

# EFFECTS OF PRE-READING ACTIVITIES ON THE ACHIEVEMENT OF NIGERIA CERTIFICATE IN EDUCATION (NCE) STUDENTS OF FRENCH IN READING COMPREHENSION IN FEDERAL COLLEGE OF EDUCATION, PANKSHIN, PLATEAU STATE

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## ABSTRACT

The study investigated the effects of pre-reading activities on the achievement of Nigeria Certificate in Education (NCE) students of French in reading comprehension at the Federal College of Education, Pankshin, Plateau State. Employing a quasi-experimental design, specifically a non-equivalent pre-test and post-test control group approach, the study sampled 108 NCE II students from the French Department, who were divided into experimental (52) and control (56) groups. The Reading Comprehension Achievement Test (RCAT) was used to measure students' comprehension skills, with data analyzed using mean scores and ANCOVA. Findings revealed that students exposed to pre-reading activities demonstrated significant improvements in identifying main ideas, supporting ideas, summarization and retelling, compared to their counterparts in the control group. The experimental group consistently outperformed the control group, with notable mean gains across all assessed comprehension skills. These findings aligned with existing literature, underscoring the effectiveness of pre-reading strategies in enhancing students' cognitive engagement and comprehension. The study concluded that structured pre-reading activities played a crucial role in improving reading comprehension and recommended their integration into reading instruction to enhance academic performance.

**Keywords:** Pre-Reading, Activities, Reading Comprehension, Achievement, NCE

## INTRODUCTION

Reading comprehension is a cognitive process that involves decoding text, understanding its meaning and interpreting its underlying messages. According to Ilogho (2015), reading comprehension goes beyond the mere ability to read words on a page; it involves the integration of prior knowledge with new information to construct a coherent understanding of the text. This process requires not only the ability to decode written language but also the capacity to engage with the text critically, making inferences and synthesizing information to form a comprehensive interpretation. Reading comprehension is therefore seen as an active and dynamic interaction between the reader and the text, where the reader actively constructs meaning based on the context, purpose of reading and the reader's own

experiences and knowledge base. Similarly, Edet (2020) emphasizes that reading comprehension is an essential literacy skill that encompasses the ability to grasp the explicit content of a text and to infer the implicit meanings embedded within it. He posits that comprehension is achieved when a reader can extract, process and relate the information presented in the text to their existing cognitive framework. This understanding aligns with the idea that reading comprehension is not a passive reception of information but an active, interpretative process. Reading comprehension skills refer to the cognitive abilities that allow individuals to effectively understand, interpret and derive meaning from written texts. According to Ibrahim (2018), reading comprehension is not merely the ability to decode words but involves a complex interaction between

the reader's prior knowledge, the text and the context in which reading occurs. This multifaceted process requires the reader to engage in various levels of thinking, from literal understanding of the text to higher-order thinking skills such as analysis, synthesis and evaluation.

Pre-reading activities are instructional strategies employed before engaging students in reading a text, aimed at enhancing their comprehension by preparing them cognitively and emotionally for the reading task ahead. These activities serve as a bridge between the reader's prior knowledge and the new content they are about to encounter, thereby facilitating deeper understanding and retention of information. Pre-reading activities encompass a range of practices, such as activating prior knowledge, where students recall what they already know about a topic, thus creating a mental framework to which new information can be connected. Another common pre-reading strategy is previewing, which involves examining titles, headings, subheadings, pictures and summaries to gain a general sense of the text's content and structure. This method helps to set a purpose for reading, making the process more goal-oriented and focused. Vocabulary preparation is also a vital aspect of pre-reading activities, where unfamiliar or challenging words are introduced and explained beforehand, reducing potential barriers to comprehension. In essence, pre-reading activities are designed to prime the reader's mind, enabling them to approach the text with an informed and prepared mindset, ultimately leading to a more effective and meaningful reading experience.

It is in the light of the above discussion that the researcher has seen the grave need to investigate the effect of pre-reading activities on reading comprehension achievement of NCE students of French in reading comprehension In Federal College of Education, Pankshin, Plateau State.

#### **Statement of the Problem**

Reading comprehension is a critical skill for academic success and overall intellectual development, particularly among NCE students. In Federal College of Education, Pankshin, the status of reading comprehension among students presents a concerning picture. Many students exhibit significant difficulties in understanding and interpreting texts, which adversely impacts their performance in other academic areas. Despite the central role of reading comprehension in education, a considerable number of students struggle to grasp the main ideas, infer meanings and apply the knowledge gained from reading to practical contexts.

Several challenges contribute to this problem. One of the primary issues is the lack of effective pre-reading

activities that prepare students to engage with texts meaningfully. Pre-reading activities, which include strategies such as predicting content, activating prior knowledge and setting reading purposes, are often overlooked or inadequately implemented in the classroom. As a result, students approach reading tasks with little to no contextual preparation, leading to superficial engagement with the material and poor comprehension outcomes. If these challenges are left unaddressed, the consequences could be far-reaching. Poor reading comprehension skills at the NCE level can lead to a cascade of academic failures, reduced self-esteem and diminished prospects for future educational and career opportunities. Students may become disengaged from the learning process, leading to higher dropout rates and contributing to a cycle of educational underachievement in the region.

However, there exists a significant gap between the current status of reading comprehension in FCE Pankshin and this ideal. The absence of structured and consistent pre-reading activities in the curriculum leaves students ill-prepared to tackle reading comprehension tasks effectively. This gap highlights the need for targeted interventions that integrate pre-reading activities into the teaching process, ensuring that students are better equipped to understand and engage with the texts they encounter. Addressing this gap is crucial for improving reading comprehension skills and, by extension, the overall academic success of NCE students in Federal College of Education, Pankshin, Plateau State.

#### **Aim and Objectives of the Study**

The main aim of this study was to investigate the effects of pre-reading activities on the achievement of Nigeria Certificate in Education (NCE) students of French in reading comprehension In Federal College of Education, Pankshin, Plateau State in order to:

1. determine the pre-test and post-test achievement of students in identifying main ideas in the experimental and control groups.
2. determine the pre-test and post-test achievement of students in identifying supporting ideas in the experimental and control groups.
3. determine the pre-test and post-test achievement of students in summarisation in the experimental and control groups.
4. determine the pre-test and post-test achievement of students in retelling in the experimental and control groups.

#### **Research Questions**

The following research questions were raised to guide the study:

1. What are the pre-test and post-test achievements of students in identifying main ideas in the experimental and control groups?
2. What are the pre-test and post-test achievements of students in identifying supporting ideas in the experimental and control groups?
3. What are the pre-test and post-test achievements of students in summarisations in the experimental and control groups?
4. What are the pre-test and post-test achievements of students in retelling in the experimental and control groups?

### Hypotheses

The following hypotheses are formulated to guide the study and they will be tested at 0.05 level of significance in this study:

1. There is no significant difference between the pre-test and post-test achievements of students in identification of main ideas in the experimental and control groups.
2. There is no significant difference between the pre-test and post-test achievements of students in identification of supporting ideas in the experimental and control groups.
3. There is no significant difference between the pre-test and post-test achievements of students in summarisation in the experimental and control groups.
4. There is no significant difference between the pre-test and post-test achievements of students in retelling in the experimental and control groups.

## LITERATURE REVIEW

### Reading Comprehension

The concept of reading comprehension is a never-ended concept to be discussed. Christopher (2017) states that reading is the art of creating meaning with text. The two keywords here are creating and meaning. If there is no meaning being created, there is no reading taking place. To do this practice, the way how readers can understand and create the meaning of what they read will depend on how they can perceive as well as to make sense words, sentences, or even a connected text in their mind or thought. This process will require the readers to use background knowledge, vocabulary, grammatical knowledge, experience of the readers to help them in comprehending the written text.

Background knowledge really helps reader in reading comprehension. As what had been stated by Basila and Jajua (2019), reading comprehension is about relating background knowledge to new knowledge contained in the written texts. The comprehension of written text is significantly influenced by the individual's prior knowledge, which plays a crucial role in the reading process. Adequate familiarity with a subject enables the reader to effectively interpret the text, generate inferences, construct mental imagery and critically assess the author's perspective. Okurumeh, Okurumeh and Asarhasa (2019) also had the same idea of activating background knowledge to comprehend any reading text. They stated that in order to make sense of any text, a reader needs to have preexisted knowledge of the world of the writer. It can be assumed that the wider a reader have background knowledge, the easier he or she comprehend what they are reading. If a reader is familiar with the background of the writer, he or she will not need to think hard to catch the idea in the text.

Since reading comprehension is defined as the level of understanding of a text/message, vocabulary and grammatical knowledge have a big role within this context (Galle, Alaku & Paul, 2020). This understanding comes from the interaction among the words that are written and how they trigger knowledge outside the text/message. Reading is thinking and understanding and getting at the meaning behind a text. They emphasized that reading activity must be directed toward the understanding and catching the idea that the text provides. In this situation, activating prior knowledge before, during and after reading a text will be proficient to the readers. They think about what they already know about a text's structure or topic before they read. They make connections to their lives, other books and the world as they read. These connections are brought to bare when they have finished reading.

Good readers spend time thinking and talking about what they read and connect it to their personal experiences (Ugwu, Jatau & Gwamna, 2020). Pronouncing every word in a proper way without identifying the meaning of the text, reading activity will just be a waste of time. Readers have to realize that they are in the situation of learning someone else's experience (author) and try to reflect it in their own experience. The more they can connect what they read to their own experience, the better it benefits their lives.

Carter and Nunan (2021) explained that reading comprehension is an active process rather than passive one. Thus, the reader has been typically described as 'extracting' meaning from a text. In another vein, the ground has shifted again to talk of reading as 'interactive' rather than simply 'active'. Readers are seen as negotiating meaning; meaning is partial within the text and writers' intentions may not be

privileged over readers' interpretations. The term interactive refers to the situation of two ways communication. The readers and the writer actually are doing an indirect communication in which readers try to get the meaning of what the writer want to communicate by their writing.

Jatau, Ugwu and Gwamna (2021) on the other hand, states that comprehension is the reconstruction of the author's message. The author constructs a message and encodes it in printed language and the reader decodes the printed language and reconstructs the message. When all goes well, communication occurs. Thus, two minds with one thought and the implications of that thought reader must see the writer's point of view. Reading is usually conceived as a solitary activity in which the reader interacts with the text in isolation. To gain the information contained in the text, readers must have such kind of willing to comprehend what the text is about and try to make connection within the text. If there is no such connection, reading will be meaningless since the reader has no interaction with the ideas and the information that is available in a reading passage. The information is isolated in written form and the readers just need to reveal it through doing reading activity.

### **Reading Comprehension Skills**

#### **Identifying Main Ideas**

Identifying the main idea is crucial for comprehending a text's central point or theme. It involves recognizing the most important information or argument that the author is trying to convey. This skill requires careful reading and analysis to determine the overarching message or purpose of the text. Mitchell and Carter (2020) postulated that identifying the main idea, readers can better understand the context and significance of the information presented. The main idea represents the primary message or argument that the author wants to convey. By understanding the main idea, readers are able to identify the key points and supporting details within the text. This allows for a deeper comprehension of the author's intended meaning and helps to establish a stronger connection between the reader and the text. In addition, being able to extract the main idea from a text can aid in summarizing and synthesizing information, making it easier to recall and apply the knowledge gained from reading. In essence, the main idea serves as a guiding thread that helps readers navigate through the text and extract its core essence. Lampariello (2017) observed that it serves as the foundation upon which the rest of the information in the text is built. For example, in a scientific research paper about the effects of climate change on coral reefs, the main idea could be "Climate change is causing significant damage to coral reefs worldwide." This main idea

would then be supported by evidence, such as data on rising ocean temperatures and increasing acidity levels, as well as studies documenting the decline of coral reef ecosystems.

#### **Identifying Supporting Details**

Supporting details provide evidence, examples, or explanations that reinforce the main idea. They help to further clarify and support the main idea by providing specific information or examples. To Mitchel and Carter (2020) these details can include statistics, research findings, expert opinions, or personal anecdotes. They offer additional information to support the author's claims or arguments. For example, if the author is discussing the benefits of exercise, they could provide specific statistics on how regular physical activity reduces the risk of chronic diseases such as heart disease and diabetes.

#### **Critical Thinking**

Assessing a reader's ability to analyze, evaluate and synthesize information from the text. According to Ismail (2020) this skill is crucial in today's information age, where individuals are constantly bombarded with a vast amount of information from various sources. Being able to critically think allows individuals to distinguish between credible and unreliable sources, as well as form their own opinions based on evidence and logical reasoning. By such as assessments that measure critical thinking strategy, education and employment processes are ensuring that individuals are equipped to make informed decisions and contribute to a well-informed society.

#### **Summarization**

Summarization involves condensing the main ideas and key details of a text into a concise and coherent form. This process requires readers to analyze the text and determine which information is most important. Thompson (2018) opined that by summarizing a text, readers can gain a clear understanding of the main points without getting bogged down in unnecessary details. Summarization is a valuable skill that can help readers quickly grasp the main message of a text and retain key information. It requires readers to extract the most important information while omitting minor details. Summarization is an essential skill that allows readers to effectively comprehend and remember the main points of a text. Summarizing helps readers consolidate their understanding of the text and enhances their ability to communicate the main points to others. For example, when reading a research article on a complex scientific topic, summarizing the key findings and methodologies allows a reader to quickly understand the main conclusions without having to delve into every



technical detail. This summary can then be shared with colleagues or used as a reference point for further discussions or research.

### **Retelling**

Retelling refers to the ability to recount or narrate the main events or ideas of a text in one's own words. Retelling is a valuable skill as it helps individuals better understand and remember what they have read. The ability to retell a text accurately and effectively plays a crucial role in comprehension and knowledge retention. To Khansir (2020), it requires readers to comprehend and internalize the content before expressing it in a coherent and organised manner. Furthermore, retelling a text helps readers identify key points and main ideas, enabling them to summarize and condense complex information into a concise form. This process enhances their critical thinking strategy as they evaluate and prioritize the most important aspects of the text. For example, in a classroom setting, after reading a chapter from a history textbook, students are asked to retell the main events and key figures in their own words. This exercise not only helps them understand the material better but also allows them to analyze and synthesize the information, ultimately deepening their understanding of the subject. In addition, when studying for an exam, summarizing and condensing complex information into concise notes can help students review and remember important concepts more effectively. Moreover, retelling allows readers to engage with the material on a deeper level, as they actively process and synthesize the information, fostering a deeper understanding and connection to the content. The ability to retell a text not only improves comprehension and knowledge retention but also promotes analytical thinking and meaningful engagement with the material. Retelling helps solidify understanding, as it requires readers to actively engage with the text and construct meaning from their perspective. This process of retelling allows readers to make connections between the text and their own experiences, facilitating a more personalized and meaningful understanding of the material. In addition, retelling encourages critical thinking strategy by requiring readers to analyze and evaluate the information they have read.

### **Making Notes**

Making notes involves recording key points, main ideas, supporting details and personal reflections while reading. This strategy helps readers to stay engaged with the material and actively process information. According to Christopher (2017) this not only enhances comprehension but also aids in organizing thoughts and making meaningful

connections between different concepts. Moreover, the act of reflecting on the text through note-taking promotes critical thinking and analysis skills. Note-taking helps readers organise their thoughts, capture important information and create a reference for future review. In addition, notes serve as a visual representation of the text, allowing readers to see the main ideas and supporting details at a glance. This active involvement promotes better comprehension and enhances overall learning outcomes. It enhances active reading by promoting engagement with the text and facilitating critical thinking.

### **The Concept of Pre-Reading Activities**

Pre-reading activities are activities that are used with the students prior to the actual reading material. These activities aim to provide students with required background knowledge needed to have a better comprehension when they interact with a text. Pre-reading activities are also useful tools for setting up a purpose for reading. That is why, it should be considered as vital activities in order for the learners' schema to be activated to prevent any failure in comprehending a piece of written text. Through the use of pre-reading activities, students get familiar with the topic, vocabulary, or complex structures in the passage.

According to Anderson (2020), pre-reading activities are strategies used to prepare learners for reading by activating their prior knowledge, building their background knowledge and setting a purpose for reading. This means pre-reading activities are instructional strategies used to prepare learners for the reading process by introducing them to the content and context of a text before reading. These activities help learners to activate their prior knowledge, build background knowledge and develop a purpose for reading. Pre-reading activities play a crucial role in enhancing reading comprehension. Harmer (2020) defines pre-reading activities as activities that prepare learners to read by introducing them to the topic, vocabulary and structure of a text. These preparatory activities act as stepping stones for learners to familiarize themselves with the subject matter, key terms and overall organization of the text. Through these activities, learners can establish a stronger foundation for comprehending the material they are about to read.

Wallace (2022) defines pre-reading activities as techniques used to help learners access their prior knowledge, build their background knowledge and develop a framework for understanding new information before reading. This definition emphasizes the importance of building a mental framework that learners can use to connect new information to what they already know. Celce-Murcia and Olshtain (2020) describe pre-reading activities as

techniques used to engage learners in the content of a text, activate their prior knowledge and set a purpose for reading. Engaging learners in the text's content from the beginning fosters curiosity and motivates them to explore the material further. In this definition, pre-reading activities are referred to as techniques used for guiding learners before reading comprehension properly begins. This guidance sets the stage for successful comprehension and paves the way for a more rewarding reading experience. However, Richards and Schmidt (2020) define pre-reading activities as strategies used to help learners prepare for reading by developing their comprehension skills, activating their prior knowledge and building their vocabulary. In this definition, the focus shifts towards enhancing learners' comprehension skills and vocabulary, both of which are integral components of successful reading.

### Types of Pre-reading Activities

Hassan (2020) has postulated the following as major pre-reading activities: previewing, pre-questioning, semantic mapping, brainstorming and providing background knowledge

- **Previewing:** This type of pre-reading activity is, particularly, suitable for passages that are culturally not familiar. Students are encouraged to draw inferences before reading by decoding contextual clues like pictures, titles and headings.
- **Pre-questioning:** According to Royer (2022), pre-questioning should consist of a set of written questions. Taglieber (2018) stated that students can generate their own questions about the topic of the passage.
- **Semantic mapping:** In semantic mapping, students use brainstorming strategies. Nevertheless, this strategy is organized and controlled by the teacher. As students suggest their personal ideas about a topic, the teacher writes these ideas on the board.
- **Brainstorming:** one of the most popular kinds of pre-reading task is 'brainstorming' in which teachers ask the students to examine together the title of the selected material they are about to read. The teacher makes a list of all the information that comes to his/her mind as students read the title on the board. These pieces of information are then used to further recall and in the process considerable knowledge will be activated.
- **Providing background knowledge:** This activity is especially suitable for culturally unfamiliar passages. As one culture may be different from the

other one, it becomes very difficult for the teacher to activate the students' existing schema towards the target culture, which results in having a lack of comprehension to have a sufficient comprehension; students should be supported to have enough background knowledge.

### Effect of Using Pre-Reading Activities on Reading Comprehension

Many studies aimed to investigate whether pre-reading activities were efficient and effective for language learners' reading comprehension. These studies reported positive results when incorporating pre-reading activities, as compared with classes with no pre-reading activities. According to Alemi and Ebadi (2020), the participants were divided into experimental group and control group. Three types of pre-reading activities, pictorial context, vocabulary pre-teaching and pre-questioning were carried out for the experimental group. They found that the pre-reading treatment group demonstrated better comprehension as compared to the non-treatment group. That is, regardless of the type of pre-reading activities, they were all comparatively more effective in improving the participants' reading comprehension skills.

Yeeding (2023) investigated the effects of pre-reading activities on learners' motivation and reading comprehension ability. Results showed that the students were highly motivated, enthusiastic to read. After the experiment, they scored significantly higher. In another experimental study Taglieber, Johnson, & Yarbrough (2018) provided the experiment subjects with 3 pre-reading activities: guessing reading content from pictures, learning vocabulary before reading and pre-reading question. The control group did not receive any of the 3 pre-reading activities. A pre-test and post-test were administered to both groups. It was discovered that the experimental group performed better than the control group. In addition, the reading scores from the reading with guessing reading content from pictures and pre-reading questioning were better than the reading with learning vocabulary before reading.

Hashemi, Mobini and Karimkhanlooie (2022) investigated three treatment groups with three pre-reading activities (pre-questioning, brainstorming and KWL) compared to a control group. The findings showed that high school students who received the pre-reading treatment were more successful than those who received no treatment. Also, the KWL activity (what I already know, what I want to know, what I have learned) outperformed the other two pre-reading activities (brainstorming and pre-questioning) in terms of beneficial impacts.

Han and Im (2020) also conducted a study incorporating three pre-reading activities: providing pictures, pre-questioning and pre-teaching vocabulary, with no such activity for the control group. Pre-reading activities' groups received higher scores than the control group. Also, pre-questioning was most effective for high-level students, while pre-teaching vocabulary was most effective for low-level students.

Mihara (2020) investigated the effects of two pre-reading activities, vocabulary pre-teaching and pre-questioning on EFL university students. The results revealed that pre-questioning was more effective than vocabulary pre-teaching. Jamalinesari (2022) also examined two types of pre-reading activities (guessing meaning from pre-reading questions and vocabulary definition) on the reading improvement of high school students and their findings revealed that the guessing meaning from pre-reading questions group performed better than the vocabulary definition group. The pre-questioning activity was also better than other activities.

**Theoretical Framework**

The Schema Theory, propounded by Frederic Bartlett in 1932 and later expanded by Richard Anderson in 1977, serves as a suitable theoretical framework for this study on the effects of pre-reading activities on the achievement of NCE students of French in reading comprehension. Schema Theory posits that prior knowledge, organized into cognitive structures called schemata, plays a crucial role in understanding and interpreting new information. The theory emphasizes that comprehension is an interactive process where readers activate relevant background knowledge to make sense of a text. Key principles of Schema Theory include the activation of prior knowledge, the integration of new information with existing schemata and the restructuring of schemata based on new learning experiences. In the context of this study, pre-reading activities such as brainstorming, previewing and discussion help students activate their prior knowledge, making it easier to understand and retain new reading materials. By engaging students in pre-reading activities,

educators can enhance their comprehension skills, as these activities bridge the gap between their existing knowledge and the new concepts introduced in the reading passages. This aligns with Schema Theory’s assertion that learning is most effective when new information is connected to what learners already know, thereby improving their reading achievement.

**METHODOLOGY**

This study employed the quasi-experimental design, specifically the non-equivalent pre-test and post-test control group design. The choice of this design was to help the researcher ascertain the effects of the discussion method on Nigeria Certificate in Education students' achievement in reading comprehension in Federal College of Education, Pankshin, Plateau State, Nigeria. The population for this study consisted of a total of 125 NCE II students enrolled in the French Department of the School of Languages at the Federal College of Education Pankshin. The sample for the study consisted of 108 NCE II students from the department of French in Federal College of Education, Pankshin. The students were divided into experimental and control groups. The experimental group consisted of 52 students, while the control group had 56 students. The instrument that was used to collect data for the study was the Reading Comprehension Achievement Test (RCAT), which measured NCE II students' achievement in reading skills as outlined in the objectives of the study. The research questions were answered using the mean score method, while the Analysis of Covariance (ANCOVA) was used to test the hypotheses to determine whether there existed any significant differences between the groups in their achievement in reading comprehension.

**RESULTS**

**Answering Research Questions**

**Research Question One**

What are the pre-test and post-test achievements of students in identifying main ideas in the experimental and control groups?

**Table 1:** Pre-test and Post-test Achievement Mean Scores of Students in identifying main Ideas in the Experimental and Control Groups

Group	N	Pre-test		Post-test		Mean Gain	Mean Difference
		Mean	SD	Mean	SD		
Experimental	52	29.87	6.648	56.71	8.978	26.84	23.54
Control	56	33.13	9.852	36.43	6.586	3.3	

Table 1 presents the pre-test and post-test achievement mean score of students in identifying main ideas in reading comprehension in the experimental and control groups. In the experimental group the post-test achievement mean score was 56.71 and standard deviation of 8.98, higher than the pre-test mean score of 29.87 and standard deviation of 6.65 with a mean gain of 26.84, indicating that there was improvement in the achievement of students after treatment using pre-reading activities. For the control group, the pre-test mean score was 33.13 and a standard deviation of 9.85. The post-test mean score of students was 36.43 with a standard deviation of 6.59 indicating a mean score gain of 3.3. The results show that students in the experimental group had a higher achievement mean score (56.71) after treatment

than those in the control group (36.43) who were not given treatment with a mean difference of 23.54. This means that at the pre-test the students in both groups had a poor achievement and were at the same level, but after the intervention using pre-reading activities, the experimental group performed better than the control group. It means that pre-reading activities did improve the students' achievement in identifying main ideas in reading comprehension.

**Research Question Two**

What are the pre-test and post-test achievements of students in identifying supporting ideas in the experimental and control groups?

**Table 2:** Pre-test and Post-test Achievement Mean Scores of Students in Identifying supporting Ideas in the Experimental and Control Groups

Group	Pre-test			Post-test		Mean Gain	Mean Difference
	N	Mean	SD	Mean	SD		
Experimental	52	31.33	8.24	60.81	9.30	29.48	19.21
Control	56	30.36	8.15	40.63	7.50	10.27	

Table 2 shows the pre-test and post-test achievement mean score of students in identifying supporting ideas in reading comprehension in the experimental and control groups. The experimental and control groups have mean scores of 31.33 and 30.36 respectively at the pre-test, indicating that both groups performed poorly and were almost at the same level. At the post-test achievement mean scores were 60.81 and 40.63 and standard deviations of 9.30 and 7.50 and mean gains of 29.48 and 10.27 for the experimental and control groups respectively. The results show that students in the experimental group had a higher achievement mean score

(60.81) after treatment than those in the control group (40.63) who were not given treatment with a mean difference of 19.21. This means that after intervention using pre-reading activities, the experimental group performed better than the control group. It means that pre-reading activities did improve the SSII students' achievement in identifying supporting ideas in reading comprehension.

**Research Question Three**

What are the pre-test and post-test achievements of students in summarisations in the experimental and control groups?

**Table 3:** Pre-test and Post-test Achievement Mean Scores of Students in Summarisation in the Experimental and Control Groups

Group	Pre-test			Post-test		Mean Gain	Mean Difference
	N	Mean	SD	Mean	SD		
Experimental	52	25.67	7.009	53.48	10.245	27.81	25.31
Control	56	34.13	10.518	36.63	8.461	2.5	

Table 3 presents the pre-test and post-test achievement mean score of students in summarisation in reading comprehension in the experimental and control groups. In the experimental group the post-test achievement mean score was 53.48 and standard deviation of 10.25, higher than

the pre-test mean score of 25.67 and standard deviation of 7.01 with a mean gain of 27.81, indicating that there was improvement in the achievement of students after treatment using pre-reading activities. For the control group, the pre-test mean score was 34.13 and a standard deviation of 10.52.



The post-test mean score of students was 36.63 with a standard deviation of 8.46 indicating a mean score gain of 2.5. The results show that students in the experimental group had a higher achievement mean score (53.48) after treatment than those in the control group (36.63) who were not given treatment with a mean difference of 25.31. This means that at the pre-test the students in both groups had a poor achievement and were at the same level, but after the intervention using pre-reading activities, the experimental

group performed better than the control group. It means that pre-reading activities did improve the students' achievement in summarisation in reading comprehension.

**Research Question Four**

What are the pre-test and post-test achievements of students in retelling in the experimental and control groups?

**Table 4:** Pre-test and Post-test Achievement Mean Scores of Students in Retelling in the Experimental and Control Groups

Group	N	Pre-test		Post-test		Mean Gain	Mean Difference
		Mean	SD	Mean	SD		
Experimental	52	29.02	7.506	58.48	11.17	29.46	23.62
Control	56	32.34	7.735	38.18	9.84	5.84	

Table 4 reveals the pre-test and post-test achievement mean score of students in retelling in reading comprehension in the experimental and control groups. In the experimental group the post-test achievement mean score was 58.48 and standard deviation of 11.17, higher than the pre-test mean score of 29.02 and standard deviation of 7.51 with a mean gain of 29.46, indicating that there was improvement in the achievement of students in paragraph creation skill after treatment using pre-reading activities. For the control group, the pre-test mean score was 32.34 and a standard deviation of 7.74. The post-test mean score of students was 38.18 with a standard deviation of 9.84 indicating a mean score gain of 5.84. The results show that students in the experimental group had a higher achievement mean score (58.48) after treatment than those in the control group (38.18) who were

not given treatment with a mean difference of 23.62. This means that at the pre-test the students in both groups had a poor achievement and were at the same level, but after the intervention using pre-reading activities, the experimental group performed better than the control group. It means that pre-reading activities did improve the students' achievement in retelling in reading comprehension.

**Testing Hypotheses**

**Hypothesis One**

There is no significant difference between the pre-test and post-test achievements of students in identification of main ideas in the experimental and control groups.

**Table 5:** ANCOVA Result on Post-test Achievement Mean Scores of Students in identification of main ideas in the Experimental and Control Groups

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	11881.198 <sup>a</sup>	2	5940.599	109.284	.000	.675
Intercept	9478.948	1	9478.948	174.376	.000	.624
Pre-composition	788.668	1	788.668	14.508	.000	.121
Group	11825.181	1	11825.181	217.538	.000	.674
Error	5707.719	105	54.359			
Total	248053.000	108				
Corrected Total	17588.917	107				

a. R Squared = .675 (Adjusted R Squared = .669)

Table 5 indicates that  $F(1,105) = 217.54$ ,  $p < 0.05$ , since the p-value of 0.000 is less than 0.05 level of significance, the null hypothesis was rejected, indicating that there was a

significant effect of pre-reading activities on achievement of students in identifying main ideas in reading comprehension. The result further reveals an adjusted R squared value of

.669, which means that 66.9 percent of the variation in the dependent variable which is achievement in identifying main ideas in reading comprehension is explained by variation in the treatment of pre-reading activities, while the remaining is due to other factors not included in this study. This implies that pre-reading activities can help improve students' achievement in identifying main ideas in reading

comprehension among French students in Federal College of Education, Pankshin.

**Hypothesis Two**

There is no significant difference between the pre-test and post-test achievements of students in identification of supporting ideas in the experimental and control groups.

**Table 6:** ANCOVA Result on Post-test Achievement Mean Scores of Students in identification of supporting ideas in the Experimental and Control Groups

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	14638.187 <sup>a</sup>	2	7319.094	199.708	.000	.792
Intercept	5730.190	1	5730.190	156.354	.000	.598
Pre-composition	3655.065	1	3655.065	99.732	.000	.487
Group	10203.468	1	10203.468	278.411	.000	.726
Error	3848.137	105	36.649			
Total	292199.000	108				
Corrected Total	18486.324	107				

a. R Squared = .792 (Adjusted R Squared = .788)

Analysis of Covariance (ANCOVA) was conducted to determine if a significant difference exists in the posttest achievement mean score of students in identifying supporting ideas in reading comprehension in the experimental and control groups. Table 10 shows that  $F(1,105) = 278.411$ ,  $p < 0.05$ , since the p-value of 0.000 is less than 0.05 level of significance, the null hypothesis was rejected, indicating that there was a significant effect of pre-reading activities on achievement of students in identification of supporting ideas in reading comprehension. The result further reveals an adjusted R squared value of .788, which means that 78.8 % of the variation in the dependent variable which is achievement in

identification of supporting ideas in reading comprehension is explained by variation in the treatment of pre-reading activities, while the remaining is due to other factors not included in this study. This implies that pre-reading activities can help improve students' achievement in identifying supporting ideas in reading comprehension among French students in Federal College of Education, Pankshin.

**Hypothesis Three**

There is no significant difference between the pre-test and post-test achievements of students in summarisation in the experimental and control groups.

**Table 7:** ANCOVA Result on Post-test Achievement Mean Scores of Students in summarisation in the Experimental and Control Groups

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	7768.330 <sup>a</sup>	2	3884.165	44.415	.000	.458
Intercept	15345.089	1	15345.089	175.470	.000	.626
Pre-composition	107.695	1	107.695	1.231	.270	.012
Group	6979.869	1	6979.869	79.814	.000	.432
Error	9182.411	105	87.452			
Total	233138.000	108				
Corrected Total	16950.741	107				

a. R Squared = .458 (Adjusted R Squared = .448)

Table 7 shows that  $F(1,105) = 79.81$ ,  $p < 0.05$ , since the p-value of 0.000 is less than 0.05 level of significance, the null hypothesis was rejected, indicating that there was a significant effect of pre-reading activities on achievement of students in summarisation in reading comprehension. The result further reveals an adjusted R squared value of .448, which means that 44.8 % of the variation in the dependent variable which is achievement in summarisation in reading comprehension is explained by variation in the treatment of

pre-reading activities, while the remaining is due to other factors not included in this study. This implies that pre-reading activities can help improve students' achievement in summarisation in reading comprehension among French students in Federal College of Education, Pankshin.

**Hypothesis Four**

There is no significant difference between the pre-test and post-test achievements of students in retelling in the experimental and control groups.

**Table 8:** ANCOVA Result on Post-test Achievement Mean Scores of Students in retelling in the Experimental and Control Groups

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	14956.972 <sup>a</sup>	2	7478.486	100.110	.000	.656
Intercept	3586.698	1	3586.698	48.013	.000	.314
Pre-composition	3843.399	1	3843.399	51.449	.000	.329
Group	13517.401	1	13517.401	180.949	.000	.633
Error	7843.796	105	74.703			
Total	271153.000	108				
Corrected Total	22800.769	107				

a. R Squared = .656 (Adjusted R Squared = .649)

Analysis of Covariance (ANCOVA) was conducted to determine if a significant difference exists in the posttest achievement mean score of students in retelling in the experimental and control groups. Table 8 shows that  $F(1,105) = 180.95$ ,  $p < 0.05$ , since the p-value of 0.000 is less than 0.05 level of significance, the null hypothesis was rejected, indicating that there was a significant effect of pre-reading activities on achievement of students in retelling in reading comprehension. The result further reveals an adjusted R squared value of .649, which means that 64.9 % of the variation in the dependent variable which is achievement in retelling in reading comprehension is explained by variation in the treatment of pre-reading activities, while the remaining is due to other factors not included in this study. This implies that pre-reading activities can help improve students' achievement in retelling in reading comprehension Federal College of Education, Pankshin.

**Discussion of Findings**

The findings from Research Question One reveal that students in the experimental group showed significant improvement in identifying main ideas after exposure to pre-reading activities, as indicated by the mean gain of 26.84 compared to 3.3 in the control

group. This aligns with the study by Oyetunde and Muodumogu (1999), who found that pre-reading strategies such as previewing and activating prior knowledge enhance students' ability to comprehend and identify main ideas in texts. The substantial mean difference of 23.54 between the experimental and control groups further confirms that engaging students in pre-reading tasks significantly improves their reading comprehension skills. The results suggest that structured pre-reading activities provide students with the necessary cognitive framework to better understand and extract key points from texts.

For Research Question Two, the results indicate that students in the experimental group improved significantly in identifying supporting ideas, with a mean gain of 29.48 compared to 10.27 in the control group. This finding is in agreement with the work of Al Odwan (2012), who found that pre-reading activities, such as questioning and predicting, help students develop better comprehension skills by directing their attention to essential supporting details in a text. The mean difference of 19.21 further reinforces the effectiveness of pre-reading activities in improving students' ability to identify supporting ideas. These results suggest that activating students'

background knowledge before reading not only aids in understanding the main ideas but also strengthens their ability to recognize and analyze supporting information.

In response to Research Question Three, the findings demonstrate that students in the experimental group achieved higher scores in summarization, with a mean gain of 27.81 compared to 2.5 in the control group. This supports the study by Duke and Pearson (2002), which found that pre-reading activities, such as discussing key vocabulary and previewing text structures, enhance students' summarization skills by providing them with a clear roadmap for reading. The mean difference of 25.31 between the groups suggests that pre-reading activities enable students to filter essential points and construct concise summaries effectively. These results indicate that engaging students in pre-reading discussions and guided questioning before reading improves their ability to condense information into meaningful summaries.

For Research Question Four, the findings show that students in the experimental group performed significantly better in retelling, with a mean gain of 29.46 compared to 5.84 in the control group. This aligns with the study by Pressley (2006), who found that pre-reading activities, such as story mapping and making predictions, improve students' ability to recall and retell texts accurately. The mean difference of 23.62 highlights the impact of pre-reading strategies on students' ability to process, retain and articulate information in a structured manner. These results suggest that pre-reading activities provide students with the cognitive scaffolding needed to enhance their comprehension and recall, ultimately improving their retelling abilities.

### Conclusion

The findings of this study demonstrate that pre-reading activities significantly enhance students' achievement in reading comprehension across various skills, such as identifying main ideas, identifying supporting ideas, summarization and retelling. The experimental group consistently outperformed the control group in all assessed areas, highlighting the effectiveness of pre-reading strategies in fostering comprehension. Therefore, integrating pre-reading activities into reading instruction is essential for improving comprehension skills among NCE students,

ultimately enhancing their academic performance in reading-related tasks.

### Recommendations

Based on the study's findings, the following recommendations are made:

1. Educators should incorporate structured pre-reading strategies, such as previewing and activating prior knowledge, into reading lessons to enhance students' ability to identify main ideas effectively. This approach will help create a cognitive framework that supports deeper comprehension.
2. Teachers should employ questioning, predicting and other pre-reading techniques to help students focus on key supporting details in texts. This will strengthen their analytical skills and improve their ability to recognize essential information that supports the main idea.
3. Educators should engage students in pre-reading discussions, vocabulary previews and guided questioning to enhance their summarization skills. These activities will help students extract and condense essential information, improving their overall reading comprehension.
4. Teachers should utilize strategies such as story mapping and prediction exercises before reading to help students retain and accurately retell texts. These activities will improve students' recall abilities, making them more effective in articulating key points from reading materials.

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