

**EXPLORING TECHNIQUES EMPLOYED BY TEACHERS TO TEACH
READING COMPREHENSION IN GRADE TEN IN SELECTED
SECONDARY SCHOOLS IN CHILANGA DISTRICT, ZAMBIA.**

by

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DECLARATION

I, Delphine Choonga, do solemnly declare that this dissertation is a product of my own work, that all sources cited have been acknowledged and that it has not been submitted to any other or this university for a degree.

Name: DELPHINE CHOONGA

Signed

Date.....

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DEDICATION

This work is dedicated to my late mother, Mirriam Muleya, I wish you were alive to see what and where I am today. I loved you when you were alive, even in death, I still love you. I miss you greatly mum! May your Soul continue resting in peace.

APPROVAL

This dissertation of Delphine Choonga is approved as the fulfilling part of the requirements for the award of the Degree of Master of Education in Literacy, Language and Applied Linguistics by the University of Zambia.

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ABSTRACT

This research explored the techniques teachers employ to teach reading comprehension in grade ten (10) in selected Secondary Schools in Chilanga District, Zambia. The objectives of the study were to: Assess the teachers' knowledge of the concept of reading comprehension; explore the teachers' classroom techniques they employ to teach reading comprehension and lastly, to establish the challenges they encounter in teaching reading comprehension. The research approach used in this study was a qualitative approach. The study used a descriptive research design. Data was collected from lesson observations, interviews and focus group discussions and was analyzed through identification of common themes from the participants' descriptions and presentations of their experiences and knowledge about the subject matter. 29 participants were purposively selected from three secondary schools including SO, teachers and learners. The study revealed a shared understanding among participants, including the Standards Officer, Heads of Department, teachers and learners regarding the vital role of reading comprehension in vocabulary development, understanding complex concepts, and fostering critical thinking. Participants showed a nuanced grasp of reading comprehension as reading the passage, analyzing, understanding, interpreting, skimming, scanning, vocabulary and answering questions, recognizing its importance in assessing learners' reading levels. The study highlighted that participants displayed a more comprehensive awareness of techniques and activities for teaching reading comprehension. The study revealed that teachers employed diverse techniques such as; silent reading, discussions (pair work, group work and class discussion), reading aloud, presentations, individual work, retelling, brainstorming and question-and-answer sessions. Three stages; pre-reading, while-reading, and post-reading were identified in teaching reading comprehension, aligning with established pedagogical models. These findings align with prior research, supporting the use of eclectic methods for a more effective and engaging learning experience. Finally, the study identified challenges such as; large numbers of learners, teacher unpreparedness, inadequate materials, learners' inability to read, lack of interest in reading by learners, failure of learners to find meaning from the context and low English proficiency among learners. These challenges align with existing literature, emphasizing their universality in diverse educational contexts. Additional obstacles include socioeconomic disparities, the need for culturally relevant reading materials, and the impact of parental involvement on

reading habits. The recommendations of the study based on the findings were; School administrators should prioritize resource allocation, ensure adequate teaching materials, address socioeconomic disparities, invest in professional development, and create a diverse school culture to overcome obstacles. These recommendations were aimed at improving the techniques in teaching reading comprehension in Zambia.

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LIST OF ABBREVIATIONS

HSSREC	Humanity and Social Sciences Research Ethics Committee.
DEBS	District Education Board Secretary
EFALL	English First Additional Language Learners
RRW	Reading Rocket Website
MKO	More Knowledgeable Other
ZPD	Zone Proximal Development
CDC	Curriculum Development Center
ESO	Education Standards Officer
HOD	Head of Department
SCH	School
CPD	Continuous Professional Development
DODI	Departmental Develop Organize, Discuss and Implement it
EFL	English as a Foreign Language
Tr	Teacher
PP	Pupil

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CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter explained how the English syllabus is clear on reading comprehension, how it encourages effective teaching using different teaching techniques, and how learners should be able to acquire the necessary reading techniques and values. This chapter also explained that reading is one of the most important activities in education and how crucial reading comprehension is as part of the language and literacy education process. This chapter further outlined the statement of the problem, the purpose, and the objectives of the study. It has also explained the significance of the study, delimitations, limitations, and theoretical framework.

1.1 Background

The senior secondary syllabus is clear on reading comprehension: the intensive reading passage will be the main stimulus for the text-based integrated and communicative approaches. The English Language Syllabus encourages the effective teaching of English at all school levels by using different teaching techniques. Care should be taken to choose passages across the curriculum that are not only interesting to the pupils but also provide suitable and adequate material for the development and practice of language skills. The general outcomes consolidate that learners should be able to acquire reading techniques and values necessary for use both inside and outside school and demonstrate different reading skills appropriate to the type of material (English Syllabus, Grades 10–12, 2013, p. 5). In teaching reading in a foreign language, the teacher must make sure that the learner or student understands all concepts. The teacher has to give organized practice to help the learners assimilate both sound and structure directly through the link between language and behaviour. Bell (2001) says that the main aim of good reading is not a word-for-word translation of the text but rather an understanding of the concepts presented without recourse to the native language.

Reading is one of the most important activities in education. Reading brings us new knowledge and new information, and it is also an activity with a purpose (Woolley, 2011). A person may read in order to gain information, verify existing knowledge, or

critique a writer's ideas or writing style. A person may also read for enjoyment or to enhance their knowledge of the language being read. Reading skills play an important role in the acquisition of cognitive processes. This is because almost all knowledge is presented in the form of written language. According to Bråten & Strømsø (2007, p. 196), reading is often described as an interactive process where comprehension is a result of joint efforts from the author and the reader. The author has to formulate the content so that it is interpretable, whereas the reader must mobilize the skills and knowledge needed to comprehend the text. However, the reader is the one most likely to spoil the process, fail to understand, give in, and stop reading. Hence, the reader is considered to be the one most responsible for gaining comprehension. Learning to read cannot be obtained naturally, but through a learning process. Whether it is the need for learning something new, increasing knowledge, or searching for information, one has to be able to read with comprehension (Maagerø & Tønnessen, 2006).

Reading cannot be separated from comprehension because reading requires comprehension of the meanings stated in the text. Reading comprehension is a crucial part of the language and literacy education process. The goal of reading is comprehension. Comprehension is the understanding of the meaning of the written and covers the conscious strategies that lead to understanding. The process of reading deals with language form, while comprehension deals with language content. Comprehension means that the reader can relate his or her background knowledge and understanding of the text. Reading comprehension is the ability to understand written material, and it provides a crucial link between learning and literacy. It helps to strengthen language and communication skills. It can help children not only with reading but also with developing other skills such as memory and vocabulary. It can help children retain what they have learned in school. Additionally, as language and literacy are essential skills for children, it is important to develop them at an early age. Therefore, reading is a process of communication from the writer to the reader.

All elements in a text, such as composition, structure, and content, are essential and equally important in understanding the content of a text. A good comprehension of concepts, words, and phrases is connected and important in gaining motivation to read on, as the reader tends to lose coherence and continuity as well as interest in what is read if he or she struggles with understanding what is read or if he or she meets too

many unknown words or phrases in what is read (Roe 2014, p. 56). In meeting many difficult and unfamiliar words and phrases, the learners may lose patience with their reading and experience feelings of failure. Hence, it is important to focus on reading comprehension, as it is crucial to make the students realize that reading and reading with comprehension are of vital importance not only in school but also in everyday life. Klingner et al. (2007, p. 8) explain that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what readers bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

Rosenblatt (1985, p. 100; Lundahl 1998, p. 194) argues that comprehension is a result of a transaction between the reader and the text and explains reading a text as “an event involving a particular individual and a particular text, happening at a particular time, under particular circumstances, in a particular social and cultural setting, and as part of the ongoing life of the individual and the group. Without comprehension, children gain no meaning from what they read. Comprehension techniques are used to increase children’s understanding of the text and help them become active readers by engaging with the text. According to the RRW (2002), good readers utilize techniques to “repair” or “fix up” their shortage of knowledge. Reading is done so that one can learn something from the text. Therefore, reading comprehension simply means understanding, extracting, and constructing meaning from what is read.

Maala and Mkandawire (2022) investigated factors contributing to low performance in English reading comprehension among Grade 8 pupils in three selected secondary schools in Lusaka District, Zambia. The study revealed that there were multiple factors contributing to low performance in reading comprehension, which included a lack of knowledge by some teachers on the procedure for teaching reading comprehension and, therefore, being taught poorly.

Teaching reading comprehension success relies on various teaching techniques. Teachers must select suitable techniques and develop them to maximize student motivation and results. Language teaching methods are influenced by specific learning objectives, making the choice crucial for effective teaching. The CDC (2013, p. 6) has given teachers the teachers the liberty to select their own teaching techniques for

teaching English by stating that “the onus is on the teacher to find different methodologies for effective teaching.”

Technique can be defined as a method, way, or system. According to Hornby, technique is a method of doing something expertly. Teaching, according to Djayadisastra (1992, p. 12), is all the initiatives that are carried out by the teacher to hand the material to the students. Based on the above definition, the meaning of the technique of teaching reading comprehension is the method or way used by the teachers in carrying out the text by means of extracting the required information from reading texts. In teaching English, including teaching reading comprehension, there are many techniques that can be used by the teacher. Every teacher may have his or her own techniques for teaching reading comprehension. This is very important for the teachers because they are trained to use a variety of methods and techniques to achieve the highest degree of pupil learning.

Sally (1981: 173) says, “There are many steps that can be used in reading comprehension presentation, namely: explanation of the text, Word study, Read the passage fairly quickly to get the general idea. Asking the students to number the paragraphs of the passage, Oral comprehension, Read again a little slowly so as to know the details. Reading aloud, Underlining the topic sentence, study the questions thoroughly and write work.”

Introduction or explanation of the text Here, the teachers introduce the text to the class and then explain it briefly to raise the students’ interest in the lesson being discussed. After a short introduction (such as ‘Today we are going to read about Marcopolo, The famous traveller,’ and so on), the teachers read the passage to the class while the students are asked to listen to the teachers (Sally, 1981, p. 73).

Word study. This step includes asking the meaning of words, phrases, and idioms; the teachers ask the students to study the words, phrases, and idioms that occur in the text. If any words are not understood by the students or are unfamiliar with them, they may ask their teachers, and “the teachers have to explain their meaning because some of the words will be new to the class while others will be familiar words in new ways.

Asking the students to number the paragraphs of the passage. This is very important because through this activity, the students will find certain words, phrases, and idioms that are being explained or discussed by the teachers. For instance, the teachers will tell the students to find the words similar in the second paragraph, or look at the word simulate in the third paragraph, and so on.

Read the passage fairly quickly to get the general idea. The teachers request that the students read the passage quickly. The students do not look for any specific information, but rather to get a good general overall understanding of the passage, such as how many people there are in the passage, what is the relationship among the paragraphs, etcetera.

Read again, a little slowly, so as to know the details. After the students read the passage quickly, they are asked to read it again to know the details of the passage. In this case, Harmer (2000, p. 156) says, “Very often, the students have read the passage for the first time; they then return to it to perform more detailed comprehension, which focuses on the detail of the text.” The students should be able to grasp information from paragraph by paragraph.

Underlining the topic sentence. The students are asked to underline the topic sentence in every paragraph. This is very important in the activity of reading comprehension because the topic sentence usually states the main idea of the paragraph.

Oral comprehension. Here, the teachers test the students’ understanding of the passage by asking oral comprehension questions. “Asking oral comprehension to be answered orally by individual pupils or by all students” (Hill and Dobby, 1993: 52). This is an important part of the reading comprehension class to know whether the students understand the passage or not.

Reading aloud. Reading aloud is essential during the reading activity; related to this, Sally (1981:174) says, “A reader who has not pronounced the word could, for example, be struggling to read it, while a student who has read it aloud several times will read it at a glance”.

Study the questions thoroughly. The teachers ask the students to study the questions at the end of the passage. If any of the students do not understand the questions, the teachers have to explain and make the questions clear to the students.

Written work. This written work can be answering the comprehension questions of the passage, taking some points or ideas from the passage, translating the passage into Indonesian, and summarizing the passage. This work should be written in their exercise books (Fitriadi, 2016).

Based on the explanation above, there are ten steps that can be used in teaching reading comprehension. If these steps can be applied optimally by the teachers, the yield of teaching reading comprehension can be raised. For this reason, there was a need for the researcher to carry out a study on how English reading comprehension lessons are taught in schools in Chilanga District.

1.2 Statement of the Problem

In order to reach the learners and teach them something, it is vital to teach in a relevant manner, opening up for learner participation, and considering all the different individuals in the classroom. For learners to be able to read with comprehension, the teacher has to inspire and make them realize the relevance and benefits of reading. Teachers have to reflect on many aspects, such as the needs, motivation, characteristics, and resources of their learners, to be able to meet them in the best possible manner. According to Chazangwe (2011), Grade 9 and 12 marking centres have over the years expressed concerns that pupils do not perform well in the reading comprehension component. An analysis of the Examinations Council of Zambia examiner's report on the 2019 grade 9 examinations and the 2020 grade 12 Joint School Certificate and General Certificate of Education examinations also showed poor performance of pupils in reading comprehension tasks. The reports indicated that more than 50% of the candidates scored below half the total mark in the reading comprehension section, with some scoring as low as between 0 and 7 marks out of 20. The 2020 grade 12 report for Chilanga District showed poor results in English. One of the reasons for poor performance is low reading levels in schools. Could this be attributed to the type of teaching techniques teachers are using to teach reading comprehension? It was not known what techniques teachers were using to teach reading comprehension, hence, this study.

1.3 Purpose of the Study

To explore the techniques teachers employ to teach reading comprehension in grade ten (10) in selected Secondary Schools in Chilanga District.

1.4 Objectives of the Study

The study's objectives were to:

- i. Assess the teachers' knowledge of the concept of reading comprehension.
- ii. Explore the teachers' classroom techniques they use to teach reading comprehension.
- iii. Establish the challenges they encounter in teaching reading comprehension.

1.5 Research Questions

The research questions that guided this study were:

- i. What is the teachers' knowledge of the concept of reading comprehension?
- ii. Which classroom techniques are teachers using to teach reading comprehension?
- iii. What challenges do the teachers encounter in teaching reading comprehension?

1.6 Significance of the Study

The findings may be useful to teachers, as this may result in improved teaching. By utilizing a range of teaching methods, teachers would effectively meet the needs of individual learners and promote their motivation, critical thinking, and decision-making skills, not only in reading comprehension but in other areas too. They can use research as a reference to find out what kinds of techniques are effective in improving reading skills in learners. Teachers may also obtain information about supporting and inhibiting factors in classroom teaching techniques so that they can think about them before implementing them in the classroom. The findings may help learners achieve their learning goals and have more opportunities to perform better in class, as teachers would assess the needs of their learners and allow them to understand which classroom techniques may be helpful. They may motivate them to learn English reading skills using the techniques described so that they do not get bored easily with learning. That would give positive results in terms of increased efficiency for the entire class.

The findings may also produce information that could be used as a reference. Other researchers can use the results of this study if they are interested in exploring the same knowledge. The results of this study may also be a reference from the perspective of

those who conduct research in the same field. The findings may also contribute to the body of knowledge in the area of teaching techniques for teaching reading comprehension. Lastly, the study may broaden the understanding of this important topic among teachers and curriculum developers, as it may provide evidence-based insights into effective teaching practices and help policymakers and teacher educators make informed decisions about what content to include in the curriculum. They may reflect on the teaching techniques and methods and assist in suggesting possible remedial measures on how to deal with the challenges encountered during the teaching of comprehension at the classroom level. Hence, it provides room for further research.

1.7 Delimitation of the Study

This study was carried out in Chilanga District, Lusaka Province, only. The study focused on techniques used by teachers to teach reading comprehension to grade ten (10) pupils in public secondary schools.

1.8 Theoretical Framework

A theoretical framework is a collection of interrelated ideas based on theories (Kombo & Tromp, 2006). According to Sinclair (2007), “a theoretical framework is like a map or travel plan. When planning a journey in an unfamiliar country, people seek as much knowledge as possible about the best way to travel, using previous experience and the accounts of others who have been on similar trips. The plan will ensure that the journey is successful. This study was guided by the social constructivism theory to map a better understanding of the knowledge about the utilization of teaching techniques in teaching reading comprehension. This section gives a brief explanation of the theory used in the study and how the theory guided the study.

1.8.1 The Socio cultural Theory

Lev Vygotsky, the founding father of social constructivism, is one of the prominent psychologists and educators whose works have played a pivotal role in teaching in the 21st century. In his book ‘Mind and Society’ (1978), he presents a theory of human development in which he describes the interplay between an individual and society and argues for the interaction between learning and development. In other words, culture plays an important role in human development because activities, thoughts, and inventions are dependent on the past, and it is this past that shapes the future. Consequently, the younger generations depend on their experienced adults, from whom they learn skills and knowledge through social interaction. Social constructivism

believed in social interaction and that it was an integral part of learning. Social constructivism is based on the social interaction of a student in the classroom, along with a personal critical thinking process (Powell & Kalina, 2009, p. 243). Jones & Areje (2005, p. 5) confirm that “from the very first days of the child’s development, his or her activities acquire a meaning of their own in a system of social behavior and, being directed towards a defined purpose, are frequently refracted through the prism of the child’s environment. The path from object-to-child and from child-to-object passes through another person.

This theory of constructivism indicates that a teacher creates a conducive environment for learning where learners are involved in activities that are interesting, authentic, encouraging, and full of mediation. This type of teacher does not become a spectator but a guide for the learners when they encounter problems. The learners will be encouraged to learn by giving meaning to their activities by comparing them to real-life experiences. Accordingly, when teaching reading comprehension, cognisance of the advantages of constructivism is imperative.

Shraw and Norby (cited in Woolfolk, 2014, p. 321) indicate that constructivist theories have two main notions, namely that learners are active in constructing their knowledge and that social interaction is important in the knowledge-construction process. In adopting this theory of learning in my study, it would assist in drawing conclusions verifying that its recommendations and processes, when applied to reading comprehension lessons in grade ten, can be of benefit (or not). In this study, the researcher wanted to explore how the grade ten teachers could accept and apply this theory in their classes during reading comprehension lessons. There are three main principles that govern Vygotsky’s work, and these are:

1.8.2 The More Knowledgeable Other (MKO)

Vygotsky believed that knowledge and thought are constructed through social interaction with family, friends, teachers, and peers. He referred to the people that we learn from as more knowledgeable than others. The constructivist theory promotes an interactive process of learning, which implies that learners construct knowledge through active engagement with the more knowledgeable other (MKO). The more knowledgeable other will give guidance, where the child is not quite able to manage the problem independently. Vanstaden (2018) says, “When the teachers, as MKOs, use

the different reading methodologies like shared reading, guided reading, paired reading, and reading aloud, they need to model reading effectively for the learners to read independently.” Hill (cited in Moosa, 2018) indicates that “demonstrations would enable learners to acquire the necessary reading skills by allowing them to talk about the picture, sound, read after the teacher, read independently, and listen to the teacher when they read aloud.

As the MKO, the teacher must interact meaningfully with the learners to facilitate the acquisition of necessary reading skills for the development of their critical thinking. Through these reading methodologies, the teachers will scaffold learners understanding as they ask them questions that will assist them in establishing the learners’ understanding and level of development. Hall, Murphy, and Soler (2008, p. 86) argue that “the participatory appropriation view of how the development of learning occurs involves a perspective in which children and their social partners are interdependent, their roles are active and dynamically changing, and the specific processes by which they communicate and share in sense-making are suitable to cognitive development.” In other words, through the teacher’s guidance and interactive assistance in teaching reading comprehension, the learner will eventually be able to read independently. In this study, the teachers have more knowledge than the learners, which they use in providing clues to learners when they teach reading comprehension.

1.8.3 The Zone of Proximal Development (ZPD)

Vygotsky called the process of learning through social interaction the Zone of Proximal Development. He suggested that when learners were in the ZPD, they developed an understanding of a subject that may have been beyond their previous level of comprehension. ZPD is described by Donald et al. (2008) as “that critical space where a child cannot quite understand something on his or her own but has the potential to do so through proximal interaction with another person. A parent, peer, teacher, or another mentor who helps him/her think forward into that space (i.e., to make connections between the familiar and unfamiliar) acts as a mentor.” Based on the above explanation, it is significant that teachers proximally interact with the learners in order for them to understand a specific concept by comprehending its meanings. It is also significant for learners to be accessible for interaction with other members of society who are more conversant and have high intellectual skills and tools for problem-solving in the Zone

of Proximal Development (ZPD). When the learners start to master knowledge and skills, understand them, and internalize them, the teacher withdraws the amount of assistance given to them.

1.8.4 Scaffolding

Another principle he developed was to describe the teacher's role in engaging with people and supporting their development while they were in the ZPD. Scaffolding is defined as "the individual employing assistance can move through a series of steps that eventually lead to self-regulation and intellectual growth" (Jones & Araje, 2002, p. 6). Through scaffolding, the teacher starts with the knowledge and strategies of the learner. Then, when the learner starts to master the knowledge and have understanding, he or she internalizes it. The educator then withdraws the amount of assistance to the learner" (Donald, Lazarus, & Lolwana, 2008, p. 87). In support, Gordon & Browne (2014, p. 109) maintain that "scaffolding is a helpful structure, created to support the child in learning, and that scaffolding assists in a task so that students learn to do the task independently, while structuring merely allows them to do the task."

Golding and Wass (2014, P. 672) contend that "scaffolding allows students to identify and solve educational problems, while structuring removes these problems from the student." Scaffolding implies a process of mediating the appropriate structures and strategies of a particular knowledge area (Donald et al., 2008). In this case, the particular knowledge area is teaching reading comprehension. In teaching reading comprehension, teachers start with the knowledge structures and strategies that learners need to acquire and master. Some of the knowledge structures and strategies necessary for teaching reading comprehension and learning how to read are: reading methods, five components of teaching reading, reading stages, and reading processes. Social constructivism enhances interconnectedness amongst the three concepts and consequently improves the teaching and learning of reading comprehension in grade ten.

1.9. Limitations of the Study

This study was conducted in Chilanga District and therefore, the results may not be generalized to other districts in the country.

1.10. Operational Definitions

Exploring: travel through (an unfamiliar area) in order to learn about it.

Technique: A teaching process through which specific activities are used to complete an educational or learning task.

Effective Teaching: Teachers' ability to use appropriate teaching methodology hence providing real learning for the pupils.

Pupil: Learner who is under guidance of the teacher.

Reading: the process of taking in the sense or meaning of letters or symbols especially by sight.

Intensive reading: reading in detail with specific learning aims and tasks.

Teaching Reading: the activities which are intended to bring about reading and learning.

Comprehension: the ability to understand something.

Reading Comprehension: is the ability to read the text, process and understand it.

Scaffolding: Concept used to describe the teachers' role in engaging with people and supporting their development.

More Knowledgeable Other: People that we learn from.

Zone of Proximal Development: The process of learning through social interaction.

Proficiency: the process of reaching the expected standard of doing or using a given language.

Secondary School: A school that provides education from grade eight up to grade twelve.

1.11 Organisation of the Dissertation

This study is divided into six chapters. Chapter one provides the background for the study. It also presents the statement of the problem, the purpose of the study, the research objectives and questions, the significance of the study, the delimitations and limitations of the study, and the operational definitions that were used in the study. Chapter two presents a conceptual framework and a review of related literature for the study. Literature from both foreign and local studies. Chapter three presents the methodology employed in the study. It presents the research paradigm, research design, target population, sampling techniques, study sample, instruments that were used for data collection, the procedure for data collection, data analysis trustworthiness, and ethical considerations. Chapter four presents the findings of the study. It also presents verbatim reports obtained from one-on-one interviews, focus group discussions, and observation. In chapter five, discussions of findings are done using research objectives as themes as well as other emerging sub-themes. Chapter six provides the conclusion and

recommendations that are based on the findings of the study for future research too. The pages that follow provide references and appendices.

1.12 Chapter Summary

This chapter has explained the statement of the problem, the purpose and objectives of the study. It has also explain the significance of the study, delimitations, limitations and theoretical framework, operational definitions and organisation of the dissertation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Overview

This chapter gives an explanation on what reading and reading comprehension are and has also explained what scholars have said on reading and reading comprehension. The chapter then explained on teaching reading, basic skills of reading, types of reading, process of reading, elements involved in reading comprehension and techniques in teaching reading comprehension. Thereafter the chapter analyses researches done on a similar subject.

2.1 Reading Comprehension

Reading is one of the four language skills in English. Reading is a dynamic and complex process that include thinking, reasoning, imagining and interpreting. The learners need more understanding about the main ideas of the reading text. According to Brown (2004, p.189) “reading is a process of negotiating meaning to the texts for understanding.” In this case, reading is a way to gain information from a text. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language. Comprehension is the process of making sense of words, sentences and connected text. It is appropriate with McNamara (2007, p.28) who states that “comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and ultimately, the construction of a coherent representation or picture in the reader’s mind of what the text is about.”

According to Kintsch, (1988-1998) the process of comprehension can be understood as the constructions of the mental representation of the text in a situation model through the integration of meaning from the text. Similarly, Pecjak et al (2011, p.54) discussed the cognitive factors of reading comprehension as “the interactional process between text, background knowledge, reading context, motives and goals.” For reading comprehension to be fully achieved in any school set up, the school should provide an enabling reading environment.

Reading comprehension is the ability to derive meaning from words and the concepts they convey in written texts. According to Klingner (2007, p.2) reading comprehension is the process of constructing meaning by coordinating a number of difficult processes that consist of word reading, word and world knowledge, and fluency.”

Reading comprehension is a kind of skill in reading which allows the readers to create meaning from written text which makes them able to understand the information in it. McNamara (2007, p.3) states that “reading is an extraordinary achievement when one considers the number of levels and components that must be mastered.” It means that when the reader reads, the reader must understand and master some components of the text. Reading is a constant process of guessing and what one brings to the text is often more important than what one finds in it. There are many symbols and writings that must be known in the text that is read. This is why, from the very beginning, the learners should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. Therefore, reading is the key to successful language learning, especially in foreign language.

McNamara (2007, p.111) says that “reading comprehension is a product of complex interactions between the properties of the text and what readers bring to the reading situation. This understanding comes from the interaction between the words that are written and how readers trigger knowledge outside the text. Reading would be empty and meaningless without comprehension because a good reader is someone who understands what he or she is reading, and the faster he can get meaning from his or her reading, the more efficient he is. It can be concluded that reading comprehension is how readers know about the content of the text that they read and the reader needs to comprehend what has been read.

2.1.1 Teaching Reading Comprehension

Teaching reading comprehension is useful in a language class. The aim of teaching reading is to develop the learners’ reading skill so that they can read texts effectively and efficiently. To be able to read effectively and efficiently, readers should have a particular purpose in their mind before they interact with the text. Thus, effective reading is always purposeful. Teaching reading is the act of instructing individuals or groups on how to derive meaning from text. When learning to read, learners are taught

to utilize critical thinking skills and context to “guess” the word they don’t comprehend (Alyousef, 2005). In other words, In order to fully engage with a book and enhance learners' reading skills, teaching reading involves several stages that include before, during, and after reading. This allows learners to read English texts with efficiency and effectiveness. In addition, Alyousef (2005) states “unlike traditional materials, contemporary reading tasks entail three procedures, pre, while and post reading stages.

Pre- Reading

Pre- reading stage is the stage which occurs before learners begin their reading. This stage seeks to familiarize students with the material they will be reading so that they may get a basic understanding of the content and purpose of reading. Teachers try to engage the learner’s schema linked to the topic at this point or quickly explain the text’s contents. Giving children fundamental text related questions and guessing the substance of the reading text by looking at the title/ image in a text are two activities that may be done at this level (Alyousef, 2005).

While- reading Activities

This is an activity carried out by the reader when the reading process is in progress. The goal of this activity is to aid the reader grasp the substance of a text. At this point, the teacher might engage students in a variety of tasks, such as highlighting key parts, determining the text’s purpose and determining the text’s structure (Alyousef, 2005).

Post -Reading Activities

Post-reading activity is an activity which readers do after they finish their reading activity. This stage is designed to assess learners’/ readers’ comprehension of the material they have read. The teacher can engage in a variety of activities in this part including offering understanding questions and small group discussions (Alyousef, 2005).

2.1.2 Basic Skills in Reading Comprehension

Reading is a very important thing because it is a basic skill before speaking and writing ability. According to Klingner, et.al (2007, p.6), there are fundamental skills in reading comprehension as follows:

a.Word Reading

The ability of the reader to get to know the word and understand a reading, and learners must know how to read or decode (Klingner, et.al, 2007).

b. Fluency

The ability of the reader to recognize the word and understand the reading at the same time (Klingner, et.al, 2007).

c. Vocabulary

Understanding vocabulary means comprehending what the words mean. When vocabulary mastery improves, comprehension will be deeper. Since comprehension is the ultimate goal of reading with understanding vocabulary, knowing what the words mean in context (Klingner, et.al, 2007).

d. Word Knowledge

Having sufficient background knowledge to benefit from reading text. One of them is to make it easier for readers to understand the text. Based on the explanation above, the researcher concludes that reading needs to be equipped with basic understanding reading or fundamental skills in reading to make it easier for readers to understand the texts (Klingner, et.al, 2007).

2.1.3. Types of Reading

According to Harmer (2007, p.99) there are two kinds of reading, Extensive and Intensive reading.

Intensive reading

Intensive reading involves close study of the text. As the amount of understanding must be high, correspondingly slow reading speed. The text is short, extracting specific information, detailed and accurate to read. Intensive reading refers to the detailed focus on the construction of reading text that occurs usually (but not always) in the classroom (Harmer, 2007, p.99). Intensive reading is usually accompanied by learning activities. Teachers can ask pupils to work out what kind of text they read, deduce details, meanings, see specific use of grammar and vocabulary and then use that information to switch to other learning activities.

Extensive reading

Extensive reading refers to reading the learners often (but not exclusively) do out of the classroom. They may read a novel, short stories, web pages, newspaper articles, magazines, or other reference material. Furthermore, this type of literature is usually a private matter. Extensive reading should involve reading for pleasure (Harmer, 2007, p.99). Based on the explanation above, the researcher concludes that types of reading can improve the readers' comprehension. Based on their comfortable ideas and many

others which are used by the readers. The readers can choose one of the types of reading which can make them interested and easier to comprehend reading text. Additionally reading has some classification such as:

a. Silent Reading

Silent reading is a very important skill in teaching English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. It enables the learners to read completely silently without making sound and moving lips. It helps them read with speed, ease and fluency. It aids comprehension and expands the learner's vocabulary (Harmer, 2007).

b. Reading Aloud

Reading aloud is a basic form of classroom organization and disciplines. In reading aloud, the pupils are confronted with written sentences which they have not spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation (Harmer, 2007).

c. Reading Comprehension

Reading Comprehension is one of the reading skills. This kind of skill makes the reader understand and get information about the content of reading material. Reading comprehension means understanding something that is read and not just read through (Harmer, 2007).

d. Independent Reading

Independent reading is a kind of reading skill which should be taught by teachers to their pupils in order for them to be able to see the written language and guess the word's meaning in the context. It helps the learners to be stand-alone readers that can also develop their reading and speaking skills. Based on the explanation above, the researcher concludes that classification in reading has an important influence in improving pupils' reading skills, especially in reading comprehension which is one of the important skills in reading which makes the reader to understand and get information about the content of reading material (Harmer, 2007).

2.1.4 Process of Reading Comprehension

Bottom-up

In the bottom-up process, the reading is measured as the text-driven decoding method where the only role of the reader is to restructure meaning fixed in the smallest units of text. It views the text as a "succession of isolated words", each of which is to be deciphered separately, and the reader as someone who advances the text by

concentrating totally on the grouping of letters and words in a simply linear way. Meaning is understood through analysis of personality parts of the language and the reader processes language in a chronological manner, “combining sounds or letters to form words, and then combining words to form phrases, clauses, and sentences of the text. In addition Nuttal (1996, p.17) stated “in bottom-up processing, the reader builds up meaning from the black marks on the page: identifying letters and words, working out sentence structure. In an exacting bottom-up model, the graphemic, syntactic, lexical, semantic, and pragmatic codes are considered consonant with the meaning of the textbook.”

Top-down

The Top-down process thinks about the reader and his/her interest, world knowledge, and reading skills as the driving power behind reading comprehension. According to Nuttal (1996, p.17) “in Top-down processing or theoretically driven, the reader draws on their own intelligence and experience to understand a text.” Finally, the “Top-down” process underlines readers bringing meaning to the text based on their practical background and making text based on their previous knowledge.

Interactive

The most modern set of reading processes is the interactive, in which knowledge is considered the result of bottom-up and top-down fundamentals working in concert; a communication between the reader and the text. In addition, according to Nuttal (1996, p.17) this process, both bottom-up and top-down processing are joined together. This process is almost always a primary component in doing good teaching methodology because both processes are important. Although interactive advances acknowledge the effect of textual information on the reader’s mental activities, many assign slight importance to top-down factors such as metacognition, the compensatory competence of interest and background knowledge, and schema.

2.1.5 Elements Involved in Reading Comprehension

Reading comprehension is a dynamic and an interactive process. Snow (2002) proposes that comprehension entails three elements: The readers, the texts, and the activities.

The Readers

The readers who are comprehending the text must have a wide range of capacities and capabilities. These include cognitive capacities (attention, memory), motivation (a purpose for reading, self-efficacy as a reader), and various types of knowledge

(vocabulary). The capacities, abilities, knowledge and experiences of the readers determine how reading acts happen (RAND, 2002, p.11). The same text will be understood differently depending on the characteristics of the readers. The attributes of the readers determine how texts are comprehended. The meaning of the texts is constructed. As a reader begins to read and completes whatever activity is at hand, some of the knowledge and capabilities of the reader change. For example, a reader might increase domain knowledge during reading. Similarly, vocabulary, linguistic, or discourse knowledge might increase.

The Texts

The features of the text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text. Text can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. The content presented in the text has a critical bearing on reading comprehension. A reader's domain knowledge interacts with the content of the text in comprehension. In addition to content, the vocabulary load of the text and its linguistic structure, discourse style, and genre also interact with the reader's knowledge. When too many of these factors are not matched to the reader's knowledge and experience, the text may be too difficult for optimal comprehension to occur (Snow, 2002).

The Activity

Reading comprehension activity is a sort of process which is done to obtain the meaning of the text (RAND, 2002, p.11). The reading activity involves one or more purposes or tasks, some operations to process the text, and the outcomes of performing the activity, all of which occur within some specific context. The initial purpose for the activity can change as the reader reads. That is, a reader may encounter information that raises new questions and makes the original purpose insufficient or irrelevant. Processing the text involves decoding the text, higher-level linguistic and semantic processing, and self-monitoring for comprehension, all of which depend on reader capabilities as well as on the various text features.

Each element of text processing has varying degrees of importance depending on the type of reading being done, such as skimming (getting the gist of the text) or studying (reading the text with the intent of retaining the information for a period of time). Finally, the outcomes of reading are part of the activity. The outcomes can include an increase in knowledge, a solution to some real-world problems, and engagement with the text. However, these outcomes may or may not map directly to the reader's initial purpose of reading. The long-term outcomes of reading improve reading comprehension ability, increase knowledge, and engagement with the text.

Moreover, Duffy in Muslaini (2017, p70) states that “there are two things teachers should consider when teaching comprehension. Firstly, reading comprehension is knowledge- based. It implies that teachers should be familiar with the reading text in order to explain it to students. Secondly, because reading is a complex cognitive and linguistic activity that requires deciphering alphabetic symbols in order to help learners’ comprehension.” Teachers must implement appropriate strategies/ techniques which are suitable to condition learners’ needs, background knowledge, learning objectives, subject matter and level of comprehension. Through teaching reading comprehension, the teacher can also give better understanding to learners about vocabulary, grammar, pronunciation and how to construct a sentence. Janzen and Stoller (1998) identified processes or strategies of reading comprehension as being “identifying a purpose for reading, previewing, predicting, asking questions, checking predictions or finding and answer to the questions, connecting the text to prior knowledge, summarizing, connecting one part of the text to another, and recognizing text structure.”

2.1.6 Techniques in Teaching Reading Comprehension

Teaching technique refers to the methods and strategies used by teachers to deliver knowledge and facilitate learning. It involves the selection and implementation of various educational means and activities to achieve specific goals. Teaching techniques reflect the success of the learning process and the competencies of the teacher. Effective teaching methods are essential for achieving learning objectives and ensuring that students can receive lessons easily. Teachers need to be aware of the advantages and disadvantages of different methods to overcome difficulties during teaching and learning.

Psychologically, reading is seen as a two-way activity between language and thought. Teachers should use appropriate techniques when teaching in order to make learners able to interpret or to understand the idea and thought of the whole text. Technique is implementation of that which actually takes place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well (Anthony 1963, p.96) in Fauziati (2009, p.17). Thus, technique encompasses the actual moment-to-moment practices and behaviours that operate in teaching a language according to a particular method. In other words, techniques are classroom activities that integrate into lessons and are used as the basis for teaching and learning. According to Cameron (2009), there are several strategies that can be taught by teachers in reading as follows:

Using Prior Knowledge/ Previewing

This is a technique in which readers make broad remarks about the book's contents. Learners use what they know to assist them to grasp the content they are about to read when they preview the text. This gives them a framework to work with when they come upon novel facts (Cameron, 2009).

Predicting

This is a technique in which readers make an educated guess about the context of the reading material. When students make predictions about a text they are reading, they are setting expectations based on past understanding of related themes (Cameron, 2009).

Questioning

The questioning technique is a method in which the teachers ask the learners a series of questions about the context of the reading material. Another approach for helping learners focus on the meaning of the material to ask and answer a question on the text's content. Teachers can help learners by demonstrating how to ask proper questions and how to discover answers in a text (Cameron, 2009).

Making Inferences

This is a way of teaching reading comprehension where teachers ask learners to draw a conclusion from a passage of the reading text they read. In order to make inferences about something that is not directly mentioned in the text, learners must learn to rely on past knowledge and detect hints in the text itself (Cameron, 2009).

Summarizing/Re-telling

Using the summarizing and re-telling approaches, learners are expected to summarize the text and narrate the context of the text in their own words. In order to summarize, the learners must determine first what is significant and then express it in their own terms. Attempting to comprehend the author's purposes for composing the materials is implicit in this process. In addition, there are a variety of classroom methods that may be utilized to assist students improve reading comprehension (Cameron, 2009).

Identify the purpose in reading

When a reader is able to discern the purpose of a reading, he/she may seek for and discover the information included in the text. Make sure learners understand why they are reading whenever you are introducing a reading method (Cameron, 2009).

Skimming

Readers who skim the text have the advantage of being able to predict the text's aim, a major topic, messages and probable supporting ideas (Cameron, 2009).

Scanning

Learners are asked to look for names and dates, find an explanation of crucial ideas, or list a specified amount of supporting details in a scanning assignment. This technique asks learners to read and look for specific information of the reading text and list it into the learner's book (Cameron, 2009).

Mind- Mapping

This approach aids the reader in bringing order to the chaos. Individually, mind-mapping can be done by reading a text and then looking for the text's major ideas which can then be written down in the learners' book in the form of a mind-map (Cameron, 2009).

Analyse vocabulary

Cameron (2009) observed that "In analysing some vocabulary, the reader can use several techniques as follows:

1. Look for prefixes that might lead to further information.
2. Look for suffixes that may identify the sections of speech to which they belong.
3. Look for roots that are known to the reader."

2.2. Review of Studies

2.2.1. Teachers' Knowledge of the Concept of Reading Comprehension

One of the findings by Segooa (2020) ‘exploring teachers’ experiences of teaching reading in the Foundation Phase classrooms’ through interviews and observation in Limpopo, South Africa, is that teachers’ understanding of teaching reading varied by their individual beliefs as the participants explained their understanding of the skills of reading from different contexts. The sample comprised six teachers from three different schools. The findings were that even though the teachers want to develop the learners’ reading skills and their ability to make sense of the text at an early age, there was disjuncture between their good intentions and their practice in the learning environments. All the participants’ narratives indicated that teachers’ training and workshops developed and improved their teaching of reading. However, the classroom observations revealed that their presentations were, to some extent, unable to practice what they alluded to during interviews, and that shows that they had not acquired the full sense of the theoretical and practical knowledge of teaching reading.

The recruitment of more qualified Foundation Phase teachers should be a priority because of the challenge of overcrowded classrooms. The recommendation for teacher support was derived from teachers’ responses concerning the teacher-training sub-theme. The teachers’ practice and theory do not correspond to the requirements for teaching reading. After every workshop and training session, DBE curriculum advisors (CA) need to give feedback and do follow-ups to determine whether the purpose of the training sessions and workshops was achieved. The CA also needs to monitor and support teachers in the implementation of the learning strategies recommended for teaching reading. Al-Husban (2019) also carried out research on “EFL Teachers’ Practices while Teaching Reading Comprehension in Jordan: Teacher Development Implications. This was done by collecting data through interviews and observation. Participants were thirty EFL teachers, and the results showed that teachers had a limited, traditional, and superficial understanding of reading comprehension strategies and practices. They did not know the importance of each stage or the specific procedures that should be performed at each stage.

Ndileleni’s (2014) research done in South Africa sought to gauge the extent to which teachers understood reading comprehension as a concept. Data was gathered through interviews, focus group discussions, and class observation. The findings revealed that

the participating teachers said they understood the concept of reading comprehension. However, the findings from the classroom observation revealed that although the participating teachers said they understood what reading comprehension was, there was no correlation between what they said and what they did in 'real life' situations in their classrooms. It was observed that reading comprehension was taught haphazardly and with little time allocated for this activity. The teachers spent more time asking questions than teaching reading comprehension. During the teachers' individual interviews and focus group interviews, the participants in the case study expressed a common understanding of the concept of reading comprehension, yet in the classroom they did not clearly apply their knowledge of reading comprehension and its importance in the lives of the learners. Reading comprehension was not taught in their classrooms in line with what they averaged during interviews and focus group interviews as their practice.

2.2.2 Classroom Techniques Teachers Are Using to Teach Reading Comprehension

Several studies were conducted to identify teachers' practices while teaching reading comprehension. Manoli & Papadopoulou (2013) studied Greek EFL teachers reading comprehension practices in central Greece and specifically whether they explicitly teach students reading strategies when interacting with written texts through semi-structured interviews and classroom observations. The results showed that teachers mainly focused on oral reading of texts, teaching vocabulary, and asking questions, demonstrating a lack of research-based reading comprehension instruction. This lack means that teachers did not help students understand the reading texts.

Kurniawan carried out research in 2017/2018 on 'teachers' techniques in teaching reading comprehension at Kota Sungai Penuh in the academic year 2017/2018' in Indonesia, whose objective was to know the teachers' techniques in teaching reading comprehension. This research was a mix method where, in collecting the data, the researcher used a questionnaire and interviews. The participants of this research are all the English teachers at SMAN1 Sungai Penuh, which consists of 5 teachers (4 female teachers and 1 male teacher). The findings showed that the teachers' techniques in teaching reading comprehension consisted of three: using brainstorming activities, using media, and making group discussions. Whereas for making connections, questioning, summarizing technique, close procedure, and semantic mapping could not

be found as the techniques used. In addition, the brainstorming activities can make the students think easier and encourage them to learn or follow the learning process. After that, the media can facilitate the students learning more actively, and making discussion groups can make the students enjoy the learning process. Based on the findings of this research, the suggestions to be conveyed through this research area are as follows: Teachers should increase their teaching reading comprehension techniques so that the students will not get bored with learning reading comprehension in the class.

Several studies investigated teacher practices in Jordan, like Al-Husban & Alkhalaf's (2017) 'Exploring English as a Foreign Language (EFL) Female Teachers' Knowledge of Marzano's Research-Based Instructional Strategies and Their Relationship with Their Level of Performance in Teaching Reading Comprehension at the Educational Directorate of Zarqa' in Jordan: The study aimed to explore EFL female teachers' knowledge of Marzano's instructional strategies, their level of performance in teaching reading comprehension, and the relationship between these two variables. The sample of the study consisted of 90 EFL female teachers in the educational directorate of Zarqa 1. Research findings revealed that EFL teachers' knowledge of the instructional strategies was middle, the performance level of EFL teachers was slightly developing, and there was no relationship between EFL teachers' knowledge of Marzano's strategies and their performance level in teaching reading comprehension. Based on the findings, it is recommended that in-service training programs focusing on how and when to use Marzano's strategies be provided. Further studies that consider other variables, such as experience and teachers' pedagogy, are also recommended.

Sauri (2022) carried out research on 'teaching reading comprehension by using some methods in senior high schools' in Indonesia. The study aimed at figuring out the methods used by English teachers in teaching reading comprehension and how they applied them. The main purpose was to describe the methods used by English teachers and reveal the strengths and weaknesses of the methods. The research used two English teachers to obtain information. The result of the study showed that both teachers used almost the same methods, such as the grammar-translation method, scaffolding, and mind mapping. The difference was in the steps of the implementation. In addition, the

findings showed that the most appropriate method for teaching reading comprehension was the grammar-translation method since it helped students comprehend the text. There were several students who still found it hard to understand the materials in the lessons. Teachers were supposed to make sure that all students understood the whole text or not, and they should observe the students' situations and needs so that the teaching and learning process can run smoothly and use better methods of teaching.

In Al-Husban's (2019) research, thirty EFL teachers were observed and interviewed to identify their actual practices while teaching reading comprehension. The results revealed that teachers taught students reading comprehension traditionally. Most of the observed and interviewed teachers knew the names of the reading comprehension strategies and their stages of teaching reading comprehension. However, they did not know how to employ and practice them. Based on the results, there was a need to design professional development programs to empower EFL teachers on how to present these strategies. EFL teachers have to help the learner reach excellence in their teaching rather than only saying terms and not employing them properly. EFL teachers should acquire practical knowledge about how to teach reading comprehension, and it should be reflected in their performance and every day performance.

Hayati (2021) carried out a study on 'EFL teachers' perceptions of the effectiveness of teaching strategies in reading comprehension for high school students in Surabaya. The study was intended to analyze the perceptions of EFL teachers about the effectiveness of teaching strategies in reading comprehension and to find out various strategies that teachers use when they teach reading. The sample of his study was 35 English teachers, and his findings revealed that teaching strategies, according to EFL teachers, are effective in improving students' comprehension abilities. In addition, this study found 12 strategies performed by EFL teachers when they taught reading, and they believed that these strategies were effective in helping students' understanding of what they were reading. Hayati's study also found that only one teacher uses note-taking strategies in teaching. Retelling and relating to the students' daily lives are the strategies that not many teachers use. Teachers can assist students in improving their comprehension skills by employing effective reading strategies. For future research, the researcher may change the focus of research from teacher perceptions to student perceptions so that it

can provide information not only from the perspective of the teachers but also from the perspective of the students.

Erlidawati (2015, p. 73) in her research carried out on the use of retelling techniques in learning reading comprehension in Indonesia. The study aimed to determine the significance of the retelling technique. The findings were that retelling techniques help students increase vocabulary, explain the main topic, and can motivate students to understand the content of the text. In addition, not many teachers like to use a conclusion-making strategy in their teaching practice. It indicates that drawing a conclusion is not enough to help students understand the text.

Nining, Bambang, and Arono (2016, p. 91) also carried out research in Malang, Indonesia, regarding the strategies performed by the teachers. This study identified 12 strategies used by EFL teachers in their teaching, namely: skimming. Giving some questions related to the text, analyzing vocabulary, identifying the component of the text, discussing the content, previewing, highlighting the main points, taking notes, predicting and guessing, making conclusions, relating the text to the students' daily lives, and retelling. The result indicated that most teachers use skimming and questioning strategies because it is considered that these strategies help students comprehend the reading material well. On the other hand, few teachers utilize the strategies of taking notes, predicting and guessing, drawing conclusions, connecting text to the students' daily lives, and retelling. It is conceivable that these methods do not make much of an improvement in students' reading comprehension abilities. In this case, the efficacy of the approach is determined by the students' outcomes after implementing it in the classroom.

Nurdianingsih's (2021) research was carried out on 'teachers' strategies in teaching reading comprehension' using interviews at Junior High School in Bojonegoro, East Java, Indonesia, with two English teachers, and results revealed that in teaching reading comprehension, teachers used three teaching strategies: understanding text, individual and group learning strategies, and question-and-answer relationships (QAR). The strategy was used so that the students understood the reading and the contents of the reading. The result indicated that teachers need to be equipped with strategies for

teaching reading comprehension in order to help students cope with the difficulties of learning English. The choice of strategies was adapted by the teachers with materials, the syllabus, and the curriculum. Based on this research, those strategies were effective in teaching reading comprehension because students could comprehend the text and exchange their opinions with their friends. It was suggested that the teachers use strategies for teaching reading comprehension in accordance with the students' levels of proficiency and their characteristics.

Murdi (2017), in his research in Mataram, Indonesia, on 'teachers' strategies in teaching reading comprehension at grade ten on SMAN 7 Mataram, academic year 2017/2018, His sample size was two: a teacher and a student. He used class observation and interviews to collect data. His findings are that the strategies commonly used by the English teacher in teaching reading comprehension to tenth grade students at SWANT Mataram are question-and-answer relationships and discussion. The former eases the teacher's recognition of the students' comprehension of the text and helps the students develop an awareness of the multiple sources of information in their reading. The latter makes the student learn not only from their fellow students, and this strategy creates an active classroom atmosphere. They provide good contributions for both parties in the classroom—teachers and students.

More similar studies were conducted to investigate the strategies used by teachers in teaching reading. Dwiningtias, Sofyan, and Puspita (2020) carried out research on 'teachers' strategies in teaching reading comprehension' aimed at figuring out the strategies used by the English teachers in teaching reading and how they applied the strategies. The research was conducted at junior high school in Bengkulu City using class observation and interviews. Participants in the research were two English teachers. The result showed that teacher one used several strategies in teaching reading comprehension. The strategies were brainstorming, reading aloud, and asking for specific information, while teacher two used nine strategies. They were encouraging the use of dictionaries, reading aloud, rereading to check comprehension, evaluating comprehension in particular tasks, and asking questions for specific information. Both teachers applied and combined the strategies, which were divided into three stages of teaching reading comprehension, namely, the pre-reading, while-reading, and post-

reading stages. The strategies applied were very effective in teaching reading comprehension in that school. It was proven by the students' motivation, attention, and teacher's ease in the teaching and learning process.

In another study by Nurhamidah (2018) on 'the analysis of teachers' strategies in teaching reading comprehension at Swan 2 Padang Bolak', interviews and classroom observation were used to collect data. The sources of data were the English teacher, students, and headmaster. The result showed that teachers' strategies were very effective as they activated the background knowledge of students by reading aloud together. On the other hand, the use of too many strategies would affect students' performances in learning reading comprehension. This reason contradicted the research that the researcher conducted at junior high school number 9, Bengkulu. This research showed that the teachers, in applying strategies, only use two or three strategies. The combination of some strategies was more appropriate compared to the many strategies used by the teachers. The students would be more focused if the teacher used fewer strategies but well-applied them in teaching reading comprehension. It was suggested that English teachers enrich the strategy of teaching English by using other media if the aids of learning in the school are still less, always to motivate students to learn and help them in the learning process.

Muyangana (2012) also carried out a study on 'strategies employed by teachers in the teaching of reading comprehension in selected secondary schools in Lusaka District.' The aim was to investigate how reading comprehension was taught in selected junior secondary schools in Lusaka District, Zambia, through lesson observation, semi-structured interviews, and focus group discussions. 124 participants participated in the study. His study revealed that reading comprehension was not taught in the manner it was supposed to; most comprehension lessons were characterized by testing instead of teaching. Teachers should be firm, especially in this day and age where giving corporal punishment to pupils is unlawful. Such teachers should be assisted by the school administrators in liaison with members of staff so that they can be reminded of the teaching techniques, thus enabling them to meet their lesson objectives. There is a need to revise the teaching methodology for reading comprehension so that an

appropriate one is made and later followed by the teachers. Teachers must not be allowed to read novels or any other literature that is not related to what they teach.

Yanti et al. (2019) carried out a study in Pontianak on ‘teachers’ strategies in teaching reading comprehension.’ Participants included 158 tenth grade learners and 1 English teacher and discovered that there were three strategies used by the teachers in teaching reading comprehension of the tenth grade students of SMKS Kristen Immanuel 2 Sungai Raya in the academic year 2019/2020. Those were 71% scaffolding, 78.8% think-aloud, and 79.4% QAR strategy reading comprehension. To collect data, they used a questionnaire and an interview. From this result, it was noticed that the teacher cannot rely on a single teaching strategy. The teacher frequently used the QAR strategy. The recommendation was that teachers’ strategies must be applied because this is the teachers’ way to determine learning goals during the learning process. The teacher has to give appropriate strategies based on the students’ needs so that hopefully the students can understand more about reading comprehension and be motivated to develop their reading skills.

Nurie (2017) also conducted a study on ‘pedagogical practices in teaching reading comprehension: a case study of three EFL teachers in a secondary school in Ethiopia.’ The research was meant to examine the current practices of teachers and how the teachers handle and organize reading comprehension at Fasilo Secondary School in Ethiopia. Three (3) EFL teachers participated in the study. Data was collected through interviews and classroom observation. The results revealed that all the teachers exhibited similar practices in teaching reading comprehension, such as giving assignments and expecting correct responses and a brief description of the topic. It also revealed that the teachers neither focused on the content nor showed any attention to constructing the meaning of the content in the text. It was recommended that teachers teach reading comprehension in a systematic way to help students be equipped with strategies for improving their reading comprehension.

2.2.3. Challenges Teachers Encounter in Teaching Reading Comprehension

Muyangana (2012) carried out a study to investigate ‘strategies employed by teachers in the teaching of reading comprehension in selected secondary schools in Lusaka District.’ Data was collected from three secondary schools—all single-sex schools. Lesson observation, semi-structured interviews, and focus group discussions were the methods used to elicit information from the participants. A total of 124 participants participated in the study. The findings of the study revealed that most learners had challenges with reading comprehension. The morale of most teachers was low, and that was portrayed by the manner in which they started and ended their lessons. Some noticeable features of comprehension observed were poor lesson presentations, unsatisfactory general lesson delivery, poor teaching techniques, teachers’ poor reading culture, teacher inability to publish books, articles, and other relevant reading comprehension materials, failure to instill discipline among pupils, heavy workload, pupils’ little interest in reading, and pupils’ lack of confidence in some teachers. Others were the insufficient reading materials in some schools and the preference for outdated books.

In a bid to address the challenges of teaching reading comprehension in secondary schools, it was recommended that the Ministry of Education introduce short refresher courses for teachers of English aimed at ensuring effectiveness in teaching methodology and hence improving the quality of their lessons. That should be done every two years. To make that achievable, the government should allocate more funds to teacher education in order to carry out such projects. It should also devise a policy that promotes reading in pre-school, lower elementary, and middle elementary schools so as to make pupils familiar with reading as they get into secondary school. The government should further motivate teachers by improving their conditions of service. Teachers need to cultivate a culture of reading so that they can become effective writers. They should not be too ordinary. Adjusting their personal programs could help them identify the main problems pupils face and find a way in which they could be of greater help to the nation. Teachers should also be confident in the way they choose pupils to read. They should gauge the situation quickly and make appropriate decisions. There is no need to raise the anxiety of pupils for a long time and then come up with an unnecessary show because, as that happens, pupils begin to make unnecessary noise.

Maringehosi (2022) carried out a study in the midlands province of Zimbabwe on ‘challenges faced by teachers in teaching reading skills in comprehension. A case of Mberengwa South District Secondary Schools. His study aimed at investigating the challenges faced when delivering a reading comprehension lesson. The study utilized 12 participants in order to generate data. The study revealed that the challenges faced were a lack of resources, a lack of parental support, different learning capabilities by learners, motivating learners, the English language being a second language, and a lack of teaching experience from teachers. The findings of the study suggested the availability of learning resources, training of teachers, phonic reading, reading aloud, and language experience approaches as strategies that can be put in place to improve the teaching of comprehension reading skills.

Moswane (2019) carried out a study on ‘teachers’ challenges in teaching reading to English first additional language learners (EFALL) in rural schools in Seshego, Polokwane, South Africa. In this study, the researcher used a seminar and observation to collect data. 10 high schools and teachers from EFAL participated in this study in order to obtain data. The researcher observed that most learning at school depends largely on reading competence, which is a challenge for most teachers who teach English as the first additional language in schools. In this study, the challenge was that teachers were able to follow instructions and express themselves in English and not act at the level of the curriculum and assessment policy statement. However, the following were identified as the major teachers’ challenges in teaching reading more efficiently in rural schools: unpreparedness of teachers, lack of reading resources, insufficient budget resources, poor remuneration of teachers, lack of teaming, parental support, poor training of teachers, overcrowded classrooms, communication difficulties, and teachers’ proficiency in teaching reading. The empirical investigation revealed that teachers did not have the necessary skills and expertise to teach reading to EFAL learners. They knew less about the approaches to teaching reading and that reading was treated as a separate entity from speaking and writing.

The conditions in which they found themselves were appalling due to a lack of motivation and support from the Department of Education, socio-economic status, and how these factors impact negatively on the teaching of reading. Also, the teachers did

not receive any form of in-service training at their respective schools in relation to the teaching of reading. The investigation concluded that the teachers were qualified and had enough experience in teaching English but not reading per se. It was recommended that English-first additional language teachers should be retrained, and some workshops regarding the teaching of reading should be held at the school level so that challenges of communicative and grammatical incompetence could be addressed at their source. Government intervention is required in the overall development of schools, with a special reference to the establishment of school media centers, an adequate supply of language laboratory facilities, and related support services and reading materials. Schools need to be resourced with libraries and reading materials to function normally. Teachers need to read voluntarily and with enjoyment until it becomes a habit. Teachers need to motivate and model a good case for free-choice reading. Teachers should encourage students to read a book of their choice with time to read in schools.

Haukongo (2019) investigated ‘challenges that Oshikwanyama First Language secondary school teachers face in implementing reading comprehension skills at six selected schools in Khomas Region.’ Thirty learners and six teachers participated in the study, bringing the total to thirty-six participants. Data was collected using questionnaires, reading comprehension tests for learners, observation, and interviews. The study focused on the strategies that Oshikwanyama First Language teachers employ to teach reading comprehension skills to Grade 12 learners in the Khomas Region. The study revealed that not all Oshikwanyama L1 teachers are qualified to teach the subject or language and that they do not employ sufficient teaching strategies and methods to teach reading comprehension. Teachers are challenged by the fact that learners have poor basic reading skills in Oshikwanyama; there is insufficient time to cover the syllabus; learners have a poor vocabulary; and learners often lack background knowledge.

On the part of the learners, the study revealed that they have insufficient time to answer reading comprehension questions; some passages consist of difficult texts and terms; unfamiliar use of figurative language and parts of speech; and a lack of resources. It was recommended that teachers attend workshops in areas such as reading comprehension for continuous staff development. Teacher training institutions should

emphasize practical teaching methods, especially reading comprehension. Schools should be equipped with the necessary teaching resources that will facilitate reading comprehension, and schools should be equipped with the relevant resources and resource centres or libraries.

In 2013, Chuunga's study on teachers' practices in teaching reading and writing to support learners with reading difficulties in Zambia investigated how teachers practice the teaching of reading (and writing) towards supporting learners with reading difficulties at the lower primary level in Zambia. Qualitative approach was used with case study design. Six teachers of fourth-graders in 3 types of schools; rural, peri-urban and urban were interviewed supported by document analysis followed by lesson observation. The findings revealed that teachers face challenges such as over enrolment, teacher-pupil ratio, and lack of materials. Assessment procedures used to identify learners with reading difficulties only widen the gap between slow and fast learners, and teachers' planning before teaching is affected by these challenges. Class sizes negatively impact classroom organization and management, and some teachers feel unqualified to teach reading. The study suggests measures to support classroom teachers, such as training and recruiting more qualified teachers and implementing policies for effective teacher training for both pre-service and in-service teachers.

In a study by Nurhamidah (2018) on 'the analysis of teachers' strategies in teaching reading comprehension at Swan 2 Padang Bolak' investigated the strategies in teaching reading comprehension. Interviews and classroom observation were used to collect data. The sources of data were two English teachers, students, and the headmaster. Teachers' problems in teaching reading comprehension at SMAN 2 Padang Bolak were: the interest of students to study English; the students made a noise in the classroom; the laziness of students; there was no teaching media; and the low motivation of parents toward students. It was suggested that the head teacher facilitate the school with the teaching media in the learning and teaching process, such as the laboratory of language, tape recorder, eclectic conductor in the classroom, and others.

Ekehi, Jacob, Pillay and Idemudia, (2017) in their study 'Optimising reading comprehension strategies for primary school learners' examined reading

comprehension strategies adopted by teachers to enhance reading comprehension among primary school learners. This study adopted a qualitative research method with an interpretivist paradigm. Ten (10) teachers were purposively selected for the study. Data was collected using semi-structured interview. The data collected were transcribed for the purpose of analysis using the atlas ti software and the thematic data analysis technique. Findings indicate that some teachers did not understand the various strategies to optimise reading comprehension. Teachers also lacked knowledge of the different learners learning preferences to plan their reading comprehension lessons. Furthermore, the lack of appropriate reading material and differentiated reading exercises for slow learners were highlighted among the challenges that hampered reading comprehension. The study recommended capacity building programmes to provide strategies for differentiated teaching, to learn to accommodate slow learners and to provide appropriate resources by the education department.

Scharlach's (2008) research on 'START Comprehending: Students and teachers actively reading text' was to determine the effectiveness of an institutional framework designed to model and scaffold the use of metacognitive reading comprehension strategies conducted in five third grade classrooms in the South Eastern United States. Data was collected through a pre-test and post-test design and questionnaire. The findings were that it was a challenge for teachers to teach reading comprehension due to the complexity of designing purposeful comprehension strategy instruction, such that they were not able to learn to teach the strategies effectively. Many reading comprehension programs are overwhelming in terms of time to learn and requirements for implementation. Models of comprehension strategy instruction need to be made more understandable for teachers to implement them effectively. A new inclusive framework, 'start' was designed to improve classroom reading instruction. This innovative framework improves comprehension through the modelling and scaffolding of eight crucial comprehension strategies during teacher read-aloud and by actively engaging students in strategic reading during independent reading.

Similarly, Ong (2016) conducted a study in some schools on 'Understanding and Practice of Teaching Reading in Content Areas in Upper Elementary Classes in Suburban Public Schools in Cambodia. The aim was to travel through teachers'

instructional strategies for teaching reading in content areas in Cambodia. To collect data, he used interviews and observation. He found out that teachers in Cambodia were not familiar with the proven instructional strategies for teaching reading comprehension, nor did they learn specific methods for teaching reading, and they tended to employ traditional teacher-centered approaches in reading classes that focused on rote memorization. Thus, this study has implications regarding the improvement of teacher education programs, reading curricula, teaching reading in content areas, and pre- and in-service teacher development.

Maala and Mkandawire (2022) in their study ‘factors contributing to low performance in English reading comprehension in selected secondary schools of Lusaka District’ investigated factors contributing to low performance in English reading comprehension among Grade 8 pupils in three selected secondary schools of Lusaka District of Zambia. The study employed the descriptive research design under qualitative mode of inquiry to gather information from (27) participants who were selected using typical case and convenient sampling. Data was collected through comprehension lesson observation, interviews, and focus group discussion with in-service teachers and learners. Content analysis was used to analyse data by categorizing similar content, coded themes, and key words to emerging threads. The findings of the study revealed that there were multiple factors contributing to low performance in reading comprehension which included lack of knowledge by some teachers on the procedure for teaching reading comprehension and therefore, taught poorly. Some pupils had challenges reading comprehension text due to illiteracy, lack of understanding, limited fluency, aliteracy, low reading culture, limited vocabulary, poor motivation, limited reading time in class against long passages, inappropriate teaching methods by the teacher and lack of learning and teaching materials.

In order to improve on the challenges in reading comprehension, the study recommended that schools should have frequent Continuous Professional Developments on how to teach comprehension. Teachers should also make sure that teaching and learning materials are relevant to the grade levels. Appropriate teaching methods should also be used for comprehension lessons to promote quality and effective teaching and learning. The Ministry of Education should build libraries in

schools to support the reading culture and schools should have a reading hour every day of the week.

Al-Husban's research carried out in Jordan using interviews and observation revealed that teachers acquired knowledge about what the reading comprehension strategies are, but due to having limited practice or training, they avoid employing them, and this is in line with Al-Husban and Alkhawaldeh (2016) and Ong (2016). Ndileleni's (2014) study was carried out in South Africa. The study revealed that teaching reading comprehension is a challenge internationally and nationally. Data collected through interviews, focus group discussions, and observation revealed a lack of guidelines for the Tshivenda teachers to teach reading, readers, learning support materials, and a variety of reading materials for the learners. In School A, there were no readers at all. Teachers had to rely on photocopies. Guided practice and time-to-practice comprehension strategies were missing in classrooms. Teachers do not have access to the research literature on the teaching of reading comprehension and rely on their own experience. Teachers were not actually teaching reading comprehension strategies.

Segooa (2020) in her study 'exploring teachers' experiences of teaching reading in the Foundation Phase classrooms' through interviews and observation in Limpopo, South Africa. The study investigated the experiences of teachers in teaching reading. The sample comprised six teachers. Findings were that teachers' understanding of teaching reading varied by their individual beliefs as the participants explained their understanding of the skills of reading from different contexts. The findings revealed a lack of reading materials as a challenge that hampers the teaching of reading. The reviewed literature has highlighted a number of concerns about the use of techniques.

However, from the studies that have been reviewed, no study has been conducted on exploring techniques being utilized by teachers of English in teaching reading comprehension in public secondary schools in Chilanga District in order to fill this gap. It was not known what techniques teachers of English in Chilanga District were using when teaching reading comprehension, hence this study.

2.3 Chapter Summary

This chapter has given an explanation of what reading and reading comprehension are and has also explained what scholars have said about reading and reading comprehension. The chapter then explained teaching reading, including basic skills of reading, types of reading, the process of reading, elements involved in reading comprehension, and techniques for teaching reading comprehension. Thereafter, the chapter analyzed research done on a similar subject.

CHAPTER THREE

METHODOLOGY

3.0. Overview

This chapter presents the procedures used in conducting the research. It covers research paradigm, research design, target population, sampling techniques, sample size, research instruments, data collection procedures, data analysis, trustworthiness, and ethical issues.

3.1. Research Paradigm

Thomas (2017, p. 107) defines a research paradigm as one that “describes the ways that people think about and research the world.” Therefore, this study employed a purely qualitative approach by employing constructivism as the selected research paradigm, which focuses on participants generating their own knowledge through their views of a particular study. For that reason, this paradigm was applicable for this study because the research endeavoured to explore the participants’ different views on techniques used in teaching reading comprehension. Further, this research paradigm helped the researcher identify a deeper meaning and understanding of the social contexts of the study. Therefore, the use of techniques in teaching reading comprehension was obtained through interviews, focus group discussions, and classroom observation analysis. All these were presented as possible ways to gather more knowledge about the phenomenon of the use of teaching techniques. Also, the nature of this study, objectives, approach, and techniques were aligned with the beliefs of the social constructivism paradigm.

3.2 Research Design

Selecting an appropriate research design is an important step in conducting a research project. Ghosh (2003) alludes to the fact that a research design is a plan for the proposed research work. He adds that a research design is not a very highly specified plan and so cannot be followed without deviation since it is just a series of guide posts to keep the researcher heading in the right direction. According to Ary (2010, p. 426), “Research design is the researcher’s plan of how to proceed to gain an understanding of some groups or some phenomenon in its context.” Ng’andu (2013) adds that a research design is the glue that holds all the elements of a research project together. It means that research design is a method that is used by researchers to collect the data to answer the research problem. For the research to be carried out effectively, a suitable research

design is cardinal. The researcher used descriptive design in this study for data collection because the study was interpretive in nature and focused on a certain phenomenon in the school environment. In this case, the phenomenon was the activities of teaching and learning reading comprehension. According to Ary (2002, p. 425), “descriptive study is designed to gain data in the form of words rather than numbers or statistics, and the data collected are the subjects’ experiences and perspectives, and it involves describing people, objects, events, places, conversations, and so on.”

The descriptive research design is a basic research method that examines the situation as it exists in its current state. Descriptive research involves the identification of attributes of a particular phenomenon based on an observational basis or the exploration of the correlation between two or more phenomena (Leedy & Ormrod, 2001). It sought to understand the phenomenon from the participants’ viewpoint rather than proving the statistical data. It also helped the researcher by helping her understand and get more details about the participants’ experiences in the research study. This allowed the researcher to observe what went on in the classroom during reading comprehension lessons. The researcher also depended on the views of the participants, which later on generated knowledge to achieve the envisioned goals of the study. This was achieved by collecting the views of a standards officer, teachers, and pupils from three selected public secondary schools in Chilanga District, Lusaka Province, using interviews with the standards officer and the HODs and focus group discussions with teachers and learners.

3.3. Target Population

The target population is the master blueprint for the sample. It defines the overall set or sets of all items that will qualify for the study. It refers to the entire population, group of persons, or elements that have at least one thing in common that the researcher is interested in researching and analyzing. A sampling frame is then drawn from this target population. The target population in this study included all standards officers in Chilanga District, all HODs in the Literature and Languages Department, HOSs, all grade ten teachers of English, and all grade ten pupils in Chilanga District.

3.4. Sampling Technique

The purposive sampling technique was used in this study. In qualitative research, when purposive sampling is used, the researcher identifies and selects participants who will

provide in-depth and rich information about the research question and the topic. Those who were chosen for this study have an in-depth understanding and rich information concerning the research topic. Cohen et al (2007) state “purposeful sampling is used to access knowledgeable people that is, those people who have in-depth knowledge about particular issues by virtue of their professional work, power, expertise, experience or access to networks.” The researcher chose the sample because she wanted to investigate the experiences these teachers and pupils encountered in their different contexts when teaching and learning reading comprehension. Purposive sampling was applied because it targeted the Education Standards Officer (Languages), Chilanga District, under his expertise and experience with the topic. H.O.Ds and teachers were purposefully picked because of their being teachers teaching reading comprehension lessons, accompanied by their experiences with the class under study, and for specific information. Their teaching in secondary school helped me conceptualize my main research questions.

Learners were also purposefully picked, as the researcher wanted pupils who had an informed view of what they were being taught and that, without them, a reading comprehension lesson could not take place, and they could explain how they learn reading comprehension. The purposive sampling technique was also utilized to select schools to work with based on the necessary information they could provide on the topic at hand. The schools were easily reachable, well known, and best suited to represent all the other secondary schools in Chilanga District. Therefore, a purposeful sampling strategy was ideal for the selection of the standards officer, HODs, teachers, pupils, and schools because it provided the researcher with the right participants who gave in-depth, accurate, and relevant information. Purposive sampling enabled a more targeted and detailed exploration of a specific phenomenon or circumstance that was central to the research questions. The idea was not to randomly select cases in a way that mirrors the population, but rather to select cases that would illuminate the topic of interest more richly and in depth. Purposive sampling allowed the researcher to gather qualitative responses, which led to better insights and more precise research results. Because the researcher collected data from the best-fit participants, the results were relevant to the research context.

3.5. Sample Size

A sample refers to the number of the participants selected to constitute desired respondents (Bless & Higson, 1995). Purposive sampling was used to select the total of twenty-nine (29) participants who participated in this study. Purposive sampling allows for choosing small groups or individuals who are likely to be knowledgeable and informative about the phenomenon under study. Out of this total number, one (1) was an Education Standards Officer, three (3) were H.O.Ds, eleven (11) were teachers and fourteen (14) were learners. One (1) H.O.D per school, 4 teachers each from two schools, three teachers from one school. Teacher participants from selected schools were two males and twelve females. Among the fourteen learners that were sampled, six were males and eight were females. Five (5) learners were sampled from two of the three public secondary schools and four (4) from the third school. The selection of participants was based on their depth of expertise and understanding in reading comprehension instruction in the Chilanga District. The concept behind the sample size was that a limited number of participants would produce detailed data that would offer a thorough understanding of the topic under investigation. Cohen, Manion & Marrison (2013) This sampling method was done to create a sample that was relevant to the main objectives of the study which Bell (2010,p45) refers to as an ‘information rich’ sample which Best and Khan (2009) characterize as a “purposive sample” (p.412).

In addition, the sample included three (3) secondary schools in Chilanga District. These schools were purposely selected using the convenience sampling procedure since the study sought to explore techniques teachers use to teach reading comprehension. Gay, Mills, & Airasian (2011) define convenience sampling as “a group of people, events, and subjects selected on the basis of being accessible and representative” (p. 134). The objective was to select a sample that would be representative of the population by drawing conclusions from the representative population.

The participants and schools in this study were not mentioned by their names as part of the ethical protocol and also in order to uphold confidentiality, privacy, and anonymity. Numbers and letters of the alphabet were used as follows: The Standards Officer was coded as (SO), and the Heads of Department were coded as (HOD), followed by a number. Schools were coded as (Sch), followed by a letter of the alphabet. The first school was coded as Sch A, the second school was coded Sch B, and the third school

was coded Sch C. Teachers were coded as (Tr) followed by a number, and pupils were coded as (pp) followed by a number.

3.6. Demographic Characteristics of Participants

The following were the demographic characteristics of the research participants: Generally, the research had more females than males. In total, 21 females and 19 males were involved. Out of the 29 participants, 8 had degrees, 2 were males, 6 were females, 2 had masters, and both were females. Out of 5 with diplomas, 4 were female and 1 was male. The remaining 14 of the participants were grade ten pupils, consisting of 8 females and 6 males.

Table 1: Demographic Profile of the Standards Officer (SO)

Participant	Sex	Highest qualification	Position	Length in Position
1.	M	Degree	Education Standards officer	1 year

Table 2: Demographic Profile of Teachers

SN	Sex	Highest Qualification	Position	Length of Teaching English	Name of Institution
1	F	Masters	HOD	16 Yrs.	Sch A
2	M	Degree	HOD	10 Yrs.	Sch B
3	F	Degree	HOD	16 Yrs.	Sch C
4	F	Degree	Class teacher	23 yrs.	Sch A
5	F	Diploma	Class teacher	3 yrs.	Sch A
6	F	Diploma	Class teacher	5 yrs.	Sch A
7	F	Degree	Class teacher	12 yrs.	Sch A
8	F	Diploma	Class teacher	7 yrs.	Sch B
9	F	Diploma	Class teacher	3 yrs.	Sch B
10	F	Degree	Class teacher	15 yrs.	Sch B
11	F	Degree	Class teacher	8 yrs.	Sch C
12	F	Degree	Class teacher	5 yrs.	Sch C
13	F	Masters	Class teacher	16 yrs.	Sch C
14	M	Diploma	Class teacher	7 yrs.	Sch C

Table 2 above shows that the number of teachers with degrees was slightly higher than that of diplomas and masters. The research had 14 teachers participating: 12 females and 2 males.

Among the teachers that participated in the study, 1 had been teaching English for 23 years, 3 for 16 years, 1 for 15 years, 1 for 12 years, 1 for 10 years, 1 for 8 years, 2 for 7 years, 2 for 5 years, and 2 had been teaching English for 3 years. From the

qualifications point of view, this shows that participants with masters were fewer than those with degrees and diplomas. However, this did not affect the research findings, as all the participants were in the best position to provide an in-depth understanding of techniques used in teaching reading comprehension.

Table 3: Demographic Profile of Pupils

S/N	Sex	Grade	Name of Institution
1.	M	10	Sch A
2.	M	10	Sch A
3.	M	10	Sch A
4.	F	10	Sch A
5.	F	10	Sch A
6.	F	10	Sch B
7.	F	10	Sch B
8.	F	10	Sch B
9.	M	10	Sch B
10.	F	10	Sch B
11.	M	10	Sch C
12.	M	10	Sch C
13.	F	10	Sch C
14.	F	10	Sch C

Table 3 above shows the demographic profile of the pupils. The study utilized a total of 14 grade 10 pupils, six males and eight females. Five pupils from school A, five from school B, and four from school C.

3.7. Data Collection Instruments

Research instruments are tools, guides, schedules, and checklists that researchers use to guide them in the data collection process and these includes semi-structured interview schedules, observation guides, and focus group discussions guides (Mkandawire, 2019; Kombo & Tromp, 2006). To get the essential data, the researcher in this study used three relevant instruments. These are: the interview guide, which was used on H.O.Ds and the standards officer; the focus group discussion guide, which was

used on teachers and pupils; and the lesson observation checklist, which was used on the three lessons that were observed.

3.7.1. Interview Guide

According to Foddy (1993) “An interview guide is basically a list containing a set of structured questions that have been prepared to serve as a guide for interviewers, researchers and investigators in collecting information or data about a specific topic or issue.” Borg (1963) states that no system of inquiry can be more revealing as an interview. Ary (2010, p. 438) says “The interview is one of the most widely used and basic method to obtain data.” Interview is an oral activity of questioning to get answers from whoever needed such as opinion, information or explanation as the data of study. According to Ary, et. al. (2010) “It can verify observation result or supply information that cannot be derived from observation.” A structured interview is a scheduled interview with the specific aim of obtaining subjects’ certain information, where the researcher just uses structured and prepared questions before the interview process. In this study, the researcher conducted one-to-one semi-structured interviews with the education standards officer and the heads of department in convenient places in order to get accurate information. To achieve this, the interview guides were used (appendix 2 and 3) as tools for collecting data because interviews are a predominant mode for data collection in qualitative research. This tool enabled the researcher to obtain information through direct interchange with participants who have knowledge regarding reading comprehension and the challenges that teachers face.

This study aimed at soliciting verbal reactions from the participants’ point of view and to gain detailed explanations from the informers’ perceptions, opinions, and facts about the knowledge under study. While conducting the oral interviews, the researcher took notes on A4 plain papers. The researcher also recorded the proceedings using a smart phone in order not to miss any detail. However, some participants were not comfortable being recorded, and they refused to be recorded. The researcher had no choice but to respect their feelings and take notes while they gave out their responses. The interview data from these participants was used to add some insight into this study and provide further analysis.

3.7.2. Focus Group Discussion Guide

Focus group discussions allow group members to interact while reflecting on and refining their thoughts towards deep insights into their own attitudes and behaviour (Ritchie et. al. (2003). A focus group discussion is usually composed of 6 to 8 individuals who share certain characteristics that are relevant to the study (Kombo and Tromp, 2006). Mini-focus group discussions were used with teachers and pupils to collect in-depth data regarding the fact that they teach and learn reading comprehension, and oral open-ended questions were administered.

There were a total of six mini-focus group discussions with the guidance of the focus group discussion guide (see Appendices 1 and 4), three for teachers and three for learners from all three schools where the study was conducted. Two schools had four teachers each, while one had three. The school that provided 3 teachers was due to the fact that some teachers were on leave and only 4 teachers, including the HOD, were available at the time the research was being carried out. Two schools had five pupils each, and one had four. Both teachers and pupils were purposely chosen to take part in the mini-focus group discussions. Teachers and pupils freely gave out their views. For that to happen, the researcher created an enabling environment. However, proceedings were transcribed and were recorded though only with groups that were willing. Transcription is a written record of the events that were recorded (Gay, et. al, 2011, p. 373).

3.7.3. Lesson Observation Checklist

An observation checklist is a list of things that an observer is going to look for when observing a class. This list may have been prepared by the researcher. Observation checklist does not only give an observer a structure and framework for an observation but also serve as a contract of understanding with the teacher, who may as a result be more comfortable, and will get specific feedback of the class. In the observational study method, the researcher observes a particular aspect of human behaviour with as much objectivity as possible and records the data (Leedy &Ormrod, 2001). According to Bethany (2018) “Lesson observation also known as classroom observation, is the practice in which a lesson is observed to assess the quality of teaching to ensure students are receiving the most effective learning experience.”

In this study, the researcher observed the lessons without participating or taking any part in the teaching and learning process. The researcher was a passive observer who observed lessons from the back of the class. During observation, the researcher took note with the help of the observation checklist as an instrument (see Appendix 5) for observation purposes to get the data. No sooner had the teacher started teaching the techniques than the researcher started to tick at the technique, and if the technique was not used, the researcher indicated using (x). The classroom observation involved three reading comprehension lessons in grade ten. One lesson was observed at each school. Of all the lessons observed, 1 was done in the morning and 2 were in the afternoon. All the observed lessons took place during the 70 and 80-minute periods, respectively. The observation results obtained from the lessons were organized, categorized and analyzed into three major themes that emerged in this study.

It must be noted that a notable weakness of lesson observation is that research participants being observed are aware that they are going to be observed and therefore might not behave in the same manner as they would under normal circumstances. This is due to the fact that people often like to put their best foot forward and paint a perfect picture in order for everything to appear rosy. This may negatively affect the reliability of the finding of the research (Bethany, 2018).

3.8. Data Collection Procedure.

Data was collected between June 16 and July 13, 2023. Firstly, approval of the study was given to the researcher by the University of Zambia Ethical Committee (HSSREC), and written permission was sought and granted from the Assistant Dean of Post-Graduate Studies, School of Education. Thereafter, permission was granted by the District Education Board Secretary (DEBS) of Chilanga District to carry out the research in the respective schools. The head teachers of the respective schools where the research was conducted were also notified in advance. Seeking permission is important for a study. Appointments were made in advance in order to find participants for each proposed day. Discussions and interviews were done with participants on the agreed-upon dates and times. All the data collected in this study was qualitative.

3.9. Data Analysis

This study employed qualitative techniques to analyze the data as it was collected. In order to find emerging themes in this study, verbal data gathered from focus groups, interviews, and lesson observations was examined using thematic analysis. After the information was gathered, it was sorted and organized thematically. Discussions and interpretations followed. This was accomplished by the preparation, organization, and reduction of data into themes through the coding process. One of the main ways of qualitative data analysis is simply by collecting open-ended data, based on asking general questions and developing an analysis from the information supplied by participants (Creswell, 2009). Data analysis is the process of arranging the data systematically in order to make easily understood and also a process by a researcher to try to find out the pattern. According to Ary (1990, p.339) “Data analysis refers to the proposal to check the original plans for presenting the data. According to Kombo and Tromp (2006), “data analysis refers to the examining of what has been collected in the study and making deductions and inferences.”

3.10. Trustworthiness

The researcher ensured trustworthiness was upheld throughout the study by ensuring member check was practiced between the researcher and the participants by asking the members to confirm the information they shared, and this was done by making the participants listen to their responses that were put on record and read out aloud the responses of the participants to confirm the techniques that were put in writing by the researcher during the process of collecting the data for the study.

3.11. Ethical Considerations

Ethics in research is about following good moral principles. As a researcher, it is expected that one will be strongly principled, with the aim of bringing integrity, fairness, and honesty to their work (Cottrell 2014, cited in Zulu 2019). With these principles in mind, the researcher took ethical issues with great consideration, as expected. First and foremost, the researcher had to seek clearance from the University of Zambia through the Directorate of Research and Graduate Studies Ethics Committee. Thereafter, the researcher went further to seek permission from the District Education Board Secretary (DEBS) of Chilanga District to enable the researcher to conduct research in the selected

secondary schools. School heads were also considered in their capacities before anything was done in their respective schools. Participants were guided as to what they should expect and what was expected of them. They were made aware that participation in the study was voluntary and that no one would be forced or reported for refusing to take part. Issues of confidentiality and anonymity were part of the assurance that was given to the participants. Consent was granted before the commencement of data collection from the standards officer, the teachers, and the learners. The researcher assured the participants that this work was purely academic, that no names should be mentioned for whatever reasons, and that their identities should remain protected.

3.12. Chapter Summary

In this chapter, the research methodology presented has looked at the research paradigm, research design, target population, sample size, sampling technique, research instruments, data collection procedure, data analysis, trustworthiness, and ethical considerations. Thus, the researcher used a qualitative research design, which was a purely interpretive approach. The next chapter will present the study's findings.

CHAPTER FOUR

PRESENTATIONS OF FINDINGS

4.0. Overview

This chapter presents the findings of the research consistent with the questions. The researcher engaged in a descriptive research design, and data was collected through face-to-face interviews, focus group discussions, and classroom observations. The findings of the research are presented thematically based on the research questions. The questions that guided this research were as follows:

1. What is the teachers' knowledge of the concept of reading comprehension?
2. Which classroom techniques are teachers using to teach reading comprehension?
3. What challenges do the teachers encounter in teaching reading comprehension?

4.1. What is the Teachers' Knowledge of The Concept of Reading Comprehension?

This section presents the findings of the study on the first research question, which aimed at assessing teachers' knowledge about the concept of reading comprehension. Participants were the SO, HODs, and teachers. Through data analysis and interpretation, one (1) theme and six (6) sub-themes emerged.

Table 4 Theme and Sub-Themes That Emerged For Question One

THEME	SUB-THEMES
4.1. Concept of Reading Comprehension	4.1.1. Reading the passage 4.1.2. Analyzing a passage 4.1.3. Understanding a passage 4.1.4 Skimming and Scanning 4.1.5 Vocabulary 4.1.6 Interpreting the passage 4.1.7 Answering questions on a written passage

The first research question sought to assess teachers' knowledge of the concept of reading comprehension. Participants were asked about their knowledge of reading comprehension. The following are the sub-themes: Reading a passage, analyzing a

passage, understanding a passage, skimming and scanning, vocabulary, interpreting the passage, and answering questions on a written passage.

4.1.1 Reading a passage

When asked what they know about reading comprehension, all the participants basically revealed that reading comprehension is the ability to read the passage. The exact responses of some participants were as follows:

It is a learning and teaching technique which involves learners reading through passage to get the in-depth in the passage and be able to respond to any question based on the passage (SO).

It is a type of reading which requires the teacher to read out passages or the learners themselves and then answer the questions that follow in relation to the passages (Tr 6).

4.1.2 Analyzing the passage

One participant responded that reading comprehension is the ability to analyze the text being read. See the verbatim below:

It is the ability to read, analyze, process the given text and understand it (HOD2).

4.1.3 Understanding the passage

All the participants responded that reading comprehension is the ability to understand the text being read. Some of the exact responses were:

Reading comprehension is a teaching technique which is to test learners' understanding of a given passage (Tr 8).

The ability to read given passage and be able to understand it' (HOD 3).

Reading comprehension is where you read a passage and be able to comprehend what you have read (Tr 2).

4.1.4 Skimming and scanning

One participant responded that reading comprehension is skimming and scanning. Here are the exact words:

Reading comprehension is where you are given a text then you read through to understand and get the information (Tr 7).

4.1.5 Vocabulary

Three participants responded that reading comprehension is familiarizing with what has been read. These were the exact words of two of them:

Is where they are given the passage then they read the passage given. After they read, you discuss the passage to test the understanding of the passage. Here, they may not need to write anything because the interest is to see if they are able to read and understand what they read. Basically, it tests the level of reading and understanding (HOD 1). Reading comprehension is where you read a passage and understand its context or what the passage is all about (Tr 1).

4.1.6 Interpreting the passage

One participant said that reading comprehension is interpreting what has been read. Here are the exact words:

Reading comprehension is where learners read to get the concept out of the written work also to familiarize themselves with how words are used in sentences also how words are spelt. It also equips the learners with the study skills because they will be able to read and understand and interpret what they have read (Tr 4).

4.1.7 Answering the questions on the written passage

Some participants said that reading comprehension is about reading the passage and answering the questions that follow. See their exact words:

Basically in reading comprehension, the focus is on whether the learners have understood what they have read hence, the questions after the passage (Tr 9).

It is an activity that requires learners to read and understand a given text and thereafter, they answer the questions based on the same passage (Tr 10).

This is the task we give to the learners that requires them to read a given passage and answer the questions that follow to show mastery (Tr 11).

4.2. Which classroom techniques are teachers using to teach Reading Comprehension?

This section presents the findings of the study on the second research question which aimed at exploring classroom techniques teachers are using to teach reading

comprehension. Participants comprised the SO (Languages), HODs, teachers and pupils. Through data analysis and interpretation, one (1) theme and twelve (12) sub-themes emerged.

Table 5 Themes and Sub- Themes that Emerged from Question Two

THEME	SUB – THEMES
4.2 Teaching Reading comprehension	4.2.1 Brainstorming 4.2.2 Silent Reading 4.2.3 Reading Aloud 4.2.4 Retelling 4.2.5 Exposition 4.2.6 Skimming and Scanning 4.2.7 Question and Answer 4.2.8 Pair work 4.2.9 Group work 4.2.10 Presentations 4.2.11 Class/Plenary Discussion 4.2.12 Individual work

The second research question sought to explore techniques teachers employ to teach reading comprehension. The participants unanimously responded that they use an eclectic method that included; Brainstorming, silent reading, reading aloud, retelling, exposition, skimming and scanning, question and answer, group/pair work, presentations, class discussions and individual work. The verbatim responses were as follows;

4.2.1 Brainstorming

In answering the question concerning techniques used to teach reading comprehension, two participants indicated the aspect of brainstorming. They responded as follows:

Pre-text question, Brainstorm, question and answer, role play, drama, audio-visual, discussion, pair-work, group work, debate. Teaching comprehension require eclectic approach (HOD 2).

We discuss the topic to find out whether we have an idea of what you are going to learn, whether we understand the topic (pp. 2).

4.2.2 Silent Reading

Most of the participants made mention of silent reading as one of the techniques used.

See some verbatim responses below:

Silent reading, question and answer, group discussion, thereafter, class discussion and reading aloud (Tr 3).

Allow learners to read the passage and later the passage is discussed as a class. Then some will just give books to the learners to read while they are just seated to wait for the period to end. Meaning the lesson is not even planned (HOD 1).

4.2.3 Reading Aloud

A good number of participants said that reading aloud is one of the techniques they use to teach reading comprehension. Here are some pupils' own words:

The teacher selects people to read then we read silently. The teacher will then ask us personal understanding of the passage (pp. 1).

The teacher will get a volunteer to read for the class. When the volunteer reads, the teacher come in and reads also for us to understand. We discuss the unfamiliar words (pp. 6).

4.2.4 Retelling/summarizing/story telling

Two participants mentioned retelling as seen in the verbatim below:

Silent reading, oral reading, question and answer, discussions, story retelling (HOD 3).

We read then we are told to summarise the passage and also finding meanings to difficult words (pp.11).

4.2.5 Exposition

Initially three participants said that they use exposition technique among others. Here is exactly what two of them said:

Question and answer, reading the passage, teacher exposition (Tr 1).

She asks questions from the task, what was difficult in the exercise. She has to explain more about what we got wrong (pp. 8).

4.2.6 Skimming and scanning

To answer the question, participants revealed that skimming and scanning were some of the techniques they used. See the exact words from one of them:

Provision of books to each learner. They read in turns in order to help them identify difficult words. Allow them to go through the questions, help them find the meaning of the words in the passage. Answer the questions according to the way they have been asked (Tr 5).

4.2.7 Question and Answer

Five participants responded that they use question and answer as one of the techniques.

This is what some of them had to say:

You give out the texts to the learners and reading the text to understand. Mostly you use question and answer method to see if the learners have understood the text. After they can also discuss the text, e.g. are there any new words that they do not understand? If there is need, they can do the role play then give an exercise (Tr 6).

The teacher will ask if what we are reading happens in real life situation. She will also ask if we have seen or experienced it and then discussion of words contextually (pp 3).

4.2.8 Pair work

To answer the question, two participants revealed that they use pair work. See what one of the two said:

3 2 1 strategy, role play, discussion, rally robbing, where two single lines are formed, they pair, one line asks questions and the other answers the questions. Once the questions have been answered, they move in exchange of partners until all the questions are answered. I also use quick write strategy for short feedback during teaching. I use round table when the numbers are small (Tr 9).

4.2.9 Group Work

To answer the question, the majority said that they use group work. See what some said in their own words:

Exercise, group work (Tr 7).

Reading, question and answer, group discussion, answering of reading comprehension questions (Tr 2).

4.2.10 Presentations

To answer the question, one participant mentioned presentation as a technique used among others. Here is what he said:

Initially teachers are supposed to go through the passage before they teach. So some do not do that. But the activities that should be done are the same ones where children are supposed to read the passage, discuss the passage, there could be vocabulary learners may not be familiar with so that they are discussed in the passage. Again they read the passage now after they have discussed those words that they may not be familiar with because the intentions actually are as the statement say, 'they are to comprehend the passage, to have the in-depth understanding of it. So again there is supposed to be individual work where children practice to answer the questions so once they have finished answering the questions there must be a discussion where they be in groups and then they present those answers. If not there can be class plenary sessions where now answers may be given for all the questions (SO).

4.2.11 Class/plenary Discussion

Many participants opened up saying that they use class discussion to teach reading comprehension. Here is what some said:

Group work, individual work, role play, plenary discussion (Tr 13).

Inquiry, exposition, discussion, question and answer, reading aloud (Tr 4).

She will ask us to answer again and if we get the answers wrong, then she will give us the answers. We then make corrections (pp. 6).

Sometimes we make some corrections after marking (pp. 12).

Then the teacher marks the answers we have written. After marking, the teacher has to do the corrections. We then make corrections (pp. 7).

4.2.12 Individual work

When asked what techniques are being used to teach reading comprehension, a good number of participants freely said that they use individual work. See the verbatim below:

We get to write the task given (pp.8).

Then she gives us exercise. If no exercise, she gives us homework (pp. 2).

Sometimes we are told to write a composition using the same words we found the meanings for (pp. 10).

She will give us an exercise and we take the books for marking (pp. 11).

4.2.1. Findings from Lesson Observation

The researcher also took time to observe three lessons. All the lessons were two periods each. The first lesson at Sch A was forty minutes per period and it took eighty minutes. It was in the morning at 8:20 hours, while the other two lessons observed in the afternoon were thirty-five minutes each and both lasted seventy minutes. The second lesson at Sch B started at 15:00 hours and the third lesson at Sch C started at 13:50 hours. The following were the topics; “The Effects of Smoking on the Body” from MK grade ten book, pages 75-77. The second one covered the topic, “Moral Rights and Children” from MK grade 10 page 79 and the third was on “The Dangers of Abortion.” From Excel and Advance in English grade twelve book, pages 41-42.

4.2.1.1 Findings from lesson observation one

Teacher: *“Good morning class”*

Class: *“Good morning madam.”*

Teacher: *“How are you?”*

Class: *“We are very well thank you and how are you?”*

Teacher: *“I am fine.”*

Teacher: *“Greet the madam”*

Class: *“Good morning madam,”*

Researcher: *“Good morning, how are you?”*

Class: *“We are fine thank you and how are you?”*

Researcher: *“I am very well, thank you. Feel free I am here to learn with you.”*

Teacher: *“Sit down”*

Class: *“Thank you madam”*

Teacher: *“Madam, you can sit there at the back.”*

Researcher: *“Thank you.”*

Teacher: *“We are going to look at reading comprehension”*

Teacher: *“what is smoking?”*

Pupil: *“Smoking is the inhaling of substance into the body.”*

Teacher: *“Very good, any other answer?”*

Pupil: *“It is the inhaling of smoke from the cigarette through the nose.”*

Teacher: *“Very good, any different answer? You”*

Pupil: *“Smoking is the inhaling of smoke substance as a result of burning cigarettes. Smoking can also be inhaling of smoke from any burning substance. E.g. car exhaust, burning bushes, burning of substance from the industries.”*

Teacher: *“Smoking is the act or habit of inhaling and exhaling the smoke of tobacco on the end of a lit cigarette, cigar or pipe. In other words, it is the act of inhaling and exhaling the fumes of burning plant materials. Is it clear?”*

Class: *Yes, madam.”*

Teacher: *“Now, smoking has got effects. What are the effects of smoking?”*

Pupil: *“It causes T.B., bronchitis, lung cancer and emphysema, and even death.”*

Pupil: *“Smoking damages the sense of taste.”*

Teacher: *“Very good, smoking causes cancer, coronary heart disease, stroke, lung diseases, chronic obstructive pulmonary disease which include, emphysema and chronic bronchitis. Smoking also increases the risks of tuberculosis, certain eye diseases and problems of the immune system including rheumatoid arthritis.”*

Teacher: *“What can you see in the picture?”*

Pupils: *“A person smoking.”*

Pupil: *“A boy smoking with one side of the trousers folded.”*

Pupil: *“Madam, I can see smoke coming out of a boy’s mouth and he is holding a cigarette.”*

Teacher: *“Very good, we are now going to read the passage, one after another. Someone to read paragraph one.”*

Pupil: *When we breathe in, we draw air in through the nose and mouth, down the windpipe into the lungs where there are tiny air sacs. If a person smokes the whole delicate system is damaged because tobacco contains three harmful substances. Nicotine, which increases the rate at which the heart beats, tar which lines the tubes which lead into lungs and carbon-monoxide, which affects the ability of the blood to carry oxygen. When a person smokes, these substances and pieces of burned tobacco pass into the tubes and lungs. They irritate the delicate lining. Normally, the windpipe is lined by tiny hairs or cilia which move backwards and forwards. Over the cilia is a sticky liquid which is called mucus. The mucus traps tiny pieces of dust and dirt which are in the air.*

The cilium moves the mucus upwards at the rate of about one and half centimetres every minute. Eventually the mucus reaches the throat where it is swallowed or sometimes spat or coughed out.

Teacher: “next.”

Pupil: *If smoke passes into the air tube, it causes the movement of the cilium to slow down and eventually stop. The mucus no longer passes upwards and therefore drops down into the air sacs. The smoker then has to cough in order to remove the mucus which gathers into the lungs. This may develop into a bad cough. The smoker may eventually get a disease called bronchitis which makes a person cough constantly because the tubes leading to the lungs have become i.....*

Pupils: *inflamed.*

Pupil: *Smoking also affects other parts of the body. Smoking just a cigarette causes some harm. The skin temperature drops while the heart beats faster. The blood pressure rises as well. In the long run, smoking shortens one’s life by 10-15 years. On average, smoking shortens one’s life by about 5.5 minutes for each cigarette which is smoked smoking damages the sense of taste. The hot smoke and other chemicals in smoke affect the taste buds. The sense of smell is also affected. Smoking makes teeth go yellow. Clothes, hair and breath smell of smoke and ashes. People who smoke are likely to suffer from heart diseases. Smoking often makes stomach ulcers worse and can cause them. Most of all, people who smoke are much more likely to get cancer, especially lung cancer. Cancer is uncontrolled growth of cells. Normally, cells die and are replaced naturally. When a person has cancer, the cells grow out of control to form lumps. The lining of lungs is affected and eventually a cancerous growth will form.*

Pupil: *If a pregnant woman smokes, she affects the growth of her baby. Nicotine and carbon monoxide pass through the mother’s blood across the placenta to the baby’s blood. The baby is likely to be smaller, underdeveloped and to have a poor resistance to diseases. In families where parents smoke, children are more likely to have p.....*

Pupils: *Pneumonia*

Pupil: *pneumonia and other diseases which affect their breathing.*

Teacher: *“The last one to read.”*

Pupil: *“Me madam”*

Teacher: *“Yes, read.”*

Pupil: *Remember, also some other consequences of smoking. It costs money to smoke. Money spent on smoking is sometimes more than that spent on food. Shops often place cigarettes near the cash desk where people will buy them. However, it is written at the bottom of the packet, often in small letters, that tobacco is very harmful to one’s health.*

Teacher: *“Very good, now identify the words you are not familiar with that you have found in the passage.”*

Pupils: *“delicate, tar, irritate, cilium, nicotine, bronchitis, inflamed, taste buds, ulcers, lumps, resistance, pneumonia.”*

Teacher: *“Now, we are going to discuss the unfamiliar words. What does the word ‘delicate’ mean according to the passage?”*

Pupil: *“fragile.”*

Teacher: *“Very good. Something fragile or delicate is something that can easily be damaged, is that clear?”*

Class: *“Yes madam.”*

Teacher: *What about ‘tar’, what is it?*

Pupil: *“Madam, I am just trying, I think it is a harmful substance in tobacco.”*

Teacher: *“Okay, The next word”*

Pupil: *“Irritate is discomfort madam”*

Pupil: *“It’s like something itching.”*

Class: *“Ha ha ha ha ha ha ha”*

Pupil: *“She doesn’t know madam”*

Teacher: *“It is to inflame and cause a reaction. What about Cilium?”*

Pupil: *“These are tiny hairs in the windpipe”*

Teacher: *“Okay, how about nicotine?”*

Pupil: *“Madam, according to the passage, nicotine is one of the harmful substances found in tobacco and it increases heart rate.”*

Teacher: *“Very good, anyone with a different answer? What is bronchitis?”*

Pupil: *“A disease which makes a person cough constantly because the tubes leading to the lungs have become inflamed”*

Teacher: *“What is to be inflamed?”*

Pupil: *“I think ‘Swollen’ madam.”*

Teacher: *“Good. Can someone tell us what taste buds are?”*

Pupil: *“They give one a sense of taste.”*

Teacher: *“Yes, that’s their function. Let’s quickly finish so that we go to the next stage. What are ulcers?”*

Pupil: *“Madam, I think these are sores on the inner lining of the stomach”*

Teacher: *“What are lumps?”*

Pupil: *“Madam, can I try?”*

Teacher: *“Yes, you can try?”*

Pupil: *“I think lumps are cells grown out of control.”*

Teacher: *“Very good. How about pneumonia?”*

Class: *“meeeeeeeee, meeeeeeeeeee madam, madam meeeeeeeeeeeeeeeeeee”*

Teacher: *“You are making noise, just raise up your hands quietly, you”*

Pupil: *“Madam, it is a disease which affects breathing.”*

Teacher: *“That’s a very good answer. And the last one? Let’s quickly finish so that we can go to the next step.”*

Pupil: *“Nikukana”* (to refuse or deny)

Teacher: *“Behave yourself”*

Pupil: *“Resistance is immunity.”*

Teacher: *“Yes, you are right, resistance is strong resistance. “Very good. Now I want you to read silently. I am giving fifteen minutes to read. What have you picked from the passage?”*

Pupil: *“What I have picked from the passage is that smoking is costly, it causes ulcers and may cause them. It also causes cancer.”*

Pupil: *“For pregnant women it is harmful for the baby and can cause the body not to grow.”* Teacher: *“Good, what else?”*

Pupil: *“If smoked for a long time, the smoker may suffer from bronchitis. Smoking also increases blood pressure and makes teeth yellow. It also affects the ability of the blood cells to carry oxygen.”*

Teacher: *“Any other?”*

Pupil: *“Madam, smoking also shorten one’s life span.”*

Teacher: *“Very good. Now, who can retell the story in own words?”*

Pupil: *“Madam, I can try. Smoking tobacco has various harmful effects to one’s body. It irritates the delicate lining of the windpipe and lungs. The smoker may develop a bad cough and eventually get bronchitis. In addition, smoking may cause skin temperature to drop and the heart to beat faster, leading to high blood pressure. It also damages the sense of taste and smell and makes teeth go yellow. Furthermore, smoking makes stomach ulcers worse and also can cause them. Smokers are likely to suffer from heart diseases as well as lung cancer. If a pregnant woman smokes, the baby is likely to be smaller, underdeveloped and to have poor resistance to diseases. In families where parents smoke, children may have pneumonia and other diseases which affect their breathing. Smoking costs money too.”*

Teacher: *“Very good, now we can proceed to the next activity, we are now going to discuss question one. Let’s go to the comprehension questions. Can somebody read question one and the options please.”*

Pupil: *“The three harmful substances that are found in tobacco are;*

- a) Nicotine, oxygen and carbon-dioxide*
- b) Tar, Nicotine and Carbon- monoxide*
- c) Cancer, carbon-dioxide and pneumonia*
- d) Nicotine, Tar and Cancer.”*

Teacher: *“What is the answer? Yes”*

Pupil: *“B madam.”*

Teacher: *“Is he right?”*

Class: *“Yes, madam”*

Teacher: *“Anyone with a different answer? Okay, B is the correct answer. Now answer the rest of the questions in your exercise books. When you finish number one, raise your hand so that I can mark. Bring the books for marking. We will not discuss the answers due to time, we shall discuss in the next lesson.”*

Class: *Thank you madam.”*

4.2.1.2 Findings from lesson observation two

Class: *“Good afternoon madam”*

Teacher: *“Good afternoon, greet the madam”*

Class: *“Good afternoon madam”*

Researcher: *Good afternoon, how are you?”*

Class: *"We are very well thank you and how are you?"*

Researcher: *"I am very well, thank you. You may sit down"*

Class: *"Thank you madam"*

Teacher: *"Madam, you can take a seat there at the back"*

Researcher: *Thank you so much"*

Teacher: *"How many read books? Okay, what did you read, and what did you understand from the books you read?"*

Pupil: *"I read one book with a lot of stories in it. One of the stories was about a boy who was always smiling. Among the things I understood from the story is that, not everyone likes you for who you are."*

Teacher: *"Very good. The word comprehension comes from the root word 'comprehend.' To comprehend is to understand and Comprehension is all about reading the text with understanding. Is that clear?"*

Class: *"Yes madam."*

Teacher: *"What do the words skimming and scanning mean?"*

Pupil: *"Skimming is reading through the passage to have an idea of what the passage is all about and scanning is reading for understanding."*

Teacher: *"Thank you for those answers. Skimming is reading through the text with a view of knowing what it is all about and scanning is reading carefully with understanding or looking for specific data. There are things that you are not supposed to do when reading. When reading, avoid finger pointing, mouthing, whispering and voicing and so on. A volunteer to read paragraph one aloud."*

Pupil: *While majority of the studies which have been conducted about the dangers that are associated with abortion are often scrutinised and debated, there are a variety of different known effects that one might experience after having an abortion. Each of these effects may be negative to one's health, so it is important for any person to take them into consideration before she decides to go through with an abortion.*

Teacher: *"What is the paragraph just read all about?"*

Pupil: *"Madam, can I try?"*

Teacher: *"Yes"*

Pupil: *"It's about dangers of Abortion and different effects that one might experience after having an abortion and how negative they can be to one's health. So it is important for a person to consider them before she decides to go through with an abortion."*

Teacher: *“Very good, the passage is about abortion and its effects. Now, read the passage silently. I want volunteers to read the passage.”*

Pupil: *One of the most common effects of abortion is inflamma...tion of the cervix. Although this may sound like a very harmless and insi....gni.....*

Class: *Insignificant*

Pupil: *insignificant side effect, the truth is that it is not. In fact, the results of this side effect tend to be very severe.*

Teacher: *“Next”*

Pupil: *One of the things that it can lead to is the pelvic inflammatory disease, which can eventually permanently damage the pelvis. It can also lead to cervical cancer later on in life.*

Teacher: *“Next reader.”*

Pupil: *Infertility is another very common effect of having an abortion. This is especially something that one might experience if she decides to have more than one abortion. In fact, abortions can be held as an accountable reason for at least thirty percent of women who are experiencing problems with infertility.*

Teacher: *“you”*

Pupil: *“Me madam?”*

Teacher: *“Yes, read”*

Pupil: *Another thing that having an abortion may cause is complications during pregnancy later on in life. Some of the things that one may be faced with if she should decide to get pregnant after an abortion include premature births, an increased chance of having a mis....carriage, low infant birth weight, and even infant death. If having children in future is something that a woman is looking forward to, chances are that she might want to reconsider having an abortion because of these dangers.*

Teacher: *“Good, next reader”*

Pupil: *Of course, one should keep in mind that having an abortion does not make it impossible for her to give birth to healthy children in the future. It is important to make sure that the lady informs her gy.....*

Class: *gynaecologist*

Pupil: *that she has had an abortion in the past, once she is diagnosed as pregnant.*

Teacher: *“Very good, next.”*

Pupil: *I will read madam”*

Teacher: *“Okay, read”*

Pupil: *In most cases, abortions are performed illegally. Although this may sound very appealing to many, the truth of the matter is that abortions which are performed illegally tend to be very unsafe. The main reason being that illegal abortions are often performed by inexperienced doctors. This can lead to infections, the inability to stop bleeding and even death among some women. “I have finished madam.”*

Teacher: *Okay, that was paragraph what?*

Class: *seven, madam”*

Teacher: *last paragraph*

Pupil: *The most common, but rarely thought of, danger that is associated with having an abortion is the emotional side effect. Feelings of guilt, anger, hurt, and so much more can linger for years. If a woman experiences these effects, she might require the attention of a psychologist or counsellor.*

Teacher: *Very good class. Now, what is the passage all about?”*

Pupil: *“It’s about what happens after aborting madam,”*

Teacher: *“What else?”*

Pupil: *“It may cause complications during pregnancy later on in life.”*

Teacher: *“Is that all?”*

Class: *“No madam”*

Teacher: *“So, what else?”*

Pupil: *“Abortions can cause infertility and are accountable for atleast thirty percent of women experiencing problems with infertility, it causes inflammation of the cervix and can lead to cervical cancer.”*

Teacher: *“Now, someone said that abortion may cause complications during pregnancy, what are some of the complications that can be faced during pregnancy?”*

Pupil: *“Premature births, an increased chance of having a miscarriage.”*

Pupil: *“Low infant birth weight and even infant death.”*

Teacher: *“Very good, class, clap for yourselves. Abortion can also lead to infections, the inability to stop bleeding and even death among some women. Abortion can also have emotional side effects like feeling guilt, anger, hurt and some can even be haunted for years, are we together?”*

Class: *“Yes, madam.”*

Teacher: *“Are you sure?”*

Class: *Yes, madam*

Teacher: *“Any questions?”*

Class: *“No questions.”*

Teacher: *Now write the exercise, I will write questions on the board, and homework. Make sure you write and bring the books for marking tomorrow, okay class?”*

Class: *“Yes madam”*

Teacher: *“Is abortion a good thing to do?”*

Class: *“noooooooooooooooooooooo”*

Teacher: *“Why?”*

Pupil: *“Because it is dangerous madam. Some women may not have children and some die madam.”*

Teacher: *“Very good, we have come to the end of our lesson. See you tomorrow.”*

Class: *“Thank you madam.”*

4.2.1.3. Findings from lesson observation three

Class: *“Good afternoon madams.”*

Teacher: *“Good afternoon.”*

Researcher: *“Good afternoon, how are you?”*

Class: *“We are very well thank you and how are you?”*

Researcher: *“I am well, thank you.”*

Teacher: *Madam, you can introduce yourself.”*

Researcher: *“I am Mrs Musolokoto, I have come to learn with you today, okay.”*

Teacher: *“Sit down”*

Class: *“Thank you madam.”*

Teacher: *“I am urging you to concentrate and contribute.” Madam, you may take a seat.”*

Researcher: *“Thank you.”*

Teacher: *“Who is a child?”*

Pupil: *“A child is a person under the age of sixteen according to the laws of Zambia.”*

Pupil: *“A person who still has parents.”*

Class: *Ha ha ha ha ha ha ha ha ha ha ha ha*

Teacher: *Quiet! “So if your father’s parents are still alive, does it mean he is still a child?”*

Class: *Ha ha ha ha ha ha ha ha ha*

Teacher: *“Keep quiet.”*

Teacher: *“Anyone with a different answer?”*

Pupil: *“it’s an under five.”*

Class: Ha ha ha ha ha ha ha ha ha

Pupil: *“it’s anyone below the age of eighteen.”*

Teacher: *“Good, a child is a person below the age of sixteen. What is a right?”*

Pupil: *“A human right”*

Teacher: *“What is a human right? Any other answer? A right is an entitlement one has simply because one is a human.*

Pupil: *It’s a privilege that human beings have.”*

Teacher: *“Yes, you are right, ‘A right’ is a lawful claim that everyone is born with. For example, a child has a right to a name and nationality. Is that clear?”*

Class: *“Yes madam.”*

Teacher: *“Open on page 79, quickly go through the passage and take note of words you do not know.”*

Teacher: *“What is the passage all about?”*

Pupil: *“It is about children and their rights and there are things that should not be done to them. There are things children may not do that adults are permitted to do.*

Teacher: *“Example”*

Pupil: *Children are not allowed to vote, to marry, to buy alcohol, to have sex or to engage in paid employment. Every child has an inherent right to life and freedom of speech.*

Teacher: *“Why do you think rights are there?”*

Pupil: *“Rights are there to protect and guide children in a way that will build their moral wellbeing. For example, a child’s right to education.”*

Pupil: *“Children’s right are there to protect and not to harm and Children who are empathetic at a tender age will find it easier to maintain relationships, both romantically and with friends and co-workers.*

Pupil: *“Children who have high understanding of the parent’s rules are also more likely to perceive themselves being more moral later in adulthood.”*

Teacher: *“Very good, moral rights are not independent but they are actually rights that monitor and discipline children morally and it is very important for our children to develop morally, knowing that the future of our country is in their hands.”*

Teacher: *“I have written the key words and their meanings on the board. Look here and pay attention. Morals- behaviour, child- under 18/ not custody of parents/juvenile, right- lawful (benefits or claim). Philosophical- something with different ideas, studies, empathy- connecting other people’s emotions, empathetic- relating to or characterised by empathy, internalisation- learning of knowledge, values or attitudes within oneself, inherent- basic or essential, socialisation- the process of learning to behave in a way that is acceptable to society, and ratified-agreed, accepted, endorsed approved.*

Teacher: *Who are going to read today?*

Pupil: *What is a right? A right is a lawful claim that everyone is born with. For example, a child has a right to a name and nationality. Besides that, it can be said that parents have a responsibility to give their children names.*

Teacher: *“Next paragraph”*

Pupil: *Children are also human beings just like adults are. There are things that should not be done to them for the simple reason that they are human. At the same time, children are different from adults and it seems reasonable to think that there are things children may not do that adults are permitted to do. In the majority of ju..... Jurisdictions for instance, children are not allowed to vote, to marry, to buy alcohol, to have sex or to engage in paid employment.*

Teacher: *“Next”*

Pupil: *Most countries have ra... ratf.....*

Class: *Ratified*

Pupil: *The United Nations coonve.....ntion on the rights of the child which was first adopted by Zambia in 1991. That convention accords children a wide range of rights including, most centrally, the right to have their best interests a primary consideration in all actions concerning them.*

Pupil: *Every child has an inherent right to life and the right of a child who is capable of forming his or her own views to express these views freely in all matters affecting them. However, it is normal to distinguish between ‘positive rights’- those that are recognized in law and ‘moral rights’- those that are recognised by moral theory.*

Pupil: *The fact that children have positive rights does not then settle the question of whether they do or should not have moral rights. Indeed, the idea of children as rights holders has been subjected to different kinds of philosophical criticism and at the same*

time there has been philosophical consideration of what kinds of rights children have if they do have any rights at all.

Teacher: "Next"

Pupil: *The various debates shade light on both the nature and value of rights, and on moral status of children. Rights are there to protect and guide children in a way that will build their moral wellbeing. Taking for example the child's right to education, one can agree that teachers in schools are there to help parents to groom their children to become people who are fit for society.*

Pupil: *Children's rights are there to protect and not to harm as some people view them. The development and internalisation of morals at an early age has been shown to be predictive of future adaptive skills and socialisation skills.*

Teacher: "Next reader, quickly read."

Pupil: *The development of empathy in children is also significant. Children who are empathetic at a tender age will find it easier to maintain relationships, both romantically and with friends and co-workers. This skill is extremely important in communicating with people and being able to understand other people's perspectives. Children who have high understanding of the parent's rules are also more likely to perceive themselves being more moral later in adulthood.*

Teacher: *May I have a fluent reader to read the last paragraph.*

Pupil: *Mr. John Zulu, Director, in the Ministry of Gender and Child Development in an interview said that moral rights are not independent as many people may view them but they are actually rights that monitor and discipline children morally. "It has been observed that many children tend to start misbehaving and lose respect for others because they say that they know their rights not knowing that there is more to their rights. Knowing that the future of our country is in the hands of children, it is very important for our children to develop morally."*

Teacher: "What is the passage all about?"

Pupil: "It is about children and their rights, madam."

Teacher: "Good, very good, are there any other new words in the passage?"

Class: "Yes"

Teacher: "What are they?"

Class: "Perspectives, criticisms, jurisdictions and engage, adaptive"

Pupil: "And tender madam."

Teacher: *“Now, let’s discuss, what do they mean?”*

Pupil: *“I am just trying, madam.”*

Teacher: *“Yes, go ahead.”*

Pupil: *“Criticisms means negative comments.”*

Teacher: *“Good, next?”*

Pupil: *“I think ‘tender’ means young according to the passage.”*

Teacher: *“Very good. How about the other words?”*

Pupil: *“We don’t know madam”*

Teacher: *“Are you sure?”*

Class: *“Yes, madam”*

Teacher: *“Okay, ‘perspectives’ mean points of view or different ideas, ‘jurisdictions’ means limits, engage means ‘take part’ and adaptive means ‘easy to adjust’, clear?”*

Class: *“Yes madam.”*

Teacher: *“Now you can answer the questions on page 81. Now listen, it is important for children to have moral rights as they will know what to do and what not to do as children. Children who have morals will have and value them even when they are adults. Take the books to the staffroom and come collect them tomorrow.”*

Class monitor: *“Alright, madam.”*

Teacher: *Clap for themselves.*

4.2.2. From the lessons observed, the teachers demonstrated knowledge of subject matter. In all the three lessons observed, teachers applied the techniques divided into three stages of teaching reading comprehension namely; pre reading stage in the introduction, while reading stage, in development where a lot of techniques are applied, and post reading stage in conclusion. Teachers used an eclectic method including: Brainstorming, silent reading, reading aloud, group work, skimming and scanning, discussion of difficulty words, individual work, exposition, plenary discussion and marking.

4.3. What Challenges Do Teachers Encounter in Teaching Reading Comprehension?

This section presents the findings of the study on the third research question which aimed at establishing the challenges teachers face in teaching reading comprehension. Participants were the SO, HODs and teachers. They revealed the challenges as follows: Shortage of reading materials, large numbers of learners, learners’ inability to read, lack

of learners' interest in reading, lack of English proficiency by learners, failure of learners to find meaning from the context and teacher unpreparedness. Through data analysis and interpretation, one (1) theme and seven (7) sub- themes emerged.

Table 6: Themes and Sub- themes that emerged for question three

Theme	Sub-themes
Theme 4.3. Challenges Teachers Face in Teaching Reading Comprehension	4.3.1 Inadequate materials 4.3.2 large numbers of learners 4.3.3 Learners' Inability to read 4.3.4 lack of learners' interest in reading 4.3.5 lack of English proficiency by learners 4.3.6 Failure by learners to find meaning from the context. 4.3.7 Teacher unpreparedness

The third research question sought to avail the challenges teachers face in teaching reading comprehension. Through the focus group discussion with teachers and face to face interviews with the H.O.Ds and the SO, findings revealed that there were a number of challenges to grade ten teachers and learners in relation to reading comprehension.

4.3.1 Inadequate materials

All the participants who took part in the study pointed at shortage of reading materials as a major challenge as it is a hindrance to effective teaching and learning of reading comprehension. Here is what some said:

Not having enough materials or books making it difficult for pupils to learn at the same level (Tr 5).

Books are not enough, we have few books against many pupils. Others lag behind as they wait for the others to finish before they go to the next page. Numbers are too big making it difficult for the teacher to manage the class and to get every pupil on board. Marking is a challenge due to large numbers (Tr 4).

They share books, 5 learners against one book or 10 books against 70 pupils (T. 6).

Lack of books. Book –pupil ratio is high. e.g. 12 books against 90-100 pupils (Tr 8).

4.3.2 Large numbers of learners

All participants revealed that large numbers in the class is one of the many challenges resulting in high pupil-teacher ratio making it difficult to meet set objectives. The following were the responses in their own words:

Teacher- pupil ratio is too high -, 1 teacher against 90 to 100 learners in class (Tr 7).

High enrolment figures because of free education have increased pupil-teacher ratio. We also have inadequate texts (HOD 2).

At the moment reading comprehension has become a bit tricky because of big numbers in class as this makes it difficult to have group work where each group has to present their findings to the class (Tr 1).

Because of free education, everyone wants to be educated so it's very difficult to discuss and get learners to understand what is being discussed because of large numbers (Tr 2).

Especially with those who don't concentrate when you are giving an instruction because of large numbers. It is difficult to know who is paying attention and who is not- teacher-pupil ratio is very high (Tr 4).

4.3.3 Learners' Inability to read

Reading comprehension requires reading. However, participants revealed that most of the pupils do not know how to read. See the verbatim below:

Most learners not knowing how to read, no enough books for each learner making it very difficult for some learners to read (Tr 2).

Most of our learners do not know how to read. The other one is the numbers in classes are big meaning the book- learner ratio is high where you find ten learners sharing one textbook. Then learners also lack interest in reading (HOD 1).

Some learners still have challenges in reading and this delays the teaching process. Learners delaying in reading some words making the lesson drag. Some learners mock their friends who make mistakes while reading thereby making them shy away from reading. Learners share books because they are not enough to cater for each one. Classrooms are

small so it is difficult for a teacher to move around and control the learners at the back of the class (Tr 1).

Lack of books. Book to pupil ratio is high. E.g. 12 books against 90 -100 pupils. English is not their first language so they struggle with the English language. Most of our learners don't know how to read. They drag words while reading (Tr 7).

4.3.4 Lack of learners' interest in reading

One of the challenges faced in teaching reading comprehension is learners' lack of interest in reading. This is what the participants had to say:

Yes, during reading aloud, they hate reading, so you have to persist for them to read (Tr 8).

Yes, there are times when the learners refuse to read in class (Tr. 5).

Sometimes they make noise. You find that the numbers that we have in class are big such that it becomes very difficult for them to follow through. They share books and the sitting is disturbed. When they are sharing the seats they make noise. Some stories that are there for reading comprehension are not interesting. I would give an example of the yellow book, they are talking about ancient happenings. Atleast they should be talking about what is happening currently. Learners usually do not have interest in reading the same stories usually they want to read stories that are connected to them (Tr 3).

4.3.5 Lack of learners' English proficiency

In answering the question, three participants revealed that some pupils lack English proficiency. Here is what they said in their own words:

English is not their first language so they struggle with the English language (Tr 9).

You will find that a number of learners are shy to read. Not only that, they are afraid of pronouncing certain words wrongly. So you find that only those that have got good reading skills would want to take lead (Tr 11).

During the questioning method, others are shy or afraid to answer even when they know the answer making it difficult for the teacher to know whether they have understood or not (Tr 5).

4.3.6 Failure by learners to find meaning from the context

One of the challenges teachers face in teaching reading comprehension is failure to find meanings of words and phrases in context. See the verbatim below:

Some passages seem to be too hard for them. It is difficult to achieve the objectives (Tr 10).

Inadequate reading materials i.e. More than five learners to one book. Large class sizes which makes it difficult, at times impossible to complete the marking of learners' work. Hence, correction of work is at times not done until the next lesson whose time is affected. Learners failing to find meanings of words from the context (HOD 3).

4.3.7 Teacher Unpreparedness

In answering the question, the standards officer and one HOD mentioned teacher preparedness as one of the challenges in delivering a reading comprehension lesson. Here is what one said:

Shortage of textbooks, huge numbers of learners in one classroom which makes it difficult to generate groups in a classroom where it is more packed. Some teachers lack proper methods of teaching reading comprehension. They don't know those stages they go and just say, 'read pa page so and muchite ma question ayo ali apo' (read on such a page and do the questions that are there). They fail to teach instead they test. They don't actually understand this lesson type. They don't take time to read through the passage before the lesson (SO).

4.4. Chapter Summary

This chapter presented the findings of the study. The findings were organized according to the objectives of the study. The next chapter will discuss the findings of the study.

CHAPTER FIVE

DISCUSSION

5.0. Overview

The previous chapter outlined the findings that were obtained from participants based on the various themes that emerged from the research questions. This chapter however, presented the discussion of the findings that emerged from the emergent themes. These were based on the research objectives that guided the study which include: To assess the teachers' knowledge of the concept of reading comprehension, explore the teachers' classroom techniques teachers are using to teach reading comprehension and establish the challenges teachers encounter in teaching reading comprehension.

5.1. Assess the Teachers' Knowledge of the Concept of Reading Comprehension

The first research objective sought to assess the teachers' knowledge of the concept of reading comprehension. In focus group discussions with teachers of English and face-to-face interviews with SO and HODs, findings revealed that teachers had knowledge of the concept of reading comprehension. There were 12 female teachers who took part in this study. Two of them held master's degrees, six held bachelor's degrees, and four held diplomas. In this study, those with degrees and diplomas appeared to be more knowledgeable than those with master's degrees because they contributed more pertinent data. Male participants did quite well, despite their small number, in comparison to the large number of female participants, indicating that they knew more about teaching techniques. Two of the three male participants in this study held bachelor's degrees, and the other held a diploma. A total of 14 students took part, consisting of 6 males and 8 girls. Below are the details of the findings on the knowledge of reading comprehension. It was revealed that participants in the research generally agreed with the meaning of reading comprehension as the ability to read, process and fully understand the text. Reading comprehension is important because it helps learners build vocabulary and make them understand complex concepts and develop critical thinking and analytical skills.

The study revealed that reading comprehension is reading a passage, analyzing it, and processing for understanding. It can therefore, be safely deduced that the SO, HODs

and teachers have a clear grasp of the concept of reading comprehension because according to Brown (2004, p.189) “reading is a process of negotiating meaning to the texts for understanding.” In this case, reading is a way to gain information from a text, as seen in Chapter 4, as revealed by Tr. 7, whose qualification is a degree. Reading comprehension is the process of understanding and gaining information from a material via reading it fluently. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language. Vygotsky believed that knowledge and thought are constructed through social interaction with family, friends, teachers and peers. He referred to the people that we learn from as the more knowledgeable other. In this study, the teachers have more knowledge than the learners, which they use in providing clues to learners when they teach reading comprehension.

The study also revealed that reading comprehension is skimming, scanning, vocabulary, interpreting the passage, and answering questions on a written passage. It involves understanding its context, vocabulary, and sentence structure. It helps learners develop study skills by allowing them to read, understand, and interpret the text. It is appropriate with McNamara (2007, p.28) who states that “comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and ultimately, the construction of a coherent representation or picture in the reader’s mind of what the text is about.” Reading comprehension tests the level of reading and understanding, allowing learners to answer questions based on the same passage. It is an activity that requires learners to read and understand a given text, then answer questions to demonstrate mastery. The findings of this study correlate with the studies carried out by Ndileleni’s (2014), Al-Husban, (2019) and Segooa (2020) who all reported that teachers had an understanding of the basic concept of reading.

5.2. Explore the teachers’ Classroom Techniques they Use to Teach Reading Comprehension.

The second research objective sought to explore techniques teachers are using to teach reading comprehension. To generate data for this research objective, the researcher analyzed data from the SO (languages), HODs, Trs, and PPs. From the analyzed data, the following are the different sub-themes that were identified:

This theory of constructivism indicates that a teacher creates a conducive environment for learning where learners are involved in activities that are interesting, authentic, encouraging, and full of mediation. This type of teacher does not become a spectator but a guide for the learners when they encounter problems. The learners will be encouraged to learn by giving meaning to their activities by comparing them to real-life experiences.

Pps described a structured teaching approach where learners discuss topics, read silently, and discuss their understanding. The tr. then selects people to read, asks for personal understanding, and contextualizes the reading. They are given exercises or homework, and a volunteer reads for the class. The teacher then marks the answers, makes corrections, and asks questions about the task. Students are then asked to summarize the passage, find meanings for difficult words, and sometimes write a composition using the same words, as revealed in chapter four by pp.10. The teacher also makes some corrections after marking as revealed by pp.6 and pp.7. Gordon & Browne (2014, p. 109) maintain that “scaffolding is a helpful structure, created to support the child in learning and that scaffolding assists in a task so that students learn to do the task independently, while structuring merely allows them to do the task.”

The questioning technique helped the learners acquire skills to construct meaning from the text. This technique, where the teacher mainly asked questions and pupils responded, enabled teachers to identify pupils who were successful in acquiring the intended reading skills. In asking questions, the teacher facilitated the process of learners relating to the text. PP.3 lamented that the teacher would inquire as to whether the material they were reading occurred in actual life. She would also inquire as to whether they had witnessed or experienced it, followed by a contextual discussion. Vygotsky’s (1978) constructivist theory of teaching reading encompasses the interactive role of learners in developing understanding and making sense of the text (comprehension). Hence, asking questions, providing clues to understand difficult words, and allowing sentences from new words are evidence of how the teacher used the principle of ZPD to close the gap in pupils’ knowledge.

This implies that teachers can teach reading comprehension to the learners through the use of necessary scaffolding strategies, and learners can learn these strategies and apply

them when reading text to access written material. In this way, the aspect of zone of proximal development has occurred. According to Vygotsky (1978), “The ZPD is characterized by partial mastery of skills that are successfully employed and eventually internalized with the assistance of an adult. According to his theory, in the ZPD, the adult monitors the current skills and scaffolds the child’s extension of current skills to a higher level of competence. In this process, adult involvement and contribution gradually decrease as the learner’s competencies increase.” It can therefore be deduced that teachers use an eclectic approach to teaching reading comprehension.

This finding is similar to the findings of many similar studies such as Muyangana (2012); Manoli & Papadopoulou (2013); Al-Husban & Alkhawaldeh (2016); Husban’s (2019) and Hayati (2021). However, it must be noted that no one size fits all approaches when using the eclectic technique. A study by Dwiningtiyas et al. (2020) showed that teacher one used several strategies in teaching reading comprehension. The strategies were brain-storming, reading aloud, and asking for specific information, while teacher two used nine strategies, namely, the use of a dictionary, reading aloud, rereading for checking comprehension, evaluating comprehension in particular tasks, and asking questions for specific information. Both teachers applied and combined the strategies, which were divided into three stages of teaching reading comprehension, namely, the pre-reading, while-reading, and post-reading stages. The strategies applied were very effective in teaching reading comprehension in that school. It was proven by the students’ motivation, attention, and teacher’s ease in the teaching and learning process.

However, although an eclectic method makes sense, it must be noted that Nurhamidah (2018) found that the use of too many strategies negatively affected students’ performances in learning reading comprehension. This research recommended that the teachers, in applying strategies, only use two or three strategies. The combination of some strategies was more appropriate compared to the many strategies used by the teachers. The students would be more focused if the teacher used fewer strategies but well-applied them in teaching reading comprehension. Thus, it is important that the right combination of teaching techniques be selected in order for a lesson to be successful.

The observed lesson at Sch A with Tr. 4, a female teacher, whose qualification is a degree, was characterized by a well-structured and interactive pedagogical approach.

The teacher employed an inductive teaching method by initiating a discussion about the concept of smoking before delving into the reading comprehension aspect. The teacher utilized a participatory approach, encouraging learners to contribute based on their prior knowledge. This interactive discussion not only served as an effective engagement strategy but also gauged the learners' existing understanding of the topic. The teacher skillfully facilitated the lesson by combining the reading of the passage aloud, identification of unfamiliar words, and subsequent discussion of their meanings. This multi-faceted approach aims at reinforcing both reading and vocabulary skills. The teacher's adept handling of student responses, even in instances of humour, contributed to a positive and inclusive learning environment.

Furthermore, the lesson featured a transition from oral reading to silent reading, allowing learners to individually engage with the text. The teacher then facilitated a reflective discussion, prompting learners to articulate their insights and understanding of the passage. This culminated in a summarization task, where a learner adeptly retold the story in their own words, showcasing a comprehensive grasp of the content. Additionally, the lesson incorporated a comprehension assessment, demonstrating an evaluative component that gauged learners' understanding of the material. The teacher effectively employed a question-and-answer format, providing learners with the opportunity to demonstrate their comprehension through multiple-choice responses. In summary, the observed lesson at Sch A exhibited a commendable integration of interactive and participatory pedagogical strategies. The teacher's adept management of the classroom, incorporation of diverse reading activities, and engagement with learners' responses collectively contributed to an enriching and effective language arts instructional session.

The observed lesson at Sch B taught by Tr. 5, a female and a diploma holder, provided an insightful glimpse into a comprehensive instructional session. The topic of the lesson was clearly delineated on the board, setting the thematic framework for the ensuing instructional activities. The pedagogical approach employed by the teacher centered on stimulating critical thinking among learners through probing questions. The core of the lesson involved group activities, wherein learners were organized into groups of seven and provided with photocopied materials on the topic. The teacher

facilitated a participatory reading exercise, encouraging volunteers to read aloud and subsequently engaging the class in a reflective discussion on the content. The interaction revealed the learners' comprehension of the dangers of abortion, with articulate responses showcasing their understanding of the topic's nuances.

Despite an initial attempt at silent reading, it was observed that the availability of materials was insufficient, leading to challenges in maintaining focus among learners. The teacher pragmatically adjusted the approach, opting for oral reading by volunteers to ensure active engagement and comprehension. The ensuing discussion covered a spectrum of insights, ranging from the effects of abortion to complications during pregnancy, infertility, and emotional side effects. In summary, the observed lesson at Sch B exhibited a dynamic and interactive instructional approach, fostering both critical thinking and content comprehension. The teacher's adept management of classroom dynamics, integration of participatory activities, and emphasis on comprehension as an integral aspect of reading contributed to an enriching language arts learning experience for the learners.

The third observed lesson was at Sch C. The teacher who was observed was Tr. 7, also a female, with a degree by qualification. The teacher employed a thought-provoking approach by initiating a discussion on the definition of a child. The learners' responses revealed a spectrum of interpretations, ranging from legal definitions based on age to relational perspectives emphasizing parental connections. The subsequent discussion revealed the learners' comprehension of the passage, emphasizing the moral rights of children and the protective nature of these rights. The tr. facilitated a vocabulary-building exercise by identifying key words from the passage and providing their meanings. Pronunciation challenges were addressed during the reading aloud session, with the teacher correcting intonation and pronunciation errors. Notably, there was one learner who could not read at all. Nonetheless, the teacher maintained a supportive atmosphere, even when a less fluent reader volunteered, fostering an inclusive learning environment. The lesson concluded with a discussion on additional new words identified by the learners, with the teacher guiding their understanding.

In summary, the observed lesson at Sch C exemplified a pedagogically rich session that sought to engage learners in critical thinking, vocabulary development, and comprehension. The teacher's adept management of classroom dynamics, incorporation of interactive exercises, and emphasis on moral values contributed to a vibrant and participatory language arts learning experience. Teachers used an eclectic method, including brainstorming, silent reading, reading aloud, group work, skimming and scanning, summarizing, individual work, exposition, and plenary/class discussion. The study's findings resonated with prior research, affirming the utilization of eclectic methods in teaching reading comprehension for a more effective and engaging learning experience.

In summary, these observations highlight the dynamic and effective nature of language arts instruction in Zambian schools, showcasing diverse strategies to enhance critical thinking, comprehension, and ethical understanding among learners. The stages involved in teaching reading comprehension were identified as introduction, development, and conclusion, with participants endorsing a systematic and structured approach. Strategies within these stages included discussing the title or picture, reading aloud, identifying difficult words, engaging in written practice, summarizing, and concluding with important points. These findings corroborated established pedagogical models, emphasizing the importance of pre-reading activities, active reading strategies, and post-reading consolidation for comprehensive comprehension development. Hill (cited in Moosa, 2018) indicates that “demonstrations would enable learners to acquire the necessary reading skills by allowing them to talk about the picture, sound, read after the teacher, read independently, and listen to the teacher when they read aloud. As the MKO, the teacher must interact meaningfully with the learners to facilitate the acquisition of necessary reading skills for the development of their critical thinking. Through these reading methodologies, the teachers will scaffold learners understanding as they ask them questions that will assist them in establishing the learners’ understanding and level of development.

5.3. Establish the Challenges Teachers Encounter in Teaching Reading Comprehension.

The third research objective sought to identify the challenges teachers face in teaching reading comprehension. In focus group discussions with teachers, findings revealed the

challenges teachers faced when teaching reading comprehension. Here are the details of the findings on the challenges teachers faced: Shortage of reading materials, large numbers, inability to read, lack of pupils' interest in reading, lack of English proficiency, failure to find meaning in the context, and teacher unpreparedness.

The study revealed that the SO responded that teachers faced some challenges when teaching reading comprehension, such as the large number of learners in the class, resulting in a high pupil-teacher ratio and a lack of proper teaching methods. It was also shown that HODs reported a lack of teaching materials leading to a high pupil-book ratio, large numbers of learners in class, an inability of learners to read, a lack of pupils' interest in reading, a lack of English proficiency by learners, a failure by pupils to find meaning from the context, and teacher unpreparedness. HOD 1 revealed that the majority of their pupils lack reading skills. The other is that there are a lot of pupils in each class, which results in a high book-to-learner ratio—ten learners sharing a single textbook. She also said that learners are not interested in reading.

In addition, teachers revealed that they lack teaching materials; there are large numbers of learners in class; the pupil-teacher ratio is too high; there is a there is a high pupil-book ratio; an inability to read; a lack of interest in reading; a lack of English proficiency by learners; a failure to find meaning from the context; and noise-making. The social constructivist theory recommends applying scaffolding and ZPD principles when teaching reading in overcrowded classrooms, especially when teachers cannot give each learner individual attention. As the MKOs, they will not be able to close the critical space that the child cannot understand when reading (ZPD). They will also not be able to mediate and guide the pupils through the text and 'leave' them when they have acquired the specific reading skill (scaffolding).

A good comprehension of concepts, words, and phrases is connected and important in gaining motivation to read on, as the reader tends to lose coherence and continuity as well as interest in what is read if he or she struggles with understanding what is read or if he or she meets too many unknown words or phrases in what is read (Roe 2014, p. 56). In meeting many difficult and unfamiliar words and phrases, the learners may lose patience with their reading and experience feelings of failure. Therefore, it is important to focus on reading comprehension, as it is crucial to make the students realize that

reading and reading with comprehension are of vital importance not only in school but also in everyday life.

The challenges uncovered by the study are similar to those found by Muyangana (2012), such as that most learners had challenges with reading comprehension. The morale of most teachers was low, and that was portrayed by the manner in which they started and ended their lessons. Reading comprehension lessons were poor due to poor lesson presentations, unsatisfactory general lesson delivery, poor teaching techniques, teachers' non-reading culture, and pupils' lack of confidence in some teachers. The findings on lack of reading culture among Zambian pupils agree with multiple studies and this is due to limited resources, laziness, lack of reading programmes in schools and pupil attitudes (Kafusha et al., 2021; Daka et al., 2020; Iversen & Mkandawire, 2020; Mwanza & Mkandawire, 2020). Others were the insufficient reading materials in some schools and the preference for outdated books.

The challenges highlighted by the participants of the study are also similar to a study by Moswane (2019), who carried out a study to explore teachers' challenges in teaching reading to English first additional language learners (EFALL) in rural schools in Polokwane, South Africa. In this study, the researcher found that the major teachers' challenges in teaching reading more efficiently in rural schools were: unpreparedness of teachers, lack of reading resources, insufficient budget resources, poor remuneration of teachers, lack of teaming, parental support, poor training of teachers, overcrowded classrooms, communication difficulties, and teachers' proficiency in teaching reading. Segooa's (2020) study about teachers' understanding of teaching reading also revealed a lack of reading materials as a challenge that hampers the teaching of reading. The similarities also extend to Chuunga's (2013) study on teachers' practices in teaching reading and writing to support learners with reading difficulties in Zambia, whose findings revealed that teachers face challenges such as over enrolment, teacher-pupil ratio, and lack of materials. Thus, there is a need to keep these challenges in mind as they prepare reading comprehension lessons, as they seem to be universal challenges that many teachers face. It is necessary to do so because teachers must know what to look out for in order to come up with the necessary mitigation measures. One can reasonably contend that it would be impossible to overcome a challenge that one is not aware of in the first place. Therefore, teachers should be sensitized to the possible

roadblocks they may encounter on their journey toward successful reading comprehension lessons.

In addition to the challenges discovered by the study, other notable challenges to reading comprehension lessons include, but are not limited to, the following: Firstly, socioeconomic disparities among students pose challenges to equitable educational experiences. Students from economically disadvantaged backgrounds may lack access to books and resources outside the classroom, potentially hindering their overall reading proficiency. The constraint of large class sizes exacerbates the situation, impeding the ability of educators to provide personalized attention and tailored instruction to meet the diverse learning needs of students, especially in the realm of reading comprehension.

Secondly, the cultural relevance of reading materials assumes significance in Zambia, where aligning content with local contexts, traditions, and experiences is pivotal for fostering engagement and comprehension. The findings are in tandem with Mumba and Mkandawire (2020), Chella et al (2023), Mkandawire et al (2023), Mumba and Mkandawire (2019), Mkandawire et al (2022). Mkandawire (2022), Chileshe et al. (2023), and Lungu and Mkandawire (2022) who emphasised the value of instructional materials in facilitating the teaching and learning processes. In his book 'Mind and Society', Vygotsky presents a theory of human development in which he describes the interplay between an individual and society and argues for the interaction between learning and development. In other words, culture plays an important role in human development because activities, thoughts, and inventions are dependent on the past, and it is this past that shapes the future. Consequently, the younger generations depend on their experienced adults, from whom they learn skills and knowledge through social interaction (Vygotsky, 1978).

Assessment practices may present challenges, encompassing issues related to the availability of standardized tools that align with the curriculum and the allocation of resources for effective formative and summative assessments. Additionally, addressing literacy gaps among students entering the educational system with varying levels of foundational literacy skills emerges as a prerequisite for successful reading comprehension instruction.

Moreover, parental involvement, or the lack thereof, represents a salient challenge impacting students' reading habits and, consequently, their comprehension skills.

Limited engagement from parents, often influenced by socioeconomic factors or a lack of awareness, can hinder the development of a supportive reading environment at home.

In navigating these challenges, a comprehensive approach is warranted, involving policy initiatives, curriculum development, teacher training programs, and community engagement. Such initiatives are essential to creating an educational milieu that fosters effective reading comprehension instruction in Zambia.

5.5. Chapter Summary

This chapter discussed the findings of the study. The next chapter will present the conclusion and recommendations.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

CONCLUSION

6.0. Overview

This chapter draws conclusions and recommendations based on the findings discussed in the previous chapter. The general purpose of this study was to explore the techniques teachers employ to teach reading comprehension in grade ten (10) in selected secondary schools in Chilanga District. The study therefore aimed to fill in the knowledge gap by determining teachers' knowledge of the concept of reading comprehension, exploring the teachers' classroom techniques they use to teach reading comprehension, and establishing the challenges they encounter in teaching reading comprehension. Therefore, it is from this background that this chapter proposes to draw the conclusions and recommendations of the said study. These conclusions and recommendations are based on the findings that are anchored on research objectives.

6.1. What is the teachers' knowledge of the concept of reading comprehension?

The first research question aimed at assessing teachers' knowledge of reading comprehension. Findings from focus group discussions with teachers of English and semi-structured interviews with the SO and HODs demonstrated a collective comprehension of reading comprehension. The findings revealed that reading comprehension is about reading a passage, analyzing it, and understanding it. The findings further revealed that reading comprehension involves skimming and scanning vocabulary, interpreting or summarizing the passage, and answering questions. Participants concurred that reading comprehension involves the ability to read, process, and fully understand text, underscoring its significance in vocabulary development, understanding complex concepts, and fostering critical thinking. The participants, including the Standards Officer (SO), Heads of Departments (HODs), and teachers, demonstrated a nuanced grasp of reading comprehension as both a learning and teaching technique. They acknowledged its role in assessing learners' reading and understanding levels, involving activities such as reading through a passage, analyzing it, and processing it. The findings aligned with established definitions of reading

comprehension, emphasizing its role in negotiating meaning, word recognition, and constructing coherent mental representations of text content.

6.2. Which Classroom techniques are Teachers Using to Teach Reading Comprehension?

The second research question delved into the techniques employed by teachers in teaching reading comprehension, examining various facets of their instructional practices.

The study revealed the techniques within the stages employed by teachers encompassed a comprehensive and eclectic array, including brainstorming, silent reading, group work, class discussions, reading aloud, skimming and scanning, presentations, individual work, retelling and summarizing, exposition, and question and answer sessions.

6.3. What Challenges Do Teachers Encounter When Teaching Reading Comprehension?

The third research question aimed at identifying the challenges encountered by teachers in teaching reading comprehension, with findings derived from semi-structured interviews with SO and HODs and focused group discussions with teachers unveiling a spectrum of impediments. The study revealed the challenges, which included a large number of learners in a class, a shortage of reading materials, an inability to read, a lack of pupils' interest in reading, a lack of English proficiency, a failure to find meaning in the context, and teacher unpreparedness. Beyond the challenges disclosed in the study, additional obstacles were identified, including socioeconomic disparities affecting equitable educational experiences, the imperative of culturally relevant reading materials, and the impact of parental involvement on reading habits.

6.4. Recommendations

In light of the findings and the conclusion of this research, the following were recommended:

School administrators should foster open discussions, enhance reading comprehension skills, share best practices, explore professional development, and invest in dynamic learning resources.

Teachers should engage in regular professional development, adopt diverse teaching methods, engage in collaborative discussions, explore technology, and adopt a structured approach that includes pre-reading activities and active reading strategies.

School administrators should prioritize resource allocation, ensure adequate teaching materials, address socioeconomic disparities, invest in professional development, and create a diverse school culture to overcome obstacles.

6.4.5 Recommendations for further research.

For future research, the following recommendations were made:

It is highly suggested that researchers conduct research to ascertain various challenges being faced in the delivery of reading comprehension in classroom lessons in Zambia.

6.4. Chapter Summary

Chapter six presents the conclusions and recommendations of the study.

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APPENDICES

Appendix 1: Focus group discussion guide for teachers.

THE UNIVERSITY OF ZAMBIA, SCHOOL OF EDUCATION

I am a postgraduate student at the University of Zambia pursuing a Master of Education in Literacy and Language Education. I am conducting a research on “EXPLORING TECHNIQUES TEACHERS OF ENGLISH USE TO TEACH READING COMPREHENSION IN GRADE TEN: You have been purposively selected to participate in this study because your opinion will build on the knowledge of the use of teaching reading techniques. The information provided by you will be treated with highest confidentiality.

District:

Teacher’s number:

School:

Date of interview:

Time:

Sex of Participant:

Background information

1. What is your highest qualification?

2. How long have you been teaching English?

a. Assess Teachers’ understanding of the concept of reading comprehension

3. What do you understand by reading comprehension?

4. Why is reading comprehension important?

5. Give examples of techniques/strategies you can use to teach reading comprehension.

6. What activities do you think characterize teaching reading comprehension?

b. Explore Techniques teachers are using to teach reading comprehension

7. How do you teach reading comprehension?

a. What techniques/ strategies do you use to teach reading comprehension?

b. Which techniques do you use the most? Why?

c. Which techniques do you use the least? Why?

8. Where did you acquire the techniques from?

9. How do you select techniques?

10. Do you think that your teaching techniques are successful? If so, how? If not, why?

11. What are the steps in applying the techniques?

12. What is your learners’ response towards these techniques?

c. Establish challenge teachers face when teaching reading comprehension

15. Are there any challenges you face when teaching reading comprehension? if yes, what are they?

Appendix 2: Interview Guiding Questions for Heads of Department (H.O.Ds)

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

I am a postgraduate student at the University of Zambia pursuing a Master of Education in Literacy and Language Education. I am conducting a research on “EXPLORING TECHNIQUES TEACHERS OF ENGLISH USE TO TEACH READING COMPREHENSION IN GRADE TEN.” You have been purposively selected to participate in this study because your opinion will build on the knowledge of the use of teaching reading techniques. The information provided by you will be treated with highest confidentiality.

District:
School:
.....
Time:.....
.....

Teacher’s number:
Date of interview:
.....
Sex of Participant:

Background information

1. What is your highest qualification?
2. How long have you been teaching English?
 - a. Assess Teachers’ understanding of the concept of reading comprehension**
 3. What do you understand by the term ‘reading comprehension?’
 4. What teaching techniques do you know?
 5. What activities do you think characterize teaching reading comprehension?
 - b. Explore Techniques teachers are using to teach reading comprehension**
 6. What techniques do you think teachers use to teach reading comprehension?
 7. Which techniques do you think are most effective?
 8. Explain how teachers use the techniques.
 - c. Establish challenge teachers face when teaching reading comprehension**
 9. What challenges do teachers face when teaching reading comprehension?

**Appendix 3: Interview Guiding Questions for Standards Officer- Languages
(Chilanga District)**

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

I am a postgraduate student at the University of Zambia pursuing a Master of Education in Literacy and Language Education. I am conducting a research on “EXPLORING TECHNIQUES TEACHERS OF ENGLISH USE TO TEACH READING COMPREHENSION IN GRADE TEN.” You have been purposively selected to participate in this study because your opinion will build on the knowledge of the use of teaching reading techniques. The information provided by you will be treated with highest confidentiality.

District:

S.O's number:

Date of interview:

Time:.....

Sex of Participant:

Background information

1. How long have you been in this position?

a. Assess Teachers' understanding of the concept of reading comprehension

2. In your understanding, what is reading comprehension?

3. What teaching techniques do you know?

4. What activities do you think characterize teaching reading comprehension?

b. Explore Techniques teachers are using to teach reading comprehension

5. What techniques do you think teachers use to teach reading comprehension?

a. Which techniques do you think are most effective?

b. Explain how teachers use the techniques.

c. Establish challenge teachers face when teaching reading comprehension

6. What challenges do teachers face when teaching reading comprehension?

Appendix 4: Focus Group Discussion Guide for Grade 10 Learners

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

I am a postgraduate student at the University of Zambia pursuing a Master of Education in Literacy and Language Education. I am conducting a research on “EXPLORING TECHNIQUES TEACHERS OF ENGLISH USE TO TEACH READING COMPREHENSIONIN GRADE TEN.” You have been purposively selected to participate in this study because your opinion will build on the knowledge of the use of teaching reading techniques. The information provided by you will be treated with highest confidentiality.

District:

.....

School:

.....

Time:..... Class:.....

.....

Learners' ID number:

Date of interview:

Sex of Participants:

1. How often do you learn reading comprehension per week?
2. What activities do your teachers use when teaching reading comprehension?
3. Do you like the activities they use? Why? If not why?

Appendix 5: Checklist for Lesson Observation

THE UNIVERSITY OF ZAMBIA SCHOOL OF EDUCATION

The researcher will check and review the lesson plans on teaching reading comprehension. The researcher will be looking for the following:
Specific techniques employed by teachers when teaching reading comprehension.

Lesson Observation Checklist

Name:

Date:

.....

Class observed:

Time:

.....

Code of teacher observed:

School code:

.....

Competences
1.General Organisation
2. presentation of lesson
Pupils' ability to follow the lesson Teacher's ability to capture class attention
3.Teaching techniques
Using prior knowledge/previewing Predicting Questioning Making inferences Summarizing and re-telling Mind mapping Analysing vocabulary Variety of techniques are used Strategies used for teaching Strategies for engaging learners

Appendix 6: Approval of Study



THE UNIVERSITY OF ZAMBIA DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road Campus | P.O. Box 32379 | Lusaka 10101 | Tel: +260-290 258/291 777
Fax: (+260) 211 290 258/253 952 | Email: director.drgrs@unza.zm | Website: www.unza.zm

APPROVAL OF STUDY

IORG No. 0005376
HSSREC IRB No. 00006464

29th May, 2023,

Ms. Delphine Choonga,
University of Zambia,
School of Education,
LUSAKA

REF NO. HSSREC:-2023- APR -023

Dear, Ms. Choonga,

**RE: "EXPLORING TECHNIQUES EMPLOYED BY TEACHERS OF ENGLISH TO
TEACH READING COMPREHENSION IN GRADE TEN IN SELECTED SECONDARY
SCHOOLS IN CHILANGA DISTRICT, ZAMBIA"**

Reference is made to your submission of the protocol captioned above. The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC:- 2023- APR- 023
Approval and Expiry Date	Approval Date: 29 th May 2023	Expiry Date: 28 th May, 2024
Protocol Version and Date	Version - Nil.	28 th May, 2024
Information Sheet, Consent Forms and Dates	<input type="checkbox"/> English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil

Towards Improving Service and Excellence in High Education Beyond Fifty Years

Other Study Documents	Questionnaire.	
Number of Participants Approved for Study		

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

CONDITIONS OF APPROVAL

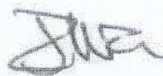
- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled "late submissions" and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.

- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.
- A reprint of this letter shall be done at a fee.
- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,



Dr. J. I. Ziwa

DR. J. I. Ziwa

**ACTING CHAIRPERSON
THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB**

CC: Director, Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies
Assistant Registrar (Research), Directorate of Research and Graduate Studies

Appendix 8: Introductory letter from DEBS.

All correspondence should be addressed to
The District Education Board Secretary
Cell: +260 977 506 694



REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION

DISTRICT EDUCATION BOARD SECRETARY
P.O. BOX 350019
CHILANGA

DEB/CH/101/21/5 *In reply please quote*

No.:

5th June, 2023

To: The Headteachers
Mt. Makulu, Munkolo and Parklands Secondary Schools
CHILANGA DISTRICT



Authorized
[Signature]
Head teacher

RE: INTRODUCTORY LETTER: MS. CHOONGA DELPHINE: NUMBER 22000413

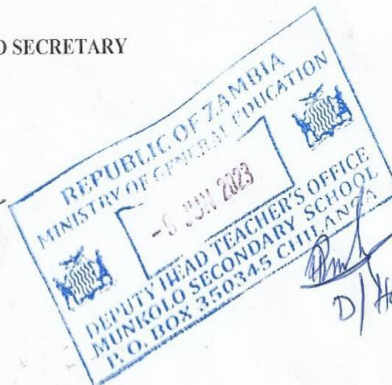
Refer to the subject captioned above.

This office writes to confirm that permission has been granted for Ms. Choonga Delphine bonafide student from the University of Zamia who would like to conduct at research in the field of Education research the in selected secondary schools.

Kindly offer the student the support ^{she} he may need to successfully carryout his research project.

[Signature]
Dr. Mirriam Namezi
DISTRICT EDUCATION BOARD SECRETARY
CHILANGA DISTRICT

cc: III



[Signature]
D/Headteacher

Appendix 9: Consent Letter for the Standards Officer, H.O.Ds, Teachers of English and Pupils

The University of Zambia,
P.O Box 32379,
Great East Road Campus,
LUSAKA.

Dear standards officer, HOD, Teacher and pupil,

REF: REQUEST FOR YOU TO PARTICIPATE IN A DISSERTATION STUDY

The purpose of this letter is to request you to participate in a dissertation study on exploring techniques employed by teachers to teach reading comprehension in grade ten in selected secondary schools in Chilanga District. As a reminder, I am a Postgraduate student at the University of Zambia and a practicing teacher at Libala Secondary School.

The purpose of the study is to explore techniques used by grade ten teachers of English to teach reading comprehension in Chilanga District. Therefore, my intent is to conduct interviews with the standards officer and H.O.Ds and have focus group discussions with teachers of English teaching grade ten and grade ten pupils in selected secondary schools.

Would you be willing to participate in this study? If so, please complete the attached consent form, and I will collect it when we meet for an interview and or focus group discussion. Your participation in my study is voluntary. The information described above is so that you can make an informed decision about your participation. Please be assured that personal information of all the participants will remain strictly confidential and anonymous. You may withdraw your consent at any time. There are no foreseeable risks associated with this study, nor are there any direct benefits to you. I thank you in advance for your participation and look forward to beginning my work. Please feel free to contact me at any time.

Yours Sincerely,

CHOONGA DELPHINE

Appendix 10: Informed Consent Form for the Standards Officer.

This informed consent form is for the Standards officer whom I am inviting to participate in research titled “Exploring techniques Employed by teachers to teach reading comprehension in Grade Ten in Selected Secondary Schools in Chilanga District, Zambia.”

I have read this consent and have been requested to take part in the study and I have given free consent by signing this form. I understand that my participation in this study is voluntary and I may withdraw from the study at any time if need be. I am also aware that I will be interviewed and the information I will provide will be treated in confidence and anonymous. I am fully aware that there are no foreseeable risks associated with this project nor are there any direct benefits to me.

I _____ consent to participate in the study ‘Exploring Techniques Teachers are Using to Teach Reading Comprehension in Grade Ten: A Case of Selected Schools in Chilanga’ by Delphine Choonga. My signature below indicates my consent. I hereby undertake to keep the interview confidential.

Signature of participant _____ Date _____

Appendix 11: Informed Consent Form for the Heads of Department, Languages.

This informed consent form is for the Head of Department whom I am inviting to participate in research titled “Exploring techniques Employed by teachers to teach reading comprehension in Grade Ten in Selected Secondary Schools in Chilanga District, Zambia.”

I have read this consent and have been requested to take part in the study and I have given free consent by signing this form. I understand that my participation in this study is voluntary and I may withdraw from the study at any time if need be. I am also aware that I will be interviewed and the information I will provide will be treated in confidence and anonymous. I am fully aware that there are no foreseeable risks associated with this project nor are there any direct benefits to me.

I _____ consent to participate in the study ‘Exploring Techniques Teachers are Using to Teach Reading Comprehension in Grade Ten: A Case of Selected Schools in Chilanga’ by Delphine Choonga. My signature below indicates my consent. I hereby undertake to keep the interview confidential.

Signature of participant _____ Date _____

Appendix 12: Informed Consent Form for Teachers of English.

This informed consent form is for the Head of Department whom I am inviting to participate in research titled “Exploring techniques Employed by teachers to teach reading comprehension in Grade Ten in Selected Secondary Schools in Chilanga District, Zambia.”

I have read this consent and have been requested to take part in the study and I have given free consent by signing this form. I understand that my participation in this study is voluntary and I may withdraw from the study at any time if need be. I am also aware that I will take part in the focus group discussions and the information I will provide will be treated in confidence and anonymous. I am fully aware that there are no foreseeable risks associated with this project nor are there any direct benefits to me.

I _____ consent to participate in the study ‘Exploring Techniques Teachers are Using to Teach Reading Comprehension in Grade Ten: A Case of Selected Schools in Chilanga’ by Delphine Choonga. My signature below indicates my consent. I hereby undertake to keep the interview confidential.

Signature of participant _____ Date _____

Appendix 13: Informed Consent Form for Grade Ten Pupils.

This informed consent form is for the Head of Department whom I am inviting to participate in research titled “Exploring techniques Employed by teachers to teach reading comprehension in Grade Ten in Selected Secondary Schools in Chilanga District, Zambia.”

I have read this consent and have been requested to take part in the study and I have given free consent by signing this form. I understand that my participation in this study is voluntary and I may withdraw from the study at any time if need be. I am also aware that I will take part in the focus group discussions and the information I will provide will be treated in confidence and anonymous. I am fully aware that there are no foreseeable risks associated with this project nor are there any direct benefits to me.

I _____ consent to participate in the study ‘Exploring Techniques Teachers are Using to Teach Reading Comprehension in Grade Ten: A Case of Selected Schools in Chilanga’ by Delphine Choonga. My signature below indicates my consent. I hereby undertake to keep the interview confidential.

Signature of participant _____ Date _____