

speaking and control over syntax (Usman 2010). The same phenomenon is noted by Ibrahim (2011) but they even note evidence of improvements in the spoken language. So reading copiously seems to benefit all language skills, not just reading.

Reading extends, consolidate and sustain vocabulary growth. Vocabulary is not learned by a single exposure. Reading allows for multiple encounters with words and phrases in context thus making possible the progressive accretion of meanings to students. By presenting items in context, it also makes the deduction of meaning of unknown items easier. There have been many studies of vocabulary acquisition from reading habit (Ibrahim 2011). Reading helps improve writing. There is a well-established link between reading and writing. Basically, the more students read, the better they write. Common sense would indicate that as we meet more language, more often, through reading, our language acquisition

mechanism is primed to produce it in writing or speech when it is needed.

Methodology

The study adopted Survey research of descriptive nature. The populations of this study consisted of forty eight students namely: Ten (10) SS1A students, twelve (12) SS1B students, fifteen (15) SS2A students, and eleven (11) SS2B. Questionnaire and observation were the data collection instruments. The target respondents consists of senior secondary students because they are believed to be in the best position to give best responses to the items on the research questions due to their level of understanding when compared to their counterpart in the junior secondary classes.

Descriptive statistical tools such as simple percentages, tables and charts were used to analyze the data. Out of the 60 (100%) respondents, 56 (93%) of the respondents were duly filled and returned. The