

Assessing Comprehension Questions Used in Primary Schools Pupils' Textbooks

Adepoju Adetokunboh Abayomi

Department of Curriculum and Instruction, Adeyemi College of Education, Nigeria adeoxyom@gmail.com

Abstract

This study examined types of comprehension questions used in pupils' textbooks. Literature was reviewed extensively on type of questions weighing the advantages and disadvantages of objectives and essay questions, purpose of asking questions and specifically narrowed it down to comprehension questions which are lower order, higher order, grammatical and literary questions to answer the four research questions raised and used Cognitivism as its theoretical base. Four research instruments were employed, namely, textbooks, WhatsApp message, excerpts from journals and chief examiners' reports to get secondary data. The study presented the data in a table and bar chart and used simple percentage and thematic analysis for data analyses. Findings showed that ambiguous questions are set and lop-sidedness in the types of questions set. Clear-cut questions and equal distribution of question types were recommended.

Keywords: comprehension questions, lower order, higher order, objective, essay.

Introduction

Comprehension is a compulsory aspect of English language that must be taken by students in all examinations before success can be recorded. Other aspects are summary, essay and letter writing, oral English and lexis and structure. Comprehension requires the reading of a given passage and answering the questions that follow. This implies that reading and comprehension go together. James (1984), sees reading as the process of communication that involves the understanding of what is written through thinking, questioning and evaluation. The major purpose of giving any passage to pupils to read is to determine their understanding of the passage which can only be achieved by asking them questions and that is why examination bodies, such as West African Examination Council (WAEC) and National Examination Council (NECO) and even textbooks always ask questions to determine the comprehension of passages through students' responses.

Apart from comprehension passages, in all subjects during examinations, questions are asked to get students' responses after which marks are awarded for promotion, evaluation and assessment. The nature of the question determines the response to be given. Therefore, pupils' responses to comprehension questions determine their success or otherwise in any comprehension exercise. This brings about the value of questions in reading or comprehension exercise. If question asked are not well understood or interpreted, pupils might not be able to given appropriate answers which invariably will attract penalty; different comprehension questions require different answering techniques.

Statement of the Problem

Comprehension questions are supposed to be written in simple and clear statements. If the comprehension questions asked are not well understood by pupils, there will be confusion because they will be misled. That was the reason why most students avoided one of the questions in NECO 2010 because it was ambiguous, as the candidates could not categorise it as either a speech or a letter and too loquacious for them to understand (NECO, 2012). Similarly, some comprehension questions are patterned the same way and constructed in such a way that they are not easy to answer, leaving the students to with no option than questions that are direct, simple and not tasking as against the advice of Adepoju (2019). Despite the fact that teachers make efforts to teach and ventilate different types of comprehension questions, pupils still do not understand them and responses to comprehension questions are poor, hence the justification to identify the types comprehension questions used in primary school pupils' textbooks.

Purpose of the Study

The purpose of the study was to identify types of comprehension questions used in pupils' textbooks and the answers required. Precisely, the study sought to achieve the following objectives:

- (a) To ascertain whether comprehension questions are asked at the end of comprehension passages;
- (b) To identify types of comprehension questions used in pupils' textbooks;
- (c) To ascertain the reasons for asking pupils comprehension questions; and
- (d) To identify types of responses pupils give to different comprehension questions.

Research Questions

- (a) Are comprehension questions asked at the end of comprehension passages?
- (b) What type of comprehension questions are used in pupils' comprehension passages?
- (c) Why are pupils asked of comprehension questions?
- (d) How do pupils respond to different comprehension questions?

Review of Related Literature

The use of question is dated back to the time of Socrates when he used questions to examine some existing dispositions and improve the quality of his students (Nappi, 2017). A question can be viewed from two different angles. In the first place, from the view of test experts, a question is as a tool for assessment and evaluation (Nicholl & Tracey, 2007). In this regard, a question is an instrument used to take samples of behaviour for the purpose of taking a valid decision. In the second place, according to grammarians, a question (an interrogative sentence), like command, declarative and imperative, is one of the four types of sentence which places the operator before the subject, places 'wh' element in the initial position or uses the rising tune (Quirk, Greenbaum, Leech & Svartvik, 1973). This means that a declarative sentence, such as, Olu is going to the market will take this form, Is Olu going to the market? or a sentence that starts with 'wh' particle, such as, what is your name? or the use of rising tone to produce a sentence, such as, he will eat food? Similarly, Ojo (2011), says that in the syntactic formation of a question, there is reversal of role between the subject and the operator. That is, the operator is placed before the subject as against the syntactic formation in the declarative sentence. For example, Olu is coming (declarative sentence) changes to Is Olu coming? (interrogative sentence). One major feature of questions is that they are ended with question mark (?). Supporting this view, Murphy (2012) and Oyetayo and Ojoko (2014), aver that a question mark (an interrogation mark) is used at the end of any sentence that asks a question, that is, direct questions.

Generally speaking, questions are divided into objective and essay types. Objective questions include multiple choice and true and false questions while essay questions require free responses (Weimer, 2015). The scholar goes further to say that objective questions are easy to mark and cover many topics but take time to construct and give room for guessing while essay questions give opportunity to students to demonstrate their writing skills but subjective and difficult to mark. Cruikshank, Jenkins and Metcalf (2009) are of the opinion that some teachers ask ambiguous questions that do not require one straight answer and warn against the use of 'yes/no' and 'true/false' questions because they belong to lower order questions that do not promote intellectual thinking. The importance of questions in the classroom cannot be underestimated. Questions engage learners in critical thinking, help students to reason and participate in classroom activities, facilitate discussion, promote learning and help teachers to evaluate learners (Nicholl and Tracey, 2007).

Comprehension questions are meant to test the reading ability, fluency and accuracy of pupils. A critical examination of all comprehension textbooks used in primary schools reveals that comprehension questions are asked at the end of every passage and every question requires an appropriate answer. This implies that

different comprehension questions are asked at the end of every given passage to elicit responses to show pupils' knowledge and understanding of the passage (Banjo, Elugbe, Onaga & Akano, 2018).

Reading comprehension has levels which include literal, inferential, critical and creative levels (Obah, 1997 & Alptekin, 2006). The literal level is the surface reading, inferential is the reading between the lines, critical is reading for evaluation and creative reading influences readers' lives. Therefore, comprehension questions are used to determine the level of reading comprehension and for pupils to answer any comprehension question, the six hierarchy of cognitive domain as postulated by Bloom is very germane. This includes knowledge, comprehension, application, analysis, synthesis and evaluation (Adepoju, 2019).

Comprehension questions vary depending on the level of learners and the intention of the examiner (Adepoju, 2019). Broadly speaking, questions are meant to put learners to academic tasks (Killen, 2010), and specifically questions require learners to define, list, examine, interpret, differentiate, evaluate, describe and so forth (NECO, 2012). Contributing to this, Hall (2016) annotates that questions allow teachers to discover what pupils know, identify pupils' deficiencies, make corrections and engage pupils in active learning. Banjo, Elugbe, Onaga and Akano (2018) remark that five types of comprehension questions are common. They are questions that test knowledge, figurative questions, grammatical questions, questions that ask for word substitution and inferential questions.

In this study, comprehension questions are divided into four, namely, direct questions, indirect questions (logical questions), literary questions and grammatical questions. Direct questions are comprehension questions that require mere knowledge of the passage. The technique of scanning which requires readers to locate a particular information is pivotal here (Alo, 1997). Direct questions, otherwise called factual questions, require readers to list and name and they are commenced by 'what', 'where' 'when' and 'who' with answers directly available in the text (Cruikshank, Jenkins & Metcalf, 2009; Bastug & Demirtas, 2016). This current research adds 'which' as one of the introductory grammatical elements of direct questions. Since these questions do not require intellectual brainstorming, they are referred to in this study as low-level questions which are commonly used because they require mere recall of information (Nappi, 2017). Bastug and Demirtas (2016) call low-level questions surface comprehension questions where readers only find meanings and not create meanings.

Indirect comprehension questions are introduced by 'why' and 'how' and referred to as deep comprehension questions because their answers are not directly available in the text but inferred and these questions are not commonly used because they are difficult to construct than the lower order questions (Cruikshank, et al., 2009; Bastug & Demirtas, 2016). Higher-order questions are also referred to as higher level questions on the consideration that they engage readers in intellectual thinking by carrying out application, analyses, organisation, evaluation and syntheses of facts but not commonly used because out of sixty thousand (60,000) questions in a study, twelve thousand (12,000) are higher order questions (Nappi, 2017). Literary questions require readers to identify figures of speech or literary devices used in a sentence which include but not limited to simile, metaphor, synecdoche, metonymy, personification, euphemism, oxymoron, paradox and metonymy (Banjo, Elugbe, Onaga, & Akano, 2018; Oladele, 2007). According to Regini (2014), figures of speech are devices used to make expressions effective and not ordinary. NECO (2012) remarks that students are poor in answering literary questions.

One of the questions that pose difficulties to readers is grammatical questions (NECO, 2012). These questions demand that students identify grammatical structures, such as phrases, clauses and sentences, and state their functions (Banjo et al., 2018). They are usually underlined or italicised in passages. Other comprehension questions used are fill-in-the-gaps and multiple choice (Ademola-Adeoye et al., 2015).

Responses to comprehension questions are generally not encouraging. Adepoju (2018) found out that students use incomplete sentences to answer comprehension questions as against the rules. In the same vein, NECO (2012) remarks that candidates are very poor in some aspects of comprehension, such as literary and grammatical aspects. Adepoju (2019) presents the unsatisfactory responses of pupils. The study shows that out of the twenty-two participating pupils in a comprehension test, seven pupils scored zero which

represents 32% and the highest score was 35 marks which represents 4.5%; what an unsatisfactory performance? The study also shows that pupils start answers with 'because', pupils write unfathomable answers which shows that they do not understand the passage. None of the literature reviewed above examined types of comprehension questions used in primary school pupils' textbooks; the gap which this study sought to fill.

Theoretical Framework

The theoretical base of the study is *Cognitivism*. Cognition is the mental activity that relates to the process of knowledge acquisition. Cognitive science is concerned with what happens in the learner's head during learning and paper and pencil test gives learners opportunities to carry out cognitive tasks (Cruikshank, Jenkins, & Metcalf, 2009). Similarly, Wilkins (1975) says cognition, which is the ability of the brain to understand a phenomenon, is a function of previously acquired experience. Cognitivism postulates that children actively construct meanings when they go through four stages of cognitive development: sensorimotor, pre-operational, concrete operational and formal operational (Santrock, 2014). The theory emphasises thinking and at the concrete operational stage (ages 7-12), the child begins to think logically and investigates issues before given response (Ogunsanmi, 2005). The correlation between the concrete operational stage (ages 7-12), which is the age bracket of primary school pupils and the stage where learners think critically before making responses and the fact that questions spur critical thinking (Nicholl and Tracey, 2007), provide justification for Cognitivism in this study.

Methodology

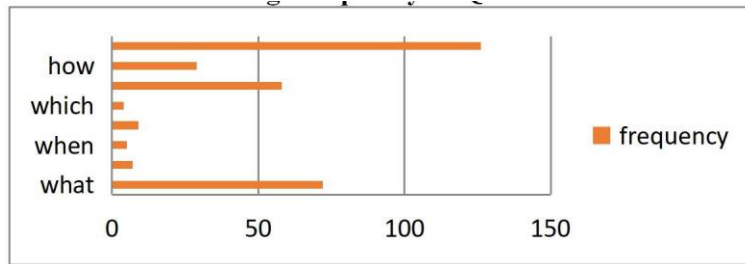
The study was a case study of the recommended textbook for primary schools in Ondo State. A mixed method approach was used because numerical and non-numerical data were needed for the study. Four research instruments were used, namely, an English language textbook titled '*Nigeria Primary English Pupils' Book 6*'. This was adopted because it is the recommended textbook for Primary VI (Ondo State Government, 2017), the final year class at the primary level education and the book has gone through the process of review before publication, hence, the questions are adjudged to be standard. The second research instrument was a WhatsApp message which read '*Give five reasons for asking pupils comprehension questions*'. This was sent to five primary school teachers purposively selected on the bases of their experiences. Another one adopted was excerpts from chief examiners' report of National Examination Council (2012) and the fourth a published journal article titled '*Assessing Nigerian primary school pupils' responses to reading comprehension questions in English.*' The lockdown occasioned by COVID 19 pandemic necessitated the use of secondary data and electronic means of getting data in this study. The study examined and categorised the comprehension questions asked after the thirty reading comprehension passages in the book as 'what', 'who', 'when', 'where', 'which', 'why', 'how' and 'others' questions, put them in a table and bar chart, and used descriptive statistics and simple percentage for analysis, while thematic analysis as used to analyse the responses to the semi-structured question sent through WhatsApp and excerpts from NECO chief examiners' report and the journal article.

Credibility of the Study

Cutcliff and McKenna (1999) and Adepoju (2018) posit that to make a qualitative research credible, thick and rich description, confirmability, audit trails, anonymity, data triangulation, prolonged engagement and member checking are the criteria used. To make this study trustworthy, the study used *thick and rich* description by writing vividly the report in clear and unambiguous words, phrases and sentences. In addition, confirmability was used to guarantee unbiased reporting. In this regard, verbatim quotations were used to support findings. Also, names of participants were not mentioned in the course of writing the reports, that is, the use of anonymity to protect the participants from any harm.

Data Presentation and Analyses

A Bar Chart Showing Frequency of Questions



Analyses

The chart above shows that questions that begin with mention, list, name, yes/no questions, literary question, fill in the gap and so forth, herein in this study refer to as ‘others’, occur at the highest frequency, followed by ‘what’ questions which were followed by ‘why’ questions. ‘Why’ questions were followed by ‘how’ questions which were followed by ‘where’ questions. Questions that begin with ‘who’ occur more frequently than ‘when’ questions while ‘which’ questions were the least.

From Table 1, 40.6% of the comprehension questions are ‘others’ questions, such questions that begin with mention, give, draw and write, 23.2% are ‘what’ questions, 18.7% are ‘why’ questions and 9.4% are ‘how’ questions. ‘Where’ questions take 2.9%, ‘who’ questions take 2.3%, ‘when’ questions take 1.6% and ‘which’ questions take 1.3%. Those questions asterisked combine two characteristics, such as ‘what’ and ‘why.’ The table shows that apart from comprehension passages 5, 8, 24 and few others, surface comprehension questions are the most common; passage 27 has one question which is a surface comprehension question. The table indicates that no passage contains any grammatical questions.

Table 1

Showing Comprehension Passages and Types of Questions Asked

C/P	What	Who	When	Where	Which	Why	How	Others	Total
1	5	-	-	-	-	1	-	-	6
2	4	2	-	-	-	-	1	-	7
3	2	1	-	2	1	3	-	-	9
4	3	-	-	-	-	1	3	1	8
5	2	-	1*	1*	-	2	1	-	7
6	2	-	-	-	-	1	-	O=5	8
7	2	1				2	1	O=1	7
8	1	-	-			5	1*	O=1*, Fig= 2	10
9	4	-	-	-	-	1	1	O=1	7
10	5	2	-	2	-	1	-	-	10
11	-	-	-	-	-	4	1	F=8	13
12	1	-	2	1	1	-	2	O=3	10
13	2-	-	-	2	1	1	2	-	8
14	1	-	-	-	-	4*	1	P=4*	10
15	-	-	-	-	1	1		O=3	5
16	5	-	-*	1*	-	-*	1	P=2*	9
17	3	-	-	-	-	2	2	O=3	10
18	2*	-	-	-	-	5*	2	1	10
19	-	-	-	-	-	-	-	M=9	9
20	1	-	-	-	-	3*	1	P=5*, T/F=12, O=3	25
21	3	-	-	-	-	-	1	O=1, T/F= 9	14
22	3	-	-	-	-	5*	1	P=1*, Alt=30	40
23	2	-	1*	-	-	-	3*	O=2*, M=1, P=1	10
24	1	1	-	-	-	8	-	-	10
25	2	-	1			1		O=4	8
26	4	-	-	-	-	1*	2	P=1*	8
27	-	-	-	-	-	-	-	O=1	1
28	5*	-	-	-	-	-*	-	O=6	11
29	4	-	-	-	-	2	1	O=1	8
30	3	-	-	-	-	4*	1	P=4*	12
Total	72	7	5	9	4	58	29	126	310
%	23.2%	2.3%	1.6%	2.9%	1.3%	18.7%	9.4%	40.6%	100%

Key:

M= Multiple Choice, **O**= Give, mention and draw questions, **Fig**= Figurative, **P**= Polar Questions, **T/F**=True/False questions, **Alt**=Alternative response questions, **F**=Fill in the gap *The asterisked combined the two features

Responses to WhatsApp Message

Give five reasons for asking pupils comprehension questions.

Mr. A

To know the level of their understanding of the passage. To know their reading capacity. To help build confidence in themselves. To build up their vocabulary. To develop their pronunciation skills.

Mr. B

To evaluate pupils' understanding of comprehension passages. To build pupils' ability to make simple oral and written statements or sentences. To build pupils' ability to summarise stories.

Mr. C

To know whether the pupils understand the story in the comprehension passage. In order to know how to answer questions. It helps pupils to know how to read and pronounce the difficult words in the comprehension passage and know the meaning of each word in the passage. It helps pupils to summarise what the comprehension passage is all about.

It helps them to clarify and comprehend what they have read in the comprehension passage. It also helps the teacher to motivate the pupils' curiosity about the story in the page, at the same time it helps teachers to assess the pupils' understanding ability.

Mr. D

To know whether they can comprehend. To evaluate how well they can answer questions. to evaluate their vocabulary development. To evaluate their effectiveness and cognitive area. To develop d level of mastering d comprehension questions.

Mr. E

Read and understand. Find the meaning or phrases for difficult words. To know the grammatical functions of phrased words. To answer the questions in the passage to give or title the passage.

Analyses

The participants responded that they ask comprehension questions to determine the pupils' knowledge of the passage, pupils' understanding of the passage, for evaluation and to groom pupils in the area of vocabulary development.

Excerpts from Article and NECO Chief Examiners' Report

The article shows that: 32% of pupils in a comprehension test scored no mark; no pupils scored above 35 marks in the test; pupils copied answers from the passage verbatim and incomplete sentences, such as, 'Because they would lose their jobs', and 'was empty because they would lose their jobs and unintelligible write up such as, 'the pwaE e so thex my people can see the.' and 'do?' as 'Toiso sacollsolimsoyi fieikiifi' were used as responses to questions.

From NECO (2012) chief examiners' report, it was gathered that: candidates were poor in grammatical, literary and lexis and structure aspects of comprehension questions and that scores ranged between 0-3 out of 6 marks.

Analyses

The excerpts are through manifestations of poor performance of learners in comprehension as they contravene the rules guiding answering comprehension questions as epitomised by careless lifting of

sentences, use of incomplete sentences to answer comprehension questions, unfathomable responses and poor marks scored.

Discussion of Findings

Use of Comprehension Questions: Results disclosed that comprehension questions were asked after every comprehension passage as indicated in the table above where every passage, that is passages 130, were followed by comprehension questions which is in tandem with the position of Banjo *et al.*, (2018) who argued that comprehension passages are followed by questions. In fact, there was no single comprehension passage without a single question which is a commendable technique in the view of this study. A total of three hundred and ten (310) questions were asked on comprehension passages in the text with no passage with less than five questions with the exception of passage 27. These were used in the passage to arouse pupils' intellectual and critical thinking (Cruikshank, Jenkins & Metcalf, 2009).

Varieties of Comprehension Questions: The bar chart above indicates that varieties of questions were asked on comprehension passages which included 'what', 'who', 'when', 'where,' 'which', 'why', 'how' and 'others' questions. These questions tested different skills in the comprehension passages, such as ability to recall, as exemplified by questions that asked learners to identify and mention and questions that were characterised by any of these grammatical elements: what, who, when, where and which and ability to comprehend, apply, synthesise and analyse as epitomised by 'why' and 'how' questions. In addition, closed-response questions, such as yes/no and true and false questions and figurative questions were used in the book.

A critical perusal of the table above also lends credence to this claim as the table displays varieties of questions asked on comprehension passages in the book. The table makes it clear that, with the exception of passage 27, there was no single passage without at least three types of question. This finding agreed with the view of Banjo *et al.*, (2018) who remarked that different comprehension questions are asked. The reason adduced for this variation, according to this study, was to strike a balance between advantages and disadvantages of different types of questions as opined by Cruikshank, et al. (2009) and Weimer (2015) as reviewed in the literature of this study. The percentages of questions from the data collected ranges from 1.3% to 40.6% in the table.

Lop-sidedness of Questions: The data collected showed skewedness in the types of questions set on comprehension questions, an indication that some questions were asked frequently than others. The table and that chart revealed that 'what' questions (23.2%) appeared more than 'others' (40.6%) because 'others' is a conglomerate. The chart and the table make it clear that 'why' and 'how' questions, higher order/deep comprehension questions combined, take 28.1% while lower order/surface comprehension questions 71.9%: what an imbalance! This finding confirmed the finding of Nappi (2017), which revealed that out of sixty thousand (60, 000) questions set, twelve thousand (12, 000) were higher order questions. This disparity is associated with difficulty inherent in setting higher order questions and will not encourage higher order thinking (Bastug & Demirtas, 2016; Cruikshank et al., 2009).

Ambiguity of Questions: Some questions have dual mode which makes responses to them confusing. In this regard, they do not require straight answers. The following questions are good examples from the book:

Where and **when** was King Sunny Ade born? pg. 41;

Did Auntie Bola have many things to do that day? **How** do you know? pg. 72; **Do** you think he was a good king? **Why?** **Why** not? pg. 132; and **What** do newly married couples look forward to and **why?** pg. 281.

These questions are two in one; they required two answers which might confuse pupils. This finding concurs with view of Cruikshank et al (2009) who opine that teachers ask more than one question at a time which could lead to a situation where learners would answer one part leaving the remaining part unanswered, herein in this study, described as partial response. The excerpts above are instances of twin question, herein, in

this study describes as *dual questions* whose two separate different parts elicited different responses. At this level, one straightforward answer is desirable.

Reasons for Asking Pupils Comprehension Questions: From the data collected, responses to the WhatsApp message in this study deduced that comprehension questions were asked for two broad reasons: surface reasons and deep reasons. Surface reasons refer to responses that are direct or factual while deep reasons are responses that are logical. In other words, responses to comprehension questions are offshoots of lower-order and higher-order thinking depending on the type of questions asked be it higher-order questions or lower-order questions which require higher-order responses and lower-order responses respectively. Lower-order responses include response pertaining to pronunciation, vocabulary development, such as fill-in-the-gaps, antonyms and synonyms. **Mr. E** said, *'Find the meaning or phrases for difficult words. To know the grammatical functions of phrased words'*. These are surface reasons that are responses to lower-order questions. The responses of **Mr. A** who said, *'To build up their vocabulary. To develop their pronunciation skills'* attests to the facts that comprehension questions are used to develop pupils' vocabulary, teach pronunciation and fluency in reading.

On the other hand, the participants responded that comprehension questions are asked to engage learners in critical thinking that facilitates higher-order responses. The responses of **Mr. C** who said, *'It helps pupils to summarise what the comprehension passage is all about. It helps them to clarify and comprehend what they have read in the comprehension passage. It also helps the teacher to motivate the pupils' curiosity about the story in the page, at the same time it helps teachers to assess the pupils' understanding ability.'* reveal this claim. Also **Mr. D** said, *'To evaluate how well they can answer questions. To evaluate their vocabulary development. To evaluate their effectiveness and cognitive area. To developed d level of mastering d comprehension questions'*. These are similar to the claim of Nicholl and Tracey (2007) who mentioned that questions promote discussion, critical thinking and evaluate learners. In another development, Banjo *et al.* (2018) opined that comprehension questions test pupils' knowledge and understanding of the passage. These reasons are in line with the theoretical base of this study, cognitivism.

Poor Responses to Comprehension Questions: Response to comprehension questions were not encouraging according to the excerpts from documents. The fact that 32% of pupils in comprehension test and that no pupils scored above thirty-five (35) marks are indications of poor performance. Careless lifting of answers from the passage, use of incomplete sentences as answers and indecipherable responses on the part of pupils were clear indications of lack of comprehension or communication breakdown. For instance, a pupil wrote *'the pwaE e so thex my people can see the.'* and *'do?'* as *'Toiso sacollsolimsoyi fieikiifi'* as an answer. This is not good at all. Pupils' inability to perform in the area of grammatical and literary questions leaves much to be desired (NECO). These findings corroborate the findings of NECO (2012) Adepaju (2018) and Adepaju (2019) where it was found out that pupils wrote answers in incomplete sentences, pupils wrote unintelligible answers and lacked knowledge of grammatical and literary questions.

Conclusion

The study shows the types of comprehension questions used in primary school pupils' textbooks and revealed that there is lop-sidedness in types of questions asked as lower-order questions were the commonly asked questions against higher-order questions which give room for logical thinking while grammatical questions were totally omitted.

Recommendations

Based on the findings of this study, it is hereby recommended that:

Higher-order questions should be used frequently to strike a balance between lower-order and higher-order questions;

Grammatical questions should be used to expose pupils to this type of questions;

Distinctions between types of questions should be taught so that pupils can know their differences;

Ambiguous questions should be jettisoned so that pupils will not be misled; and

Pupils should be well taught techniques of answering questions in order to have the ability to respond properly to comprehension questions.

References

- Ademola-Adeoye, F. Adam, Q., Somoye, B., Omiture, J., Macauley, J., Oderinde, B., Badaiki, F., Hawkes, N., & Dallas, D. (2015). *Nigeria primary English pupils' book 5*. Ikeja: Learn Africa Plc.
- Adepoju, A. A. (2018). *Active learning strategies used by teachers during English reading comprehension lessons in six selected primary schools in Nigeria*. Unpublished PhD Thesis. Alice: University of Fort Hare.
- Adepoju, A. A. Akinboboye, F. J., & Ogunyemi, J. O. (2019). The home, the school and teaching of reading in entrepreneurial environment. In I.F. Alao, and O. Ajere, (Eds.) *Achieving sustainable development through entrepreneurial and functional education in Nigeria*. Ilorin: Integrity Publications. pp 226-232.
- Adepoju, A. A. (2019). Assessing Nigerian primary school pupils' responses to reading comprehension questions in English. *Papers in English and linguistics*. 20 (4&5), 52-71.
- Alo, M. A. (1997). Reading Comprehension. In H. Chukwuma and E. Otagburuagu (Eds), *English for academic purposes*. Onitsha: Africana-Feb Publishers Limited.
- Alptekin, C. (2006). Cultural familiarity in inferential and literal comprehension in L2 reading. *System* 34 (4), 494-508.
- Cruikshank, D. R, Jenkins, D. B., & Metcalf, K. K. (2009). *The act of teaching*. New York: Mac Graw Hill.
- Banjo, A., Elugbe, B., Onaga, U., & Akano, A. (2018). *New oxford secondary English course for senior secondary schools (3)*. Ibadan: University Press PLC.
- Bastug, M., & Demirtas, G. (2016). Child-centred reading intervention: See, talk, dictate, read, write! *International Electronic Journal of Elementary Education*. 8(4), 601-616.
- Cruikshank, D. R, Jenkins, D. B., & Metcalf, K. K. (2009). *The act of teaching*. New York: Mac Graw Hill
- Hall, G. (2016). *Importance of questioning*. <https://garyhall.org>
- James, S. (1984). *Reading for academic purposes*. London: Edward Arnold (Publishers) Limited.
- Killen, R. (2010). *Teaching strategies for quality teaching and learning*. Claremont: Juta & Company Ltd.
- Murphy, J. D. (1998). *Contemporary English grammar*. Surulere: Book Master.
- Nappi, J. S. (2017). The importance of questioning in developing critical thinking skills. *International Journal for Professional Educators*. 84 (1), 30-41.
- NECO (2012). *Chief examiners' report*. Ibadan: Sterling-Holden Limited.
- Nicholl, H. M., & Tracey, C. A. B. (2007). Questioning: A tool in the nurse educator's kit. *Nurse Education in Practice* 7, 285-292.
- Obah, T. Y. (1997). Reading for evaluation. In H. Chukwuma and E. Otagburuagu (Eds), *English for academic purposes*. Onitsha: Africana-Feb Publishers Limited.
- Ogunsanmi, J. O. (2005). *Childhood psychology*. Ondo: Adex Printing Press.
- Ojo, J. O. (2011). *A contemporary functional grammar of English*. Ago-Iwoye: Olabisi Onabanjo University Press.
- Oladele, O. O. (2007). *Get ready books on literature*. WAEC/NECO harmonised syllabus 2016-2020.
- Ondo State Government (2017). *Approved list of books for pre-basic, lower, and middle basic classes schools for 2016/2017 to 2020/2021 academic session in Ondo state*. Ondo State Ministry of Education.
- Oyetayo, M. O., & Ojoko, B. A. (2014). General English III: Language and communication skills. In Y. M. Ogunsiji, F. O. Balogun and J. K. Adediran, (eds) *General studies in education*. Ibadan: Alafas Educational Publishers.
- Quirk, R., Greenbaum, S., Leech, G., & Svartvik. J. (1973). *A university grammar of English*. Harlow: Pearson Education Limited.
- Regini, L. R. (2014). Analysis and use of figures of speech. *Journal of NELTA Surket*. 4, 7680.
- Santrock, J. W. (2014). *Child development (Fourteenth edition)*. New York: McGraw-Hill Education.
- Weimer, M. (2015). *Advantages and disadvantages of test questions: Faculty focus*. Mumbai. Magna Publications.

Wilkins, E. (1975). *Education in practice*. Ibadan: Evans Brothers (Nigeria Publishers) Limited.