APPRAISAL OF LITERATURE	59
CHAPTER THREE: METHODOLOGY	61
3.1 The Design	61
3.2. Variables	61
3.3. Population	61
3.4. Sample and Sampling Techniques	62
3.5 Instruments	62
3.5.1 English Studies Achievement Test (ESAT)	62
3.5.2. Attitude to Prose Literature Questionnaire (APLQ))	63
3.5.3 Students Aliteracy Scale (SAS)	63
3.5.4 English Language Proficiency Test (ELPT)	63
3.5.6. Student Perception of the Prescribed Literature-in-English Texts Questionnaire (SPPPLETQ)	64
3.5.7. In-depth Interview Guide for Students (IIGS)	64
3.6. Procedure for data collection	64
3.7. Analytical tools and procedure	65
CHAPTER FOUR: RESULTS AND DISCUSSION	66
4.1. Demographic information of participants	66
4.1.1. Answering the research questions	68
4.1.2. Testing the null hypotheses	72
4.2. Analysing the in-depth interview	100
4.3. Discussion of the findings	102
4.3.2. Perception of students of recommended prose literature texts	103
4.3.3. Aliteracy and students' learning outcomes in prose literature	103
4.3.4. Students' participation in reading club activities and learning outcomes in prose Literature in-English	104
4.3.5. Student perception of the prose texts and learning outcomes	105
4.3.6. Student Proficiency in English and performance in prose literature	106
4.3.7. Combined impact of independent variables on learning outcomes in prose Literature	106

4.3.8. Relative contribution of the I.Vs to learning outcomes in prose literature	107
4.3.9 Predictors of outcomes in prose literature	108
4.3.9. Findings in relation to theories used	108
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION	110
5.1. Summary	110
5.2 Educational implications of the findings	112
5.3. Conclusion	112
5.4 Limitations to the study	113
5.5 Recommendations	113
5.6 Contribution of the study to knowledge	114
5.7. Suggestions for further studies	114
REFERENCES	116
APPENDIX	122

LIST OF TABLES

Table	Page
4.1 No. of students in line with age and gender	67
4.2: Students' attitude to prose literature	69
4.3: Students' perception of the prescribed prose texts	71
4.4: PPMC of Aliteracy and achievement in prose Literature-in-English	73
4.5: PPMC of Aliteracy and achievement in prose Literature-in-English	75
4.6: PPMC of participation in literary clubs and achievement in prose literature	77
4.7: PPMC of participation in literary clubs and attitude to prose literature	79
4.8: PPMC of Students' Perception of Pose Literature texts and Achievement in Prose Literature English texts	81
4.9: PPMC of Perception of the prescribed prose texts and attitude	83
4.10: PPMC of ELPand achievement in prose literature	85
4.11: PPMC of Proficiency in English and attitude to PL	87
4.12: Regression showing composite contribution of independent variables on to performance in prose literature	89
4.13: Regression of combined effect of independent variables to attitude	91
4.14: Individual effect of independent variables to performance in prose texts	93
4.15: Hierarchy of individual contribution to performance in prose texts	95
4.16: Individual effect of independent variables to attitude	97
4.17: On students' attitude towards prose Literature in-English	99

LIST OF FIGURE

	Page
Figure 2.1: Components of engagement	14

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Literature educates, amuses and enhances students' ability to communicate effectively. One of the aims of literature is to expose students to information in a specific text and educate the students on issues that are germane to the society. Literature could also be used to enhance learners' linguistic performance and acquisition of language skills. Moreover, through prose, poetry and drama, students are informed about the realities within the society in which they live. This makes them socially conscious as it expresses both pleasant and unpleasant experiences of people.

The concept of literature has remained difficult to define and as such, is imprecise. For instance, Wellek and Warren (1963) define literature as great books which (in whatever subject they evolve) are notable for literary form or expression. This definition is considered unsatisfactory because it excludes orature. Literature exists both in oral and written forms. There is also the issue of aesthetic worth and the degree of literariness. In deciding all these issues, a lot of value judgement is involved (Idialu, 2014). Ogunsiji (2003) states that the essence of literature could include educational, cultural, moral, recreational and socio-political developments of students. This shows that literature is both informative and educative. Since imagination and the resources of language are used to present important facts of life to both the present and the future generation (Clandfield, 2011), students acquire broad knowledge in other fields of study because writers serve as remarkable moral development agents for them, especially those in the impressionable years of adolescence seeking role model for adulthood. But attainment of students is low as reported by WAEC (2019, 2021 and 2022)

The fall-out from these is that more than half of the students could not study courses that require credit pass in Literature-in-English. Personal experience of the researcher and feelers from colleagues teaching the subject in Ibadan also reveal that students lack interest in reading the prescribed texts, thereby relying largely on key-points and *Exam Focus*, popular complementary critical works on the prescribed texts by examinations bodies to prepare for examinations. Bassey (2021) attributes the

tendency of students to avoid reading to the perceived voluminous nature of the prescribed literature texts. According to Bassey, students still complain that prose literature texts are boring and too voluminous to read. This complaint could be as a result of volume of the text and lack of interest in reading. Other factors identified as being responsible for the negative trend is absence of the desire by the learners to read the recommended texts (Adegoke, 2015; Ademola, 2015 and Amokeodo, 2017). The use of out-of-class informal school clubs in which students are actively engaged with the texts can be a great solution to the problem of lack of interest in reading. Nsubuga (2013) identifies non-use of effective instructional techniques and learning environment that are conducive to the teaching of prose such as using informal club activities.

This work focuses on prose as a genre of literature that is meant for learning a language. Among the three genres of literature, prose is considered the more accessible and the most preferred (Fakeye, 2012), unlike poetry (which involves intense use of language) and drama (which deals with action). Therefore, Kehinde (2012) simply sees prose as any created work, written in paragraphs than the principles of poetry. These views of prose imply that prose presents life-like experiences through vivid description of events, basically for entertainment and it is enjoyed in an intimate reading situation.

Prose, according to Yinusa (2020), is an ordinary language that people use in their writing such as stories, editorials books, among others. Adeniyi (2011) says prose may be said to be everyday language which has been represented or transformed into writing. Prose is that genre of literature that focuses more on reading and comprehension and where the learners are also taught the skill of reading. This is so because drama is meant to be acted or staged, poem is to be chanted or sung while prose is meant to be read. Teaching prose enables the students to comprehend the passage speed up their reading skills, read fluently, build up the vocabulary as well as enjoy reading and writing. Furthermore, it helps the learners to use their knowledge of vocabulary and structures effectively and to also become more proficient in the four language skills and develop the ability of speaking English well (Amuta,2016). Ukperi (2010) defines prose as a genre of literature that tells a story whether imagined or real. Ukperi further continues by saying it is also called narrative literature because it is used to the regular speech of spoken words as it is written in the everyday language of the in a society.

A critical examination of the question pattern of WASSCE on Prose aspect (Paper 3) reveals that it is divided into two different aspects, that is, two African and

two non-African prose literature texts which are to be studied by the students for the examination. Therefore, students are expected to choose and answer a question on one African text and one on non-African text (which will also be adopted in this study). In doing this, they are made to relate with different settings, language and culture which could be problems militating against their achievement in the subject.

The *WAEC Chief Examiners' Report* (2020) shows that students' inability to read, understand and comprehend the recommended texts led to insignificant responses to questions. Reports indicate that recommended texts were not read by many students, the little knowledge acquired were from notes, abridged texts or keynotes which resulted in presentations of inappropriate and irrelevant answers. Answers to questions were mostly generalised having no bearing on the questions as most candidates failed to use material from text to support points made. However, what is visible in these reports is that students' deficiency and lack of interest in reading affect their performance in the subject. Lack of ownership and utilisation of the recommended texts made most learners rely on summary notes. Literature search has identified that problems of aliteracy (Abimbola, 2021), absence of enrichment activities in prose Literature-in-English instruction through creating conducive teaching environment (Adebile, 2015), students perception of the prescribed literature texts (Igubor, 2016) and low profiecnycy in English (Icheku, 2017) as impediments to good results in prose literature.

Previous research efforts towards improving learning outcomes in prose Literature-in-English include, but are not limited to interventions using various interactive instructional strategies (Amuta, 2016; Arawo, 2017; Okere, 2018; Omobowale, 2018, 2021; Yinusa, 2021), and teacher-related factors (Olagunju, 2021). However, the list of variables that impinge on high quality of instruction in prose genre is inexhaustive. To this end, other less focused areas of research such as aliteracy, informal school clubs, perception of the prescribed literature texts by public examination bodies and pedagogic illocutions in prose Literature-in-English classrooms will be examined in this study.

Aliteracy is a condition that arises when reading is loathsome to students. There are basically two forms of aliteracy-functional aliteracy and conditional aliteracy. In the former, a student finds reading burdensome, boring, does little or no reading for entertainment and avoids any kind of reading where possible. On the other hand, the latter, conditional aliteracy, occurs when a student becomes an aliterate by exposure to certain unfavourable conditions such as lack of school library and reading room, non -

availability of books and other reading materials at home, lack of encouragement to read from parents among others. Aliteracy is the feeling that there are some other rewarding and profitable ventures which a person can engage in other than reading. (Abimbola, 2021).

Different types of aliterates had been observed in previous studies by Beers (1998) and Charest and Pelletier (2005) to include: Dormant readers, uncommitted readers; unmotivated readers; impulsive readers; selective readers and struggling readers. Dormant readers like reading but find it difficult to make the time to read and this attitude to reading may be due to factors such as sport, social life and even school work and are overwhelmed by activities around them hardly making room for reading. Uncommitted readers do not really like reading but may consider reading in the future and develop positive feelings about other readers. If provision could be made for genres of books that suit their interest, uncommitted readers may consider adding and all they want to know is the end of a story as they are not usually interested in reading through a whole story. Unmotivated readers do not like reading and may not change their minds; they have negative thoughts about reading as they surround themselves with friends who harbour the same feelings about reading. Impulsive readers browse through a whole lot of books with little or no concentration because their minds are occupied with some other things in the process of reading. Selective readers are not interested in details or current events and if they pick any book to read, they will not do so in details while struggling readers dread the idea of opening a book. Aliteracy occurs among secondary school students as a result of different factors.

When reading is not presented to students as a pleasurable activity but an activity to which they must be accountable, it becomes a difficult task. Thus, the researcher is of the view that if less emphasis could be laid on reading to pass examinations and much emphasis laid on reading for enjoyment, gaining necessary information will make positive and useful impact in the society, as reading interest of students improve, they wouldn't perceive reading as a difficult task. The present educational system and mode of examination do not give students room to express their feelings and opinions since examiners expect students to supply just what they were taught and find in the textbooks and other assigned materials without any consideration for their thoughtful expressions (Adebile, 2015; Igubor, 2016). Observations have shown that the 21st century secondary school students are dynamic and enthusiastic about new discovery and knowledge and are less interested in dogmatic and static

activities thus, if their interest is not taken into consideration in writing and recommending reading materials, reading would remain an unexciting activity which students will not want to engage in without compulsion which may lead to aliteracy among these students.

Aliteracy is detrimental not only to the secondary school students but also to the society at large. Some of the consequences of aliteracy among students in Nigerian secondary schools, include lack of understanding and misinterpretation of events and situations, low vocabulary and terminology acquisition, poor analytical skills, and lack of knowledge exhibited by young adults in the secondary schools, which ultimately usually result in poor academic performance. Poor and illogical writing and disjointed communication observed among secondary school students in Nigeria may not be divorced from averseness and apathy to reading. Moreover, idleness which has resulted into social vices such as drug abuse, hooliganism, cultism and betting among other vices being observed among the secondary school students in Nigeria may also be traced to declined interest in both voluntary and involuntary reading.

Furthermore, aliteracy could be responsible for the increase in the spate of examination malpractices, examination racketeering and the proliferation of examination 'miracle centres' being observed among students in Nigerian secondary school (Ilogho, 2011 and Olufowobi and Makinde, 2011). The researcher is of the opinion that when secondary school students who have the ability to read choose not to read and continue in the habit, there is the possibility of raising a generation of students who are apathetic to reading. It has, therefore, become imperative to discover the reason for the lack of interest and reluctance which students in the secondary school exhibit when it comes to reading and to work with the concerned students to develop a positive attitude to reading. This is necessary in order to make the students realise the indispensability of reading the prescribed literature texts, not only to their academic performance but also to their lifelong learning and all-round development. Aliteracy, therefore, cannot be undermined amongst secondary school students in Nigeria and it can only be tackled among secondary school students when reading of prescribed texts is given the priority it deserves and everything is done to rekindle the loss of interest in reading by the students as there is no alternative to reading in the all-round and holistic development of students. When students read the recommended prose literature texts, the better the chance they have in exploring his world.

The next independent variable in this study is students' participation in informal school club activities. It involves students' membership and active involvement in literary club activities such as drama club, readers' club and poetry club, just to mention a few. According to Kremer and Alaka (2009), students' literary club activities give room for students' individual worth and genuineness through practical activities exemplified through activities-based lessons.

Involvement in reading clubs provided the platform for reading the prescribed prose texts. This is so because using school-based club activities as a platform for studying prose Literature-in-English texts could stimulate students' interest in reading the text. Amadioha (2016) avers that students who participate actively in informal school club activities will not only perform well academically, but will acquire necessary social skills. Participation in informal school club activities involves voluntary students' membership and active involvement. Informal school club activities include , press, readers , drama, music, cultural dance, jet and young farmers clubs among others. According to Olatunji (2012), informal school club activities are academic in nature and form part of an organized and monitored co-curricular activity that are regarded as procedures required for educational and over-all development of the child in the secondary school, Fakeye and Adebile (2014). Adebile (2015) argues that student's involvement in activity based lesson and informal school club activities will bring out the originality in their personality and this will foster a sense of commitment to the lesson and reduce selfish behavior, since it promotes teamwork, collaboration and cooperation that will help channel the attitude of students appropriately.

Students' perception of the prescribed prose Literature-in-English texts is another factor that could influence their learning outcomes in this aspect of the subject. Akintola (2019) reasons that students' perception of the prescribed literature texts may influence the extent of their utilization. According to Yinusa (2021), owing to the problem of aliteracy and loss of interest in reading, many students tend to view the prescribed literature texts as being too voluminous. Consequently, they resort to the use of key points, summary notes, study guides and short notes (Adebile, 2015). All these would not guarantee proper grasp of the plot of the texts.

English language competence is also strongly connected with the reading of prose texts and learning outcomes in it. On the connection of English language and Literature-in-English, Icheku (2017) avers that both are interrelated and have reciprocal influence on each other. There is no doubt that the depth of understanding students have

when reading prose texts and the quality of answers provided to questions are all a function of their language competence. Literature is language applied.

1.2 Statement of the Problem

Prose literature contributes enormously to the linguistic, holistic and humanistic development of readers. Through exposure to prose Literature in English texts, readers get to understand themselves and the world in which they live and acquire those traits that enable the building of a peaceful and united society. Over the years, the results of students in WASSCE Literature in English, especially the prose aspect, is below expectation. The poor performance has also hindered the development of values derived from the study of prose, such as tolerance, patriotism, social adjustment, self-understanding and understanding of other people. It has also deprived students the opportunity to pursue their desired careers especially those that require a credit pass in literature as a prerequisite for higher studies. Students' declining performance in prose literature has been traced to unmotivated teachers and students, negative perception on the prescribed texts, unproductive teaching methods, aliteracy, not utilizing informal school clubs for the study of prose texts, and teacher-dominated classroom illocutions, among others. Previous studies on ways of improving learning outcomes in prose Literature-in-English have mostly focused on text structure, instructional strategies and teacher competence factors. These past studies focused less on factors of aliteracy, school clubs, prescribed texts and proficiency in English as they influence learning outcomes in prose aspect. This study, therefore, examined aliteracy, participation in school clubs, perception of the prescribed texts and students' proficiency in English as determinants of learning outcomes in prose literature among public SSS in Ibadan metropolis, Nigeria.

1.3 Objectives

- 1a Examine if school clubs are utilised.
- b Investigate how students perceived the prescribed prose Literature-in-English texts.
- 2 find out the relationships between aliteracy, school clubs, prescribed texts and students' proficiency in English and learning outcomes in prose literature.
- 3 examine the composite contribution of aliteracy, school clubs, prescribed texts and proficiency in English to learning outcomes in prose Literature-in-English.

- 4 Explore the relative contribution of aliteracy, school clubs, prescribed texts and proficiency in English to learning outcomes in prose Literature-in-English.

1.4 Research Questions

Answers were provided to these questions:

- 1 a. To what extent are school clubs utilised in studying the prescribed prose Literature texts?
b. How do students perceive the prescribed prose Literature-in- English texts?

1.5 Hypotheses

The following null hypotheses will be tested at 0.05 level of significance:

1. There is no significant relationship between the independent variables (aliteracy, school clubs, prescribed texts and proficiency in English) and learning outcomes in prose literature.
2. The composite contribution of the independent variables (aliteracy, school clubs, prescribed texts and proficiency in English) to learning outcomes in prose literature is not significant.
3. No significant relative contribution of the independent variables (aliteracy, school clubs, prescribed texts and proficiency in English) to learning outcomes in prose literature is found.

1.6 Scope of the study

The work investigated aliteracy, school clubs, prescribed texts and proficiency in English as determinants of learning outcomes in prose literature texts in Ibadan metropolis, Nigeria. The research covered SS II students from the LGSs that make up Ibadan metropolis. Two of the prose texts prescribed to be studied from 2021 to 2025 were used. They are one African and one Non-African text that are currently being studied in the selected schools.

1.7. Significance of the Study

The study has revealed that aliteracy, school clubs, prescribed texts and proficiency in English influenced achievement of students in prose Literature-in-English and their interest in reading the prescribed prose Literature-in-English texts. The level of aliteracy among public SSS literature students was revealed. Arising from this, the study has provided the baseline data needed by scholars to fashion out

measures that could engender students' interest in the reading of the prescribed prose Literature-in-English texts. The study would also acquaint the teachers of prose Literature-in-English with the inherent values of using the informal school-based clubs as platforms for the study of prescribed literary texts. This use of informal school-based clubs will enable the students to see the study of literary texts as a fun-filled activity that could promote enjoyment in a less tense atmosphere. This would also make students to develop interest in reading which will likely lead to an improvement in their performance in the subject.

Moreover, the study has provided curriculum planners with information on enrichment activities provided by school clubs which could be recommended in implementing the Literature-in-English curriculum.

1.8 Operational Definitions of Terms

Prose literature texts: These are African and Non-African prose texts prescribed by WAEC and NECO.

Aliteracy: Aliteracy is a state of being able to read but not interested in doing so. It will be measured by Aliteracy Scale to be used in the study.

Aliterates: These are students of Literature-in-English in Ibadan who can read but are not interested in doing so.

Achievement in Prose Literature: This is the score obtained by students in prose literature test used as one of the dependent variables in the study.

Attitude to prose Literature-in-English: It is the disposition of students towards the prescribed prose literature texts as measured by Students' Interest in Prose Literature-in-English Questionnaire to be used as the second dependent measure in the study.

Participation in School clubs: Students' involvement in informal club activities that are used as co-curricular activities in schools, and which can be used as platforms for studying prescribed literary texts.

Proficiency in English: Student oral and written fluency in English as tested by English Language Proficiency Test used as one of the independent measures in the study.

Perception of the Prescribed Prose Literature -in- English Texts: Students' views on the volume, simplicity and difficulty of the prescribed prose literature texts as measured by Student Perception of the Prescribed Prose Literature -in- English Texts, another independent measure in the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this part, theoretical framework as well as the review of conceptual and empirical literature are presented in themes as listed below.

2.1 Theoretical Framework

2.1.1 Reader Response Theory

2.1.2 Facilitation Theory

2.1.3. Engagement Theory

2.2 Conceptual Review

2.2.1 Characteristics of literature

2.2.2 Reading of literary works

2.2.3 A mode of communication in literary texts

2.2.4 Relationship between literature and language

2.2.5 Prose literature instruction

2.2.6 Difficulties associated with teaching and learning of prose literature.

2.2.7 Teaching techniques in prose literature

2.2.8 The concept of Aliteracy

2.2.9. School club activities as an Informal Approach to Literature Instruction

2.2.10. The concept of English language proficiency

2.3 Review of past studies

2.3.1 Research in PL instruction

2.3.2 Aliteracy and achievement in prose Literature-in-English

2.3.3. Aliteracy and disposition to prose literature

2.3.4. School clubs for enhancing prose literature performance

2.3.5. School clubs for promoting disposition to prose literature

2.3.6. English language in prose literature performance

2.3.7. English language for positive disposition to prose literature

2.3.8. Student perception of prescribed texts and performance in prose literature

2.3.9 Student perception of prescribed texts and disposition to prose literature

2.4 Appraisal of literature

2.1 Theoretical framework

The study is underpinned by three theories as discussed hereunder.

2.1.1. Reader response theory by I. A. Richards

The Reader Response Theory (RrT) was propounded by I. A. Richards in the 1920s with his discussion of emotional response to literature. Reader response stresses the importance of the reader's role in interpreting texts. It debunks the assumption that a text has a straight jacket meaning, rather it emphasizes that there are different meanings that could be made from the text depending on the readers' personal experiences and biases. The theory also acknowledges the reader's role in making meaning from texts.

The RrT focuses on the reader and their experience of a literary work and offers a subjective reading of a text. The theory states that a reader's interface with the text gives the text its meaning. When readers are encouraged, guided and given ample time to ponder and dissect a text, there is a greater tendency of making deeper meaning from the text.

Reader Response Theory approach empowers students by showing them that their response would be valued. When students observed that they are part of a group working equally toward an understanding of a text, it made them ready to make appreciable contributions to the discussion. Readers are encouraged to interpret reading materials by using their past experiences. Secondary school students thus interpret a prose text using prior knowledge and are therefore given opportunity to make meaningful authentic connections with the texts being read (Woodroff and Griffin,2017).

One of the proponents of the Reader response theory distinguished between efferent and aesthetic reading. The former describes a way of reading where the emphasis is placed on obtaining information from reading materials that can be retained and probably used later while aesthetic reading is used to describe reading for entertainment and enjoyment (Rosenblatt,1978). Reader Response Theory (RRT) allows students to experience significant enjoyment in the reading assignment. The theory gives weight to the response of each reader and gives credence to the reader as the one who is able to give the respond to the text based on his interaction and understanding of the text. When a reader is engaged with a text, his/her response to it

will be determined by the level of understanding of what is read. Using RRT to engage students in using e-Books, Chou (2015) discovered that students were not only able to comprehend but were also able to reflect on personal experience, evaluate literary styles and construct meaning from the materials read.

The RRT prepared a good ground for the role of students' participation in school clubs in fostering students' reading of prescribed prose texts and helping them to be critical readers. The theory is, therefore, amplified by students' participation in school clubs which is a means of making students to engage the prescribed texts. This is one of the independent variables of this study.

2.1.2. Facilitation theory

Facilitation theory was originated by Carl Rogers in 1961. The FT stresses the importance of providing a tension-free and conducive learning environment where ideas can be freely shared between teachers and learners. It also underscores the create atmosphere that promotes social interactions among learners.

The FT is points to students' proficiency in English because it facilitates reading and understanding of prose texts. The depth of understanding a reader of prose literature texts has depends, to a large extent, on how well grounded he/she is in the language used by the author to convey the message in the text. The facilitation theory is also relevant to the nature of the prescribed texts. When the prescribed texts present interesting stories that are not too difficult to comprehend, students become more involved in reading the texts.

2.1.3. Engagement theory

The theory of engagement was propounded by Kearley Greg (1963) The central component of TE is the emphasis laid on the use of cooperative and collaborative activities by teachers in fostering active participation of students in reading a text (Shneraderman, 1999). Involvement in any activity could be described as a kind of emotional involvement or commitment to some worthwhile activities. As such, learners' engagement can be defined as learners' level of involvement in meaningful activities that are capable of producing good learning outcomes.

Engagement theory involves some major components such as to relate, create and donate. However, according to Greg Kearsley, these three components emphasized collaborative and participatory activities in learning, especially in some school-based

literary activities where students are motivated to clarify and verbalise problems, facilitate solutions.

Greg's Engagement Learning Theory

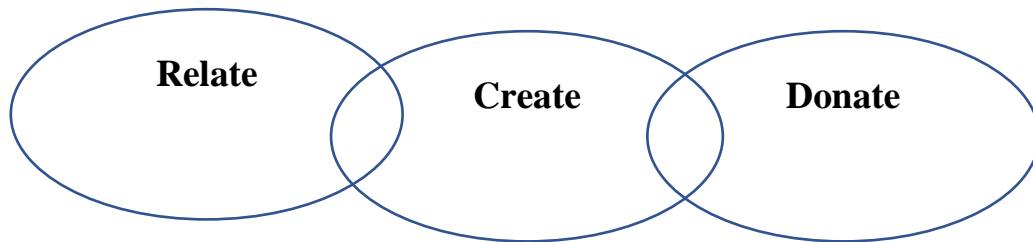


Figure 2.1: Components of engagement

Source: Ben Shneiderman 's Information Visualization Technology (1999).

These three components of engagement theory capture the independent variables of the study. Kearsley (1963) reports that there are possibilities for better academic performance through encouraged collaboration and participation in literary activities. This is in line with students' participation in literary club activities (SPLCA) as one major independent variable of interest in this study. He further recommended that students should be made to work in teams or engage in activities that are relevant to their learning experiences.

The components of this theory are seen as being relevant to the use of school club activities as a reading enrichment platform in prose literature instruction and reduction of aliteracy, as they would enhance student participation and contribution to the reading and discussion of the prescribed literary texts and improve their literary experiences. Engagement of students in the school club activities could enhance their interpersonal relationship and with their literary texts and consequently improve their reading interest.

2.2. Conceptual review

2.2.1. Characteristics of PL

The origins of early literature lie in orally transmitted and performed poetry, drama and prose (Awosika. 2013). Literature is one form through which man has tried to come to terms with the reality of using language. Literature is a work of art written for propaganda, propagating truth, good values and morals in this current decadent world (Jegade, 2003).

Dare (2013) observes that literature can be written or spoken. He asserts that the written Literature is that literature printed or written down with ink on paper, while spoken Literature is simply the oral aspect of Literature-in-English. He further explains that oral Literature are not written down, yet they reflect and capture the beliefs, philosophy, sciences and world view of the non-literate societies. It consists of folklore, custom and tradition of the society and is transmitted orally through chanting, singing, recitation or performance (Dare, 2013).

The traditional divisions of literature are prose, drama and poetry. Prose is a long narrative, using elements like characters, setting, plot, narrative techniques etc. The prose form tells a story; hence, it is a deliberately cultivated writing which lacks sustained rhythmic regularity. It is written in everyday language and is secured through diction and sentence structure. It is written into chapters and paragraphs: it lacks metrical

pattern. Prose is an imaginative work, reflecting real life experiences. Prose as one major genre of Literature- in-English has various aspects. Such examples of prose narratives include the novel, novella or novellete, romance and the short story (Yinusa, 2021).

On this note Bassey (2021) describes literature as:

A work of art, which utilizes verbal and non-verbal language to realistically portray what goes on in the society (p. 282).

Still on this premise, Widdowson (2005) claims that the major characteristics of literature are:

1. involvement in exaggerating and distorting real events and sometimes falsification of actions;
2. ordering of events in the story line through a well-organised plot of the story;
3. creating interesting central message of the literary texts through some well-informed themes; and
4. presenting some elements of reality through its characters.

2.2.2. Place of reading in literature

Reading is the focal point of school experiences within ones environment and the universe at large. One can therefore say that, for students, it is an indispensable tool that should be possessed by every student as a means to make it in world of academics.

Ogunsiji (2004) reasons that reading is both a process and a product. As a process, it is the process of making meaning from the printed texts, and as a product, it is the result of a reader's interaction with a reading material

It is, therefore, impossible to say that a person can achieve academic success without the ability to read. This is because, to pursue formal education, the learner has to read books, hand-outs, read notes taken in class. He has to read and digest these materials to succeed in examinations and obtain certificates. Reading also introduces a reader to the surrounding world by widening his horizons; and it helps him to probe into animals, things and even events. What he gets from the printed page helps to shape his attitude towards his environment, people and life in general (Olutoyin 2010).

It is therefore important to say that reading skill is a vital tool that enables one to perform excellently or effectively in any environment one finds oneself. That is to say, students who pay more attention to reading perform well in their examinations than

weak readers. Also, read to familiarize themselves with the nuances of language if they cannot, they can consult their dictionary (Gafar 2012).

Looking at what is happening in schools today, reading is the most neglected of the four language skills. Reading is central to academic success in literature-in-English. Nobody can, for example, do well in Literature in English without the ability to read drama, prose or poetry. Among the subjects taught in schools today, Literature in English is one and it has attracted different definitions from different scholars. Literature, literally in Latin, means “things made from letters”. Letter is used to signify literature because it introduces us to the world of new experience shared in books, journals, articles and literature in general. We share in the experiences of their moment of joy (comedies) and sadness (tragedies) in plays, poems and stories.

Adebile (2012) sees Literature as an art in which all works of imagination in both written and oral, of which thoughts, feelings, emotions and beliefs can be expressed in order to reflect and project the culture of a people. One can conclude by saying that literature is a subject that creates awareness, exposes and introduces people to different human society and experiences. It also helps one to fit into any society one finds oneself, and to interact properly.

The following are some of the functions that literature performs in any society.

Literature can be used to inform the reader. The sole aim of informative literature is to reveal great knowledge about a particular subject matter to the reader. Jobling (2001) explains that Literature develops one’s personality by way of being informative and instructional, since a well-informed person is highly respected as he is likely to form intelligent decisions. He explains that the therapeutic function literature is on the power of Literature to arouse emotions in heightened form.

Literature serves as a means of education. Some literary texts can be tailored towards educating the reader. An educative literature aims at improving the skills and knowledge of the reader on issues that are germane to the writer. It also helps in educating the people in the society on issues like politics, family planning, and education of children and on social problems (Ibitola, 2009; Adeniyi, 2001). Explaining further, Ukperi (2010) says it also makes the reader to learn about the culture of other places and times. It gives the reader insights into the psychology of people. Researchers in literature (Roberts, 2008; Boyd, 2005; Cook, 2005) have found that Literature is an art that lives pleasure and knowledge which other disciplines may fail to give. They further ascertain at Literature can help to achieve all round development of the

individual in the form of cognitive, affective and psychomotor skills of the learners. Hence, the need for the subject to be taught in schools.

Reading is looking at and understanding a written or printed document in letters or in symbolic sounds. It is using the written or printed letters to get the sounds of the words in whichever language the material is written or printed. It is the recognition of the letters of the alphabets of the language involved and the sounds together to produce the written or printed words. It is the reproduction of the written or printed words mentally or orally (Adekunle 1992).

According to Sybil (1984) reading involves and requires the interpretation of words, groups in the context the author has explored to express his ideas. Also it is the production of perception of a person on written or printed account in order to understand the author's mind. Reading can be done silently or aloud. Reading has a personal concept by this we mean the personal meaning that reading a particular book has for a particular person.

Harmer (1997) affirmed that reading is a skill we should aspire to acquire. There are different reading skills that we should try and inculcate in our students. These include silent reading, reading aloud, skimming, scanning, inferential reading skill, literal reading skill, critical reading skill and creative reading skill. In the same vein, reading can be extensive, intensive, oral or silent. Extensive reading involves reading far and wide- reading quality materials that can help learners widen their experiences and improve their vocabulary. Intensive reading involves laying emphasis on quality- that is reading a given text with concentration in order to understand. The understanding in turn helps comprehension. Oral reading involves reading a given passage orally so that correct pronunciation and intonation can be achieved. Oral reading normally precedes silent reading.

Banjo (2006) noted that the purpose of reading is for man to achieve his visual and sensory organs to understand a written or printed documents; to understand the mind of the author; to understand the community in which we find ourselves, to understand and answer questions; to comprehend a written and printed materials and re read for enjoyment, relaxation and for pleasure. The most important problem of reading is reading backwardness and it is symbolized by many factors among which are; poor visual perception, vocalization, sub vocalization, regression, lack of materials and congenital factor, the home front and teachers attitude as well as learning environment etc. In line with this, reading develops the creative side of people. Reading is

fundamental in developing a good self image. Non-readers or poor readers often have low opinions of themselves and their abilities.

2.2.3. Literature as a mode of communication with the society

Literature is one of the ways people communicate and share their knowledge and ideas (Beck, 2016). If communication is important in human society, the developments of communicative skills in learners become imperative in a second language situation where learners are prone to mother tongue interference at phonological, grammatical and semantic levels. The mother tongue interference can reduce communicative proficiency in the second language in speech and writing because one important indicator of language competence is efficiency in verbal and written use of language, which literature has the potentials to adequately expose learners to (Ogunsiji, 2003). Effective communication entails knowing what to communicate, how to communicate and the knowledge of the audience with whom to communicate. All the three basic genres of literature i.e. drama, prose and poetry have the potentials of developing the imaginative capacities of the learners, originality and fluency of thought and expression (Ogunsiji, 2003). Savvidou (2004) further explains that if literature is to be used to develop communicative skills it should go beyond reacting to literature but to a deeper level of reacting to and interpreting literature in form of discourse. Studying literature should be regarded as engaging in meaning-making enterprises, which define and structure man's life. Hence, it becomes imperative that the teaching of literature should not be made artificial. It should be related to the student's experience of their universe which is both real and imagined. Therefore, it is important to discuss the three basic genres of literature (prose, poetry and drama) as a mode of communication.

2.2.4. Nexus of literature and language

In the words of Fakeye (2015), defining literature as everything in print is one of the etymological based concepts of literature. It implies the entirety of written expressions. Such a definition is too encompassing to manage. It suggests that all printed or written materials are literature. The list would include all types of materials such as handbills, posters, leaflets, circular, magazines, textbooks on different disciplines, advertisement, the list is endless. It is only reasonable that restriction should be applied when categorising all written expressions of literature because cognisance has to be taken of the subject matter, content and even mode of presentation when categorising

such written works. There is also the need to separate written materials from text of everyday use such as newspaper, legal documents, medical reports and scholarly writing. Moreover, the definition of literature as everything in print limits literature to the written form leaving out oral literature.

Literature as an art of language uses language to communicate and demonstrate the most effective application of language in diverse human situations (Uchenna 2012:25). Fakeye (2015) sees language as a tool used by man to express his everyday activities, human societies can hardly function without language because it is man's unique and priceless possession.

Uchenna (2012) adds that literature can motivate students to read authentic plots in the class because literature brings out the richness in a language. Lazar (1993) agrees that literature is a fruitful way to involve the learner and provide excellent opportunities for them to express their personal opinions, reactions and feelings. Aliyu (2009) supports the view that literature enhances student's language competence, provides pleasure and enjoyment, increases students' motivation to interact with text and their comprehension skill (Rohaniyah, 2012).

The incorporation of literature in language classroom has gained the attention of many scholars (Lazar, 1993; Bottino, 1999; Truong, 2009; Daskalovska and Dimova 2012; Rohaniyah, 2012; Fakeye and Amao, 2013; Krsteva and Kukubajska, 2013; Ezeokoli and Igubor, 2014; Ihejirika, 2014; Nasirahmadi, Madarsara and Aghdam, 2014; Tehan, Yuksel and Inan, 2015; Yakubu, 2015), among others.

Similarly, Tasneen (2010) conducted a study on the opinion of teachers and students on using literary texts in the language classes at some international schools in Bangkok centres on how much compatible are the classroom activities and what kind of materials the teachers prefer to use in their English language classes. Findings indicate that both teachers (37%) and students (68%) believed that literature was an asset to be used as the language teaching resource. Both teachers and students faced some problems with literature in the language classrooms; 88% of the teachers thought that, for the students the linguistic level of the text and sometimes the cultural unfamiliarity hindered their comprehension of the texts. They liked both literatures with small "l" and big 'L' to be used in their language classrooms. In fact some of them add that in a number of cases literature with small 'l' was more functional, as it gave the students quicker glimpses of various styles and structures.

Language and literature are inextricable. The incorporation of literature in language classroom as deliberated by scholars has significant effect on the performance in both literature-in-English and English language.

2.2.5. Objectives of literature in secondary school

Literature is viewed within the context of its formal properties that it shares with other field of discourse, but acquires a much stronger emphasis and assumed an important place in its appreciation as it deals with man and his socio-cultural setting which consequently reflects the reality' and expectations of a people (Gbadebo, 2013). The guidelines on Nigeria secondary education curriculum describe Literature-in-English as the medium of widening the cultural background of the learners. However, if language is seen as the vehicle of cultural transmission. then Literature-in-English becomes the moving vehicle to take the nation through other cultural territories and also to ensure the smooth cultural development, sustenance, improvement and transmission from one generation to another (Gbadeb, 2013). In this regard. Adhuze (2009) submits that Literature-in-English could be described as a creative documentation of life and events in and around the society of the writers for the purpose of entertaining, informing and educating the people. It is the opinion of the researcher that teaching of the subject entertains, informs and educates the learner in their various environments which assists in smooth cultural transmission.

Okolo (2003) asserts that Literature-in-English develops the reader's power of imagination and that it is the imagination that governs the human race. The researcher, therefore opines that Literature-in-English revitalises human imagination and also helps to have a fuller understanding of human conditions rather than through discourse reason; it not far from that fact in say that Literature-in-English is meant to sensitise students to the beauty through symbols, parables, images. sounds, similes, allegories and figurative languages, in general. Many scholars have different answers to why Literature-in-English should be taught in schools. However, in the researcher's opinion, good reasons for studying Literature-in- English in schools could not be well examined without touching the functions and values of literature. Researchers (Akorede, 2008; Okolo. 2003; Okoh. 2001; Aderibigbe, 2011; Dare, 2013) have found reasons for studying Literature-in-English in the values and functions of Literature—in-English to the learners and the society at large.

According to them. Literature-in-English:

1. develops students' power of imagination and revitalises their understanding of the world around them; ,
2. stimulates students' thinking processes as it reveals the implication of negative choices and the rewards for good choices;
3. helps students to fulfill their need for love, understanding, desire for achievement, cognitive development and sense of aesthetic appreciation;
4. gives entertainment, instruction, information and initiation into the verbal and perhaps the musical and artistic forms of the group;
5. helps the physical, educational and emotional development of the learners;
6. teaches, acculturates, exposes. guides and prepares children for life in the society.
7. promotes love, care, security, orderliness and peace in the society; and

The NPE, (2004) confirms the significance of studying Literate-in-English at the various levels of education in Nigeria, most especially as it has been listed as one of the humanities in high schools. Adebileje (1995) reports that culture is not concrete but could be shared through Literature-in-English. He goes on to describe literature as a platform for transmitting cultural values. According to him, Literature-in-English reminds the learners about the past as they can use the knowledge of the past in understanding the present so as to adequately prepare for future. In a related perspective, Tucker, (1991) and Kehinde (1995) share a similar opinion. They note that equips the students to understand the past and relate it with the present. Boyd (2005) claims the subject is one major road to wisdom as it enriches the spirit and provides deeper and more significant insight into the child's understanding and management of the world around him.

Broadening the ideas of other scholars on why Literature-in-English should be taught in senior secondary schools, Solberg. Howard, Blustein & Close, 2002 contend that a person without the knowledge of Literature-in-English will be static without making any progress or development. They affirm that for every individual who to be able to cooperate intelligently and effectively in the building up of a modern nation, literature is inevitable. They noted that the study of Literature-in-English provides individual language development, socialisation and civilisation. As such, the conception that Literature-in-English can teach wisdom and spiritual development is not an overstatement.

According to Jobling (2001) the therapeutic value of Literature-in-English is on the power of its ability to arouse emotions in a heightened form. It gives the reader an opportunity to see lots of human problems, trials and tribulations, so as to give a right judgment on the characters involved in the texts. In contrast, Jobling (2001) sees Literature- in-English as one of the foremost societal critics. According to him, lots of social misdemeanors such as injustice, corruption, bribery, greed and the like can be revealed and corrected in the society through the study of the subject. On the whole, Jobling classified the functions of Literature-in-English into three major categories which are:

- (i) development of individual personality,
- (ii) therapeutic function, and
- (iii) criticism (of individual and the society at large).

The researcher observes that obviously reading prose texts could assist in the reconstruction of the individual studying the subject and of the society at large, most especially the reconstruction of the mind and the environment of the individual. Roberts, 2008; Boyd, 2005 & Cooke (2005) find, generally, the positive effect of studying Literature-in-English. They reported that the subject is a work of imagination which gives pleasure and knowledge which other disciplines may fail to give as it helps to achieve all-round development of individual in form of cognitive, affective, and psychomotor skills. Hence, the need for the subject to be taught in all Nigerian schools. Through reading prose texts, learners are able to discriminate, judge and make decisions i.e. -the cognitive development aspect. In the affective 'domain, the literary texts could shape the learner's taste, develop his/her taste. In the development of psychomotor skills, the study of Literature-in-English tends to provide an avenue for demonstration, dramatisation. collaboration, cooperation and participation among all learners involved in the activities. As such, the mind becomes exercised through drama presentation. oral reading. recitation, presenting and interpreting information etc. and the body gets toned as various body movements are involved.

2.2.6 Difficulties associated with teaching and learning prose literature

In teaching prose literature to students, the major problem which hinders effective teaching is the approach, methods and techniques used to handle it. Prose literature texts used in classroom has significant effect on students' performance. The

use of famous, classic and award-winning literary works influences the teaching of the subject in schools (Elena 2016).

Students may face serious difficulty in the process of analyses and assessments which result in misinterpretation of the literary text which could be psychologically threatening (Fakeye, 2011). It is the responsibility of the teacher to make literature enjoyable and easier for students.

Similarly, in most literature classes, students are hardly given opportunity to use language (El-Helou, 2010). Fakeye (2015) states that some sociological factors such as: the home, government and the school environment affect effective teaching of (prose) literature-in-English. Adegbite (1991) points out that literature as an embodiment of language should serve to make the teaching of English more realistic and interesting.

2.2.7 Approaches and methods of teaching PL

Prose, as a genre of Literature, is taught in accordance with the different methods of teaching and Literature in general. But what does the term method mean? *The Collins English Dictionary* (2003) defines method as a way of proceeding or doing something especially a systematic or regular one. Method implies an orderly, logical arrangement usually in steps. It simply refers to how a subject is taught based on one particular approach

Teaching method refers to how the teacher delivers content materials in the classroom. It is a systematic plan followed in presenting materials for instruction. Closely related to teaching method is the term, methodology. The methods of teaching are generally classified into two: teacher-centered and learner-centred. The best method is that which allows for maximum student participation.

The study of (prose) literature offers both teacher and learner manifold and tremendous benefits. What is important is to identify the various methods, approaches, techniques and strategies commonly utilised in such tasks. The best practice is to utilize a reliable approach and method to disseminate instruction and keep students interested and involved. In spite of the previous discussion and contention on incorporating literature in language classroom (essentialist and non-essentialist; literature with the small: l and big: L), most literature texts are still too difficult for EFL students to access not withstanding their benefits to learners' linguistic development. There is need to discuss approach and methods of teaching prose literature, which will serve the need of Nigerian students.

The cultural model, language-based model and personal response model based on linguistics, educational and psychological argument to the teaching of literature associated with specific pedagogical practices. These models include: historical approach, socio-psychological approach, emotive approach, thematic approach, didactic approach, analytical approach.

The language-based model

The model supports a close integration between literature and language (Hwang and Embi, 2007). In this model, Savvidou (2004) affirms that learners language ability could be developed. However, the reading activity, creating language awareness in learners and using literary sources as a basis for language exercise is the focus of this model. On the contrary, linguistic practice and series of language activities is paramount to this model, which make learners to have little engagement with the text and studying literature is purposeless (Bottino, 1999).

Language-based approach is possible through exposure to the target language and connection to specific vocabulary and other aspects of the language (Ab. Rashid, Vethamani and Ab. Rahman, 2010). The focus of students is the way language is used (Carter, 1988b) and literature texts are seen as resources which enhance language practice with regard to series of language activities than studying literature mainly to acquire facts and information (Lazar, 1993). The language-based approach focuses on elicitation of student's response to the text (Hwang and Embi, 2007).

The Personal response model

This approach covers the gap between the cultural model and the language model. It focuses on language use and specific cultural context of a text (Savvidou, 2004). Students respond to themes and issues and make connections between their cultural and personal lives (Hwang and Embi, 2007 and Savvidou, 2004) which stimulates language growth, emotions and character development of students (Hwang and Embi, 2007). Thus, reading a text depends on the personal meaning the reader gives to it, its interpretation and construction based on his/her own experience.

Though the three models to teaching literature in terms of their focus on the text differ: as a cultural artefact; as a focus for grammatical and structural analysis; and the stimulus for personal growth activities. Duff and Maley (1990) state that the purpose of an integrated model for teaching literature is to use literary discourse which can sensitise readers to the processes of reading like the use of schema, strategies for intensive and

extensive reading, while motivationally is using literary texts for the enjoyment of reading. Since approaches give rise to methods, some methods of teaching prose literature are discussed. They include: drama method, lecture method and discussion method.

Lecture method

This is referred to as one-way method of teaching and communication. It is the simplest, fastest and cheapest method to present important issues to a group of learners in a large forum (Sadeghi, Sedaghat and ShaAhmadi, 2014). Though lecture method is criticised, it is the best way to convey information to a large number of people. Adams, Hauser, Manuel, Murphy and Paredes (2014) add that innovative instructors have used lecturing to open minds and create relevant knowledge. The limitation to this method is its rendering learners passive (Roberts,2008).

Discussion method

Discussion requires the teacher to allow questions and comments to be openly examined by students. The idea of teaching through classroom discussions was summed up with the well-known phrase, the Socratic Method - the method of instruction by which the teacher ask questions and allow the students to orally present opinions and evidence in an attempt to answer the questions (Dillman, 2009). Wilkinson (2009) states that discussion method creates forums for open-ended, collaborative exchange of ideas among a teacher and students for the purpose of furthering students thinking, learning, problem solving, and understanding of literary appreciation. Moreover, discussion method compared to other methods of teaching improves oral communication of students. Rabu (2012) and Jayaraman (2016) posit that, though lecturing helps students understand the material, but creating a discussion involves students more effectively. However, as a means of improving student performance in prose literature-in-English, there is a need to add to the quality of teaching by employing appropriate teaching strategies to the above methods and approaches that will facilitate better students' achievement.

For classroom discussion to be effective, the students must study the material(s) to be discussed in advance. Classroom discussion, effectively handled, could promote engagement with the texts in a Prose Literature lesson since the students have to prepare adequately by reading the prescribed texts before coming to class so that they can contribute meaningfully to the discussion. When using small-group work, the prose

teacher could divide the class groups and assign different chapters, characters, themes, narrative devices, etc. found in the text to the various groups. The students work as a team in each group (Rowan 2010).

Studies have shown that students use different reading strategies in order to comprehend a text (O'Neil, 1992; Kummin and Rahman, 2010; Al-khateeb, 2011; Karbalaei, 2010; Iwai, 2011; Akingbade and Omotade, 2013; Chellamani, 2013; Tavakoli, 2014; Alshammari, 2015 among others). Some reading strategies that can be adopted to the teaching of prose literature-in-English include: metacognitive reading strategy, anticipation guide, reader response strategy, compare and contrast strategy, visual support strategy, questioning the author strategy, cause and effect, previewing, inferring, synthesising, locating details, summarising, inferring, scanning, skimming, predicting, sampling, interpreting, implied and stated ideas, scaffolding instructional strategy, supporting details, time trials, error correction, guided notes, response cards.

2.2.8. The concept of aliteracy

Aliteracy is loss of interest in reading. The difference between illiterates and aliterates is that whereas illiterates cannot read because they do not have the ability to do so, aliterates have the ability to read but they deliberately choose not to read. Aliteracy, therefore is the choice made by capable readers not to read when they have the ability to do so. When an individual perceives reading as a burdensome task that is neither pleasurable nor a rewarding, he makes a choice against reading. When this is done repeatedly, it becomes a habit. Thus, consistent loathing for reading by capable readers leads such to exhibit poor and negative reading habits.

Wells (2012) stated that American citizens need to better their reading habits because the culture of reading among the Americans was being threatened by aliteracy. The existence of aliteracy in any community is capable of threatening the reading culture of such a community because when either the young, the old or both in a community are apathetic to reading, not only will the culture of reading be threatened, the development of such community will also be threatened (Abimbola and Adeoye 2013).

Aliteracy occurs when adolescent secondary school students take a decision against reading with an unconcerned attitude about reading, which is an apathy to reading by literate adolescents. Beers (1996) in a further study of aliteracy among youngsters refers to it as a lack of interest in reading among the adolescents Without

specific reference to any type of reading and without stating categorically if there IS any type of reading these set of students were interested or lacked interest.

Basically, reading can be voluntary and involuntary. Voluntary reading, also referred to as independent or leisure reading, is the reading that is done for pleasure, at one's leisure not for academic purpose or for the purpose of passing examinations. It is the reading that is done for the purpose of obtaining information on a whole lot of issues and for entertainment. It involves reading of fictions (which may be prose, drama and poems), magazines, comics, non-fictions such as biographies, motivational books, and newspapers among others. Involuntary reading on the other hand also regarded as dependent reading involves reading for academic purposes. In order pass examinations and absorb the ideas contained in textbooks and notebooks and other assigned materials. It is the reading done to complement classroom learning and prepare for tests and examinations.

While Beers (1996) did not emphasise the type of reading in which the adolescents in America were not interested, Krashen (2004) described aliteracy as lack of independent or voluntary reading among capable readers and argued that voluntary reading is more important and helpful to students than involuntary reading. He hinged his argument on the fact that voluntary reading also regarded as independent reading has to do with the quantity of reading students do and is capable of exposing the students to a wide range of reading materials thereby affording them the opportunity to explore their world, learn new things, reason logically and, critically and make informed decisions. In his opinion, a student who does not get involved in voluntary reading is not likely to consider academic reading; the lack of voluntary reading therefore is an indication of the lack of academic reading. Voluntary reading as conceived by Krashen (2004) referred to the reading done voluntarily by students including those in secondary schools not just for the purpose of passing examinations but for the purpose of being exposed to new ideas, new vocabularies, relevant information. Voluntary readings to do with things which affect the students directly or indirectly such as healthy living, interpersonal relationship, career choice, financial prudence among others. Voluntary or independent reading is as such an indispensable aspect of reading that it should not be neglected by students in the secondary schools.

However, while Krashen (2004) laid emphasis on voluntary reading in the discussion of aliteracy, Wells (2012) refers to aliteracy as lack of voluntary and involuntary reading habits among capable readers. Involuntary reading habit as

conceived by Well (2012) refers to the reading that is done for academic purpose-solely for the purpose of complementing classroom experience. It connotes the reading of textbooks, notebook and other assigned reading materials for the purpose passing of examination. It is referred to as involuntary because students have no option other than to engage in it in order to enhance classroom learning, comprehend assigned texts and to sustain optimal academic performance. Involuntary reading can also be regarded as academic reading since it is done basically for academic purposes. While involuntary or academic reading is crucial for secondary school students to achieve the purpose of attending schools in the first place, voluntary reading is imperative for students in the secondary schools to sustain good reading habits beyond secondary school and for lifelong learning.

Evidently, voluntary reading will expose students to an extensive variety of materials including novels, fiction, periodicals, memoirs and autobiographies which will invariably improve their vocabulary and enhance their thinking skills. Academic reading which involve reading of subject based textbooks, notebooks, practical guide for science subjects novels for Literature - in - English and other assigned materials in various subjects will expose students to the acquisition of knowledge in their subject areas to compliment classroom learning and be adequately prepared for examinations. Therefore, secondary, school students need to develop both voluntary and involuntary reading habits to obtain maximum benefits from reading. Therefore, for the sake of this study, aliteracy will be described as lack of independent or voluntary reading and academic or involuntary reading among secondary school students who are able to read but choose not to do so.

According to Vanslyke- Briggs (2011), aliteracy occurs when students who are capable of reading choose not to read. It is used to describe individuals who dislike the act of reading and will want to avoid it by every means. It is what occurs when those supposed to be engaged in reading not only for academic purpose but also for recreational and enrichment purpose do not find pleasure and fulfilment in reading but perceive reading as an onerous task and as a result choose not to read. When such is observed in a secondary school student, such it is referred to as aliteracy. Aliteracy without doubt places academic attainment as well as the social and psychological aspects of their lives. Aliteracy is thus capable of inhibiting attainment in different aspects of life.

The picture of aliteracy was well painted by Mark Twain in his famous quote, "The man who does not read good books has no advantage over the man who cannot

read them” (Weeks, 2001). Secondary school students are expected to be literate (able to read) before they are done with primary schools, so inability to read may not be the problem of some secondary school students but the willingness to read. When those are able to read continue to evade reading due to lack of interest, it becomes a habit and indulgence in that kind of habit of evading and dodging reading is capable of making such students to be near to illiterates who cannot read. Being able to do a particular thing is not enough, the interest to do such must be developed and sustained so as to obtain maximum benefit from it and secondary school students who had learnt the art of reading need to make a deliberate choice to engage in reading.

In the report of the United States of America National Endowment of Arts (NEA, 2004), it was stated that reading is a declining activity among young adults in America as the rate of reading decreases from 59.8% to 17% among the young adults within a space of twenty years (1982-2002). This implies that, though these set of students are not illiterate (they are able to read) but they are not reading due to lack of interest or a choice they make not to read. Most secondary school students are categorised as adolescents, teenagers or young adults as the case may be. At this stage of life, they are preoccupied with a lot of things ranging from changes in their bodies, peer- pressure, conflict with parents, sexual roles and a whole lot of pressure to deal with thus reading may become a burden at this crucial stage. Secondary school students some of whom are adolescents therefore need to make a deliberate choice as regards reading, having a positive attitude to reading and making reading a priority. This report is similar to the assertion of Wells (2012) who reported that while many college students in the United States are literate (that is able to read and write), the literacy attained may not be enough to perform sophisticated literate tasks expected of them as graduates and this may work against their progress in the world outside the classroom if the emerging problem of aliteracy among the college students is not promptly arrested.

Wells (2012) observed further that the level of apathy being shown as regards reading by the college students in America is capable of not only limiting them in contributing meaningfully to the good of the society, but it could limit them from attaining the level of literacy expected of them for optimum productivity. This may also apply to learners in Nigeria. Aliteracy can limit people from attaining their maximum potentials when they are in the secondary schools and their performances in examinations that will qualify them for admission to higher institution of learning may be affected as secondary school students may not be admitted for their desired courses

and institutions. Additionally, secondary school students may not be able to cope with the reading demands of higher institution of learning as there may be a lot to read within a limited time and thus the expected performances may not be attainable. Aliteracy is thus capable of limiting secondary school students in the secondary schools and beyond if not addressed among the secondary school students.

The need to complement classroom learning with personal reading makes it imperative for secondary school students to develop and sustain interest in reading. Sweeney (2003) identified two forms of aliteracy which are functional aliteracy and conditional aliteracy. Functional aliteracy is described as a state of having poor reading skills, having little or no motivation for reading, finding reading burdensome, avoiding any kind of reading if possible and avoiding reading for entertainment. While poor reading skills make it difficult for students to comprehend what is being read, good reading skills enable students to comprehend a text within a short period while reading. Reading skills help secondary school students to identify simple ideas presented in texts, evaluate the texts and relate the texts to situations around.

When secondary school students develop and sustain good reading skills, reading becomes meaningful, pleasurable and easy to engage in, but poor reading skills make reading burdensome. Reading motivation has to do with what motivates secondary school students to read which could be intrinsic motivation or extrinsic motivation. Intrinsic motivation has to do with an individual doing something due to personal interest in such a thing while extrinsic motivation makes someone to do something to avert the negative consequence of not doing it. Secondary school students need the two types of motivation for significant roles they play in fostering reading because reading does not come easy for students with low reading motivation. Students who find reading burdensome are not favourably disposed to reading because reading is an encumbrance to them as they cringe at the thought of reading. Such students do not have inner drive to engage in reading and nothing is making such students to be enthusiastic about reading and once there is no inner drive to engage in an activity, engaging in such activity might not come easy. Secondary school students who -are apathetic to reading avoid any kind of reading directly or indirectly by finding excuses to do so and as much as possible avoid reading for entertainment when it is required. Functional aliteracy therefore has to do with the reading skills, reading motivation, reading interest and reading preference of the aliterates. Secondary school students who are functionally

aliterates exhibit poor reading skills with low reading motivation and poor reading interest and reading preferences.

Conditional aliteracy on the other hand occurs when students are made aliterates as a result of being exposed to certain conditions that are unfavourable to reading. Conditional aliterates possess reading skills and -are capable of being able to read different types of reading materials with comprehension but may not make a choice towards reading due to conditions they find themselves. Therefore, secondary school students who are conditional aliterates possess considerable reading skills but may find themselves in conditions that make them not to be interested in reading. When secondary school students are faced with conditions such as shortage or lack of various books of interest, lack of school Libraries, homes that are not conducive for reading with shortage of reading materials and role models in reading, apathy to reading may set in. Thus, such secondary school students are made aliterates not by choice but by the conditions that surround them. -

Both forms of aliteracy are detrimental to students because while functional aliteracy will make the affected students to lack interest in reading most genres of books that are supposed to be beneficial to them as a result of poor reading skills, low motivation, poor reading interest and poor reading preference. Conditional aliteracy will limit the potentials of the conditional aliterates as the conditions surrounding secondary school students in the home and at school may not always be conducive for reading, it behoves the secondary school students to make time for reading, develop and sustain interest in reading no matter the conditions in the schools and at homes. In a survey carried out by Beers (1998), as cited by Myers (2013), aliterates among the middle school readers were referred to as being extremely indifferent students who have negative thoughts about reading and readers and surround themselves with friends who have the same attitude. To these set of students, reading is boring and time consuming and comprehension of reading material is difficult, having the capability to read but not making the active or meaningful use of such capability. This implied that aliterate secondary school students do not really care about reading, having negative disposition to reading and readers as reading becomes boring and burdensome.

Many students see reading as a prolonged means of getting information and as such not preferred as it does not offer the kind of excitement being offered by movies and the social media. Some other students find it difficult to sit still long enough to read for an extended period of time because once they engage in reading; there is a feeling

of a sort of boredom. Secondary school students, many of whom are adolescents seem to be restless, finding it difficult to sit in place for quite a long time and the kind of reading that demands concentration might not appeal to them.

Adolescence being a critical stage for secondary school students, is a stage of self- discovery and a time to deal with a lot of pressure within and without. Some secondary students find it difficult to combine the pressure being experienced with reading and rather than prioritising reading above other activities, reading is relegated to the background. Adolescents usually prefer to do things at their pace and the willingness to engage in a certain activity will depend on the interest on such an activity rather than external pressure from parents or teachers, pressure to read may thus be counterproductive to secondary school students (Abimbola and Adeoye, 2013).

The emphasis laid on academic achievement by schools and parents make some secondary school students to develop apathy to reading because reading is not presented as a pleasurable activity which could be of benefit to the students in aspects of life other than academic achievement. Associating reading with success sometimes leads to loss of interest in reading as some secondary school students are conversant with individuals who had succeeded in different face of life with little or no reading, therefore, such students do not see reading as the only means of being successful which could result in apathy to reading (Wayne, 2003).

Increasing rate of aliteracy in our modern world could be attributed to some other factors including the negative influence of social media and the Internet, motivation factors, negative emotions, ill-equipped school library and advancement in technological innovations among others. Social media which many believed has had a tremendous contribution to teaching and learning in the 21 century through its wide acceptance by people of every age and almost all discipline has been acclaimed as having negative impact on reading among students. Schill (20 11) observed in a study carried out in America that the time being spent on reading by students reduce as more time is spent more time students spend on social media and this had been found to encourage negative behaviour such as fraud, drug abuse. Addiction to negative use of social media may deny the secondary school students the time expected to be spent on reading as students find it extremely difficult to disengage from unprofitable use of social media to reading.

Cakiroglu (2014) posited that due to spread of the use of internet in Nigeria, reading materials related to course of study have been greatly neglected. This

understanding has been related to as one of the factors accountable for poor academic performance among modern day students in our secondary schools as students spent most time watching contents which are not related to learning and which most of the times distract from profitable reading. Reading in the 21st century is not limited to the print media, there are lot of educative, entertaining and informative content available in the digital formats such e-books, blogs among others but rather than making use of the opportunity provided by the social media and the internet, some students in secondary schools have been observed to engage in unprofitable use of social media and the internet thus having little or no time left for reading.

The entertaining features of social media leads to unproductive use of time because it does not give room for deep thinking. In other words, social media makes individuals mentally lazy because most of the information distributed on the platform has already been processed. Social media fails to provide adequate information to readers when compared to reading books because while books appeal to readers' imagination through thoughtful information provided in description, analysis, arguments, dialogues and flashbacks among others social media provide none of this

Moreover, social media hampers creativity because secondary school students spend much time forwarding content to one another. The researcher observed that most users on Facebook and WhatsApp (especially) hardly have time to create their own write-ups but would rather forward posts from- unknown primary sources without even verifying the authenticity of such material. Social media also encourages users to spend most of their time in searching what others are doing, instead of spending time on reading which would invariably increase knowledge level.

The fast-changing content on social media websites which lead to the reduction in the attention span of the readers is another thing that affects reading. This means that one of the benefits of reading which is the habit of thinking over what is read, giving it time to penetrate into the mind, is reduced to a certain extent. In addition, a better understanding of one's experiences made possible by reading but social media mostly indulges the passions of students rather than encouraging what is profitable for them. Finally, social media promotes both good and bad role models who the young people are quick to follow. These role models are very active on the platform and are therefore a force to reckon with in a society grappling with the menace of social vices (Arachehi,2016).

The researcher observed that the usage of modern abbreviations to communicate on the social media poses a hindrance to correct language use. Additionally, the update of contents on social media sites has been preventing the youth from giving reasonable time to cultivate analytical thinking skills. Therefore, the social media and the internet if not properly used by the secondary school students can lead to loss of interest in reading books with good contents but not written in the language of the social media. The researcher is of the opinion that the entertaining feature of social media leads to unproductive use of time as it does not give room for rational thinking thus making secondary school students lazy because most of the information distributed on the platform had been simplified. Rather than spending time on reading which would add knowledge to the secondary school students, most students spend time in searching what others are doing. Valuable time that could be spent in engaging in voluntary and involuntary reading, is wasted in gossiping and idle discussions on the social media.

Books foster the capacity to analyse and think deeply on issues as good reading habits creates ways for an individual to analyse his experience in a practical way. Most content on social media are removed or relocated within a short time thereby leading to the reduction in the attention span of the readers which implies that one major benefit of books which is the opportunity to think over a scenario read in a book and giving it time to penetrate the mind, is missing (Arachchi; 2016).

Another factor that has contributed to aliteracy is a decline in motivation which is an individual's readiness to engage in an activity. Intrinsic motivation refers to motivation by internal factors and is fueled by the satisfaction derived from carrying out an activity. Intrinsic motivation is self-driven and arises from a need to fulfill a desire characterised by self-determination. Extrinsic motivation on the other hand can be regarded as motivation by external factors which occurs when an individual's readiness to carry out an activity is as a result of the reward obtainable for doing so. It is the motivation that occurs when the desire to perform a task is controlled by an external force (McGeown, Norgate and Warhust, 2012). For reading to take place effectively, secondary school students should possess both an intrinsic and extrinsic motivation towards reading. Nielen (201) observed that by the time a pupil moves towards completing primary education, motivation for reading is already on a decline, thus posing a risk for aliteracy. Everything possible should therefore be done by the stakeholders to enhance the reading motivation of pupils right from the primary school

level to guard against the tendency of being aliterates as they progress to the secondary schools and beyond.

Gnambs and Hanfsting (2016) postulated that secondary school students exhibited a significant decline in intrinsic motivation as it relates to school activities such as reading during adolescence. This decline in reading was linked to differences in the satisfaction of the needs of individual students as Gambrell and Marinak (2009) observed that student motivation plays a vital role in successful reading. Thus, to encourage reading among the secondary school students, parents as well as school management are encouraged to facilitate adequate satisfaction of basic psychological needs of students in order to maintain intrinsic motivation for reading and other school activities during adolescence. Therefore, to successfully encourage reading motivation in the classroom, research on reading motivation and engagement should be considered. According to Nielen (2016), an accumulation of negative reading experiences such as inability to comprehend reading materials, reading materials that do not satisfy the expectation of readers and lengthy reading materials which are not age appropriate, also contribute to aliteracy.

Petu (2011) noted that a sign of independence was observed in each student who appeared to have mastered information literacy skills and were perceived to have the capability needed to advance unassisted, either individually or in the class session. Well equipped school libraries afford the secondary school students the capacity and assurance to be focused on a task such as reading independently as availability of school libraries have a role to play in shaping the reading skills of secondary school students. In an experiment carried out by Nielen (2016), the finding proves that the availability of reading materials could encourage the desire to read among students. Motivation was expressed in the students' willingness to participate in the assigned activities and to continue reading either by visiting the library or reading at home over a period of time.

Another factor responsible for aliteracy among secondary school students is the demand put on the students by the curriculum and the school system where students need to develop reading and writing skills to meet school, state and national standards which limits the time left for teachers to transform secondary school students' negative attitude towards reading (Wayne, 2011). In most cases, secondary school students are not made to see reading as a rewarding activity that will benefit many aspects of their lives' in the present and in the future. Rather, reading is presented as a task that must be carried out if they must meet the academic requirements placed on them by the schools.

It has been observed that too much emphasis is placed on testing rather than creative or personal connections to books and the beautiful aspect of reading for creativity has been removed from the curriculum due to state driven tests (VanSlyke-Briggs, 2011). It may result from not allowing the students to individually find meaning in reading as the bulk of books required of them to read does not answer questions that bother them. Secondary school students many of whom are adolescents are inquisitive and love to be creative, but some v assigned as well as non- assigned reading materials do not give room for creativity which could lead to loss of interest in reading. The mode of teaching where teachers teach subjects without teaching the students reading technique with the emphasis laid on the learning by routes without enjoyment of reading materials is a factor.

According to Cesiko (2017), teachers are not being trained to teach students reading and prevent reading problems. This implies that inability of teachers to give reading instructions to students may not be the fault of teachers alone but the kind of training given to teachers. Teachers should therefore be trained to give reading instruction to students at all levels as the teaching of reading through reading instruction will go a long way to foster good reading skills and intense reading motivation.

The attitude of teachers to reading may affect the attitude of secondary school students to reading. According to Applegate and Applegate (2004) the attitude of teachers to reading is obvious to the students whether it is inspiring or not. Secondary school students like any other adolescents are silent observers and find it easier to imitate what is being practiced rather than follow what is instructed. When secondary school students observe a positive reading attitude in teachers, it becomes easier for them to take to reading without being coerced. While citing Decker (1986), Wells (2012) stated that teachers who are aliterates cannot inculcate the love of reading which they have not experienced. However, if secondary school teachers enjoy reading, teaching pleasurable reading comes natural to them since teachers are in a crucial position to develop in students a love for long life reading.

Absence of role model for students to follow at home may hamper the development of interest in reading because the value placed on reading and its enjoyment by the parents will go a long way in encouraging reading in secondary school students. Children are silent observers, they watch and learn from examples, and so apathy to reading by parents may result to aliteracy in their children (Hawkes, 2008). The negative attitude of parents to reading may negatively result in poor reading

disposition among children. Parents' dispositions to reading could be a strong factor in influencing that of the children. Thus, the part parents need to take in determining the reading attitude and reading behaviour of their children cannot be understated because the home has one of the greatest influences on students. As children grow up in homes, the love of reading can be fostered by parents not only by encouraging reading but also by providing a conducive environment as well as reading with the children as early as possible. Aliteracy thrives when parents do not get involved in activities that involve reading and provide books at home.

There are different types of aliterates among secondary school students. Beers (1996) identified three types of aliterates among adolescents, dormant, uncommitted and unmotivated readers. Dormant readers like to read but find it difficult to make the time to read and this attitude to reading may be due to factors ranging from sport, social life to school work. Dormant readers find making time for reading somehow difficult due to pressure from other activities demanding their attention; such activities may include school activities, games, sport and recreation; thus, the dormant readers are overwhelmed by activities around them and so can hardly make room for reading.

The uncommitted readers do not like to read but may read if they are provided with genres of books that suit their interest with stories and scenarios of their interest, they may consider reading them. However, uncommitted readers all want to know is the end of a story; they are not interested in reading through a whole story. Uncommitted readers are simply not committed to reading and are easily distracted from reading with every little thing they come across. This group of readers do not have enough patience to sit and go through a book and will rather glance rather than reading through. unmotivated readers do not like to read and do not ever expect to change their minds; they have negative thoughts about readers as they surround themselves with friends who harbour the same negative feelings about reading. Unmotivated readers are simply not motivated to read as they do not find pleasure in reading and most of their associates have the same feelings about reading. Unmotivated readers perceive reading as a burden and when it is required, it is perceived as an obligation that must be fulfilled rather than pleasure.

While profiling different types of readers among secondary school students, Charest and Pelletier (2005) identified impulsive and resistant readers. The former browse through a number of books with little or no concentration on -what is being read because when they are reading, they have other things in mind which are more important

to them than reading. They may be seen holding books, but they can hardly concentrate on what is being read because while reading, their minds are filled with things that are important to them and are pre-occupied with matters they count more important to them than reading. Impulsive readers have negative attitude to reading as they fake the act of reading, pretending to read when actually little or no reading is being done. The selective readers are not interested in current events nor details of the reading materials though they may browse through books that meet their reading purpose at a particular time but will not do so in details. Impulsive readers may be seen with many genres of books at the same time but they can hardly concentrate on any of the books.

The resistant readers are stimulated very little by assigned readings and are more at ease with short texts related to their subject of interest as they find reading subject based textbooks a daunting task. The resistant readers may be seen with short texts, comics and magazines that are not all that school related, but they cringe at the thought of treading school-based reading materials. The reluctant readers may not know that reading can be enjoyable as they get discouraged when they come across stories that are not interesting to them but they may read better if they find books with the stories of their interest. Reluctant readers however do not show interest in reading and put up all sorts of negative behaviour when reading is demanded of them and find it difficult to make connection between books and real life.

The struggling readers resist reading and are apathetic about it, they are averse to reading and dread the idea of opening a book and they genuinely hate reading and dread the thought of it. The struggling readers feel defeated and frustrated as they are not comfortable with the fact that they struggle with reading as they might have had difficulty in learning to read. The deviant readers on the other hand refuse to read, they care less about any benefit reading can offer and dodge association with peers being regarded as readers. Deviant readers will rather damn the consequence of reading rather than engaging in reading and will rather seek for other means of succeeding in examination other than reading.

Saunders (2012) observed that aliteracy is thriving among secondary school students in New Zealand because the concept of aliteracy among adolescents had not received enough attention as most secondary school teachers and policy makers are not even aware of its prevalence among the students, and this makes it difficult for aliteracy to be addressed. This is very true of Nigeria where aliteracy as a concept is relatively new not only to the students but also the teachers as well as the parents. It may therefore

seem difficult for teachers who are oblivious of what aliteracy is to make an attempt to curb it among the students.

However, Wayne (2011) is of the opinion that not until the emphasis laid on preparing students to memorise facts and figures so as to pass test and examination is removed, secondary school students may not develop an inner motivation for reading and aliteracy may not be curbed. Aliterates in the secondary schools can be helped if they are allowed to make a choice of reading materials that motivate them. The cumbersome curriculum with emphasis on examination may be responsible for the dwindling love for reading among secondary school students.

Aliteracy may be difficult to identify among secondary school students due to expected reading skills which lay so much emphasis on academic performance. There is a poor level of awareness of aliteracy among students and its characteristic traits by parents and teachers. Aliterates can be identified by certain traits which include the avoidance of reading whenever possible, pressing uneasiness when it comes to reading, faking the act of reading, finding faults in almost all genres of books and authors, poor reading skills and low motivation for reading (Saunders 2012). Examining the consequences of aliteracy among remedial college students in United States of America, Myer (2013), expressed the fear that aliteracy can threaten the goal of higher education. Though success in future career and the ability to contribute to the development of the society are the goals of the universities, without adequate interest and positive attitude to reading, those goals may not be realisable. Aliteracy may hinder the products of the university from performing at the optimal level demanded of them. Wells(2012) is of the opinion that aliteracy should be a matter that calls for concern among the college students because aliterate college students may be denied all the benefits reading can afford if the problem is not fixed.

2.2.9. School club activities as an informal approach to literature instruction

According to Ogbeha (2009), School-based literary club is an informal platform for studying literature texts. It aids students' ability to demonstrate understanding of structure, technique and style of the author and reminds them vividly the content of the literary texts through collaboration with peers express ideas, emotion, character and atmosphere through practical activities ... help students to show necessary commitment in developing and presenting performance.

On this premise, literary club activities, as concerned in this study, does not have the focus of language for social interaction or on mere direct communication between individuals and perhaps unknown kind of audience: rather it is planned with a focus of having indicators to reflect immediacy of direct activities that give students opportunities of “show and tell sessions” and to participate collaboratively in group discussions during “circle time” (Adebile, 2013). However, Literature-in-English is conceived by several scholars as a means of cultural improvement, sustenance and transmission (Gohschall, 2001; DU-Point, 2001; Jobling, 2002; Boyd, 2005).

Scholars have turned in some reports on reading clubs as it proves to be a major facilitative influence on students’ academic achievement. Adeluyi (2000) reports that a study of a class of high school students on effective participation in reading club activities recorded increased scores in Literature-in- ‘English. indicating that the literary activities that they engaged in improved their performance in Literature-in-English. Dada and Edwards (2003) in their investigation on students’ participation in school-club activities reported increase in students’ class attendance, participation in class activities and higher achievement scores in other school’s core subjects.

In this regard, literary activities is an integral part of education programme in schools, through which students. especially in Literature-in-English are able to understand that they need to develop specific skills to be able to participate effectively in the literary activities. In line with these benefits of participation in literary club activities, the PL teacher becomes a special and dynamic individual as he/she provides an appropriate learning environment by giving simple guidelines, participating in the activities and demonstrating in an enjoyable manner in the literary club activities. Then, the students’ will work together

Literary activities do exist in various forms and in different Nigerian communities. These activities vary in most cases according to the norms and cultural values of such communities. These activities in the Nigeria communities form a means of cultural development, sustenance and transmission. This notion explains the fact that Literature-in- English is an integral part of culture and language (Riley. 2000). However, literary club activities, as informed by this study, include dance, music, drama, literary and debating, art performance, artistic drawing, cultural group, press group, writers’ group, readers club etc. One major focus of this study is to use these literary activities as supportive measures to foster students’ interest in reading prose texts The literary

activities that are of relevance to this study are Drama club activities and Readers' club activities

Environment is a major construct towards effective teaching and learning process, especially for subjects that involve collaborative and cooperative activities like Literature-in- English. The constructivist theory which serves as the main foundation upon which this study was based, believes that students' learning environment is germane to good academic records. Environment here does not refer to a particular location or the four-walls of the classroom, but an environment that is conducive for learning, geared towards collaborative and participatory activities coupled with the availability of relevant resources needed for the activities and well equipped personnel that will monitor and control the activities (Hem, 1991). To the constructivists, learning does not involve, a more passive acceptance of knowledge but it requires that learners get themselves involved and participate in all relevant activities that will make learning and retention possible.

Activities here needs a conducive environment as it goes beyond the classroom setting. Therefore, a kind of environment that will accommodate activity-based and learner-centred Literature instruction must be provided. This signifies a conducive environment in any activity-based learning approach. The theory upon which this study is based advocated for teaching - learning approach that is based on some underlying principles (Jonassen, 1991).

Owolabi (2011) opines that students locate information from the literary texts faster through literary club activities in a tension free atmosphere more than students' personal engagement with the prescribed texts. He concluded that students present knowledgeable information when they effectively engage in literary club activities in a free learning environment than in the classroom setting in schools. Hence, this study is based on this view that in order to improve learning capabilities and learners' academic achievement, there must be a conducive learning environment where learners will be able to interrogate and interact together beyond what operates in the Literature-in-English classroom setting. On this premise, investigating students' participation in literary club activities is a relevant research due to the belief of the researcher that students' conducive learning environment is germane to effective learning and academic achievement, especially in Literature because of its curriculum content.

There are various ways of engaging students in participation in literary activities. It all depends on the goals of the teachers or the organisers of the literary club activities.

Hence, the participation must have specific focus as well as be value oriented (Feast, 2007). As such, activities must be specifically characterised to fulfill such worthwhile venture. Such characteristics are that:

1. it must be amenable to literature instruction;
2. it must be relevant to the literary texts of the target set of learners and their environment;
3. it must be well-planned and organised by professional teachers;
4. it must involve challenging tasks and proper orientation;
5. it must have proper record keeping of participants' performance;
6. it must involve adequate preparation and time frame;
7. it must involve variety, novelty and motivation;
8. it must involve teachers' interventions, positive contributions and supportive roles; and
9. it must involve specific objectives which are to solve specific problems in the teaching-learning process (Driscoll, 2005).

In view of these characteristics of literary club activities, an informal approach becomes significant to Literature-in-English teachers. It also makes it compulsory for teachers to provide a relevant learning environment where abilities and competencies contribute maximally to the literary activities with the prescribed texts on Literature-in-English in focus.

In schools where these literary club activities are in operation, group participation in literary club activity is one of the distinguishing features of effective pedagogical principles that source out a form of stress and tension free atmosphere for students' effective learning and teachers' effective teaching. One person does not perform a drama on his/her own. Of course, participants in literary club activities basically perform different roles that attract, inform and entertain the audience or students about the content of the, literary activities being displayed (Adebile, 2013). Also, participation in school club literary activities is conceived not in terms of an individual hut of a group: it is always a collective performance with great goals and values expected to be achieved at the end of the performance. As such, the investigator opines that school-based literary activities should not be for fun or the sake of students interactive sessions, it should not be explored in order to set students free from the tension and boredom of the formal classroom activities: but should be strictly part of the

formal classroom activities for the improvement of learning outcomes. It should, therefore, be properly planned, supervised and controlled by the teachers concerned.

In this regard, scholars (Crowe, 2006; and Jensen, 2001) have found school-based literary activities as a germane ingredient to the enhancement of constant development and academic achievement of the child. On this note, the researcher believes that students' participation in literary club activities affords them the opportunity of having the ability to express themselves successfully, gaining confidence to speak in the public.

However, current educational experiences, highlighting the importance of school-based literary club activities and arts education in schools have been advocated around the world. Programmes focusing on participation in school-based literary club activities and creativity building education have attracted a great deal of attention. Therefore, these are the vital consideration of the values of instructional model of students' participation in literary activities for teaching and learning of Literature-in-English on which discussion, investigation, explanation and evaluation on this study will be developed

Scholars (Akorede, 2008; Adebile, 2012; Dare, 2013) have come to agree on the benefits of literary activities as it makes students to see the reality or plausibility of connecting prose texts to their experiences. Also, according to Oyekan (2006) the responsibility of a teacher in the classroom instruction goes beyond merely exploring the contexts of the subject matter. He further explains that through various instructional strategies, the professional teacher has the responsibility of linking the subject matter to as many illustrative agents and practical activities around students' learning environment to make them actually grasp, understand and retain the contents of the lesson. In relevance to this submission, teachers of Literature-in-English have the responsibility of linking the relevant literary activities that students' participate in, with the curriculum contents of Literature-in-English. In other to record consistent brilliant learning outcomes in Literature-in-English, there must be a link not only between students and teachers at school but parents as information teachers, and teachers should be able to link every agent and activity around the learner's environment with the formal classroom activities.

On this premise, there should be some guide lines for teachers towards using students' participation in literary activities for the teaching of Literature. According to a model adapted from William (2004), the implementation structure of linking literary club activities with the teaching of Literature-in-English for a result-oriented literary

activities should identify problem(s) and formulate some specific goals and objectives for the type of literary activities to engage the students in, Students' problem(s) in Literature-in-English that are identified must be relevant to the literary activities of teachers' choice; The values of each literary club activities must be viewed by the teachers so as to ensure its ability to solve students' literary (Literature-in-English) problems; Define rules and regulations of context and overall structure of the literary club activities for supported actions, record keeping, learners' roles and embedded values, to make it educative and worthwhile; Focus on students' participation and engagement in the literary club activities: Make for adequate plans and organisation for encouragement and motivation, and Provide feedback measure within and without the literary activities.

However, scholars (Katherine and Melinda, 2004) have reported that the components of literary activities involves listening and reading for literary responses which involve students in comprehending, interpreting and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understanding the text, and recognising the social. historical and cultural features of the texts which have been studied/read in the classroom. Besides, literary club activities components also involve students in speaking and writing r literary response with the aim of presenting interpretations, analyses, and reactions to the contents and language of the texts that are examined in the classroom.

Although a wide variety of components of school-based literary club activities do exist all around the world depending on what the cultural values of such communities permit, yet, there are various values that students' participation in the literary activities provides for students towards overall academic development, such values are that it helps students to:

1. adjust their vocabulary and style to take into account the nature of the relationship and the knowledge and interests of the person receiving the message either by speech or drama performance
2. exchange friendly notes. cards, letters and ability to commemorate speñial occasions for speech presentation or citation;
3. use verbal and nonverbal skills to improve communication with others. especially in drama club activities;

4. listen attentively to others and build on others' ideas in conversations with peers and adults; and in. give morning announcement in the school assembly over the public address system without fear or tension.

It is the opinion of the researcher that these two literary club activities are more relevant to the teaching of literature and that the two literary club activities are more relevant to the three genres of Literature-in-English, which teachers can easily use for effective instruction. Actually, there are many literary club activities stated as part of co-curricular activities in the secondary school educational programmes. These are Literary and Debating Society, Dramatic Society. Boys Scout, Girls Guide, Man 0' War, Football Club, Choral Club, Cultural Group, Press Club. Readers' Club. etc. (Sylvia & Onukaogu. 2010). However, membership and types of these literary clubs overlap among the students as shown in fig. 2.3 and 2.4. The researcher is convinced that in schools where these activities exist. it should not be for activity sake or as a mere operation of' trying to obey the guidelines in the secondary school curriculum, but should be linked with every school subject in the secondary school curriculum. Researchers in theatre ai's and ai's education have found literary activities as an integral part of the formal school curriculum, especially in ai's related subjects like Literature-in-English.

2.3 Empirical Review

2.3.1 Research on PL instruction

Studies reveal that majority of researches on the teaching of Literature are subsumed under Language teaching. There is dearth of research on this informal school clubs. This has adverse effect identifying studies conducted on the teaching of prose as majority of researches that are available take a holistic approach to literature teaching rather than concentrating on the teaching of the genres.

Several efforts have been made by researchers in the field of language and literature to improve students' performance and attitude towards prose literature-in-English. One of such is Ogunnaike (2002b). Result from the study indicated that questioning technique enhanced students' knowledge in prose literature. Based on the result, he recommended that teachers should use a student-centred technique such as discussion technique to facilitate and stimulate students' interest in prose literature.

In a bid to improve methods of teaching prose literature ESL classroom, Ahmad (2008) study was an investigation on preferred prose literature teaching methods in an

ESL situation: teacher-centred or student-centred learning. Report had it that that preferred choice of teaching method was determined by the students' proficiency level in English, their readiness and willingness to participate in class. Teachers who taught students that are more proficient in English often practise student-centred teaching methods such as the use of group work, whole discussion and role-play. In weaker classes, most especially those with students who were not proficient in English, the teacher-centred method was emphasised and extremely practiced.

In a descriptive study, Fakeye's (2012) indicated that students preferred prose to any other genre of literature. Therefore, student's preference for prose genre has significant contribution to the achievement of the students in literature-in-English and prose literature was the only genre capable of predicting students' achievement in literature according to his study.

In the area of prose literature teaching and students ability to possess the necessary prose literature text, Ezeokoli and Igubor (2014) showed that literature teachers were found to use predominantly teacher-centred methods of teaching; student-centred methods that promote students' active involvement in learning were either rarely used or not observed. It was discovered that the role of students in prose classes was mainly a passive one – that of listening to the teacher or only responding to questions when asked and students do not possess the recommended literature text.

Similarly, studies reviewed in this section revealed that researchers concentrated on techniques of teaching and enhancing students' knowledge of prose literature; preferred teaching method teachers adopt during prose literature instruction in an ESL situation; preferred literature genre of secondary school students and which genre of literature could contribute and predict students' achievement in literature; use of multiple reading comprehension instruction strategies to read and understand prose text; improving the teaching of prose literature through students-centred and socio-cultural strategies; determining the predominant teaching method in prose literature classroom and students' possession of the recommended texts; how students respond to prose literature text; method and technique adopted by teacher during prose instruction; objectives of teaching and activities between teachers and students; use of drama to teach prose literature-in-English by converting the prose text into a script.

The study conducted by Amuseghan and Momoh (2010) supports this view. The study revealed improved the performance in English Language of students in secondary schools. Another problem is the poor language proficiency of students, which

has been earlier referred to. Students with low language proficiency in the senior secondary school can also be referred to as struggling readers.

Till today, teachers do not seem to diversify methods of teaching. Hence, teachers use whatever method they deem fit. The WAEC Chief Examiner's Report of 1998 observed that the poor performance of students in Literature indicates that its teaching has been less than effective (p. 43). Kolawole (2003) blamed teachers' methods of teaching Literature among others as one of the reasons for the poor performances.

WAEC in its 2005 report states that "majority of the candidates did not read the texts at all; they merely relied on summaries of the texts" (p. 42). The same scenario played out in the 2007 report. Hence, it was recommended that text possession and utilization be made one of the conditions a candidate should fulfill before being registered for the subject (p. 48). While commenting on the prose section of the Literature examination in 2007, the report states that the candidates found it difficult to relate episodes in full from the texts which is attributable to non-reading of prescribed texts. Abimbola (2021) says that it is quite impossible for a student to intensively read a text if he/she has no access to it.

Some of the teachers do not use appropriate audiovisual aids that can enhance and facilitate the effective teaching of the subject, like flannel board, electric puzzle board, tape recorder, films, slides, video tapes, programmed materials, flip chart and organizational chart etc. The teacher does not know when and how to use the above materials and this affects the students in their study in a negative way. Some of the teachers do not upgrade their knowledge by going for in-service training and they are used to the old system of teaching which is "chalk and talk" in the classroom. Idialu (2014) reported that, some teachers do not know the effective method to teach the subject. Method of teaching is mainly the faculty of teachers. The teachers are not creative and resourceful. Besides, another problem of general poor performance in Literature in English paper is absence of good libraries which impedes students from consulting books for proper understanding of subject programmes. Since libraries are not available, the finding of facts by subjects from the vast store of knowledge would be impossible, thus, forestalling the desire to want to learn from other accomplished scholars. The non-availability of libraries in school could endanger students' chances of cultivating the reading habit.

2.3.2 Aliteracy and learning outcomes in prose literature

In a study carried out over a period of five years from 2006 to 2010 through online survey involving 2,117 secondary school students in Australia, it was discovered that only 20 % of the respondents surveyed ranked reading books as a preferred leisure activity and 32 % would prefer not to or never read any book in their spare time. While a larger percentage (61 %) of the sample ranked computer and internet usage as a preferred. leisure activity, 22.5 % of the students surveyed preferred reading magazines (print-based) .as leisure activity, only 3.5 % preferred to read print- based newspapers as leisure activity (Manuel and Carter 2015). It can be deduced from this study that leisure reading is not a popular activity among the students surveyed for this study. Leisure' reading is synonymous with voluntary reading as it is the reading that is done at leisure time without being forced or coerced, not for an academic purpose or to pass examination but for recreational purpose and to gain information not meant to answer examination questions. When secondary school students do not engage in reading in their leisure time, it suggests that reading may not be a pleasurable activity. Such students might find it difficult to engage involuntary or dependent reading which they have to do for academic purpose and to complement classroom learning. Decline in the choice of voluntary reading can be a signal of aliteracy because it can indicate a decline in commitment to involuntary reading. This is corroborated by Abimbola (2021) that aliteracy is expressed in the lack of voluntary reading by students. Voluntary reading is closely linked to academic' reading in the sense that secondary school students who abhor voluntary reading or reading for pleasure, will find it difficult to read assigned books without being forced and' thus may not engage in reading unless examination is approaching. Therefore, the lack of voluntary reading may be a signal to lack of academic reading and is a warning signal for aliteracy among secondary school students.

Fakeye (2012) discovered that most of the students sampled spent more time on social media using their smart phones at the expense of creating time for profitable reading activities. The usage of social media may have constituted a great havoc to the reading culture of Nigerian high school students. Secondary school students many of whom are adolescents are at the stage where good decisions can hardly be taken without being guided, there is need for monitoring and guidance on the usage of social media to avert addiction which may have negative impact on reading habits. Therefore, while making use of the social media, it is necessary to grow and sustain the love of reading simultaneously, thereby making the time spent on the social media to be profitable and

worthwhile. The content of reading materials being accessed by students on the social media platform should be such that will encourage the acquisition of knowledge.

Bassey (2021) observed that low reading habits being recorded for most of the students might be due to the amount of time spent in accessing social media. Increased social media activities among youths some of whom are students in the secondary schools; have negatively impacted on the benefits derivable from reading. Some of the benefits accrued to students who engage in reading including the ability to enhance intellectual competencies, develop perceptions into human problems and positively influence one's attitude towards the society will elude students with excessive, uncontrolled and unprofitable use of social media and the internet who are averse to reading. Social media which many believe has had a tremendous contribution to teaching and learning in the 21st century has been acclaimed as having a negative impact on reading among students.

Involvement in all these social media activities impedes the interest that is supposed to be developed in reading. Nwosu and Nnagha (2014) reported that Nigerian secondary school students will rather choose to spend their leisure time to interact with the electronic and social media to gather needed information than reading to increase knowledge choosing to spend minimal time reading required texts and spend even less time reading those not required. This implies that reading is not prioritised by secondary schools in Nigeria as information is sought through some other means other than reading.

Abimbola (2021) mentioned the instructional system which lays much emphasis on rewards and outcome of academic excellence without taking into cognisance the interest and needs of the students. Other factors responsible for aliteracy include lack of passion to 'read, lack of inner motivation and personal desire to read as well as the reading preferences of the students.

Some of the means that can be employed to tackle loss of interest in reading prose texts as suggested in previous studies include giving books as gifts, allowing secondary school students to have an input in the choice of what to read, having more of a student-centred curriculum in schools, creating the conditions for students to have actual reasons to read and allowing them to read topics that relate to their lives and having school libraries equipped with diverse books of different genres with trained school librarians (Ilogho, 2011, Wayne, 2011). Secondary school students' reading can be encouraged and sustained by having peers who read around them, by having role

models who read, and by listening to and engaging in social forums where others talk about books (Murphy, 2013).

2.3.3. Studies on informal school club activities and student learning outcomes

Adebile (2015) made use of 1663 SSII students in three senatorial districts of Ondo state. She adopted descriptive survey design of correlational type and made use of questionnaires, achievement test and observation schedule. The findings of the research revealed a strong positive significant relationship between the independent variables (literary club activities, text possession, text utilization and study habit) and students' achievement in Literature-in-English; students who participated in literary club activities had the highest score performance. She further finds that students participation in literary club activities had the highest score in facilitating students' performance. She recommends that a convenient time, adequate resources and convenient environment should be provided for literary club activities because of its major contribution to learning. She also recommends seminars and workshops to be organized for PL teachers in order acquaint them with the informal approach of teaching literature via school-based literary club activities and learner-centered strategies.

It is apparent to note that as attractive and active as literary and debating society and press club are, they have received very little attention as regards research. The researcher contends that the major uniqueness of this study is the fact that it points out the effectiveness of using informal school club activities especially readers' club and drama club activities to language learning and it also focuses on finding out why it has not been duly utilized in schools to facilitate learning.

Oriloye and Ojo (2010) state that each culture has its own forms of educating and entertaining its citizens and that literary activities in the dramatic form is a form of academic entertainment and education for the child's all round development under a relaxed condition. Ojoraka (2003) found that members of drama group attend Literature-in-English lessons always thereby enabling them to excel academically. Ojoraka (2003) comments that:

Drama performance in schools serves as a moment of relaxation, entertainment and a medium of cultural improvement and transmission through the use of various proverbs, idiom and adages. it reveals more of cultural and traditional life style ... it is full of the communicative power, through which learners can easily learn the content of the text and grasp the major

themes of the story. These qualities and those similar to them combine to trigger students' understanding and positive responses toward text narration and analysis (p. 81).

According to Adeleke (2006) drama activities has a facilitating effect on students' school performance and promotes students' level of interest, interaction and study habit. He further explains that drama activities, apart from its contribution to academic improvement, is a means of socialising the young ones in the traditional society. Students are informally instructed on morals, norms and traditions and literary skills; depending on the setting and the genres of Literature that is involved in the performance. Adeboboye (2005) states that the core of the values of drama performance is the fact that it influences students' interest in classroom participation. Consequently, drama performance/activities in schools should go beyond the four- walls of the classroom experience. He states the following as academic values of drama activities towards students' overall development:

1. assuming appropriate roles and behaviour with individual and groups;
2. improving interest, attitude, experiences and feelings through interaction with other actors/audience:
3. forming good attitudes through rules, protocols and traditional practices such as behaviour. use of tone and diction and non-verbal language involved in drama performance;
4. recognising the kind of interaction appropriate for different circumstances and situations;
5. having the ability of being able to view the same event or text from more than one - point of view and recognising the relative validity of divergent points of view.

Therefore, literary activities will involve students in reading different Literature' genres which include prose. poetry and drama. All of these genres are relevant as components? of literary activities that could create opportunities for collaborative engagement, entertainment and participatory activities beyond the classroom setting (Olatunji, 2003). Drama group literary activities involve listening and speaking for literary response and expression. It involves studying and distinguishing the features of the genre, the characters involved in the drama text, understanding the use of language (including figurative language, imagery, allegory. irony. symbolism. stream-of-

consciousness) and the use of these elements to interpret the work and act/stage the work to teach everything that is expected to be understood for the enhancement of students' learning outcome in Literature-in-English (Patricia, 1996).

On the other hand, such oral dramatic literary communication would engage students in active participation in:

1. consistent reading of the recommended literary texts;
2. recitation of literary passages of the different characters in the play;.
3. cultural display and recognition of cultural values:.
4. enhance their interest and attitudes towards critical approaches to learning Literature;
5. improved students' collaborative and participatory activities beyond the classroom setting;
6. understanding and relating the different features of the genres of Literature-in-English; and
7. acting out scenes from a full-length play in the classroom (Patricia, 1996).

Moreso, various elements of drama activities propels students interest and motivate them towards various challenges that help them display their strength and weaknesses. These elements are categorized.

These activities are beyond the classroom formal and conventional setting. It is not only entertaining, but engaging and participatory. involving teachers' professional proficiency in his ability to control, co-ordinate and bring the formal classroom learning experiences into practical literary activities that will further improve students' active participation in the Literature instruction. The research Kolawole (1999) confirmed that any person who can read will find it easy to gather information from various sources by reading materials available to them. He asserts that reading is so crucial to the process of education that without it no meaningful learning can take place. Therefore, reading is indispensable at every level of education, especially in the Literature-in-English classroom. This assertion makes readers' club activities relevant to the study as one of the literary school club activities in senior secondary schools.

Hatch (1991) reports that students' effectiveness in using the skills of reading is very important to academic success than speaking ability, Factors for poor reading are students' poor study habit. lack of motivation, inadequate reading materials, poor state of the school library and students' poor orientation towards reading..

In Nigeria, reading has a major link to effective literature instruction. For instance, when teachers read or tell a story and encourage their learners to tell theirs or retell the teachers' story; we provide them with authentic opportunity to think and solve certain problems. Stories either read directly from the text or narrated by the teacher are important elements of Literature-in-English. The researcher will like to emphasise the relevance of reading to this study. Reading enhances effective participation of students in the classroom, and consequently, it improves students' academic achievement and positive attitude to learning. Ogudu (2012) sees school literary clubs as a potential component of helping students' to learn faster and to develop and extend students' understanding and attitude to the learning process beyond the classroom conventional activities. He states that:

Functional school-based readers' club helps students to interact freely among themselves, it aids remembrance of the content of the text and enhance club ... Through reading/readers' club activities, students' can begin to understand the values of social interaction and cultural development ... (Ogudu, 2012).

In contrast, however, most students, especially of Literaturein_Englsh detest belonging to reading activities because of such factors as poor linguistic background, lazy attitude, poor study habits and, most importantly, because they do not see how it connects with their school subjects and with their lives. They engage in reading only when preparing for a test or an examination, reading for pleasure is even a problem to many students. Consequently, the values of studying Literature-in-English are abstract to them. They see Literature-in-English only in terms of fiction, something that is imagined as mere stories and not real. Therefore, they see it as having nothing to do with other school subjects or their academic development. In this regard, the investigator posits that the Literature-in-English teacher should strive to show the connection between the subject and other school subjects. Students should be informed that Literature-in-English affects every facet of their lives. This will enable them to pay attention and appreciate it as a basic necessity of life that must be treasured and sought for; for improved academic attainment in PL, including other subjects in schools. This will enhance their interest in participating in all literary activities that will improve their achievement in the subject, especially the readers' club activities.

Moreso, it is important to note that more than an average of Nigerian school children regards reading as a mere exercise towards having a test or an examination in school. The fact that reading can be fun and exciting is strange to many students. The mention of readers' club activities sounds rather strange to many of them (Sylvia and Onukaogu, 2010). The researcher found this assertion to be relevant because it was very difficult to select schools for the study. Though, through purposive selection, yet, it was very difficult to get sufficient senior secondary schools that operate functional readers' club. Research evidence to this point has shown that teachers need to improve the culture of reading by making it interesting, fun and exciting, especially in the Literature-in-English classroom. Therefore, when students love reading because of the fun and excitement it offers, they would always want to come together in order to learn and perfect their reading skills.

According to Sylvia and Onukaogu (2010) readers' club is a gathering of people of like minds, ages and interests. The gathering is to foster their interest in and enjoyment of reading. They further explain that one way by which reading can become fun and exciting is by forming readers' clubs and using the clubs to promote communal reading, fun and 'excitement that will enhance students' attitude to and interest in reading. As such, some characteristics of any functional readers' club should include;

1. promoting dialogue one on one among members of the club;
2. being a place where members interact and share their every day experiences among themselves
3. being eager to share with others what they have read and experienced which must have specific content and a focus;
4. being taught the basic mechanics in dialoguing by the leader of the readers' club, who must also be a model;
5. providing members of the club with ample opportunities to listen, speak, read and write, otherwise, the activities is incomplete;
6. providing opportunity for language exposure beyond reading a text and discussing it, but members should have the opportunity to write on what they have read or dialogued on with their colleagues;
7. enhancing fun and relaxation among members. Members should be able to share jokes and anecdotes that would make them laugh. such as role playing, story telling, miming and playlet acting;

8. not being an extension of the typical classroom session for Language or Literature teaching/lesson. As such, club leaders should ignore errors which the members make when they speak, write or read in order to create a tension-free atmosphere;
9. being open-ended questions that give room to creativity or allow for idiosyncrasies of the individual during the course of the club meetings in order to encourage the members to participate maximally because every member of the club should be encouraged to talk; and
10. being abundance of books and all learning materials in the club e.g. newspapers, magazines, journals etc. Though, the club session is expected to promote listening, speaking and writing, the core of the activity or action in a functional readers' club is reading.

Walter (2000) states that readers' club activities involve students in producing oral and written reports on topics related to school subjects which they have shared and read. It helps students to establish an authoritative stance on the subject matter and provide references to establish the validity and verifiability of the information presented either orally or in written form. She went further to explain that readers' club activities involves collecting data, information, facts, ideas, concepts from the literary texts or any other reading materials that are relevant to the club and to the prescribed texts on Literature-in-English. On this note, Walter (2000) presents some values of readers' club in school; as it helps students to:

1. compare and synthesise relevant information from different sources through reading which will enhance the understanding of the prescribed literary texts.
2. distinguish relevant from irrelevant information and between fact and opinion.
3. relate new information to prior knowledge of what is learnt in the classroom.
4. organise information according to identifiable structure, such as compare/contrast or general to specific through reading different texts.

Readers' club activities could also help the Literature-in-English teacher to reduce (the) boredom in the teaching and learning classroom. There has been very scanty study on literary and debating club and its effectiveness to the teaching and learning of English language.

In a research by Lee, Shad and Mcleod (2005) on the effects of debate on oral communication skills among Taiwanese undergraduate EFL learners, it was stated that twenty one students participated in the study and they were randomly divided into

control and experimental groups. Debate sessions were held for six weeks among the experimental, while the control group received the traditional format of teaching. The results of the study revealed that students in experimental group progressed significantly compared to the control group, according to the scores of the pre-test and the post-test.

In language learning, developing of speaking skills, listening skill, reading skill and writing skills are very essential in fact they are known as the basic skills of language learning. For an activity to be regarded as effective for the teaching of English language, it must be functional in the development or in enhancing all of these basic language skills. Scholars such as (Pehzman, 2013; Kira, 2011; Driscoll, 2000; Bellon, 2000) states the function of literary and debating club to language learners as having the capacity to promote the skills of critical thinking which include synthesis, analysis and evaluation, since these skills are crucial constituents in formulating the rebuttals. Literary and debate plays a crucial role in facilitating “analytic thinking skills and self-conscious reflection on the validity of one’s idea.

Stewart and Pleisch (1998) affirms that the greatest importance and function of literary and debating is to be practiced and used as a teaching and learning tool which will be effective in increasing language proficiency and fluency in language learners. They also state that literary and debating activities have facilitating effects on students’ school performance and promote students’ interest rate and interaction among peers. These activities requires the teachers’ professional proficiency as it involves his ability to control, co-ordinate and bring the formal classroom learning experiences into practical informal school club activities that will further improve attainment in PL.

The work on press club activities was very challenging as the researcher stumbled on little previous study on the role and importance of press club activities to the teaching of English language. Nwoke (1987) stated that the aim of language teaching is to create in the learner a need to exploit different resources and activities that would enable the leaner develop proficiency in the target language which press club activities provide. Tafida and Dalhatu (2014) affirms that the use of resources and activities to ensure effective language teaching and learning is no longer in existence in schools in fact according to their research on ‘using newspaper to teach English as a second language’, they stated that teachers are over-reliant on text books and English course books and that teaching is teacher-centered and this has caused lack of motivation to learn in students. They emphasized the importance of media resource especially the use of the newspaper. They assert that a newspaper is an adult medium that can be made

into a student medium in order to enhance learning; they make learning fun and they deal in what is happening around ones environment and also provide motivation for reading and discussion; they provide stimulation for learners to think, talk and write about the things that matter to them; they help regimented class work reading in clubs for entertainment; Education World (2011) emphasizes that the use of newspapers in language teaching, provides an authentic, practical and assessable materials to the teacher. It also provides an activity-based teaching and learning situation, self-instruction, learner centeredness and autonomy. It also helps improves vocabulary skills in students and broaden their knowledge base.

A study by Bobkowski and Miller (2016) on ‘civic implications of secondary school journalism: associations with voting propensity and community volunteering’ stated that young press club members known as young journalist. They conducted an empirical analysis on the link between journalism participation in secondary schools and civic engagement in young learners and they found out that the civic implications that stem from journalism is quite different from those that result from other students’ involvement in debate and school activities. In their study they discovered that secondary students involvement in journalism contributes uniquely to civic development, they measured the value of secondary students journalism against four other civic education activities: social studies classes, debate etc. and it was found out that though this activities overlap in part, but the activities of gathering news, producing news and distributing of facts puts the secondary school journalist at edge of attuning them into performing civic responsibilities than other school activities. The young journalist exposure and involvement in a practical activity-based process has increased his abilities and intellect.

Ike (2015) in her research on ‘the problems and prospect of press club in secondary schools in portharcourt: case study: community secondary school Amadi-Ama, community secondary school Nkpolu and Girls secondary schools Orominike’. The study states the importance of informal school acvtivities to the advancement of a school and it further states that a governments achievement in education can only be seen in how effective all educational programmes are been handled. She also affirms the role of press club activities to help improve interaction among students and also help to improve and develop the skill of writing and speaking for proficiency. The study states that press club activities help students whose interest is in journalism to develop their skill, giving them an insight into what they are to expect in their chosen career in future.

The study states that press club activities are lifelong learning experience that needs to be encouraged and promoted in schools and that education of today, should not be about intellectual abilities alone but what can be useful outside the educational setting to help develop an individual and the society he belongs. Ike charges that the research is new and has not been fully explored as it was discovered that press club activities are going to extinction in schools and it means that the importance has not been explored. Press club activities can help develop reading habits in students and further help to improve their academic achievement and positive attitude to learning will also be improved.

2.3.4 Prescribed texts and performance in prose literature

Studies on perception of prescribed literary texts on interest and achievement in prose literature are scanty, but the few known ones are striking.

Arawo (2017) conducted an intervention using readers' theatre and reciprocal teaching strategies. The moderating effect of perceived difficulty of prescribed texts was also examined. Reports showed that students perceived the two texts as voluminous and boring, but the two intervention strategies improved learning outcomes in the prose literary texts examined.

Similarly, Yinusa (2021) conducted an intervention to improve students learning outcomes in prose texts in Ogun State. The two texts examined in the study were *Faceless* by Amma Darko and *Native Son* by Richard Wright. In the quasi-experimental research, the effectiveness of metacognitive and anticipation guide strategies was determined. It was reported that the two strategies improved performance. In the focus group discussion conducted to complement the quantitative data, students expressed their apathy towards the non-African prose text. This might be due to the cultural difference between students' culture and that expressed in the text which affected their comprehension.

2.4. Appraisal of literature

Literature review shows persistent underachievement in Literature-in-English. Empirical literature has shown that attempts to address the poor learning outcomes of students occasioned intervention using techniques such as anticipation guides, literature circles, direct instruction of multiple metacognitive strategies on reading expository prose text, use of metacognitive strategy during engagement with reading narrative and informational texts. These studies confirmed that innovative strategies can help learners

to understand texts, enhance thinking skills and solve comprehension difficulties. Some other studies examined the impact of anticipation guide strategy on Iranian EFL students' comprehension of culturally unfamiliar texts and found that it enhanced their reading comprehension. Other concerns of previous studies include: learning style, self-efficacy and text anxiety as predictors of performance in prose literature. Despite insightful contributions of previous studies, the problem of underachievement in Literature-in-English has not abated thus, necessitating the investigation of some other critical factors such as aliteracy, school clubs, prescribed texts and proficiency in English. The literature reviewed revealed a strong connection of these factors with performance in English studies, , Basic Science, Biology, Basic Science and Chemistry without considering their impact on performance in prose literature. Again, most of the studies on aliteracy were in countries outside Nigeria. It is, therefore, expected that all these gaps identified in literature will be filled in this study which will investigate the influence of these lesson enrichment factors(aliteracy, school clubs, prescribed texts and proficiency in English) on attainment in PL.

CHAPTER THREE

METHODOLOGY

In this section of the thesis the research methods followed in the execution of the research is discussed.

3.1 Research design

This study made use of sequential mixed methods (QUAN+qual) design. The quantitative aspect involved classroom observation of Literature-in-English instructions and collecting information through already validated instruments. The other part of the design was focused on in-depth interviews of 20 students on how what factors motivate them to read or impede them from reading the prescribed texts. It also elicit responses on their perceived benefits of using literary clubs to teach Literature-in-English..

3.2. Variables of the study

The variables are stated below:

3.2.1. Independent variables: These are teachers' classroom practice variables, namely:

- i Aliteracy
- ii Participation in School Clubs
- iii Perception of the Prescribed Prose Literature-in-English Texts
- iv English language proficiency

3.2.2. Dependent variables: These are students' learning outcomes in Prose literature.

3.3. Population

The totality of SSII Prose Literature-in-English students and their teachers in public SSS in Ibadan Metropolis, Nigeria.

3.4. Sample and sampling techniques

Ibadan Metropolis was purposively selected for having the largest number of public SSS. Total enumeration was employed to pick all the LGAs in Ibadan metropolis. Simple random sampling was utilised to select 50 public senior secondary schools Ibadan metropolis(10 per LGA) in Ibadan Metropolis. One intact class of Literature-in-English students will be purposively selected to participate in the study. A total of 1500 students were the participants.

3.5 Research instruments

Data were collected using the following instruments:

1. PL Achievement Test (PLEAT)
2. Attitude to PL Questionnaire (APLQ)
3. Aliteracy Scale (AS)
4. English Language Proficiency Test (ELPT)
5. Involvement in Reading Club Scale (IRCS)
6. Student Perception of the Prescribed Prose Literature-in-English Texts (SPPPLET)
7. In-depth Interview Guide (FGDG)

3.5.1 English Studies Achievement Test (ESAT)

The ESAT was constructed by the researcher and used to obtain performance of students in the prose texts. It had two sections. Section A contains 20 multiple choice objective questions, while Section B is made of four essay questions (two from African and two from Non-African Prose) out which students will be required to answer two questions (one from each of African and Non-African prose). The African prose literature text to be used is *Second Class Citizen* by Buchi Emecheta, while the Non-African prose text to be used is *Invisible Man* by Ralph Ellison. The face and content validity of the test was assessed by experts in the department of the researcher and in Department of English, University of Ibadan. The instrument was administered to 20 public SS II students that did not feature in the study. The reliability of the test was ascertained through test-re-test method and the reliability value was 0.83.

3.5.2. Attitude to Prose Literature Questionnaire (APLQ))

This is a self-designed instrument which measured disposition to prose literature text. There were two sections in it. First section focused on name, sex and class. The other part consists of 20 items following response format of SA, A, D, SD. The questionnaire was completed by 20 SS II students who did not feature in the study for reliability and internal consistency of testing using Cronbach alpha. The reliability value was 0.75

3.5.3 Students Aliteracy Scale (SAS)

This instrument is self-designed to measure aliteracy among Literature-in-English students. There were two sections in it. First section focused on name, sex and class. The other part consists of 20 items on aliteracy. The response format adopted is Very True of Me, True of Me, Fairly True of Me, and Not True of Me. The face and content validity was done by experts in the department for their input. Suggestions made were used to improve on the items. The questionnaire was completed by 20 SS II students who did not feature in the study for trial testing with value of 0.79. The response format adopted is Very True of Me, True of Me, Fairly True of Me, and Not True of Me.

3.5.4 English Language Proficiency Test (ELPT)

The ELPT measured the fluency of respondents in basic skills of English which were tested over 100. Experts from English Department assessed ELPT face and content validity. Forty students responded to it twice with time lag of two weeks, and they did not feature in the study. The test-retest method adopted for reliability reported a value of 0.78

3.5.5 Involvement in Reading Clubs Scale (IRCS)

The IRCS was adapted from Fakeye and Adegbile (2014). The original instrument measured students classroom participation with a consistency index of 0.81. The items in the instrument were modified to measure student involvement in reading club activities. The other part consists of 20 rating statements that assessed IRC. A Four-point scale of Very Often, Often, Seldom and Never was adopted.

Experts from this university assessed it for validity. The researcher's supervisor also examined IRCS with a view to affirming its suitability for the target respondents. The test-running of IRCS was carried out on SS2 students in a separate school to

determine its consistency of results and suitability. A value of 0.87 was obtained and it was considered suitable for the study.

3.5.6. Student Perception of the Prescribed Literature-in-English Texts Questionnaire (SPPLETQ)

This instrument is self-designed to measure students' perception of prescribed Prose Literature text. The instrument had two sections which were personal details in the first section, while the other section features questions under informal school club activities. The questions were scored using 4, 3, 2, 1 for SA, A, D, and SD, respectively and it was reversed using 1, 2, 3, 4, respectively for negative items. The items elicited responses from the students on their perception of the prescribed prose texts. The questionnaire was examined and modified where necessary. The questionnaire was administered to 20 students who were not included in the sampled population for the study. The Cronbach alpha was used to compute the reliability and the coefficient was 0.77.

2.5.7. In-depth Interview Guide for Students (IIGS)

The IIGS was in-depth with students of Literature-in-English on what factors motivate them to read or impede them from reading the prescribed texts. It also elicited responses on their perceived benefits of using literary clubs to teach Literature-in-English. The interview was held with 20 students (four per local government area). The guide was face- and content-validated by experts. Comments and suggestions made helped to improve its quality.

3.6. Procedure for data gathering

Permission letter to use schools was presented to principals of the schools used for the study. Next was the briefing of assistants that were assigned to the measurement of one independent variable. The researcher will seek the permission of the head teachers of the schools who will hand the researcher over to the English Studies teachers teaching primary five classes. English Studies Achievement Test (ESAT) will be administered first, to be followed by all the independent measures that will be administered to each teacher in English Studies classroom. A teacher will be observed and rated by five trained research assistants during lessons with each handling one observation scale of the lesson enrichment variables. The quantitative data will be

complemented with oral interview with selected teachers. Data collection will last eight weeks.

3.7. Analytical tools and procedure

The transcribed data extracted were subjected to statistical analysis. The transcribed data were arranged in regards to the questionnaires and scales prepared as well as the extracts from the interviews held. Employed for analyses were Percentage and means, PPMC and multiple regression,. Content analysis presented interview results.

CHAPTER FOUR

RESULTS AND DISCUSSION OF FINDINGS

This chapter focuses on data analysis. The data is analysed in line with the objectives of the study. Thus, this chapter explains the outcome of analysis of the garnered data. The underlining components of the theories discussed in the previous chapter are utilised to support the findings.

4.1. Demographic information of participants

Table 4.1 No. of students in line with age and gender

S/n	Gender	Frequency (f)	Percent (%)
1	male	710	47.3
2	female	790	52.7
	Total	1500	100.0
S/n	Age	Frequency (f)	Percent (%)
1	14-16years	750	50.0
4	17-20years	465	31.0
5	Above 20years	285	19.0
	Total	1500	100.0

Table 4.1 shows the profile of the sampled students offering Literature-in-English in the participating schools in line with gender and age. According to the analysis, 680 (45.3%) students were male, while 820 (54.7%) were female. Also, 750 students representing 50.0% of the participants were between 14-16 years as their teaching of age; 465 (31.0%) were between 17-20 years of age; and finally, 285 (19.0%) were 20 years and above.

4.1.1. Answers to RQs

RQ 1: What is the attitude of students to Prose Literature-in-English?

Table 4.2: Students' attitude to prose literature

S/N	Statement	SA	A	D	SD	χ	Std	Remarks
1.	Reading Prose Literature texts is problematic	1290 2.9	210 0.5	-	-	3.86	.351	Agreed
2.	I prefer prose literature to other genres of literature.	210 0.5	1230 2.7	30 0.1	30 0.1	3.08	.488	Agreed
3.	I feel excited when I read. prose literature texts	600 1.3	810 1.8	30 0.1	60 0.1	3.30	.707	Agreed
4.	Reading prose texts improves my communication skills.	450 1.0	990 2.2	30 0.1	30 0.1	3.24	.591	Agreed
5.	I contribute to discussions on prose literature texts	480 1.1	630 1.4	270 0.6	120 0.3	2.98	.915	Agreed
6.	I always strive to excel in prose literature.	660 1.5	510 1.1	150 0.3	180 0.4	3.10	1.015	Agreed
7.	I prefer reading study guide.to reading actual texts	150 0.3	450 1.0	210 0.5	690 1.5	2.04	1.087	Disagreed
8.	Prose literature has many career prospects	420 0.9	900 2.0	60 0.1	120 0.3	3.08	.804	Agreed
9.	Prose literature examination questions are easy to understand	780 1.7	420 0.9	240 0.5	60 0.1	3.28	.882	Agreed
10.	I like my prose literature teacher	360 0.8	1080 2.4	30 0.1	30 0.1	3.18	.560	Agreed
11.	Reading prose literature texts improves life experiences.	840 1.9	450 1.0	150 0.3	60 0.1	3.38	.830	Agreed
12.	Prose literature should be removed from the curriculum	300 0.7	360 0.8	330 0.7	510 1.1	2.30	1.147	Disagreed
13.	Passing tests and examinations is the reason for reading prose texts.	-	540 1.2	450 1.0	510 1.1	2.02	.845	Disagreed
14.	Prose literature is not useful to me	330 0.7	270 0.6	360 0.8	540 1.2	2.26	1.175	Disagreed
15.	I dislike prose literature texts	30 0.1	240 0.5	690 1.5	540 1.2	1.84	.766	Disagreed
16.	I do not care if I fail prose literature tests.	60 0.1	120 0.3	600 1.3	720 1.6	1.68	.794	Disagreed
17.	I always find prose literature lessons exciting	420 0.9	480 1.1	450 1.0	150 0.3	2.78	.975	Agreed
18.	I attend prose literature classes regularly	330 0.7	870 1.9	150 0.3	150 0.3	2.92	.853	Agreed
19.	I do not see any reason to read prose literature.	60 0.1	120 0.3	450 1.0	870 1.9	1.58	.810	Disagreed
20.	I do not have the recommended prose texts	420 0.9	180 0.4	480 1.1	420 0.9	2.40	1.178	Disagreed
Weighted Average: 2.72 Threshold: 2.5								

Table 4.1 shows the responses of students on their attitude to prose literature. It reveals a weighted average of 2.72 which is higher than the threshold of 2.5. This implies that the attitude of students to prose literature was favourable.

Research Question 2: How do students perceive the prescribed prose Literature-in-English texts?

Table 4.3: Students' perception of the prescribed prose texts

S/N	The prose texts:	SA	A	D	SD	\bar{x}	St. D.
1	Are not voluminous	750 (50.0%)	615 (41.0%)	105(7.0%)	30(2.0%)	3.35	.762
2	Are readily available in the market	605 (40.4%)	560 (37.4%)	258 (17.2%)	77 (5.1%)	3.13	.873
3	Are too expensive	160 (10.7%)	313 (20.9%)	450 (30.0%)	571 (38.3%)	2.96	1.011
4	Are not available in the market	243 (16.2%)	330 (22.0%)	531 (35.4%)	397 (26.4%)	2.72	1.028
5	Interesting to read	735 (49.0%)	579 (38.6%)	140 (9.3%)	45 (3.0%)	3.34	.770
6	Are easy to comprehend	423 (28.2%)	566 (37.7%)	321 (21.4%)	190 (12.7%)	2.19	.986
7	Contain many unfamiliar words.	813 (54.2%)	507 (33.8%)	122(8.1%)	57 (3.8%)	3.38	.794
8	Contain simple plots	513 (34.2%)	581 (38.8%)	276 (18.4%)	130 (8.7%)	2.02	.935
9	Contain simple words	648 (43.3%)	558 (37.2%)	222 (14.8%)	72(4.7%)	3.19	.860
10	Contain unfamiliar stories	255 (17.0%)	334 (22.2%)	465 (31.0%)	445 (29.7%)	2.73	1.064
11	Are relevant to my cultural experience.	591 (39.3%)	556 (37.1%)	241 (16.1%)	111 (7.4%)	3.08	.920
12	Contain simple sentences	646. (43.1%)	568 (37.9%)	189 (12.6%)	96 (6.4%)	3.18	.885
13	Are not easy to comprehend	234 (15.6%)	273 (18.2%)	414 (27.6%)	579 (38.6%)	2.89	1.088
14	Are boring to read	646 (43.0%)	597 (39.7%)	202 (13.4%)	54 (3.6%)	3.22	.813
15	Have many moral lessons in them	792 (52.8%)	540 (36.0%)	103 (6.8%)	64 (4.2%)	3.37	.796
Weighted Average						2.98	

In Table 4.2, perception of students about the prescribed prose texts is revealed in their responses to each of the items as expressed in percentage and mean. The results show that majority of the students agreed that the prose literature texts are not voluminous ($\bar{x} = 3.35$); majority of the students agreed that the prescribed texts are readily available in the market ($\bar{x} = 3.13$); majority of the students disagreed that the prescribed prose texts are expensive ($\bar{x} = 2.96$); majority of the students disagreed that the texts are too expensive ($\bar{x} = 2.72$); agreed that the texts are interesting to read ($\bar{x} = 3.34$); majority of the students agreed that the texts are easy to comprehend ($\bar{x} = 2.19$); agreed that the prose texts contain many unfamiliar words ($\bar{x} = 3.38$); agreed that the texts contain simple plots ($\bar{x} = 2.02$); majority of the students agreed that the prose texts contain unfamiliar stories ($\bar{x} = 3.19$); majority of the students agreed that the texts are relevant to their cultural experiences ($\bar{x} = 2.73$); majority of the students agreed that the texts are boring to read ($\bar{x} = 3.08$); majority of the students agreed that the texts are easy to comprehend ($\bar{x} = 3.18$); majority of the students disagreed that the texts are not boring to read ($\bar{x} = 2.89$); majority of the students agreed that the texts contain simple sentences ($\bar{x} = 3.22$); majority of the texts contain many moral lessons ($\bar{x} = 3.37$). In conclusion, the result implies that students had a positive perception of prescribed prose literature texts. This is revealed by the Weighted Average of 2.98 which is higher than the threshold of 2.50.

4.1.2. Testing the Null Hypotheses

Hypotheses 1a. Aliteracy is not significantly related to performance in prose literature.

Table 4.4: PPMC of aliteracy and achievement in prose Literature-in-English

Variables	N	Mean	Std. Dev.	r	p-value	Remarks
Aliteracy	1500	52.87	10.99	.341	.032	Significant
Achievement in Prose Literature-in-English	1500	60.87	8.51			

* significant at $p < .05$

As shown in Table 4.4, aliteracy was significantly related to performance in prose literature [$r=.341$]. This is significant at 0.05 level of significance. Hence, the null hypothesis is rejected.

H₀1 b) The relationship between aliteracy and attitude is not significant.

Table 4.5: PPMC of aliteracy and achievement in prose Literature-in-English

Variables	N	Mean	Std. Dev.	r	p-value	Remarks
Aliteracy	1500	52.87	10.99	.422	.328	Significant
Attitude to Prose Literature in English	1500	72.73	10.50			

* significant at $p < .05$

Pearson Product moment correlation was calculated. as shown in table 4.5. Aliteracy was significantly related to attitude. The r value is $-.422$, which is significant at 0.05 level of significance. So, the null hypothesis is rejected.

H₀₁ c) Participation in literary clubs and achievement in Prose Literature-in-English are not significantly related.

Table 4.6: PPMC of participation in literary clubs and achievement in prose literature

Variables	N	Mean	Std. Dev.	r	p-value	Remarks
Participation in Literary Clubs	1500	56.47	8.19	.281	.029	Significant
Achievement in Prose Literature-in-English	1500	60.87	8.51			

* significant at $p < .05$

The correlation conducted to explore the relationship between students' participation in literary club activities and achievement in Prose Literature-in-English was shown on this table. According to the table, a significant positive relationship was found between students' participation in literary club activities and achievement in Prose Literature-in-English [$r=.281$] with high level of participation in literary clubs activities associated with better achievement in Prose Literature-in-English. Therefore, the null hypothesis that there is no significant relationship between students' participation in literary club activities and Prose Literature-in-English is not accepted.

H_{01 d}) The relationship between Participation in literary clubs and attitude to Prose Literature-in-English is not significant.

Table 4.7: PPMC of participation in literary clubs and attitude to prose literature

Variables	N	Mean	Std. Dev.	r	p-value	Remarks
Participation in Literary Clubs	1500	56.47	8.19	.591	.044	Significant
Attitude to Prose Literature-in-English	1500	72.73	10.50			

*Significant at $p < .05$

Participation in school clubs and performance of students in prose literature as shown in table 4.6. [$r = .591$]. was significant at 0.05 level of significance. Thus, the null hypothesis is rejected.

H₀1e. Students' Perception of the prescribed prose Literature-in-English texts is not significantly related to achievement in Prose Literature-in-English texts.

Table 4.8: PPMC of students' perception of PL texts and achievement in Prose Literature English texts

Variables	N	Mean	Std. Dev.	r	p-value	Remarks
Prescribed texts	1500	76.82	8.15	.192	.142	Significant
Achievement in PL texts	1500	60.87	8.51			

*Significant at $p < .05$

Table 4.8 presents the correlation conducted to find out the connection between participation in school clubs and performance of students in prose literature as shown in table 4.6. The correlation [$r = .192$]. was significant at 0.05 level of significance. Thus, the null hypothesis is rejected.

H_{01 f}) The relationship between students' perception of the prescribed prose texts and attitude is not significant.

Table 4.9: PPMC of perception of the prescribed prose texts and attitude

Variables	N	Mean	Std. Dev.	r	p-value	Remarks
Perception of the Prescribed texts	1500	76.82	8.15	.187	.049	Significant
Attitude to Prose Literature-in-English texts	1500	72.73	10.50			

*Significant at $p < .05$

Participation in school clubs and performance of students in prose literature as shown in table 4.8. [$r=.187$] was significant at 0.05 level of significance. Thus, the null hypothesis is not accepted.

H₀1g) ELP and performance in prose texts are not related significantly.

Table 4.10: PPMC of ELP and achievement in prose literature

Variables	N	Mean	Std. Dev.	r	p-value	Remarks
Proficiency in English	1500	46.33	7.92	.119	.037	Significant
Achievement in Prose Literature-in-English texts	1500	60.87	8.51			

*Significant at $p < .05$

The PPMC computed on table 4.9 indicated that the r value of .119 was significant. Therefore, the null hypothesis is not accepted.

H₀1 h) EPL and attitude to prose texts are not significantly related

Table 4.11: PPMC of proficiency in English and attitude to PL

Variables	N	Mean	Std. Dev.	R	p-value	Remarks
Teachers' Resource Utilisation	1500	46.33	7.92	.378	.552	Not Significant
Attitude to English Supra-segmental Features	1500	72.73	10.50			

In Table 4.10 we have the result of correlation analysis between ELP and attitude to Prose texts. According to the table, ELP and attitude are correlated significantly [$r=.078$]. Therefore, the null hypothesis is accepted.

H₀₂ a) Significant composite contribution of prescribed texts and students' factors to achievement in Prose Literature -in-English does not exist.

Table 4.12: Regression showing composite contribution of independent variables on to performance in prose literature

<p>R = .712</p> <p>R² = .509</p> <p>Adjusted R² = .507</p>					
Model	SS	Df	MS	F	Sig.
Regression	8308.41	4	2077.10	15.04*	.000
Residual	228992.20	1658	138.11		
Total	37300.60	1662			

*Significant at P<05 alpha level

Table 4.11 shows a multiple regression squared index (R²) of .501. This implies that 50.7% of the total variance in the achievement of students in prose Literature in-English is attributable to the composite contribution of independent variables of aliteracy, perception of the prescribed texts, participation in literary clubs and proficiency in English.

H₀ 2b: Significant composite contribution of prescribed texts and students factors to attitude towards PL does not exist.

Table 4.13: Regression of combined effect of independent variables to attitude

R = .814					
R² = .662					
Adjusted R² = .660					
Model	SS	Df	MS	F	Sig.
Regression	44888.41	4	11222.10	151.50*	.000
Residual	122817.90	1658	74.08		
Total	167706.40	1662			

*Significant at P<05 alpha level

Table 4.12 shows a multiple regression squared index (R^2) of .660. This implies that 66.0% of the total variance in the attitude of students towards PL is attributable to the joint contribution of independent variables of aliteracy, perception of the prescribed texts, participation in literary clubs and proficiency in English. Therefore, the hypothesis is rejected.

H_{03a}: Individual contribution of aliteracy, perception of the prescribed texts, participation in literary clubs and proficiency in English to attainment in PL is not significant.

Table 4.14: Individual effect of independent variables to performance in prose texts

variables	UC		SC	t	Sig.	Rank
	B	Std. Error	Beta (β)			
(Constant)	.502	5.554		8.43	.000*	
Aliteracy	.371	.035	.258	6.58	.000*	2
Student perception of prescribed texts	.254	.069	.121	4.13	.003*	3
Student participation in literary clubs	.126	.052	.095	1.77	0.78	4
Student Proficiency in English	.465	.035	.324	7.13	.000*	1

In table 4.13 individual contribution of aliteracy to performance in prose literature was ($\beta=.258$), while that of student perception of the prescribed texts to achievement in prose Literature in-English was $\beta= .121$. Also, the relative contribution of student participation in literary clubs to achievement in prose Literature in-English was $\beta=.095$, while the contribution of student proficiency in English to achievement in prose Literature in-English was $\beta= .324$.

Table 4.15: Hierarchy of individual contribution to performance in prose texts

S/N	Predictor Variables	Order of predictive capacity (Rank)
1	Aliteracy	2
2	Perception of prescribed texts	3
3	Participation in Literary clubs	4
4	Proficiency in English	1

Table 4.14 all the independent variables are good predictors of student; achievement in prose Literature in-English.

H_{03b}: Aliteracy, perception of the prescribed texts, participation in literary clubs and ELP to attitude to prose literature..

Table 4.16: Individual effect of independent variables to attitude

variables	UC		SC	T	Sig.	Rank
	B	Std. Error	Beta			
(Constant)	49.940	4.068		12.28	.000*	
Aliteracy	.425	.026	.356	10.10	.000*	2
Participation in literary clubs	.258	.051	.189	4.15	.000*	4
Perception of prescribed texts	.317	.038	.268	7.00	.000*	3
Proficiency in English	.536	.026	.461	13.93	.000*	1

Table 4.15 shows effect of aliteracy to students' attitude towards prose Literature in-English was ($\beta=.356$), while that of participation in literary clubs to student attitude towards Literature in-English was ($\beta= .189$). Also, the contribution of perception of the prescribed texts to student attitude towards Literature in-English was ($\beta=.268$). The contribution of students' proficiency in English to student attitude towards prose Literature in-English was ($\beta=.461$). The level of impacts at different levels is as shown here SPE ($\beta=.461$)> Aliteracy ($\beta=.356$) > SSH ($\beta=.268$)> SPLC ($\beta=.189$)

Thus, students' proficiency in English is the highest contributor to students' attitude towards prose Literature in-English. This is seconded by aliteracy, followed by student perception of the prescribed texts, while students' text utilization is the least in facilitating students' attitude towards prose Literature in-English.

Table 4.17: On students' attitude towards prose Literature in-English

S/N	variables	rank
1	Aliteracy	2
2	Participation in literary clubs	4
3	Perception of the prescribed texts	3
4	Proficiency in English	1

4.2. Content analysis of In-depth Interview

As a way of complementing the data collected from the administration of questionnaires, scales and observation schedule, in-depth interview sessions were held with some students offering Literature-in-English. The interview focused on factors that motivate or inhibit them from reading the prescribed prose literature texts and their perceived benefits of using literary and reading clubs as a platform for the prose Literature-in-English instruction in schools. The interview was held with 20 randomly selected students from the five local government areas (four per LGA

On factors that motivate them to read prescribed texts, all the students interviewed explained that they are motivated to read prescribed prose texts when the texts contain interesting stories, simple plot, themes that are related to their life experience and background, simple diction, voice recording of the stories and when texts are not too voluminous.

According to the students, ‘

when our Literature-in-English the prescribed PL texts with us in class and I find it interesting, I develop interest in reading the texts. Even when I do not have the text, I borrow from my friends in other schools to read. (*Student T, Female: 17 May, 2022; 10.10 a.m.*).

Some other students answered that: *‘some prescribed prose texts are difficult to understand because of difficult language used in writing them. Also, plot arrangement in some of the texts is not sequential, making it difficult to understand the story and link different parts together’* (Student G, Female: 17 May, 2022; 10.45 a.m).

Some students also agree that:

when technology is used in voice recording of the stories of the texts, it arouses their interest in reading the texts’
One of our teachers often play a DVD voice recording of the serial reading of stories in the text, which makes it interesting for us to read (Student K, Male: 24 May, 2022; 11.45 a.m.).

There is no doubt that technology has enabled teachers to increase the interest of students in reading prescribed prose texts. It can also be said that teachers who are conversant with the use of technology in teaching such as projector, CD, DVD, and other gadgets could arouse the interest of their students in reading the recommended texts. The conclusion that can be arrived at from the responses of the students on the factors that

motivate them to read prescribed texts are that the texts should not be too voluminous, the language should be simple, plot arrangement should be linear, stories should be related to students' experiences, the story should be interesting, and technology should be integrated into the reading of texts.

As regards factors that inhibit them from reading prescribed texts: scarcity and high cost of buying the texts, inadequate time at the disposal of the students in reading the texts, voluminous size of the texts, volume of notes to write and homework in other school subjects, engagement in domestic chores, among others.

'There are occasions when we would not find the texts to buy in big bookshops in Ibadan. In some other cases, we cannot afford the cost of purchasing the texts'' (Student J, Male: 27 May, 2022; 1.45 p.m.)

Another problem is that students have many notes to write on other school subjects which leaves them with inadequate time to read the texts. Also domestic chores often occupy students' time, so also is their homework from other compulsory school subjects.

We often do not have enough time to read the prescribed prose texts due to many assignments and homework we are given in mathematics, English Language and other subjects. I don't usually have time to read the prescribed prose texts because I go to join my mum at shop after school everyday to help in the market and by the time we get back home in the evening it's usually late and I am already tired''
(Student A, Female: 26 May, 2022; 12.40 p.m.).

Benefits of using literary and reading club

When responding to question on benefits of using literary and reading clubs to teach prescribed texts, many students were of the opinion that reading the prescribed texts in literary and reading clubs, stave off the usual regimentation associated with conventional classroom instruction, there is also students' involvement in collaborative activities, shared reading of the prose texts in informal and tension free atmosphere. This helps students engage with the texts. There is also the possibility of roleplaying the characters in the texts, hence it fosters students' social skills and team spirit. According to the students,

the students' participation in reading clubs promotes cooperation. In the clubs, if we read prescribed texts we feel very free to discuss with one another on the themes of the texts. It also helps students who don't have the texts to share with those who have. In most of the classroom discussions, we are sometimes not free to express ourselves naturally because of the fear of our teachers, but

in literary clubs, we sare free with ourselves, we ask questions from ourselves and we share ideas together. (Student F, Female: 30 May, 2022; 1.40 p.m.).

It can be concluded from these students' responses that the reading of prose Literature -in-English texts is participatory in literary clubs. The implication of this is that learning is collaborative and engaging, resulting in good quality of learning.

Challenges facing the use of literary clubs in reading prescribed prose texts: While providing explanations for challenges facing the use of literary clubs in reading prescribed prose texts, it was reported that sometimes, not much grounds is covered before the expiration of the time allotted to club activities. It was also reported that the absence of teachers to maintain discipline sometimes makes some students to exhibit disruptive behaviours.

According to the students, '*some students sometimes disrupt activities in the club. They often debar other students from concentrating on their reading*' (Student Y, Male: 31 May, 2022; 2.00 pm.).

Time allotted to club activities(70 minutes) is not always enough to cover the reading and discussion of many chapters in the texts, and in most cases before we start to read in the clubs it always take a long time to settle down because some students see the period as a time for play(Student H, Female: 31 May, 2022; 10.10 a.m.).

In summary, effective use of literary and reading clubs for prose literature instruction is bedevilled by insufficient time given to the clubs, unruly behaviour of some students and non-presence of teachers to enforce discipline in the course of the club activities. Schools should thus endeavour to detail teachers to the clubs in order to maintain discipline and curb disruptive behaviour

4.3. Discussion of the Findings

4.3.1. Attitude to PL

In this study, students had a favourable disposition to prose literature which is likely traceable to good instructional practice used by the teachers. It is also likely so because the novels recommended made interesting reading and they are not too voluminous. This

discovery is supportive of that of Adebile (2015) who brought the report that students had positive disposition to literature in Ondo city.

4.3.2. Perception of students of recommended prose literature texts

It was found that students had a positive perception of the two novels that were recommended for study. Responses from the students were that the texts were easy to read; not too expensive to buy; not too voluminous; contained interesting stories; had simple words and expressions; and had familiar themes. This revelation follows the results of Mojere (2022) who observed that students of Oke-Ogun had good perception of recommended English language texts

4.3.3. .Aliteracy and students' learning outcomes in prose literature

Aliteracy had direct strong connection with learning outcomes in prose literature. This might occur because when students are aliterate, they find reading a boring and uninteresting task and hence, shy away from reading the prescribed prose literature texts. The nature of prose Literature in English examination is such that questions always require that candidates demonstrate the reading and knowledge of the actual texts, not key points or summary notes. Therefore, the presence of aliteracy could have a negative impact on students' performance in prose literature. Conversely, absence of aliteracy as exemplified by strong interest in reading and good reading habit could enhance learning outcomes. Some of the benefits that accrued to students who engage in reading including the ability to enhance intellectual competencies and develop perceptions into human problems This result corroborates Abimbola (2021) that aliteracy is expressed in the lack of voluntary reading by students. Voluntary reading is closely linked to academic' reading in the sense that secondary school students who abhor voluntary reading or reading for pleasure, will find it difficult to read prescribed texts without being forced and' thus may resort to use of abridged texts and key points when examination is approaching. Therefore, the lack of voluntary reading may be a signal to lack of academic reading and is a warning signal for aliteracy among secondary school students. Involvement in all these activities makes secondary school students to find it difficult to create time for reading because the interest that is supposed to be developed in reading is non-existent. The feeling that there are some other rewarding and profitable ventures which a person can engage in other than reading could be a likely reason. Presence of aliteracy in prose Literature-in-English students could result in poor

attitude to the reading of the prescribed texts, while absence of aliteracy characterised by strong interest in reading and good reading habit could develop their interest in the texts. The result is akin to those of Fakeye (2012), Nwosu and Nnagha (2014) and Abimbola (2021) who also found that aliteracy influenced students' attitude to reading in varying degrees in their separate studies.

4.3.4. Students' participation in reading club activities and learning outcomes in prose Literature in-English

The variable had a high level of relationship with students' achievement in this study. Good participation are gainful activities towards good academic achievement. Reading club activities enable students to demonstrate knowledge and understanding of the prose literary texts. It aids students' ability to demonstrate understanding of structure, technique and style of the author and reminds them vividly the content of the prose literary texts through points made by others and through appropriate reference to the texts. In schools where these reading club activities are in operation, group participation in them is one of the distinguishing features of effective pedagogical principles that source out a form of stress and tension free atmosphere for students' effective learning and teachers' effective teaching. The response of some students interviewed also affirm the benefits of making students to participate in reading and drama clubs: *the students' participation in reading clubs promotes cooperation. In the clubs, if we read prescribed texts we feel very free to discuss with one another on the themes of the texts. It also helps students who don't have the texts to share with those who have.* Of course, participants in reading club activities basically perform different roles that attract, inform and entertain the audience or students about the content of the literary activities being displayed (Adebile, 2013). Also, participation in school club literary activities is conceived not in terms of an individual but of a group: it is always a collective performance with great goals and values expected to be achieved at the end of the performance. Hence, the researcher is of the view that in order to improve learning capabilities and learners' academic achievement, there must be a conducive learning environment where learners will be able to interrogate and interact together beyond what operates in the Literature-in-English classroom setting. It is the view of the researcher that students' conducive learning environment is germane to effective learning and academic achievement. especially in Literature because of its curriculum content. This result is in support of the results of Adebile (2015) and Akintola (2020)

that literary activities and students' ability to engage in the learning process, effectively supplement and extend their mode of learning and experiences towards improved academic achievement and that school club literary activities have positive contribution on life skills such as reading proficiency and communication skills. However, there are challenges associated with the deployment of these clubs for literature instruction as reeled out by some of the students interviewed: *"some students sometimes disrupt activities in the club. They often debar other students from concentrating on their reading"* *They hardly contribute to discussions in class"* Also, in support of the findings, Watson (2007) reports that the learning outcomes from literary club activities depend on the goals of the teachers or the organizers of the literary club activities.

The discovery of a strong affinity between involvement in reading and drama clubs lends credence to Fakeye and Adebile (2014) and Adebile (2015) who found that attitude towards prose Literature-in-English was influenced by participation in literary club activities. They contend that any change in learner attitude towards regular engagement with prescribed prose literary texts obviously lead to a change in their cognitive development and learning outcome in Literature in-English. Ogudu (2012) also submitted that functional school-based readers' club helps students to interact freely among themselves, aids remembrance of the stotyline and enhance the club. Through readers' club activities, students' can begin to understand the values of social interaction and cultural development.

4.3.5. Student perception of the prose texts and learning outcomes

Analysis revealed a strong positive significant relationship between student perception of the prescribed prose texts and learning outcomes in prose Literature in-English. This might occur because students perception of prescribed texts enhances students' text possession and utilization. Prose literature texts are supposed to be inspiring and motivating. When the prose literary texts are perceived as appropriate, they create interest, pleasure, and infectious enough to inspire students to read and learn. In the contrary, when students perceive the prescribed texts as difficult to read, irrelevant to their experience and unaffordable, they will not buy and utilise the texts. Some of these factors may be responsible for the high level of apathy displayed by many students to the reading of prescribed prose texts. Buttressing this views, excerpts from the interview with students also highlighted the factors that can motivate them to read the recommended texts and shape their perception oof the texts. *Even when we do not have*

the text, we borrow from friends in other schools to read'' Some other students explained that: *''some prescribed prose texts are difficult to understand because of difficult language used in writing them. Also, plot arrangement in some of the texts is not sequential, making it difficult to understand the story and link different parts together''* The result is contrary to the findings of Yinusa (2011) who found that the quality of the prescribed prose Literature-in-English did not correlate with level of attainment in those texts. Also, the results contradicted the reports of Adebile (2013) who found that student perception of Literature-in-English texts is not connected to students' achievement and that it has no significant positive correlation at any level with students' learning and achievement. However, the finding agrees with those of Ihejirika (2014) and Ikonne (2016) perception of literary texts by the students who read them influenced their interest in and attitude to the texts and their level of performance in examinations.

4.3.6. Student Proficiency in English and performance in prose literature

Attainment in verbal and written use of language was discovered to be strongly related to performance of students. This means a high level of attainment in English usage will bring about a good performance. This is so because, literature is a work of art that relies on use of language. Thus, language is literature and literature is language. The explanation is that many students who are proficient in English do not perform well in Literature-in-English, while in some cases, those students who have low English language proficiency perform well in the prescribed literary texts. The result is also indicative of the fact that engagement with the prescribed texts through effective participation in reading clubs activities, aliteracy are stronger factors for high performance and positive attitude to prose Literature-in- English than proficiency in English. Students may be proficient in English, but if they do not read the prescribed texts or lack interest in reading, have negative perception of the prescribed prose texts, they might not do well in examinations. The revelation in this work affirms Owooke (2011) and Arawo (2017) report of the same finding in relation to language proficiency.

4.3.7. Combined impact of independent variables on learning outcomes in prose Literature

This study revealed that the four independent variables made significant composite contributions to achievement and attitude towards prose Literature in-

English. This means that student-factors and perception of the prescribed texts are collectively responsible for more than half of the influence on learning outcomes of students. Also, the contributions of all the independent variables to learning outcome in prose literature might not be unconnected with the fact that informal way of enriching prose instruction gives opportunity of interacting with other students, their teachers and the prescribed literary texts. The cooperative engagement and collaborative activities involved have the tendency of improving learning outcomes.

The results aligns with Adebile (2015) and Olagunju (2022) who found that student-related variables of practical engagement, collaborative, participation and team activities have significant collective contribution to attainment in PL. He contended that students' interest and attitude towards a subject should be put into consideration for better achievement in schools. However, the results of the study negate the findings of Adediran (2019) who submitted that there was no significant collective contributions to students' learning in English reading comprehension. Therefore, students' participation in literary clubs, engagement with their prescribed literary texts and other factors have the potentials of improving learning outcomes.

4.3.8. Relative contribution of the I.Vs to learning outcomes in prose literature

Aliteracy, participation in reading club activities, perception of the prescribed texts and students' proficiency in English as found in this study made individual contributions to students' learning outcomes. Probable explanation might be that the four independent variables involved in this study are practically germane to the teaching and learning of prose Literature-in-English. Students strive to make sense of their world through many kinds of presentations, dramatic play, collaborative tasks, drawing, talking, reading and writing. Students develop self-discipline, self-confidence, goal setting attitude and capacity to complete some given academic tasks when they are allowed to participate in the teaching and learning tasks. The indication of these findings is that student-related variables could effectively contribute to learning outcomes in literature. A further reason might be the fact that prose Literature-in-English examination questions hence, the four independent variables focus on the reading of the prescribed texts which could make or mar students' learning outcomes. This result agrees with the findings of Owooke (2011), Adebile (2015) and Olagunju (2022) who found in independent studies that student-related variables made relative contributions

to performance in literature. It also corroborates the report of Popoola (2021) that independent variables made individual contributions to students' learning outcomes in English suprasegmental features.

4.3.9 Predictors of outcomes in prose literature

Individual contributions of the four independent variables to prose literature outcomes is remarkable as they produce impact in varying degrees. Hence, students' proficiency in English was the highest contributor to student achievement in prose Literature-in-English, closely followed by aliteracy, perception of the prescribed prose Literature-in-English texts, while participation in reading club activities made the lowest contribution to outcomes in prose literature.

On disposition towards prose literature, proficiency in English had the highest beta score in facilitating student attitude towards prose Literature-in-English, followed by aliteracy. The next was students' perception of the prescribed prose texts, while participation in reading club activities had the least beta score in facilitating student attitude towards Literature-in-English. These findings from the study indicate that series of instructional strategies alone can not improve the teaching and learning of prose literature rather, serious consideration should be given to some student-related variables of informal and tension-free approaches to the prose literature in schools. This implies that variables that are related to the reading of the prescribed texts need be focused to improve prose Literature-in-English learning outcomes.

4.3.9. Findings in relation to theories used

The findings of this study has confirmed the position of Reader Response Theory. The theory emphasises interface with prose texts as a means of getting deep insights into their meaning. It focuses on finding meaning in the act of reading and examining the ways individual readers experience the texts. On the other hand, the assumptions that underline Facilitation Theory that when a reader is engaged with a text, his/her response to it will be determined by the level of understanding of what is read was advanced in this results.

The central component of engagement theory of learning describes the meaningful engagement of students in learning activities through. collaboration, cooperation and interaction with other learners in worthwhile tasks. The result of this study goes hand in hand with engagement theory. The key assumption of the theory is

that knowledge, thinking and the content for learning are inextricably tied and situated in practice. Situated learning environment is the target in this study because it places students in learning environment where they are actively involved with various inquiry learning tasks. The use of situated learning theory has implication on this result.

The results affirm the tenets and propositions of these theories in that the independent variables of aliteracy, participation in reading clubs activities, perception of the prescribed texts and proficiency in English are strong predictors of students' learning outcomes in prose literature. The variables emphasised students' engagement with prose texts through development of interest in reading the texts, participation in reading clubs activities, attainment of high level of proficiency in English to be able to read, comprehend and process text information.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

The fifth chapter presents a conspectus of recital of the discoveries, the import and useful suggestions that could advance prose literature instruction is made.

5.1. Summary

In the purview of this work are aliteracy and student factors (participation in reading club activities, perception of the prescribed prose Literature-in-English texts and proficiency in English) as indicators of learning outcomes in prose texts. Chapter five focuses on identification of the problem and rationale for the study, concepts of literature and its genres, justification for focusing on prose literature genre, specific weaknesses of students in prose Literature-in-English examinations as pointed out by chief examiners of public examinations, focus of previous studies, identification and discussion of independent variables in the study namely, aliteracy, which is characterized by students' lack of interest in reading and unwillingness to read the prescribed prose texts. The background further identified the causes of aliteracy as negative effect of social media, pressure of domestic engagement of students at home and uninteresting story content of the prescribed prose texts. Also identified and discussed in the introduction is student perception of the prescribed prose texts. Some prescribed texts are perceived as difficult because of diction and sentence structures used in them. Also, some texts are perceived by students as not relevant to their life experience or containing outlandish themes and issues. Students' participation in reading clubs was also discussed as one of the variables in the study. It was explained that reading clubs could offer an effective informal platform for teaching and reading of the prescribed texts where shared reading of the texts in an atmosphere that is devoid of tension and fear is made possible. Students' proficiency in English is the fourth independent variable. Literature as a verbal art relies heavily on use of language to communicate meaning and affect the sensibility of the readers.

Review of concepts in chapter two focuses on nature and challenges facing the teaching and learning of literature, concepts of aliteracy, perception of reading texts, informal school clubs, and proficiency in English. Chapter three presented the research methods such as the research design adopted and procedure and analytical tools. The fourth chapter answers research questions and hypotheses as well as the content-analysis of oral interview held with teachers. Findings were also discussed. The last chapter presented the summary with these results:

The profile of student participants across the schools examined included their gender and age.

680 (45.3%) of the students were male, while 820 (54.7%) were female. Furthermore, the table shows the age of the sampled students as follows: 750 students representing 50.0% of the participants were between 14-16 years as their teaching of age; 465 (31.0%) were between 17-20 years of age; and finally, 285 (19.0%) were 20 years and above.

1. Students had favourable attitude to prose Literature-in-English. They also had a positive perception of the prescribed Literature-in-English texts
2. There was a remarkable relationship between aliteracy and academic performance in prose texts examined.
3. A significant correlation was established of aliteracy and academic performance indisposition to the texts.
4. Student participation in reading clubs was strongly connected with academic performance in the texts.
5. Participation in reading clubs and disposition to the prose texts were strongly connected.
6. Perception of the prose texts had a close affinity with academic performance in prose texts.
7. The correlation of perception of the prose texts and disposition to literature was very strong and remarkable..
8. No significant relationship was established between students' proficiency in English and academic performance.
9. Proficiency in English and disposition to prose was not significant.
10. The combined impact of the four independent variables to academic performance was significant.

11. The independent variables made a significant composite contribution to attitude towards prose Literature-in-English.
12. All the predictor variables contributed relatively to the dependent variables.
13. The content analysis of the qualitative data revealed that the major challenges facing effective use of reading clubs are inadequate time allotted and indiscipline on the part of some students

The benefits of teaching the prescribed prose texts in reading clubs are fostering of collaborative activities, shared reading of the texts, engagement with the texts and free discussion of the texts in an atmosphere devoid of tension.

5.2 Educational implications of the findings

Findings of the study have several implications for teaching and learning process in prose Literature-in-English classrooms as follows:

1. A strong pedagogical implication of this study is the fact that when the teaching and learning atmosphere in the Literature in-English classroom is devoid of undue regimentation, students tend to express themselves and contribute meaningfully to the lesson.
2. When the informal school literary club activities are exploited, they tend to reinforce prose Literature- in-English instruction for students' maximum performance.
3. Students record better performance when other variables are taken into consideration along with instructional modes used.
4. Student-related factors when properly harnessed could bring about improved learning outcomes in prose Literature in-English.
5. When reading club is used as a platform for the study of the prescribed texts, students are motivated to read thereby reducing the incidence of aliteracy among students.

5.3. Conclusion

The attempt on this study was prompted by the need to provide a lasting solution to the consistent problem of annual poor performance in prose Literature in-English in senior secondary schools, especially at external examinations. Specifically, it focused on predictive strengths of aliteracy, participation in reading club activities, perception of the prescribed prose Literature-in-English texts and proficiency in English in relation

to the performance and disposition of students, which all proved to be strong. Therefore literature education scholars should shift focus from formal classroom strategies to the informal mediums of enriching prose literature instruction in the senior secondary schools. Also, students' lack of interest in reading the prescribed texts was mitigated through effective participation in reading club activities in all the sampled schools. The blend of formal co-curricular activities and learning of literature have the capacity to mitigate low attainment in PL as this will create a less tense, threat free and friendly atmosphere for students' effective learning. Though, this study was carried out in Ibadan metropolis, the research findings and recommendations are applicable in all senior secondary schools nationwide to enhance students' performance in the subject.

5.4 Limitations to the study

It was very difficult to purposively select schools that operate the specific types of literary club activities required in the study. Some schools that operated such literary clubs did not have sufficient Literature in-English students to work with. Also, most schools refused to attend to the researcher except the day they normally had their literary club activities. As a result of these challenges, the expected period for the fieldwork was extended from initial six to 10 weeks.

5.5 Recommendations

1. A convenient time should be slated for reading club activities on the school time-table because of its major contribution to students' learning performance.
2. Adequate resources and convenient environment should be provided for reading club activities. This is in order to improve involvement of students reading clubs.
3. Regular seminars and workshops should be organized for Literature in-English teachers in order to expose them to the informal approaches to the teaching of Literature-in-English via school-based literary club activities and educating them on learner-centred strategies.
4. Parents should be encouraged by the school to purchase all the prescribed literary textbooks on Literature in-English for their children as a way of reducing aliteracy among students.
5. In order to encourage students to read, functional library equipped with the prescribed literary texts should be provided by the school.

6. Literature in-English teachers should organize and supervise the school-based literary club activities and make them relevant to the study of the prescribed literary texts in Literature- in-English.
7. School administrators should provide sufficient resources for effective literary school club activities and for Literature- in-English teachers to introduce a stress and tension-free informal atmosphere through a well-organized and goal oriented literary club activities in Literature instruction.
8. Also, prescribed texts should be simple and treat themes in line with the life experience of the learners in order to make students have a positive perception of the texts.
9. Students should be encouraged to read newspapers, magazines, and supplementary story books in order to increase their proficiency in the English language.

5.6 Contribution of the study to knowledge

The following have been contributed to knowledge:

1. Students' participation in literary club activities has a greater potential of improving students learning outcomes in Literature in-English SSS.
2. Activity-based and student-centred instructional approach will help students reflect critical thinking and active participation in the Literature instruction.
3. Literature in-English teachers are now exposed to the benefits of using LCA for enriching the learning of Literature in-English.
4. Literature in-English teachers' attention was drawn to student-related variables that could improve Literature in-English rather than concentrating on instructional strategies alone
5. Teacher's application of stress and tension-free informal atmosphere and student-centred approach through SPLCA could improve students' study habit.
6. Participation in informal school clubs has mitigated the problem of text possession and utilization as identified by the WAEC chief examiners' report of 2019-20120.

5.7 Suggestions on future studies

There is always a vacuum to be filled for further investigation after every research. Research could be replicated in other states of the country so that more valued

generalization could be made. Other types of literary club activities besides readers' club and drama club may be investigated by other researchers as independent variable that could predict other dependent variables in the learning process. To this end other school factors and parental factors such as parental involvement and teacher's attitude/ability respectively can also be examined.

Other areas of investigation may be on comparative influence of student participation in literary club activities and learning performance in other literary genres. Investigation may also come up on Teacher-factor and Literature instruction on students' learning outcomes in Literature instruction. Aliteracy and students' proficiency in English may also be examined as intervening variables in future intervention studies using innovative teaching strategies

REFERENCES

- Abimbola, M.O. and Adeoye, M.O. 2013. The scourge of aliterary in schools. *PNLA Quarterly* 77, 4: 50-63.
- Adebile, R.F. 2015. The potentials of reading club in promoting good performance literature *A seminar paper*. University of Ibadan, Nigeria.
- Adebileje, D. 1995. Cultural effects of media and entertainments on effective. Literature instruction. *Journal of the school of languages* 4:177-182.
- Adegbile, R.F. 2012. The enhancement of selected school-based literary activities for quality literature instruction. *African Indigenous research and development initiatives* 3(1): 31-36
- Adeleke, A.J. 2006. Values of literary arts: a focus on drama performance. *Interdisciplinary journal of academic excellence and global development* 1(1&2): 110-115.
- Akinsulire, Y. P. 2012. Impact of text-genre on learning performance of students in Osun State. University of Ibadan.
- Akorede, Y.O. 2008. Contemporary topics and issues in language and literature for Nigerian undergraduates. Ibadan: Divine Oaks Prints.
- Ayedun, T. J. & Ogunnaike, M. J. 2018. Prospects and challenges of PL instruction in Nigeria . *IJASSE*. 2(1&2):50 – 58.
- Alabere, R.A, Sapii, B.A and Hassan, K. 2015. Co-curricular activities and achievement in language learning of secondary school students in Nigeria. *ABAC Journal*, 35 (2)
- Amokeodo, O. O. 2012. *Instructional quality and student factors as catalysts to high performance among students in Ibadan. Research proposal*. University of Ibadan
- Arawo, A. C. 2017. “Dramatising prose literature in class: The benefits of reciprocal teaching: A seminar paper . *ILA Quarterly* 45-63
- Ayanniyi. A. 2009. *Organising students’ thoughts in poetry classroom. Journal of Contemporary Issues in Education* Vol. 3: 12-22.
- Bafile, C. 2005. *Reader's Theater: Giving Students a Reason to Read Aloud*. The National Capital Language Resource Center, Washington, DC.
- Banegas, D. 2010. Language in literature. (online) <http://www.teachingenglish.org.uk>

- Barbara, F. M., 1998. A paradigm of reader response criticism: reading and assignment: approaches and context.
- Carl Rogers. 1983. Freedom to learn for the 80s. Columbus: Charles, E. Merrill Publishing Company/A Bell & Howell Company.
- Chellamani, K. 2013. Promoting interests in reading and reading interests. *Journal of Humanity*, 3. 59-162.
- Charest, D. and Pelletier, S. 2005. Profile of secondary school readers: concerted effort to support reading research. Quebec. Ministry of education.
- Dare, S.O. 2008. The concept of literature: a general introduction to Wale, O. and Akorede, Y. (eds). Topics and issues in literature for Nigeria undergraduates. Lagos super print plus.
- Dornyei Z. 1990. Aliterates in literature classroom learning. *Language and Literature*. 20: 55-65.
- Dornyes, Z. 1994. Motivating students to read. *Literature Education*, 48:103-116
- Dornyes, Z. 1998. Teaching literature in EFL contexts. *Language Teaching*, 24:17-25
- Dillman, R., 2009. Discussion-based teaching methods in English literature courses. Lit Review Paper. 1-6. Retrieved September 1, 2016
- Elena, S. T., 2016. Literature in ELT setting: students' attitudes and preferences towards literary texts. *Procedia - Social and Behavioural Sciences*, 232:161 – 169.
- Ezeokoli, F. O., 2016. Identifying appropriate methods of teaching literature AJER, Vol. 21:34-44.
- _____ and Igubor, P. 2016. Approaches employed by teachers in teaching literature to less proficient students. *English Language Teaching*, 3(4), 87 – 99
- Ezenandu, P.E. 2011. 2001. Put reading first: The research building blocks for teaching children to read: A review of Literature. *LT Journal* 23, 45-57.
- Fafunwa, A.B. 1969. *Teacher education in a philosophy for Nigerian education*. Lagos: report of the National Curriculum Conference 8th-12th Sept.
- Fakeye, D. O. 2008. Enrollment dwindles in literature: Perceived causes by teachers, *Lead City Journal*, 1, 56-77
- Fakeye, D.O. and Ayede, E. 2013. Instructional organization and teachers' questioning behaviour as predictors of students' achieving in literature. *Linguistics*, 22(1):15:29

- Fakeye, D. O. and Ogunsuji, Y. 2009. Need for proficiency in the language of prose text. *Lagos Journal of Humanity*, 16 (3) 43-56.
- Fakeye, D.O and Adebile, R.F. 2014. Reading club as a platform for promoting interest in reading recommended prose text. *Opambata*, 14, 67-75
- Fakeye, D.O. 2012. Can preference for a particular genre of literature influence performance? *Ilorin Journal of Literature*, 9 (1): 98-109
- _____, 2015. School-related factors as predictors of senior secondary school students' literature-in-English achievement in Ibadan metropolis. *International Journal of Education*, 7.2:379 – 391.
- Fatusin, M. T. 1985. methods of teaching Literature in secondary schools in Ado-Ekiti. *JORES*, 3, 19-28
- Fatimayin, F., 2016. Cultural development and the challenge of literature education. A seminar paper. Ekiti State University, Ado Ekiti.
- FRN 2004. *NPE*. Abuja, NERCD Press.
- Ghosn, I., 2002. Teaching literature in early years. *Ghajet*.6.1:12-36 179
- Hawkes, L 2008. The emerging phenomenon of aliteracy. The lived experience of educated professionals who read only as a last resort and never for pleasure. Ph.D Thesis University of Idaho
- Hamakar, C., 1986. The effects of adjunct questions on prose learning. *Review of Education Research*, 56.2:1
- Herber, H. L. 1978. *Prediction as motivation and an aid to comprehension: teaching reading in content areas* Englewood Cliffs, NJ: Prentice-Hall. 173 – 189.
- Hismanoglu, M., 2005. Teaching English through literature. *Journal of Language and Linguistic Studies*, 1:1, 53 – 66.
- Hwang, D., and Embi, A. 2007. Approaches employed by secondary school teachers to teaching the Literature component in English. *Jurnal Pendidik dan Pendidikan*, 22:1-23.
- Ibitola, A.O. 2005. *Essential Literature-in-English*. Tonad Publishers Limited, Abeokuta, Ogun State.
- Icheku, A. C. 2017. Learning English through literature. A seminar paper. UI.
- Idialu, P. 2014. Students-related variables and learning outcomes in literature. Thesis, University of Ibadan.
- Igubor, P. 2014. Critical response to PL texts in some secondary schools Advanced seminar paper presented at the Department of Teacher Education, University of Ibadan.

- Iwai, Y., 2011. The effects of metacognitive reading strategies: pedagogical implications for EFL/ESL teachers. *The Reading Matrix*, 11.2:150-159. Effectively 17(1): 129-153
- Jayaraman, M., 2016. Teaching prose, reading comprehension and vocabulary. Retrieved January 24, 2017 from <https://www.scribd.com/document/237902911/Teaching-Prose>
- Joint Admission and Matriculation Board Brochure. 2018. E-Brochure. Retrieved from <http://www.jamb.org.ng>
- Kearsley, G. 1963. Engagement Theory: A Framework for Technology-based Teaching and Learning. *Educational Technology*, 38:20-23.
- Kehinde, M.A. 1995. Students and teachers; views on the current senior secondary school. Literature-in-English syllabus. M.Ed project Department of Curriculum Studies, University of Ilorin, Ilorin.
- Kehinde, A., 2012. Literary appreciation. *Effective communication and writing skills. A textbook for GES 201: Use of English II*. Lamidi, M. T. (Ed). General Studies Programme (GSP) U.I, Nigeria. 53.
- Kolawole, C.O.O. 1999. Students reading interest in selected junior secondary Schools in Akure, Ondo State, Nigeria, M.Ed project, Department of Teacher education, University of Ibadan, Ibadan.
- Lazar, G. 1993. Literature pedagogy. Cambridge: Cambridge University Press.
- Lipson, M., 1995. Effect of semantic mapping instruction on prose comprehension of below-level college readers. Retrieved January 24, 2017 from <https://www.researchgate.net/publication/249060517/>
- Moore, K. D. 2005. *Effective instructional strategies: from theory to practice*: Sage Publications, Inc.
- Myer, L. 2013. Alliterate community college remedial studies and their attitudes towards reading: a phenomenological examination. Unpublished master project. California state university Sacramento
- Nigerian Educational Research and Development Council, 2010. Senior Secondary School Curriculum, Literature in English for Senior Secondary Schools 1 – 3. Federal Ministry of Education, Abuja, Nigeria.
- Oczkus, L. 2004. *Reciprocal Teaching at Work: Strategies for Improving Comprehension*. Newark: International Reading Association.
- Ogudu, C.B. 2012. Appraisal of the roles of school-based club activities in the secondary schools. *International journal of Qualitative research in Arts education (IJQRAE)*, 24(7):26-30.

- Olagunju, T.O. 2021. Pedagogical variables and learning outcomes in prose Literature in-English among public senior secondary school students in Oyo, Nigeria. PhD thesis submitted to the Department of Arts and Social Sciences Education, University of Ibadan.
- Olaniyan-Shobowale, K.O., Jimoh, A.S. and Shittu, R., 2016. A study of the inculcation of moral values using prose literature-in-English among senior secondary school students of Ewekoro local government area of Ogun state. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)* 21.11. 7:15-20 Retrieved 24th December, 2017 from www.iosrjournals.org
- Olanrewaju, F. T., 2016. Investigating college students' readership attitude towards prose fiction in the collection of Gani Belo library, Abeokuta. *European Journal of Research and Reflection in Educational Sciences*, 4.3:50–56.
- Oludare, D.L. 2012. Literature and its' uses on cultural values and transformation in Nigeria. *Journal of Arts and Education*, 2(1):22-25.
- Olufowobi, O. and Makinde, S. 2011. Aliteracy: A threat to educational development educational research 2.2:824-827.
- Oluwabamide, A. 1999. *Ethno-linguistics: the relation of language to culture*. Good Publishers ltd. Ijebu-Ode, Ogun State.
- Omobowale, E.D. 2021. Teachers' knowledge of stylistics and students' factors as correlates of students' learning outcomes in prose literature in English in the Ibadan metropolis, Nigeria. PhD thesis, UI
- O'Neil, S.P. 1992. Metacognitive strategies and reading achievement among developmental students. A review of Literature
- Rabu, M. 2012. Teaching prose. Retrieved July 24, 2016 from <http://feterkl.blogspot.com.ng/2012/12/teaching-prose.html>
- Rosli, T. 1995. *Teaching literature in ESL the Malaysian context*. Kuala Lumpur: Penerbit Universiti Pertanian Malaysia.
- Saunders M. 2012. Aliteacy in the young New Zealand adolescent: An exploration of reading preferences, selection techniques and motivation for recreational reading Thesis Saint Mary University College, New Zealand. Students. Vol 1.2: *LEARN Journal* :198.
- Tirre, W., Leicht, K. L. and Manelis, L., 1979. The effects of imaginal and verbal strategies on prose comprehension by adults. Technical Report No. 110. Retrieved January 24, 2017 from <https://eric.ed.gov/?id=ED165116>
- Uba, E., Oteikwu, E. A., Onwuka, E., and Abiodun-Eniayekan, E., 2017. A research-based evidence of the effect of graphic organizers on the understanding of prose

fiction in ESL classroom. *SAGE Open Journal*, 1-9. Retrieved 24th December, 2017 from <http://journals.sagepub.com/doi/pdf/10.1177/2158244017709506>

Wait, C. 2010. Prose and its characteristics. Retrieved July 24, 2016 from <https://literarydevices.net/prose/>

Yinusa, A.O. 2021. Metacognitive and anticipation guide reading strategies as determinants of students' learning outcomes in prose literature-in-English in senior secondary schools in Ogun State, Nigeria. PhD thesis, ASE Dept, University of Ibadan.

APPENDIX I

Achievement Test in Prose Literature-in-English

Time: 1hr 30minute

Answer two question in all

(Answer One question from a novel)

SECTION B – NON AFRIAN PROSE

WUTHERING HEIGHTS by Emily Bronte

1. What causes Heathcliff's revenge in Withering Height.
2. Discuss Revenge as a theme in Withering Height.

OR

INVISIBLE MAN by Ralph Ellison

1. Why was the narrator expelled from college ?
2. Explain two narrative techniques used in the novel.

SECTION C– NON AFRICAN PROSE

(Answer One question from a novel)

AFRICAN PROSE

SECOND CLASS CITIZEN By Buchi Emecheta

1. Explain the concept of second class citizen as a satire.
2. Discuss the theme of racism in Second Class Citizen.

OR

UNEXPECTED JOY AT DAWN By Alex Agyei-Agyiri

1. Explain the circumstances that led to the death of Tally O.
2. Write on any two themes in Unexpected Joy at Dawn.

Appendix II

Students Attitude to Prose Literature-in-English Questionnaire

Age (i) 12 – 14 years (ii) 15 years (iii) 18 – 20 years (iv) 21 years and above

Section B

Choose the option that is most applicable to you.

S/N		SA	A	D	SD
1.	Prose text is problematic.				
2.	Prose is my favourite genre.				
3.	Prose should be removed from the school curriculum.				
4.	I feel excited when I read prose literature text.				
5.	Our literature teacher does not encourage us to read prose literature texts.				
6.	Career aspiration compels me to read prose texts				
7.	I do not score high marks in prose literature tests.				
8.	I prefer study guide to the actual text.				
9.	The class is always boring during prose literature class.				
10.	Prose texts recommended are interesting.				
11.	Studying prose texts is challenging.				
12.	All prose literature texts are interesting.				
13.	I don't possess recommended prose texts.				
14.	I read literature texts only to pass test and examination.				
S/N	Statements	SA	A	D	SA
15.	I prefer watching home videos to reading prose literature texts.				
16.	The volume of the prose literature text selected for our study is too big.				
17.	I always make sure I read the prescribed prose literature text.				

18.	I cannot interpret what I read in prose literature.				
19.	I do not contribute to class discussion on prose literature texts.				
20.	Prose literature-in-English questions are easy to understand.				
21.	I do not attend prose literature class regularly.				
22.	If I don't have a copy of prose text, I borrow from friends.				
23.	Most prose literature texts are difficult to comprehend.				
24.	Prose literature is my most favourite genre..				
25.	I find it difficult to understand the story line of prose texts.				
26.	I have passion for reading any prose text.				
27.	Reading prose texts increase my communication skill.				
28.	I meet many unfamiliar words which I cannot understand whenever I read prose texts.				
29.	The prescribed prose text is too costly for me to buy.				
30.	I read prescribed prose texts before examination.				

Appendix III
Students' Aliteracy Scale

Age (i) 12 – 14 years (ii) 15 years (iii) 18 – 20 years (iv) 21 years and above

Section B

Choose the option that is most applicable to you.

SECTION B: Students' Aliteracy Scale

Use the keys below to indicate your view on the following statements about professional development

Keys: VTN= Very True of Me; True of Me (TM); FTM= Fairly True of Me; and NTM= Not True of Me.

S/N	Items	VTM	TM	FTM	NTM
1	My parents always force me to read.				
2	I devote more time to listening than reading printed texts				
3	I do not want to read outside the recommended textbooks				
4	I read only for examinations..				
5	If I have my way, I would read less than I do now				
6	If I have my way, I would not read at all				
7	I don't go to libraries to borrow books to read				
8	Books are not important source of information to me.				
9	I often buy novels to read				

10	I prefer to be told stories in a book to reading them on my own				
11	I dislike reading				
12	I'll rather sleep on a journey than read				
13	I prefer reading novels to watching movies				
14	I prefer reading novels and magazines to playing video games				
15	I get tired easily when I read				
16	I don't spend my leisure time to read				
17	Reading is a strenuous act				
18	It is easier talking on phone than reading				
19	I don't value being given a book as a gift				
20	I will rather be forced to read than do so on my own volition.				
21	I prefer listening to news to reading newspapers				
22	Reading is strenuous				

APPENDIX IV
STUDENTS' PERCEPTION OF PRESCRIBED PROSE TEXTS
QUESTIONNAIRE

This questionnaire is designed to investigate students' perception of the prescribed prose literature questionnaire. You are therefore implored to give your responses as accurate and sincere as possible.

Please, fill spaces provided by filling the blank space or ticking the appropriate option where alternatives are given.

1. School:
2. Sex: (a) male [] (b) female []

SECTION B: Students' Perception of prescribed prose literature texts

Use the keys below to indicate your view on the following statements about professional development

S/N	The prescribed prose texts:	SA	A	D	SD
1	are not easy to comprehend				
2	are boring to read				
3	are too voluminous .				
4	do not reflect my cultural experience				
5	are too expensive				
6	are not available in the market				
7	have complex plots				
8	have difficult diction				
9	contain too many complex sentences				
10	have many unfamiliar words				
11	are not expensive				
12	are easy to comprehend				
13	contain unfamiliar stories				
14	are available in the market				

15	have simple plots				
16	contain simple words				
17	are not boring to read				
18	are interesting to read				
19	are not voluminous				
20	Are related to my cultural experience				

APPENDIX V

Involvement in Reading Club Scale (IRCS)

Tick options that are applicable to you

		Rating Scale		
S/N		Frequently 3	Rarely 2	Never 1
1.	Students show interest			
2.	They do not show interests			
3.	They read portions of the texts			
4.	Participants are active			
5.	Participants give relevant information on the text in the club			
6.	Participants discuss themes in the texts in the club			
7.	Participants summarise the plot of the texts in the club			
8.	Participants answer questions on the texts in the club			
9.	Participants discuss the characters in the text in the club			
10.	Participants roleplay the characters in the text in the club			
11.	Participants discuss the narrative techniques used in the texts in the club.			
12.	Participants dramatize the texts in the club			
13.	Participants take notes in the club			
14.	Participants do shared reading of texts			
15.	Participants take assignments on the portions read			
16.	Participants engage in group discussions of the texts in the club			
17.	Participants compare notes after discussion in the club			

APPENDIX VI

In-Depth Interview Guide on the reading of the Prescribed Texts

Dear Respondent,

The concern was to find from students of Literature-in-English factors that motivate them to read or impede them from treading the prescribed texts, and their perceived benefits of using literary clubs to teach Literature-in-English texts.

1. What are the factors that motivate you to read the prescribed texts?
2. What are the factors that impede you from reading the prescribed texts?.
3. What are the benefits of studying literature texts in literary clubs?

APPENDIX VII
PHOTOS FROM THE FIELD WORK



Students in Reading Club at Ansar-U-Deen High School



Students in Reading Club at Adelagun Memorial Grammar School



Students in Reading Club at Eleta High School



Students in Reading Club at Renascent High School



Students in Reading Club at Aperin Oniyere High School



Reading Club Session at Mufu Lanihun Comprehensive High School



Students responding to questionnaires at Ibadan City Academy



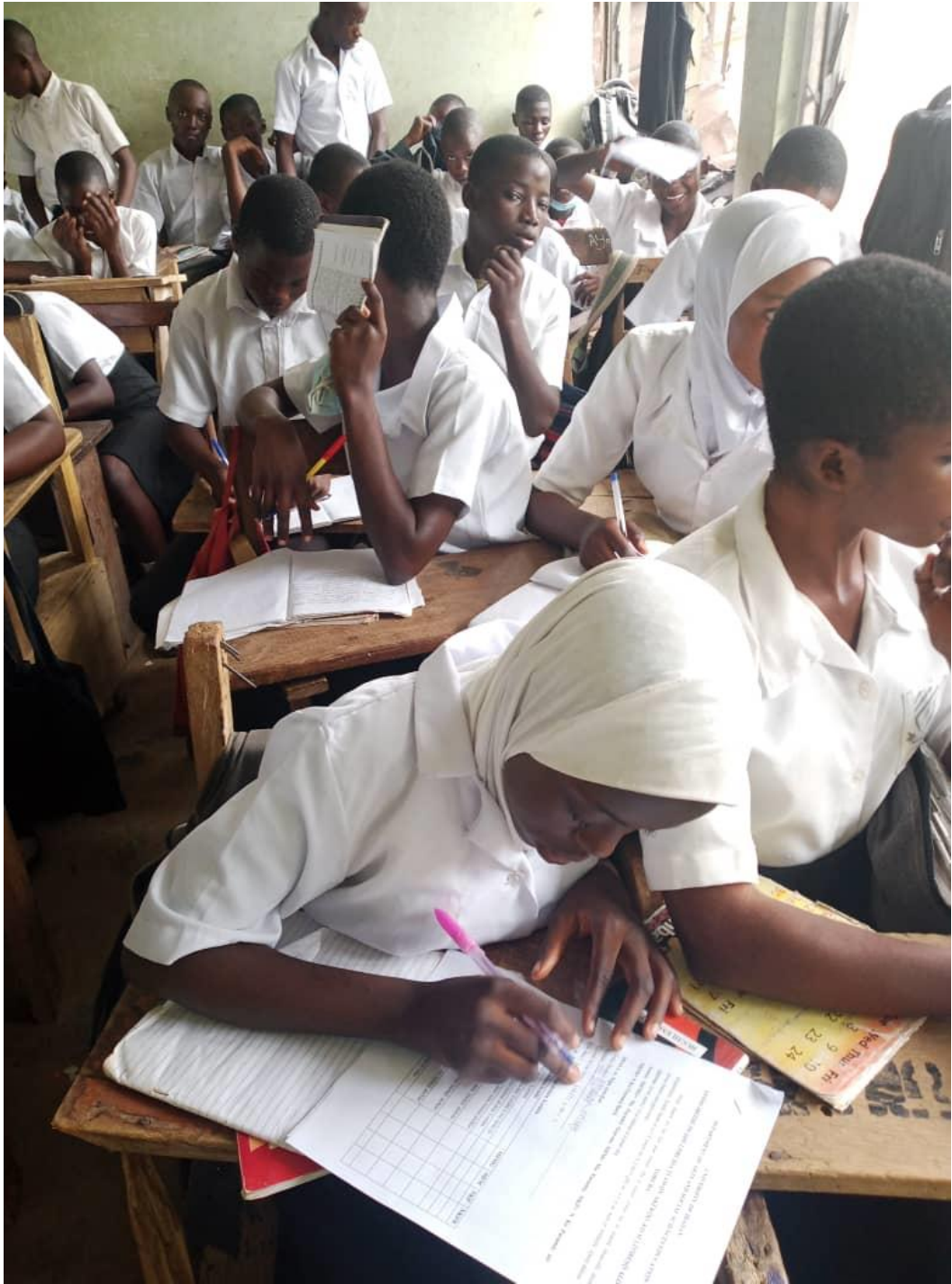
Administration of Instruments in Bashorun High School



Data Collection at United Secondary School



Data Collection at Oluyole Extension High School



Data Collection at Humani Alaga High School



Data Collection at Oluyole Estate Grammar School



Data Collection at Oke 'Badan High School



Data Collection at Olubadan High School II



Data Collection at Abadina Grammar School