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EDITORIAL

Every academic environment is sustained by learning through rigorous methods. Research is one and the focal point for assessment. A serious member of the academic community is measured by the quality and number of academic articles.

In spite of the desire to acquire many research reports, this edition has insisted on standards and quality. It is important to note that many articles have been rejected for not meeting our requirements.

The first and most obvious task of our journal is to provide a level playing field for researchers all over the globe in language-related disciplines, which is the vehicle for conveying knowledge. In this edition, thirty-one (31) articles have undergone academic scrutiny from our blind reviewers.

To our esteemed contributors and readers, thought-provoking articles are expected and we are ready to publish them in the next volume.

PROFESSOR ALI AMADI ALKALI,

Editor-in-Chief,

JAJOLLS: Jalingo Journal of Linguistics and Literary Studies,

Department of Languages and Linguistics,

Taraba State University, Jalingo.

FOR READERS

This volume of JAJOLLS (Jalingo Journal of Linguistics and Literary Studies, Volume 8, Issue 1) adheres to the guidelines of the current edition of the American Psychological Association and Modern Language Association (APA & MLA) Publication Manual for editing and formatting the featured papers. Renowned for its clear and user-friendly citation system, the APA/MLA manual also provides valuable guidance on selecting appropriate headings, tables, figures, language, tone, and reference styles, resulting in compelling, concise, and refined scholarly presentations. Furthermore, it serves as a comprehensive resource for the Editorial Board, navigating the entire scholarly writing process, from authorship ethics to research reporting and publication best practices.

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The “Jalingo Journal of Linguistics and Literary Studies” (JAJOLLS) is a publication of the Department of Language and Linguistics, Taraba State University, Jalingo, Nigeria. This journal publishes reports in relation to all aspects of linguistics, literary and cultural studies.

Manuscripts Submission

Three hard copies of the article with text, charts, tables, figures, plates or any other original illustration should be sent to the editor-in-chief JAJOLLS, Taraba State University, Jalingo, Taraba State Nigeria. Submission should either be in English, French, Hausa, or Arabic languages. Articles should be typed in double line spacing with a wide margin on each side only on A4 sized paper not exceeding 15 pages including abstract with not more than 6-7 keywords. Articles are to be submitted with Five Thousand Naira (N5,000) assessment and handling charges. By submitting an article to JAJOLLS, the author(s) agree that the exclusive rights to produce and distribute the articles to the publisher.

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Aliyu, B. Mbiko

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Assessment of grammatical competence and reading comprehension levels of junior secondary school (JSS3) students in Taraba State.

Abstract

This study entitled "Assessment of grammatical competence and reading comprehension levels of selected Junior Secondary School (JSS3) students in Jalingo metropolis, Taraba State, Nigeria" investigated the extent to which grammatical competence affects reading at different comprehension levels. Most especially, reading for literal comprehension level, reading for inferential comprehension, reading for critical evaluation and the effect of location on performance of both rural and urban schools in the two variables measured. A sample size of four hundred and forty (440) students from four (4) Junior Secondary Schools in Jalingo metropolis was drawn. Junior Secondary Schools (JSSIII) was the focus of the study because they are the most affected in terms of language learning theory and standard set by Junior Secondary School Certificate Examination JSSCE) in preparation for Senior Secondary School Examination The method used for data collection was reading comprehension and grammar tests at 0.05 significant levels. The instruments were submitted to experts in the field of linguistics and later pilot tested to ascertain their content and face validity. The test of grammar and reading comprehension were administered at two different periods. Most of the questions for the test of grammar were set in structures like elements of sentence structure and word class identification test format. The questions for reading comprehension tested all levels of comprehension in this study. The reliability of the instruments was measured using Pearson Product Moment Correlation Coefficient (PPMC) and two-tailed test. The computed r-value for the correlation coefficient and t-value did not show any significance difference. The overall findings revealed that grammatical competence affect reading at various comprehension levels. It was also noticed that students from the study areas could comprehend reading without understanding the structures of English sentences. Therefore, the study recommended that second language readers should be given thorough exercises in grammar before they are introduced to reading at various comprehension levels. This will help secondary school students to get over the grammatical problems that affect their performance in reading comprehension.

Keywords: Schemata, literal comprehension, inferential comprehension, critical comprehension, bottom-up, top-down.

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1.1 Background of the study

Year in year out, there is a hue and cry from the general public over the dismal performance of Nigerian Secondary School Students in various public examinations (JSSCE & WASSCE).

Several factors are responsible for this undesirable state of affairs. Foremost of which are lack of demotion system in our education sector, hostile learning environment, employment of teachers thrown to politician, poor teaching methods among others. Students therefore are at the tenterhooks as they move from one level to another without passing the prescribed examination because they cannot read with comprehension.

Reading is primarily an individual activity. It is the ability of learners to recognize words as language in print. It involves the skill of correlating the language in print and making meaning of the language in the brain.

Reading comprehension is the most practical way of assessing how much of the English words learners can realistically wrestle with. It is a means of acquiring knowledge and information through books. Learners who can read can equally communicate easily with minds that are not within the immediate environment. This endeavour enriches student's imagination and develops their intellectual growth quickly. Reading comprehension is the ability to know what is been communicated through the printed marks and to use the ideas contained in it. It involves using both information provided in the text by the author, as well as, the information readers have. This implies that reading comprehension depends on the learners and readability of the text.

Reading Comprehension therefore involves the process of understanding the idea expressed in the printed text. What readers already know about the topic of the text, as well as, getting familiar with the words and sentences used in the text which plays important roles in reading comprehension. Additionally, during the reading comprehension process readers are actively trying to make sense of the relevant written text by integrating previous relevant experiences with the text itself.

In the Upper Primary School levels and Upper Basic School levels (JSS1-3), these categories of students are faced with the task of figuring out how expressions are used in communicative context. Reading Comprehension cuts across all facets of learners' learning activities. While writing, students are at the same time reading the piece they put on paper. Aliyu (2011) maintains that Secondary School students are unable to read text with understanding and cannot write clearly because of poor reading comprehension habits.

As a language teacher who taught at the Primary, Secondary and tertiary level of education, it is observed that the challenge facing English Language teachers and students in Taraba State is lack of developing balance competence to meet language need of the learners and the school curriculum. So, any presentation on reading awareness to improving learners reading comprehension in the state is timely and logical. This is because improving the education standard of learners in the state could mean improving the development of the state in all spheres of life.

1.2 Statement of the problem

Learners at the Upper Primary School level and Junior Secondary School levels read differently at different times and different purposes. Most of these learners do not understand what to do 'Before reading', the activities required 'During reading' what they needed 'After reading' for a good level of reading comprehension to take place. Words, phrases and sentences that exist in two languages do not often correspond to each other. Hence, the traditional society in which our learners are drown made it difficult for learners who dare read to comprehend the material they read for improved academic performance.

The interpretation of one part of a text depends upon the understanding of another text through various links and interrelation of ideas in a text. The study will find out whether long and complex sentences employed by writers affects student reading ability or nesting of sentences that constitute the message in the text is the bottle neck.

Another reading comprehension problem this study intends to find out arise from the translation of reading passage into full meaning through association of words that belong to the same group. Whether attention is not paid to the strings of words that express similar concepts and distinctions that can be made between one string and the other will make it difficult for learners to comprehend a reading passage.

It is relevant to state here that difficulties in distinguishing the main ideas from relevant and irrelevant ones and inadequate vocabulary for adequate comprehension constitute another level of problem for learners in the Upper Primary School and Junior Secondary Schools in Taraba State. This may likely be the reason students don't often understand examination instructions and often gave wrong answers even when the exam questions are simple and straight forward. This might be because language teachers have failed to pay attention to readers reading comprehension needs. It is obvious a student who can read with comprehension will understand and perform well in every academic activity.

1.3 Hypotheses

The following hypotheses were designed to guide the study:

1. There is no significant relationship between grammatical competence and performance in Reading for literal comprehension of the selected students.
2. There is no significant effect of grammatical competence on performance in reading for inference of the selected students.
3. There is no significant effect of grammatical competence and performance in reading for appreciative meaning of selected students
4. There is no significant difference between grammatical competence and performance of selected students in reading for critical comprehension.

1.4 Purpose of the study

The Purpose of this study is to;

- i. Identify the role of grammatical competence in performance of students in reading for literal comprehension.
- ii. Investigate how grammatical competence affects performance of students in reading for inferences.
- iii. To investigate the effect of grammatical competence on performance of students in reading for appreciative comprehension.
- iv. To find out whether grammatical competence affects performance of students in reading for critical comprehension.

1.5 Significance of the study

This study will equip students with various skills needed to read effectively. It will suggest classroom approaches and materials to develop reading comprehension among students and language teachers.

In reading comprehension, readers will have to draw on their interpretative skills to reconstruct the writers' presupposition in order to draw appropriate inferences. This study will help language teachers at the basic levels how to teach learners the right skills for different reading comprehension levels.

The study will improve the reading performance of basic level students in the state thereby improving educational performance of students.

Parents will benefit from this study as they see practically the performance of their wards improve drastically thereby benefitting from the finances they put in educating their wards.

Tertiary institutions will benefit from this study as the level of students they will admit into various programs will not characterize those that constitute great problems as they were previously.

The study will be of immense benefit to school proprietors, administrator as it reveals useful hints to learners that they cannot go into reading activities without purpose in mind. It is the purpose that determines readers' in the reading exercises. For example, reading for inference demands a different reading style from reading for critical analysis.

Creativity is the ability to use natural abilities in a new, fresh and interesting way.

Reading for creativity is aimed at getting the reader imagines and to express feeling about the kind of the things that went on in the minds of the writer. It is the kind of reading that seeks to get the reader totally involves in what he reads (Aliyu, 2022). Though, critical reading also requires this but in a slightly different perception. Critical reading requires full attention as a condition of success while creative reading requires full attention as a starting point for success (Aliyu, 2011). Creative reading involves bringing all the knowledge and experience of grammar, context, situation, and language to the reading act. In other word, it involves bringing into the text knowledge of the language and of the world. In which case, reading is not passive because the reader has the obligations to internalize the viewpoint of the author. The way a text affects the reader on the grammatical bonds that unite the words, the social circumstances in which language is used and the actual form of the print on the page.

2.1 Theoretical frame-work

Aliyu, (2022) Adopted a theoretical frame work that outlined the contents and boundaries of three areas of communicative competence: grammatical, sociolinguistic and strategic competence. What is intriguing about the framework of communicative competence is that even the aspects of skills that are needed to employ the knowledge are now assumed to be part of one's competence. The communicative competence is, then, distinguished from what Aarts,(2022) and Marina (2015) call "actual communication" which is defined as the realization of such knowledge and skills under limiting psychological and environmental conditions, such as memory and perceptual constraints, fatigue, nervousness, distractions and interfering background noises. If one is to consider Marina (2015) construct of communicative competence with that of Chomsky's (1983) in a broad sense, Chomsky's competence is equivalent to "grammatical competence" and other areas of their framework lacking in Chomsky's definition. This study relied strongly on the following theoretical frame work of reading comprehension:-

2.1.1 Bottom-up models

In bottom-up theories and models, the reading process is considered a text-driven Decoding process of grammar by orientation. The sole role of the reader is to reconstruct meaning embedded in the smallest unit of text (Marina, 2015 and Aarts, 2022). Text is viewed as a "chain of isolated words, each of which is to be deciphered individually" (Martina 2015:70). The reader is seen as someone who approaches the text by concentrating exclusively on the combination of letters and words in a purely linear manner. Meaning is understood through analysis of individual parts of the language. The reader processes language in a sequential manner, combining sounds and letters to form words; combining words to form phrases, clauses and sentences of the texts. Readers relied on valued skills including discriminating between sounds and letter, recognizing word order and supra-segmental pattern or structures and translating individual words. In a strict bottom-up model, the graphemic, syntactic, lexical, semantic and pragmatic codes were considered consonants with the meaning of the text. Aliyu (2011:77) emphasized the importance of holding onto bottom-up model especially, in promoting higher strategies such as predicting from context and the activation of schemata. The scholar warns that readers should not lose sight of the fact that language is a

major problem in the L2 reading and even educated guessing at meaning is not substitute of accurate decoding. To fully demonstrate this point, offers the following sentence pairs;

"Take three sniggles; stick them in your ear". Given that nobody knows what a sniggle is and that no context or extra-linguistic cues to suggest that 'them' refers to sniggles, it must be a bottom-up texture structure of the language that allows readers to complete the anaphoric reference.

2.1.2 Top-down Models

While bottom-up models treat the reading process as a decoding activity with emphasis placed on the structure of the text. Top-down models take the opposite position and consider the reader and his interests, world knowledge and reading skills as the driving force behind reading comprehension (Aliyu, 2011 and Rosenberg, 2015). A more moderate top-down position is found in a oft-cited explanation offered by Tatyana,(2021) and Roberts,(2022) depicting reading process as a psycholinguistic guessing game where the reader reduces his/her dependence upon the text itself by employing strategies such as predicting and sampling. In other words, the reader uses general knowledge of the world or particular text components to make intelligent guesses about what might come next in the text.

2.2 Theoretical model of schema theory

The role played by background knowledge in reading process can best be explained and familiarized in the theoretical model of schema theory. According to Gerald, (2009) schemata is abstract knowledge, a structure that represents information among component parts and house a collection of previously acquired and integrated information. The store is referred to as the reader's background knowledge and represent the general concept of a given object, event or situation. To illustrate the power of schemata, Aliyu, (2011:77) gives this example: "the man held up his hand and stopped the car" while there are several potential schemata related to this sentence, readers could make the following assumptions- the car has a driver, the man (a police man) signal for the driver to stop, the driver applies his brake and stopped the car. However, giving different background knowledge and/or activating different schema, interpretation of this text could be quite different. For instance, imagine that the man is a supper man and the car has no driver. In the superman schema, the holding of hand is no longer considered to be a signal to the driver to stop the car but rather as a physical stopping of a driverless car by superman's hand.

2.2.1 Interactive models

This is said to be the most recent set of reading model as opined by Aliyu, (2011) and Aarts, (2022). It is the interactive group in which comprehension is derived as a result of bottom-up and top-down elements working in concert, an interaction between the reader and the text. Although, interactive models acknowledge the effect of textual information on the readers' mental activities, may assign slight importance to top-down factors such as meta-cognition, the compensatory capacity of interest and background knowledge and schemata.

3.1 Research design

Based on the topic of this study, expos facto research design was adopted to determine the level to which grammatical competence relates to the performance of students in reading comprehension: thus, the design provided for comparative study of the two variables in order to diagnose students cognitive ability, skills, and knowledge in the application of grammatical competence in answering various reading comprehension questions. The test items were administered to two sets of learners by pilot study and real subjects of the research as contained in a design advocated.

3.2 Population of the study

The population from which this study was drawn consists of all Senior Secondary School Students in Jalingo metropolis. A target population of four (4) schools in Jalingo metropolis

was used in order to ensure, wide range of result representing all the sixteen local government areas in the state. Similarly, it is assumed that Jalingo being the administrative headquarters of Taraba State is made up of students from all over the state and some students outside the state representing a wide range of ethnic groups with different social status.

Junior Secondary School (JSS III) students became the focus of the study because they are the most affected in terms of language learning theory. Especially, the standard set by JSSCE/NECO and English language curriculum planners. The four (4) Junior Secondary Schools chosen have a total of one thousand six hundred and eighty (1680) JSS III students. The ability of these categories of students (who are thought to have had appreciable and reasonable progress in the grammar of the English Language and have acquired adequate skills to carry-out various reading comprehension tasks) will cushion them with an unprecedented academic reward at the JSSCE and NECO English based examination

3.2.1 Sample and Sampling procedures

The validity of any research is often affected by the size of the sample and the techniques of selection. Taking this into consideration, a representative sample of two hundred (200) JSS III students were randomly selected from four Junior secondary schools in Jalingo metropolis to represent all the ethnic groups and social status of students in Taraba state. Two hundred (200) sample size is justified because of the complexity involved in carrying out such work. The study requires close observation of subject as well as scoring their work. Hence, similar researches think aloud protocol on performance of students in reading comprehension and the role of vocabulary development in performance of students in reading comprehension use the oversize of 20-35 students. This confirmed that a close observation and monitoring of performance, a limited number of students would be necessary. Also, the sample size of 50 in each school or class could be representative of large class in which students could be up to 150 in a class, above the ideal situation.

The sampling procedure used in this study is random sampling procedure by way of representation. This gives the subject equal opportunity to participate in the study as schools that will truly represent various interests and status of students in Taraba State. Thus the eight senior secondary schools selected with number of enrolment for each were taken serially on a piece of paper. The number written serially on a piece of paper folded and were randomly scattered on a table. JSSIII students who picked number 1-50 become the subjects for the study. This means fifty (50) students from each of the four schools were involved in the study.

3.2.2 Sample size of the three Senior Secondary Schools

Name of School	SS 3 Enrolment	Representative
Sample		
Gov. Coll Jalingo	430	50
GDSS Nukkai	420	50
GDSS Magami	440	50
GDSS S/Dogo	390	50
Total= 4schs	1,680	200

A total of 200 students could be justified based on the assumption that the mean performance are likely to vary by the purposive selection of schools that are located apart. The procedure for rating the students' performance was categorized into high, moderate, and depending on students' ability in the test items. Students who were selected to answer comprehension questions and the test of grammar were categorized into any of the grading system (high, moderate and low depending on their performance in the test). The sample carefully selected from each of the schools reflected this criterion

3.2.3 Instrument of the Study

The study used the test of reading comprehension and of grammar in a test and re- test condition. Thus, the instruments for data collection included reading comprehension test and grammar tests in the form of word class identification and lexis and structure tests was used. The entire tests contained components of grammar and reading comprehension. Since the study is meant to test the relationship between grammatical competence and performance of students in reading comprehension, two passages were keenly selected. The passages were selected based on the fact that:

- a. the content of the passages are within the prior knowledge of the students;
- b. the subject matter of the passages are informative and educative in its natural sense;
- c. Students found the texts interesting and within their instructional levels as they participated actively in the exercises.

The tester set the grammar test questions (class identification/structural test (element of sentence structure) and reading comprehension questions from the texts. This was done to test various levels of comprehension to find out the competence level and difficulty levels in order to provide useful suggestions at the end of the exercise. Students were asked to identify various functions of the underlined sentences within the grammatical slot.

Pearson Moment Correlation Coefficient (PPMC) would be employed to compute the proficiency levels of the students as well as the variance of grammar and reading. This will be done to validate the results or findings of the study.

3.2.4 Validity of the instruments

To establish the validity and reliability of the instrument, content validity, and inter-rater reliability were ascertained through pilot study and analysis of the test result. In view of this, the instruments were submitted to experts in the field of linguistics before they were pilot tested to ascertain their face validity. The pilot study was conducted in all the eight secondary schools in Jalingo metropolis. Fifty (50) students were randomly selected from each of the secondary school and were used as subjects of the study. The passages for the tests were selected by the tester taking into consideration the instructional level of the learners. The reliability of the instrument was measured using the Pearson Moment Correlation Coefficient (PPMC) and t-two tailed test in both pilot study and in the real study. The computed value for the correlation coefficient did not show much significance difference. The PPMC was used to analyse the pilot study and actual study results at 0.05 level of significance. The results of both test correlated.

3.2.5 Analytical procedures

The study analyzed the test of grammar separately using grammar analytical mode and reading comprehension test in a separate sheet of paper. The items for the two tests remained the same. The items were critically followed with rating procedures taking the pattern of test administration. The teacher who administered the test did the rating. Students were asked to provide answers to comprehension questions. This was deliberate to test various levels of comprehension in terms of understanding how one idea led to another and the intended message of a particular paragraph.

Testing occurred on one - on -one testing by writing a test in group. In one-on-one phase, students expressed aloud any thoughts that they had while reading silently. Following his think-aloud reading, Passages were removed from sight and students were asked to write out all they could recall from the passage. Two sets of two (2) reading passage of approximately 350 words were selected based on JSCE question paper for English. Students' performance were rated based on the following scale (A) Excellent (B) Good (C) Fairly Good (D) Poor. Incidental and intentional learning procedures were employed. Intentional learning refers to the learning mode in which participants were informed, prior to their engagements in the learning task that they would be tested afterward on their retention of particular types of information. Incidental learning as contained in this study was the learning mode in which

participants were not forewarned of an upcoming retention test for particular type of information.

4.1 Result and discussion

Data collected from students to determine whether grammatical competence aids performance in reading comprehension levels of selected Senior Secondary School Students in Jalingo metropolis were statistically analysed thus:

Ho1: There's no significant relationship between grammatical competence and reading for literal comprehension of students in the selected senior secondary schools within Jalingo metropolis?

Table 4.1b: Correlation between grammatical competence and reading for literal comprehension of Senior Secondary School Student in Taraba State

Variables	Mean	S.D	S.E	R	DF	P	r-
Grammatical competence	28.4559	15.418	.7333	0.928	440	0.000	0.113
Literal comprehension	40.8370	18.491	.8795				

Note: SD= standard Deviation, SE = Standard error, r = observed correction coefficient, DF = degree of freedom, P = Observed level of significance

In the forgoing analysis, it was observed that students' grammatical competence could be a major factor in the reading for literal comprehension by the students in the selected junior secondary schools as asserted by this study. The two variables were observed to be positively and significantly correlated in the test of hypothesis I. From the analysis of the hypothesis, it was observed that the relationship was linear in nature. This means the more competent the students were in grammar, the more they were likely to be effective in their achievement with regards to reading for literally comprehension. This finding is consistent with Elly (2017) where it was held that sentence meanings are realised from the grammatical features and the words in the sentence. The finding is consistent with Aliyu (2011) who observed that to know the grammar of a language is to understand the phenomenon of that language. The finding is in line with Victoria (2018) who observed that the interpretation and comprehension of literary and non-literary material sometimes depend on the in-depth knowledge of grammar.

Ho2: there is no significance difference between grammatical competence and reading for inference among JSS3 students in the selected secondary schools in Jalingo

Table 4.3: Quantitative correlation between grammar and reading for inferences

Test	High	%	Moderate	%	Low	%	Total
Inference	1	.2	123	28	315	71.6	100
Grammar	0	.0	121	27.5	318	72.3	100

Note: SD= standard Deviation, SE = Standard error, r = observed correction coefficient, DF = degree of freedom, P = Observed level of significance

The test of hypothesis III revealed that competence in grammar by the students could be a functional factor of their performance in reading for inference. Significant relationship was observed between the students' score in grammatical competence and their achievement in reading for inference. This finding is consistent with Culicover (2009), where it was opined

that one of the greatest contributions of traditional grammar in the study of language is the development of the set of categories of classifying chunks of words known as parts of speech and Aarts (2001), where it was stated that the interpretation of grammatical forms depends on a number of factors, some of which are purely linguistic and situational. This finding is in line with Marina (2015), Andrew (2011) and Katamba (1993) which establish that grammatically competent readers learnt from the reading of the text, the meaning of many words without looking them up in the dictionary. Smart readers try to anticipate the author and predict future ideas and questions. Once the reader gets it right it re-enforces his understanding but if wrong, the reader makes adjustment

The third finding of the study was aimed at the determination of the relationship between grammatical competence on the students' reading for critical evaluation. This was tested in the third hypothesis of the study. The result revealed that significant relationship existed between grammatical competences of the students and their achievement in reading for critical evaluation. The finding is in line with Aarts et al, (2020) where it was observed that students who were competent in grammar would not lose trend of the events even though there are many other ideas that tend to distract their attention in the text. This finding correlates with Roberts (2022), which observed that readers who are grammatically competent understand how sentences are formed, how various sentences differ from one another and how very many ideas can best be blend together in the same sentence.

Table 4.4: correlation between grammatical competence and reading for critical evaluation.

Variables	Mean	S.D	S.E	R	DF	P	r-critical
Grammatical Comp.	28.456	15.418	.7333	.842	440	0.000	0.113
Reading for critical Com	26.787	16.246	.7727				

Note: SD= Standard Deviation, SE = Standard Error, r=observed correlation coefficient, DF = Degree of Freedom, P = Observed level of significance

The fourth finding of the study was aimed at determining the effects of word recognition on the achievement of the students in the structural elements of sentence questions used in the study. From the test of hypothesis IV, it was observed that competence of the students in this direction could be a major factor in their achievement in multiple choice questions in the school. This observation agrees with Hatch (1991; Andrew, (2011) and Rosenberg, (2015) which emphasized that the role of the reader in actively building the words of the reading text is based on their experience of the words, state and events they characteristically manifest. Smart readers try to anticipate the author and predict future ideas and questions. Once the reader gets it right it re-enforces his understanding but if wrong, the reader makes adjustment.

Similar to the traits and strategies of the bottom-up/top-down continuum of reading models, those ascribed to more or less skilled readers also appear to form a binary set characterized by text-focused (grammar test) and reader-focused (reading comprehension questions) extremes. Good or successful readers have been found to rely primarily upon top-down strategies. Using think aloud protocols to identify relationships between grammar and successful or unsuccessful L2 reading comprehension, Rosenberg (2015) found

that successful L2 readers at the senior secondary school kept the meaning of the passage in mind and skipped words that they believe to be irrelevant to the meaning of the sentence or text, read in broad phrases, and use context to determine the meaning of unknown words. This

is very crucial to this current study. Less successful readers, on the other hand, translate sentences on a word-for-word basis, rarely skipped words, and looked up unknown words in a glossary.

Gerald (2009), while comparing think-aloud protocols produced by native English speakers and ESL students on two expository passages, found that more successful readers use general strategies such as anticipating content, recognizing text structures, identifying main ideas using background knowledge, monitoring comprehension and reacting to the text as a whole.

Less successful readers rely on local strategies such as questioning the meaning of individual words and sentences, seldom integrating background knowledge with the text and not focusing on main ideas.

Poor readers generally focus on local concern such as grammatical structure, sound-letter correspondence, word meaning, and text details. Less proficient readers strategies tend to be more local or bottom-up reflecting a desire to treat reading as a decoding process rather than as a meaning-making-process.

5.1 Recommendation and suggestion

It is obvious that comprehension is the result of a union of the text and the reader's background knowledge of text-based variables (vocabulary, syntax and grammatical structures). In bottom-up theories and models, the reading process is considered a text - driven decoding process wherein the sole role of the reader is to reconstruct meaning embedded in the smallest units of isolated words, each of which is to be deciphered individually. The reader is someone who approaches the text by concentrating exclusively on the combination of letters. Meaning is understood through analysis of individual parts of the language and the reader processes language in a sequential manner. Readers use general knowledge of the world or of particular text components to make intelligent guesses about what might come next in the text. This is the product of the knowledge of the grammar of the language.

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