

Addis Ababa University

College of Humanities, Language Studies, Journalism, and Communication

Department of Foreign Language and Literature



**A Study of the Practices of Teaching Reading Comprehension Skills: The
Case of Grades 5 and 6 of Karalo Kindergarten and Primary School in
Addis Ababa, Ethiopia**

By: Misganaw Adane (ID No GSR/6160/2015)

Addis Ababa, Ethiopia

May, 2024

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Advisor: Geremew Lemu (PhD)

**A Thesis submitted to the Department of Foreign Languages and Literature
in Fulfillment of Master's Degree in English Language Teaching**

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APPROVAL SHEET

Addis Ababa University

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DECLARATION

I declare that this thesis entitled "**A Study of the Practices of Teaching Reading Comprehension Skills: The Case of Grades 5 and 6 of Karalo kindergarten and primary school in Addis Ababa, Ethiopia**" is my own work and has not been presented for a degree in any other University and all sources of material used for this thesis have been duly acknowledged.

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LIST OF ACRONYMS

EFL: English as a Foreign Language

EGRA: Early Grade Reading Assessment

MOE: Ministry of Education

TELL: Teach English for Life Learning

TOEFL: Teaching of English as a Foreign Language.

SPSS: Statistical Package for the Social Sciences

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ABSTRACT

The purpose of this study was to assess the practices of teaching reading comprehension skill in grades 5 and 6 Karalo kindergarten and primary school in Addis Ababa. A descriptive research design was used to conduct the study, and the necessary data were collected through questionnaires, classroom observation, and interview. Then, the collected data were analyzed using both qualitative and quantitative methods. The study revealed that the reading performance of students' was below the expected competencies at grade 5 and six levels. Moreover, the study revealed that the teachers did not measure reading performance at all and most of the teachers did not incorporate interactive discussions during reading sessions to enhance comprehension skills of the students. The findings further showed that guessing the meaning of an unfamiliar word from the context, and finding the central idea of a passage were some of the types of the reading difficulties among the grade 5 and 6 students. Based on the findings it is recommended that in order to improve the students' reading comprehension skill; the students have to practice reading comprehension in the target language in the classroom, they have to participate in different activities in the classroom and they read perform reading comprehension at their homes. To this end, teachers also ought to play prominent roles to improve the students' reading comprehension skill.

Keywords: Comprehension, Reading, Skill, Performance

CHAPTER ONE

INTRODUCTION

This chapter covers the background of the study, statement of the problem, the research questions, and objectives of the study. The chapter then presents the scope and significance of the study.

1.1. Background of the study

Ethiopia is among the countries, which use English widely in different affairs. According to the new education and training policy of 1994, English is given as a subject starting from grade one and the policy has also given due emphasis to the use of English as a medium of instruction in the primary, secondary and tertiary levels (Haregwoine, 2008). Students are expected to learn the basic skills of the language starting from their early grades in Ethiopia. Reading skill is among those basic skills, which have been given to the students at the regular bases. As Carrel cited in Gemechis (2011), “reading is a complex process of making meaning from a text, for variety of purposes and in a wide range of contexts.” Thus reading is one of the complex skills in learning language, especially, EFL/ESL.

Reading is a purposeful activity in which readers plan activities to be performed before, while and after reading a text. This, in turn, needs different reading strategies depending on the types and purposes of reading (Hedge, 2000). According to Wallace (1992), reading strategies involve ways of processing texts. According to Palani (2012), effective reading is an important avenue of effective learning, and reading is interrelated with the total educational process and educational success. This scholar further describes that reading is the identification of the symbols and the association of appropriate meaning with them. Accordingly, reading requires identification and comprehension and this implies that comprehension skills help learners to understand the meaning of words in context. So, reading comprehension is an interactive activity between students and contexts; when students use contexts, students utilize different experiences and knowledge which involve language skills, cognitive information and world knowledge.

Huang et al, (2008) and Lien (2011) stated that reading plays important role in determining academic success or failure of learners at different levels. Reading can enhance not only language proficiency but also other content related learning, and it helps to gain understanding of the world, enabling the students to think about and react to what they read. This is because knowledge is highly dependent on how much a person reads. As reading is one of the four language skills, its teaching needs carefully selected activities, methods, and procedures. Skills in reading enable learners to benefit from educational activities and to participate fully in the social and economic activities in which they take part.

According to Brown (2000), English language teaching tradition has been subject to tremendous change, especially throughout the twentieth century. Perhaps more than any other discipline, this tradition has been practiced, in various adaptations, in language classrooms all around the world for centuries. Teachers are one of the key elements in any school and effective teaching is one of the key propellers for school improvement. Teacher effectiveness is generally referred to in terms of a focus on student outcomes and the teacher behaviors and classroom processes that promote better student outcomes (Ko, Sammons and Bakkum, 2016, Killen, 2006). Moreover, Gibbs (2002) explained that an effective teacher needs the capacity to be persistent, flexible, and innovative on new teaching approaches and be prepared in the case of failure. For Stronge, Tucker and Hindman (2004), the effective teacher has a psychological influence on the students, having a strong influence on their achievement. With great emphasis Ayalew (2009), reported that whatever curriculum change is introduced and whatever reforms are made, all will be of little or no avail without qualified and committed teachers.

Teachers who are effective in teaching reading should employ useful strategies that are helpful to develop students reading skills. At its broad sense, the goal of all reading instruction is ultimately targeted at helping readers comprehend the text (Shewa, 2017). According to Uygun (2013), effective language teaching has become a prominent issue in the field of education as there has been a great demand on learning foreign languages throughout the world. In the process of foreign language learning, the language teacher has a very important role on the students and their success depends on the skills of the teachers. This is also true in our country Ethiopia, the demand to get effective teachers is the natural question in every school.

A study by Habtamu (2016) revealed that teachers rarely played their roles to improve the students' reading speed and comprehension in the classroom reading due to lack of awareness. Moreover he reported that the problem related to school like less oriented to the reading skills, lack of finance, lack of awareness toward reading strategies , large number students in each class, unsuitability of seating arrangements to pair and group works and lack of access to teaching aids are factors related to teaching reading comprehension. Another study by Shewa(2017) indicated that the main impediments while practicing for reading comprehension are lack of regular practice, poor high school background knowledge, and lack of motivation, large class size and lack of teacher commitment in supporting students, loss of attention towards implied meanings and problem of using reading strategies effectively.

Dereje (2013) conducted a study on similar issue as that of this study but in different contexts. He found out that teachers have been giving less emphasis on the usefulness of efforts in promoting students' reading skills and engagement. He also reported that teachers have not understood the importance incorporating basic reading phases and related strategies. Mesfin (2008) also indicated that the practices of teaching reading in schools were traditional where current techniques and procedures of teaching and learning English as a foreign language have not been used. It has been dominated by reading aloud where pre, while and post reading activities are not implemented.

Moreover, a study conducted by Teshome (2016) aimed to investigating the way English language teachers implement the procedures described in the new course book, which was designed with communicative orientation for grade nine with particular reference to four selected government schools in Segenzone, Derashe Woreda. The result of this study indicate that there is an overlap between what the Teacher's guide suggested and what they really do in the actual classroom implementation of reading lessons. Concerning the implementation of the three most common reading strategies for teaching reading lessons, the majority of teachers claimed that they sometimes practice in the classroom. As per the reviewed local and international studies on reading skills in particular by focusing on students' performance and practices of teachers teaching reading in general, it was possible to underscore the presence of problems of teaching reading comprehension in one way or another. To this end, this study focuses on assessing the practices of teaching reading comprehension skill at Karalo kindergarten and primary school.

1.2. Statement of the problem

Reading has been regarded as the most important aspect of English teaching and learning and it is one of the most important skills to be practiced beginning from the primary school level. Skills in reading help learners to benefit a great deal from educational activities. Moreover, reading in general and reading in English in particular is a base to the successful achievement of all other subjects in the Ethiopian context. In a foreign language situation, reading is the most useful and important skill. This being the fact, as studies indicate, the reading ability of Ethiopian secondary and tertiary level students is weakening over time (Mesfin2008).

According to the study of Early Grade Reading Assessment (EGRA), in 2014, about 80% of children are not reading at the expected oral reading fluency rates. Among the children attending schools in Ethiopia for two or three years, a significant percent of them remains illiterate (Piper and Zuilkowski, 2015). Foreign and Ethiopian researchers have conducted several researches on different aspects of reading skills. The Early Grade Reading Assessment (EGRA) conducted consecutive researches from grade 1-3 in many countries from Africa including Ethiopia (RTI, 2014). Accordingly, “EGRA focuses on early grade learning and interventions, unlike other assessments that are administered beginning in 4th grade or even later in the child’s school career.” (Smith, Rebecca Stone, and John Comings, 2012) This implies that the reading performance that the student have in grade 4 was not given serious attention by EGRA. From the Ethiopian researchers, Mesfin (2008) conducted a research on the practice of teaching reading in English at first cycle primary schools: Grade four in focus. His research showed the sufferings resulting from the use of inappropriate techniques and procedures during reading lessons.

Early success in reading is the key to long-term success in school and in lifelong learning, and that early intervention when reading problems arise is essential if long-term problems are to be avoided. Children who successfully learn to read in the early primary years of school are well prepared to read for learning and for pleasure in the years to come. On the other hand, children who struggle with reading in lower grades are at a serious disadvantage. Academically, they have a much harder time keeping up with their peers, and they increasingly fall behind in other subjects. They are far more likely to suffer low self-esteem, and in their teen years they are more likely to leave school before acquiring the skills they need to succeed in society and in the work place (Crevola and Hill, 2001).

As to Brown (2000), English language teaching tradition has been subject to tremendous change, especially throughout the twentieth century. Perhaps more than any other discipline, this tradition has been practiced, in various adaptations, in language classrooms all around the world for centuries. Teachers are one of the key elements in any school and effective teaching is one of the key propellers for school improvement. Teacher effectiveness is generally referred to in terms of a focus on student outcomes and the teacher behaviors and classroom processes that promote better student outcomes (Ko, Sammons and Bakkum, 2016, Killen, 2006). Moreover, Gibbs (2002) explained that an effective teacher needs the capacity to be persistent, flexible, and innovative on new teaching approaches and be prepared in the case of failure. For Stronge, Tucker and Hindman (2004), the effective teacher has a psychological influence on the students, having a strong influence on their achievement. With great emphasis, Ayalew (2009), reported that whatever curriculum change is introduced and whatever reforms are made, all will be of little or no avail without qualified and committed teachers.

In addition, the current data obtained from educational department of Kaffa zone report (2017) shows that the students who got passing marks in the regional exam for grade 8 were below 50%. Among all subjects, the second least grade next to Mathematics is English. The students' grade of English at the schools in which the study was held on was even under 35% and far below the expected. Similarly, according to Dechaworeda educational office analysis of grade 4 students' result in 2017 and 2018, the rank of students' English achievement was comparatively the least of all other subjects. This indicates that the reading performance of students has not been given due attention and following this, the challenges faced by students while performing reading skill has not been assessed. On the other hand, the evidences from the researchers experience and the low achievement of students in English and other subjects motivated the researcher prone to investigate their reading performance.

Therefore, the overall intention of this study is to assess the practices of teaching reading comprehension skill in grades 5 and 6 of Karalo kindergarten and primary school in Addis Ababa city administration.

1.3. Research Questions

- a) How is the grades 5 and 6 students' level of performance in reading comprehension skill to Karalo kindergarten and primary school?
- b) What are the strategies teachers use in teaching reading comprehension skill to grades 5 and 6 students of Karalo kindergarten and primary school?
- ⇒ What are the difficulties faced by grade 5 and 6 students in reading comprehension skill?

1.4. Objective of the study

1.4.1. General Objective

The general objective of the study is to assess the practices of teaching reading comprehension skill to grades 5 and 6 Karalo kindergarten and primary school in Addis Ababa.

1.4.2. Specific Objective

- ✓ To identify the strategies teachers use in teaching reading comprehension skill to grades 5 and 6 students of Karalo kindergarten and primary school.
- ✓ To examine the grades 5 and 6 students level of performance in reading comprehension skill to Karalo kindergarten and primary school.
- ✓ To explore the difficulties faced by grade 5 and 6 students in reading comprehension skill.

1.5. Significance of the study

As this study aims to assess the practices of teaching reading comprehension skill to grades 5 and 6 Karalo kindergarten and primary school by taking into consideration from different variables, namely, from teachers' instruction and from students reading omprehension skill, the result of the study will be useful for both teachers and students in improving the teaching learning process in relation to reading comprehension skill. In addition, this study will help teachers to adjust the teaching of reading comprehension skill in accordance to the students' reading comprehension skill.

In addition, it will be useful for curriculum developers in a way that they will learn a lot about teaching reading comprehension skill. More importantly, the study can serve as a stepping-stone for future researchers interested in the study of teaching and learning reading in English in second cycle primary schools.

1.6. Scope of the study

Even if there are many schools in Addis Ababa city Administration, the study was delimited to Karalo kindergarten and primary school Grade five and six Students. Additionally, in order to make the study manageable, the researcher focused only on grade five and six levels. In relation to the area of study, from different language skills the researcher focused only on the practices of teaching reading comprehension skill of student in English language.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

This chapter reviews the literature on the practices of teaching reading comprehension skill. It discusses issues on current practice of teaching reading comprehension skill; challenges in reading comprehension skill and effective teaching techniques to improve reading comprehension skill of students from different perspectives.

2.1. Concept of Reading

Reading is generally viewed as a means of obtaining information through the process of extracting meanings from written or printed texts. Reading is a goal driven activity that takes place in a variety of contexts (Haworth, Turner & Whitely, 2004). It is usually conceived as a complex mental action of making sense of written features in order to work out meanings from written texts. Thus, reading involves comprehension, which is an active process of communication. That is, it is a means of sharing information between the writer and the reader through a text medium. In other words, reading comprehension is an act of analyzing, creating, constructing and confirming meaning (Lanning, 2009). It follows that unless students are able to extract the meanings of texts, relate new information with their prior knowledge, and understand/integrate the words, phrases, paragraphs and ideas in the text, they are hardly reading (Combs, 2012).

The reading goal is to read for meaning or to recreate the writer's meaning. By definition, reading involves comprehension. When readers do not comprehend, they are not reading (Chastain as quoted by Gokam (2012)). Accordingly, Naiditch(2009) reasons that for effective reading to transpire, the teacher should support the learners to connect the text and the real world. These demands seem to make it difficult for learners to become critical readers without the teachers' guidance on how reading comprehension strategies should be applied during the reading process. It is for this reason that instruction on reading comprehension strategies has become a present-day necessity.

Reading comprehension is considered a key competence in the modern information society, and there is a high demand for the comprehension of complex texts throughout learners' schooling (Magnusson, Roe, & Blikstad-Balas, 2018). This statement resonates with Bobkina and Stefanovas' (2016) postulation that reading comprehension refers to the ability to interpret a text and make various inferences about it in a manner which can deliver different conclusions. This notion is echoed by Vaseghi, Gholami and Barjestech (2012) who argue that reading comprehension is about thinking that is, cogitating whilst reading. Therefore, reading comprehension involves engaging in the act of reading with a questioning mind, which will result in comprehension, evaluation and the decision to accept or reject what was read. Thus, the interaction between a text and the reader facilitates the reading process.

Several linguistic and cognitive processes, such as word reading ability, working memory, inference creation, comprehension monitoring, vocabulary, and prior knowledge, must operate together in order to understand what is being read (Perfetti, Landi, & Oakhill, 2005). Component models that consider subcomponents of comprehension reflect the varied character of reading comprehension. Component models with more consistent results include the direct and inferential mediation model (DIME; Ahmed et al., 2016; Cromley, Oslund, Clemens, Simmons, & Simmons, 2018; Oslund, Clemens, Simmons, Smith, & Simmons, 2016).

According to these models, vocabulary is consistently the best predictor of reading comprehension for younger adolescents, both directly and indirectly. These models also showed that prior knowledge and inference making had significant direct and indirect effects on understanding, though not as significant as vocabulary. As kids get older, inference-making rather than vocabulary has a more direct role in comprehension (Cromley et al., 2010, replicated by Ahmed et al., 2016). According to numerous studies, background information, inference-making skills, and vocabulary all have a direct or indirect impact on teenage and young adult readers' ability to understand what they are reading.

2.2. Types of Reading

In dealing with the types of reading scholars divide reading in to two kinds, depending upon the purpose of the text for reading, the length of the text and the classroom procedure as well as the very objective the text is prepared for. Accordingly, the two types of reading are called intensive and extensive reading. These two types of reading however are complementary and children should be exposed to both types (Nuttall, 1996).

2.2.1. Intensive Reading

Intensive reading, according to Bruton (2004) involves reading for the purpose of language study, to learn some element of the language or a particular language skill. With such reading the learner is intensively involved in looking inside the text. It entails the reading made at class room level under the guidance of the teacher (Nuttall, 1996). In intensive reading students are expected to understand everything they read and be able to answer detailed vocabulary and comprehension questions (Venkateswaran, 2009). A text that is to be largely dealt with intensively also helps to encourage students to get a general understanding first by using “pre-questions”. Then what is to be done is to encourage students to pick out particular information and equally important is to encourage them not to worry at ignoring other, perhaps quite large, sections of the text which are not relevant to the task they have been given (Venkateswaran 2009). Thompson (2001) also in dealing with this specific type of reading says that intensive reading is a kind of reading of short texts for comprehension. According to these definitions the reading type at primary level should be more of the intensive one as it refers to shorter texts and is meant for comprehension.

2.2.2. Extensive Reading

Extensive reading has been explained by different writers. For instance, Sesnan (2003) explains it as a type of reading a text in a widely manner but not deeply where the aim is for pleasure and entertainment in which the written texts are not studied in detail. Thompson (2001) also explains it in a similar way by saying that it is a reading of books and magazines etc., meant for pleasure, to obtain information or to satisfy interest. According to these scholars it seems that extensive reading is a usual kind of reading that takes place out of class room in most instances.

Nuttall (1996) explains that extensive reading and intensive reading are not contrasting types of reading rather they are complementary and both are important and necessary in the practice of teaching and learning reading. Extensive reading texts should be selected in accordance with the reading pace and ability of the student so that extensive reading could be practiced in the primary level itself. The purpose of extensive reading is to let children practice reading without the help of the teacher at home or elsewhere. So, it is equally important to the primary level students who have already had some sort of reading skill.

Extensive reading is usually carried out outside classroom with a limited or no control of the language teacher. Students are involved in reading of various kinds of materials ranging from academic reference books to novels, newspapers, magazines, and the like. Students are allowed to choose the books they read depending on their interests. If they find a book too difficult or they don't enjoy it, they can change it for another one. In this type of reading there is not always a follow-up discussion or work in class (Bruton, 2004).

2.3. Approaches to Reading Process

Reading process is a course of interaction between a writer (source of message) and a reader (receiver of message) in which the latter extracts textual meaning created by the former. Approaches of reading process focus either on the text, the reader or both the text and the reader. Yet, the intention of the reader to read gives another dimension to our view of the reading process. On these bases, there are three models of reading: the bottom-up approach (traditional model), the top-down model (cognitive model), and the interactive model (metacognitive model). The bottom-up model is text-based while the top-down approach is reader-focused. On the other hand, whereas the interactive model integrates the bottom-up and the top-down approach based on the assumption that efficient reading requires the interaction of the two approaches. These approaches to reading are briefly discussed as follows.

2.3.1. Bottom-up Approach

According to Nunan (2005) the traditional bottom-up theory is skill-driven in that it stresses the code used in a written language to represent the spoken words. The emphasis is on letter and word recognition as a key to reading. Mercer, Swann and Major (2007) regarded this as

developing the reading process from perception of letters, spelling patterns, and words, to sentence and paragraph meaning. The main precept of the bottom-up view is that reading is primarily an act of decoding a set of written symbols and matching them with their sound equivalents (Riley 2006).

The bottom-up approach of reading has an important place in reading comprehension. It is mainly used in early reading because pupils have “an early understanding of one-to-one correspondence as well as an excellent memory and sensitivity for words...” (Gregory, 2008). It has been established through research that phonological processing skills bear causal relationships with the acquisition of reading skills (Das, 2009). Thus, students who encounter difficulties in phonological processing will face challenges in comprehending sentences and larger texts (Riley, 2006). Bottom-up reading is also applicable to mature reading since it is by understanding and linking the meanings of phonemes and words on a page or screen that readers can make sense of larger texts. Therefore, the bottom-up view of reading deeply explains the decoding part of reading comprehension.

2.3.2. Top-down Approach

The top-down view of reading is a comprehension-driven approach which opposes the view that decoding is a basis to comprehension. It was built following the inadequacy of the bottom-up approach (Samuels and Kamil, 1988). Top-down reading is a type of reading in which the reader utilizes his/her background knowledge considerably to comprehend a given text. Therefore, the top-down view of reading emphasizes the role the reader’s knowledge, experience and skills play in text comprehension. This approach is centered on the belief that comprehension goes beyond symbol recognition and that background knowledge shapes the understanding of the reader in the reading process (Wholey, 2000).

Unlike bottom-up approach, the top-down one views the reader as active information processor rather than mere information absorber from the text. This view of reading has posited the active role to a reader where he/she processes information in the text via his/her background knowledge to derive meaning from the printed page (Wallace, 2001). Hence, the top-down view of reading focuses on the reader's prior knowledge, interaction with the textual stimuli through hypothesis formation and sampling larger chunks of the text (Goodman, 1988).

Furthermore, Wallace (2001) suggested that the top- approach to reading stresses the contribution of the reader's background knowledge of the world and the language systems to extract meaning from the text instead of the "word - based" bottom-up style of reading process. This means, to put it in another way the top-down process of reading is a reader-based approach while the bottom-up process is a text-based one.

The top-down view highly criticized for its neglect of the need to focus on individual letters and words which constitute the visual information on the page. It is argued that even skilled readers attend to individual letters and words in the pursuit of making sense of written texts. It is with this understanding that Hall, Larson and Marsh (2009) note that research in the 1980s proved that skilled readers closely attend to letters and words in their reading. These defects of the top-down process of reading led researchers to develop another approach that attempts to explain reading in a better way.

2.3.3. Interactive Approach

Following the Top Down approach, a more balanced view has come about. Hall, Larson & Marsh (2009) state “Emphasis has shifted from the text to interactions between text and reader; that is, what the reader brings to the reading is as important as the words in the texts.” The interactive approach is an approach which considers reading as a process in which text-based (bottom-up) and reader-based (top-down) approaches operate in an interactive manner in the reading process. That is, this view merges the bottom-up and the top-down views and considers the reading process as an interaction between the reader and the text (Donoghue, 2009). This view advances: “Fluent reading is an interactive process in which information is used from several knowledge sources simultaneously (letter recognition, letter-sound relationships, vocabulary, knowledge of syntax and meaning” (Hall, Larson & Marsh, 2009).

In summary, the interactive view embraces the bottom-up view which considers the text as a premium of meaning and the top-down view which gives more emphasis to the reader’s background knowledge. The application of bottom-up reading and top-down reading complementarily has been proved to result in better comprehension.

2.4. Phases in Teaching and Learning Reading

There are three main stages in teaching reading: pre-reading, while reading and post reading (Abot and Wingrade, 1981; Thompson, 2001; Williams, 1984; Nuttall, 1986).

2.4.1. Pre-reading Phase

The objective of this stage is to arouse the interest of the readers and to activate their prior knowledge on the topic. In this stage students will be made to think and discuss the topic to be read so that their background knowledge of the message in the text can be recalled. According to Thompson (2001) the possible activities of this stage could be predicting the story by simply looking at the title or the pictures if a picture is offered with in the text. The major objectives of this phase according to Williams (1984) are; to introduce and arouse interest in the topic, to motivate learners by giving a reason for reading, and to provide some language preparation for the text.

This stage as discussed above is a stage where prior knowledge of the students *visa-v is* the text they are reading is made to be activated. It is a stage where what is called schemata knowledge could be made use of. One of the major responses to increasing insights about the role of schematic knowledge in reading has been the focus in current reading methodology on a pre-reading stage (Hedge, 2000). Therefore, pre-reading is very important to carry out in every reading lesson.

2.4.2. While-reading Phase

The while- reading stage is a stage in which students are made to read silently in order to answer questions already set. It is an intensive reading practice where they try to grasp main points and answer questions. During this stage activities that could be carried out for the primary level children as mentioned by in Hedge (2000) can be the following:

Read and match: This is an activity in which information given in a written language is matched with pictorial representations. These kinds of activities can be done at all grade levels with reasonable complexity.

Read and label: In this activity children first read the text and then label a diagram or a chart accordingly. The reading text should contain detailed information so that children will be clear in the labeling procedure.

Read and complete: in this type of activity a part of a diagram or map is provided so that children would complete the other part based on the information given in the reading text.

Read and draw: As it can be guessed from the name of the activity, this is an activity in which information in a reading text can be transferred into pictorial form. These are what are called information transfer activities in reading lesson. I feel and believe that these activities are very important and appropriate in the teaching and learning of reading in primary grade levels.

2.4.3. Post-reading Phase

In the post reading stage students will be asked whether they have understood the general information of the text in relation to their prior knowledge. During post reading stage students articulate and process their understanding of what they have read and think critically about the validity of the text. According to Arif (2002) the aims of post reading work are:

- to help students use their acquired knowledge in similar readings,
- to help them integrate their reading skills with the other language skills: listening, speaking and writing,
- to help them integrate with the foreign culture,
- to make use of key words and structures to summarize the reading passage,
- to extract the main idea of a paragraph or a reading text,
- to interpret descriptions (outlining and summarizing), and
- to make use of classroom games for reading.

This stage can be carried out by arranging small group discussion that could be followed by whole class discussion (Williams, 1984). It can also serve as a stage in which the teacher checks whether students have understood the text or not (Thompson, 2001).

2.5. Strategies of Reading

2.5.1. Predicting

This strategy which most of researchers focused on and consider it as essential one that must be used by EFL students in order to achieve comprehension of the text, and get meaning from it by making informed prediction. Good readers use predicting as a way to connect their existing knowledge to new information gained from a text to get meaning from what they read, this strategy is generally found in pre reading phase when students use what they already know about the author to predict what a text will be about, (William, 2002). During reading phase EFL students may make prediction about what is going to happen next or what ideas, evidence the author will present to support an argument to the text that students will evaluate; it is an effective technique to promote readers' activation of prior knowledge.

2.5.2. Scanning

Scanning requires a quick glance through a text, it is to read quickly in order to look for specific information when scanning we try to locate a specific information. Hill and Holden (1995) states that scanning is a process of going through a text very quickly to find out specific information. The purpose of scanning is to find an answer to particular questions. Ekmek (1994) argues that "Researchers apply this strategy as they look up a name in the dictionary or date in encyclopedia"; she also added that readers want to find out specific information rather than reading the whole text. Grellet (1981) claims that "When we scan we only try to locate specific information and we often do not follow linearity of the passage to do" so, we simply let our eyes wonder over the text until we find what we are looking for whether it will be a name or date or even less specific information.

2.5.3. Skimming

Skimming is the one of the most valuable reading strategies for learners. Skimming of quickly running one's eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas (Brown, 2000).

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter describes the research design, the research setting and population, samples and sampling techniques, the research instruments, the data collection procedure and the data analysis techniques.

3.1. Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari, 1990). In this study descriptive research design which aims to get data about the current status of phenomena was used. In this study, descriptive survey design involving both qualitative and quantitative techniques was employed. The descriptive survey method enabled the researcher to analyze the data and give the conclusions from developed generalizations. Furthermore, the method helped for identifying the major performances, opinion, suggestions and comment pertaining to the issue under this study.

3.2. Participants of the Study and Research Setting

3.2.1. Participants of the Study

As explained earlier, the objective of this study was to study the practices of teaching reading comprehension skill in grades 5 and 6 of Karalo kindergarten and primary school in Addis Ababa city administration. So in this study the targeted participants were grades 5 and 6 English language teachers and grades 5 and 6 students of Karalo kindergarten and primary school.

3.2.2. Research Setting

The research area of this study was Karalo kindergarten and primary school. This school was chosen because it was convenient for the researcher as the researcher worked near to the school for several years and unlike, other many primary schools; it is not frequently chosen by university researchers.

3.6. Data Collection Instruments

In this study three ways of data collections were used. One of these ways of data collection was the questionnaire, which was used to collect data related to exploring reading comprehension performance of students, teaching strategies, and difficulties in reading or in learning faced, towards reading comprehension skills. Interview is the other method of data collection, which was used in this research. Moreover, additional instruments like classroom observation, was used to collect data related to teaching reading comprehension skills of the students. A brief discussion of these data collection instruments is stated below.

3.6.1. Questionnaire

A questionnaire with a rating scale can be used to collect data on phenomena, which are not easily observable like attitude and belief. Accordingly, in this study a questionnaire used to collect data on the reading comprehension performance of students, teaching strategies, and difficulties faced teachers were designed. The students' questionnaire had one part with three sub sections. Part one contained closed ended items in which respondents decide if they: very often sometimes; rarely; and never. The validity of the questionnaire was pilot tested.

The idea of validity to questionnaire refers to the steps taken by the researcher to ensure clarity, wording and ordering of the questions. Thus to ensure the validity of the questionnaire, it is necessary to ask sample students and teachers to indicate if there are questions which are not written precisely and clearly. Moreover, words used in the questionnaire should have specific and clear meanings to all respondents so that they could give similar responses to the items given. To achieve these purposes, a questionnaire should be tried out. If this is done, a number of items that are ambiguous can be identified. One measure of validity as described by McBurney and White (2007) is face validity. They stated that "face validity is researchers attempt to support the interpretation of the measurement and its connection to the construct will seek professional judgment that there is a plausible connection between the surface features of the measure's content and the constructs as theoretically defined." So the researcher requested six English teachers from Karalo kindergarten and primary school and the researcher's advisor to read the questionnaire to get suggestions. Then based on the suggestions given, items that seemed to be ambiguous were rewritten clearly during the pilot study.

Content validity of the questionnaire was achieved by submitting the questionnaire to my advisor, who is an expert in the field of teaching English as a foreign language, to examine and evaluate the content and format of the questionnaire before the final version was distributed among the participants. In addition, the questionnaire's reliability, especially their internal consistency was checked through the pilot study. Internal consistency is a measure of reliability of items of a questionnaire which are intended to measure the same construct. The researcher checked if all the items in the students' questionnaire could serve the purposes they were meant to serve. Then, the items that would not contribute to the objectives of the questionnaire were discarded.

3.6.2. Classroom Observation

Observation was also used to collect data about the teaching comprehension reading skills. As Ebabu cited in Selinger and Shohamy (2013) states, employing observation to gather data helps to investigate an event while it is actually being done. Thus to conduct classroom observation, a check list was prepared.

3.6.3. Interview

An interview is a process of communication in which the informant gives the required information verbally (Dornyei, 2007). An interview helps to get information by actually talking to the subject and enables the researcher to get data in depth. In this study, un-structured interview was employed. Because un-structured interview allows making participants express their feeling more freely and it helps to get in depth data.

3.7. Procedures for Data Collection

Before implementing any of the tools above the relevant data collection instruments were designed, based on the objective of the study and the review of related literature. Then, the instruments were commented by the research advisor and other experienced academicians to make necessary changes. Following these, discussion with principals and teachers of the selected academy/school was made on the aim and time to conduct the study. This created smooth relation with concerned bodies and help to get their willingness to collect necessary data on appropriate time.

3.7.1. Pilot Study

It is known that pilot study is the trial phase where the research instruments like questionnaires were checked for their validity to carry out the main study. Selinger and Shohamy as quoted in Alamirew (2005) stated “trying out the instrument before the administration of the real study is as important as the use of adopted and revised procedures as it is with ready- made procedures.” To this effect, the questionnaire for the students was checked by taking six English teachers from Karalo kindergarten and primary school and the researcher’s advisor to read the questionnaire to get suggestions.

3.8. Data Analysis Techniques

As indicated both qualitative and quantitative techniques were employed to analyze the data collected. The quantitative data from the questionnaires was analyzed using descriptive statistics (mean and standard deviation, frequency and percentage). But the interview and classroom observation were analyzed accordingly. The Statistical Package for the Social Sciences (SPSS) version 24 was employed to analysis quantitative data.

3.9. Reliability and Validity of the Data

Validity is concerned with the extent to which the data gathering instruments measure what they are supposed to measure (McBurney and White, 2007). There are different components of validity, but face validity and content validity were considered in the present study. According to McBurney and White (2007), face validity is about the idea that an examination looks to outsiders as if it tests what it is intend to test. Content validity refers to the degree to which the test items actually measure the traits which the test was designed to measure (McBurney and White, 2007). Accordingly, to achieve the content validity of the test, six English teachers were selected from the sampled school to comment on the contents of the test items. In addition, the questionnaire’s reliability, especially their internal consistency was checked through the pilot study. Internal consistency is a measure of reliability of items of a questionnaire which are intended to measure the same construct. The researcher checked if all the items in the students’ questionnaire could serve the purposes they were meant to serve.

3.10. Ethical consideration

This study considered all the ethical issues. To be legal and keep ethical consideration, the researcher has got letter of support from Addis Ababa University, Department of English Language and Literature before going to the study area. Additionally, permission was obtained from the selected school administration and other concerned bodies to conduct the research.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

This chapter deals with the presentation and analysis as well as the interpretation of the data gathered from the selected school through various instruments (questionnaire, class room observation, and interview). As mentioned in chapter one, the objectives of this study was to examine the grades 5 and 6 students level of performance in reading comprehension skill, to identify the strategies teachers use in teaching reading comprehension skill to grades 5 and 6 students, and to explore the difficulties faced by grade 5 and 6 students in reading comprehension skill. To this end, a descriptive study was employed where the study mainly involved quantitative and qualitative data. The data collected through the above mentioned instruments are presented below, some with tables and other in a narrative form.

4.1. General Background of the Respondents

4.1.1. Back ground information about teachers

The following table shows the number of teachers with their gender and qualification and their teaching experience.

Table4.1: Back ground information about teachers

	Items	N_o of Teachers	Total
Educational Level	Diploma	---	6
	First Degree	6	
	Second Degree	---	
Teaching Experience	Less than 5 Years	---	6
	6 – 10 Years	2	
	11 – 15 Years	3	
	16 – 20 Years	1	
	21 Years and Above	---	

The targets populations of the study were grades 5 and 6 English language teachers and grades 5 and 6 students of Karalo kindergarten and primary school. The above table indicates that all teachers have the qualification of first degree. Regarding the years of experience in teaching English almost all have more than five years of experience.

4.1.2. Back ground information about students

The following table shows the number of students, their sex and their grade those are selected to fill the questionnaires.

Table 4.2: Back ground information about students

		Frequency	Percent	Valid Percent
Valid	Grade 5	126	50.2	50.2
	Grade 6	125	49.8	49.8
	Total	251	100.0	100.0

Table 4.2 shows the number of students who are participated in the study.

4.2. Analysis of Data from the Questionnaire

4.2.1. Reading Comprehension Performance

The questionnaire were designed and distributed to assess teachers' practices of teaching reading comprehension skill in grades 5 and 6 Karalo kindergarten and primary school in Addis Ababa. For this purpose, to copies the questionnaire were distributed to the grades 5 and 6 students in Karalo kindergarten and primary school. To make the analysis more comprehensive, a total of 251 copies questionnaire were distributed to the grades 5 and 6 students and all of the questionnaires were filled and returned properly. Table 4.3 below shows teachers' practices of teaching reading comprehension skill to grades 5 and 6 Karalo kindergarten and primary school in Addis Ababa city administration.

Table 4.3: Reading Comprehension Performance

Q1: How often do you read passages?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	14	5.6	5.6	5.6
	Sometimes	225	89.6	89.6	95.2
	Rarely	12	4.8	4.8	100.0
	Total	251	100.0	100.0	
Q2: How often do you skim and scan your passage?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	96	38.2	38.2	38.2
	Sometimes	117	46.6	46.6	84.9
	Rarely	26	10.4	10.4	95.2
	Never	12	4.8	4.8	100.0
	Total	251	100.0	100.0	
Q3: How often does your teacher provide you with techniques and strategies for understanding a reading passage?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	139	55.4	55.4	55.4
	Sometimes	62	24.7	24.7	80.1
	Rarely	50	19.9	19.9	100.0
	Total	251	100.0	100.0	
Q4: How often do you engage in activities that promote independent reading comprehension?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	99	39.4	39.4	39.4
	Sometimes	64	25.5	25.5	64.9
	Rarely	76	30.3	30.3	95.2
	Never	12	4.8	4.8	100.0
	Total	251	100.0	100.0	
Q5: Do you feel confident in your reading comprehension skills?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	153	61.0	61.0	61.0
	Sometimes	72	28.7	28.7	89.6
	Rarely	26	10.4	10.4	100.0

		Total	251	100.0	100.0	
Q6: Do you have sufficient opportunities in doing reading tasks?						
		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Very often	127	50.6	50.6	50.6	
	Sometimes	50	19.9	19.9	70.5	
	Rarely	62	24.7	24.7	95.2	
	Never	12	4.8	4.8	100.0	
	Total	251	100.0	100.0		

As indicated in Table 4.3, Question 1 was used to determine how often the students read passages. The results revealed majority of the respondents 225(89.6%) and 14 (5.6%) replied that they read sometimes and very often in learning reading passage skills well help their education to learn in a better way while 12 (4.8%) of the student were replied that the chance to read the passage are rare. From this data it is possible to say that most of the students have a chance to read the passage in enabling them to learn in a better way if they are taught properly.

Question 2 was intended to investigate how often the student can skim and scan the given passage. As can be observed from Table 4.3, a large number of respondents 117(46.6%) and 96 (38.2%) replied they can skim and scan the given passage sometimes and very often with the statement respectively. While 26(10.4%) and 12 (4.8%) of students claimed that they cannot skim and scan the given passage i.e. rare and never respectively. Based on this information we can conclude that most of the students were have the chance to skim and scan the given passage.

As the responses to Question 3 How often does your teacher provide you with techniques and strategies for understanding a reading passage? showed a large number of respondents 139(55.4%) and 62(24.7%) responded that very often and sometimes their teacher provided them with techniques and strategies for understanding a reading passage. In contrary, 50(19.9%) of the students reported that their teacher provide them with techniques and strategies for understanding a reading passage rarely. What can be inferred from the data is most of the teachers teach with techniques and strategies for understanding a reading passage. In line with this, from the student questionnaires, it can be inferred that some of the teacher they can teach their students with techniques and strategies for understanding a reading passage.

Question 4 how often do you engage in activities that promote independent reading comprehension? As it is indicated in the table, a large portion of the participants 99(39.4%) forwarded that they engage in activities that promote independent reading comprehension very often. In contrary, 76 (30.3%) replied that they can get the chance to engage in activities that promote independent reading comprehension rarely. Moreover,64(25.5%) of them reported that they can get the chance to engage in activities that promote independent reading comprehension sometimes. Furthermore, 12 (4.8%) responded that they never get the chance to engage in activities that promote independent reading comprehension skill. From this data we can say that most of grade 5 and 6 students of Karalo kindergarten and primary school can get the chance to engage in activities that promote independent reading comprehension.

Question 5 was intended to collect the information whether students feel confident in their reading comprehension skills or not. From the above table, a big portion of the respondents 153(61.0%) were feel confident in your reading comprehension skills always, while 72(28.7%) of them feel confident in your reading comprehension skills sometimes. Only a few number of respondents 26(10.4%) were not feel confident in your reading comprehension skills. Hence we can say that most of grade 5 and 6 students of Karalo kindergarten and primary school were feeling confident in your reading comprehension skills.

Question 6Do you have sufficient opportunities in doing reading tasks?. Here, most of the participants 127(50.6%) responded that they have sufficient opportunities in reading tasks very often. And some of the students 50(19.9%) replied that they have got sufficient opportunities in reading tasks sometimes. Despite to this,62(24.7%) of the students replied that they have got sufficient opportunities in reading tasks rarely. Moreover, 12 (4.8%) of the students replied that they never do have sufficient opportunities in reading tasks. Here it is possible to decide that many of students of the school have sufficient opportunities in reading tasks rarely. In contrary, some of the students do not have sufficient opportunities in reading tasks rarely.

4.2.2. Teaching Strategies/Techniques

Table 4.4 below shows the strategies teachers use in teaching reading comprehension skill to grades 5 and 6 students of Karalo kindergarten and primary school.

Table 4.4: Teaching Strategies/Techniques

Q1: How often does your teacher involve you in selecting texts for your lessons?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	136	54.2	54.2	54.2
	Sometimes	65	25.9	25.9	80.1
	Rarely	34	14.3	14.3	94.4
	Never	14	5.6	5.6	100.0
	Total	251	100.0	100.0	
Q2: How often does your teacher incorporate in interactive discussions during reading sessions to enhance comprehension skills?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	103	41.0	41.0	41.0
	Sometimes	84	33.5	33.5	74.5
	Rarely	64	25.5	25.5	100.0
	Total	251	100.0	100.0	
Q3: How often does your teacher use visual aids or multimedia resources to support reading comprehension lessons?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	12	4.8	4.8	4.8
	Sometimes	24	9.6	9.6	14.3
	Rarely	24	9.6	9.6	23.9
	Never	191	76.1	76.1	100.0
	Total	251	100.0	100.0	
Q4: How often does your teacher engage you in collaborative reading activities with your peers to improve comprehension?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	113	45.0	45.0	45.0
	Sometimes	102	40.6	40.6	85.7
	Rarely	24	9.6	9.6	95.2
	Never	12	4.8	4.8	100.0
	Total	251	100.0	100.0	
Q5: How often does your teacher provide you with personalized feedback to help you improve your reading comprehension skills?					
		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Very often	177	70.5	70.5	70.5
	Sometimes	12	4.8	4.8	75.3
	Rarely	50	19.9	19.9	95.2
	Never	12	4.8	4.8	100.0
	Total	251	100.0	100.0	
Q6: How often are you satisfied with the reading materials and genres introduced by your teachers to enhance comprehension?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	60	23.9	23.9	23.9
	Sometimes	88	35.1	35.1	59.0
	Rarely	79	31.5	31.5	90.4
	Never	24	9.6	9.6	100.0
	Total	251	100.0	100.0	

As indicated in Table 4.4, Question 1 was used to assess if the teacher involves the students in selecting texts for the lessons. The results revealed that majority of the respondents 136 (54.2%) and 65 (25.9%) replied that teachers involve their students in selecting texts for their lessons very often and sometimes respectively while, 34 (14.3%) replied that teachers involve their students in selecting texts for their lessons rarely.

Furthermore, 14 (5.6%) replied that teachers were never involve their students in selecting texts for their lessons. From this data it is possible to say that most of the teachers were involve their students in selecting texts for their lessons. In contrary, some of the teachers do not involve their students in selecting texts for their lessons.

Question 2 was intended to determine whether the teachers incorporate interactive discussions during reading sessions to enhance comprehension skills or not. As can be observed from Table 4.4, a large number of respondents 103 (41.0%) and 84 (33.5%) replied that the teachers incorporate interactive discussions during reading sessions to enhance comprehension skills very often and sometimes respectively. While 64 (25.5%) of students responded that teachers incorporate interactive discussions during reading sessions to enhance comprehension skills rarely. Based on this information we can conclude that most of the teachers incorporate interactive discussions during reading sessions to enhance comprehension skills and some do not incorporate interactive discussions during reading sessions to enhance comprehension skills.

As the responses to Question 3 showed a large number of respondents 191 (76.1%) responded that they teachers never use visual aids or multimedia resources to support reading comprehension lessons. Moreover, 24(9.6%) and 24 (9.6%) of the students reported that teachers use visual aids or multimedia resources to support reading comprehension lessons sometimes and rarely respectively. What can be inferred from the data is that students did not like working reading tasks. In contrary, 12 (4.8%) of the students reported that they teachers uses visual aids or multimedia resources to support reading comprehension lessons very often. The results of the respondents revealed that most of the teachers do not use or apply visual aids or multimedia resources to support reading comprehension lessons sometimes

Question 4 was designed to investigate whether teachers encourage students in collaborative reading activities with their peers to improve comprehension skill. As it is indicated in the above table, a large portion of the participants 113 (45.0%) and 102 (40.6%) forwarded that the teachers encourage students in collaborative reading activities with their peers to improve comprehension very often and sometimes respectively. Moreover, 24 (9.6%) of them reported that teachers encourage students in collaborative reading activities with their peers to improve comprehension skill rarely. Furthermore, 12 (4.8%) of them were replied that the teachers were never encourage students in collaborative reading activities.

Question 5 was intended to collect information whether teachers provide personalized feedback to help the students to improve their reading comprehension skills. From the above table, a big portion of the respondents 177(70.5%) answered the teachers provide personalized feedback to help the students to improve their reading comprehension skills very often.

While 12(4.8%) of them revealed that some of teachers provide personalized feedback to help the students to improve their reading comprehension skills sometimes. In contrary, 50 (19.9%) of them reported that teachers provide personalized feedback to help the students to improve their reading comprehension skills rarely. Only a few number of respondents 12 (4.8%) were revealed that some of the teachers never provide personalized feedback to help the students to improve their reading comprehension skills. Hence we can say that a very great number of the teachers provided personalized feedback to help the students to improve their reading comprehension

skills rarely. And some of the teachers were not provide personalized feedback to help the students to improve their reading comprehension skills rarely properly.

Question 6 was intended to assess whether students are satisfied with the variety of reading materials and genres introduced by their teachers to enhance comprehension. Here, the result revealed that most of the participants 88 (35.1%) responded that the students are satisfied with the variety of reading materials and genres introduced by your teachers to enhance comprehension sometimes. And 79 (31.5%) of the participants responded that the students are satisfied with the variety of reading materials and genres introduced by your teachers to enhance comprehension not practiced . Moreover, some of the participants 60 (23.9%) responded that the students are satisfied with the variety of reading materials and genres introduced by their teachers to enhance comprehension very often. Furthermore, a few number of the participants 24 (9.6%) were responded that the students are not satisfied with the variety of reading materials and genres introduced by your teachers to enhance comprehension.

4.2.3. Difficulties Faced

Table 4.5 below shows that the difficulties faced by grade 5 and 6 students in reading comprehension skill of Karalo kindergarten and primary school.

Table4.5: Difficulties Faced

Q1: How often do you have difficulty in finding the meaning of unfamiliar word from the context?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	155	61.8	61.8	61.8
	Sometimes	36	14.3	14.3	76.1
	Rarely	24	9.6	9.6	85.7
	Never	36	14.3	14.3	100.0
	Total	251	100.0	100.0	
Q2: How often do you face difficulty in finding the central idea of a passage?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	38	15.1	15.1	15.1
	Sometimes	115	45.8	45.8	61.0

	Rarely	48	19.1	19.1	80.1
	Never	50	19.9	19.9	100.0
	Total	251	100.0	100.0	
Q3: How often do you face problems in inferring meaning from the reading passage?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	107	42.6	42.6	42.6
	Sometimes	48	19.1	19.1	61.8
	Rarely	60	23.9	23.9	85.7
	Never	36	14.3	14.3	100.0
	Total	251	100.0	100.0	
Q4: How often do you find the reading materials provided by the school challenging enough to enhance your comprehension skills?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	60	23.9	23.9	23.9
	Sometimes	62	24.7	24.7	48.6
	Rarely	50	19.9	19.9	68.5
	Never	79	31.5	31.5	100.0
	Total	251	100.0	100.0	
Q5: How often do you find it's challenging to understand and interpret complex vocabulary in your reading materials?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	115	45.8	45.8	45.8
	Sometimes	74	29.5	29.5	75.3
	Rarely	38	15.1	15.1	90.4
	Never	24	9.6	9.6	100.0
	Total	251	100.0	100.0	
Q6: How often do you struggle with identifying the main ideas and key details in the texts you read?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	91	36.3	36.3	36.3
	Sometimes	98	39.0	39.0	75.3
	Rarely	38	15.1	15.1	90.4
	Never	24	9.6	9.6	100.0
	Total	251	100.0	100.0	

Q7: How often do you face difficulties in connecting the events and ideas within the reading materials?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	62	24.7	24.7	24.7
	Sometimes	103	41.0	41.0	65.7
	Rarely	50	19.9	19.9	85.7
	Never	36	14.3	14.3	100.0
	Total	251	100.0	100.0	

As indicated in Table 4.5, Question 1 was used to determine whether the students have difficulty in finding the meaning of unfamiliar word from the context. The results revealed that majority of the respondents 155(61.8%) replied that most of the students have difficulty in finding the meaning of unfamiliar word from the context very often. While 36 (14.3%) of the students have difficulty in finding the meaning of unfamiliar word from the context sometimes. Moreover, some of the respondents 24 (9.6%) and 36 (14.3%) replied that they have difficulty in finding the meaning of unfamiliar word from the context rarely and never respectively.

Question 2 was intended to determine whether the students have difficulty in finding the central idea of a passage or not. As can be observed from Table 4.5, a large number of respondents 115(45.8%) replied that the students have difficulty in finding the central idea of a passage sometimes. Whereas 48(19.1%) of the students have difficulty in finding the central idea of a passage rarely. Like 50 (19.9%) of the students have never faced difficulty in finding the central idea of a passage. Though 38(15.1%) of the participants replied that the students have difficulty in finding the central idea of a passage very often. Based on this information we can conclude that 115(45.8%) of the students were have difficulty in finding the central idea of a passage and some of the students not.

As the responses to Question 3 showed a large number of respondents 107 (42.6%) have face problems in inferring meaning from the reading passage very often. Similarly, 48(19.1%) of the students reported that they face problems in inferring meaning from the reading passage sometimes. Despite this, 60 (23.9%) of the students reported that they face problems in inferring meaning from the reading passage rarely. Moreover, 36 (14.3%) of the students reported that they never face problems in inferring meaning from the reading passage. What can be inferred

from the data is that most of the students face problems in inferring meaning from the reading passage. In line with this, some the students do not face problems in inferring meaning from the reading passage.

Question 4 was designed to investigate the reading materials provided by the school challenging enough to enhance students comprehension skills. As it is indicated in the above table, a large portion of the participants 79(31.5%) forwarded that the reading materials provided by the school is never challenging enough to enhance the student comprehension skills. Whereas 62 (24.7%) of the student reported that the reading materials provided by the school is challenging enough to enhance the student comprehension skills sometimes. Moreover, 60 (23.9%) of the student reported that the reading materials provided by the school is challenging enough to enhance the student comprehension skills very often. Furthermore, 50 (19.9%) of the student reported that the reading materials provided by the school is challenging enough to enhance the student comprehension skills rarely. From this data we can say that the most number of students indicated that the reading material provided by the school is not challenging enough to enhance the student comprehension skills.

Question 5 was intended to collect information whether the reading materials are challenging to understand and interpret complex vocabulary. From the above table, a big portion of the respondents 115(45.8%) were answered the reading materials are challenging to understand and interpret complex vocabulary very often, while 74(29.5%) of the students revealed that the reading materials are challenging to understand and interpret complex vocabulary sometimes. Besides some of respondents 38 (15.1%) were reported that the reading materials are challenging to understand and interpret complex vocabulary rarely. Furthermore, 24 (9.6%) of the students were reported that the reading materials are not challenging to understand and interpret complex vocabulary. Therefore, we can say that a very great number of the students concluded that the reading materials are challenging to understand and interpret complex vocabulary. In addition to this, some of the students revealed that the reading materials are not challenging to understand and interpret complex vocabulary.

Question 6 was intended to assess whether the students struggle with identifying the main ideas and key details in the texts you read or not. Here, the result of the participants revealed that

91(36.3%) of the students struggle with identifying the main ideas and key details in the texts they read very often. Whereas 98(39.0%) of students replied that they struggle with identifying the main ideas and key details in the texts they read sometimes. In contrary, 38(15.1%) replied that the students struggle with identifying the main ideas and key details in the texts they read rarely.

Moreover, 24 (9.6%) of students replied that they never struggle with identifying the main ideas and key details in the texts they read. Here it is possible to observe that many of the students struggle with identifying the main ideas and key details in the texts they read sometimes. In addition, some of the students did not struggle with identifying the main ideas and key details in the texts they read.

As the responses to Question 7 revealed that a big number of respondents 103(41.0%) reported that the students face difficulties in connecting the events and ideas within the reading materials sometimes. While 62(24.7%) and 50(19.9%) responded that the students face difficulties in connecting the events and ideas within the reading materials very often and rarely respectively. Furthermore, 36 (14.3%) reported that the students did not face difficulties in connecting the events and ideas within the reading materials. Thus from this data it is possible to say that most of the students face difficulties in connecting the events and ideas within the reading materials and some not.

4.3. Analysis of Data from the Interview

Another instrument used for data collection as mentioned in the methodology of the study was interview for teachers. Accordingly, a total of six teachers were interviewed separately. The six grades 5 and 6 teachers from Karalo kindergarten and primary school were made to react on the questions turn by turn.

Q1: Do you think that students in your school are good at reading performance?

The first item in the interview was intended to check the knowhow of teachers about the level of their students reading performance in general. Most of the teachers replied that their students are not good at reading performance. That is why the researcher took the response of one teacher in this regard, this responded:

“I don't think that my students are good at reading performance. I always suffer when I give reading activity which needs the reading performance of the students. They do not want to read the texts by themselves to give the answer for the given questions. Instead they prefer if I read the text aloud and translate some words to their mother tongue.”

Other teacher also replied almost the same response to the above teacher. According to their response they usually read the given texts loudly and translate it to the students' first language. This is because unless they read the text and translate it to mother tongue, their students do not understand what they are going to do. That is why they assumed that their students are not good at reading performance.

Q2: How do you evaluate the reading performance of your students?

In the second item of the interview, the researcher asked the teachers whether they have ever identified their students' level of reading performance. However, the responses from all of the teachers were “yes”. This shows teachers give questions, which can evaluate the students reading performance. Following this the researcher provided the third question about the method how the teachers evaluate the reading performance of their students at their word, sentence, and paragraph level. The responses were different.

Three of the respondents replied that they ask their students to read selected words and sentences by writing them on the blackboard. For instance, among these three teachers one of them explains “...first I select words and sentences which can evaluate students based on the content of the lesson they learnt and wrote on the blackboard. Then I call students one by one in front of the class and ask them to read. Finally, I give mark when s/he read aloud correctly.” The response of above two teachers was the same and the also they select words write on the blackboard and give the meaning by using the students mother tongue. To the contrary the rest three teachers explained that they merely give the chance to their students to practice reading aloud.

According to their explanation they give chances to voluntaries or assigning students to read the text. Then they directly move to the activities derived from the text. This implies that reading the teachers did not deliberately evaluate performance of the students rather than covering the content of the reading lessons presented in the text or curriculum.

Q3: How often do you teach reading skills to your students?

The experience of teachers was asked to get information about teaching of reading skills. Many of the teachers respond that they always teach reading skills based on the texts from the students' text book. A teacher, for instance, mentioned his experience as follows:

"...I teach every contents of the text book to my students so as to accomplish the yearly plan of the subject. I read aloud the text twice or above and ask them questions from the text. Sometimes I read aloud the text first and invite my students to read a paragraph from the text or call the students and make them read turn by turn. Then I proceed to the different kinds of questions related to the text..."

Q4: Do you think classroom organization can affect teaching reading? If yes How?

The researcher interviewed the teachers, whether classroom organization can affect teaching reading or not. However all of the respondents confirmed that classroom organizations have significant impact at teaching of reading. According to their response having better classroom physical environment enables teachers to organize students reading activities. Teachers can give different reading activities in group, pair or individually, when the class rooms have sufficient sets to the students and easy to arrange for the different activities.

For example, one teacher mentioned how classroom organization influenced his teaching of reading as follows:

"...I am always angry about the students' desks in my classroom. The desks are bigger and heavier. This makes them difficult to my students to adjust themselves in group. When I ask them to a text or passage together by sharing the same book from their partners, some of them stood up in front of others to join the group since their height is too short to reach the book on the top of the desk. Therefore, lack of proportionality on the size of the desks affects the students' participation and performance at reading activities..."

Q5: What methods do you use dominantly to teach reading?

As the reaction, of the teachers interviewed, they use different method to teach reading. Most of them teach reading by loudly reading the text given in the students' book. First the teachers read

the text or passage loudly. Then they explain the text to the students in different ways to make understanding about the text. In addition, they give the chance to their students to ask unclear ideas or points about the text. Finally they ask questions derived from the reading text and let the students do the exercises. This shows that students did not get the chance to read either loudly or silently by using different strategies of reading. The students were not readers they were listeners. Some teachers also replied that they use loud reading as a method of teaching and learning reading. When they do this first they read the text aloud then they give chance to the student to read aloud the text. After the students read the text aloud turn by turn the teachers give them activities from the text. Then they check the students work and give corrections. Lastly they give some additional follow up activities to be done at home.

Q6: What difficulties did you face when you teach reading skills?

About the challenges in teaching of reading in English language the teachers find that most of their students are slow readers. The learners do not have background knowledge about the target language according to the interviewees. One interviewee says that her students are in grade 4; but their grade level is not parallel with their reading ability and word recognition.

Therefore, the first cause explained from the interviewed teachers as a challenge of students' performance was the inability to read familiar words correctly. According to their explanation, it is not surprise to find some students who do not identify some letters. Regarding this one of the teachers told:

...when I invite reading aloud activities to some of my students, they usually stop somewhere in the text. If I read that difficult word or even a letter seemed to be difficult, then they immediately continue to read. Unless, I do this they stop reading and sit down.

Among the interviewed teachers most of them believe that effective reading depends upon difficult level of the text, the unknown words in the text and background knowledge of the reader. These all contribute to the reading successfully getting the message of the writer.

They tried to focus on all those factors, which make reading uneasy or difficult for the learners. According to them vocabulary, structure of sentences and background knowledge of the students are challenges for students reading performance. For instance one of the teachers has explained as:

...I have carefully observed during my presentations of reading lessons. The first and most problems I found were unknown or difficult words. Such vocabulary items, which students thought, were difficult for them evidenced to be a serious challenge in the way of reading.

In addition to difficult vocabulary items, teachers specified the complex sentence structure also create a problem for the proper understanding of the text. Consequently, a large number of students do not benefit much from such texts, which contain difficult sentence structure.

Moreover, the teachers explained that there must be appropriate relation between the textbooks and the cultural features that occur in the texts. Because the presence of those features in the texts, which students and in many cases even teachers cannot explain to the learners, can challenges reading. Furthermore, the interviewed teachers described that a text which reflects and contains difficult words, do not coordinate with background knowledge of the students and they do not know anything about the subject under discussion, they feel it completely difficult to understand the text.

Q7: How do you solve those difficulties?

About the solutions, two of the interviewees gave their responses to solve the problem of their students' low level of reading performance. As the two teachers explained, they taught some of their grade four students' alphabet reading and word identification. In addition, the teachers said that they selected those students who were not able to read passages and paragraphs. Then, they taught these students beginning from alphabet and word reading. Another teacher said that he used local language (Amharic) to solve the problem. Finally, one teacher again gave his response that he rarely used available teaching aids to help the students to develop their reading skills.

4.4. Analysis of Data from the Classroom Observation

As indicated in chapter three, observations were employed as data collection instrument in this study. The classroom observation was conducted in order to assess the grades 5 and 6 student's level of performance in reading comprehension skill and to identify the strategies teachers use in teaching reading comprehension skill of grades 5 and 6 students. The data was collected from the Karalo kindergarten and primary school grades five and six students. There are five sections of grades five and eight sections of grades six with a total number of 273 grade five students and 401 grade six students, that means 50 students in each section respectively. Therefore, the researcher dealt with teachers and observed each and every six section twice for two consecutive weeks. The researcher used observation checklist to check how students perform reading and what the strategies teachers use in teaching reading comprehension skill.

4.4.1. Students level of performance in reading comprehension skill

Table 4.6 below shows that the level of performance of grade 5 and 6 students in reading comprehension skill of Karalo kindergarten and primary school.

Table 4.6: Students level of performance in reading comprehension skill

No	Reading comprehension ability of the students	Yes	No
1	Are the students confident in reading comprehension?		√
2	Students read aloud	√	
3	Students can pronounce familiar words easily		√
4	Students read silently	√	
5	Students read for detailed information given in the text and answer questions	√	
6	Are students engage and motivated during reading comprehension activities?		√
7	Do the students collaborate and interact with their peers during reading comprehension activities	√	
8	Does the student read the passage at a constant speed?		√

9	Students integrate reading with other language skills through different activities	√	
10	Students express their individual views and opinions on the ideas reflected in the reading text		√

The first item of the observation is about the student confident in reading comprehension. The result of the classroom observation indicated that some students had given. Different titles of the texts and they read the text. Following this, some teachers asked their students about the topic or picture first and gave chances to predict about what would happen in the reading text or passage. However, as indicated in the above table 4.6 the result shows that more of the students haven't confident during read comprehension skills because of the students has shacked their hands and their sound were not clear during reading passage.

In the above table, the result shows that some of the students read aloud by following their teachers. According to the Ethiopian curriculum of English for grade 5 and 6 reading aloud is one of the ways which teachers are advised to teach reading to their students. Likewise, students are intended to read aloud the given text as a method of practicing the pronunciation of the familiar and unfamiliar words as a part of reading. Thus, the researcher checked whether the students perform reading aloud when their teachers asked them during the reading lessons. Even though students got lower chance to practice reading aloud from their teachers, some of the students tried to read familiar words aloud while most of them were struggling to read those familiar words.

During the reading process it was observed that many learners failed to blend letters to sound out words or to recognize words in the sentences, and confused letters, the sound they represented, and these affected their reading performance. When students read some words they read another word instead of written word or read word-by-word, ignoring the punctuation. For instance, instead of reading the word [from], they read /form/, similarly, they read /they/ instead of [their]. On the other hand, almost all students were not able to pronounce unfamiliar words when they found in the reading text. This implies that students need more practice on reading aloud since grade four is the transition period for students from learning to read to reading to learn.

According to the information in the table, the result shows that many of the students cannot pronounce familiar words. The table also indicates that many the students do not read silently and answer comprehension questions. During the observations the researcher noticed that the ways the teachers gave reading activities were quite different. For instance, many teachers let students proceed to the activities after both of them read the text aloud.

However, only few of the students tried to give the answer to the questions. Therefore the teachers were obligated to give the answers. Some teachers read aloud the text by themselves and ask their students to read the texts silently to answer the questions prepared from the reading text. But most of them didn't have the practice of silent reading. As a result, the students read the texts with humming sound instead of reading silently. Few of the teachers facilitate the situation for students to the reading activity and let students read silently to show their performance on the next activities from the text. However, their reading activity was unclear.

While others tried to read the texts with humming sound as usual, the rest sat silently without any activity or doing other activities very different from the reading text. Hence, students were out of practicing to perform silent reading. Due to this reason the performance of students on comprehension questions was lower than expected.

As indicated in table 4, among students have the chance in performing the given reading activities; Most of them have chance to read for detailed information given in the text and answer questions, guess the meaning of new words from the context and express their individual views and opinions on the ideas reflected in the reading text respectively. While observing students' reading performance the researcher noted that some teachers wrote key words or sentences which contained key words on the blackboard and asked their students to guess the meaning from the context. But most of the students tried to give the answer by translating to Amharic language. According to the observation result, the understanding of students' about guessing the meaning was translating the words to their first language.

4.4.2. Techniques/strategies teachers use in teaching reading comprehension skill

Table 4.7 below shows that the techniques/strategies teachers use in teaching reading comprehension skill of Karalo kindergarten and primary school.

Table 4.7: Strategies teachers use in teaching reading comprehension skill

No.	Teaching reading comprehension lessons	Observation days							
		Day 1		Day 2		Day 3		Day 4	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Does the teacher give brief introduction about the reading text?	✓		✓			✓	✓	
2	Are the reading topics was similar to the class topic given?	✓			✓		✓	✓	
3	Are the students allowed to work in pairs /groups and brainstorm on the topics to be read?	✓		✓		✓		✓	
4	Is discussion used as a way of helping students to get ideas on the reading comprehension?	✓		✓		✓		✓	
5	Does the teacher sort out difficult words from the texts and discuss with the students?		✓	✓		✓			✓
6	Are the students made to read the written text silently?	✓			✓	✓			✓
7	Are the students made to read the written texts loudly?	✓			✓	✓			✓
8	Does the teacher go around in the class room to assist students in their reading?	✓		✓		✓		✓	
9	Are the students helped to use contextual clues for difficult words?		✓	✓			✓	✓	
10	Are the students made in pairs/groups to reflect on what they have read?	✓		✓		✓		✓	
11	Are the students made to answer questions orally?		✓	✓		✓			✓
12	Are the students made to answer		✓	✓		✓			✓

	questions in writing?								
13	Are the students advised to assist each other when they have questions while they are reading?	√		√		√		√	
14	Does the teacher give practical activities for the students to demonstrate?		√		√		√		√
15	Does the teacher try to integrate the reading lesson with other language skills?	√			√		√	√	
16	The teachers utilizes visual aids or multimedia resources to support reading comprehension lessons		√		√		√		√
17	The teachers integrates technology effectively to enhance understanding of reading materials		√		√		√		√
18	The teachers offers personalized feedback to individual students to aid in the improvement of their reading comprehension abilities	√		√			√	√	
19	The teachers understand each student's unique needs and learning style	√		√		√		√	
20	The reading comprehension activities regularly incorporated into the lessons		√	√		√		√	

First observation day

The teacher started her class by greeting the students and asking the date. She then wrote the page number of the text and the topic instruction that says “Read and Do” and ordered a student to read aloud. This is actually a while reading activity. The pre reading phase was skipped all together. She then let many students read aloud turn by turn. In this case, the seventh item in the check list that reads as: I read the passage myself to the students before they read, has not been

accomplished. As they read students were corrected on the spot for wrong pronunciation and other mistakes they made. More than half of the students read the same text turn by turn. They were then made to read the questions aloud and answer them in the same manner. She frequently used to give corrections and asked questions while the students were reading aloud. She also praised students on all occasions even when they did not read appropriately.

Moreover half of the class was asked to read one by one the same paragraph. After half of the period had gone, they were made to answer questions by reading. A student was allowed to read the question and another was made to answer the same question. If the student made an error, the whole class was asked the question “Is he/she right?” at which students said “No” in chorus. Here also item number eight that reads as: I let them answer questions as they read the text, has not been observed since they were made to answer questions after they had completed reading aloud.

Second observation day

The teacher in second observation day as observed on the first day started by writing the topic on the black board in the same way like the first day observation teacher. However, she behaved differently from the second day observation teacher in such a way that she read the passage herself before she let students to do so. After she had finished reading she gave the students the chance of reading aloud one by one. After many of them got the turn, the teacher wrote some of the vocabulary on the black board and explained the meaning with the aid of a picture. The picture was shown to help them give the meaning of the vocabulary item in Amharic.

Third observation day

The teacher in third day observation as observed on the third day started by writing the topic on the black board as usual. However, she did differently from the first day in such a way that students were not made to read aloud. Despite not being briefed about the topic, they were made to read silently. The silent reading however, neither lasted long nor was followed by while reading exercise. It was soon followed by the usual reading aloud where many students took turns to read. However, according to the responses of teachers and students during individual interview, silent reading, though not usually done in a reading period is practiced some times. On the other hand, they said that the use of pictures for guessing meaning of vocabulary has been

unusual. Thus, it seems that the teacher knows the appropriateness of silent reading and the importance of teaching aids, but she is not using these methods usually for some unknown reason. The questions found after each of the reading paragraphs are also treated orally even when there appears writing instruction. The pictures in the text book at the side, below or above the passage were not used during the reading practice.

Fourth observation day

On the fourth day the teacher started the lesson as usual. She wrote the topic on the black board and then she read the passage herself aloud after instructing the students to follow her. Then students were made to read silently for a while. The silent reading did not take more than five minutes. Reading aloud followed and many of the students were given the opportunity of reading one by one. After about three-fourth of the class had read paragraph by paragraph, the teacher drew their attention to four vocabularies taken from the passage and wrote them on the blackboard. In line with this was a picture that illustrated the vocabulary items. Students were made to say the meaning in Amharic by looking at the pictures. Having discussed the questions orally with students, the teacher told her students to work on the written exercises as homework and at last she announced that the class for English was over as soon as the bell rang.

4.5. Discussion of Main Findings

This section presents the summary of main findings from the questionnaires, the classroom observation, and interview. The summary of main findings based on the specific objectives those was; the grades 5 and 6 students level of performance in reading comprehension skill, the strategies teachers use in teaching reading comprehension skill of grades 5 and 6 students, and the difficulties faced by grade 5 and 6 students in reading comprehension skill.

4.5.1. Reading Comprehension Performance

From the questionnaires, the classroom observation, and interviews, the grades 5 and 6 students level of performance in reading comprehension skill were identified and discussed as follows;

By analyzing the English reading skill of most learners in this study it was found that lack of word decoding ability stemmed from faulty recognition and naming of letters of the alphabet challenged and resulted in students' poor performance of reading. The learners were reading letters in words, rather than the sounds representing the letters. According to Lerner (2000),

decoding creates the foundation on which all other reading skills are built, so the absence of decoding skills in learners, as in this study, impedes word recognition and word attack skills. Levine (1994) writes that the ability to recognize words easily is fundamental to reading with comprehension, and once readers develop fluency in word recognition, they can concentrate on the meaning of the text.

Generally, there was lack of awareness of how words were collected in sound units making it difficult for the grade 5 and 6 students to break down words in sound component when reading. According to Lerner (2000), decoding of words requires sound teaching methods that help a child to store information in the long-term memory. If the process of teaching reading is well structured, then the word configuration can easily be stored in the child's memory and recalled during the reading act. The root cause of poor reading performance was decoding, which stemmed from lack of reading practice. It was also observed that most learners did not have an opportunity to read aloud during reading lessons.

According to Alderson (2000), fluency is defined as the ability to read with speed, accuracy, and proper expression, and children who do not read with fluency read awkwardly. Murray and Johnson (1996) observe that learners who do not read with expression have difficulty with decoding skills. As the Grade 5 and 6 learners in this study head into the upper primary grades, fluency becomes increasingly important. The demands of reading required in the upper primary increase dramatically. Thus, learners whose reading in grade 4 is slow or labored face trouble meeting the reading demand of the upper grades.

Gall and Borg (2007) suggest that comprehension of the texts requires readers to actively engage the text to construct meanings. To develop this in children, all reading instructions should provide for the development of reading comprehension abilities. The poor performance of comprehension skills among the grade 5 and 6 learners resulted in poor decoding skills, word identification, and lack of vocabulary in English and recognition abilities in this. According to Pang et al. (2003), comprehension is the process of deriving meaning from connected text. The chief objective of reading is to understand, which ultimately depends upon one's ability to decode and master sight words. When word recognition is automatic, readers are able to concentrate on the meaning of whole sentences and paragraphs.

4.5.2. Teaching Strategies/Techniques

From the questionnaires, the classroom observation, and interviews, the strategies teachers use in teaching reading comprehension skill of grades 5 and 6 students of Karalo kindergarten and primary school were identified and discussed as follows;

The study shows that regarding the strategies teachers use in teaching reading comprehension skill. Most of the teachers were not encourage students in collaborative reading activities with their peers to improve comprehension skill Bell (2001) stated that teachers of English can promote reading through positive effect by creating suitable atmosphere in each classroom. Positive teachers are realistic, competing to help their students and always making the best to them. Also, Maggi (2004) noticed that the role of the English teachers himself is important and can have a positive or negative influence upon progress in learning to read. Pupils are fortunate indeed if English teachers are so able, well-trained and sympathetic. This maintains good pupil-English teacher's relationships and is able to achieve a proper balance in developing skills and abilities in the reading program.

Since teachers and their instructional techniques have been recognized as significant contextual factors that may be crucial for early language development (Mihaljević& Djigunović, 2013) and reading achievement of beginning readers, it can be concluded that phonics approach might be one of the instructional techniques needed by the learners to strengthen their word tackling strategies, improvement of word recognition, and development of reading fluency (Grabe, 2002; Saville-Troike, 2006). The teachers' failure to recognize the importance of developing the learner's phonological skills unexpected, considering the teachers' reports on having on average between 1 and 10 learners with reading difficulties in a class. A possible reason for this failure may be the teachers limited knowledge on teaching reading to learners, or over-reliance on the whole-word reading approach.

Al Khaseefan (2000) noticed that there are teachers of English who did not use different methods and approaches which help the students to identify the difficult words in silent reading, and also did not use methods of teaching which help students organizing what they read. That is the teacher plays an important role in the reading difficulties.

4.5.3. Difficulties Faced

From the questionnaires, the classroom observation, and interviews, the difficulties faced by grade 5 and 6 students in reading comprehension skill were identified and discussed as follows;

There are students with high English reading difficulties in Karalo kindergarten and primary school on reading comprehension skill. Although students considered themselves as successful readers, they couldn't show awareness of reading difficulties and described their own difficulties related to reading in English. Mostly, lack of pronouncing new words and respecting punctuation, reversing syllables (changing the order of syllables in a word) recognizing known words fast (sight reading) and omitting words (not saying the word in the text) reading difficulties which are very high. Articulation problems (making sounds), recognizing and pronouncing certain consonants, substituting words (saying another word instead the one in the text), recognizing and pronouncing certain vowels, repeating words or parts of sentences are medium difficulties. Lack of reading at appropriate speed (reading too slowly or too fast), matching letters to sounds accurately, and inserting words (adding a word that is not in the text) were difficulties.

Armbruster et al., (2003) through phonics awareness, children understand how different letters make different sounds and also learn the rules that guide these sounds. And students can improve fluency, punctuation, and pronunciation. Understanding the relationships that exist between letters, sounds, and words allows children to automatically and accurately decode new words.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

This study was conducted to assess the practices of teaching reading comprehension skill in grades 5 and 6 Karalo kindergarten and primary school in Addis Ababa. Specifically, it was aimed to examine the grades 5 and 6 students' level of performance in reading comprehension skill, to identify the strategies teachers use in teaching reading comprehension skill, and to explore the difficulties faced by grade 5 and 6 students in reading comprehension skill. In order to achieve the research objectives, a descriptive research design with quantitative qualitative research approach were used. A sample of 251 students and six teachers from the grades 5 and 6 of Karalo kindergarten and primary school was participated in this study. The school was purposefully selected as sample. The data was collected through questionnaires, classroom observation, and interview. Then the collected data was analyzed and discussed quantitatively and qualitatively. Finally, it was possible to reach its end by finding out the level of performance of students on reading comprehension, the strategies teachers use in teaching reading comprehension skill and the difficulties faced by grade 5 and 6 students in reading comprehension based on the objectives of the study. Thus, the findings of the study were summarized below.

The data obtained from the questionnaires, classroom observation, and interview revealed that more of the students haven't confident during read comprehension skills; some of the students tried to read familiar words aloud while most of them were struggling to read those familiar words; most of the all students were not able to pronounce unfamiliar words when they found in the reading text. Moreover, most of the teachers incorporate interactive discussions during reading sessions to enhance comprehension skills; teachers were never use visual aids or multimedia resources to support reading comprehension lessons; the teachers very often provide personalized feedback to help the students to improve their reading comprehension skills. Furthermore, most of the students have difficulty in finding the meaning of unfamiliar word from the context; the students have face problems in inferring meaning from the reading passage; most of the students struggle with identifying the main ideas and key details in the texts they read.

5.2. Conclusions

Based on what has been found out as result of the research study and the summary stated above, the following conclusions are drawn.

The results of the study show that most of the students haven't confident during read comprehension skills; some of the students tried to read familiar words aloud while most of them were struggling to read those familiar words; most of the all students were not able to pronounce unfamiliar words when they found in the reading text. From this, the students reached the grade without some proficiency in the reading unfamiliar word reading, fluency, and comprehension at their early grades.

Moreover, most of the teachers incorporate interactive discussions during reading sessions to enhance comprehension skills and the teachers very often provide personalized feedback to help the students to improve their reading comprehension skills. In contrary, most of the teachers were never use visual aids or multimedia resources to support reading comprehension lessons. This shows that teaching reading in classroom, according to the findings, is solely depended on the classroom reading. According to the finding, the teachers did not encourage the students to read at home assuming their students could not do this without the help of teachers. As observed from the classroom observations, the teachers' methods of teaching reading seem to be traditional and translating to the student's first language are being carried out. The questionnaires, interviews, and observation checklists revealed that both teachers and students did not show effort on promoting reading. Most of the teachers read the texts presented in the text book and clarify about the message of the text by translating in to the students' first language, then asked the students to answer the questions without reading the text. This implies that the teachers themselves did not value reading and students were passive listeners than readers.

Furthermore, most of the students have difficulty in finding the meaning of unfamiliar word from the context; the students have face problems in inferring meaning from the reading passage; most of the students struggle with identifying the main ideas, and key details in the texts they read.

5.3. Recommendations

Based on the research findings of this study the following recommendations are made:

- ✓ Increase teachers involvement: Encourage more teachers to involve students in selecting texts to increase engagement and relevance.
- ✓ Promote Independent Reading: Develop strategies and activities that encourage independent reading, reducing reliance on teacher-led sessions.
- ✓ Improve Classroom Organization: Optimize classroom layouts to facilitate group work and interactive activities, ensuring all students can participate effectively.
- ✓ Offer Professional Development: Provide ongoing professional development for teachers focused on effective reading strategies and the use of technology in literacy instruction.
- ✓ Foster Collaborative Learning: Continue to promote and enhance collaborative reading activities, leveraging peer support to improve comprehension skills.
- ✓ Incorporate Cultural Contexts: Ensure reading materials reflect diverse cultural contexts to enhance reliability and comprehension.
- ✓ Use of Mother Tongue: While translation into the mother tongue can aid comprehension, balance this with strategies that build proficiency in the target language.
- ✓ Interactive and Engaging Lessons: Design lessons that are interactive and engaging, utilizing varied instructional techniques to maintain student interest..
- ✓ In addition to reading aloud to students, students should have an opportunity to read on their own in order to develop comprehension-reading skills.
- ✓ The method of group work and pair work in teaching reading should be emphasized as students learn from each other and language is better learnt in groups than individually.
- ✓ The teachers should give due attention on the teaching strategies and processes of reading skills. They should give adequate practice to help students develop the skill and confidence in reading in English. In addition to this, the teachers should be given on the current teaching and learning methods of reading skills.
- ✓ Further research should be conducted to study the practice of the teaching of reading comprehension skills.

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APPENDICES

APPENDIX A: QUESTIONNAIRE

ADDIS ABABA UNIVERSITY

COLLEGE OF Humanities Language Studies Journalism and communication

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Student Questionnaire

Dear Student,

This questionnaire is designed to get some information concerning reading comprehension. The information you provide will be used for the improvement of your English in the future. Hence be honest and feel free to provide genuine information for its success. Please do not leave any question unanswered. If you have any question that you do not understand while answering, please ask me.

I thank you for your co-operation!!!

Don't write your name!!

General Information

School.....

Grade and Section.....

Part I: Indicate your response by circling the letter of your choice.

A. Reading Comprehension Performance:

1. How often do you read passage?

- a) Very often b) Sometimes c) Rarely d) Never

2. How often do you skim and scan your passage?

- a) Very often b) Sometimes c) Rarely d) Never

3. How often does your teacher provide you with techniques and strategies for understanding a reading passage?
a) Very often b) Sometimes c) Rarely d) Never
4. How often do you engage in activities that promote independent reading comprehension?
a) Very often b) Sometimes c) Rarely d) Never
5. How often do you feel confident in your reading comprehension skills?
a) Very often b) Sometimes c) Rarely d) Never
6. How often do you think you have sufficient opportunities in reading tasks?
a) Very often b) Sometimes c) Rarely d) Never

B. Teaching Strategies:

7. How often does your teacher involve you in selecting textbook for your lessons?
a) Very often b) Sometimes c) Rarely d) Never
8. How often does your teacher incorporate interactive discussions during reading sessions to enhance comprehension skills?
a) Very often b) Sometimes c) Rarely d) Never
9. How often do your teachers use visual aids or multimedia resources to support reading comprehension lessons?
a) Very often b) Sometimes c) Rarely d) Never
10. How often does your teacher encourage you in collaborative reading activities with your peers to improve comprehension? A) Very often b) Sometimes c) Rarely d) Never
11. How often does your teacher provide personalized feedback to help you improve your reading comprehension skills? a) Very often b) Sometimes c) Rarely d) Never
12. How often are you satisfied with the reading materials and genres introduced by your teachers to enhance comprehension? A) Very often b) Sometimes c) Rarely d) Never

C. Difficulties Faced:

13. How often do you have difficulty in finding the meaning of unfamiliar word from the context?

- a) Very often b) Sometimes c) Rarely d) Never

14. How often do you have difficulty in finding the central idea of a passage?

- a) Very often b) Sometimes c) Rarely d) Never

15. How often do you face problems in inferring meaning from the reading passage?

- a) Very often b) Sometimes c) Rarely d) Never

16. How often do you find the reading materials provided by the school challenging enough to enhance your comprehension skills?

- a) Very often b) Sometimes c) Rarely d) Never

17. How often do you find itthe reading materials are challenging to understand and interpret complex vocabulary? a) Very often b) Sometimes c) Rarely d) Never

18. How often do you struggle with identifying the main ideas and key details in the texts you read? a) Very often b) Sometimes c) Rarely d) Never

19. How often do you face difficulties in connecting the events and ideas within the reading materials? a) Very often b) Sometimes c) Rarely d) Never

Part II: Give your opinion regarding the following questions (use the space provided for your answers)

What major problems/difficulties do you face in doing reading comprehension tasks?.....

.....
.....
.....
.....
.....
.....

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APPENDIX B: QUESTIONNAIRE

ADDIS ABABA UNIVERSITY

COLLEGE OF Humanities Language Studies Journalism and communication

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

A Study of the Practices of Teaching Reading Comprehension Skill: The Case of Grades 5 and 6 of Karalo kindergarten and primary school in Addis Ababa,

INTERVIEW QUESTIONS

Respected Teacher,

First of all, I would like to thank you for your willingness for this interview. I am conducting an M.A. research entitled “**A Study of the Practices of Teaching Reading Comprehension Skill: The Case of Grades 5 and 6 of Karalo kindergarten and primary school in Addis Ababa, Ethiopia**” The aim of this interview is to get your inputs about the student’s level of performance in reading comprehension, techniques/strategies teachers use in teaching reading comprehension, and the difficulties/challenges faced by grade 5 and 6 students in reading comprehension skill of Karalo kindergarten and primary school. This interview is meant to obtain information from you in this regard. I would like to assure that the information you provide me would be kept confidential. So, please feel free to give you know. Thank you very much for your cooperation!

Demographic information:

What is your education background and level?

.....

How long have you been teaching English? In year.....

What grade level are you teaching?

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APPENDIX C: QUESTIONNAIRE

ADDIS ABABA UNIVERSITY

COLLEGE OF Humanities, Language Studies, Journalism, and communication

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Interview questions:

1. Do you think that students in your school are good at reading performance in English?
2. How do you evaluate the reading performance of your students?
3. How often do you teach reading skills to your students?
4. Do you think classroom organization can affect teaching reading? How?
5. What methods do you use dominantly to teach reading?
6. What technique and strategy do you apply when students come across unfamiliar words in the reading passage?
7. What difficulties did you face when you teach reading skills?
8. How do you solve those difficulties?
9. Would you please, describe the teaching techniques or strategies that you think are more effective to promote reading comprehension?
10. Please describe how often make your student evaluate their reading skills?
11. Do you think your students have lack of motivation to read? If your answer is Yes, Why?
12. In what ways do you utilize visual aids or multimedia resources to support reading comprehension lessons? Can you provide specific examples?

APPENDICES

APPENDIX D: QUESTIONNAIRE

ADDIS ABABA UNIVERSITY

College of Humanities Language Studies Journalism and communication and

Department Of English Language And Literature

Observation Checklist

This observation checklist is intended to assess the practices of teaching reading comprehension skill in grades 5 and 6 Karalo kindergarten and primary school. Its specific objectives are to examine the student’s level of performance in reading comprehension skill and to identify the strategies teachers use in teaching reading comprehension skill of grades 5 and 6 students.

School.....

Section.....

Observation day.....

Time.....

SECTION A: STUDENTS READING PERFORMANCE IN COMPREHENSION SKILL

No	Reading comprehension performance of the students	Yes	No
1	Are students confident in their reading comprehension skills		
2	Students read aloud		
3	Students can pronounce familiar words easily		
4	Students read silently		
5	Students read for detailed information given in the text and answer questions		
6	Are students engaged and motivated during reading comprehension activities		
7	Do the students collaborate and interact with their peers during reading		

	comprehension activities		
8	Students express their individual views and opinions on the ideas reflected in the reading text		
9	Students integrate reading with other language skills through different activities		
10	Does the student read the passage at a constant speed		

SECTION B: TECHNIQUES/STRATEGIES TEACHERS USE IN TEACHING READING COMPREHENSION SKILL

No.	Teaching reading comprehension lessons	Observation days							
		Day 1		Day 2		Day 3		Day 4	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Does the teacher give brief introduction about the reading text?								
2	Are the reading topics similar to the class topic given?								
3	Are the students allowed to work in pairs /groups and brainstorm on the topics to be read?								
4	Is discussion used as a way of helping students to get ideas on the reading text?								
5	Does the teacher try to integrate the reading lesson with other language?								
6	Are the students made to read the written text silently?								
7	Are the students made to read the written texts loudly?								
8	Does the teacher go around in the class room to assist students in their reading?								
9	Are the students helped to use								

	contextual clues for difficult words?								
10	Are the students advised to assist each other when they have questions while they are reading?								
11	Are the students made to answer questions orally?								
12	Are the students made to answer questions in writing?								
13	Are the students made in pairs/groups to reflect on what they have read?								
14	The teachers give practical activities for the students to do the reading comprehension.								
15	The teacher sort out difficult words from the texts and discuss with the students?								
16	The teachers utilizes visual aids or multimedia resources to support reading comprehension lessons								
17	The teachers integrates technology effectively to enhance understanding of reading materials								
18	The teachers offers personalized feedback to individual students to aid in the improvement of their reading comprehension abilities								
19	The teachers understand each student's unique needs and learning style								
20	Are reading comprehension activities regularly incorporated into the lessons								