

PROMOTING READING CULTURE FOR SUSTAINABLE LEARNING OF HAUSA ASA SECOND NIGERIAN LANGUAGE AMONG COLLEGES OF EDUCATION STUDENTS IN OYO STATE

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Abstract

Reading constitutes a critical element that cannot be over-estimated as far as the process of acquiring knowledge is concerned. This study assesses reading habit among students of Hausa as a Second Nigerian Language (NL2) against the backdrop of the impact of their poor performance, both in examinations and level of language expression. The research, which involves students from two colleges of education within Oyo state, is carried out using the descriptive survey approach and the purposive random sample. The instrument is a 30-item self-designed questionnaire on promotion of reading culture in Hausa (PRCH), validated by experts in language education with a reliability coefficient of

Introduction

The education sector in Nigeria has, for along period, been plagued with the problem of poor reading habit among students, which has adversely contributed to the falling education standards. This absence of good reading attitude generally affects majority of the entire citizenry, but the consequences on the schooling population in particular has remained one of the important subjects of national discourse.

While it would not be considered as an overstatement to assert that it is not in the character of contemporary Nigerian students to read, it should also be hardly surprising that students have, consequently, made their marks at sustaining a record of consistent failure, particularly, in the annals of public examinations. The students of Hausa as Second Nigerian Language (NL2) are not an exemption as they, rather, constitute an example of the spate of poor performance that has become a defining characteristic of Nigerian students as a whole.

Reading constitutes the foundation of literacy and acquisition of well-grounded knowledge for human capital development and its overall importance to humanity cannot, therefore, be overestimated. The poor academic performance that is generally common among students has been largely blamed on inadequate reading for academic purpose and addiction to cell-phones, among other factors. Of the four language skills, reading is regarded as an important skill that is readily called into question at every issue of learner's poor performance. Mbanefo (2012) corroborates the importance of reading when he reported that in terms of hierarchy, research shows that for students learning a second language (SL) or a foreign language (FL), reading is the most critical skill to master due to several reasons.

Reading, as an important mental process, is essential for personal, socio-economic and societal progress. It involves the use of certain intellectual facilities to discover the ideas and knowledge which had

previously been preserved by others in one form of available media or another. Olatayo, Alabi&Falade (2013) cited Longe (1979) as having stated that “the essence of reading skill is to transform the visual representation of language into meaning”. While this claim is correct for recognizing the central importance of meaning to the human activity that is denoted as reading, it constitutes a traditional view for limiting the act of reading to “visual representation”, which does not take the visually-challenged into consideration. It must, however, be emphasized that reading is incomplete without comprehension, just as good academic performance cannot be successfully achieved in the absence of positive reading habit.

Lack of positive reading culture is a common phenomenon within the Nigerian educational space, but what distinguishes the Hausa students in question is that most of them have contact with the language as adult and foreign learners. These trainees are, upon graduation, to be entrusted with the responsibility of teaching the young learners in line with the second Nigerian language policy. The lecturers, therefore, have to be conscious of the peculiar instructional needs of this group of learners who have, so far, failed to cultivate the reading culture. This attitude appears to have become a societal phenomenon that is not particular to students but, rather, has formed a vicious circle. It is, therefore, not enough to teach children how to read in our present circumstances. This opinion is also shared in Okekunle (2016) that once children know how to read, they still need support to reach their full potential as readers. A food for thought is the reality that even the teachers are lacking as far as

positive reading habit is concerned. Falola (2015) raised an alarm that must not be ignored when he observed, that; “we now have a large number of students in the humanities who are not interested in what they study. Like the students, the lecturers are neither interested in the lectures from which they earn their living”.

An attempt to arrest the decline in reading habit made President Goodluck Jonathan to launch the “Bring back the Book” Campaign in 2011, with the aim to re-awaken students' spirit and open their eyes on the importance of reading (Adaeze, 2015). Reading as a skill indirectly promotes the development of other language skills and is, thus, imbued with the potentials for enhancing effective communication. For instance, the reader is inclined to listen to his or her inner voice in the process, while the activity of reading also enables accurate pronunciation either in the course of vocal or silent reading. The art of writing is also promoted as the reader stores various themes in mind and records vital points for subsequent applications. The poor reading culture, which is associated with our youths, is directly related to the deplorable state of technological innovations in the country and also serves as a testimony that past training efforts and promotion strategies have not yielded heart-warming results. There is therefore the pressing need to extricate the Hausa students along with their other counterparts from the persistent effects of poor reading habit by examining the root cause of the phenomenon, along with the various consequences.

The good reading culture which was imbibed by foremost Nigerians in the past succeeded in producing world class scholars

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and eminent personalities that the nation has ever been proud of in most spheres of life, such as automobile engineering, mathematics, sculpture, agronomy, literature, ceramics, pure and applied sciences, basic technology, film production and even visionary leadership to mention just a few. These great men and women grew up during an era when reading was being regarded as a dignifying trade-mark of modern knowledge, such that even the non-literate adults enjoyed being read to by school children. Time has, however, changed this remarkable past to our present generation that pays very little attention to reading with the results staring us in the face. An African proverb rightly states that “Knowledge is like a garden, if it is not cultivated it cannot be harvested”.

Reading improves imagination. The low quality of educational achievement among students constitutes a major problem with various dimensions, both in terms of impact and causes. The fact that Nigerian students have relegated academic reading to the background in their scale of preference has culminated into the production of school leavers without employable skills across all stages of the educational system. This has kept the rate of unemployment on the increase, while the cost of retraining our graduates on other vocations is getting quite astronomical. It is, therefore, the concern of this study to explore all factors which demotivate reading among Hausa students in particular and other Nigerian students in general with a view to improving their quality of academic performance that is essential for attaining greatness.

Review of Related Literature

Reading is being taught across all educational levels in the country and Section 1 (9 i) of the National Policy on Education (2004) also states, in part, that: Government shall in this regard continue to encourage the establishment of Young Readers' Clubs in schools. The learning of Second Nigerian Languages has been an important programme in the National Policy on Education since its introduction in 1977, irrespective of whether or not appropriate attention is being given to its implementation. The N.P.E. (2004) states clearly that “in the interest of national unity, it is expedient that every child shall be required to learn one of the three Nigerian languages; Hausa, Igbo and Yoruba”.

The existence of a striking deficiency in the level of educational achievement among students of Hausa as a second language has been quite apparent, most especially, in the standard of their language expression (both spoken and written) which falls short of expectations. While it would not be out of place to accept the plausible argument that students' interaction with the numerous platforms in the social media confirms their engagement in reading activities, the fact remains that they read for social entertainment and always avoid academic materials for lack of interest and skill inadequacy.

While it can be claimed that reading was, originally, not part of African culture, the fact remains that reading constitutes an integral part of formal education that was embraced during the early period of the advent of Western education. The problem of poor reading habit has evolved, simultaneously, with the much orchestrated

falling standard of education which had, so far, not received adequate attention from relevant parties. These problems have, therefore, persisted as fallouts of the neglect which the education sector had been experiencing over a long period from the early decades which followed independence in 1960.

The impact of poor reading skill on Nigerian students is far-reaching, especially when the continually growing rate of mass failure being recorded in public examinations like WASCE and NECO is taken into focus. The demand for higher grades for admission into tertiary institutions has also been encouraging the involvement of many students in shady deals in order to meet such requirements. The consequences of poor reading skills, particularly on the individual, the society at large and national development cannot, therefore, be over-emphasized as many end up with courses they never dreamt of in tertiary institutions. According to Ojekunle (2008), "A meaningful studying that will be rewarding and result-oriented must have practical activities and mental exercise that must go along with it". This is no longer the case with majority of students who now mainly crave for schooling and pay less attention to academic reading. To express the extent of people's deplorable aversion to reading, a popular parlance states that "if you want to hide something from a blackman, put it in a book".

The inability to read and comprehend is chiefly responsible for poor reading habit among the generality of Nigerian students. This, and similar factors, culminate in the falling standards of education in the country (Olatayo,

Alabi&Falade: 2013). All stake-holders in the teaching-learning process have their respective shortfall over students' inability to read and comprehend as the quality of some trainers involved in teaching students to read appears to be below marks in terms of their capacity for using appropriate methodology for effective teaching delivery. Nssien (2007) claims that poor reading skills which has been identified as the problem of Nigerian students was as a result of the following: Slow comprehension rate, slow reading rate, difficulty in distinguishing main ideas from irrelevant details, inadequate vocabulary or word power, inadequate reading interests and habits, distractions from television and film viewing and lack of relevant reading materials.

Reading can be defined as the ability to process textual information (Mbanefo, 2012). Reading cannot be restricted to printed materials alone, as it covers the skill to interpret any medium that is intended to convey a message, transmit knowledge or that which has the capacity to enable communication. Reading, traditionally, involves individuals who are endowed with the sense of sight, while those who could not see are completely denied the abundant opportunities therein. Most scholars in the past failed to duly recognize other categories of readers like the visually challenged. This reason is not far-fetched as people often take sight for granted, but the cheering news is that modernization has also provided the visually impaired individuals with tactile system of reading such as the Braille device introduced by Louis Braille and other kinds of assistive technology, including computerized audio and sensory gadgets,

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despite their limitations.

Reading enhances the acquisition, accumulation and application of time-tested knowledge. Scholars have been preoccupied with finding solutions to the effects of poor reading, particularly, in reaction to the recurring mass failure in public examinations over which no tenable excuse could ever be advanced in defense of the training process, among others. The lack of reading culture has resulted in the present embarrassing situation where mass failure has become the order rather than the exception, coupled with various examination crimes to such extent that students even gain the support of shameless parents in getting certificates by all means without bothering about any acquisition of knowledge. Ezechukwu-Nwaejiaga (2014) claimed that “only fools prefer certificate to knowledge”. This would hardly gain wide acceptance in the present circumstances of “miracle” or “special” centres, where students only register and are “assisted” to pass public examinations with very high grades. Examinations are also leaked on the internet to students who “subscribe”. However, one cannot agree less with Olatayo, Alabi & Falade (2013) that no education system can flourish if the art of effective reading is not adequately and appropriately developed in the learners.

Reading enables the learner to encounter a text, to share the author's idea and to use them to solve academic problems (Adesina & Idowu, 2015). This view appears only to be partly acceptable for it has restricted the essence of reading to academic purpose alone, whereas in our situation, reading for academic purpose only does not provide adequate platform for promoting

reading habit that is required for all round knowledge, including academic excellence. General purpose reading also contributes in no small measure to broadening the human intellectual capacity and must be appropriately emphasized. Reading also enhances the synthesis of author's ideas, which are not expected to be accepted line, hook and sinker by broad minded thinkers that readers constitute. An encouraging maxim rightly states that “A reading mind is a living mind”.

In other climes, the culture of reading is passed onto children right from infancy, when parents adhere to a daily routine of reading to babies from the age of about six months right in the cots. The limitations imposed on most African parents in this regard, given their literacy ratio, are well understood. But as far as knowledge is concerned, there is no alternative to effective reading. Okekunle (2016) cited the suggestion in Oke (1996) that a conscious effort should be made by all stake-holders in the educational system to promote the reading habit.

The Position of Reading in the Curriculum

Reading improves the communication skills of learners, sharpens their thoughts and broadens their world-views. As concisely espoused in Alabi (1999), “Reading and Writing are regarded as literacy skills. They are acquired/learnt through formal education”. The introductory aspect of the Federal Ministry of Education (2012) NERDC 9-Year Basic Education Curriculum for English studies re-affirms that “topics are arranged around four basic

language skills".It states further that; "with this curriculum, it is expected that the learners' reading ability and communicative competence will be highly developed".

Udosen (2003) cited Isiugo, Abaruhe and Abe (1991) who claimed that "in Nigeria, reading has no recognizable position in the curriculum, which is why teachers do not bother about how reading is taught". The preceding statement is quite indicting but deserves proper consideration in finding a long lasting solution to the problem of poor reading habit among the learners of Hausa as L2 and other Nigerian students. One part of the problem is the curriculum and whether the teachers have truly not bothered about training the students in the art of reading, while the other part revolves around other factors preventing the students from attaining positive reading habits.

Teaching is well recognized as a process of changing learners' attitude and improving their views. The problems of poor reading skills have often been approached through the postulation of models that focus on techniques for reading or studying for examination or assignment purposes, while the know-how that is capable of improving skills for enhancing reading habit is hardly consciously taught. This gap goes a long way in contributing to poor reading culture among students. Udosen (2003) claims that "when students are deliberately taught how to read using instructional strategies, they can develop meta cognitive awareness necessary for their learning".It is therefore necessary to revise some techniques commonly used for imparting the rudiments of reading to learners, particularly adult and foreign language students.

Methods of Teaching Reading

The required skills in reading, according to Lopez (2012) include: (1) Skills related to eye movement (2) Abilities related to visual discrimination (3) Association skills; and (4) Interpretation abilities. There have been in existence a number of different traditional and modern approaches to teaching reading to learners. These include phonics instruction, context support, whole language, look and say, sign language, computer-aided, alphabetic and language experience methods to mention just a few.

Statement of the Problem

The significance of reading to educational success is overwhelmingly recognised by all and sundry. It has therefore been a case of continual concern that the deepening fall in academic performance that is openly discernible in the rising rate of examination failure affecting all categories of students is traceable to learners' poor attitude to reading. The steady decline in the enrolment figure of students for Hausa as a Second Nigerian Language has also been linked to students' weak performance that originates from poor reading habit. In addition, students' failure to read has been identified as a breeding ground for various anti-social vices, including examination malpractices. Most students learning Hausa as Second language, for example, spend much time on other activities than reading. Even where books are provided to them free, such are never read which, clearly, proves a case of poor reading habit. One cannot expect better results from learners lacking in reading habit other than poor academic performance that has remained the bane in our education sector and for which solutions

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must be sought. The academic performance of Hausa students poses serious threats to the quality of these youths in terms of requisite skills and achievement of the objectives of the national policy on education concerning the learning of second Nigerian languages, especially as NCE student enrolment for the course has been on the decline.

Purpose of the Study

The purpose of this study is to examine the impact of poor reading habit on N.C.E. students of Hausa as a second Nigerian language with a view to finding far-reaching solutions to their performance problems and decline in enrolment. The work is particularly concerned with how the integration of reading skills into the teaching-learning process could result in developing the desirable reading culture among the generality of students for positive academic performance.

Significance of the Study

This study has the potential to contribute viable solutions that are capable of addressing the reading problems affecting the students of Hausa as second language, other Nigerian students and the society at large. Researches in the past have focused on improving reading skill, reading rates, readability tests and comprehension strategies, while so much still need to be done on ways to imbibe reading culture among students. This work constitutes a major attempt in the aspects of using instructional strategy for motivating effective reading habit among students, having realized that efforts so far have not reversed the trend of poor reading and academic failure. With emphasis on instruction, therefore, the new results would benefit not only the students and their

teachers, but also the education system, Second Nigerian Language programme and the nation as a whole.

Apart from academic success, the attainment of good reading habit is capable of producing citizens with positive value orientation that constitute responsible members of the society. It is believed that students with good reading skills and motivation to read in an enabling environment are bound to develop positive reading habit that can result into solving a myriad of social vices and other academic problems that are presently painting our education sector in bad light.

Research Questions

The following research questions were raised for the study.

1. Does the quality of training contribute to the poor reading habit of students of Hausa as second Nigerian language?
2. How does the environment affect the development of reading attitude among the Hausa students?
3. Are there appropriate library materials, ICT and other facilities which could facilitate reading habit among the students?
4. Are instructional strategies necessary for cultivating a sustainable reading attitude among the Hausa students?
5. Do promotion activities on reading make meaningful impact on the cultivation of reading habit among the students?

METHODOLOGY

Research Design

This study adopted the descriptive research design. It involved a survey type model focusing on reading habit as it affects NCE students of Hausa in two selected colleges of education in Oyo State.

Population and Sample

The population for the study comprised all the NCE students of Hausa in

- the two colleges of education, namely;
- i) Emmanuel Alayande College of Education, Oyo.
 - ii) Federal College of Education (Special), Oyo.

The total number of Hausa students in the two colleges was forty five (45) during the 2013/2014 academic session. Because of the small number of students offering Hausa, all of them were used for the study.

Table 1
Distribution of Respondents according to College and Gender

Institution	Gender		Total
	Male	Female	
Emmanuel Alayande College of Education, Oyo	2	10	12
Federal College of Education (Special), Oyo	10	23	33
Total	12	33	45

Research Instruments

This study used questionnaire for eliciting responses from students learning Hausa as a Second Nigerian Language (NL2). The thirty items in the questionnaire were derived from the research questions on

major issues relating to the level of students' involvement in reading for academic purposes. The instrument was validated by two experts in Hausa language teaching. The instrument has a reliability coefficient of

Table 2: *Impact of Quality of Training on Reading Habit.*

S/No	Item	Yes	%	No	%
1	Our lecturers do not give us assignments that require reading.	14	31	31	69
2	I can only read slowly and understand.	36	80	09	20
3	I no longer like Hausa language	11	24	34	76
4	I can pass examinations without reading.	09	20	36	80
5	Reading is not very interesting.	15	33	30	67
6.	Most of the Hausa books to be read are too old.	37	82	08	18

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From Table 2, sixty nine (69) percent of the respondents confirmed the effort of their teachers with regard to giving out assignments that relate to reading, yet as high as 80 percent still claimed they could only read slowly to achieve comprehension. When this is considered along with the result of 76 percent of the students who still proclaim strong interest in learning Hausa, one finds the need to call for more effort at addressing reading problems in tackling

students' poor performance. It is heart-warming that only 20 percent believes it is possible for them to pass without reading and up to 67 percent still considers reading as interesting, but 82 percent complains that the Hausa books available are too old.

Research Question Two: How does the environment affect the development of reading attitude among the Hausa students?

Table 3: *Effect of the Environment on Students' Reading Habit*

S/No	Item	Yes	%	No	%
1	My parents read books or magazines at home.	12	27	33	73
2	I don't have enough time to read books.	18	40	27	60
3	The girls in my class are more interested in reading than the boys.	23	52	22	48
4	My friends like reading so much.	17	42	28	58
5	I often find my lecturers reading books.	32	70	13	30
6.	The boys in my class are more interested in reading than the girls.	16	36	29	64

The environment constitutes an important determinant of the quality of learning that is achievable by every individual. The results showed that 73 percent of respondents had parents who were not engaging in any form of reading at home. This serves as a major source of students' poor reading culture. As high as 60 percent of the students laid claim to having enough time to read, 52 percent argues that girls are more interested in reading than boys, while another 36 percent supports the boys as being more interested in reading than the girls. One may say that there is no appreciable difference between the reading attitude of the female and male

Hausa students. Only 42 percent of the respondents said that their friends like reading so much, while 70 percent of the students stated that they often find their lecturers reading books. It is logical that students whose parents lack reading culture might fail to draw any motivation from the poorly remunerated lecturers who were accustomed to reading, perhaps, to pass time.

Research Question Three: Are there appropriate library materials, ICT and other facilities which could facilitate reading habit among the students?

Table 4: *Contributions of the Library, ICT and other Facilities to Students' Reading Habit.*

S/No	Item	Yes	%	No	%
1	Hausa books are available in the library.	18	40	27	60
2	I don't enjoy reading in the library.	15	33	30	67
3	My parents can afford to buy all the books that I need.	03	07	42	93
4	We need new Hausa fiction books in the library.	40	90	05	10
5	I have read many Hausa books in the library.	11	25	34	75
6.	I use my cell phone for many purposes.	45	100	00	00

Only 40 percent of the students confirmed the availability of Hausa books and it is alarming that up to 60 percent is unaware of the presence of Hausa books in their main libraries. Of the total respondents, 33 percent does not enjoy reading in the library, while only 07 percent admits that their parents can afford all the books they need. This supports the relevance of the library to the attainment of academic excellence. However, 90 percent of the students demanded for new Hausa fiction books and only 25 percent confirmed that they have read many Hausa books in the library, while all the respondents (100%)

admitted that they use their cell phones for many purposes. These involve the various social media platforms most of which make far less contribution to their academic progress, while academic sites are being avoided. This indicates the need for our libraries to be ICTcompliant, in addition to making current and interesting books available.

Research Question Four: Are instructional strategies necessary for cultivating a sustainable reading attitude among Hausa students?

Table 5: *Relevance of Instructional Strategies to Enhancing Positive Reading Culture.*

S/No	Item	Yes	%	No	%
1	I always read extra books for my assignments.	23	52	22	48
2	I can read simple Hausa words and sentences.	45	100	00	00
3	My problem with reading includes difficult words.	37	82	08	18
4	Our lecturers sometimes include reading in class activities.	31	69	14	31
5	I need more training on reading.	43	96	02	04
6.	I prefer to read on the computer	35	78	10	22

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Forty eight (48)percent of the respondents claimed that they read additional books for assignments. This represents that reading habit is apparently lacking in the students, which reflects in their weak academic performance. For instance, 100 percent claimed that they could read simple words and sentences, while 82 percent had problem with reading difficult words.69 percent confirmed that their lecturers use to include

reading in class activities, while 78 percent prefers to read on the computer. However, the reality becomes quite visible with 96 percent of the students demanding for more training on reading.

Research Question Five: Do promotion activities on reading make meaningful impact on the cultivation of reading habit among the students?

Table 6: *Impact of Reading Promotion Activities on the Cultivation of Reading Habit.*

S/No	Item	Yes	%	No	%
1	I use to listen to book reading programmes on Radio / T.V .	11	24	34	76
2	I have been a member of Readers' Club.	14	31	31	69
3	I don't like buying books.	20	44	25	56
4	I have witnessed many reading competitions.	30	67	15	33
5	My parents encourage me to read at home.	36	80	09	20
6.	I know that some Radio / T.V. stations read books on air.	42	93	03	07

Seventy six (76) percent of the students acknowledged that they have not been listening to reading programmes, which reflects their poor disposition to reading. Only 31 percent claimed that they have been members of readers' clubs and 44 percent confirms their lack of interest in buying books. Meanwhile, 67 percent of them said they had witnessed reading competitions and 80 percent stated that their parents encourage them to read at home, perhaps as an attempt to safeguard their education investment, while as high as 93 percent confirmed that they are aware of some Radio or T.V. stations that read books on air. This makes the need to intensify more efforts at promoting reading culture necessary, particularly among students.

Discussion of Findings

This study revealed the effort being made by trainers on reading. Despite this, up to 80 percent of learners still read at a slow rate in order to comprehend. It has become necessary to adopt new instructional approaches for enhancing a better reading culture. This would be in accordance with developing students' voluntary interest in reading through new instructional strategies for better educational performance. The position of favourable environment to the activity of reading is paramount. The results indicated that students recognize the importance of reading to educational success, which means that their failure to engage in adequate reading has certain links with the environment or society in which they operate.

The study reveals that there is no difference between the reading attitudes of male and female students who are learning Hausa as a Second Nigeria Language. The students admitted in this study that facilities and materials were adequate in libraries. Something else must, therefore, be missing such as monitoring to ensure that students use the library facilities for their intended purposes only and not for social networking. In reality, many Hausa students had on various occasions failed to identify the location of certain important books in their college libraries. Several visits to these libraries revealed that libraries are merely serving some students as an avenue to sleep, while waiting for their cell phones and lamps to be fully recharged. The exceptions are examination periods when the libraries are usually filled to capacity for the eleventh hour study, which affects the overall quality of students' results.

From the results of this study, the respondents indicated engaging in reading and that their teachers gave reading assignments which usually involve them in reading activities. The fact that all the respondents requested for further training in reading proves that they have knowledge of their reading deficiency, which needs curricula attention. Omolara & Idowu (2011) identified that one of the important responsibilities of the language teacher is to develop the ability of his students to read in the second language. They further claimed that reading competence is important because it underlies success in all areas of learning. This accurately agrees with the

view of Udosen (2003) that “when poor readers are instructed on efficient reading strategies to monitor their comprehension of text, they seem to benefit more from such instruction since they desire to improve on their lot”.

The importance of encouraging the reading of e-book in the present era is overwhelming, as assistive technology has also made much progress in this aspect for visually challenged persons. Okekunle (2016) cited Topo (2005) who posited that “the need today is the thoughtful integration of book reading with high tech”. The e-book reading habit must also be developed on the basis of youth friendly media, simultaneously, with cultivating the culture of reading printed and other recorded educational materials, since our students have accustomed themselves to spending more of their valuable time on using the cell phones.

Conclusion

This study examined the issue of poor reading habit among Hausa students as an important factor responsible for their poor academic performance. It posited that specific reading skills instruction is germane to imbibing reading culture and that reading has to be consciously promoted in the teaching-learning process in order to achieve the desired goal. Attainment of good reading habit is capable of eliminating most of the lingering problems in the education sector by reducing mass failure and examination malpractices to the barest minimum.

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Recommendations

The following recommendations on cultivating positive reading habit are considered to be crucial in sustaining the learning of Hausa as a Second Nigerian Language (NL2) in colleges of education:

Reading exercises should be emphasized in the curriculum with instructional techniques that are suitable to different grades of learners. There should also be assignments to engage students in reading activities including e-book, while examinations should be structured in such manners that only students who have read would pass.

Schools, parents and teachers should be favourably disposed to reading for every student to imbibe the habit of good reading culture. Parents should ensure that their children read at home on regular basis and create environment that is conducive to reading. The literate ones must also practice reading as leisure to inculcate reading culture in the children from home and they should make efforts to provide them with necessary books.

Teachers should be teaching comprehension strategies in practical ways such as predicting, self-questioning, visualizing and evaluating, among others.

Teachers should provide some innovations for developing in these learners the willingness to read, while the students should be advised to associate only with friends who read.

Libraries should be organized to attract young readers by making books and other relevant materials available to meet readers' needs. The e-library should also be made to function effectively with a view to engendering a positive usage of even their cell phones and other computers or gadgets for educational purposes.

Reading clubs or societies should be established among the students where, at least, one lecturer must be in attendance on rotational basis to moderate the reading of interesting literary texts. Reading competitions should also be organized among the students, where good readers would be given valuable prizes to encourage others. Radio and Television stations, including Newspapers should be encouraged to run reading programmes on their media, while Reading associations should direct more efforts at organizing campaigns on reading habit with particular focus on students and other members of the society in general.

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