

Midlands State University



**AN INVESTIGATION INTO THE PROBLEMS FACED BY GRADE 6 LEARNERS IN
ANSWERING COMPREHENSION QUESTIONS: A CASE OF ZENDA PRIMARY
SCHOOL IN MBERENGWA DISTRICT.**

BY

WEBSTER NDLOVU

R13024V

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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APPROVAL FORM

The undersigned certify that they have read and recommended to the Midlands State University for acceptance a dissertation entitled: **An investigation into the problems faced by Grade 6 learners in answering comprehension questions. A case of Zenda Primary School in Mberengwa District.**

SUBMITTED BY

WEBSTER NDLOVU (R13024V)

In partial fulfillment of the requirements for the degree of Bachelor of Education in Management and Leadership Degree.

STUDENT SIGNATURE.....

DATE.....

SUPERVISOR:.....

DATE:.....

CHAIRPERSON:.....

DATE:.....

MIDLANDS STATE UNIVERSITY

RELEASE FORM

Name of Author: WEBSTER NDLOVU

Title of Project: An investigation into the problems faced by Grade 6 learners in answering comprehension questions. A case of Zenda Primary School in Mberengwa District.

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Signed:.....

Permanent Address: Msipani Primary School
P. O. Box 79
Zvishavane
Cell: 0712 330 684

Date: October 2015

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ABSTRACT

The study sought to establish the problems faced by Grade 6 learners at Zenda Primary School in answering comprehension questions. The idea behind carrying out the research was to make sure that solutions to rectify the problems faced by Grade 6 learners were found. The research was carried out in Mberengwa District. The researcher used the case study design to carry out the study. The study used questionnaires, tests and observations to collect data. In the study ten teachers and Grade 6 pupils were used as research subjects. The research found out that the problems faced by learners in answering comprehension questions emanated from three educational stakeholders. The study found out that lack of reading materials, staff development meetings on comprehension teaching and the use of teaching media caused learners fail to answer comprehension questions. Teachers, parents and the learners are the core sources of the problems faced by learners in comprehension work. The study recommends that the school head, teachers, parents and pupils should work together in order to alleviate the problems faced by learners in comprehension writing. This can be done by regular staff development meetings and regular consultation days in which the parents and teachers meet to discuss the problems faced by pupils. The study recommends that schools should have reading culture. Teachers should use teaching and learning media when teaching comprehension. The study recommends that parents should be educated on the importance of their children's education.

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CHAPTER 1

THE RESEARCH PROBLEM

1.0 Introduction

The study sought to establish problems faced by Grade 6 pupils in answering comprehension questions. This chapter, therefore, outlines the background to the study, statement of the problem, research questions and the significance of the study. The limitation and delimitations of the study and definitions of terms are also stated in this chapter. A summary will conclude the chapter.

1.1 Background to the study

A lot of learners are doing badly in English at Grade Seven and Ordinary Level (the Herald, 07 December 2013). The great number of students doing Grade Seven are finding it hard to answer comprehension questions properly. The English paper 2 has a comprehension passage with questions that collectively add up to ten marks or 10% of the final mark. Paper 1 has four passages which have questions that add up to 26 out of 50 or 36% of the final mark. In other words comprehension questions contribute 46% of the final mark. The difference is taken up by composition and language structures. If pupils do badly in comprehension work they are bound to fail the English examinations. It is with the above reflection in mind, that the researcher found it necessary to carry out this research on the problems faced by Grade 6 learners in answering English comprehension questions at Zenda Primary School in Mberengwa district.

The causative factors for failing to answer comprehension questions could be that the pupils are not getting suitable English novels to read since the school does not have a library. Pupils might not also be getting enough time to read since the time table does not have any free period for the pupils to read novels, text books and magazines to improve spellings, punctuation, tenses, grammar and comprehension (Ajibola, 2006). The other causative factor might be that most teachers in the junior classes do not teach comprehension appropriately. They just give pupils work to write without giving them appropriate instructions (Yambo, 2012). The other possible causative factor might be that most parents do not cooperate with the teachers towards the education of their children. They might fail to buy educational text books for their children to read after school, and during weekends and holidays (Odogun and Oyelunde, 2003).

The situation thus challenged the researcher to investigate into the main problems faced by Grade 6 pupils in answering comprehension questions.

1.2 Statement of the problem

Grade 6 learners face problems in answering English comprehension questions. Most pupils in Grade 6 at Zenda Primary school in Mberengwa West District cannot answer comprehension questions. They show lack of mastery of content, tenses, punctuation, grammar and meaning of words. This unhealthy situation led the researcher to investigate possible causes of failure by pupils to answer comprehension questions.

1.3 Research Questions

1. What are the effects of ESL foundation on learners' coping with rules of tenses, grammar and spellings?

2. What is the impact of teachers' competency on comprehension understanding?
3. How does failure to use teaching media in comprehension teaching affect learners?
4. What are the effects of lack of reading materials on comprehension learning?
5. How does lack of staff development meetings for comprehension teaching affect learners' answering of comprehension questions?

1.4. Purpose of the study

The study sought to:

- find out the possible causes of learners failure to answer comprehension questions at Grade 6 level.
- Find out the possible solutions that can be adopted to improve comprehension answering at primary school level.
- help teachers to improve their comprehension teaching.
- find best strategies that teachers can adopt to improve comprehension teaching.

1.5 Significance of the Study

It was hoped that the results of the research will enable Grade 6 and 7 teachers to see their limitations and use more effective approaches or strategies in comprehension teaching. It was hoped that the study will encourage the teachers to hold regular staff development seminars to educate one another on the strategies and techniques of comprehension teaching and writing.

The pupils will also benefit from the research as teachers try to involve pupils in the teaching and learning of comprehension. This will develop a positive attitude in pupils towards

comprehension writing. The study will also benefit parents on sensitizing them to willingly assist their children with educational materials. The researcher will also improve his comprehension skills and his research skills as a result of the study. The study is also expected to help other research studies in related areas.

1.6 Limitations of the study

The study was restricted to ten teachers, and Grade 6 learners at Zenda Primary School in Mberengwa District in the Midlands Province. This was necessitated by the limited time the researcher had to carry out the study since the researcher was a classroom practitioner. Due to the high financial demand of the study, the researcher faced challenges to carry out the study.

Some respondents gave fabricated information for the sake of being radical and divergent. The researcher decided to study learners at Zenda Primary School in Mberengwa rural so as to gather information that can be used to improve the teaching of comprehension. The fact that the researcher resided at the school under study facilitated the use of study tools such as observations, tests and questionnaires.

1.7 Delimitations of the Study

The study sought to find out problems faced by Grade 6 pupils in answering comprehension questions. Zenda Primary School is situated in the Midlands Province in Mberengwa District. It consisted of 14 teachers and four hundred and sixty pupils. The school is 240 kilometres South West of Midlands State University. The research study concentrated on Grade 6 pupils at Zenda Primary School and ten teachers.

1.8 Definition of terms

Pupils: a group of children learning in a school.

School: an institution for educating children.

Comprehension: It is the ability to understand written and spoken matter.

Second language: a language a pupil learns or acquires after the mother language.

Respondents: people who answer a questionnaire or a request for information for some kind.

1.9 Summary

The chapter has stated the problem to be studied. In the chapter the background to the study was given, the research questions which aid the study were outlined; limitations and delimitations of the study were explored. The purpose of the study has also been highlighted in the chapter. The next chapter is going to look at the literature review.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

Different researchers have come up with various views on the failure of pupils to answer comprehension questions. Views from scholars and authors of English literature are going to be used to broaden the theoretical framework underlying the views about the problems faced by Grade 6 pupils in answering comprehension questions at Zenda Primary School in Mberengwa District. The literature review will investigate into the problems faced by Grade 6 pupils at Zenda Primary School. Reviewing other researchers' work equips the researcher with skills and methods of collecting data and help the researcher to identify the knowledge gap between these related studies and show how this study bridges the knowledge gap. The literature shall be looked at under the following sub-topics:

What is reading?

The importance of comprehension work.

Does familiarity of the read matter aid comprehension?

Types of comprehension questions.

Possible causes of poor comprehension answering.

The researcher is going to review related literature to the study in relation to the research questions.

2.1 What is reading?

Reading is a process of making sense from a given text (Tompkins, 2011). The meaning do not come from the text but comes from the mind of the reader after grasping what the text would be saying. Wallach (2003) says without comprehension, reading becomes a meaningless activity. A reader who reads without comprehending would not benefit anything from the reading process. Dekemel (2003) sees reading as a process of reconstructing the author's meaning and the ability to see beyond what the author has put down in text. Reading is the ability to extract meaning from a given text (Wallach, 2003). It entails recognizing printed words accurately, understanding the meaning intended by the writer and then making use of the meaning arrived at.

2.2 Importance of comprehension

Hulme and Snowling (2011) view comprehension as the primary goal of each and every education system. According to the two authors, children have to read with understanding so that they will benefit from the education they get from school. For learning to take place across the curriculum, there should be comprehension of the information being learnt. Therefore, reading comprehension is fundamental in any academic discipline (White, 2004). Lei et al (2010) say that comprehension reading is the pillar of acquiring information by learners. Learners who do not understand what they read do not benefit from the learning process. Adams et al (2000) say that comprehension helps children understand the entire school curriculum since each and every discipline demands comprehending. They also say comprehension helps the learners to improve their own writing skills. The moment a learner understands the author's craft, the learner becomes eligible to write a similar text.

Choi and Johnson (2005) say comprehension is found in two types, namely concrete and abstract. Concrete comprehension demands answering of questions which are explicit from the passage and abstract comprehension demands that learners answer questions which are implied in a text (Ibid). The ability by learners to handle such questions helps the learners to be critical thinkers and creators of new information and knowledge. Dekemel (2003) says that children should be able to tell what will happen next after reading a text. When children are able to infer, their understanding of the text would have broadened.

Comprehension work demands that the pupil thinks critically and draw from his or her experiences and imaginative skills in order to work on the text and derive meaning from it. According to Kibui (2010) comprehension is a process of constructing and reconstructing meaning from printed materials as the reader interacts with one's ability to comprehend written or heard matter. Comprehension is instrumental to all learning because the reader will be able to process the print efficiently. At infant level, children learn to read and from Grade Three upwards children read to learn. Teachers cannot teach children everything so if children are empowered, that is, equipped with proper reading with comprehension skills, they can go on to learn on their own (Kucan et al, 2002).

Gwarinda (1995:61) says "In using divergent questions the teacher may pose hypothetical, novel, or ideal situations and ask for the pupils' input as to how they would deal with the situations in their own words." In the teaching of comprehension it is important that teachers use high order questions to provoke learners to reason and use their brains. The use of lower order questions in comprehension teaching impacts negatively on the learning of comprehension (Michael, 2006).

Learners should be exposed to both lower and higher order questions. Children should be able to infer, organize and evaluate. Questions that cover the above constructs should be used by teachers.

2.3 Does familiarity of matter aid comprehension?

To achieve full comprehension, the reader must know not only the semantic and structural meaning, but must have some experience related to the author's ideas. Thus, familiarity of experiences or matter enhances understanding. Teachers should choose texts that relate to the learner's experience and interests. According to Adams et al (2000) unfamiliarity with text features and task demands cause learners not to understand a text. Comprehension depends on the background the reader brings to the reading. Some authors write texts especially with the urban or rural setting in mind (Dekemel, 2003). Pupils from rural settings find it very hard to understand texts that have an urban setting and the same applies to urban pupils. This scenario affects pupils from understanding the intention of the text.

Adams et al (2000) suggest that many children fail in reading for comprehension because instructions given and the materials used are inappropriate to their personality and interests. Comprehension texts for pupils must respect their cognitive development level and they should draw the interest of these learners. If the content of a text appeal to the learner's interest, the learner will give much concentration in the reading of the text and this aids to the pupil understands of the text (White, 2004). Consequently, lack of familiarity with the cultural content of the text may lead to poor compression of the text or speech. Second language learners of English encounter problems in answering comprehension questions if their teachers do not

consider experiences and interests during text selection. English itself is alien to most Zimbabweans and represent another culture. It becomes even more problematic if an alien language is used to express alien ideas and the second language learners of English are expected to comprehend such matter.

2.4 Types of comprehension questions

What pupils must understand at the end of reading a text or listening to a speech and how to show their level of understanding is by attempting purposeful comprehension tasks (Choi and Johnson, 2005). Thus, reading without comprehension is a meaningless activity. Readers who are able to derive meaning from speech or script are empowered to infer meanings of words from the passage, to make predictions and answer a host of questions based on the speech or text as well as assimilate all the necessary details which will be of use in life. According to Paul and Elder (2006), there are low order questions and high order questions. Low order questions ask children what is clear from the passage. High order questions require learners to infer, analyse and evaluate.

Comprehension questions are part and parcel of every language examination paper. However, it is also important to note that second language learners of English face problems in answering questions at whatever level (Ozuru et al, 2009). These could be teacher based, text based or learner based if not a combination of two or all. To check if the reader has the aforementioned sub-skills of comprehension, the teacher gives the reader tasks that call for him or her to answer questions from read text or speech, structure own questions from the story, retell the story, summarise the story, and make plays based on the story.

Chiou (2008) comprehension questions test learners their ability to recall and understand what one would have read in a passage. Questions that asks learners to mention, identify, state and name are given to the learners. They can be given statements that require them ascertain whether they are true or false. Who, when and what questions are some of the low order questions which learners are subjected to. They can also be given questions that require word explanation and meaning derivation. According Ozuru et al (2009) High order questions have always proved difficult to most learners. These high order questions which demand pupils to infer, evaluate and justify prove to be difficult to pupils. These questions require the pupil to reason beyond the text, but basing their reasoning upon the text. Mostly, the answers to such questions are not explicit in the text but implicit.

2.5 Possible causes of poor comprehension

Alfassi (2004) says readers have to read the passage fluently observing the punctuations, speed and tone of the passage. The reading by the learners has to serve a purpose. When learners read a passage aimlessly, they hardly understand the passage. When learners cannot read fluently it becomes difficult for them to answer comprehension questions. When a learner takes time reading a single word, the learner will fail to grasp the meaning of the sentence and the whole passage. Adams et al (2000) say inadequate instruction by the teacher may cause learners not to comprehend a read text. There is always a need to spell out to the learners what to read, how to read and for what purpose so that their success or failure in responding to given tasks can be easy to analyse.

Thus, over concentration on a few unfamiliar words can affect the reader's comprehension of the whole text. Brown (2011) says children tend to read slowly, worrying about the meaning of each particular word. This will cause learners to have difficulty in quickly skimming and scanning a text for information. When students are not able to read as fast as possible their grasp of the text is affected. The ability to read facilitates understanding. Ringborn (2006) says reading aims at providing children with reading practice for understand and children reach a comprehending stage when they reach a vocabulary of at least 500 words. Children with little vocabulary find it difficult to comprehend a given text. According to Wang (2013), the language and words used should be within the child's experience. Teachers should therefore either equip the readers with skills to deduce meanings of the words from the context or avoid using unnecessarily big and unfamiliar words.

Snow (2002) says that the exercises and activities that the teachers design to check comprehension rarely probe beyond the understanding of literal level of a passage. In other words, the author is of the view that teachers often give their pupils unchallenging work (Wang, 2013). Questions given to learners should be carefully chosen and worded. Carefully chosen and worded questions help in the promotion of learners' linguistic development. In other words, in structuring comprehension questions, the teacher should be cognizant of what he wants his pupils to be able to do.

Ajibola (2006) says that students must always have readers whether at home or at school. Readers ensure that pupils have something to do when he is waiting for others to finish a

particular task or when pupils are at home. The above mentioned scenario develops the habit of reading in pupils and giving pupils the opportunity of language learning out of class.

It is quite clear that comprehension is a demanding human mental activity that demands teachers to carefully plan. Learners face problems in answering comprehension questions because the texts teachers choose are made up of complex words and structures which put a great deal of pressure on their learner's short term memory and information processing capacity (Paul and Elder, 2006). Some texts are chosen without careful consideration of the learner's backgrounds, experiences and interests. Such texts usually become difficult for the learners to comprehend.

Lack of purposefulness on the part of the teacher hinders the learner's progress. The purpose of each reading comprehension episode should be spelt out clearly before the learners read or listen to a speech. Without a purpose reading or listening is worthless and just a waste of time (Choi and Johnson, 2005). Comprehension questions need to be carefully and concisely worded. They should be clear as to what they demand from the learner. The questions given should be open ended in most cases so as to allow children to explore and use the English language freely as they respond to the given questions in their different ways.

It can be noted that questions in general, and comprehension question in particular, are a fundamental tool of teaching and lie at the very heart of developing critical thinking abilities in pupils.

2.6 Organisation of literature linking it to research questions

2.6.1 What is the impact of the teachers' competency on comprehension understanding?

According to Yambo (2012) and Odhiambo (2005) the competences of teachers help in the realization of school goals. Teachers who are well versed with their work tend to produce good results. Qualified teachers who are trained for the job possess competent skills to deliver positive results. On the other hand, untrained and junior teachers have problems in teaching. These teachers can negatively affect the teaching of comprehension in schools (Yambo, 2012). Untrained teachers are rampant in our education system. Their presence contributes a lot in as far as teaching of comprehension is concerned.

Some teachers in the system do not have relevant teaching qualifications. Some teachers are deployed to teach in primary schools using non-teaching certificates. According to Odhiambo (2005), teachers without relevant qualifications affect negatively the teaching of comprehension in schools. The above mentioned scenario results in teachers who are ill equipped being deployed in schools. The teaching of comprehension is adversely affected. Teachers who are not primary teachers by training are devoid of the teaching methodologies that are relevant to primary school learners. On the other hand, some teachers are qualified, but they lack the experience that is necessary to deliver effectively. A teacher might have a relevant qualification, but as long as he or she is not competent, he or she will not deliver expected results. A competent teacher is behavioural in nature. Such a teacher creates an environment that is conducive to the learning of comprehension (Akinbade, 2007).

Teaching of comprehension becomes a mammoth task to teachers at upper grades if the foundation is weak. Reading comprehension becomes easy when learners have a strong foundation from infant level (Mavundutse and Gatsi, 2013). Children should be able to read fluently for them to be able to comprehend. Also, the vocabulary of the learners should be at the cognitive level of the learners for them to be able to comprehend. The teachers who teach English comprehension should teach concepts to learners who are at the right operational level (Mavundutse and Gatsi, 2013).

The introduction of Performance Lag Address Program (PLAP) that seeks to identify the operation levels of learners has unearthed a Pandora box in the teaching of comprehension in schools. The WRAT tests given to learners show that some learners are operating at infant level mentally while physically there are in upper junior classes (Chibvumbira, 2014). The effects of these discoveries affect the way teachers in junior classes operate. The teachers are forced to teach content that is relevant to the grade level of learners who are not yet ripe to receive such material (Chibvumbira, 2014).

2.6.2 What are the effects of ESL foundation on learners' coping with rules of tenses, grammar and spellings?

According to Wang (2013) second language learners of English lack firsthand experience to the language and this affect their comprehension of any ready text. Children tend to think in their mother language and then translate what they would have conceived into a new or second language. The fact that children interact with the English language at school only affects the way they respond to comprehension language. Children who are native speakers of the English language do not strain themselves with knowing the semantics and syntaxes of the languages.

However, for second language learners, much time is taken trying to figure out the meanings of different words. If a sentence has a new word which is not familiar to the learner, the learner is automatically derailed from understanding the sentence or passage (Wang, 2013).

The behaviourist theory of learning emphasizes on the importance of the environment and continuous repetition of content. An environment that is conducive will provide learners with the necessary skills of learning a language. Rural learners' in particular and African learners in general have a culture of speaking in their native languages when they are at home (Kuhudzai, 2000). When people use their native language mostly, it becomes difficult to grasp the rules of a foreign language. The more one uses a language, the more one understands its needs and semantics.

2.6.3 What are the effects of lack of reading materials on comprehension learning?

Ajibola (2006) asserts that learners who commit their time to reading develop a reading habit that will assist them in the listening, speaking and writing skills. Children who can read will have good speaking, listening and writing skills. These skills are developed only when children are exposed to reading skills. Reading is facilitated by the availability of reading materials. Adigun and Oyelunde (2003) are of the view that the availability of reading materials and community libraries enables learners to read and comprehend.

Parents are the most important stakeholders in the teaching and learning process. Parents should play a part in the provision of learning materials. Parents should provide their learners with reading materials. According to Ajibola (2006), students must always be reading, whether they

are at home or school. Parents should make it a point that their children have readers to augment the reading that take place at school. MacLaughlin (2012) says that lack of readers, libraries and reading materials in rural schools and homes is a major drawback in as far as reading comprehension is concerned. Children are deprived of the chances to practice reading and their comprehending prowess is affected.

2.6.4 How does failure to use media in comprehension teaching affect learners?

People in general and children in particular understand better when learning media is used during instruction (Cremin and Arthur, 2010). Cremin and Arthur (2010) claim that teaching materials or aids assist teachers to make lessons clear to learners. The use of teaching and learning media influences learners to pay attention and to be fully involved in the teaching and learning process. Teaching and learning media is crucial in the teaching of the English language. People understand concepts better when they touch, see, feel and do. Gwarinda (1995:74) says “All people whether young or old, find the learning process greatly facilitated if teaching aids are used. Teaching aids are the additional materials used when using a particular method to make learning easy. They are also called educational media because they help the teacher to transmit the intended message to the learners.” The purpose of teaching children is to make them learn or grasp intended concepts. Therefore, teaching media is important to be used in the teaching and learning of English comprehension. The teaching and learning media to be used by the teacher should facilitate the understanding of the passage by learners.

2.6.5 How does lack of staff development meetings for comprehension teaching affect learners' answering of comprehension questions?

According to John Dewey knowledge is evanescent and always in a state of flux. Knowledge is not static but changes with time. The above statement means that skills and approaches to teaching have to be updated, renewed and modified.

Handbook on the School Administration for Heads (2000) says schools should hold staff development programs to upgrade and equip each other with skills necessary to facilitate delivery of lessons. For any school to be effective and efficacious, it must conduct staff development meetings constantly to upgrade each other on the teaching skills and competences.

Sparks and Hirsh (2000) stress that staff development meetings are very important because they enable the teachers to renew and develop their teaching skills. Staff development meetings help update teachers on current teaching approaches and strategies. Skills which were relevant in the yesteryears may become obsolete in the present. The conducting of staff development meetings help teachers to be abreast with the changes that take place in the teaching profession.

2.7 Summary

In this chapter the researcher outlined the importance of comprehension questions and some of the assumed causes that make pupils fail to answer comprehension questions well. Literature contributed by various authorities has been reviewed in this chapter. The next chapter (chapter 3) will look at the research methodology the researcher employed in this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the procedures adopted in acquiring or gathering data for this study. The chapter includes a description of the research design employed, stating its characteristics, strengths and weaknesses. The chapter also outlines the population, sample and sampling procedures followed. The instruments used to gather data are discussed, stating their characteristics, strengths and limitations. The instruments used include questionnaires, standardized tests and observations. The chapter also outlines the data collection procedures followed and data presentation and analysis techniques used.

3.1 Research Design

A research design is a strategy for collecting data in an attempt to answer research questions. A research design describes the procedures for conducting the study, the layout of how the project is going to be carried out (Yin, 2011). The citation above shows that research is not haphazardly done, it is systematic and purposeful.

In this study the case study design method of research was employed. The case study design is one of the best designs when one is studying a single school. The case study design produces detailed results which can lead into the improvement of comprehension teaching at the school. According to Merriam (2009) case study design gives a detailed analysis of a sample under

study. When using the case study design the researcher obtains information from observations and documents of the group under study. One of the characteristics of case study design is that the researcher can select a group to study in depth. The researcher takes a considerable time observing the behaviour of the group whilst gathering data for the study (Merriam, 2009). One advantage of the case study design is that one can focus on a specific and interesting case. In this study, the specific case was Zenda Primary School.

According to Yin (2011) the case study design has limitations. One of the limitations is that the findings of the study cannot be generalized. The findings are only applicable to the place under study.

3.2 Population

A population is the entire group about which some specific information is required (Merriam, 2009). It can be any group of people that have common characteristics that are of interest to the researcher or which the researcher wishes to generalize the results of the research on. (Savage, (2000). A population can be any size; it can have at least one and sometimes several characteristics that set it off from any other population.

Zenda Primary school consisted of four hundred and twenty pupils and fourteen teachers. The researcher used ten teachers who had experience in the teaching of Grade 6 pupils and pupils were chosen using purposive sampling and random sampling. The researcher would have wanted to get information from more people but because of inadequate financial resources and limited time, he restricted himself to these few people.

3.3 Sample and Sampling Procedure

A sample is a portion of the overall population that one wishes to study. Chiromo (2006:16) defines a sample as “A small group or subset of the population selected from the population.” In this study the sample was drawn from a population of 420 pupils and fourteen teachers. A working sample of 33 pupils and 10 teachers was used. The random sampling method was used for pupils. For the teachers, the researcher used purposive sampling. According to Chiromo (2006), purposive sampling is a non-probability sampling procedure in which the researcher uses his own judgement in selecting a sample, which he thinks will yield desirable data. The researcher decided to use purposive sampling on teachers so that he interrogated people with experience of teaching the grade level under study (Ibid). Out of the fourteen teachers at Zenda Primary School only three teachers had never taught the grade because they trained at infant teachers.

3.4 Research instruments

A research instrument is any device for systematically collecting data such as a test; questionnaire and interview. These instruments are used to obtain standardized information from all the subjects (respondents) in the sample. For this study the researcher used questionnaires, standardized tests and observations on collecting data from the school pupils and teachers. The researcher used different instruments in order to counter the limitations of using one instrument.

3.4.1 The Questionnaire

The researcher structured and administered a questionnaire to the chosen ten teachers. A questionnaire is a document containing questions designed to solicit for information appropriate

for analysis. It is a list of questions sent or given to a number of persons for them to answer (Merriam, 2009). Using a questionnaire enables the respondents to provide first hand information for analysis in writing. When using a questionnaire each respondent is given the same set of questions as everyone else in the sample. Use of questionnaires is cheap and fast (Merriam, 2009). The researcher handed the questionnaires to the respondents and collected them in person in order to have a hundred percent response rate. Questionnaires give room for flexibility, as they can be open ended or closed (Ibid). However, open ended questions may at times prove difficult to analyse quantitatively. Tests were used to collect data from pupils.

3.4.2 Written tests

The researcher gave three different tests to the selected pupils at the end of each month from May to July 2015. The tests were adapted from Grade 6 district past examination papers. This will be done so as to use standard tests.

Tests are examinations given to an individual or a group of individuals. Tests can be defined as a systematic procedure in which the testee is presented with a set of constructed questions to which he or she responds, the responses enabling the tester to assign the testee a numerical or set of numbers from which inferences can be made about the tested's possession of whatever the test is supposed to measure (Brady, 2004). Through tests the researcher or tester can objectively discover what a person can do and assess the degree of success with which he or she does so. Tests results render themselves easy for comparison since all the testees answer the same questions and precisely in the same order (Brady, 2004). They can help teachers identify their pupils' weaknesses and provide a base for their future endeavours.

3.4.3 Observations

The researcher also used the observation method. An observation is a systematically planned activity of seeing things or objects in action (Savage, 2000). Chiromo (2006) says observation is the most direct means of studying people when one is interested in their overt behaviour.

One advantage of observation is that the behaviour is recorded as it occurs (Chiromo, 2006). The data is likely to be original. The other strength is that it is difficult for the respondents to lie (Savage, 2000). The method has some limitations. One limitation is that the presence of the researcher may affect the behaviour of those being studied (Silverman, 2001). Again the method is time consuming (Ibid).

3.5 Data collection procedure

To collect data, the researcher used questionnaires, tests and observations. Thirty-three pupils wrote three tests, one at the end of each month from May to July 2015. Test one was based on a passage which had events that happen in the rural areas. The second test was based on a passage that had an urban background. The other test had a foreign story with foreign names and values. The researcher marked the test in person and recorded the marks.

The ten teachers were given a questionnaire each to respond to by the researcher in person. The researcher explained how the respondents should respond to the questions after first telling them that all their responses were valuable and that they would be treated with great confidentiality. After the researcher had given the teachers the questionnaires to complete, he collected them in person.

The observation method was also used. The researcher visited the Grade 6 classes during comprehension time and observed how the teaching proceeded. The researcher did this as a participant observer. Being a participant observer does not violate the research ethics, but this can compromise the validity of the findings. The researcher used children's exercises to gather data. The records from Grade 5 work were analysed to validate the research findings.

3.6 Data presentation and analysis plan

Completed questionnaires were analysed through tables. The responses to each item on the questionnaire will be expressed as a percentage. Tables and pie charts were used to present data. Data gathered from observation was put on tables and pie charts. The data are expressed as a percentage before the tables are drawn. The marks or performance of children in the three tests are given as percentage.

3.7 Summary

This chapter has presented and justified the research methodology employed in this study. The case study design has been discussed, stating its characteristics, advantages and disadvantages. The chapter further discussed the research population, sampling and research instruments which were questionnaires, tests and observations. The advantages and disadvantages of each instrument have been noted. The chapter has also discussed data collection, presentation and analysis procedures followed in this study. The next chapter deals with data presentation, analysis and discussion.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents, analyses and discusses data obtained from the research. The researcher collected data from ten teachers and 33 pupils. The pupils were randomly selected from ninety Grade 6 pupils. The teachers were purposively sampled because the researcher wanted data from teachers with experience in teaching junior classes. To collect data from the ten teachers, the researcher used questionnaires. The researcher observed the Grade 6 teachers teaching the subject. The learners' comprehension books were also analysed by the researcher. The questionnaires were distributed by the researcher to the respondents and he collected them himself. The return rate of the questionnaires was one hundred percent. The researcher also gave Grade 6 learners, three tests on comprehension. One test was an open ended test and the other two tests were multiple choice tests. The tests were meant to identify the comprehending levels of learners and the types of mistakes they make in answering comprehension questions. The researcher presents the data using tables and pie charts.

4.1 Data Presentation

Table 4.1: Teachers' responses on questionnaires

Response	Frequency
1. Most parents do not supply reading materials to their children	9
2. Teachers do not conduct regular staff development meetings for comprehension teaching	9
3. Most teachers are either unqualified or inexperienced to handle comprehension teaching.	4
4. Teachers do not use instructional media on the teaching of comprehension answering.	7
5. English as a second language foundation makes pupils unable to cope with rules or spellings, punctuation and grammar.	8
6. Pupils ignore homework on comprehension.	6
7. Grade 1 – 6 teachers ignore teaching of comprehension.	1
8. Shortage of textbooks at the school makes it difficult for pupils to answer comprehension questions.	6
9. Inadequate time for teaching comprehension writing makes children fail to answer comprehension questions.	5
10. The number of comprehension exercises children write affects negatively their answering of comprehension questions.	7
11. Pupils do not read on their own and do not seek assistance from other teachers on comprehension writing.	10

Response 1: Most parents do not supply reading materials to their children.

The question sought to establish whether parents supply reading material to their children. 6 respondents strongly agreed that parents do not supply reading materials to the children. 3 agreed that parents do not supply reading materials to their children to use during and after school. 1 respondent was not sure whether parents supply or do not supply reading materials to their children. 9 respondents agreed that parents do not supply reading material. These parents do not buy reading materials for their children.

Response 2: Teachers do not conduct regular staff development meetings on comprehension teaching.

The question sought to establish whether teachers conduct regular staff development meetings, for comprehension teaching. 3 respondents strongly agreed that staff development meetings in the teaching of comprehension at Zenda Primary School are not carried out regularly. 4 respondents agreed with the assertion that teachers do not conduct staff development meetings to equip each other with the best skills to tackle comprehension teaching. 1 respondent disagreed with the assertion. The responses are skewed to those who are of the view that staff development meetings which are rare at Zenda Primary School are the major factor that causes poor performance in comprehension writing. 7 respondents agreed that lack of staff development meetings affects negatively the way children answer comprehension questions. 3 respondents disagreed with the assertion.

Response 3: Most teachers are either unqualified or inexperienced to handle comprehension teaching.

The question sought to establish whether teachers are either unqualified or inexperienced to handle comprehension teaching. 4 agreed to the assertion, 3 respondents were not sure about the assertion. 1 respondent disagreed with the assertion and 2 strongly disagreed with the assertion. Those who disagreed did so may be because they were of the opinion that all the teachers passed through a teachers' college. The minimum qualification held by the respondents was a diploma in education hence their disagreement.

Response 4: Teachers do not use instructional media in the teaching of comprehension.

The question sought to establish whether teachers use instructional media during comprehension teaching. 2 strongly agreed that teachers do not use media to teach comprehension passages. 5 agreed that teachers do not use media in comprehension teaching. 2 respondents were not sure about the assertion. 1 disagreed with the assertion that teachers ignore or do not use teaching and learning media during comprehension teaching. The total of respondents on the agreement side was 7 and the disagreement side was 1. The responses show that the use of media in the teaching of comprehension is rare.

Response 5: English as a second language foundation make pupils unable to cope with rules of spellings, tenses, punctuation and grammar.

Question five sought to establish whether English as a second language makes pupils unable to cope with rules of spelling, tenses, punctuation and grammar. 3 respondents strongly agreed with the assertion. 5 agreed to the assertion. 1 was not sure about the assertion and the other 1 disagreed with the assertion. Those who agreed were of the view that second language learners

are affected by their mother tongue background in the learning of English as a second language. Those who disagreed were of the view that any child can learn any language provided the environment is conducive. The respondents who disagreed to the assertion are from the behaviourist school of thought.

Response 6: Pupils ignore home work on comprehension.

The question sought to establish whether learners ignore homework on comprehension. 1 respondent strongly agreed to the assertion that learners ignore homework on comprehension work. 5 agreed that learners ignore homework on comprehension. 2 respondents were not sure about the assertion. 1 disagreed that learners ignore homework. 1 strongly disagreed with the view. Those who agreed were of the view that learners perform badly because they do not want to do their homework after school. Also, the level of parental literacy makes learners to ignore their homework.

Response 7: Grades 1 to 6 teachers ignore the teaching of comprehension.

The question sought to establish whether Grade 1- 6 teachers ignore teaching of comprehension in their classes. 1 agreed to the assertion that the teachers ignore the teaching of comprehension. 7 disagreed with the assertion. 2 strongly disagreed with the assertion that teachers ignore the teaching of comprehension in their classes. The percentage that responded positively did so because they do not hear teachers speak in English during lessons. 9 responded negatively because they do teach comprehension lessons in their classes.

Response 8: Shortage of text books at the school make pupils fail to answer comprehension questions.

The question sought to establish whether shortage of textbooks at the school makes pupils fail to answer comprehension questions. 1 strongly agreed that shortage of books affects learners negatively in answering comprehension questions. 5 agreed to the assertion that shortage of books affects learners negatively in their answering of comprehension questions. 2 disagreed to the assertion and the other 2 strongly disagreed to the assertion. 6 respondents supported the notion that lack of textbooks affects negatively the learners' answering of comprehension questions. These respondents were of the view that children should be given different reading materials to broaden their language development.

Response 9: Inadequate time for teaching comprehension makes children fail to answer comprehension questions.

This question sought to establish whether inadequate time for teaching comprehension makes the children fail to answer comprehension questions. 5 agreed to the assertion. 1 was not sure about the assertion. 4 disagreed to the assertion. Those who agreed did so because the number of lessons allocated to the teaching of the lessons has been affected by the recent introduction of agriculture in schools which had no slot on the timetable.

Response 10: The number of comprehension exercises children write affect negatively their answering of comprehension questions.

The question sought to establish whether the number of comprehension exercises children write affects negatively their answering of comprehension questions. 1 respondent strongly agreed to

the assertion. 6 agreed to the assertion. 3 disagreed to the assertion. 7 agreed that the number of exercises children write negatively affects their answering of comprehension. Those who agreed did not know the requirements of the ministry policy on the number of exercises to be given to learners per week. The 3 who disagreed were conversant with the ministry policy in the teaching of comprehension in primary schools.

Response 11: Children do not read on their own and do not seek assistance from teachers on comprehension.

The question sought to establish whether pupils read on their own and do not seek assistance from other teachers on comprehension writing. 8 respondents strongly agreed that children do not read on their own. 2 agreed to the assertion that children do not read on their own and they do not seek assistance from other teachers on comprehension work. 10 respondents responded positively to the assertion. The positive responses were due to the number of non-readers that are found at the school. The respondents did so because they did not see learners reading during their free time and the learners did not consult them on comprehension issues.

4.2 Data Presentation from observations

Pie chart: Pupils comprehension writing

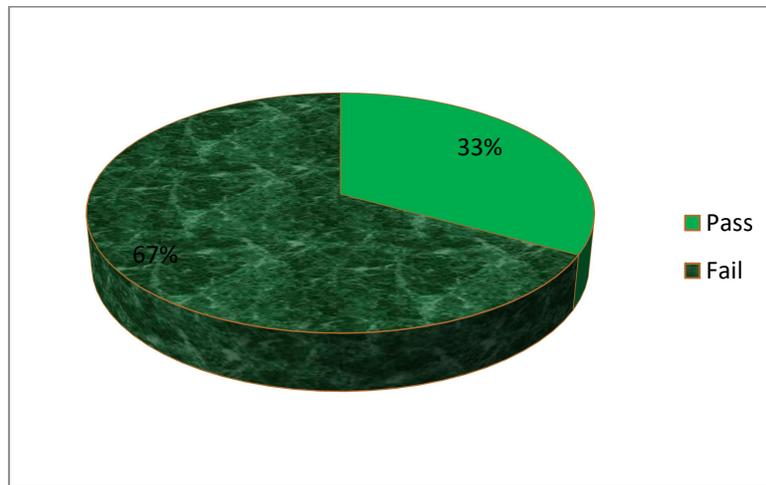


Figure 4.1: Pupils' comprehension writing

The researcher observed one teacher teaching a comprehension passage. The researcher observed that the teacher did not use any teaching and learning media to help learners master the passage. The teacher was just talking to the learners. The researcher also noted that the responses given by learners when they were answering oral questions asked by the teacher were showing lack of understanding of the passage. Learners were answering what had not been asked by the teacher. Two pupils managed to answer questions asked correctly. The first learner gave a one word answer to the question asked. The learner should have made a sentence to show mastery of the English language. The other learner answered the question correctly but the grammar was not correct. The learner comprehended what was expected of him by the teacher but gave the answer in broken English.

The researcher observed the group work by learners and noted that most of the learners were getting low order questions correctly. A few learners managed to answer high order questions correctly though their expressions were not all that pleasing.

The researcher also analysed the learners' English exercise books. The number of comprehension exercises that were in the pupils' books fell short of the Ministry's minimum requirement of at least two exercises per week. The exercises in the pupils' books showed that children had problems in answering comprehension questions. After the lesson observation learners were given an exercise to summarise the passage. The researcher used the learners' exercise books to determine the general performance of the learners in answering comprehension questions.

4.3 Data presentation from tests

Pie chart: Learners Results

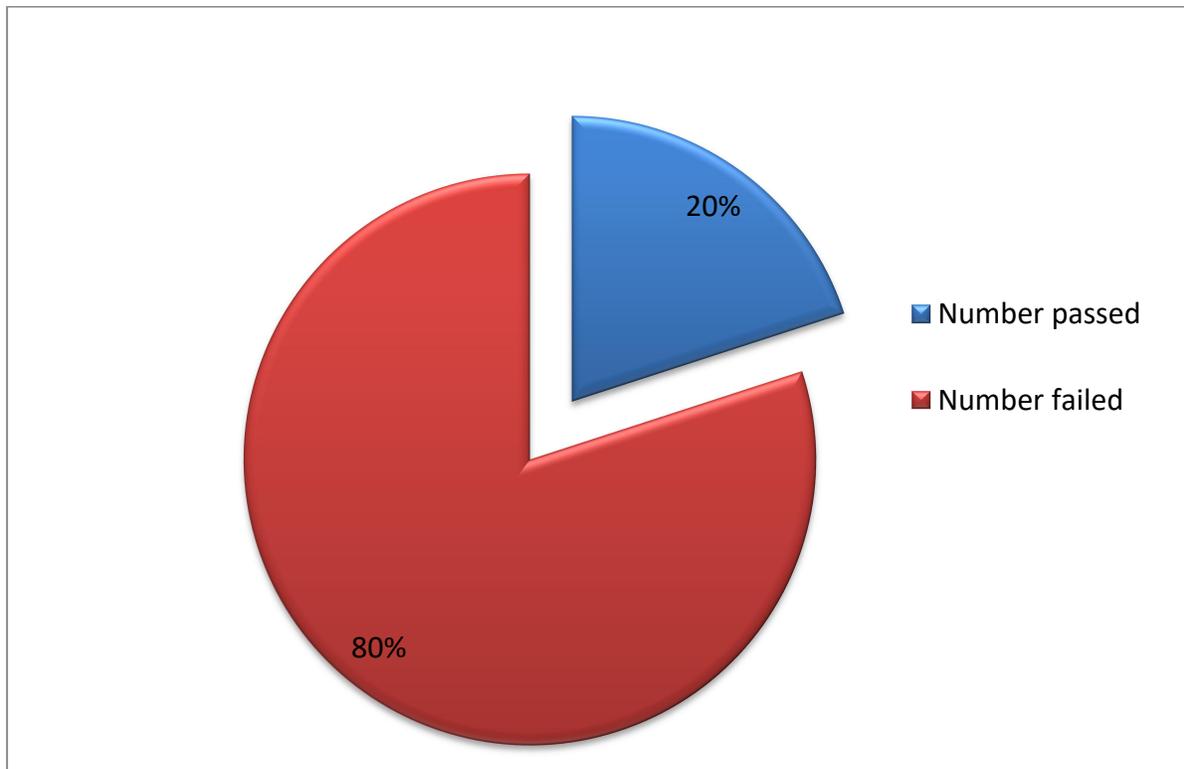


Figure 4.2: Learners Results

The researcher gave learners selected at random three tests to write. The tests were comprehension questions. The tests were written in a space of three months. One test was an open ended test whereby learners would construct their own sentences whilst answering questions. The other two tests were multiple choice questions.

The multiple choice tests were fairly done by the learners. Maybe it was due to the fact that the answers were provided to the learners. 20 learners managed to score above the half mark. 13

learners performed badly in the multiple choice tests. The distracters in the answers confused the learners from getting the answers correct.

The open ended test was poorly done by the learners. 7 learners managed to score above the average mark. 24 learners performed badly. The learners could not answer the questions correctly. Learners could not address the demands of the questions. Also, the answers given were punctuated with grammar and tenses mistakes.

The researcher added the three marks together and came up with an average mark for each learner. The resultant average mark shows that there is a big problem in the issue of comprehension answering at Zenda Primary School.

4.4 Discussion

4.4.1 What is the impact of teachers' competency on comprehension understanding?

The research found out that the failure to answer comprehension questions by learners was not a result of incompetence by teachers. The teachers were found to be qualified with a minimum of a diploma in primary education. The research found out that teachers did their best in the teaching of comprehension. However, some teachers contribute to the failure through lack of commitment. Yambo (2012) asserts that the success of learners is embedded in the commitment of the teacher. The teachers who are committed are capable of teaching comprehension and learners produce good results.

4.4.2 What are the effects of ESL foundation on learners' coping with the rules of tenses, grammar and spellings?

From the findings of this study it has been noted that the language background of the learners affects them in comprehension answering. The first language of the learners affects their mastery of the English language. Wang (2013) says that second language learners think in their first language and then translates to the English language. Literal translation distorts the meanings of some sentences and hence affects the way children answer questions.

4.4.3 What are the effects of lack of reading materials on comprehension learning?

The findings of the study have revealed that parents are negligent in supplying their children with school materials to use during the learning process. The above scenario leads to schools becoming under resourced and learners are left without adequate reading materials. When learners do not have reading materials they do not improve in their language mastery. Ajibola (2006) says reading is habit formation and it should be done continuously to increase one's vocabulary. When children do not read, their comprehending skills are not developed.

4.4.4 How does failure to use teaching media in comprehension teaching affect learners

From the findings of this study, it was noted that the use of teaching and learning media in comprehension teaching was rarely done. The use of media in comprehension should be adopted to facilitate quick mastery of the text by learners. According to Cremin and Arthur (2010), media helps learners to comprehend what they would have learnt. Media also provokes learners to think critically and see things in a clear way.

4.4.5 How does lack of staff development meetings affect learners' answering of comprehension questions?

The study found out that staff development meetings for comprehension teaching were not conducted at the school. These meetings are important in the teaching and learning process because they help update the teachers in their teaching (Sparks and Hirsh, 2000). The teaching strategies differ per individual, so if teachers conduct staff development meetings they help each other to improve their teaching. Lack of staff development meetings at school contributed towards the poor performance by learners in answering comprehension questions.

4.5 Summary

The chapter has presented and analysed data which was collected using questionnaires, interviews, observations and tests. The presented data was collected from primary school in Mberengwa District. The respondents were selected using random and purposive sampling. In presenting the data the researcher used tables and pie charts. In analyzing data the researcher found out that the influence of the learners, materials and the teachers affect comprehension answering. The final chapter will present the conclusions and recommendations of this study.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The research focused on the problems faced by Grade 6 learners in answering comprehension questions. This research was carried out at Zenda Primary School in Mberengwa District in the Midlands Province of Zimbabwe. The chapter summarises the entire study, draws conclusions, gives recommendations that will lead to improvement of answering comprehension questions at Grade 6. The recommendations, if implemented, according to the researcher may improve the handling of comprehension writing in schools.

5.1 Summary

The study aimed at investigating into the causes of failure by learners to answer comprehension questions at Grade 6 at Zenda Primary School. The study aimed at finding possible solutions to alleviate failure by learners to answer comprehension questions. The study investigated the possible causes and many avenues were followed to reach to the solutions.

In the study the case study design was adopted to investigate the causes of failure by learners to answer comprehension questions at Grade 6. The case study design was adopted by the researcher since he was a teacher who interacted with the learners on a daily basis. The researcher carried a case study with the Grade 6 learners at Zenda School to find out the possible causes of their failure to answer comprehension questions.

The study used Zenda pupils as a case study. The staff of Zenda School was part of the population to the study. Zenda School had a population of 420 learners and 14 teachers. The 420 learners and 14 teachers constituted the population of the research.

The study was carried out using a sample of ten teachers and thirty-three pupils. The teachers were purposively sampled and the learners were sampled using the random sampling technique. The sample of the learners was representative and it led to the accurate findings.

The study collected data through questionnaires, observations and tests. The researcher used three data collection methods to collect data because the design he used accommodated the use of the data collection methods.

The study found out that learners fail to answer comprehension questions because they cannot read well. Failure to use teaching and learning media by teachers was noted as the other causes of failure to answer comprehension questions by the learners. Also, lack of support by parents towards the education of their children played a role in children's failure to answer comprehension.

5.2. Conclusions

5.2.1 Sub Problem 1. What are the effects of ESL foundation on learners' coping with the rules of tenses, grammar and spellings?

The research findings revealed that most second language learners find it hard to master the skills of English as a second language. The mother language of the learners has a strong influence in the mastery of the English language by these learners.

5.2.2 Sub problem 2: What is the impact of teachers' competency on comprehension understanding?

The research findings revealed that the teachers had the capacity to teach comprehension work if they were motivated to do so. Teachers who participated were holders of a diploma in primary teaching and they were well equipped with the skills. The teachers needed to have commitment only.

5.2.3. Sub problem 3: How does failure to use teaching media in comprehension teaching affect learners?

The research findings revealed that most teachers do not use teaching media in comprehension teaching. Most teachers taught without using teaching and learning media and this made it difficult for learners to grasp the read texts.

5.2.4 Sub problem 4: What are the effects of lack of reading materials on comprehension learning?

The research findings revealed that parents are not supportive at all in as far as the learning of their children is concerned. The parents do not supply reading materials to their children. Children do not have reading materials to develop their reading and as a result they face difficulties in answering comprehension questions.

5.2.5 Sub problem 5: How does lack of staff development meetings for comprehension teaching affect learners' answering of comprehension questions?

Research findings revealed that teachers at Zenda Primary school do not conduct staff development meetings to assist one another in the teaching of comprehension skills and this has negatively impacted on the performance of learners in comprehension answering during examinations.

5.3 Recommendations

From the findings of this study, the researcher wants to make the following recommendations to primary schools in the country and to rural schools in particular.

5.3.1 From the findings on sub-problem 1, it is recommended that schools should have a reading culture to enable the learners to master the rules of the English language as a second language.

5.3.2 From the findings on sub-problem 2, the researcher recommends that teachers should continue upgrading themselves through reading widely and conducting researches on better ways of teaching comprehension to learners.

5.3.3 From the findings on sub problem 3, the researcher recommends that teachers use media when teaching comprehension writing. Schools should provide teachers with adequate and relevant teaching and learning media to improve the teaching and learning of English comprehension. Schools should buy teachers manila, markers and electronic media for use in teaching English comprehension.

5.3.4 From the findings on sub problem 4, the researcher recommends that parents should be educated on the importance of their children's education. Consultation days, prize giving days and Annual General meetings are to be used for parental training so that the parents become aware of their obligation as parents.

5.3.5 From the findings on sub problem 5, the researcher recommends that school heads should do their part and initiate staff development sessions for teachers to upgrade their skills in teaching. Staff development meetings are important in schools. They keep teachers abreast with new developments taking place in the education system. Seminars, workshops and in-service courses are recommended for teachers to update their comprehension teaching skills.

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APPENDIX 1

QUESTIONNAIRE FOR TEACHERS

I am Webster Ndlovu, a Bachelor of Educational Management and Leadership student at Midlands State University, I am carrying out a study on the causes of failure to answer comprehension questions in English at Grade 6 level at Zenda Primary in Mberengwa District. May you please complete this questionnaire by use of a tick or writing in the space provided. The information you provide will be confidential. Do not write your names, addresses or phone numbers on this questionnaire.

SECTION A: BIO DATA

In this Section please tick in the appropriate box (✓)

1. Male

Female

2. Your age:

30 years and below

31 - 40 years

41 – 50 years

51 years and above

3. Highest Academic qualifications

“O” Level

“A” Level

4. Highest professional qualification

PTL

PTH

CE

Dip Ed

Degree

Others (Specify).....

5. Working experience

Years

6. Designation at school

Teacher

Senior Teacher

T.I.C

Deputy Head

Head

SECTION B

Please tick in the appropriate Column (√)

KEY:

- AS - Strongly Agree
- A - Agree
- NS - Not Sure
- D - Disagree
- SD - Strongly Disagree

1. Most parents do not supply reading material to their children.

SA	A	NS	D	SD

2. Teachers do not conduct regular staff development meetings for comprehension teaching.

SA	A	NS	D	SD

3. Most teachers are either unqualified or too inexperienced to handle comprehension teaching.

SA	A	NS	D	SD

4. Teachers do not use instructional media on the teaching of comprehension answering.

SA	A	NS	D	SD

5. English as a second language (ESL) foundation make pupils unable to cope with rules of spellings, tenses, punctuation and grammar.

SA	A	NS	D	SD

6. Pupils ignore homework on comprehension.

SA	A	NS	D	SD

7. Grade 1 to 6 teachers ignore teaching of comprehension.

SA	A	NS	D	SD

8. Shortage of textbooks at the school makes pupils fail to answer comprehension questions.

SA	A	NS	D	SD

9. Inadequate time for teaching comprehension writing makes the children fail to answer comprehension questions.

SA	A	NS	D	SD

10. The number of comprehension exercises children write affect negatively their answering of comprehension questions.

SA	A	NS	D	SD

11. Pupils do not read on their own and do not seek assistance from other teachers on comprehension writing.

SA	A	NS	D	SD

APPENDIX 2

TESTS

HYENA DISCOVERS A SECRET

Chapungu was no longer interested in going to the playgrounds. She was afraid of the cruel children. Her mother, Karinga, left her alone in their hut when she went to look for water, food or firewood. Chapungu felt miserable, cold and alone in the hut. When her mother was away she would fasten a strong inside-lock to keep herself safe.

Whenever Karinga returned, she would sing to Chapungu and dance whilst making music with the brass ornament tied around her ankles. Chapungu had learned the way her mother sang. She would only open the door when she was sure that it was her mother dancing at the door.

Then one day Karinga returned from a hunting trip and sang at the door. Meanwhile, Hyena watched what was happening. He moved closer to within listening distance, making sure that he remained in the cover of bushes. Hyena saw that the girl only opened the door after the mother's dancing and singing.

“When the mother goes away again, I will dance and sing like her for the girl to open,” Hyena said to himself.

Adapted from: The Dangerous Journey by Nobert N, Mutasa ZPH 1999.

- (a) Why could Chapungu not play with the other children? (1)
- (b) Where did the girl remain when the mother went away? (1)
- (c) Why did Karinga sing and dance at the door? (1)
- (d) Why did Hyena hide behind the bushes? (1)
- (e) How did Hyena want to trick the girl to open the door of the hut? (2)
- (f) What is the meaning of the word “trip” as used in the passage? (2)
- (g) According to the passage, what secret did Hyena discover? (2)

Mrs. Moyo was one of the most popular women in our neighbourhood. Her husband had died in 2009. She therefore, had taken over the responsibility of sending her children to school and meeting all their other needs. Although she had no training in business, Mrs. Moyo ran a very successful grocery shop. In addition to being able to provide for her family better than most families, she was well known for her generosity. She helped the needy with money and material things.

1. Mrs. Moyo's husband died in _____
A. 1999 B. 2015 C. 2010 D. 2009

2. Mrs. Moyo was well known in the community for being ____
A. mean B. harsh C. selfish D. generous

3. Mrs. Moyo would help members of the community who _____
A. Could provide for themselves
B. Had as much money as she had
C. Could only meet half of their needs
D. Were less fortunate than most people in the community

4. How did Mrs. Moyo help the needy in her community?
A. By giving them material things only
B. By giving them money only
C. By giving them material things and money
D. By not giving them money and material things

5. Which word in the passage shows that Mrs. Moyo was well known in her community?
A. neighbourhood B. grocery C. popular D. business

6. Which is not true about Mrs. Moyo?
A. She had many children B. Her husband died in 2009
C. She was a widow D. She helped the needy in her community

7. Mrs Moyo owned a _____
A. grocery shop B. many women C. different schools D. farm

Murombo lowered his head to drink some water. The hooves of his forelegs were a couple centimeters from the edge of the shallow well. The earth cracked as his big hooves dug into the loose soil. The bull slipped in before he had gulped down a sip of water. The water level rose and left only his back and raised head dry. Then he began his struggle to get out. It was an impossible task. The search for the bull had started a day before. Some suggestions had been made. One of them was he had gone down to river Sanyati and crossed to the other side. Kuda had searched almost everywhere. His father thought that he had been stolen by a notorious butcher and could have been slaughtered for sale.

- 8 The bull slipped into the well because _____
A. The well was full of water B. He wanted to be wet
C. He was very thirsty D. The soil around the well was loose

16. Isabel lives at _____
A. Manama B. South Africa C. Ntepe village D. None of the above

17. Where does Nomsa visit her parents?
A. South Africa B. Ntepe C. Manama D. Private Bag

18. The letter was written on _____
A. 8 June 2015 B. Yesterday C. Is not stated D. Last year

19. What is missing from the letter?
A. Date B. Address C. Salutation D. Introduction

20. How many people have been mentioned in the letter?
A. nine B. four C. ten D. six

The hippo spends the day in water so that the sun does not burn its skin. It can swim under the water. Sometimes it stays down for twenty minutes. At night, the hippo is hungry. It leaves the pool or river and looks for food. It likes to graze in the forest.

Hippos are dangerous if you meet them. They do not like to be disturbed. Their huge teeth can cut you into half.

21. Hippo live _____
A. only in water B. on land and in water
C. only on land D. in the forest

22. Hippos spend the day in water because _____
A. they like swimming B. there is plenty of food
C. it is safe there D. the sun cannot burn their skin

23. A hippo can stay under the water _____
A. for a long time B. for a short time only
C. as long as it wants D. for twenty minutes

24. Hippos are dangerous because _____
A. they are so big B. they can bite
C. they have bad tempers all the time D. they do not like people

25. Hippos eat _____
A. fish B. other animals C. grass D. pool