

An Appraising of Reading Comprehension Lessons in Colleges of Education in the Eastern Region of Ghana

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Abstract

Comprehension is one of crucial issues of reading, it can be suitable and feasible for students when teachers applying some strategies in it delivery during teaching and learning. Four (4) colleges, namely Seventh - day Adventist (SDA) Training College, Asokore-Koforidua, Presbyterian Women's Training College, Aburi, Abetifi Training College, Abetifi and Mount Mary Training College, Somanya and their nine (9) English tutors and thirty (20) teacher-trainees were randomly sampled for the study. The main instruments used for data collection were observation and interview. Triangulation was used to test the consistency of findings obtained through different instruments used. The data was analysed by the use of interpretative method based on the themes arrived at during the data collection. The study revealed that, there is little discussion of the text or any teaching of comprehension strategies, most of the questions in their comprehension texts are factual questions, the students succeed in copying the answers from the text in their attempt to answer the comprehension questions. It is therefore recommended that, the curriculum developers for English Language for Colleges of Education must include Active Reading in the curriculum and must commit themselves to the strategies outlined in Active Reading model.

Keywords

Appraising, Reading Comprehension, Colleges of Education, Eastern Region, Ghana

1. Introduction and Background

Comprehension is one of crucial issues of reading [1]. It can be achieved by applying some strategies in reading. Hence, the teachers should facilitate the students with the most suitable and feasible strategy of reading. Directed Reading Thinking Activity can be used to help the students thinking while reading. Learning reading comprehension is very effective, because the students easier to understand with the prediction that they made and it can be seen from the result of students' reading scores is better. The teacher using this strategy in every meeting and the students be seen more interest in learning process [1].

Ghana, like other former British colonies, uses English as a medium of instruction from class four (4) up to the tertiary level. Reading is taught or introduced to every child at the basic school level and continues to receive emphasis as one moves from one class to another. However, there is enough evidence that reading competencies are low among Ghanaian students. In fact, many stakeholders in education in Ghana express concern about the low level of reading proficiency among students. These stakeholders have indeed discussed this problem at various fora seminars, television and radio programmes, among others. Perhaps, it is the lack of efficient reading skills that account for students' low performance in reading comprehension exercise and in their final examinations.

For the past ten years, the Chief Examiners' report which we received from the Institute of Education at the University of Cape, the examining body for Colleges of Education in Ghana, and other examining bodies such as, The West Africa Examination Council (WAEC), have regularly indicated that many students who fail the Basic Education Certificate Examination (BECE) and Senior High School Certificate Examination (SHCE) show lack of understanding of texts [2]. According to the Examiners, reading comprehension exposes candidates' inability to comprehend what they read. They add that in some cases, whole paragraphs are lifted as answers to questions. Others either set their own questions or provide their own answers to questions. Others either set their own questions or provides their own answers to some questions irrespective of their suitability or otherwise as answers to the questions. The examiners comment that many students also find it difficult to provide other words for those used in the passages. They suggest that teachers of English should endeavour to give a lot of comprehension exercises to students to practice and that students should be taught skills needed to understand and answer questions emanating from texts so as to refrain from copying large chunks of passages as answers.

However, the situation in the Colleges of Education is worrying because having passed through Junior and Senior High Schools one expects that they should not have much problems in the subject matter. Contrary to this expectation, they are the worse offenders. One begins to wonder what they are going to offer their pupils in the future. Notably, the reports suggested and lend credence to the general belief that the level of reading proficiency is falling generally among students. It is believed that if students read consistently or that if they are average readers, they will not have much difficulty in making meaning from the passages they read. It will also enable them acquire enough vocabulary items to do well during their in-class exercises and in their examinations. But is general beliefs that students do not read much hence, many of them have poor reading habits and therefore are unable to read and analyze passages.

One of the many things which contribute to successful academic pursuits is the ability to read texts and respond appropriately to the questions emanating from them. But currently many students no longer put premium on reading. The experience in the Teacher Training Colleges as reported by the Institute of Education, University of Cape Coast, shows that many students are unable to make meaning from what they read hence, their inability to appropriately answer questions on the passage. WAEC which is also the examining body for BECE and SHCE also laments on this matter. With this background, one doubts what they will teach their pupils when they complete their courses of study and go to their various schools.

The need for accurate knowledge and information on this issue is essential. Such knowledge will bring some awareness to all stakeholders concerned with teacher education to find the needed solution to the problem. It is for this reason that the researchers intend to investigate the causes of reading

comprehension problems of teacher trainees some selected Colleges of Education in the Eastern Region of Ghana: The Seventh - day Adventist (SDA) Training College, Asokore-Koforidua, Presbyterian Women's Training College, Aburi, Abetifi Training College, Abetifi and Mount Mary Training College, Somanya. The purpose of this is to investigate and identify factors that account for students' inability to read a given comprehension passages and answer questions based on them. The study seeks to address the following questions: (1) Do teacher-trainees have appropriate skills strategies to read comprehension passages? (2) Do they have adequate knowledge of the types of comprehension passages they read? (3) Do they have adequate knowledge of the kinds of questions set for them in comprehension exercise? (4) Do they have explicit knowledge on how these questions are to be answered? (5) Are they able to apply the skills and strategies in answering reading comprehension questions?

2. Review of the Literature

Comprehension as being able to recall the text, to answer questions about character motives, to extract themes, to critique the structure or a combination of those activities [3]. Further state that although each kind of comprehension leads readers to adopt somewhat difference goals and processes, together they share an important feature. According to them, all readers are required to construct a mental picture of the text, i.e. 'a representation in memory of the textual information and its interpretation' [3]. Such mental representation, they say, ideally can be easily manipulated and applied to any number of situations. They further make it clear that when reading is successful the result is a network, with nodes that depict the individual text element, (for example, events, facts, settings) and connections that depicts the meaningful relations between the elements. Reading is a complex process in which meaning is central [4]. Comprehension is seen as the basis of reading and of learning to read [5]. Thus, comprehension and reading are fundamentally the same, relating the new to the already known. He emphasizes that comprehension does not take place immediately or all at once, that reading the same text more than once improve fluency, comprehension and memory, especially for poor readers of for reading difficult texts. He stresses that the effect is particularly pronounced if readers are cued for comprehension rather than plod through it slowly once only.

Reading can be conceptualised as 'the business of making meaning out of writing by imaginatively interacting with a text, absorbing its information into our own experience and trying to fill in the gaps created by difficult passages' [6]. Again, he thinks of reading as a kind of passive listening, as we wait for meaning to unfold from the text as we cast our eyes along the lines on the passages and listening to the words spoken in our minds ears. Gould further sees ways of reaching and revealing ones understanding. The act of reading, he emphasizes, intends to develop understanding, the act of writing also does this and its intends on expressing

ones' interpretation so that its intents can be understood. He continues that 'writing imitates reading because one imitates what one reads'. He stresses further that one develops a writing style largely from what he or she read, by imitating sentences and paragraph structures and learns to use words and phrases that have caught ones' attention. Gould concludes that. Reading is re-reading', that is, reading depends not only on responding to stimuli but on going back over the writing, either when memory fails you, or when you have not made a meaning, or when the meaning you have made seems to contradict that of other parts of the text, or when you want to check a reading and add to it [6]. In other words, reading through a text or a passage once is not enough to make the appropriate meaning one wants to get, Hence, to make the maximum meaning from a given text or passage one has to do what he calls 'repetitive reading', that is to say, there is little reading without re-reading for the obvious reason that you rarely see everything whole the first time [6].

Basically, both reading and listening are receptive skills which people use to extract meaning from the discourses they see or hear and both skills have generalities that are common to them [7]. First of all, the generalities include identification of topic. Good readers and listeners are able to pick up the topics of written or spoken text very quickly. With the help of their own schemata (background knowledge of what one reads or listeners to) they quickly get an idea of what is being written or talked about. This ability, he says, allows them to process the text more effectively as it progresses. Secondly, predicting and guessing are common to reading and listening. Both readers and listeners sometimes guess in order to try and understand what is being written or talked about, especially if they have to first identify that topic. He continues that readers and listeners are able to see beyond the literal meaning of words in a passage, using a variety of clues to understand what the writer or speaker is implying or suggesting. Successful interpretation of the kind depends to a large extent on shared schemata as in the example of the lecturer who, by saying to a student 'you' re in non-smoking zone' was understood to be asking the student to put her cigarette out [7]. We get a lot more from reading or listening texts than the words alone suggest that, as active participants, we use our schemata together with knowledge of the world to expand the pictures we have given, and to fill in the gaps which the writer seems to have left.

Furthermore, good readers and listeners can read and listen for general understanding that is, taking in a stream or discourse and understanding the gist of it without worrying too much about the details. Reading and listening for such 'general' comprehension means, not stopping for every word, not analyzing everything that the writer or the speaker includes in the text. A term commonly used to describe this phenomenon is skimming- (which means running your eyes over a text to get a quick idea of what the text is about). Harmer says by encouraging students to have a quick look at the text before plunging into it for detail, we help them to get a general understanding of what is all about.

In contrast to reading and listeners for general information

or gist, Harmer says that, good readers and listeners also frequently go to written and spoken text because they want specific details that is, we may listen to news, only concentrating when the particular item that interests us comes up, and quickly look through a film review to find the name of the director or star. In both cases we are looking for specific information. This act of looking for is called 'scanning'. Sometimes also we read and listen in order to understand everything we read in detail. Harmer concludes that 'understanding a piece of discourse involves much more than just knowing the language and that in order to make sense of any text one needs to have 'pre-existent' knowledge of the world' [7]. The author pointed out that, skill or knowledge as 'schemata', meaning having background knowledge of what one reads or listen to enhance comprehension [7].

Harmer also says that for students or reads to get maximum benefits from their reading they need to be involved in both extensive and intensive reading whereas with the former a teacher encourages students to choose for themselves what they read and to be for pleasure and general language improvement, the latter is often (but not exclusive) teacher chosen and directed, and is designed to enable extensive and intensive skills. He emphasized that to enable extensive and intensive programmes to succeed; libraries must be provided and stocked with varieties of books to expose students to them. Teacher must also be at hand to encourage students to read the books [7].

Reading is seen as perception and perception also relates to understand whatever is being encountered in the reading process [8]. The reading process involves sharing in the ideas of the writer. In that sense, the reader needs to organize, construct and reconstruct the already cued-in knowledge through active participation in what is being read, in order to analyze, process an indirect information from the text that is being read' [9].

Some approaches to reading have assumed that reading is essentially a matter of decoding a text [10]. So reading was assumed to be a passive activity happening largely as a result of decoding and learning the meaning of individual word. The goal of reading, therefore, was to approximate the text. However, modern linguists denote reading process as an interaction one- a logical and creative thinking process [11]. Thinking can be perceived as the manipulation if information in the form of mental images or concepts are rightly conceptualised [12]. According to them thinking is evident when we read. Logical thinking relates to logical ordering of events in the cognitive activities are brought into focus to facilitate systematic ordering or relationships to ensure understanding [12].

The process deals with the use of formal, well-structured or ordered thought process. Logical thinking, therefore, involves such processes as concept formation, generalization of information, prediction and hypothesizing of events.

In the reading process new concepts, both concrete and abstract, are formed as the learner tries to read. Concept formation is a process of identifying and classifying a group

of objects, events and ideas [12]. As the learners engages in reading process, he or she observes constantly, similarities and differences in the events of the text as they relate to his/her previous knowledge.

Logical thinking, as relates to the reading process, enables the readers to orderly conduct events and experience of the text in a manner that facilitates a total comprehension' [13]. The implication is that the learner should be provided with the opportunity to subject the text to careful scrutiny by interpreting, comparing analyzing and synthesizing. The need to be given the experiences that will expose them to new objects, events and ideas, that will implant in them the desire and curiosity to read more [9]. Creative thinking, on the other hand, is more divergent and hinges more on the creative use of the mind. Creative thinking relates more to discovery learning, which, in turn, involves the skills or knowledge about a subject matter, as a person or reader creates from an already encountered experience similar to a new situation or concept that he or she may be dealing with in the present. It is this regard that the relevance of the Schemata Reading Approach is brought to the fore [13]. By asking and answering question about why the writer present certain ideas in support of his/her organized arguments, and questioning and testing the logic of those connections, the reader begins to establish his/her own ideas in relation to the text. the final result is that there is better output of the reading task [7].

An element necessary for creative thinking is the appropriate mind set of the learner [14]. They maintain the thinking is a combination of talent and background unique to the individual. The authors further explain that people who are truly creative seem to be able to detect a delicate balance between too much information and freedom, and too little of each, and combine them with element from their own unique experiences to produce a new product. In the creative reading process, readers try as much as possible to comprehend what the writer is saying, while at the same time, devoting their energies to activity constructing otherwise implicit relationships between ideas, events and contexts. The authors posit that, the sum up creative reading involves imagining how and why different position represented in text might be made to relate to each other [14].

The writers do not make the connections that are made through the creative reading explicit; the creative readers create these connections [15]. Creative reading also involves using one's own experience and knowledge of the word to critically examine the ideas presented in a text-one connection leads to the text and larger questions emerge. In fact, this is what happens when the imagination is allowed to participate in the intellectual work of making sense of a text [9].

Reading is an active process that goes beyond getting the simple meaning of a text; it involves making inferences or drawing conclusions that go far beyond what is explicitly stated in the text [16]. In the view of Goodman:

“reading is a receptive language process. It is a psycholinguistic process, in that it starts with a linguistic surface representation encoded by a writer and ends with

meaning that the reader constructs. There is thus an essential interaction between languages to thought” [17].

Goodman's assertion as to what reading is, highlights the idea that it is, in fact, an interactive process is not seen simply a matter of extracting information from a text. Rather, it is one in which the readers activate a range of knowledge in the reader's mind, which in turn may be refined and extended by the new information supplied by the text [18]. Other linguists believe that reading is an interactive process [19, 20]. Reading seen as to-down with readers bringing meaning to text based on their experiential background and interpreting text based on their prior knowledge [21]. Reading as a process involves the readers sampling the text for information and contracting it with their world knowledge, to make sense that the reader's knowledge both of the world and of language, suggests that certain hypothesizes, which are tested and confirmed, modified or rejected against what is printed [15].

A research on the contribution of schemata on the comprehension of East Asian readers of English as a second Language indicates that second language readers, particularly those with intermediate reading proficiency, make use of prior knowledge in reading. The result also indicates that reading ability improves on content vocabulary (underline words in a passage which students are required to substitute contextually), which they use together with their schemata to achieve comprehension [22].

Research on LI reading shows that vocabulary knowledge and reading comprehension are very closely related to each other [23]. This relationship is not one directional. Vocabulary knowledge can help reading, and reading can contribute to vocabulary growth [24]. However, the most pressing need of the foreign language learner is vocabulary, then subject matter knowledge, and then syntactic structure [25]. In other words, the store of vocabulary one has is very necessary for reading comprehension. Reading must be combined with 'a deliberate intentional focus on vocabulary' [26].

3. Methodology

The qualitative research method was used for the study. The population for this study included all teacher-trainees offering the general programme for Diploma in Basic Education (DBE) certificate and tutors teaching English language in the included all the six (6) Colleges of Education, namely Abetifi Presbyterian College of Education, Kwahu Abetifi; Kibi Presbyterian College of Education, Kibi; Mount Mary College of Education, Somanya; Presbyterian Women's College of Education, Aburi; Presbyterian College of Education, Akropong-Akuapem; Seventh Day Adventist (SDA) College of Education, Asokore in the Eastern Region of Ghana.

Randomly sampling technique was used to select colleges, tutors and teacher trainees for the study. Four (4) colleges, namely Seventh - day Adventist (SDA) Training College, Asokore-Koforidua, Presbyterian Women's Training College, Aburi, Abetifi Training College, Abetifi and Mount Mary

Training College, Somanya and their nine (9) English tutors and thirty (20) teacher-trainees were randomly sampled for the study. Data Collection was facilitated through the administration of observation and interview. Also, numeric data were collected through quizzes and exercises conducted in the selected colleges. The data was analysed by the use of interpretative method based on the themes arrived at during the data collection. The themes were related to the research question and interpreted on the number of issues raised by respondents.

4. Findings and Discussions

This section presented findings and discussions on teaching of reading comprehension in the Colleges of Education in Ghana. The leaners involved in the study were teacher trainees who have studied English for approximately 12 years. In the Colleges of Education, a pass in English is a pre-requisite for offering admission to students to pursue various programmes in Ghana. These students are not expected to have problems with English comprehension exercises and to understand complex sentences and 'difficult' words.

Researchers observed lessons in the colleges' classrooms to ascertain how teacher trainees were taken through reading comprehension by their English language tutors. Researchers observed the following:

The students (teacher trainees) were specifically taught to,

- i. Write words on the chalkboard or cards, show them to the entire class and to pronounce them.
- ii. explain meanings of the words
- iii. read sentences containing words they already know. This is practiced through the use of word cards. Cards were cut and words were written on them. Students are asked to place the cards in the desired order to form sentences.
- iv. introduce sentences and read out to the class.
- v. Teach how to read long paragraphs, and plan from one paragraph of the sentences to which they have been introduced.
- vi. Ask questions based on how the words are used in the context of the sentences to which they have been introduced.

From the above, it was observed that in generally teacher trainees were taught to introduce reading comprehension to pupils starting with words. The next stage is to introduce learners to sentences. The sentences must begin from simple to complex. The next stage is when pupils are introduced to paragraph and lastly to full passages based on the level and class of students.

Tutors also stated that taught teacher trainees how to recognize paragraphs. Teacher trainees were introduced to simple narrative or conversational material. The passages did not exceed one printed page. The passages were normally lifted from textbooks. Tutors provided copies of the materials to each trainee. Tutors control the reading process and then pose the questions and guide teacher trainees to provide answers to them based on what they have read.

Tutors believed that the technique was effective because

they controlled the reading. Tutors directed teacher trainees reading because they read under his/her supervision. The questions were discussed by the whole class under the guidance of the tutors to enable trainees to provide the right answers to the questions.

The interviews revealed that the curriculum designed for the teaching of comprehension in the Colleges of Education was adequately planned. It also indicated that the plans developed to guide teacher trainees to teach English comprehension to basic school pupils is inadequate.

The inability of trainees to answer comprehension questions well may be due to certain factors. The factors may include the following:

- i. The curriculum is not being used effectively by the tutors in Colleges of Education.
- ii. Teachers trainees do not have the required knowledge of English language to benefit from the curriculum as was previously stated by the lecturers in the colleges.
- iii. Enough attention was not given to the teaching of comprehension as stated by teacher's trainees.

These problems have been compounded by the fact that tutors do not use the recommended instructional strategies to teach the trainees. When the researchers asked the tutors about this disparity, they explained that they wanted to introduce dynamism by exploring other strategies that were more practical and time-tasted. It was noticed that the tutors were rather adopting strategies that were more convenient to them. They found the recommended strategies as being rigid and old fashioned. The tutors also believed that those strategies were not the cause of the problem but that the issue was with previous preparation of students at the pre-teacher training levels.

Based on what revealed by the tutors, researchers conducted comprehension tests as a pre-test to determine teacher trainees:

- a. Knowledge of English vocabulary and grammar.
- b. Ability to grasp the main idea in the text as well as the supporting ideas.
- c. Ability to determine the connection between sentences (coherence) and
- d. Ability to utilize background knowledge to interpret the text
- e. Ability to rewrite sentences in their own words.

A comprehension test was designed and administered to establish learners English comprehension skills. The test was administered to 20 students. The comprehension test was organized as follows:

1. The first part the one-page passage to be read
2. There were six questions based on the passage
3. Students were assigned four (4) marks each, totaling 20.

The time allowed was 30 minutes because that is what is usually for comprehensions during examinations for teacher training colleges. The questions were based on facts clearly stated in the passage and therefore required basic recall. The questions are:

1. State two reasons why the writer describes Meka's feet as not made for the Whiteman's shoe?

2. What did Meka do to accommodate his little toes in his shoes?
3. Why did he develop a dislike for shoes?
4. 'He did not want to display his suffering in front of a stranger.' What was the suffering referred to in this statement?
5. '..... Each side of his feet like the front of a tortoise'. What figure of speech has been used?
6. Explain the following words as used in the passage:
 - a. Crouched
 - b. Sticking
 - c. Apprehension
 - d. Clenched
 - e. Grasped

In conducting the pre-test exercise the method of reading comprehension was adopted. Table below represents the results of the student's performance.

Table 1. Pre-Test Scores for Reading Comprehension.

Number of student	2	2	4	4	3	1	2	1	1
Marks Scored	1	2	3	4	5	6	7	8	9

Table 1 represents the scores for the pre-test on reading comprehension exercise to find out the level of the students' ability in reading comprehension. In all six (6) questions were set based on a given passage. In all, twenty (20) students took part. Two (2) students scored one (1) mark. Two (2) students scored two (2) marks. Four (4) students scored three (3) marks. Four (4) students scored four (4). Three (3) students scored five (5) marks. One (1) student scored seven (7) marks. One (1) student scored eight (8) marks and one (1) student scored nine (9) marks. The total marks were twenty (20). Those who scored between one (1) mark and six (6) were four (4) representing 36.04%.

4.1. Pre-Test Statistic Analysis

A simple percentage was used to analysis the data to find out students' performance. This was represented on the bar chart below.

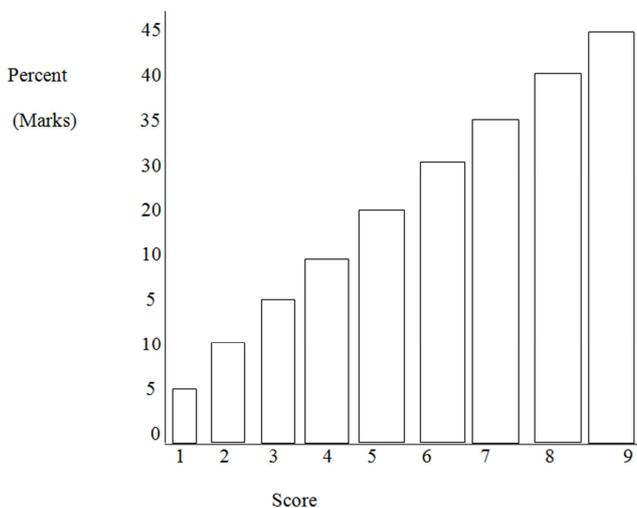


Figure 1. Bar Chart of the Pre-Test.

The students' performance in the pre-test exercise is seen in figure 1. Two (2) students had one (1) mark representing 5%. Two (2) students had two (2) marks representing 10%. Four (4) students had three (3) representing 15%. Four (4) students had four (4) marks representing 20%. Three (3) students had five (5) marks representing 25%. One student had six (6) marks representing 30%. One (1) student had eight marks representing 40% and one (1) student had nine marks representing 45%. The highest mark of nine (9) is 45% which is below 50% percent pass mark. Before the researchers conducted the pre-test on individual reading comprehension test, we were expecting the students' performance to be higher. But it turned out to be low as indicated in the above table and therefore there was the need for the intervention. Active reading was used as an intervention.

4.2. Intervention on Improving Reading Comprehension

Students in the Colleges of Education were not able to overcome their difficulty in reading comprehension; that is, their inability to provide appropriate answers to questions emanating from passages, even though they were taken through various reading skills, like skimming, purposeful critical reading among others as spelt out in their curriculum. To rectify this problem this current work considers Active Reading as a useful strategy that could be used.

Active Reading is a strategy that helps a reader to remain focused on the material before him or her and retain what has been read. Active reading enables a reader to perceive the author's thesis and key points or supporting details. It also facilitates the discovery of one's own thought about the materials. Therefore, after the pre-test, students were taken through the following Active Reading strategies below for one week.

- i. Underline the thesis (if it is explicitly stated) key points sentences and important lines.
- ii. Mark meaningful or quotable language.
- iii. Place checkmarks and asterisks next to topic sentences important lines.
- iv. Jot brief summary of commentary notes in the main. If the thesis is not given, write in your own words what you infer to be author's main assertion.
- v. Enclose unfamiliar words and references which they will look up later and also try to replace an unfamiliar word with another word based on the context in which they are used.
- vi. Ask questions as you read.
- vii. Seek answers to these questions.
- viii. Question the writer's assumptions and assertions as well as your own.

Reading actively allows the reader to enter into a conversation with the author, to examine and challenge his ideas. Active reading will also help a reader find important issues and refer to them during class discussions. This will give students an insight to underline key points in the passage to improve their selection of vocabularies.

Again, the students were taken through paraphrasing text. This was done by guiding students to repeat or summarize the basic ideas of a passage using their own words. Students were made to read a small section of a text and restate it verbally or write what they have just read. It was prohibited to produce the language from the passage except common words. This activity moved up to a sentence and then to a paragraph. To help students achieve a better result, questions were asked specifically to the text. Paraphrasing text was used to monitor students' comprehension. If they cannot paraphrase the text in a way that makes sense, they were made to go back and re-read. The ultimate goal of this activity is for students to internalize the strategies and use them unconsciously. Random reinforcement was used to remind students as they read during the exercise.

Another strategy that the students were taken through was first discussing the comprehension questions with them before they read the passage for the first time. The idea here is meant to guide the students to keep focus on what they are looking for in a passage and underline important ideas for verification later before writing them as answers to the question. The next stage is to read the question again as a guide before writing their draft answers down for discussions. The draft answers were discussed with students and mistakes were corrected with the necessary remediation and feedback. The final stage of this activity is students rewriting their answers for marking and further feedback.

These processes involve the interaction of the reader's prior knowledge, the text, and the context of the reading. All readers regardless of their development engage in this process. Eventually, a reader's expertise becomes more sophisticated and the teacher does not have to provide the reader with as much conceptual and contextual support. Therefore, teachers view their role; in assisting the students develop as a reader, as that of a facilitator who models and supports active reading strategies. (www.mtsd.k12.wi.us.MTSD/District/ela-curriculum-03/reading/definition-of-reading.html) (17-06-2008). After the one week interventional activities a post-test was conducted as shown in table 2 below.

Table 2. Post-test scores for reading comprehension.

Students	Marks	Percentage (%)
1	9	45
2	10	50
2	11	55
5	12	60
3	13	65
3	14	70
2	15	75
2	16	80

4.3. Post-Test Statistics Analysis

As already indicated, a simple percentage was used to analyze the data.

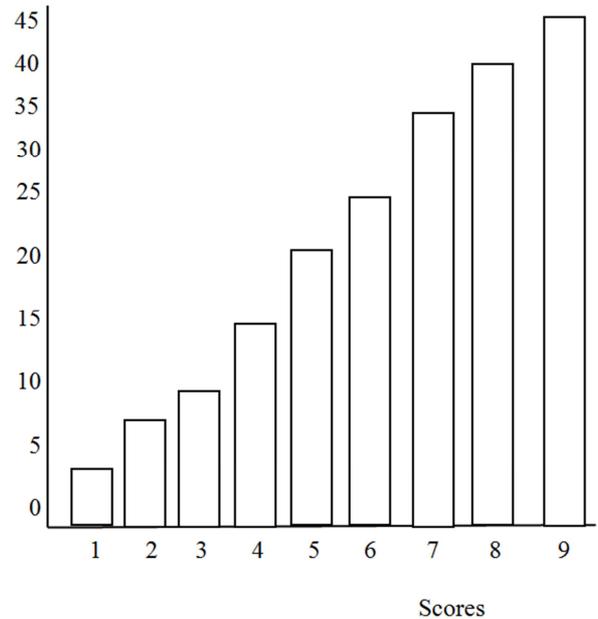


Figure 2. Bar Chart of the Post-Test Scores.

The table 2 and the Bar chart (figure 2) represent the post-test scores for the students on reading comprehension exercise after the intervention. One (1) student had nine (9) marks representing 45% which was the highest mark for the pre-test scores eleven (11) marks representing 55%. Five (5) students scored twelve (12) marks representing 60%. Three (3) students scored thirteen (13) marks representing 65%. Three (3) students scored fourteen (14) marks representing 70%. Two (2) students scored fifteen (15) marks representing 75% and two (2) students scored sixteen (16) marks representing 80%. Between the lowest mark and the highest mark or the post-test scores there is a clear indication that there is a remarkable improvement of students' performance after the intervention.

5. Conclusion and Recommendations

The study revealed that, methods for teaching in curriculum of the Colleges of Education are not being followed and also not adequate. This is because tutors tend to be more interested in the product of comprehension than in teaching students the processes or the strategies they would use to comprehend a text. There is little discussion of the text or any teaching of comprehension strategies, most of the questions in their comprehension texts are factual questions, the students succeed in copying the answers from the text in their attempt to answer the comprehension questions. In other words, the teachers were testing reading in comprehension and neglecting the teaching of comprehension or the tools that the students need to comprehend text efficiently.

It is therefore recommended that, the curriculum developers for English Language for Colleges of Education must include Active Reading in the curriculum and must commit themselves to the strategies outlined in Active Reading model.

It is also recommended that tutors must endeavour to provide supportive and descriptive feedback to students as early as possible to clear doubt on certain questions they had wrong and this will enable them exercise extensive and intensive reading for pleasure and to improve upon their language generally.

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