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The Practice of Teaching Reading Comprehension in Primary Schools: The Case of Five Selected Woredas of Wolaita Zone Grade Five are in Focus

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Abstract

The main aim of this study was to examine teachers' current practice of teaching reading lesson in grade 5 from selected schools of Wolaita zone. For this study, descriptive survey design and data analysis approach was employed. One hundred grade five English teachers who are currently teaching in target schools in 2012 E.C academic year were selected using simple random sampling techniques. Besides, class room observation, teachers' questionnaire, teachers' interview and document analyses were tools of data collection. Descriptive analyses of percentages and thematic narration of qualitative data was employed. The result from data analyzed shows that there is serious miss match between methods and procedures suggested to implement reading lesson in text books and teachers way of implementing the lesson in the schools. It shows as teaches were not following strategies and procedure suggested in the new text book. They were observed while teaching reading not following teachers procedure suggested guide, they only follow students text book. The result also revealed that most of the teachers were non graduates of English and they were assigned by the school to solve teachers' scarcity. The data also informed that there is text book scarcity in the schools. Teachers were implementing the lesson reading using very small number of texts in class for students. Thus, it is possible to recommend that untrained and non graduates of English teachers who were teaching reading in English need to be replaced by English teachers. In addition to these, CTES should train sufficient number of teachers to teach in primary grades. Furthermore, teachers need to get refreshment training on methods and procurers of teaching reading as they were suggested in TG and SB. Finally, MoE needs to re distribute TG and SB in the number of students.

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Comprehension, Strategies, Phases of reading, Medium of instruction

Introduction

According to 1994 Ethiopian education policy English language is a medium of instruction in primary school second cycle, secondary schools and higher institutions'. It is also a language of technology like computer, internet etc. and medium of communication for university banks, airports, business centers, hospitals and other crucial areas in human life globally. In these areas

communications has been made through reading the information written in the language. In English language teaching, reading comprehension is a key skill in lifelong learning process. As many teachers and parents will confirm, reading failure has exacted a tremendous long-term consequence for children's developing self-confidence and motivation to learn, as well as for their later school performance (Armbruster (2000,p7). As a result the importance of teaching reading goes beyond

educational effect. School reading education should work as a base to practice reading comprehension that learners can use in their lifespan. These all benefits of reading will be attained if the teaching of reading is effective at all level.

Based on the policy and curriculum, the teaching of reading in lower grades focuses on instructing reading skill itself. Students learn to read by developing their basic reading skills like phonemes understanding, letters identification, word recognition and word decoding skills (National reading panel, 2001). In Ethiopia, students start learning English language reading at grade one and it goes until grade 4 to develop basic skills of reading which is a base for the next level of learning by reading. At this level the teaching of reading focuses on practicing comprehension skills which is which is important to comprehend or understand texts written in English. In Ethiopia from grade 5 onwards, students learn all subjects reading as a medium of instruction that employs reading and comprehending in English. As a result, the teaching of reading in English at this stage need to focuses on creating opportunities for students to practice reading comprehension skill that will help them to understand other subjects written in English. Then, effective instruction of reading is unquestionable.

Different studies and assessments conducted in Ethiopia indicate that the teaching of reading was under problem for many years. MoE in cooperation with RTI READ project has conducted a base line survey to identify the problems related with the teaching of reading in Ethiopia. It indicated that most of the students who complete primary schools were unable to comprehend grade level English text appropriately indicating the frailer of teaching reading competency as reason. The study founded that teaching of reading in Ethiopia has many problems. The method of teaching reading was traditional which focusing on oral fluency, the number of students text books and teaches guide in schools were insufficient, the pre service CTE English language training was not aligned with primary grades teaching of English. Teaching of English reading was not focusing on developing basic skills at lower level and comprehension skills at higher levels. Based on these findings, the government has made attempts: preparing new primary text books, the method and contents of teaching reading at both levels of education were changed, CTE training syllabus was changed to align their training with primary grades text books, sufficient number of TG and SB was prepared and distributed, the focus of English text book is changed to the five

components of effective reading skills (Grade 5 Teacher's Book 2017: p ii).

Accordingly, is important to examine teachers' current practice of reading lesson in English classes. The examination will focus on whether the teachers are practicing the methods suggested, following the procedures, teaching grade level appropriate contents in TG and SB, have sufficient number of TG and SB to teach reading and applying their knowledge from CTE training to teach reading, focusing on the teaching of the five core effective components of reading skills as they are in the textbook or not in actual class room.

If teachers fail to implement what is suggested to do in reading in class, all the effect made to improve the student's competency in reading may also fail to achieve. As a result, the teachers' implementation of reading lesson in grade five needs investigation. Being all these changes made and teachers implement the lesson as they are expected to do, students reading competency is expected to improve. If the students' competency in reading fail to increase having done these all changes; there will be another problem which was not identified that by the former study as obstacles for students reading efficiency or the problem identified was not the cause of reading difficulty. Because of these all reasons, the study aimed to examines whether the teachers are currently implementing reading lesson in grade 5 as they are suggested or not.

The study was conducted at Wolaita zone, where newly developed text book were piloted and currently in use. It is also one of the five regions that RTI in collaboration with MoE has conducted EGRA 2016 and found as students were struggling to reading.

In Wolaita zone students at lower grades (1-4) lean all subjects in their MT except English as a subject and starting secondary cycles of primary schools (5-8), they learn all the subjects in English and practice reading in English. The reason for selecting G5 is that, it is where the learners expected to practice of reading comprehension in English and other subjects where English is used as a medium of instruction. This grade is where students lay their base on reading comprehension and the study was made as the target to examining teachers' implementation of reading lesson in grade five from Wolaita zone selected schools.

To check the improvement of students competency as a result of the change in text book the researcher prepared

a test for grade 5 students and had a simple survey in 2018. The test contain identifying letter name, letter sound correspondence, real and nonsense words which are some mono syllabic and disyllabic words and two reading passages. The first reading passage has 40 words and 5 comprehension questions. Three of the questions were text based and the rest two were inferential. The second passage is similar to the first but the number of words to read is 80. There was also phoneme and syllable deletion activity. The test was administered in two schools from Wolaita zone.

One was randomly selected from urban school and the other from rural area. The schools are Tigil fire from Sodo town and Lasho from Sodo zuriya Woreda. None of the students passed the exam. But it is difficult to conclude having 50 students' data. As a result the researcher planned to cover more schools and examine teachers' implementation of reading lesson that lead students to be challenged to read and comprehend grade level texts. This will help the researcher to draw conclusion that would work in the whole nation.

In international conferences where the agenda is teaching reading in primary grades; teachers implementation of reading lesson was the focus of discussion. They relate the problem with educational policy, CTE training, L1 using in primary grades and etc. One of these problems that most of them share is teachers' way of teaching of reading. Teachers' implementation of methods and procedure suggested in teaching reading were issues should be considered as teachers problem lead students to be challenged to read grade level texts. If they had done theses the frailer to read comprehend grade level text wouldn't go to this level (National reading panel 2000).

Since the current researcher is part of the society his opinion couldn't be apart from this. The finding of this study couldn't be limited to where the research is conducted. The reason for these is that the problem is not only here in the study are as mentioned earlier. EGRA 2010 result shown as there is serious problem in nation wise.

As a result meaning whether the problem identified and improved by revising the text books was solved or not could help all nations. As a result conducting a study covering wide range of area and drawing conclusions on the area is a serious issue. For this reason conducting scientific study is advisable. Otherwise these all collection of opinion stays as they are opinions.

Objective

The general objective of this study is assessing teachers' practice of teaching reading comprehension in primary schools of Wolaita zone grade five in focus. To achieve the objectives, this study was designed to answer the following leading questions.

- How often teachers' apply reading phases activities in their actual classroom teaching
- How do teachers' employee strategies suggested in teacher's guide to teach comprehension

It is expected that the findings of this study could help grade 5 teachers to be aware of the existing situation in teaching reading comprehension and, make their efforts to improve students' reading comprehension skills by implementing appropriate reading strategies at each phases of reading stages and procedures suggested in teachers guide. This might contribute to improve the process of teaching English in general and the reading comprehension in particularly.

Design

Descriptive survey design and mixed data analysis approaches were employed in this study. According to Creswell (2014) explained survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. As the nature of this study is describing teachers' practices in teaching reading comprehension and exploring the extent to which teachers use strategies suggested in teacher's guide to teach comprehension, descriptive survey design is felt to be appropriate.

Participants of the study

Regarding to this Kumar (2006) say descriptive research typically uses large samples; it is sometimes suggested that one should select 10-20 percent of the accessible population for the sample. Therefore, by taking lists of teachers from each school samples above 50 % (100 teachers) were selected using systematic random sampling after schools from ten cluster schools are selected using random sampling technique (lottery method). Because, systematic random sampling is an easier and less cost method of sampling and can be conveniently used even in case of large populations (Kothari, 2004). This indicates that the selection of teachers in regarding the teachers is representative

Participants of the study were 100 teachers (30 female, 70 male) who are teaching English language for grade 5 from Wolaita Zone, selected five woredas of 10 cluster schools. They were selected using systematic random sampling technique to administer questionnaire by the researchers. As part of the qualitative research design, 5 teachers teaching grade five English subject (2 female, 3 male) were selected for class room observation and interview. To triangulate the data collected questionnaire was administered by 100 teachers in 10 cluster school teachers.

Wolaita zone has fourteen woderas and six administrative towns. From these four Woredas and one administrative town were purposively selected. The purpose for selecting these woreds was, they were schools for selected by MoE for piloting the new text books and currently all were using the texts. Link Ethiopia, NGO which is working in literacy in Wolaita zone in collaboration with zone education department in the area, also selected the same schools to assess students reading competency and support teachers to implement reading lesson. Schools from these woreda were also selected while base line national EGRA conducted. A teacher from each woreda was observed and interviewed. Each Woreda has ten cluster centers having 3 schools. Individual schools have only one teacher teaching English in grade 5. Each woreda has a total of 30 teachers. From there teachers having list of the teachers, 20 were randomly selected from each woreda. Totally 100 teachers from five woreda were selected for filling questionnaire.

Tools of data collection

In order to examine the current practices of teaching reading lesson in grade 5, class room observation and interview questioners was used. To triangulate the data collected questionnaire and document analysis to see whether the contents of the students' text books are suitable to implement methods of teaching reading comprehension and related strategies were also conducted

Observation

The observation tool was the main tool for this study because the researcher's main goal was to see what is going on in classes and describe the findings. This helped the researcher to collect data about teachers' method of teaching reading in grade 5. Observation was held while teachers were teaching English at grade five.

Its checklist was taken from Mexican teacher training program Brenes. Carvajal, M (2009:190) for initial development of language teachers in Mexico, Dissertation for Marquarie University by checking its validity. The reason to select the tool was that, it was piloted, improved and standardized. Semi adaptation was made to contextualize the tool to Ethiopian situation. The main content of the checklist was focusing on data collecting about implementation of reading lesson. The sub contents of the checklist were entitled as lesson structure, classroom management strategies, types of activity, teaching strategies, teacher's use of materials, and teacher's use of language and student's interaction.

Questionnaire

The second data collection instrument used in this study was questionnaire. It was prepared to validate the information gained through classroom observation and interview to get the information that could not be obtained through direct observation. Questionnaire was designed based on the data from class room observation. It is aimed at assessing teachers' practice of teaching reading comprehension. The data was collected using questionnaire about practicing activities in each stages of reading. The analysis was made using percentage.

Interview

Interview was newly developed in line with the objectives and literature. It was first prepared in English and adapted to MT (Wolayttatto). The adaptation was made by MT teachers from WSU. Five teachers whose class was observed were participated in interview. The main aim of the tool was to triangulate data collected via observation and questionnaire. Each interview lasted approximately 30-35 minutes. The interview was recorded and transcribed using MS Word. Semi structured question were prepared focusing on teachers implementation of methods of teaching reading.

Document analysis

Document analysis was used as a tool to assess whether the contents of the students' text books are suitable to implement methods of teaching reading comprehension and related strategies or not, to cross check whether the teacher practical teaching is based on the text book as well as to see, if text book was the factor for teachers to not practiced reading methods as well as reading strategies. Therefore, sample reading lessons that were taught during the observation lessons were analyzed by

using checklist. And the checklist was designed by selecting the items which were included in the questionnaire and observation.

Validity and reliability of the data collection tools

The validity and reliability of the data collection tools was checked before administering the data collection.

Validity of the tools

Before distribution of the tools for the teachers face content and construct validity was checked by advisers and English teachers of Wolaita sodo University. Based on their comments unclear questions were avoided, 10 redundant questions from questionnaire were avoided and two long questions were shorten.

Reliability of the tools

Check the usability of the tools pilot study was conducted in five woredas of Wolaita Zone Ofa, Boloso Sore, Damote Sore, Damot Woyde, Kido koysha primary schools Grade 5. Having done this, its Cronbach alpha was calculated and it was $0.90 \leq \alpha (.163)$. Regarding this, Cronbach (1951) forwarded that commonly accepted rule for describing internal consistency using Cronbach's alpha is excellent, $0.80 \leq \alpha < 0.90$ is good, $0.70 \leq \alpha$ is acceptable < 0.80 , $0.60 \leq \alpha < 0.70$ is questionable, $0.50 \leq \alpha < 0.60$ is poor, and $\alpha < 0.5$ is unacceptable. So, the items to examine teachers' implementation of reading lesson have excellent level and it is acceptable.

Procedures of data collection

Before starting data collection process, a letter requesting cooperation was written for sample word as and school from WSU department of English language. Having the letter, the researcher went to woreda education office to give letter that informs the purpose of the research. Having done this, the researcher went to schools and gave letter. After discussing on the purpose of the study with school managements, they arranged time to discuss with teachers.

On the other day, we had a good discussion with teachers on the purpose of the study and their role in the data collection procedure and they signed consent letter. Finally they departed with the researcher giving their reading lesson period for observation.

At the end, class room observation was done with the sample teacher and the teachers take their students out to select randomly for interview. For other teachers who were not observed, they were given questionnaire and took to their home to fill and bring next day. This was done in ten schools whose teachers were not sampled for observation.

Concerning data collection procedures; both quantitative and qualitative data was collected. Quantitative data was collected through teacher's survey questionnaire. Qualitative data was collected by classroom observations and interview.

To collect the data managing teacher's artificiality and observers' subjectivity the following procedures were followed. First, classroom observations were made carefully with 5 teachers by using observation checklists and field notes. It was first video recorded, transcribed and thematized and analyzed. Following this, observed teachers were interviewed. The data was first video recorded, transcribed and thematize and analyzed. Finally, 100 sampled teachers filled the questionnaire.

Methods of data analysis

Qualitative analysis, data obtained from observing each of teachers 'live English classrooms teaching reading' were read and clearly recorded. The interpretations are "grounded in" (or based on) observed empirical data, The process of classifying and categorizing text data segments into a set of codes (concepts), categories (constructs) and relationships. (Bhattacharjee A, 2012: p122).

The information recorded under way of teaching reading during observation and interview was summarized and used to elaborate the data from questionnaire. Key points were thematized under the main topics, sub category was identified.

The reliability of qualitative data was provided by direct quotations and data encoders. Findings obtained from the interviews were supported by direct quotations. Each interviewee was coded as T1, T2, and T3 ... TN.

Quantitative data analysis was done using percentage. Teachers' demographic data was summarized and analyzed using percentage. The data about teachers practice in each stages of reading was also summaries and analyzed in percentage.

Data analyses

Demographic Data Analysis of Respondents

Teachers were the main sources of data for this study. Their qualification, area of specialization and teaching experience were reported as follow.

As indicated in table one 98(98%) of the teachers who were assigned to teach grade five were graduates of collage of teachers education holding diploma whereas; 2(2%) of the teachers who were assigned to teach grade five, were university graduates holding BA degree. This shows that teachers' who were graduates of CTE have good background about primary education. During their CTE training, they practiced methods and procedures suggested in TG whereas; University graduates may not get this access since the purpose of University training was not specializing in teaching in primary schools. This influences teachers' implementation of reading lesson in class.

As far as their area of specialization is concerned, 55(55%) of the teachers were graduates of English language, where as 27(27%) of the teachers were none graduates of English rather they were graduates of Amharic and Wolayttatto. In addition to this, 18(18%) of the teachers were graduates of Math's, Social science and Natural science teaching English and were teaching English. However, large numbers of the teachers were graduates of English and have good background knowledge about methods and procedures to teach reading. Graduate of English language have deeper knowledge about the contents and subject pedagogy. Those who were none graduates of English language and assigned by the school to teach reading could have general pedagogy knowledge from their areas of specialization, but as compared with those who specialized in English, may not have subject pedagogy knowledge to teach reading. This influences the implementation of reading lesson appropriately.

In relation to teachers' teaching experience; the data reported in the questionnaire shows that 82(82%), 11(11%) and 7(7%) of the teachers reported as they have 1_3 years, 4_6 years and 7 and above years teaching experiences. As the data shows most of the teachers were graduates of the recent time. This indicates that most of the trainees were graduated after curriculum revised and aligned with primary syllabus. This informs that these graduates have got chance to train with newly revised curriculum being align with primary syllabus and have

got good opportunity to practice methods and procedures suggested in new text books to teach reading in their CTEs. This has good implication in the teaching of reading.

Data Analysis of teachers implementation of Method of teaching reading in phases

In this section analyses of teachers' response on methods of teaching reading collected through questionnaire class room observation, teachers' interview and analyses of text book will be presented being thematized. Teachers were observed and interviewed to get data whether they practices methods and procedures suggested to teach reading. To have this data, first class room observation was held for consecutive weeks. Based on the data gathered, teachers' interview was held to get additional information about their method of teaching reading and challenges of they face during reading lesson. The data from interview was analyzed in relation with questionnaire and observation thematically. During observation teachers' guide and students text was used as reference to compared what teachers do in class with what is suggested. The finding from this data was also used to support the finding. The findings were analyzed being categorized in three phases of reading.

Pre reading phase

At pre reading stage, teachers were suggested in their text book to: practice activating students' prior knowledge, practice setting purpose for reading, practice pre teaching key words, practice reading long words which may affect their fluency and practice predicting what to read based on the topic. Having this mentioned in teachers guide class room observation was done to see whether the teachers implement their lesson as in the text book or not.

The report from actual class room observation shows the following data. In the beginning of the reading lesson, the teachers introduced the topic saying; today we are going to practice reading comprehension, entitled "Animal Leader" for example; in one of the observation classes. The teacher asked students what they know about the topic and students shared their knowledge about the topic. The teacher asked this question in English first and translated in to Wolayttatto. Following this, all the instructions and discussions were made in Wolayttatto. The teacher completed his discussion saying, "now let's proceed to laud reading section".

As can be seen from table 2, 40(40%) of the teachers reported as they practice activating prior knowledge at pre reading stage. This data is the same as with the data from class room observation and teachers interview. The teachers guide was also checked to see whether the teachers were doing what is mentioned in it or not. What was suggested in text books was applied in class. The other strategies were also practice by few numbers of teachers. 12(12%), 15(15%), 18(18%) and 15(15%) of teachers replied as they apply the strategies setting purpose, pre teaching key words, practice reading long words and practice reading long words at this stage. The data from class room observation and interview on these strategies was different from what is reported. Teachers simply activate students' prior knowledge and pass to reading section in actual class but they reported as they use some of the strategies. There is miss match between data from class room observation and questionnaire in some strategies in pre reading stage. Teachers' interview also confirms that, most teachers practice activating prior knowledge activity during this stage and neglect other strategies that can support students' comprehension if they were applied properly.

While reading phase

At this stage teachers were suggested to practice answering specific and general questions, practice guessing meaning of new words from context, practice reading silently for comprehension and draw conclusions from what they read. Having this mentioned in teachers guide class room observation was done to see whether the teachers implement their lesson as in the text book or not.

The report from actual class room observation about while reading stage activities presents as follow. After the teachers complete talking the topic they directly went to reading stage. In this stage the teacher proceed to reading, saying, "as usual each of you will read each paragraph turn by turn and finally I will read the whole passage. Following this you will answer the questions from the passage". Having done this, the teacher asked voluntary student to read the passage out loud. He gave chance for students as the number of the paragraphs and they read the passages out loud. Then, the teachers read the whole passage and translate each sentence in Wolayttatto. After the passage read, the teacher proceeds asking specific questions on text book to be answered based on the passage read loud. The teachers read the first question and translate the question in Wolayttatto. Then, students raise their hands to answer the question in

Wolayttatto. The activity continued until the questions complete. This way while reading activity was completed.

As table 3 shows, 82(82%) of the teachers reported as they practice guessing meaning from the context. However, 18(18%) of the teachers reported as they use dictionary for new words while reading. 84(84%) of the teachers reported as they practice drawing conclusions while reading where as 16(16%) of them reported as they focus on specific ideas while reading. From the teachers 72(72%) of the teachers reported as they answer specific questions while reading a passage where as 28(28%) of the teachers answer general questions. 98(98%) of the teachers reported as they practice loud reading where as 2(2%) of the teachers reported as they silently read for comprehension. What the teachers reported is fluency practice, which is done to help learners improve their reading speed, accuracy and expression. The purpose of teaching reading was to help students develop varies strategies that can help them to identifying specific and general information from the passage read. However what is going on is quite different.

75(75%) of the teachers reported as they make students read the passage at home and come with answer where as 25(25%) of them reported as they read in class. But the purpose of the reading passage was not to read and answer the text at home. It is aimed to be practiced in a class where the teacher is supporting struggling readers to find information from the text and active students giving additional tasks under his control. If they are reading at home they may follow write strategies or not. No one is there to show them direction. Reading should be done in class where the teacher is mentoring their reading activity.

Post reading phase

Post reading stage was teachers were suggested in their text book to practice comparing what they predict and read, relating what they read with real life experience, summarizing what is read by writing (skill integration). Having this mentioned in teachers guide class room observation was done to see whether the teachers implement their lesson as in the text book or not.

The data from class room observation shows that most of the teachers were neglecting activities in this stage. They give activities at this stage as home work. They use this stage an additional tasks. But this stage has activity that should be done properly.

As the table above shows, 52(52%) of the teachers reported as they practice comparing what students predict and read at post reading stage. 18(18%) of the respondents mentioned as they practice relating what they read with real life experience at this stage. At the end 30(30%) of the teachers replied as they practice summarizing what is read.

There is great miss match between data from class room observation and teachers questionnaire in post reading activity. The researcher used teachers' guide as reference during class room observation, teachers were not implementing what is suggested in the text books. But during interview they mention as they practice activities in post reading in class. They also mention as they practice these activities in their report in questionnaire. But it was not true. This implies that what teachers replied in questionnaire and interview has miss match in implementation of post reading stage activities.

Results and Discussions

Teachers' Practices of Applying Reading Phases

Teachers' current practice in implementing pre reading activity was examined using items prepared. The teachers reported as they practice the activities in their repose to the items in questionnaire. In addition to this during interviews, teachers informed as they introduce the topic of the passage as pre reading stage activity. However, during class room observations none of the teachers were applying it. To check the availability of pre reading activity in text books, document analyses were made. In teacher guide, pre reading activities were clearly set. The activity instructs the teachers to activate students' prior knowledge before reading the passage. This shows that there is mismatch between teachers'

actual practice and text book. As Blachowicz & Ogle, 2001 cited in MoE 2015 mentions good readers set their purpose of reading at this stage of reading. To comprehend a text, students should set purpose for their reading. This stage is where they learn meaning of key words. Reading without setting purpose and defining key words that may affect comprehension will end up without comprehension. This is where the main goal of reading is planned. But teachers miss it to practice. Bedasa's (2013) as in Dawit D (2018) has also conducted similar study in the area and found as teachers were not practicing per reading activities in their reading class. This supports the finding of the current study.

Teachers' current practice in implementing while reading activity was examined using items prepared. The teachers reported as they practice the activities in their repose to the items in questionnaire. During interview teachers also informed as they practice while reading stage activity. However, during class room observations none of the teachers were applying it. They practice loud reading. Each of the students stands and reads for the class. To check the availability of while reading activity in text books, document analyses were made. In teacher guides while reading activities were set instructs the teachers to practice students silent reading. During this stage students were expected to answer questions reading individually. This shows that there is mismatch between teachers practice and text book. This stage is where students practice actual comprehension task Blachowicz & Ogle, 2001 as cited in MoE 2015. However, teachers were nor practicing it. Teshome (2016) as in Dawit D (2018) also conducted a study about teachers' implementation of while reading activity and found as teachers were not applying the strategies. This supports the finding of this study.

Table.1 Summary of teachers' demographic data

| Information | | No | % |
|--------------------------------|----------------|----|----|
| Qualification | Diploma | 98 | 98 |
| | Degree | 2 | 2 |
| Specialization (Graduated in) | English | 55 | 55 |
| | Other language | 27 | 27 |
| | Other subject | 18 | 18 |
| Experience in years | 1-3 | 82 | 82 |
| | 4-6 | 11 | 11 |
| | 7 and above | 7 | 7 |

Table.2 Pre reading stage activities

| Stage of reading | Options | Response | |
|----------------------|--------------------------------------|----------|----|
| | Item | 100 | % |
| pre reading activity | Activating students' prior knowledge | 40 | 40 |
| | practice setting purpose for reading | 12 | 12 |
| | practice pre teaching key words | 15 | 15 |
| | practice reading long words | 18 | 18 |
| | practice reading long words | 15 | 15 |

Table.3 While reading stage activity

| stage of reading | | Options | Response | |
|------------------------|------------------------------|--|----------|----|
| | | Item | 100 | % |
| While reading activity | meanings of a word | practice guessing meaning from context | 82 | 82 |
| | | use dictionary for new words while reading | 18 | 18 |
| | focus of reading | practice drawing conclusions | 84 | 84 |
| | | focus on specific ideas of reading | 16 | 16 |
| | answer questions | answer general questions | 28 | 28 |
| | | answer specific questions | 72 | 72 |
| | silent/ loud reading | practice silent reading | 2 | 2 |
| | | Each student read out loud in a class | 98 | 98 |
| | reading at home and in class | Read at home and answer questions | 75 | 75 |
| | | read in class and with teachers support | 25 | 25 |

Table.4 Post reading stage activity

| Stage of reading | Options | Response | |
|-----------------------|---|----------|----|
| | Item | 100 | % |
| post reading activity | practice comparing what they predict and read | 52 | 52 |
| | relating what they read with real life experience | 18 | 18 |
| | summarizing what is read | 30 | 30 |

Teachers' current practice in implementing post reading activity was examined using items prepared. The teachers reported as they practice the activities in their repose to the items in questionnaire. During interview they also mentioned as they practice post reading stage activity. However, during class room observations none of the teachers were applying it. They use this stage to answer comprehension questions orally. Teachers read the questions in English and translate it to wolayttatto. Then students answer the questions from the passage they listen in Wolayttatto and the teacher translates it. To check the availability of post reading activity in text books, document analyses were made. In teacher guides pre reading activities were clearly set. It suggests teachers to evaluate their predictions, practice summarizing what they read and etc. This shows that

there is mismatch between teachers practice text book. Simachew Gashaye & Dawit Dibekulu Alem (2018) has also conducted similar study in the area and found as teachers were not practicing pos reading activities in their reading class. This supports the finding of the current study.

Teachers' implementation of strategies suggested in teacher's guide

To assess the extent to which teachers apply these strategies in their reading class, teachers were observed having teachers guide having suggested. During class room observation none of the teachers were using the strategies. But in their response to the questionnaire, they replied as they usually practice the strategies. They were

also interviewed about the same content and replied as they practice it. This tells that there is gap in teachers' knowledge about comprehension strategies. As a result they were not applying it. Chanyalew Enyew & Abiy.Yigzaw (2015) has also conducted similar study in the area and found as teachers were not practicing reading comprehension strategies in their reading class. Melkamu Dumessa (2002) in his MA thesis also assessed teachers' implementation of strategies in teachers guide and reported as there is mismatch between what is going on in actual class room and text book. This supports the finding of the current study.

Based on the results obtained and the summary stated above, the following conclusions are drawn.

In conclusions

1. The reading phases (pre, while and post) that should be followed in teaching reading comprehensions were not properly practiced in schools of the study area. The teachers were not able to apply and practice the three important phases; particularly the actual classroom observation confirmed that teachers were not teaching following the procedures and applying effective reading teaching strategies. This shows that there is serious mismatch between teachers practice and text book designed for lesson in the schools.
2. Most of the teachers who were teaching English in grade five were non graduates of English and they were assigned by the school to solve teachers' scarcity. The importance of being graduate of a subject to teach it effectively and efficiently was neglected in schools.
3. The data also informed that there is text book scarcity in the schools. Reading is silent, purposive and individual activity. To practice this skill the importance of text book for each student is unquestionable. Teachers were teaching reading using very small number of texts in class for students.

Recommendation

Based on the results obtained, summary and conclusions made the researcher would like to recommend the following:

1. Thus, teachers need to get refreshment training on methods and procurers of teaching reading as they were suggested in TG and SB.
2. Furthermore, it is possible to recommend that untrained and non graduates of English teachers who were teaching reading in English need to be replaced by English teachers.
3. In addition to these, CTES should train sufficient number of teachers to teach in primary grades.
4. Finally, MoE needs to re distribute TG and SB in the number of students.

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