EFFECTIVENESS OF THINK-PAIR-SHARE METHOD ON THE READING COMPREHENSION AND ATTITUDE OF LAGOS STATE JUNIOR SECONDARY SCHOOL STUDENTS

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Abstract

The consistent failure rate in English language by students in the final lap of the senior secondary school is largely traceable to the teaching methods employed by the teachers' (conventional teaching method). This paper sets out to explore the effectiveness of Think-Pair-Share Method on Upper Basic Education English Students in Lagos State, Nigeria. Three research objectives were proposed to guide the study and two research questions were raised while one hypothesis was tested. The study adopted a mixed research design. The population for this research comprised the entire public Upper Basic II Education Students in Lagos State. A total of 159 students was sampled. The instrument for data collection was a researcher-made Questionnaire on the Perception of students and Achievement test on Reading Comprehension towards Think-Pair-Share Method (QPT&ATRCTPS). The research instruments were appropriately validated by Test and Measurements experts, educational technology professionals and English language experts. The study answered two research questions and tested one hypothesis. The data obtained were analyzed using mixed research design with statistical tools like mean, mean difference, standard deviation, and standard deviation difference. The study reveals that the performance of students is highly related to their acquisition of knowledge using the Think-Pair-Share Method. This implies that students will perform better if taught using the Think-Pair-Sharer teaching method in the classroom as an instructional method .On the basis of this, it was concluded and recommended that Think-Pair-Share is more effective in achieving instructional objectives in reading comprehension of the English language. In addition to this, school administrators, education managers as well as teachers should see to the implementation of the result-oriented teaching methods and also constantly organizing continuous training/ seminars for teachers towards keeping them abreast of the current teaching methods.

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Introduction.

The importance of education to the general well-being of mankind cannot be overemphasized. Education is a fundamental human right. The relationship between education and development has been established, such that education is now internationally accepted as a key development index United Nation Development Programme (2016). The perspective of education in Nigeria is wrapped in the philosophy of education as it is spelt out in the National Policy on Education. In the 6th edition of the National Policy on Education published in (2013), one of the main goals of education is the development of permanent literacy and numeracy.

According to Akinkuotu and Olufowobi (2019) "literacy skills represent the secondary skills of language; hence, a person who is literate is the one who in the language he speaks, can read with understanding anything he would have understood if it had been spoken to him and can write so that it can be read and understood by another who understands the language."

Okebukola (2019) sees literacy as involving active participation at work and for leisure. Okebukola (2019) connected the concept of literacy to language where she sees language as a vehicle that helps children understand whatever knowledge is being imparted to them. No matter the type of literacy -- information literacy, technological literacy, scientific literacy, legal literacy and a gamut of others --, language is the backbone of any literacy endeavor. In many multilingual countries like Nigeria, teachers, families and government know that the way language is used in education is not working. They are aware that many children learnt very little because they do not understand the language used in teaching or reading. (Okebukola 2019). Following the result of the research conducted by Okebukola (2012) as reported in Okebukola (2019), one could say empirically that language learning is not the major challenge of these learners; rather comprehension, which forms the basis of any learning process. The task then lies on teachers to teach students how to understand what is being taught.

According to Okueso and Oduneye (2021) reporting Chen, Teng, Lee and Kinshuk, (2011) Reading activity is the foundation of acquiring new knowledge and gaining new skills, whereas comprehension is the "heart" of reading. Okueso and Oduneye (2021) opined further that although comprehension is desirable, achieving it proves challenging to English Language teachers. It is important to note that comprehension is the end product of every reading activity which in itself is the major aspect of reading proficiency. As a matter of fact, there are three levels of reading comprehension: the literal reading comprehension, the inferential reading comprehension and the evaluative/judgemental reading comprehension.

Okebukola (2018) unravels opinions on these levels of reading comprehension noting that literal reading comprehension is also called factual level which refers to the understanding of the printed words on the reading page. Explaining further, Apari (2018) puts it that both knowledge and comprehension are involved in this stage. At the literal level of comprehension, the reader is expected to recall specific facts, details and ideas from the passage. This implies that understanding at this level is text dependent. At the literal comprehension level, the reader must have a basic understanding of the facts, details and ideas in every sentence and paragraph. More so, the reader may demonstrate such by giving examples or by paraphrasing the information.

The inferential reading comprehension, as explained by Okebukola (2018) is also known as the interpretative comprehension level of reading comprehension in that the reader comprehends the
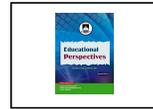
meaning that is not expressed in so many words in the passage. This involves a higher level of thinking than literal comprehension because the reader is required to use the information given in the passage in combination with his or her own relevant background of experiences and get meanings that are not directly stated but are implied. To do this, the reader needs to "read between the lines" or receives messages deeper than those at the surface level.

The third level of the reading comprehension is the evaluative reading comprehension which involves reading beyond the lines. Okebukola (2018) refers to this level of reading as the most complex level. According to her, the level requires that during the process of recovering meaning from the text, the reader must utilize the literal meanings and the inferential meanings in the text and relate them to the concepts beyond what is given in the passage. Since reading holds the key to educational attainment and success in school, teachers need to find ways to make its teaching insightful, interesting, and productive. If this is done, students will most likely develop proficiency and interest in reading on their own. Interest therefore, is an important factor in teaching and learning.

Rotgans and Schmidt (2018) considered interest as one of the qualities that students bring into their learning tasks. Interest in learning or in school subjects also relates to students' academic achievement (Kpolovie, Okoto, & Joe, 2014; von Maurice, Dörfler&Artelt,(2014). The more interested students are in a subject, the more likely they will spend time in learning it. Therefore, if students find reading interesting rather than boring, they will spend more time reading. However, because reading is not an easy task, it is the duty of the teachers to find ways of teaching it to boost students' interest. This can be achieved if they diversify their methods of teaching reading comprehension. Rotgans and Schmidt (2018) believed that when students lack interest in a particular school subject, the teacher can use instructional intervention to offset their lack of individual interest and consequently rouse their situational interest.

The teaching of how to read in English is a dual activity. It involves the cognitive knowledge and the pedagogical competence of the teacher. A teacher may be good at the content area of what to teach but adopting a wrong teaching method may end up jeopardizing the primary objective of teaching a learner how to read. Amidst the teaching methodologies available to teachers in the classroom include the traditional teaching method otherwise known as the lecture method or the expository teaching method or Conventional Teaching Method. Most teachers of reading employ this method in the teaching of reading in the classroom and it remains a common teaching method among Nigerian teachers. This method of teaching, according to Muodumogu (2012) de-emphasizes the concept of reading as an interactive, purposeful, and constructive process of meaning-making. If students are to be helped to develop an enduring interest in reading, there is a need to find alternative ways to enhance teachers' pedagogical practices. Thus, Enighe and Afangideh (2018) recommended that teachers should diversify their instructional strategies when teaching reading to help learners develop reading proficiency and that they need to move from the conventional method of teaching reading.

The traditional teaching method has been criticized by scholars as being the catalyst to poor performance of learners in their reading skills. Adunfe, (2005), Ogunbiyi, (2012) and Okewale, Osinubi&Desu (2002). Okebukola (2019) claimed that conventional methods are less effective in improving the academic achievement of students as this is due to the fact that the students are not fully involved in the learning process. The low academic achievement of students may be attributed to, among other factors, the traditional teaching method popularly used by teachers in instructional delivery. Ezenwosu and Nworgu (2013) noted that most teachers adopt the traditional lecture
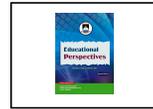
method which is an oral presentation of ideas, concepts and principles to the students. In lecture method, teachers stand in front of the classroom and dictate information relevant to course contents. Ezinwa (2003) expatiated that students only listen and take down the notes and they are not encouraged to participate fully in the teaching and learning process.

Jimoh (2014) posits that students' academic achievement in reading comprehension could be met if instructional strategies that emphasize students' active involvement and give opportunities to communicate, interact, reason and develop self-confidence to solve academic problems as they are required, are put in place. This situation leads to the intensive search for more effective instructional strategies of teaching reading comprehension as an aspect of language studies.

Among the methods which researchers have proposed for learner centeredness and which make room for teacher-student, student-student and student-text interactions that could enhance comprehension in the language classroom are cooperative learning and reciprocal methods. Studies are therefore needed to confirm the effectiveness of these more innovative, interactive and student-centered teaching methods, against the traditional method (Okewale, Osinubi&Desu 2002, Ezenwosu & Nworgu, 2013). To ensure effective teaching and learning in the schools, teaching methods that emphasize students' involvement and opportunity to communicate, reason and develop self- confidence to solve academic problems are required and they should be effectively utilized (Olson &Prath, 2000).

Cooperative learning is one of the most remarkable and fertile areas of theory, research and practice in education. According to Johnson and Johnson(1991) cited in Johnson et al (2000), cooperative learning exists when students work together to accomplish shared learning goals. Therefore all students are able to participate in the class discussion, practicing their oral speech.
Cooperative learning is a student-centered, instructor-facilitated instructional strategy in which a small group of students is responsible for its own learning and the learning of all group members. Students interact with one another in the same group to acquire and practice the elements of a subject matter in order to solve a problem, complete a task or achieve a goal (Li & Lam, 2005). Ozommadu (2016) remarked that cooperative learning is among the major instructional strategies that are self-direct learning strategies and students centered.
According to Kagan (1994), Think-Pair-Share is a cooperative learning strategy that can promote and support higher level of thinking. The teacher asks students to think about a specific topic, pair with another student to discuss their thinking and share their ideas with the group. In addition, Nur (2008) cited in Mondolang (2013) states that Think-Pair-Share is a cooperative learning structure that is very useful. It involves the teacher presenting a lesson, asking students to think about the question, pairing each student with partner for discussion to reach consensus on the question and finally, the teacher asks students to share the discussion. Arends (2008) states that there are three steps in Think-Pair-Share method. Step one is thinking. The teacher gives a question or issue associated with the lesson and asks the students to spend some minutes thinking alone about the answer. Step two is pairing. After that, the teacher asks the students to pair off and discuss what they have been thinking about. Step three is sharing. In the last step, the teacher asks the pairs to share the result of discussion to the whole class.
Think-Pair-Share provides students with the opportunity to carefully think and talk about what they have learned. The method requires a minimal effort on the part of the teacher yet encourages a great deal of participation from students, even reluctant students. In addition, the strategy incorporates various learning styles which results in a greater amount of involvement and interaction from more students (ESA6&7;2006). The teaching method keeps all the students involved in class discussions and provides an opportunity for every child to share an answer to every question. It is a teaching

method that provides processing time and builds in wait-time which enhances the depth and breadth of thinking. It takes the fear out of class discussion by allowing the students to think carefully about their answers and talk about them with a partner before they are called on to respond. For shy or tentative students, This can help put the emphasis back on learning instead of on simply surviving class (Lyman,1981).

According to Lie (2008), there are some purposes of working in pairs. First, it can increase the students' participation. Second, the students will have more opportunities to give their contribution. Last, it is not watching time to build a team. Balinowski and Mehring (1999) & Whitehead (2007)cited in Azlina (2010), stated that there are some benefits of Think-Pair-Share(TPS). The first benefit is that Think-Pair-Share (TPS) can improve students' confidence. Many students feel more confident when they discuss with their partners first before they have to speak in a larger group or in front of the class. Thinking becomes more focused when it is discussed with a partner. The second benefit is that Think-Pair-Share allows the use of timer which gives all students the opportunity to discuss the ideas. At this knowledge construction stage, the students will find out what they know and do not know which is very valuable for them. Therefore, students are actively engaged in thinking. From the opportunity, students will be more involved in critical thinking to discuss and reflect on the topic. Students will have an opportunity to share their thinking with at least one other student, thereby increasing their sense of involvement. Last, the Think-Pair-Share method improves the quality of the students' responses. It enhances the student's oral communication skills as they have ample time to discuss their ideas with one another. Therefore, the responses received are often more intellectually concise since students have had a chance to reflect on their ideas.

Purpose of the Research

1. Examine and report the current reading level of learners.
2. Assess the methods used by teachers in teaching reading comprehension.

3. determine if the reading comprehension of learners will improve on the basis of the application of Think-Pair-Share method.

Methodology

The study adopted a pre-test, post-test, non-randomised control group quasi-experimental research design. The study adopted 2 x 2 factorial matrix. The methods are crossed with the moderating variables. This design is chosen because the researcher believes that the design will show cause-effect relationship, i.e the effect of the teaching methods on the dependent variable (students' academic achievement). The interaction effects of the two teaching methods as moderating variables on academic achievement of students, are expected to be determined.

Review of Literature

According to Kolb (1974) experience learning is a process by which knowledge results from different combinations of grasping and transforming experiences. We grasp experience in two different ways: through concrete and abstract conceptualization. People can then transform experience in two ways: through reflective observation or active experimentation and this process is often portrayed as a cycle. Kolb's experiential learning theory works on two levels: a four-stage cycle of learning and four separate learning styles. Much of Kolb's theory is concerned with the learner's internal cognitive processes. Kolb states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations. In Kolb's theory, the impetus for the
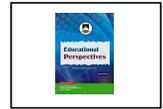
development of new concepts is provided by new experiences. "Learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984)

2.1.1.1 The Experiential Learning Cycle

Kolb's experiential learning style theory is typically represented by a four-stage learning cycle in which the learner 'touches all th

e bases:
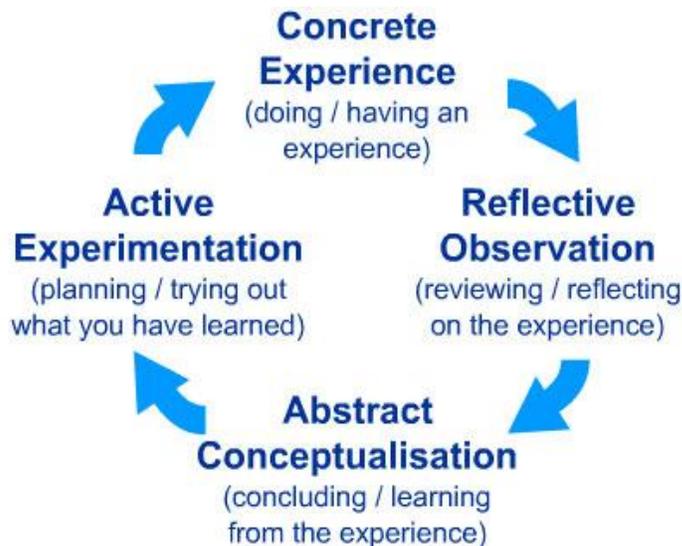
Figure 2.1: Kolb's four stage learning cycle (Source: Kolb, 1984).

1. Concrete Experience - a new experience or situation is encountered, or a reinterpretation of existing experience.

2. Reflective Observation of the new experience: Of particular importance are any inconsistencies between experience and understanding.

3. Abstract Conceptualization: Reflection gives rise to a new idea, or a modification of an existing abstract concept.

4. Active Experimentation: The learner applies them to the world around them to see what results.

Effective learning takes place when a person progresses through a cycle of four stages of:

(1)   having a concrete experience followed by

(2)   observation of and reflection on that experience which leads to

(3)   the formation of abstract concepts (analysis) and generalizations (conclusions) which are then

(4)   used to test hypothesis in future situations, resulting in new experiences.
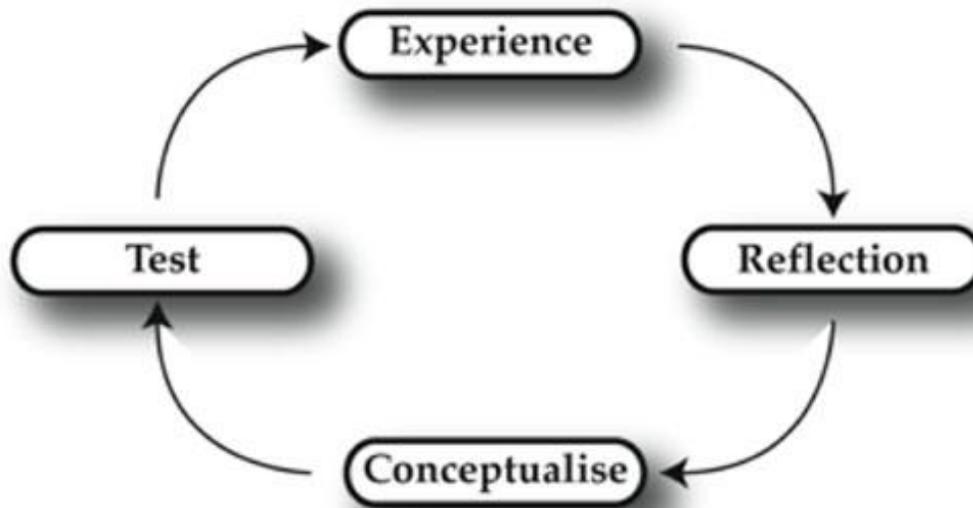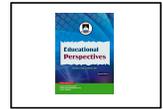
Figure 2.2: Kolb effective learning through a four-cycle stage (source: Kolb, 1974)

Kolb (1974) views learning as an integrated process with each stage being mutually supportive of and feeding into the next. It is possible to enter the cycle at any stage and follow it through its logical sequence. However, effective learning only occurs when a learner can execute all four stages of the model. Therefore, no one stage of the cycle is effective as a learning procedure on its own.

2.1.1.4 Educational Implications

Both Kolb's (1984) learning stages and cycle could be used by teachers to critically evaluate the learning provision typically available to students, and to develop more appropriate learning opportunities. Educators should ensure that activities are designed and carried out in ways that offer each learner the chance to engage in the manner that suits them best. In addition, individuals can be helped to learn more effectively by the identification of their lesser preferred learning styles and the strengthening of these through the application of the experiential learning cycle. Ideally, activities and material should be developed in a way that draw on abilities from each stage of the experiential learning cycle and take the students through the whole process in sequence.

2.1.1.5 Assumptions in Experiential Learning Theory

Experiential learning theory is the process of learning through experiences, and learning through reflection on experiences. Experiential learning fosters engagement among students, promotes deep and meaningful acquisition of knowledge, and enhances students' learning experiences. Experiential learning also caters for various learning styles, making room for an inclusive classroom environment where all students have the opportunity to succeed.

Six assumptions in Experiential Learning Theory

    i.   Learning is not the end result, but a process

ii   Learning comes as a result of experience

iii.   Learning requires engagement in dialectic inquiry
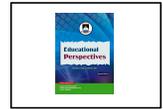
iv.   Learning is holistic and integrative

v.   Learning involves the interaction between the learner and the environment

vi.   Learning constructs knowledge

Along these lines, Experiential Learning refers to knowledge gained through direct encounters with the environment and others, and pertains to practice itself. It is the process in which the experience is reflected, analyzed and reorganized into concepts that help in reconfiguring the schemata that we create to understand new experiences and occurrences. Experiential learning starts with the experience and continues with reflection, analysis and evaluation of the experience. Therefore, in order to make learning meaningful and transformative, our students should:

i.   be provided with relatable and relevant material.

ii.   be involved in the process of generating meaning on concepts.

be provided with multiple ways of interacting with the new information from various perspectives and be active in learning by doing, designing, creating, reflecting, analyzing, evaluating, generating and suggesting solutions.

Relevance of Experiential Learning Theory and Social Interaction Theory to the Study

Experiential learning theory encourages and supports learning through experience and the learner's internal cognitive processes. It is more specifically on 'learning through reflection on doing' not only that, Kolb and Fry (1975) made it known that adult learn best through active participation and reflection.

1. Experiential learning can be very powerful because students have the life experience and cognitively ability to reflect, develop new ideas, and take positive action. It provides   students with the real-world experience, the need to place their new ideas about how to implement their skills especially when real-world skills are taught in a classroom context.
2. Experiential learning is participative, interactive and applied. It allows contact with the environment and exposure to processes that are highly valuable and uncertain. It involves the whole person
3. Experiential learning experiences help to complete students' preparation for their chosen careers, which reinforce course content and theory. Students learn through students–centered rather than instructor-centered experiences by doing, discovering, reflecting and applying.
4. Through experiential learning, students develop communication skills, self-confidence and gain   decision-making skills by responding to and solving real world problems together with their mates.
5. Experiential learning theory enables the teachers to critically evaluate the learning provision typically evaluable to students and to develop more appropriate learning opportunities.

Data, Results and Discussions.
Research Question 1: What are the perceptions of students on reading comprehension on the basis of the teaching methods?

To answer this research question, the data collected from the field were subjected to descriptive statistics of means, frequency counts and standard deviation. The result of the descriptive statistics of means, frequency counts and standard deviation is presented in table 4.5.

Table 1:   Perceptions of Students on Reading Comprehension on the Basis of Teaching Methods

Treatment	SD, (%)	D, (%)	A, (%)	SA, (%)	Total, (%)
Think-Share-Pair Method	5, (3.1)	47, (29.6)	77, (48.4)	30, (18.9)	159, (100)
Conventional Method	19, (11.9)	0, (0)	135, (84.9)	5, (3.2)	159, (100)

Table 1 reveals that 135 students representing 84.9% perceived conventional method as the best, while the other method (Think-Share-Pair) is perceived by 77 (48.4%) students next to the conventional method.

Research Question 2: Is treatment (Think-Pair-Share Teaching Methods) effective in improving reading comprehension in English of Junior Secondary School students?

To answer this research question, the data collected from the field were subjected to descriptive statistics of means and mean difference. The result of the descriptive statistics of means and mean difference is presented in table 2 below.

Table 2:   Effects of Treatment (Think-Pair-Share Teaching Method) on The Reading Comprehension Levels in English Language of Junior Secondary School Students Lagos State

Treatment	Post Test	Pre-Test	Mean Difference
Think-Pair-Share	7.4091	6.3864	1.0227
Conventional Method	5.6567	6.9701	-1.3134

Table 2 shows that students in the think-pair-share group had better performance in improving students' reading comprehension in English of Junior Secondary School with a mean difference of 1.023, while students in the control group had the lesser mean difference of -1.313.

Hypothesis 1

There is no significant difference the treatment –experimental- variable (think-pair-share teaching method) and control variable (conventional teaching) on reading comprehension in English of junior secondary school students as measured at literal, inferential and evaluative levels
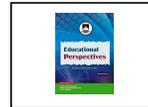
To test the hypothesis, the data collected were subjected to inferential statistics of Multivariate Analysis of Covariance (MANCOVA). The result of Multivariate Analysis of Covariance (MANCOVA) is presented in Table 4.8.

Table 3: **Multivariate Tests on the Effects of Treatments (Reciprocal and Think-Pair-Share Teaching Methods) on the Reading Comprehension Levels in Lagos State**

Effect	Tests	Value	F	Hypothesis df	Error df	Sig.	η_p^2
Treatment	Pillai's Trace	.295	8.435	6	292	.000	.148
	Wilks' Lambda	.725	8.439[b]	6	290	.000	.149
	Hotelling's Trace	.352	8.442	6	288	.000	.150
	Roy's Largest Root	.231	11.226[c]	3	146	.000	.187

Table 3 shows that there was significant effect of treatment (think-pair-share teaching method) on the combined dependent variables of reading comprehension levels (literal, inferential and evaluative), $F_{(6, 290)} = 8.439$, $p < 0.05$; Wilks' Lambda = .725; partial eta squared (η_p^2) = .149. This implies that the combined dependent variables of reading comprehension levels (literal, inferential and evaluative) accounted for 14.9% of the variance in improving the reading comprehension in English Language.

Summary of Findings

1. Majority of the students perceived conventional method as the most widely used method; followed while the least method as perceived by students is think-share-pair.
2. Students in the think-pair-share group had the best performance in improving students' reading comprehension in English of Junior Secondary School; students in the control group had the least performed.
3. The measurement of reading comprehension taken at the literal level, there was a significant difference between think-share-pair and the control groups in favour of the students in the think-share-pair group.
4. From the measurement of reading comprehension taken at the evaluative level, there was a significant difference between think-share-pair and the control groups in favour of the students in the think-share-pair group
5.

Discussions.

The paper examined the effectiveness of think-pair-share on reading comprehension of the junior secondary school student in Lagos State.

From the descriptive survey, when answering the research questions, it was discovered under   the research question 1 (RQ1) as shown in table 1 above that the students perceived conventional method to be the best in the teaching of the reading comprehension among all other methods in Lagos Education District II. The descriptive statistical means, frequency counts and standard deviation was performed to test the raised question. The implication of the result generated on the
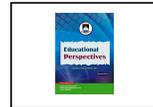
basis of the statistical tools used is that students were more conversant with the conventional method in the learning of the oral comprehension. Noticing specifically a section in a page picked where the frequency count and percentage of the responses of the participant result to 135(84.9%) and 5(3.2%) for the conventional teaching method, 130 (81.8%) and 7 (4.4%). These findings are consistent with the statement of Adkins (2005) that students develop positive attitudes toward learning as result of learning the strategies. When students are explicitly guided to these strategies before reading, they are equipped with tools to navigate the text with meaning, thus, reducing the cognitive load of the text (Chou & Chan, 2016). Moreover, RT strategies are considered comprehension fostering and monitoring fostering. Therefore, when students become more controlling of the process and self, their perception of their learning enhances and they develop more positive attitudes. Adkins (2005) was in favour of teaching RT as it promotes self- regulation through the natural dialogue in practicing summarizing, predicting or questioning. In this study, clarifying was found the most beneficial strategy for fostering understanding and summarising was found difficult strategy to practice. This finding coincides with the results of many researches 135 in strategy teaching field. For instance, this was consistence with Lestari (2016) who concluded that clarifying provides learners with opportunities to interact and construct the meaning cooperatively. Which more, clarifying provides other peers help in making logical inferences, finding the meaning of difficult words and explaining the difficult ideas. That may create an encouraging environment especially for the poor readers. When it comes to summarising or retelling the idea, students are challenged in their vocabulary store and their ability to write coherent paragraph. Summarising is considered challenging to poor readers, regardless to the teaching method implemented. This was also fostered by the findings of Murray (2010) who stated that students' reading achievement affected their ability to determine the main idea. The high-level readers were significantly found stronger in identifying the main idea in a reading. In contrast, low-level readers are stronger in problem identification than the high-level readers. Students of Komariah et.al (2015) preferred predicting and questioning. Yet, summarizing was found challenging to them. Questioning according to Ciullo & Billingsley (2013) is a fundamental strategy of comprehension monitoring, keeping students on task and increasing the chances of correct responses

The null hypothetical statement which states that there is no significant difference of treatment (think-pair-share teaching methods) is effective in improving reading comprehension in English of junior secondary school students shows that students in the think-pair-share group had better performance in improving students' reading comprehension in English of Junior Secondary School. The research outcome is in line with Ronald et al (2005) where a similar method to think-pair-share, called peer instruction was used in tutoring an heterogeneous groups. The result of such research stated that the think-pair-share method of teaching was effective since it allowed students to apply what they have learnt to new contexts. It was also stated in Ronald et al (2005) that the method allowed students to develop positive relationship between students and the faculty; and also among students. Surgiato's research conducted in 2014 was based on classroom action research on reading and it was found that students' ability in reading narratives text improved using the think-pair-share method. Ginga (2019) had reported in his research, using Reciprocal Teaching Method and Think-Pair-Share that the reciprocal teaching method was more effective compared with the Think-Pair-Share method which closely the Reciprocal Teaching Method. The report of the present study stated that there was a significant effect of the TPSM on reading comprehension of students. Ginga's report also concluded that the two methods (Reciprocal Teaching Method and Think-Pair-Share) are superior to conventional method and therefore should be used in schools.

The result of the present study also revealed same. Although, while the study of Ginga (2019) rated reciprocal teaching method as the best and followed by the think-pair-share, the outcome of the present study shows that the think-pair-share rates as the best teaching method. The study however sees the conventional teaching method as being the less appreciable when compared with the think-pair-share. On the basis of the result shown, the null hypothesis stating that there is no significant difference the experimental variable (think-pair-share teaching methods) and control variable (conventional teaching) on reading comprehension in English of junior secondary school students as measured at literal, inferential and evaluative levels is therefore rejected.

Conclusion and Recommendations.

The paper set out to establish the effectiveness of the Think-Pair-Share on reading comprehension of the junior secondary school students. From the analysis gathered data and the results obtained from the study, it could be concluded that Think-Pair-Share is more effective in achieving instructional objectives in reading comprehension of the English language.

On the basis of the findings from the study, the following recommendations are put forward:

1. Teachers should try to improve themselves on more dynamic and result oriented teaching methods so as to ascertain improvement in the learners.
2. Teachers are encouraged to build the learners to having a self-realization acumen. This will help the learners to think independently and come up with refined ideas during classroom experience.
3. Teachers are to foster the concept of deep learning that encourages the understanding of key concepts in students.
   It is also recommended that:
4. School administrators and education managers should encourage teachers to use relevant teaching methods that can accommodate speedy learning in students.
5. School administrators and education managers should organized trainings and seminars for teachers so as to keep them abreast of the current teaching methods.

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