

EFFECTS OF INSTRUCTION IN FIGURATIVE EXPRESSIONS ON SENIOR SECONDARY TWO STUDENTS' ACHIEVEMENT IN READING COMPREHENSION IN BOKKOS LOCAL GOVERNMENT AREA, PLATEAU STATE, NIGERIA

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ABSTRACT

The study investigated the effects of instruction in figurative expression on senior secondary two students' achievement in reading comprehension in Bokkos Local Government Area, Plateau State, Nigeria. The objectives of the study were to determine the extent to which instruction in figurative expressions could influence the literal and inferential reading comprehension ability of senior secondary two students in Bokkos. Two objectives, two research questions and two hypotheses guided the study. The study employed quasi-experimental research design specifically the non-equivalent pretest posttest non-control group design in which two intact classes were used. The population was made up of 942 senior secondary two English students drawn from the twenty five (25) public secondary schools in Bokkos Local Government Area. The sample consisted of 47 students drawn from a population of 942 senior secondary two students in Bokkos. The instrument for data collection was Reading Comprehension Achievement Test (RCAT). The data collected were analysed using mean scores, standard deviation and t-test for independent variables at 0.05 of level of significance. The result showed that after exposure to figurative expressions in constructivist classroom, the experimental group outperformed the control group in literal and inferential reading comprehension level. After treatment, the students in the experimental group grasped the meaning of varied figurative expressions and were able to transact with texts and construct the writers' message(s) in the texts. There is therefore a significant relationship between instruction in figurative expressions and students' response to reading comprehension at the literal and inferential levels. It was therefore recommended that English teachers should be trained to integrate constructivist strategies to teach figurative expressions in reading comprehension classrooms. It was also recommended that teachers should use questions, collaboration and discussion to harness students' background knowledge for multiple interpretations of figures of speech such as simile, metaphor, personification, irony, symbols and hyperbole.

Keywords: Reading comprehension, figurative expressions, scheme, tropes, literal comprehension, inferential comprehension.

INTRODUCTION

Reading comprehension is the ability to process text, understand its meaning, and integrate with what the reader already knows. It requires knowing meaning of words from discourse context, following organization of passage and identifying antecedents and references in it. Reading involves the ability to recognize the literary devices, writer's purpose, point of view and drawing inferences including improving one's vocabulary and critical text analysis. Thus, inference ability has been shown to be a unique predictor of reading comprehension across developmental stages (Barth, Barnes, Francis, Vaughn & York, 2015). Although, figures of speech are mostly used in the aesthetic aspect of literature, the internal and external examiners ask questions about them in comprehension passages. The students are also required to interpret idiomatic expressions in the objective section and interpret wise sayings, such as images, symbols, proverbs, parables and provide suitable context in developing composition writing.

Thus, the students who want to perform maximally in reading must be aware of the nitty-gritty of the cultural environment they are reading about. Therefore, figurative expression is a deliberate deviation from the literal meaning of a word or phrase in order to achieve a particular rhetorical effect. It is essentially a symbolic language made up of a single phrase or word. The importance of figure of speech are: It adds to the elegance of writing to bring out meaning clearly, it further adds depth to the sentences and gives the reader a sense of awe, as it breathes life through the writer's words. It demonstrates not only the writer's intention but also his motivation for employing such language. It gives the writing more flavor, conciseness and economy of words. In using figurative language both writing and spoken language are embellished, thereby, emphasizing the meaning conveyed (Egudu in Okwor, 2018).

Figurative expression is culture specific and influenced through culture. Figures of speech fall into two broad categories, the tropes and the schemes. Tropes are figures of speech that tend to include association or comparison to shift readers' perceptions from words true definitions to layered figurative meaning. Schemes are figures of speech that play with syntax, sounds and words. They often achieve their effect by utilizing repetition of words, phrases or sounds; omission of words or punctuation; unexpected changes in word order, or paired identical grammatical structures. The examples of scheme are - alliteration, assonance, onomatopoeia, parenthesis ellipsis and parallelism (Abram, 2015). Some literary tropes are simile, metaphor, personification, hyperbole, paradox, oxymoron, euphemism. The others include litotes, synecdoche, pun, irony, satire, metonymy, innuendo, allusion and allegory (Abram, 2015).

Also, it is necessary for the teachers to design instruction that model how to think at an abstract level and how to make use of words and expressions with meaning. Therefore, the students should be provided with sample texts that have figurative expressions and students should be made to analyse them together with the teachers. The teachers should guide students to construct figurative words or phrases that reflect their own experience and this is tailored towards the humanistic approach which demands that the teacher plays the role of a facilitator and guides the students to build their foundational background experiences. Therefore, instruction is fashioned in such a way that students build on the previous knowledge of figurative language to discover and unravel more complex ones. This approach allows for interaction and discussion among students and the knowledge gained is generally believed to be more permanent.

The Chief Examiner's Report for WAEC (2022) show that the students do not perform well in reading comprehension. The reason for the failure is the students' inability to interpret figurative expressions as contained in comprehension passages; figurative language is culturally influenced for example, black colour could mean different things to different tribes, so is white and other objects, events, statements, ideas, religion, proverbs and so on. Also, students are too weak to grasp the two things compared in the symbols and images understanding how to make a choice when there are other alternatives and ambiguities.

Similarly, some public Senior Secondary School Students have poor reading habits due to inadequate background knowledge, lack of interest and poor reading culture. The students are not properly introduced and trained from primary to junior secondary levels to reading as meaning making activity. Comprehension is the active process of understanding reading which involves using context clues in the text and relating them to the reader's existing background. The vocabulary experts agree that adequate reading comprehension depends on a person's conversance with about 90 or 95 percent of the words in a printed text. Figurative language is one of the richest means of emotional communications. And it is an indispensable tool for arousing the feelings of hearers or readers, without which they may not be able to respond to texts at the literal level. It is generally accepted that the use of figurative expressions makes for conciseness provide vivid examples, stimulates associations and emotion and gives life to inanimate objects.

In the same vein, understanding figurative expression involves a process of inference whereby the learner is able to comprehend two things which do not normally collocate but are being brought together. Understanding figurative language requires a deeper level of text

comprehension, it is an understanding beyond the literal level using analytic and inferential skills. It has been observed that analysing figurative language for meaning is found to be complex and challenging for both native and non-native speakers. The texts contain figurative expressions yet the teachers are not properly trained to teach students effectively in figurative language proficiency. For upper secondary school, it is expected that students as well as teachers be trained to understand non-literal language.

Relying too much on the teacher rather than reflective and critical thinking compounds the problem of effective interpretation of figurative language. The content and concept of figurative language are not consciously taught in secondary schools. Some teachers only make some naive remarks about images, symbols or figurative language generally. When students are confronted with explaining a figurative language or using it to decode the meaning of a passage, they become totally confused. In addition, the students find it difficult to build foundational background experience in reading comprehension. The prior experience and cultural background experience are major underpinnings for decoding figurative language in reading comprehension.

Adonko (2020) stated that comprehension is the understanding of a text and it frequently requires explanations, interactions, applications, perspectives, emphasizing and self-monitoring. The literal meaning of a word or expression requires only the knowledge of the facts or the dictionary meanings of the words. At the literal level, the pupils are expected to reproduce the facts or messages supplied by the writer such as grasping the meaning of words, recalling stated concepts and important ideas, understanding the sequence of events and idea summarization. The skills in literal comprehension include knowledge of the word meaning, recalling of details in writer's own words and the understanding of grammatical cues (Sari, 2017). It provides the foundation for more advanced comprehension because it focuses on reading the passage, learning the words and viewing the images, symbols and figurative expressions. When properly guided and nurtured the students at the level could distinguish between the main ideas and the supporting details.

The second stage of comprehension is the inferential or interpretive level in which the students are expected to work with textual significance, observe numerous relationships in the text expressed through images and the use of symbols, create comparisons and associations through figurative expressions, draw a conclusion and generalise knowledge. The reader at this level is expected to read between the lines, looking at what is implied and draw conclusions by interpreting the images, symbols and figurative expressions. The relevant skill here is for the reader to apply reasoning to understand the writer's note, purpose, attitude, infer the themes, ideas, figures compared, the cause and effect of events not explicitly stated in the passage. Da Costa (2020) stated that the students at this level are expected to combine pieces of information in order to make inferences about the author's intention and message conveyed.

Inferential level of reading requires the reader to draw on their prior knowledge and identify relevant text clues of words, images and sounds to make inference. The reader at this level is expected to predict endings, state reasons for events, make generalisation and anticipate consequences. The reading teacher and learner require a knowledge of the three levels of reading- literal, inferential and critical to be able to teach and guide the learner appropriately. The problems readers face are the inability to understand the text as statement of expression, inability to respond fully to the imagery, symbols and figures of speech, a tendency to be misled by erratic associations, alternatives and ambiguities. The students therefore guess the meaning of difficult words, phrases and sentences thereby losing the bigger picture such as inferences or the ability to rely on context for meaning. When once a text is from a different background, readers lack the cultural norms in the writer's world to be able to identify the deviant use of language because images and symbols are culturally influenced.

In conclusion, most teachers of English do not have interest in teaching figurative expressions in Bokkos Local Government Area, Plateau State, leaving the scaring task to the literature-in-English students. The fact remains that not all students offer literature-in-English. This

is partly the reason students fail English Language more than other core subjects in the internal and external examinations. Due to the second language situation, the reading comprehension attainment has remained the ultimate desire of teachers, learners, parents and the society at large for the realization of educational goals. The students' level of reading comprehension is the pivot to all other students, it therefore becomes pertinent that students must acquire skills to respond to reading at the literal and the inferential levels.

AIM AND OBJECTIVES OF THE STUDY

The aim of this study is to investigate the effects of instruction in figurative expression on senior secondary two students' achievement in reading comprehension in Bokkos Local Government Area, Plateau State. The specific objectives of the study are to:

1. determine the extent to which instruction in figurative expressions would improve senior secondary two students' achievement in literal level of reading comprehension in Bokkos Local Government Area.
2. find out the extent to which instruction in figurative expressions would influence senior secondary two students' achievement in inferential level of reading comprehension in Bokkos Local Government Area.

RESEARCH QUESTIONS

The following research questions were raised to guide the study:

1. To what extent would instruction in figurative expressions improve senior secondary two students' achievement in the literal level of reading comprehension in Bokkos Local Government Area?
2. To what extent would instruction in figurative expressions influence senior secondary two students' achievement in the inferential level of reading comprehension in Bokkos Local Government Area?

HYPOTHESES

The following hypotheses were raised to guide the study and they will be tested at 0.05 level of significance:

1. There is no significant difference between the post-test achievement mean scores of SS two students in literal level achievement mean scores of those exposed and those not exposed to instruction in figurative expressions in reading comprehension in Bokkos.
2. There is no significant difference between the post-test achievement mean scores of SS two students in inferential level achievement means scores of those exposed and those not exposed to instruction in figurative expressions in reading comprehension in Bokkos.

METHODOLOGY

The study was conducted using quasi-experimental research design, particularly the non-randomized control group pretest posttest design. The design exposes the reality of testing by comparing the two groups. The design adopts the use of intact classes because the school administrators may not accept the split of students from different arms of a class into the experimental and control groups. Therefore, normal teaching periods for English were used to avoid obstruction. In the design, two groups of respondents were the participants; one as a control group and the other as the experimental group. The Non-equivalent Group Design was used based on the fact that the two groups will not be composed on the basis of randomization, but on the basis of using intact groups/classes. The population for this research work comprised all the Senior Secondary two Students in all Public Secondary Schools in Bokkos Local Government Area in Plateau State. The number of students in the 25 public schools was 5415 and the population of SS two students in all public secondary schools was 947 as at October, 2024. The choice of the research population was therefore determined by the National English Studies

Curriculum provision which assumes that students in Senior Secondary School Two should be able to fairly read and comprehend what they read from the text since they have received intensive reading and vocabulary instructions at the lower levels.

The study used the sample size of 47 and 50 Senior Secondary two students from the two selected Secondary Schools. Purposive sampling techniques was used for the study. Two research groups were constituted through selection of intact class from two public Senior Secondary Schools in Bokkos Area Directorate of Education out of twenty-five public Secondary Schools to represent the sample. In each of the two schools, a number of participants 50 for the experimental and 47 for the control group from two intact classes each were maintained from each school to serve as respondents. The participants were students from a simple heterogeneous setting with different linguistic and cultural background. The simple random sampling technique was used to select two out of the 25 public secondary schools in Bokkos.

The research instruments used in this study was the Reading Comprehension Achievement Test (RCAT). The items of these instruments were adapted from intensive English textbook for Senior Secondary two and past questions from WAEC and NECO Senior School Certificate. The Reading Comprehension Achievement Test (RCAT) comprised reading comprehension passages developed by the researcher and adapted to test students' ability to infer and interpret figurative expressions using contextual clues. The Reading Comprehension Achievement Test (RCAT) was also used to test the reading comprehension achievement levels (Literal, Inferential and Critical). The skills tested in this research study were as follows:

- i. ability to deduce meaning of content words through the context clues.
- ii. ability to make inferences between prior knowledge and experience with the passage information.
- iii. ability to recognize literal meaning, facts and opinion contained in a printed passage.
- iv. ability to critically analyze the author's purpose, tone, style and point of view.
- v. ability to construct figures of speech and their relation between words, sentences and paragraphs.

To develop balanced and representative instrument, consideration was given to the constructivist analysis method for teaching figurative expressions in reading comprehension. The figurative expressions instruction curriculum for treatment was aimed at building in students the ability to respond to reading at the literal and inferential levels of reading comprehension. Two (2) teachers of English were trained as research assistants for the study. The teachers were holders of at least B.A.Ed. or B.A in English, plus PGDE degree, with not less than 5 years training experience in any senior secondary school in Bokkos LGA. The pretest (RCAT) was administered on the experimental and control groups on the first day of the first week of the treatment programme and the pretest lasted for one hour.

The treatment programme, which was instruction in figurative expression using constructivist method was administered to the students in the experimental group. This was the intervention for the experimental group for six weeks only, while the control group was taught the usual reading comprehension skills without exposing them to treatment in figurative expressions. After the intervention, the posttest was administered to the two groups to compare the gain scores.

The method of data analysis employed in this research work were the mean frequencies, percentages, standard deviation and t-test statistics. The mean frequencies and percentages were used to answer the research questions while mean, standard deviation and t-test statistics were used to compute and compare the posttest results of the experimental and control groups to determine the degree of differences that existed between them. The test scores were computed using t-test analysis and the output of the analysis was shown using the statistical package for Social Science (SPSS) version 23.0.

RESULTS

Research Question One

To what extent would instruction in figurative expressions improve senior secondary two students' achievement in the literal reading comprehension questions in Bokkos Local Government Area?

Table 1

Mean and Standard Deviation Scores of the Experimental and Control Groups Students' Achievement in Literal Reading Comprehension

Group	N	Pre-test		Post-test		Mean gain
		x_1	SD ₁	x_2	SD ₂	
Experimental	19	8.21	3.90	15.89	5.25	7.68
Control	28	8.25	3.82	0.93	3.78	1.68
Mean Difference		0.04		5.96		6.00

Table 1 revealed that the pre-test mean achievement scores of the experimental and control groups were 8.21 and 8.25 respectively with their standard deviation scores at 3.90 and 3.82. The mean achievement scores of the groups in the post-test were 15.50 and 9.93 respectively with their standard deviation scores of 5.25 and 3.78. The difference between the mean gains of the two groups was 6.00 in favour of the experimental group which recorded the highest mean gain after exposure to treatment. This means that the students in the experimental group who were taught reading comprehension using instruction in figurative expressions achieved higher in literal comprehension questions than those who were taught without exposure to instruction in figurative expressions. This implies that instructions in figurative expressions using constructivist method in teaching reading comprehension improves senior secondary school two students' achievement in literal comprehension questions.

Research Question Two

To what extent would instruction in figurative expressions influence senior secondary two students' achievement in the inferential reading comprehension questions in Bokkos Local Government Area?

Table 2

Mean and Standard Deviation Scores of the Experimental and Control Groups Students' Achievement in Inferential of Reading Comprehension

Group	N	Pre-test		Post-test		Mean gain
		x_1	SD ₁	x_2	SD ₂	
Experimental	19	5.32	2.77	10.63	3.75	5.31
Control	28	6.25	3.01	8.36	3.17	1.11
Mean Difference		0.93		2.27		4.20

Table 2 revealed that the pre-test mean achievement scores of the experimental and control groups were 5.32 and 6.25 respectively with their standard deviation scores of 2.77 and 3.01. The mean achievement scores of the groups in the post-test were 10.63 and 8.36 respectively with their standard deviation scores at 3.75 and 3.17. The difference between the mean gains of the two groups was 4.20 in favour of the experimental group which recorded the highest mean gain after exposure to treatment. This shows that the experimental group achieved higher in the inferential level reading comprehension questions than the control group after exposure to instruction in figurative expressions. This means that students who were taught reading comprehension using instruction in figurative expressions achieved higher in inferential comprehension than those who were taught without exposure to figurative expressions.

Hypothesis One

There is no significant difference between the post-test achievement mean scores in literal questions of senior secondary two students that were exposed and those not exposed to instruction in figurative expressions in reading comprehension questions.

Table 4

Summary of t-test Analysis of the Difference in Post-test Mean Scores of the Experimental and Control Groups of SS 2 Students in Literal Questions

Group	N	\bar{x}	SD	df	t-value	p-value	Decision
Experimental	19	15.89	5.25	45	4.535	0.000	Reject HO ₁
Control	28	9.93	3.78				

At 0.05 level of significance

Table 4 shows that the t-test calculated value was 4.535 with a p-value of 0.000 at df =45. Since the p-value is less than the 0.05 level of significance ($P = 0.000 < 0.05$), we fail to accept the null hypothesis (HO₁) which states that there is no significant difference between the post-test achievement mean scores in literal questions of senior secondary two students of those exposed and those that were not exposed to instruction in figurative expressions in literal reading comprehension questions. Therefore, it was concluded that there is a significant difference between the post-test achievement mean scores of senior secondary two students in literal questions of those exposed and those that were not exposed to instruction in figurative expressions.

Hypothesis Two

There is no significant difference between the post-test achievement mean scores in inferential questions of senior secondary two students of those exposed and those that were not exposed to instruction in figurative expressions in reading comprehension questions.

Table 5

Summary of t-test Analysis of the difference in Post-test Mean Scores of the Experimental and Control Groups of SS 2 Students in Inferential Questions

Group	N	\bar{x}	SD	df	t-value	p-value	Decision
Experimental	19	10.63	3.75	45	2.245	0.030	Reject HO ₂
Control	28	8.36	3.17				

At 0.05 level of significance

Table 5 shows that the t-test calculated value was 2.245 with a p-value of 0.030 at df =45. Since the p-value is less than the 0.05 level of significance ($P = 0.030 < 0.05$), we fail to accept the null hypothesis (HO₂) which states that there is no significant difference of between the post-test achievement mean scores in inferential questions of those exposed and those that were not exposed to instruction in figurative expressions in reading comprehension questions. Therefore, it was concluded that there is a significant difference between the post-test achievement mean scores of senior secondary two students in literal questions of those exposed and those that were not exposed to instruction in figurative expressions in reading comprehension.

DISCUSSION OF RESULTS

The study investigated the effects of instruction in figurative expression on senior secondary two students' achievement in reading comprehension in Bokkos Local Government Area, Plateau State. The result of the findings in Table 1 revealed that students who were taught reading comprehension using instruction in figurative expressions achieved higher in literal comprehension questions than those who were taught without exposure to figurative expressions. This implies that the use of instruction in figurative expressions in teaching reading comprehension improves senior secondary two students' achievement in literal comprehension. The finding of this study is in agreement with the study by Ounoha (2022) titled the use of slangs and figurative expressions in Nigerian rap music. He found that learners must recognize the deviant nature of a figurative utterance and different linguistic and non-linguistic sources of information that interact to create figurative meanings.

Similarly, the findings of the study in Table 2 revealed that students who were taught reading comprehension using instruction in figurative expressions achieved higher in inferential comprehension questions than those who were taught without instruction in figurative expressions. This implies that the use of instruction in figurative expressions in teaching reading comprehension improves senior secondary school two students' achievement in inferential comprehension. The finding of this study is in agreement with the findings of Palmer (2018) who conducted a study on "Reading Comprehension, Figurative Language Instruction and the Turkish English learner" at the Florida State University, US. The researcher highlighted that figurative expressions are present in all languages and children of all cultures must develop metaphorical awareness which will help them to draw valid inferences from a written expression.

The findings of the study in Table 3 with respect to hypothesis one revealed that there was a significant difference between the literal questions post-test achievement mean scores of senior secondary two students that were exposed and those not exposed to instruction in figurative expressions in reading comprehension. The result of the study also concurred with the submission by Adejare (2022) who asserted that literal language can be understood via normal cognitive mechanisms supported by exposure to figurative expressions. The result of the findings in Table 3 with respect to hypothesis two also revealed that there was a significant difference between the post-test achievement mean scores in inferential questions of senior secondary two students that were exposed and those who were not exposed to instruction in figurative expressions in reading comprehension. The result of the study is in consonant with the study by Compe (2018) who asserted that the comprehension level can require more skills but can be achieved by young children who can draw on prior knowledge of a topic and identify relevant text clues to make inference.

SUMMARY OF FINDINGS

The study was conducted to examine the effects of instruction in figurative expression on senior secondary students' achievement in reading comprehension in Bokkos Local government Area, Plateau State. After the treatment administered to the experimental and control groups and a careful analyses of the data collected from the pretest and posttest, a number of key results were obtained and the following specific results were derived:

1. The pretest results of both the experimental and control groups indicated a significantly low level of scores and performance and a near equivalence in the reading comprehension scores recorded by all the students before the commencement of the treatment phase.
2. The students of the experimental group who were taught figurative expressions using constructivist method performed better than the control group in the literal level of reading comprehension. The experimental group had a mean score of 15.89 and standard

deviation of 5.2 while the control group had a mean score of 9.13 and a standard deviation of 3.78 respectively.

3. The experimental group which received instruction in figurative expression using constructivist method performed better than the control group in the inferential level of reading comprehension. The experimental group had a mean score of 7.21 and standard deviation of 3.61 while the control group had a mean score of 5.07 and standard deviation of 3.04.
4. The students in the experimental group were able to transact with the given texts, figure out and discuss the writers' ideas/messages in their posttest than their counterpart in the control group in all the literal and inferential reading comprehension test items given.
5. Statistically, the result showed that there were significant differences in the achievement mean scores of the experimental and control groups in the literal and inferential reading comprehension level questions administered.
6. Thus it can be strongly argued that figurative language should be taught and adopted in reading comprehension classrooms to develop and consolidate reading skills among senior secondary students in Nigeria.

CONCLUSION

The findings of the research study suggested that the teaching and learning of reading in senior secondary schools can be improved. It has been shown that teaching figurative expressions, using constructivist methods promoted the achievement of specified learning outcomes in reading comprehension. The study adds to the body of research documenting the strong effects that teaching approaches can have on students' ability and stance when responding to reading.

The findings of this study show that instruction in figurative expression using constructivist method influences students' achievement in the literal and inferential level of reading comprehension. The instrument was fashioned towards a cognitive constructivist classroom and the role of the teacher was that of a facilitator who uses questions to nudge the students to find solutions to the problems in their various groups using the following guidelines:

Constructivist classroom

Focus shifts from teacher to students

Expert teachers seizes to pour knowledge into passive students

Students actively involved in the process of learning.

The teacher becomes a facilitator

Teacher biggest job become asking questions.
Students' background knowledge is harnessed.

Allow multiple interpretations, discrimination and inquiry.

Students work in groups

Teachers role is interactive

Discussion is important

Students construct their knowledge,
setting of goals is harnessed

Constructivist classroom relies on
collaboration and negotiation.

Teacher creates activities

Assessment, observation point of view
and evaluation is important.

On the final note, the results of the study have been able to provide sufficient evidence to demonstrate that the students in the experimental group are able to read, interpret and respond

to reading comprehension questions at the literal and inferential level after treatment. It can be strongly argued that figurative language should be taught and adopted in reading comprehension classroom using constructivist method to develop and consolidate reading skills in the secondary schools in Nigeria. The teacher must therefore be equipped on how to teach figurative expressions using constructivist analyses.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

1. English language teachers who teach reading should adopt the student centered constructivist analyses method for teaching figurative expressions which encourages better understanding of the devices of language for interpretation at the literal and inferential level.
2. English language teachers should teach figurative expressions and encourage the ESL learners to actively interact in reading classroom to enable them acquire reading comprehension skills to respond to reading at the literal and inferential level of reading comprehension.
3. English language teachers should explore collaboration and participation of the students in reading classrooms to acquire language skills- listening, speaking, reading and writing skills needed to comprehend, interpret and respond to reading at the literal, inferential, cognitive affective and aesthetic levels.
4. The teacher in constructivist classroom should teach trope (figures of speech) and scheme/figures of language) and make it clear to students that their responses, interpretations and associations are valid starting points for analyzing texts.

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