TEACHING STRATEGIES IN IMPROVING READING COMPREHENSION AT CIA FIRST INTERNATIONAL SCHOOL

A Thesis Presented to

the Faculty of the College of Teacher Education

University of the Cordilleras

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education – (English)

by

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APPROVAL SHEET

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THESIS ABSTRACT

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7.1 Rationale/Background of the Study

Reading is without a doubt one of the most significant components of learning a language and it is also an essential skill that children need to acquire in order to be successful in secondary school. This study seeks to determine the teaching strategies in improving reading comprehension at CIA FIRST International School for the school year 2023-2024.

7.2 Summary

This study aimed to determine the effectiveness of teaching strategies to improve reading comprehension of grade 7 students of CIA FIRST International School for the school year 2023-2024.

Specifically, it sought to answer the following questions:

1. What is the reading comprehension level of Grade 7 students at CIA FIRST International School in terms of:
   a. Lexical Comprehension
   b. Literal Comprehension
   c. Interpretive Comprehension
   d. Applied Comprehension
   e. Affective Comprehension
2. What specific strategies do teachers utilize in teaching reading comprehension at CIA?
3. What is the perception of the teachers in the teaching strategies employed by the school to improve students' reading comprehension?

The study utilized sequential explanatory research design and used total population sampling. The instruments used in the study were a researcher-made reading

comprehension test and an interview-guide questionnaire both of which underwent content validation.

7.3 Findings

The following are the major findings of the study:

1. The Lexical, Literal, Applied, Affective Comprehension, the students are very good while the interpretive comprehension is good and the Overall reading comprehension is very good.
2. The teaching strategies that teachers utilize in teaching reading comprehension at CIA FIRST International School are the following: context clues, collaborative learning, ICT and Multimedia integration, graphic organizing, questioning, inferencing, role playing and visual displays.
3. For the perception of the teachers in the teaching strategies employed by the school to improve students' reading comprehension, 4 themes emerged, namely: Teaching Strategies Employed Fosters Competence, Diversity in Employing Teaching Strategies, Reading Programs Supplements Employed Teaching Strategies, and Difficulties in Understanding Reading Materials.

7.4 Conclusions

In light of the findings of the study, the following are the conclusions:

1. The teaching strategies employed by the teachers in teaching reading comprehension is effective.
2. The right strategies to be used is also necessary to effectively teach reading comprehension. Aside from that, it is best to consider the developmental level of the learners and at the same time, their needs.
3. Teaching strategies may help learners become more competent in their academic endeavor as they improve their reading comprehension. The utilization of different and varied teaching strategies may also help teachers and learners in the interactivity of the classroom instruction.

7.5 Recommendations

In relation with the findings and conclusions of this research, the following are recommended:

1. Teachers may need to revise teaching skills, reading programs, and school projects to emphasize reading

comprehension skills. Teachers can also use Gardner's Multiple Intelligences to tailor reading instruction to students' requirements.

2. Teachers can learn more reading strategies to alter student instruction and promote interaction and learning. To help struggling readers, teachers might provide classroom-based educational resources. To meet students' needs, teachers can vary their teaching methods.
3. Teachers and administrators can perform school-based action research on student reading skills and teacher competence. Teachers can receive reading and teaching strategy training. Additionally, learners' reading time might be extended. To help struggling students, the school may create contextualized reading materials.

Other recommendations

1. To the school administration, the findings of this study may serve as baseline data in crafting professional development among their teachers. It is recommended that school administrators include trainings and workshops among teachers in developing reading comprehension skills among the learners. This may help facilitate teachers in crafting their lessons that suited and appropriate to their learners.
2. To the school administrators to invest in quality reading materials that is suited to the needs of the Cambodian learners as ESL learners. The school administrators can empower teachers or hire academic professionals to design teaching materials for reading comprehension that is contextualized and localized to the students for easy grasp of learning.
3. To the future researchers, the findings of this study may be a baseline data for them to produce research-based teaching materials for reading comprehension. Also, it is recommended to future researchers to study also the competency needs of Cambodian Learners in English reading to target the least mastered competencies. It is also recommended that future researchers use the strategies employed by the teachers in this study to confirm its effectiveness through an experimental study.

Acknowledgement

This part enumerates the people who have contributed to the success of this paper.

Mrs. Janice Calugan, for her guidance and patience in the completion of this study; his panel members Ms. Alma L. Biscocho, Ms. Mary Geraldine B. Gunaban, and Sir Ronald F. Judan for sharing their inputs and knowledge;

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His siblings Jeffrey, Abhy, Ofelia, Claire, and Cathy, you've been unawarely an inspiration to the researcher to accomplish this study;

His parents, Estela and Sario, you've been a constant reminder to keep going with life.

Dedication

I am dedicating this study to all my loved ones and to everyone who significantly contributed to the success of this paper.

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Chapter 1

THE PROBLEM

Background of the Study

Reading is one of the most important parts of language development and a crucial ability for secondary school achievement. Students feel successful because they can learn from educational sources through reading. However, the inability to read can negatively impact learning outcomes and leave the individual feeling disengaged and useless. This is because reading helps students retain more information.

Reading skills are essential for elementary, secondary, college, and university success. Reading is mostly about comprehension. It activates prior knowledge. Student progress depends on reading. Students and teachers require this skill to succeed in the 21st century (Meniado, 2020). Students must acquire this difficult skill to succeed academically.

Moreover, Grainger says reading is the key to long-term success (2019). Reading creates meaning. Readers must know their objective to focus on details. The reader must engage with the text and relate to it to fully understand the context. Students need to learn to read especially reading comprehension for academic and life

success (Meniado, 2020). Reading skills are crucial for academic and personal success.

Reading comprehension refers to understanding of the paragraph, interpretation of the author's meaning, and schema use to form inferences. Reading comprehension needs word reading, vocabulary, syn strategy analysis, memorization, and discourse understanding (Oakhill, Cain & Elbro, 2020). Mastery requires improvement in these areas.

Since reading comprehension is complex, children, teens, and adults face the same challenges. Assessments to identify the causes and instructional methods to improve them require collective effort. To better serve the community, these issues must be addressed (Kendeou et al., 2020). Studying and learning reading comprehension can aid in these situations.

Improving reading comprehension is essential to the learners' academic achievement and overall development. Higher academic level requires higher critical understanding of texts and materials regardless of the subject matter. When a learner has a strong foundation in reading comprehension, it would be easier for them to conquer the higher academic challenges. That is why, teachers need to strategize the teaching of reading comprehension to develop this authentically to learners.

Teaching students from many cultural origins and learning styles demands distinct teaching skills to create meaningful learning, especially in reading and reading comprehension. Teachers use several instructional methods to help pupils learn, choosing ones that match the curriculum and their ability levels (Anilkumar, 2021). To meet each student's needs, teachers must use many instructional methods. Dwiningtiyas et al. (2020) also stated that creative teachers use many teaching methods to meet the needs and preferences of each student. Teachers must change their methods to match student needs. Teachers must develop multiple ways to increase teaching and learning, especially reading.

Globally, schools evaluate student performance to improve educational outcomes. Multiple examinations are used to evaluate student academic growth and needs (OECD, 2020). Reading assessments simply assess text comprehension, not cognitive and metacognitive processes or why pupils struggle (Klingner, 2019). Reading is an important part of an English language education. The skill in question engages learners actively in the learning process by integrating their prior knowledge to the reading tasks.

Thao and Tham (2018) examined reading difficulties in 80 Vietnamese English students. Mixed-methods research included a questionnaire and interviews with three experienced teachers. The study found that Vietnamese pupils struggle more with vocabulary and subject familiarity than syntax and sentence structure. Van (2021) examined the reading comprehension issues of 50 first-year Vietnamese EFL students. The present study used an open-ended and close-ended questionnaire to learn about students' reading comprehension issues.

Furthermore, three EFL teachers were interviewed to better grasp the topic. This study found that vocabulary and previous knowledge were pupils' biggest reading comprehension obstacles. Kasim and Raisha (2017) examined Indonesian EFL students' linguistic and non-linguistic reading comprehension problems. Their findings showed that 80% of students struggled due to vocabulary gaps.

In Indonesia, Satriani (2018) found that students struggle with reading comprehension. These difficulties might be caused by a lack of enthusiasm, lengthy and unfamiliar materials, and complex syntax and sentence structure.

Additionally, Febriani, Elfrida, and Jayanti (2019) investigated reading difficulties in Indonesia. This study

examined 70 English major undergraduates who took a TOEFL-required course. The survey found that pupils struggled with reading, motivation, background knowledge, strategic methods, and language skills.

In addition, Suchona and Urmy (2019) examined Bangladeshi EFL students' reading comprehension issues. Qualitative and quantitative methods were used to determine the findings. A sample of 60 Bangladeshi EFL students received a close-ended questionnaire. A separate set of 25 Bangladeshi EFL teachers received an open-ended questionnaire. The study found that many pupils struggle with language and textual interpretation, causing anxiety.

The same study by Kyung-Rahn Kim (2021) examined Malaysian EFL students' reading comprehension issues. The researcher used in-depth and semi-structured interviews for a qualitative study. Nine university students participated in this investigation. The students' prior knowledge, vocabulary, and motivation contributed to their reading difficulties.

To support, Chandran and Shah (2019) examined ESL reading comprehension issues. The study included 80 Johor upper secondary students. This study identified and classified five reading comprehension problems. Most study participants agreed that the main challenge was the

complexity of reading. Arab scholars already demonstrated the phenomenon.

Reading comprehension is a major achievement that requires mastery of several levels and components (Graesser, 2019; Shang, 2019). Researchers explain the above components by identifying key reading comprehension skills. Lexical knowledge affects reading. Lexical knowledge is complex, including meaning, word form, collocation, and register. Lexis underpins reading and language (Graves, 2019). Words show reading comprehension and language competency in all cultures and languages (Sternberg, 2018).

Thus, strategies have dominated reading behavior, teaching, and reading discourse. The best readers use multiple methods to understand what they read (Kazemi, Hosseini, & Kohandani, 2020). Readers use various mental activities to understand a text (Duke& Pearson, 2019). Reading methods show how readers approach a task, what textual signals they observe, how they interpret what they read, and what they do when they don't understand.

Reading strategiess range from simple fix-ups like repeating difficult sections and trying to deduce new words' meanings from context to more complex ones like summarizing and making connections with prior knowledge.

If taught proper procedures and how to analyze and assess their learning while reading, many pupils can become excellent readers. Students must realize that reading is active and that clear teaching is needed to succeed in activities that promote and monitor learning. Strategic reading, supported by research, combines methods with reading for meaning to help students improve their text comprehension (Janzen, 2019).

Lower readers have poorer metacognition and focus more on word accuracy than understanding (Nation & Norbury, 2019). Poor readers cannot comprehend or develop conclusions. They don't read thoroughly, don't learn meaningfully, and don't know when to apply what they've learned (Cain & Oakhill, 2018). Research shows that comprehension issues are unrelated to decoding (Williams, 2019). Concerned researchers have found children who can decode but not comprehend (Caccamise & Snyder, 2019; Duke, Pressley & Hilden, 2019).

Reading strategies in education improves students' self-regulation and comprehension (Manset-Williamson & Nelson, 2019). When students are confident in their comprehension, they need less teacher supervision (Duke & Pearson, 2019).

Arpacolu (2019) examined whether upper-intermediate EFL students at Ankara University benefit from combination skills in reading comprehension. CIA FIRST International School uses several methods to teach reading. These methods are used in schools. The school is fully implementing the Academic Support Program (ASP). This program covers effective teaching approaches for academics, language, and reading.

The foregoing challenges and problems apply to schools in Cambodia. Similar ESL countries have many pupils suffering with English, especially reading comprehension. The researcher has observed that grade 7 students struggle academically and in reading. The most recent Measure of Academic Progress (MAP) Test results of CIA FIRST International School showed that grade 7 pupils scored 68.9% or above in total performance, including reading. Declining MAP test results may impair students' academic performance and development.

It was observed by the researcher that the students struggle in developing reading comprehension skills since the learning materials used in teaching reading are all from foreign authors. More to that is the contextualization of the contents of the materials. The students in CIA cannot relate to the content of the material and thus it is

harder for them to understand the material and impairs them to develop reading comprehension skills.

The purpose of the study is to assess the reading comprehension of CIA grade 7 students in their reading comprehension. This also examined the teaching strategies employed by the teachers to effectively teach reading comprehension skills among the students.

This study also answers the globalization development goals which several experts have stressed the importance of teaching people about lifelong learning in a sustainable society. According to Sustainable Development Goal 4, everyone should have equal access to high-quality education and lifelong learning. According to the current trend toward lifelong learning in a sustainable development society, those who pursue this path will have the awareness, skills, and methods to effectively acquire, process, and share information.

Many studies have examined the factors that affect reading comprehension, but few have examined the efficacy of teaching strategies in middle school students' reading comprehension levels in international schools and identified the reading skill that needs improvement for academic success. This study will help address the reading comprehension challenges faced by the learners as well as

the teachers. The results of the study can potentially be a baseline data for teachers to develop intervention programs to help in facilitating reading comprehension among Cambodian learners. This study examined if CIA FIRST International School's instructional methods improve 7th-grade reading comprehension in 2023–2024.

Significance of the Study

This study is of great significance to the following:

Cambodian (Khmer) Learners. Through the results of this study, Cambodian (Khmer) learners will be able to improve their reading comprehension skills which is a very important foundation in their development of literacy acquisition in the higher grade levels. Even though these learners are still not in the appropriate age to participate voluntarily in the study, the results of this study benefit them most because it will be the basis for the crafting of improvement plans to cater their needs in the aspects of reading comprehension skills development.

Teachers. This study will help teachers determine the area/s for improvement in the conduct of teaching reading comprehension among middle school learners. Teachers can also make innovations in the teaching of reading

comprehension skills using different teaching strategies discovered in this study. Teachers can also make the results of this study as baseline for further studies that they ought to conduct in the future.

Parents. This study will help parents determine the needed interventions their children need especially in the acquisition of reading comprehension skills both at school and at home. This will also benefit the parents in a way that the results of this study will open up their creativity in assisting their children in their quest for reading comprehension skills at home and at school.

School Administrators. This may serve as a foundation for developing, enhancing, enriching, and increasing their school administration and leadership skills most especially in crafting the school programs for the improvement of the Cambodian learners' reading comprehension skills.

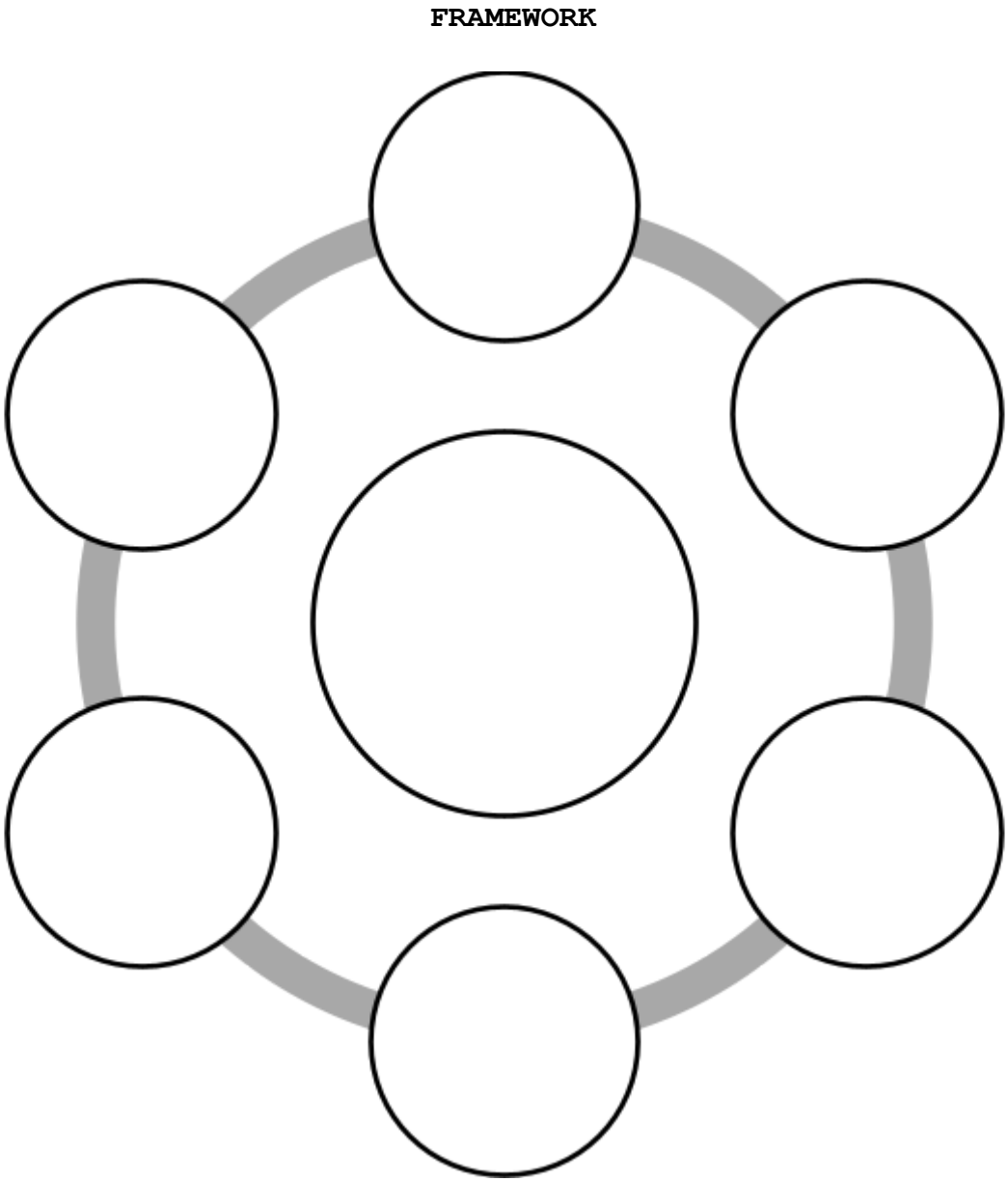
Theoretical/Conceptual Framework

This study is anchored to the theories of Constructivism and transactionalism. This part discusses how reading proficiency level is supported by these two

theories to support its claims and serves as the foundation of the study at hand.

Figure 1

Framework of the study.



The diagram above shows the conceptual framework of the study. There are a few major theories regarding reading comprehension; however, two best fit the study: Constructivism and Transactionalism. Both theories have a substantial influence on the student's level of reading proficiency.

Constructivism. Understanding a work via the lens of constructivism requires a significant amount of prior experience. The learner is required to take into consideration the content that is now being presented and, drawing on their prior experiences, current perspectives, and historical context, formulate an interpretation (Brau, 2018). This indicates that the students' likelihood of successfully generating meaning and, ultimately, comprehending the entire text increases in direct proportion to the amount of prior experience they possess. Consequently, this method is a more dynamic approach since the learners are accountable for their own education throughout the process. It is a theory of learning that may be used by teachers to assist students in maintaining their involvement in the learning process, which is an essential component.

Transactionalism. On the other hand, the Transactional theory revolves with the interaction between the reader and

the text. Learners are therefore encouraged to develop reading methods that will increase their knowledge of the information they are reading. Some of these reading strategies include establishing connections between different ideas, picturing meaning, summarizing, and questioning. In this context, the function of the teacher is significant to this notion.

Therefore, proactive strategiess, such as the utilization of schema and reading strategies that are assisted by teachers in approaching a book in order to grasp it, have a significant impact on the amount of reading competence that students possess.

Social-Constructivism Theory. Moreover, Vygotsky's (1962) social-constructivist theory of development serves as a foundation for this study as well. This theory proposes that individuals' actions and interactions within a given socio-cultural environment are inextricably linked. Learners would benefit greatly from using resources that are tailored to their own context of knowledge and experience. Internalizing these information, according to Vygotsky, develops the higher-order cognitive skills essential to grasping abstract ideas. For this reason, educators should implement procedures that students can comprehend and carry out on their own.

Cognitive Development Theory. Moreover, this research is also supported by Piaget's (1936) theory of cognitive development. It is the responsibility of teachers to cultivate a learning environment in the classroom that is conducive to the growth of their students and takes into account their unique strengths and weaknesses. Educators have a responsibility to their students to provide a stimulating and high-quality learning environment. Numerous variables affect and aid academic progress. One of these is giving students access to resources that will inspire and engage them in their learning. Therefore, it is assumed in this investigation that using relevant teaching strategies and contextualized materials will lead to improved academic performance among students.

Theory of Multiple Intelligences. Additionally, this research is similarly grounded in Gardner's hypothesis of multiple intelligences (1983). According to Gardner's theory of multiple intelligence, a person can have one of nine distinct types of intelligence. There are many different types of intelligence, including linguistic, mathematical, musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal, and existential intelligence. Everyone possesses both talents and shortcomings. Individuals are not carbon copies of one another.

Accordingly, assuming that one method of instruction and set of study materials is optimal for all students is a gross oversimplification.

Whole Language Theory. In addition, the research also uses Goodman's (1989) Whole Language Theory. A big portion of Goodman's study was classroom-based evaluations of pupils' oral reading and retellings of stories they'd been taught to read. Errors or "miscues" produced by students revealed their reading skills, he claimed. Analysis of errors demonstrated that even young pupils were making inferences about language systems, such as substituting articles and determiners in their sentences. The miscues showed they were continually constructing meaning, not just identifying words.

Goodman (1989) postulated that readers depended on a set of "cues" to learn to read: syntactic cues, which relate to the function of words in a sentence; semantic cues, which refer to word meanings and symbols; and graphophonic cues, which refer to the sight and sound of letters. He described reading as a "psycholinguistic guessing game" in a 1967 Journal of Reading Specialist article. He said efficient readers sample, forecast, and refine information using cueing systems rather than word patterns, spellings, and syntax. Goodman's insights

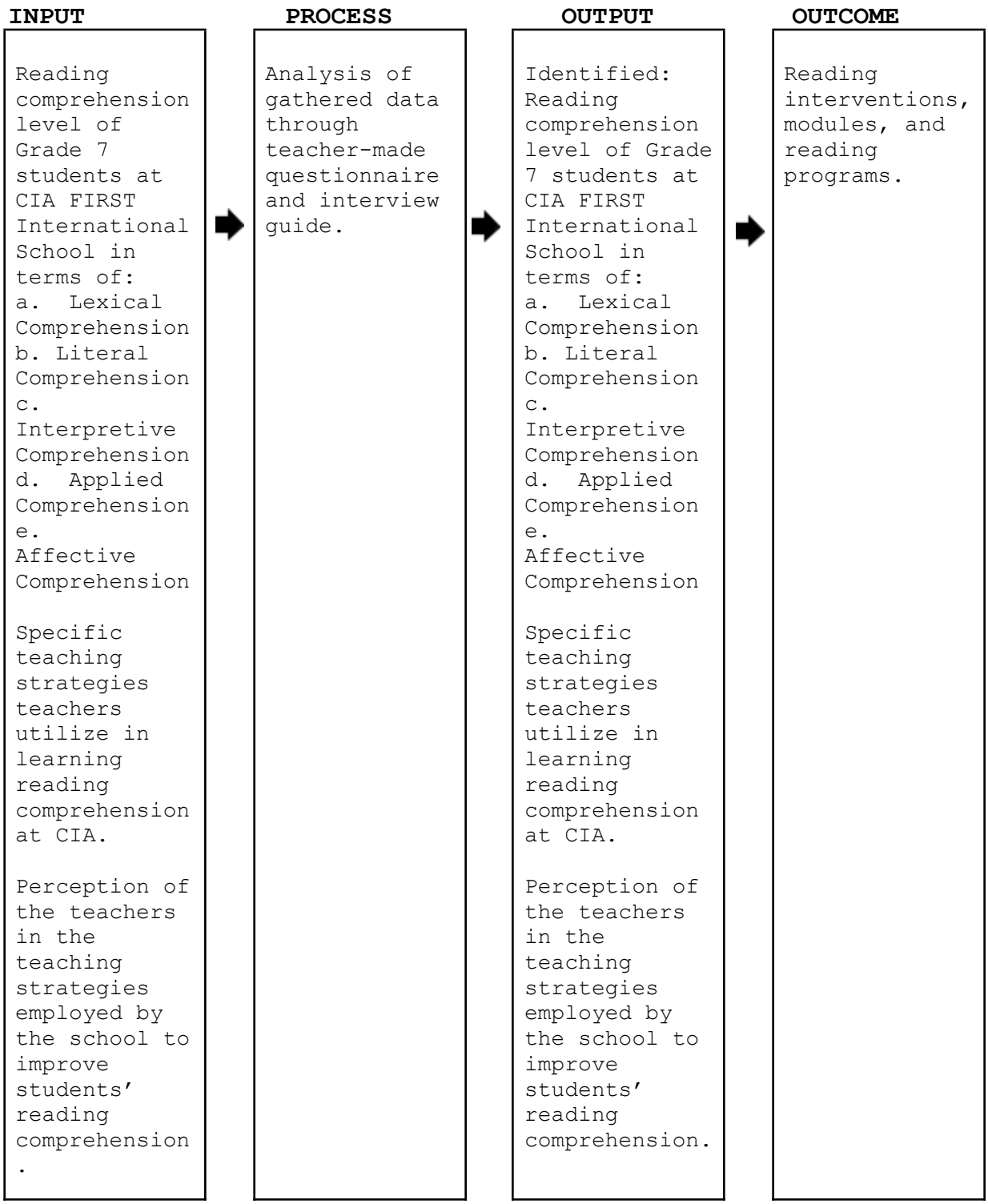
revolutionized educators' understanding of the reading process almost instantly, said Pearson, who first discovered them as a graduate student.

Whole-language advocates believe that reading skills are learned through acquiring vocabulary. Each word is easier to learn and remember. When in context, words flow effortlessly. The word's meaning comes from nearby terms and the story's general structure. Emphasis is on teaching. It's better to read from real books than programmed basic readers. The "meaning-emphasis" method of instruction is sometimes called (Vellutino, 2018).

Whole language strategies reflects how infants naturally acquire language, according to Goodman (1989). It creates a stimulating learning environment for kids and introduces them to great books, encouraging their enthusiasm in reading. Flores (2015) defended the use of the entire language by stating that language is taught via real use and that language learning is natural and uncomplicated. As such, universals exist. Hypothesis-generation leads to language development. Children learn language by experimenting with it, not by being taught it formally (Goodman, 1989).

Figure 2

The Research Paradigm of the study.



Statement of the Problem

This study aimed to determine the effectiveness of teaching strategies to improve reading comprehension of grade 7 students of CIA FIRST International School for the school year 2023-2024.

Specifically, it sought to answer the following questions:

1. What is the reading comprehension level of Grade 7 students at CIA FIRST International School in terms of:
    a. Lexical Comprehension
    b. Literal Comprehension
    c. Interpretive Comprehension
    d. Applied Comprehension
    e. Affective Comprehension
2. What specific strategies do teachers utilize in teaching reading comprehension at CIA?
3. What is the perception of the teachers in the teaching strategies employed by the school to improve students' reading comprehension?

Chapter 2

DESIGN AND METHODOLOGY

This chapter of the study contains the research design, population and locale of the study, data gathering tools and procedures, and treatment of data.

Research Design and Methodology

This study implored the use of sequential explanatory research design by Creswell (2018). The explanatory-sequential research design is a sequential strategy that is utilized when the researcher is interested in following up the quantitative results with qualitative data. This design is employed when doing research. The following interpretation and elucidation of the results from the analysis of the quantitative data therefore makes use of the qualitative data.

In the context of the study, the quantitative data was captured from the researcher-made reading comprehension test of the learners for their reading comprehension and the one-on-one teacher interview on the specific teaching strategies utilized by the teachers. Furthermore, the qualitative data was captured from the themes on the

perception of teachers and students in the teaching strategies employed by teachers in improving the reading comprehension of learners.

In SOP 1, the method used to answer is descriptive research. Statistical treatments were used to analyze and interpret the data on the level of reading comprehension among the grade 7 students of CIA. The descriptive statistics used were frequency, percentage and mean. This was done to explain the level of reading comprehension skills specifically on the 6 determined subskills in the study.

In SOP 2, the method used to answer is thematic analysis. In-person one-on-one interview was done by the researcher on the specific teaching strategies used by the teachers in teaching reading comprehension skills. After the interview, the responses were transcribed verbatim and codes were generated. After generating codes, themes were then identified.

In SOP 3, the method used to answer is thematic analysis. In-person one-on-one interview was done by the researcher on the perception of the teachers in the teaching strategies employed by the school to improve students' reading comprehension. After the interview, the responses were transcribed verbatim and codes were

generated. After generating codes, themes were then identified.

Population and Locale of the Study

CIA FIRST International School is located in Phnom Penh, Cambodia. It is one of the international schools accredited by the Western Association of Schools and Colleges (WASC). The institution has three campuses: two offering kindergarten to middle school education and one offering high school education. Additionally, students of different nationalities, including Cambodian (Khmer), American, Indian, Vietnamese, Irish, Filipino, Korean, Malaysian, Thai, and Chinese attend the school.

In the study, total population sampling was utilized and 180 grade 7 learners of the school were taken as the research participants as they just recently took their Measure of Academic Progress (MAP) Test which determines their lexile level in reading suitable for this study. The grade 7 learners were chosen to be the participants of the study since in the Cambodian curriculum, intensive reading programs are focused on these learners to prepare them for higher learning in the next academic year. Moreover, 7 English Language Arts teachers in middle school were interviewed to capture their perception on the

effectiveness of teaching strategies in improving the reading comprehension of learners.

Data Gathering Tool

This study's research instrument was a 50-item researcher-made reading comprehension test to capture the reading comprehension level of the students. The 50-item reading comprehension test served as the primary data collection instrument to answer SOP number 1. Prior to the exam, a Table of Specification (TOS) was created to verify if the percentage distribution of test items is evenly distributed among the different learning competencies in English 7.

After developing the Table of Specifications and the reading comprehension test, they were submitted for content and construct validation. The pool of experts consists of the researcher’s adviser and a statistician who is also the researcher’s professor. Their ideas and recommendations were considered for the improvement of the data gathering instrument.

The reliability and internal consistency of the reading comprehension test created by the researcher was evaluated during a trial run. As noted, the exam was pilot-tested to his 7th grade homeroom class. The results

were then processed and examined to determine their reliability and internal consistency. A Cronbach Alpha value of 0.93 was determined after analyzing the items. This only indicates that the reading comprehension test is a dependable, consistent, and reliable research instrument for determining the reading comprehension level of grade 7 students at CIA FIRST International School.

To capture the teaching strategies employed by the teachers at CIA FIRST International School and their perceptions, a researcher-made interview guide questions was utilized.

Data Gathering Procedure

Before the study was done, the researcher made sure that the research adviser and panels gave its approval. After that, the researcher went to the office of the school’s Middle School Deputy Principal with the revised copy of chapters 1-2 and the study's questionnaire, as well as a letter from the researcher himself, to ask for permission. The researcher also asked the school's deputy principal if he could do his study in the seventh-grade classes.

Before and during the study, the researcher swears on the permission letter submitted to the office that the

answers of the participants will be kept as private as possible and that their names and specific identities will not be revealed in the study's results. This is to protect the participants' privacy and confidentiality as much as the study and researcher can.

The reading comprehension test was given to the students at the end of the school year so as the survey-questionnaire to the teachers. Moreover, the interview was done after the reading comprehension test of the students. After obtaining the teachers' approval, consent, and confirmation that they are willing to participate, a convenient time for a private interview was scheduled. Each interview with a participant lasted between 45 minutes and an hour, and took place at a time and place of the participant's choosing. This was done to encourage open and honest responses from the survey takers.

In the conduct of the interview, all of the participants opted for an in-person interview. In the in-person interview, the researcher used a mobile phone as the medium to record the interview with the permission of the interviewee. After that, the researcher transcribed the recording in verbatim and coding was done after. After the coding of the in-person interviews, the themes then were identified.

The study's findings were taken as seriously as can be expected by the researcher under the circumstances. The reliability of the study's findings was ensured by incorporating concepts from other studies and relevant literature. Additionally, the researcher held true to the transferability of the findings of the study to other contexts as it may be applied. The results of the study ensures that was beneficial to future use in any means it can be useful in similar situations, similar populations, and similar phenomena.

Furthermore, the researcher ensures the confirmability of the study as to the neutrality of the findings of the study. It is ensured further that the findings of the study were based on the transcript of the interviews done from the teachers and not any potential bias or personal motivations of the researcher. Audit trail was done in every step of the data analysis that was made in order to provide justification for the decisions that would be made. Finally, the researcher ensures the dependability of the study that its results can be repeated by other researchers and that the findings will be consistent.

Treatment and Analysis of Data

To capture the reading comprehension of the students, frequency, percentage, and mean was utilized. Below is table for interpretation:

Table 1

Scoring procedure and interpretation of data on the level of reading comprehension of grade 7 CIA learners.

Equal interval ratio	Qualitative Value	Description
9-10	Excellent	Students have excellent reading comprehension. Because the reader can understand words, sentences, and the text's implied meaning. The reader can evaluate and criticize the book using past knowledge, personal viewpoints, and critical thinking. Readers can synthesize and integrate information from many sources to gain fresh insights. The reader can use textual knowledge to varied situations to solve problems or make decisions.
6-8	Very Good	Student reading comprehension is excellent. Above average readers understand words and phrases' explicit and suggested meanings. The reader can examine, evaluate, and criticize the content utilizing prior information, own viewpoints, and critical thinking above the expected level. The reader can synthesis and integrate information from many sources to gain high-level knowledge or insights. The reader can apply textual material or ideas to different contexts or situations to solve problems or make better decisions.
3-5	Good	Average reading comprehension among students. Words and sentences are moderately understood, as is the text's implied meaning. With prior information, personal viewpoints, and above-average critical thinking skills, the reader can partially examine, assess, and critique the text. Within expected levels, the reader can synthesis and integrate information from numerous texts or sources to gain new insights. The reader can moderately apply textual material or concepts to different contexts or situations for problem-solving or decision-making.
0-2	Poor	Students have poor reading comprehension. The reader struggles to understand words, sentences, and the text's implied meaning. The reader cannot examine, assess, and critique the material using past information, personal viewpoints, and critical thinking above the required level. A reader is below expected to synthesize and integrate information from different books or sources and gain fresh insights. The reader rarely adapts textual knowledge to multiple contexts or situations for problem-solving or decision-making.

In SOP 1, the learners were administered with a 50-item reading comprehension test to capture the level of their reading comprehension skills in each subskill. Data were then obtained and tallied. The frequency count was used to determine how many students got a specific interval ratio in each subskill. The percentage was used to show statistics on the performance of the learners in each subskill and in each interval ratio. The mean was used to define the overall performance of the learners in a specific subskill in reading comprehension and its entirety.

To capture the teaching strategies employed by the teachers and their perception in SOP 2 and 3 , respectively, thematic analysis was utilized in order to conduct the analysis of the research data. The responses to each question were assigned a code; codes that were similar to one another were gathered into the same group; relevant categories were formed; frequencies of categories were determined and presented; without naming the interviewees, an O letter code and item number were provided; interesting opinions and expressions were frequently used in the study in the form of direct citations.

Chapter 3

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, analyzes, and interprets the gathered data and findings of the study on the teaching strategies for improving reading comprehension at CIA FIRST International School.

READING COMPREHENSION LEVEL OF GRADE 7 STUDENTS

This section discusses the comprehension level of the grade 7 students of CIA FIRST International School in their Lexical, Literal, Interpretive, Applied, and Affective Reading Comprehension Levels. The succeeding tables and discussions show the reading comprehension level of the learners along the 5 reading comprehension levels. It includes the presentation of the statistic – frequency, percentage, mean and standard deviation.

Table 2

Lexical Reading comprehension level of Grade 7 students at CIA FIRST International School.

Equal interval ratio	Qualitative Value	f	%
9-10	Excellent	55	31.98
6-8	Very Good	73	42.44
3-5	Good	38	22.09
0-2	Poor	6	3.49
OVERALL		M = 7.08	
		QV = Very Good	

Table 2 presents the level of lexical reading comprehension of Grade 7 students of CIA FIRST International School. Looking closely at the table, 42.44% (f=73)of the students got a very good performance in lexical reading comprehension and only 3.49% (f=6) got a poor performance. The overall mean of the students' lexical level is 7.08, this means that students have a very good level of understanding the meanings of words, inferring the meaning of unfamiliar words, and grasping the nuances of language used in the text.

The result implies that Grade 7 students of CIA FIRST International School have a wide range of vocabulary and a broad and diverse vocabulary. They are likely to be

familiar with a wide array of words, including both common and less common terms. This also suggests that the reading programs provided by CIA FIRST International School have a great impact on the reading comprehension of the Grade 7 students, especially on vocabulary development. Moreover, some practices of the teachers in the school include vocabulary drills for 15 minutes per day to enrich the vocabulary of the students.

The results above corroborate with the study of Ahmadi et.al. (2020) which examined the literal and inferential levels of EFL reading comprehension among Iranian EFL learners across four text types: narrative, expository, descriptive, and argumentative. It was found that students performed better on literal comprehension than on inferential comprehension across all text types. Another study also by Habók and Magyar(2019) showed that all senior students in the selected schools in Hungary displayed very satisfactory performance in the literal dimension skills across all types of schools. However, they scored poorly in the inferential, critical, creative, and valuing-application dimension skills. The findings of these cohorts with this study because the population and locale have an English as a Foreign Language background.

This also supports the study of Biemiller (2017) who said that children with properly developed language can learn 1,000 word stems to 3,000 word forms each year. After learning to read, kids can learn words from context using the lexical comprehension skills because there are too many words to teach directly. By high school, most students learn new words through text (Landauer & Dumais, 2016) without formal definitions, explicit explanations, or training (Sternberg, 2015). Several studies have indicated that children learn new vocabulary through reading (Nagy, Anderson, & Herman, 2015), with a reader retaining 3–15 unfamiliar terms (McKeown & Beck, 2017).

Moreover, most lexical context-based word inference research has involved elementary school children. Lexical comprehension is associated with high comprehension and vocabulary in primary school students (Cain et al., 2017). Shefelbine (2015) discovered that 6th graders with the lowest vocabulary learned the fewest words from context, even though they had the most room for improvement. He suggested that children with smaller vocabularies must acquire more words and have a poorer understanding of the words they currently know (Perfetti, 2017).

Furthermore, Noreillie et al. (2018), as well as other studies that explicitly examined the relationship between

lexical knowledge and comprehension suggest that vocabulary knowledge may be the most important factor in understanding written text. Participants' lexical comprehension of the input is an approximate estimate. While the studies showed that mean comprehension scores increased with lexical knowledge, none of them examined the degree to which participants with different amounts of vocabulary knowledge and estimated lexical coverage achieved a particular level of comprehension.

Additionally, Vygotsky's Social Constructivism Theory supports students' strong lexical comprehension. This Theory states that social interactions build knowledge. Knowledgeable others help people understand and internalize the social context and its contextual elements (e.g., culture and language), which shape reality. Scaffolding helps learners master psychological skills like language and use their higher-order brain processes and that structured and scaffolded interactions between students and knowledgeable adults improve thinking, language, skills, and knowledge. After mastering skills and self-regulation, students stop depending on adults. In the context of CIA FIRST International school, the scaffolding provided by the

teachers as knowledgeable adults helped in developing strong lexical comprehension of the students.

The data on the table tells that the basic comprehension skill in reading comprehension, which is lexical comprehension, is widely learned by the students. It is evident in the data that the students performed very well in their lexical comprehension. This means that the teaching strategies employed by the teachers in teaching this skill is effective.

Table 3

Literal Reading comprehension level of Grade 7 students at CIA FIRST International School.

Equal interval ratio	Qualitative Value	f	%
9-10	Excellent	88	51.16
6-8	Very Good	62	36.05
3-5	Good	20	11.63
0-2	Poor	2	1.62
OVERALL		M = 7.97	
		QV = Very Good	

Table 3 presents the level of literal reading comprehension of Grade 7 students of CIA FIRST

International School. Looking closely at the table, 51.16% (f=88)of the students got an excellent performance in literal reading comprehension and only 1.62% (f=2) got a poor performance. The overall mean of the students' literal level is 7.97, this means that the students can understand the literal meaning of words and sentences, as well as the implied or inferred meaning of the text above average.

The result implies that Grade 7 students of CIA FIRST International School at above average can understand the literal meaning of the words, phrases and sentences in a given text. This further implies that the learners can understand and grasp the meaning of the structure of the text because the school has offered extensive reading programs to stimulate the understanding of the students in its simplest since literal comprehension is the easiest as the reader just repeats what the author says. Thus, the reader only comprehends textual information. The school has provided the students with the necessary skills to detect and retain facts, identify the main idea and supporting details, categorize, outline, and summarize shows knowledge among the grade 7 learners of CIA FIRST International School.

This result corroborates with the study of Alghonaim (2020) who found out that there was empirically proven

connection between student engagement and literal reading comprehension level of EFL high school students as a result of the practice of connected pre-reading activities, the level of students' literal comprehension can be improved by adopting the associated pre-reading activities, which also increases the level of students' comprehension. Therefore, participation in these activities leads to a higher level of engagement among EFL students, which ultimately results in a rise in those students' levels of literal comprehension.

Moreover, these findings are in line with the research that Abdelhalim (2017) conducted, which found that the students' level of literal comprehension improves when they are given pre-reading assignments that help them become more engaged, encourage critical reflection and knowledge of the text, and develop their level of involvement. Both the current study and the study done by Jiang (2016) account for oral reading skills as well as the literal comprehension level of students while giving evidence for the usefulness of reading strategies. The current study makes use of related pre-reading activities in order to increase the level of students' comprehension. As a result, the findings that were reported in this study have been

found to be consistent with the results that were presented in Jiang (2016).

Furthermore, the Schema Theory (Anderson, 2018) supports the findings on literal comprehension. The cognitive and conceptual structure as well as the representation of knowledge is what is meant by the term "schema theory." Individuals are able to process, encode, organize, and recall information with the assistance of schemas, which can be compared to mental filing cabinets. The activation of schemas is what leads to comprehension since schemas provide a framework for describing the various things and events that occur within a text. Schema theory demonstrates the active role that learners play in the construction of meaning(Anderson, 2018).

Moreover, this supports the study of Saadatnia et al. (2017) who said that literal reading at a low level of understanding includes learning behaviors that are essential for higher-level comprehension improvement. Literal understanding requires students to extract precise paragraph content. To understand a long string of words, including propositions and sentences, one must process and recognize each word. Research suggests reading comprehension should include context, facts, and sequence. Facts are information in a text, and sequences are how the

information is structured chronologically. The context is the whole image generated by the correlation of facts. Students must also read, absorb information, and paraphrase to understand this level (Saadatnia et al., 2017).

Literal reading, which requires skills, is vital. This emphasizes the necessity to help kids with literal comprehension in various ways. Naniwarsih & Andriani (2018) found that third-year junior high students exhibit strong literal reading comprehension. The questionnaire suggests that students struggle with vocabulary due to poor vocabulary knowledge. The study's findings are invalid due to vocabulary's relevance in literal reading comprehension.

In a similar vein, Literal comprehension, the initial level of comprehension, requires students to extract explicit passage information (Carnine et al., 2017). According to Perfetti et. Al, (2017), students' word-level processing skills determine their grasp of sentences and propositions. Word-level processing capskills are important for interpreting a text, but deeper interactions with the text are needed. Rupley and Blair (2015) define literal comprehension as the ability to retain and understand a passage's core idea or details. Thus, recalling a particular fact is insufficient. To determine if a reader

grasped a passage, the fact must be acknowledged in the context of the passage.

Hence, literal comprehension is the first skill and strategy taught to all readers, especially in the primary grades, to help them read with understanding (Carnine et al., 2017). Literal comprehension tasks usually require students to find information that is explicitly stated in the text (sometimes even using the same phrasing or wording), so proficient readers only need to decode and understand the words and find them in the text. Literal comprehension is important (without it, deeper interactions with a text are impossible), but those designing and providing instruction and developing tests must also recognize that it is a stepping stone to more advanced comprehension skills that must also be examined to continue to see growth in student performance (Kintsch & Rawson, 2017; Nation, 2017).

These findings, therefore, run counter to the primary criticism of the levels of comprehension theory, which contends that within this framework one level of comprehension is a prerequisite for the subsequent one; that is, literal comprehension must be mastered in order to acquire inferential comprehension, and inferential comprehension must be mastered in order to acquire

evaluative comprehension (Vacca et al., 2017). In other words, evaluative comprehension cannot be acquired until literal comprehension has been mastered.

Table 4

Interpretive Reading comprehension level of Grade 7 students at CIA FIRST International School.

Equal interval ratio	Qualitative Value	f	%
9-10	Excellent	33	19.17
6-8	Very Good	56	32.56
3-5	Good	69	40.17
0-2	Poor	14	8.14
OVERALL		M = 5.87	
		QV = Good	

Table 4 presents the level of interpretive reading comprehension of Grade 7 students of CIA FIRST International School. Looking closely at the table, 40.17% (f=69)of the students got a good performance in interpretive reading comprehension and only 8.14% (f=14) got a poor performance. . The mean of 5.87 shows that the reading comprehension of the students along interpretive

reading is good. This means that the students can partially at par analyze, evaluate, and critique the text, using prior knowledge, personal opinions and critical thinking skills which is above the expected level.

The result implies that Grade 7 students of CIA FIRST International School at above the expected level in interpretive comprehension can partially interpret meanings of the word, phrases and paragraphs in a given text. This further implies that the learners can somehow read between the lines or in a given text. In CIA First International school, students are taught that implied thoughts are derived. However, the researcher observed that this level requires higher thinking ability because the questions in the category of interpretation are concerned with answers that are not directly stated in the text but are suggested or implied where students make connections among individuals' states ideas, make inferences, draw conclusions, read between the lines to get inferences or implied meaning from the read. So, even if the students at CIA FIRST International School have very good literal comprehension, it does not follow that all of them will succeed in the interpretive comprehension. This implies that the reading programs at CIA FIRST International may be

redesigned to focus on increasing higher levels of reading comprehension.

This corroborates with the study of Goudvis & Harvey(2016) on improving interpretive comprehension among High School EFL students. According to them, interpretive comprehension requires multiple brain processes while reading. Moreover, according to Teo (2018), EFL learners' interpretive comprehension shows their comprehension of reading materials and promotes critical thinking. To comprehend literature and allow complicated interaction, Collins (2016) suggests critical thinking.

Furthermore, interpretive comprehension helps students move beyond the material, according to Waters (2017). Interpretive reading comprehension requires higher-order cognitive skills. This study supports Aydin (2015), which found that reading programs in schools increased interpretive comprehension. Interpretive comprehension is thought to result from in-depth understanding of learning topics. Integrating background knowledge with linguistic knowledge helps students read between the lines and link directly and indirectly mentioned facts. Since learners lack this cognitive processing ability, they must be taught it. EFL learners must employ sociocultural expertise to

deduce the hidden meanings of texts, making inferential reading comprehension harder.

This finding is supported by Schema Theory. According to schema theory, understanding the meaning of a text is the result of a dynamic interaction between the reader's prior knowledge and the text itself. The ability to make connections between one's prior experiences and the information presented in the text is necessary for effective understanding. As Anderson (2017) points out that every act of comprehension involves one's knowledge of the world as well (An, 2018). In this case, some of the students at CIA FIRST International School may not be able to read between the lines because they have no prior knowledge on the topic of the texts they were reading. It is essential that reading programs may be able to contextualize reading materials for students to relate in the material and be able to comprehend it. In the context of CIA FIRST International School, the researcher has observed that over the past years, the school has been using foreign literary pieces like books and novels which are not familiar to the learners, thus, the data shows.

Apparently, reading and understanding written English is a skill. From lower to higher cognitive levels, learners

should be taught to read before comprehension (Al-Jarf 2017). English as a second language (ESL) and EFL learners also want to succeed in university. EFL and ESL students recognize that English reading skills are important because most professional and academic publications related to their vocations are in English (Alderson, 2015). Thus, if learners have great interpretive reading comprehension skills, they can easily and satisfactorily complete all the tasks listed. Reading well helps one understand and make sense of a book (Zhao, 2017).

Moreover, determining what the author means to communicate through the text is the primary emphasis of the interpretive comprehension reading strategy. It is essential for the reader to conduct additional research beyond what is offered by the author. When completing an interpretative reading, one draws conclusions in the same way that one would when doing a literal reading; these conclusions are based on the major idea, the supporting facts, the chronology, and the cause and effect links. Interpretative reading, on the other hand, requires the reader to "read between the lines" and come to conclusions about themes that are not brought up clearly in the text. Reading anything in an interpretative manner may include

arriving at conclusions, making predictions about the outcome, recognizing the tone, and analyzing the author's point of view. Other possible tasks include detecting the meaning of metaphorical language, getting to conclusions, and making predictions about the outcome.

So, this lends credence to the research conducted by Al-Jarf (2017), who stated that a person is considered to have a sufficient command of the English language if they are able to grasp and make sense of written materials in the language. The process of reading text should be gradually introduced to the learners from lower to higher cognitive levels; this may involve allowing the learners to read before introducing them to comprehension as a step in the process. Reading should be taught to the students in this way, moving up from lower cognitive levels to higher ones as they progress.

Therefore, if students have an extraordinary interpretative reading ability, they will be able to finish all of the activities that were mentioned above with ease, as well as to the satisfaction of their teachers and guides in their many areas of expertise. In addition, they will be able to demonstrate their mastery of all of the information presented here. If students have a strong ability to

comprehend what they read, they will be able to fulfill all of the obligations that have been assigned to them. Reading fluency makes it feasible for a person to go through the process of interpreting a piece of text and to derive meaning from what they have read (Zhao, 2017). This is made possible for a person who has developed their reading skills.

Table 5

Applied Reading comprehension level of Grade 7 students at CIA FIRST International School.

Equal interval ratio	Qualitative Value	f	%
9-10	Excellent	43	25
6-8	Very Good	74	43.02
3-5	Good	47	27.33
0-2	Poor	8	4.65
OVERALL		M = 6.62	
		QV = Very Good	

Table 5 presents the level of applied reading comprehension of Grade 7 students of CIA FIRST International School. Looking closely at the table, 43.02%

(f=74) of the students got a very good performance in applied reading comprehension and only 4.65% (f=8) got a poor performance. The mean of 6.62 shows that the reading comprehension of the students' along applied comprehension is very good. This means that the students can apply the information or ideas from the text to different contexts or situations and use them for problem-solving or decision-making that exceeds expectations.

This result implies that the students of CIA FIRST International School can answer the question of why the author says what they say at the heart of the concept of applied comprehension. The students of the school can evaluate the quality and values of the writing, as well as the author's reasoning, simplifications, and generalizations, using some external standards drawn from his or her own personal experience. This is because the students can internalize the situations in the texts given because teachers in CIA FIRST International School are bringing the context to the understanding of the students. The programs prepared by the school have prepared the students to have both an emotional and an intellectual response to the content of the texts given to them.

This corroborates with the study of McCormick (2016) who studied the applied reading comprehension of Grade 7

EFL students and found out that students on EFL perform better when the texts they are reading are contextualized. Furthermore, he said that the reader must understand the text on the page (literal comprehension), make interpretations about the author's intended meaning and/or understand the relationships between the text's elements (inferential comprehension), and then analyze or evaluate the text's information in light of prior knowledge or experiences to attain effective applied comprehension level. At this applied comprehension level, readers must juxtapose what they read with their own knowledge and experience to create new meanings and relationships that go beyond the text.

Moreover, this further validates the study of Herber (2015) who found that readers must compare their experiences and prior knowledge to attain the applied comprehension level. In the case of CIA FIRST International School, teachers teach this by drawing on the contextualization of experience to the students. Divergent thinking, critical analysis, synthesis, and appraisal are some of the skills needed to build new meanings and links (Vacca et al., 2017). Thus, comprehension is no longer solely dependent on textual information, whether explicitly

stated or appearing across multiple clauses. Instead, students must hold textual information in their working memory and simultaneously access information, knowledge, or experience from their long-term memory to analyze or evaluate what they have read, increasing the demands on students.

At the level of applied comprehension, readers are able to comprehend material and ideas to the extent that they can examine, evaluate, and provide feedback on the information and ideas. According to Mount San Antonio College (2018), a reader who has reached this level is also capable of clearly explaining and supporting their judgment, as well as being able to justify their position. At the high school level, where students are going to be taught increasingly difficult subject matter, it is necessary for them to have the talent of critical or evaluative thinking. Students will not be able to handle the pressures of both their academic studies and the obstacles they face in real life if they lack the ability to evaluate texts or circumstances critically.

Table 6

Affective Reading comprehension level of Grade 7 students at CIA FIRST International School.

Equal interval ratio	Qualitative Value	f	%
9-10	Excellent	51	29.65
6-8	Very Good	90	52.33
3-5	Good	28	16.28
0-2	Poor	3	1.74
OVERALL		M = 7.20	
		QV = Very Good	

Table 6 presents the level of affective reading comprehension of Grade 7 students of CIA FIRST International School. Looking closely at the table, 52.33% (f=90) of the students got a very good performance in Affective reading comprehension and only 1.74% (f=3) got a poor performance. The mean of 7.20 shows that the reading comprehension of the students along with effective reading is very good. This means that the students can apply the information or ideas from the text to different contexts or situations and use them for problem-solving or decision-making that exceeds expectations.

This indicates that the learners of CIA FIRST International School go beyond the text to understand why the author chose a specific topic and perspective, and why they included or excluded certain concepts. Moreover, the students balance themselves and the author, examine the text from all aspects, and actively apply the insights gained by determining the author's aim and perspective. With the reading programs offered by the school, it is effective in terms of increasing the Affective reading comprehension of learners. Thus, students gain independence.

This corroborates the idea of Norris (2015) who said that Affective reading comprehension needs accurate observations, conclusions, and assumptions. Affective comprehension also improves recall. Affective readers are curious about the author's reasons for writing the text, its meaning, and prolificacy, know that everyone makes mistakes, including textbook writers, try different interpretations without ignoring their interpretations, and examine written materials as a whole (Paul et al., 2015). McLaughlin and De Voogd (2017) state that affective comprehension improves teachers' and students' logical

reasoning, encourages active thinking, and broadens their perspectives.

Because affective skills are at the "heart of the comprehension process," much reading comprehension research has focused on them (Dole et al., 2016). Text-based (text-connecting) and knowledge-based (gap-filling) inferences are needed to understand the text. Text-based, causal inferences are needed to create coherence (Perfetti, 2016; Perfetti et al., 2017). The reader must establish local or global coherence between elements, constituents, and references in adjacent clauses. Text-based inferences, especially those needed to maintain local coherence, are often needed to keep the text base representation minimally coherent (Perfetti, 2016). These conclusions aren't enough to grasp the text. Knowledge-based (or gap-filling) inferences, which use a reader's knowledge to represent and interpret textual relationships (Kintsch & Rawson, 2017; Oakhill & Cain, 2017), are also needed for comprehension.

Table 7

Summary of Reading comprehension level of Grade 7 students at CIA FIRST International School.

Classifications	Mean	Level
Lexical	7.08	Very Good
Literal	7.97	Very Good
Interpretive	5.87	Good
Applied	6.62	Very Good
Affective	7.20	Very Good
Grand Mean	6.95	Very Good

Table 7 presents the Summary of Reading comprehension level of Grade 7 students at CIA FIRST International School. The fact that the students' overall reading comprehension scored a 6.95 on the grand mean indicates that the students have a very good reading comprehension. This means that the students have a high level of reading comprehension. The reader can understand the literal meaning of words and sentences, as well as the implied or inferred meaning of the text above average. The reader can analyze, evaluate and critique the text, using prior

knowledge, personal opinions, and critical thinking skills which are above the expected level. The reader can synthesize and integrate information from multiple texts or sources and create new knowledge or insights which are at high level. The reader can apply the information or ideas from the text to different contexts or situations and use them for problem-solving or decision-making that exceeds expectations.

This indicates that, generally speaking, the students are able to read between the lines, which includes a very high level of vocabulary knowledge, which ultimately leads to an impressive understanding of the reading content that is read. The programs implemented by the school in terms of increasing the reading skills of the students is most likely to cause this.

This corroborates the study of Kalua (2018) on the predictive power of teaching strategies. According to the findings of these studies, strategy education that places an emphasis on comprehension monitoring may be able to assist less skilled EFL readers in overcoming the challenges that they face when reading (Kalua, 2018). Cognitive views of reading comprehension indicate that reading is an interactive process while comprehension is a constructive process, as Kazemi, Mohsen, and Mohammadreza

(2018) point out. It is recommended that comprehension instruction should emphasize teaching students how to use a set of text comprehension strategies and empowering them with a sense of conscious control, also known as metacognitive awareness.

Moreover, it confers the study of Aghaie and Zhang (2018) who conducted a study in which they investigated the effect that teaching EFL students in Iran various reading methods had on the students' overall reading performance. A questionnaire that was adapted from Chamot and O'Malley's (2016) cognitive and metacognitive strategies framework was used for the investigation. Reading comprehension and the usage of reading strategies both improved as a result of receiving strategy instruction, according to the findings. The results also demonstrated that education in reading strategies contributed to independent reading behavior.

Another study was conducted by Khonamri and Karimabadi (2015) with the objective of assessing whether or not collaborative strategic reading (CSR) may boost the critical reading skills of students studying English as a foreign language at the intermediate level corroborates this result. Participants in the study sample consisted of forty students at the University of Mazandaran who were majoring in English Language Literature. The treatment

consisted of a total of ten sessions, each of which lasted for a duration of ninety minutes. According to the results, the students in the experimental group did significantly better than their counterparts in the control group.

Moreover, Al-Qahtani and Lin (2016) conducted research for their study in which they studied the effect that Creative Circles had on the growth of Saudi EFL middle school students' reading comprehension over the course of one academic year. The study sample consisted of three complete classes from Saudi middle schools for students in the third grade. The researchers utilized a variety of tools, including a test of reading comprehension, reflective journals, and semi-structured interviews. The experimental group's reading comprehension skills appeared to have improved as a result of the study's findings. They believed that the success of Creative Circles was due to the fact that it was an approach to reading that was built on collaboration, that it placed an emphasis on the direct instruction of reading skills, and that it paid attention to both low-level and high-level reading processes as well as metacognitive awareness.

This supports the study of Grainger (2019) who found out that reading is the most important factor in one's long-term success. Reading is a process that generates

meaning. To concentrate on specific details, the reader must be aware of their reading purpose. Interaction between the reader and the text is required. Reading should be taught to students to ensure their success in school and in life (Meniado, 2020). Reading skills are essential to success in both the classroom and in life.

Moreover, students need to focus on the reading material as to its context for them to understand its meaning. Focused strategy education teaches students unique strategies and then requires them to use those strategies in order to comprehend the content of the text. Nokes and Dole (2019) state that instruction guards might cause children to feel overwhelmed when they are reading. This method of instruction provides several opportunities to become proficient in a text-decoding strategy.

In addition, those with lower reading ability tend to focus more on word accuracy than monitoring their understanding, and they have poorer metacognitive skills (Nation & Norbury, 2019). Poor readers are unable to draw conclusions or assimilate what they read. They don't read very deeply, they don't take part in meaningful learning, and they have no idea when to apply the things they've learned in the past (Cain & Oakhill, 2018). According to the findings of the research, problems with comprehension

are unrelated to decoding (Williams, 2019). Concerned researchers have discovered children who are able to decode but are unable to comprehend the content (Caccamise & Snyder, 2019).

Thus this also confers with the study of Hanon & Daneman, (2017) who said that students must understand semantic, syntactic, and referential links between words to generate meaning from text. Additionally, students' understanding of a text is influenced by their prior knowledge (Rupley & Willson, 2016), their ability to use that prior knowledge to create a schema, or organized understanding of the world, that can be applied to the text being read (Anderson, 2017). Familiarity with text structures and genre demands, such as narrative and informational texts that use various text structures, also aids reading comprehension (Gersten Fuchs, Williams, & Baker, 2017). Research shows that teaching students the basic elements of common text structures (e.g., setting, main character(s), plot, conflict, and resolution) improves their comprehension of narrative (Boulineau, 2017) and informational texts.

Recently, reading comprehension has been considered the result of emerging expertise with lower-level (e.g., decoding, fluency) and higher-level reading skills, taking

into account the varying levels of complexity that comprise reading comprehension as students interact with a text to different degrees (Dole et al., 2016; Kintsch & Rawson, 2017). The reader must use different cognitive processes to understand a text, including literal comprehension, inferential comprehension, and evaluative comprehension. This comprehension perspective can help teachers target their comprehension lessons and help test developers make their tests more relevant.

Teaching Strategies Teachers Utilize in Teaching Reading Comprehension at CIA FIRST International School

The second problem that this study sought to answer is to identify the specific teaching strategies that teachers utilize at CIA FIRST International School in teaching reading comprehension. The following discussions on the reading comprehension revolve around the 5 levels of reading comprehension based on the data gathered in the previous tables. Results show that literal comprehension got the highest mean followed by affective comprehension, then lexical comprehension, applied comprehension and interpretive comprehension.

Table 8.

Teaching strategies utilized by teachers at CIA FIRST International School in teaching reading comprehension.

Qualitative results	f	Sample Responses
Context Clues	5	"I use word games, I provide feedback on their comprehension, and help the students use context clues in order to figure out words that they do not know." (Respondent 2)
Collaborative Learning	4	"I usually organize literature circles where students can engage in small-group discussions focused on the affective aspects of the text. I encourage students to connect personally with the text by relating it to their own experiences, emotions, and values. I also help students make connections between the text and real-world situations." (Respondent 1)
ICT and Multimedia Integration	4	"Since we work electronically, we link challenging words to their meaning. If you click on the word the meaning is explained." (Respondent 4)
Graphic Organizing	3	"I employ graphic organizers like concept maps, story maps, or Venn diagrams to visually represent the information in the text, and I incorporate group activities, pair work, or class discussions to promote collaborative learning" (Respondent 1)
Questioning	3	"I start by activating students' prior knowledge. This helps them to understand the text and make connections to what they already know. I might ask them questions about the topic of the text, or have them brainstorm what they think the text will be about." (Respondent 2)
Inferencing	3	"Activating prior knowledge and drawing inferences. In ELA, we read a lot of stories, and it is critical to allow students to infer how characters in a story may feel based on their actions." (Respondent 7)
Role Playing	3	"I usually encourage students to relate the concepts and ideas from the text to real-world contexts. We discuss how the information presented in the text applies to their own lives, current events, or societal issues." (Respondent 1)
Visual Displays	3	"One of my favorite strategies is to create visual representations of key scenes, symbols, or themes from the text. This is done through drawings, collages, or multimedia presentations. By visually representing their interpretations, students engage in a creative process that enhances their understanding and critical thinking." (Respondent 1)

Respondents agreed that context clues strategy is effective in developing this reading comprehension. Five of the teachers agreed that context clues strategy predominantly helped them in developing lexical comprehension among the students. It was stressed by teachers that using context clues engaged the brains of students, turned them into active readers, and assisted them in better understanding the subject that they were reading. Students' critical thinking and motivation were increased, their imagination and creativity were enhanced, and their creativity was improved because of the use of context clues, which ensured that all students were involved and participated. Before reading any text or story, students were given the opportunity to engage their past knowledge, receive guidance in their practice, and have their curiosity piqued by employing context clues.

This corroborates with the results of an experimental study that tried to use a context clues method in order to assist students in deducing the meaning of words when reading text (Herinovita et al., 2015). There is no denying the connection that exists between one's vocabulary and their ability to comprehend lexically what they read. According to Herinovita et al., (2015), reading

comprehension is determined by either having a robust base vocabulary or not having one at all. According to Erdiana et al. (2019), using context clues is an approach that helps students improve their lexical reading comprehension and derive the meaning of unknown words.

Moreover, according to Denton (2017), providing students with context clues can provide them with an idea or indication about the likely meaning of an unknown word (lexical comprehension). The clues can be discovered in the same sentence as the unknown word, in the sentences that come before and after the sentence that contains the unknown word, or anywhere else in the surrounding sentences. The ability of students to comprehend the reading materials they are given is improved as a result of using the Context Clues Strategy.

In addition, Yuen (2017) explains the use of context clues to gain knowledge of new words during reading. The students' reading comprehension improved as a result of this activity. The teachers can gain fresh information about the teaching approach, which allows them to improve their own teaching learning process and make the study more interesting. This is one of the advantages of using the

Context Clues Strategy. As a direct outcome of this, it can increase the students' interest in reading.

Moreover, respondents agreed collaborative learning strategy is effective in developing reading comprehension. Four respondents agreed that collaborative learning strategy might be chosen as a method that could be employed in the classroom to teach Affective reading comprehension. When compared to the practice of having small groups discuss a topic, this strategy results in students having a higher affective reading ability. Students increased possibilities to improve their affective comprehension as a result of implementing this strategy.

In addition, the collaborative learning strategy encourages students to express their views within the context of the group and to offer constructive criticism about the reading of their peers, which ultimately leads to an increase in the students' own affective comprehension. Moreover, the Collaborative Learning Strategy that was implemented in the class was found to provide additional opportunities for students to increase their Affective reading comprehension. After learning a general subject, utilizing this strategy allows one to test their level of comprehension while also activating prior knowledge on the

subject. Therefore, the strategy of collaborative learning generates superior results to those of the strategy of small group discussion in terms of reading comprehension.

This corroborates with the study of Baines et. al (2017), who found out that affective reading comprehension improved in students who took part in collaborative group discussions. According to the findings of the study, students who participate in collaborative learning and discussion with their classmates develop higher-level thinking, reasoning skills and Affective reading comprehension. A collaborative learning leads to greater motivation and reading comprehension skills, as Hillyard and Gillespie (2019) discovered when they researched the impact of collaborative learning on reading comprehension.

Moreover, collaborative learning promotes students to actively communicate and share information to attain learning goals (Lin, 2019). Teachers can aid and eventually scaffold learning to increase students' reading comprehension (Chen, 2018). Collaborative learning improves students' social skills and growth in several areas (Feri1 & Erlind, 2018). Collaboration can improve students' social skills (Panget al., 2018). Collaborative learning deepens

learning and improves Affective reading comprehension (Rokhaniyah, 2016).

Furthermore, collaborative learning has worked in varied classes. Collaborative learning may help students read with comprehension (Rokhaniyah, 2016). It is distinctive in its emphasis on structuring peer discussion through collaborative learning roles and procedures and encouraging students to be engaged in enquiring, interpreting material and concepts, and developing reading comprehension (Roselli, 2016). Thus, children can develop Affective reading comprehension through collaborative learning.

Furthermore, four teachers agreed that the use of ICT and multimedia integration helped them in developing lexical comprehension. According to the teachers, the use of ICT and multimedia integration in developing lexical comprehension among the students has made possible a learning environment that is more centered on the learner. It has enabled teachers to modify lesson conduct strategiess to encourage students with irregular interests.

Additionally, it gives learning opportunities outside of the setting of the classroom, and it accommodates more of their individual differences. The use of ICT and

multimedia integration into the teaching of lexical comprehension has not only decreased the amount of teacher-centered "talk-and-chalk," but it has also decreased students' fear around language learning, which has encouraged students to be risk-takers and practice the target language because they are digital natives.

Moreover, according to the teachers, the availability of materials, students' attitudes, learners' autonomy, authenticity, aiding teachers, student-centered, and self-assessment are some of the positive aspects that may be attributed to the use of ICT and multimedia in teaching lexical comprehension. Presenting and practicing language is made easier by the availability of a huge body of authentic materials such as graphics, animation, audio and video clips.

This corroborates the study of Karamti (2016) who found out that students who were taught lexical reading comprehension by utilizing ICT performed consistently higher than those who were not. As a result, he concluded that employing ICT and multimedia integration is beneficial in enhancing the students’ development on lexical reading comprehension.

Moreover, It is then reinforced by Clar (2015), whose study revealed that for lexical reading comprehension, students had shown a gain in achievement when utilizing the smart board as the primary source of education, and this was shown to be the case when using the smart board as the primary source of instruction. Nevertheless, the information that she had gathered suggested that teachers should make use of technology in the classroom in order to boost the academic performance of their students and encourage greater participation from them. According to the research done by Bilyalova (2016), she conducted pedagogical experiments, and the results showed that using information and communication technology (ICT) had a favorable impact on the quality of teaching lexical reading comprehension.

Lastly, Chouthai-wale & Alkamel (2018) found that ICT improved lexical comprehension the greatest. ICT would assist teachers and students adapt to the modern world's technological needs. ICT and multimedia tools can increase literacy outcomes for all children and youth, according to Basri et al., (2018. Additionally, Yuldasheva & Tuhtayevich (2020) on mobile apps found that ICT tools improved reading

comprehension and that mobile applications are becoming more popular in second language acquisition.

Additionally, respondents agreed that graphic organizing is effective in developing reading comprehension. Three teachers said that graphic organizers were beneficial and helpful for students to think rationally about a subject and develop literal comprehension. Furthermore, they believed that graphic organizers were effective in helping students understand the ideas, retain content, understand directions, and assist students in summarizing the content and constructing meaning. They also investigated using visual organizers as a means of assisting students in comprehending the connections between the many bits of information that they, otherwise, were unable to recognize. Finally, teachers mentioned that graphic organizers are helpful tools to utilize when attempting to impart an understanding of abstract ideas to students.

This corroborates with the study of Tang (2016) who found that ESL students' literal reading comprehension increased significantly when they used graphic organizers to visualize text structure. The quasi-experimental study had a pretest, posttest, and nonequivalent control group. The graphic organizer intervention group learned to use

text passage semantic relations graphic organizers. The graphic organizer group scored much higher on the posttest than the control group, with the intervention group recalling more textual information. Tang (2016) suggested that graphic organizers facilitate the acquisition of a second language for academic purposes. This study supports using graphic organizers with ELLs.

Moreover, in a review of graphic organizer research, Jiang and Grabe (2017) suggested that an intervention's graphic organizer type affects literal reading comprehension. Griffin and Tulbert (2016) observed that 20 years of graphic organizer research yielded equivocal and inconsistent results, prompting this approach. Jiang and Grabe (2017) reviewed 14 studies, one of which included ESL students. The authors found that graphic organizers are more effective when (a) students build them, (b) they are used as a post-reading activity rather than a pre-reading activity, (c) they are taught along with summarization, and (d) the intervention period is longer than a few weeks.

Furthermore, questioning as a teaching strategy was agreed upon by teachers that helped in the development of literal reading comprehension. The questioning strategy was primarily described as being encouraging for class discussion and as being an excellent strategies to increase

oral fluency. They discovered that using this strategy made students into interactive readers; they discovered that using this strategy was a very useful strategy which had several advantages including checking on learning, encouraging participation, class discussion, and improving oral fluency; they discovered that using this strategy improved literal reading comprehension; it allowed for clarification and consolidation of learning; and they discovered that using this strategy made students into interactive readers.

This corroborates with the study of Degener and Berne (2017) who said that there is empirical research that demonstrates how successful questioning strategies are as literal reading comprehension scaffolds. When compared to the effects of lower level questions that require fact-checking or retrieval, the effects of higher level questions that encourage students to relate the content of the text to their prior knowledge result in higher literacy standards across a range of age groups (Degener & Berne, 2017). Higher level questions also promote deeper processing and learning from text, which leads to higher literacy standards across a range of age groups. As a consequence of this, the use of questions to direct

attention to the content of text and, as a consequence of this, to scaffold understanding is a central feature of effective teacher-led classroom instruction.

Moreover, as mentioned, pertinent questions can serve as a model for the process of deriving meaning from a text (Graesser, 2017). Appropriate questions are also a component of guided reading instruction as well as other effective interventions that aim to improve comprehension (McKeown et al., 2017). According to Ford and Opitz (2017), one of the most important aspects of scaffolding this process is encouraging dialogue about the text. According to Fountas and Pinnell (2017), there are a few different strategies that can be used to improve the quality of the interactions that take place during guided reading sessions. These strategies include the teacher asking questions, encouraging students to ask questions and generate predictions, explicit instruction, and modeling, and providing visual and physical cues.

Moreover, three teachers also agreed that inferencing is an effective strategy to develop Affective reading comprehension. From a cognitive standpoint, teachers believed that this strategy is beneficial for students because it helped them become critical thinkers. Teachers

believed that this strategy is successful because it does not only requires students to have the ability to "read between the lines," but also to be aware of and comprehend the underlying meanings of the text, as well as to be able to make one's own unique conclusion regarding the content of a text. The following advantages were cited by teachers as benefits of using this strategy: increased engagement with the material being studied and improved Affective reading comprehension.

This corroborates with the study of Reed and Lynn (2016) who found that middle school students who received an inferencing teaching strategy performed better on a multiple-choice Affective reading comprehension test. Moreover, Barth and Elleman (2017) found that middle school struggling readers who received an inferencing strategy to simultaneously build content knowledge and teach multiple inference generation strategies outperformed a business-as-usual comparison group on proximal content knowledge and general reading comprehension.

As children move from the elementary to the secondary levels of education, the ability to comprehend as well as other language processing skills may become increasingly critical. According to the findings of Tighe and

Schatschneider (2018), inferencing strategy had a stronger influence on affective reading comprehension for children in Grades 7 and 10. Cromley and Azevedo (2017) conducted research on a group of high school students and discovered that while vocabulary and background knowledge made the largest contributions to students' comprehension of narrative and informational text, inferencing skill also predicted unique variance in students' text comprehension. In addition, word reading made a smaller contribution, and the effects of reading strategy use were indirect, as they were mediated through inference.

Furthermore, respondents agreed both role playing strategy is effective in developing this comprehension. Three teachers agreed on the use of role playing to develop applied comprehension among the students. According to the teachers, students play roles in case-based scenarios to absorb course content or grasp difficult or unclear texts and therefore help them in understanding the texts and increase their applied comprehension.

Moreover, according to the teachers, this teaching strategy allows students to encounter actual circumstances by interacting with peers in a regulated way to gain experience and practice alternative reading strategies in a

supportive setting. Role play can entail dramatization, simulation, games, or real-life situations on any topic. It is considered a great way to engage students and let them collaborate on their reading assignments.

Furthermore, teachers believed that assigned roles help students in their applied comprehension with the content through role play. Role play lets students apply material in a real-world situation and overcome their self-imposed limits. Students can also apply classroom content to real-world circumstances. Role play gives them, the teachers, and students direct feedback on student comprehension. This teaching strategy also encourages higher-order thinking and topic mastery.

This corroborates with the study of Samsibar and Naro (2018) who found that using role play to teach students applied comprehension and to boost their enthusiasm was the most effective strategy. They concluded that role play was successful in enhancing students' motivation in English conversation and applied reading comprehension after finding that there was a substantial difference in the students' motivation to speak English.

Moreover, Budden (2017) presents further benefits of role play and points out that adding it into class

activities adds diversity, a change of pace, and provides possibilities for increased language usage and improved reading comprehension. He also mentioned that role play provides opportunities for increased English language use. He goes on to say that students will have a great deal of fun with it, and that it will motivate them.

In addition, it gives students who are often more reserved the opportunity to express themselves in a manner that is more direct (Budden 2017). According to Glover (2018), the world of the classroom is expanded to include the outside world, which offers a considerably greater range of linguistic opportunities and provides authentic scenarios for the students to function in. The role of the teacher is primarily that of a facilitator; yet, depending on the circumstances, the teacher may also take on the role of a spectator or participant. The teacher may provide the students with particular instructions or general direction for how to behave or what to say (Glover 2018).

The role play offered an emotive position that encouraged in-depth applied reading comprehension and independent reading, both of which contributed to an enlarged vocabulary as well as a deeper level of comprehension. In addition, the students developed a desire

to read additional material after achieving a higher level of applied comprehension. Lastly, it raised their levels of applied reading, which is essential for reading that is both engaged and in-depth.

Lastly, respondents agreed that visual display strategy is effective in developing this comprehension. Three teachers believe that visual displays could allow for more retention of the meaning because they motivate students with the content, motivate teachers to teach, and motivate struggling readers. According to the teachers, visual displays are an excellent hook to get the students' attention. Teachers said that images appeared to be easier to remember than words, and when paired with a specific meaning, images appeared to be maintained in the long-term memory more easily than words or concepts and can be interpreted more efficiently. Furthermore, teachers reported that images help students broaden their imaginations and assist students in synthesizing information and interpreting them. In this way, visual displays provide an effective way for learners to develop interpretive comprehension since abstractions are made through object representations that are easily remembered by learners.

This corroborates with the study of Hibbing and Rankin-Erickson (2017) who found that providing readers with visual displays in addition to the texts they are reading gives them access to two other sources of information when they are reading the material. When readers encounter a piece of text that they are unable to comprehend, they may turn their focus away from the text itself and toward the accompanying visual display. In response, the visuals that they can perceive may lead them to notice the linguistic input of the text, which in turn may enable them to comprehend the text through matching factors such as syntax, word recognition, intertextual perceptions, and background knowledge. After that, the conversation that takes place between the written word and the images will make it easier for readers to understand.

Also, there have been numerous research studies that demonstrate the effectiveness of presenting visual displays to aid L2 learners' reading comprehension. This is especially true when the learners are at lower levels of proficiency (Fukuyama, 2017). According to the findings of these studies, presenting pictures that are contextually related to the content of the passage prior to reading it not only gives the readers background information but also

activates an organizational schema for the text by facilitating top-down processing, which ultimately improves their comprehension of the story (Ausubel, 2016).

In addition, Kullhavy, Pan & Pan (2017) showed that students understood material in maps and prose directions better when it was presented in both spatial and detailed verbal forms rather than either form alone. This was the case regardless of whether form was used to convey the information. In a further study that Gambrell and Jawitz (2016) conducted, they found that students who had access to both the text and visual displays scored significantly better than those students who had studied text alone.

Furthermore, Hall et al. (2016) did a study to investigate the impact of visual displays on interpretive reading comprehension. The findings of the study suggested that the groups that were provided with visual displays performed significantly better than the group that was only provided with text. The researchers established that there was a significant improvement in the participants' interpretive comprehension when they were exposed to data that was given and processed in both the verbal and visual displays.

In a summary, the combination of text and visual display has positive effects on the reader's interpretive comprehension on the materials being studied. Visual displays not only provide additional contextual material to help with comprehension, but they also elicit referential links between the verbal and imagery systems, and as a result, they provide an additional avenue for comprehension. According to Pan and Pan (2017), it is expected that the use of visuals in the upgrading of instructional materials will result in improved reading comprehension.

Perception of the Teachers in the Teaching Strategies Employed by the School to Improve Students' Reading Comprehension

This section discusses the perception of the teachers in the teaching strategies employed by the school to improve students' reading comprehension. The succeeding tables and discussions show the identified themes and sample responses. It also includes the presentation of the statistic – frequency.

Table 9

Perception of the Teachers in the Teaching Strategies Employed by the School to Improve Students' Reading Comprehension.

Themes	Frequency	Sample Responses
Teaching Strategies Employed Fosters Competence	2	"Grade 7 students may be competent in this area because they have developed basic reading skills such as phonetic awareness, word recognition, vocabulary development, and sentence structure. They may have also been exposed to a diverse range of literature and texts that have allowed them to understand and appreciate the complexities of emotions and human behavior." (Respondent 1)
Diversity in Employing Teaching Strategies	4	"The effectiveness of each strategy can differ from one class to another, therefore diverse approaches should be integrated into learning instructions to cater to students' learning needs. Most of the strategies shared in these interviews supported and enhanced my students' reading comprehension." Respondent 5
Reading Programs Supplements Employed Teaching Strategies	3	"Reading programs initiated and provided by the school library. Apart from provision of reading materials and access to books, the library offers other reading programs/activities. A few of these programs I am aware of are: themed reading activities every other week, reading stations, book display and exhibits, book talks." Respondent 5
Difficulties in Understanding Reading Materials	4	"If students struggle to understand the material, they will almost certainly have difficulty making connections and applying what they have learned from a text to new contexts. Interpretive, students may not have enough background knowledge about the topic being discussed in a text or some may not be academically ready to comprehend what they are reading." Respondent 7

Teaching Strategies Employed Fosters Competence. It has been noted that teachers perceive that the teaching strategies they have employed in teaching reading help the students become competent on the basic skills in reading. As mentioned by the 3 teachers, the high scores obtained by the students in reading comprehension was attributed to their mastery on the basic skills of reading as shown in the following responses:

> "Students have scored high on literal comprehension because they may have a solid foundation of basic reading skills and understand the basic information in a text that can be directly found. Students may also be good in utilizing skimming and scanning strategies."
> (Respondent 5)

These statements imply that the development of basic skills of the students contributed to their competence in the reading comprehension. Moreover, exposure to different types of literature opens possibilities for students to a broader perspective in understanding the texts by using emotions and understanding human behavior. Therefore, teaching strategies employed by the teachers have been

effective in developing basic skills among learners that helped them in the ascension of higher levels of reading comprehension.

An exploratory study was carried out by Javed et al. (2015) in order to build Reading Comprehension for the purpose of assisting ESL Teachers in the implementation of effective reading strategies for ESL learners as a means of increasing the level of comprehension. Reading activities that include inferential and rearrangement questions can help students improve their level of reading comprehension, according to the findings of this investigation. This is because the presence of a challenge and participation in reading activity is associated with the improvement of reading comprehension.

In contrast, Swan (2015) conducted research to determine the effectiveness of reading strategies in enhancing reading comprehension. She found that active learners tended to have a lower level of performance in reading comprehension followed by pre and re-reading activities based on keyword strategy in reading, whereas visual, sensitive, and sequential learners performed well in this reading strategy. In this particular scenario, Swan (2015) recommended that reading strategy and keyword

strategy should be used in order to improve students' levels of comprehension.

In a similar vein, Ness (2016) has shed light on the context of teaching strategies that promote effective reading in students and their effect on improving the level of reading comprehension that students have, and the findings suggest that teachers should adopt an explicit teaching style in reading comprehension while students are engaged in reading activities. According to Rastegar et al. (2017), metacognitive reading practices, which primarily include engaging in reflective thought about the text and the characters, revisiting the material, pausing for an intuitive reason when reading, taking notes, and highlighting key information in the text, assist students in engaging in good comprehension.

Furthermore, reading comprehension teaching strategies need to be practiced regularly in order to increase the students' overall level of comprehension. As a result, language teachers are obligated to apply appropriate reading strategies to improve students' comprehension and stimulate critical thinking in the process of comprehending difficult texts. Reading comprehension is made up of a number of complex aspects, the majority of which consist of

cognitive, linguistic, and socio-cultural variables (Alenizi, 2019). As a result, developing successful reading strategies can be challenging for language teachers (Alenizi, 2019).

Lastly, it is generally agreed upon that reading strategies are beneficial; nevertheless, teachers of languages should also be aware of the value of maintaining a reading engagement with their students. Because engagement is not merely a consequence of reading methods, rather, it is a combination of reading strategies that combine mental dispositions referred to as "Habits of Mind" (HoM). The Habits of Mind include aspects such as the ability to control impulsivity, listening with empathy, maintaining a sensible and flexible mindset, and being persistent. According to Abdelhalim (2017), the presence of these factors is seen as significant in the development of students with good problem-solving skills. This is accomplished by enabling students to ask the appropriate question, reflect on the information that is accessible, and think in a constructive manner.

Diversity in Employing Teaching Strategies. As much as the teaching strategies that were employed by the teachers in reading comprehension, no single strategy is effective

for all kinds of learners. With this, the teachers agreed that teaching strategies to be employed should be diversified so that it can cater the needs of the learners. By diversifying teaching strategies, it can assure the learning of the different students as each one is a unique individual with different skills and needs as shown from the statements below:

> "It depends on the student. Sometimes it works like a charm, sometimes it doesn't. I try to use differentiation as much as possible to find a creative way to help students."
>
> Respondent 2

These statements have one common ground and that is diversity and differentiation of teaching strategies and reading materials in teaching reading comprehension. These statements also imply that not one learner is the same in terms of skills and needs. That is why teachers believe that diversity and differentiation of strategies is necessary. One strategy may be applicable to one learner but not to all. The teachers believe that the success and development of reading comprehension among learners lies on the effectiveness of the teaching strategies used that are

suited to the needs of individual learners who need different areas of improvement and advancement.

According to Perfetti and Adolf (2018), comprehension is dependent on a wide variety of language capacities, cognitive processes, and knowledge sources, which makes it difficult to determine which teaching strategy should focus on. Some of the components function as "pressure points'' that, if changed, would have a major impact on the students' capacity to comprehend the material. This helps determine which of the components are worth assessing. According to Perfetti and Adlof (2018), such components ought to constitute an essential part of reading comprehension, differ from person to person, and stand in for adaptable instructional goals.

Additionally, teaching students to actively assess their own comprehension and adopt an appropriate approach in order to make sense of the material being studied is the goal of instruction that focuses on comprehension strategies. Both generally developing readers and readers who are having difficulty benefit from education in comprehension strategies. According to Pearson and Dole (2015), comprehension strategy education is most effective when diverse and varied strategies are presented to

students, strategies are openly modeled for them, and students gradually assume more responsibility for independently applying the strategies that they have learned.

Likewise, the ability of teachers to help students develop their reading skills is critical to the success of the classroom. In fact, the difficulty of teaching reading comprehension is still a substantial issue for teachers, as most reading teachers typically apply traditional teaching strategies. The teaching strategies that a teacher utilized could, on occasion, result in difficulties for the performance of the students. According to Singhal (2017), strategy training results in improved reading performance. Therefore, it is of the utmost importance for teachers to be equipped with an adequate amount of teaching strategies to satisfy the reading learning demands of their students.

Also, reading comprehension skill is directly correlated to the quality of instruction that students receive from their teachers. According to Casing (2019), poor reading performance can sometimes be traced back to a teacher who is not competent in their classroom strategies. Alyousef (2017) emphasized that it is the job of the teacher to encourage students to read by choosing

appropriate resources, particularly for those students who are still in the beginning stages of the learning process.

With this, the idea that reading strategies refer to conscious reading activity is widely recognised, despite the fact that many academics have been unable to provide a uniform definition of reading strategies because of the numerous different settings of language learning. Reading strategies include things like skimming, scanning, guessing, forecasting, drawing inferences, confirming or disconfirming assumptions, recognizing key concepts, identifying the primary idea, rereading, and a variety of other approaches. Carrel (2016) included all of these and other methods as reading strategies. Additional research is required to determine which reading strategies contribute to reading comprehension in the most efficient manner.

According to the findings of Alyousef (2017), most researchers concentrate on a single cognitive strategy rather than carrying out a long-term evaluation of several strategies. Most of the earlier research concentrated their attention primarily on a particular intervention strategy. Teachers are required to implement several different active learning strategies and give a variety of activities for

students to complete in order to increase their overall level of comprehension.

Hence, it has been demonstrated that teaching students to read using teaching strategies that combine reading and comprehension instruction results in considerable improvements to children's reading comprehension (Cooter, 2019). Using teaching strategies such as guessing based on context, creating expectations, making assumptions about the text, skimming ahead to fill in context gaps, etc. are examples of such strategies.

Essentially, it is important to plan for the development and application of a number of different reading teaching strategies. It is essential to investigate a variety of reading strategies and not only relay the information to the students in a straightforward manner. Instead, it is important to think of ways to reinforce and organize the reading content, which will make it easier for the students to comprehend what they are reading.

Lastly, utilizing a wide range of teaching strategies can help students who are having difficulty with their reading comprehension, which is especially important given the recent events that have taken place. It is possible for

it to be solved through the teaching process that is carried out by the teacher (Amira, 2018).

Reading Programs Supplements Employed Teaching Strategies. In every institution of learning, developing reading skills has been a top priority by administrators because it is believed that reading is a foundational skill for a student to learn to achieve greater in life. With this, institutions implement reading programs to supplement the existing strategies employed by teachers to effectively deliver quality instruction especially in developing reading comprehension. Reading programs are believed by the teachers to help them in the teaching of reading comprehension as shown on the following statements:

> "In all my classes I also incorporate the program called DEAR (Drop Everything and Read). I have designated a specific period of time during the class period for uninterrupted reading. This time is often scheduled on a regular basis, such as daily or a few times a week. During this time, my students and I pause our regular activities and engage in independent reading."
>
> Respondent 1

These statements imply that varied teaching strategies combined with effective reading programs do catalyze the development of reading comprehension among the students. These reading programs help students to continuously learn reading comprehension skills even outside the classroom. Extended reading programs outside class hours help in maintaining the momentum of reading comprehension skills acquisition as the students do certain tasks that cater their needs because of the well-planned reading program in the school.

Snow et al. (2016) assert that teachers have been urged to ensure that adequate support is provided to students in order for them to acquire functional literacy such as reading comprehension. This is because of the significance of reading and the ability to comprehend what is read. When the problem of struggling readers is taken into consideration, it has been argued that traditional teaching strategies are insufficient and thus effective reading programs should be implemented (Brooks et al, 2016).

In addition, the same authors argued that there will be an increasing demand for reading teachers in the future.

According to Wutthisingchai and Stopps (2018), the factors that affect students' motivation include the type of the texts being read, the surroundings, motivation, learning preferences, teaching strategies and reading programs. Additionally, it demonstrated that the type of material that was being read was the single most relevant element. This suggests that students who are considered to be at risk can receive assistance by participating in an intervention program for reading that is both organized and purposeful (Lingard, 2017; Singleton, 2017).

Moreover, the Reading Program is intended to provide for the requirements of individual students, as well as to assist those students in becoming literate, productive, and positively participating members of society. Students were able to build a literary culture attitude when their teachers improved their modeling of reading comprehension (Hancock, 2018; Tovani, 2017). This occurred in a constructive manner. According to Akey (2017), the efficacy of reading programs to develop topic knowledge as well as reading and writing skills might be directly proportional to the amount of time spent cultivating relationships and a literary connectedness.

Furthermore, the pull-out reading program is the next logical step to bridging gaps (Boulay et al., 2015) and giving targeted teaching reading in schools (Denton et al., 2017). This is the case when success is not reached with whole-class reading instruction. The literacy skills of students who were having difficulty reading improved when they were empowered to study (Nelson & Manset-Williamson, 2017; Faggella-Luby et al., 2017). According to Patterson and Elliott (2017), determining a student's needs begins with an assessment, followed by careful consideration of the student's engagement and various strategies that fostered both a profound grasp of what was read and a transformation in the learner's perspective.

Importantly, Raudenbush (n.d.) states that reading programs are designed for students who are performing significantly worse on reading tests than their peers by at least one grade level. The findings of research on the usefulness of remedial reading programs are mixed, but the findings also hint to successful strategies that can help students who are having difficulty reading. The primary goal of reading programs is to help students who are having trouble reading improve their reading ability and catch up to their peers in the standard classroom instruction.

According to Allington (2018), in order for reading programs to be successful, it is necessary to match students on an individual basis to the program that will be most successful for them. As mentioned by Wallace (2017), for a reading program to be effective, teachers need to demonstrate to students how to perform the skills with which they struggle and then guide students while they practice these skills. Teaching students how to increase their understanding of the materials they read should be the primary emphasis of any reading programs that are implemented. For students to get caught up in their regularly scheduled classes, this program gives them the opportunity to explore literary text in a more relaxed setting, which helps them acquire a sense of the significance of learning reading comprehension skills.

Difficulties in Understanding Reading Materials. Despite the employed teaching strategies and reading programs, teachers still encounter students who have difficulties in understanding reading materials. There are reading comprehension skills which have a pre-requisite level to master in order for a student to move to the next level. However, there are learners who, teachers believe, are not yet ready and equipped with these necessary skills

causing them to not understand reading materials given. Moreover, academic readiness and exposure to different reading materials were also some of the causes mentioned by the teachers as evident in the following statements:

> "This is very difficult and can only be achieved once the lexical comprehension and applied comprehension are successful. Here independent critical thinking skills are necessary, and the challenges can be caused by maturity, mature level of thinking and comprehension of the topic."
>
> Respondent 4

These statements imply that building students' foundations in reading comprehension is very important. If the student has not enough basic skills such as vocabulary skills, then they cannot successfully understand the higher aspects of reading comprehension. Also, it is important to note that the teachers believe that exposure to different reading materials is necessary so that students will have easy understanding of vocabularies in a text to comprehend its entirety. Knowledge in English language structure and syntax is also essential in understanding a text. These statements also imply that students must be matured enough

to relate to the texts being read to also understand its deeper meaning.

According to Dennis (2017), one of the aspects that influences the reading comprehension of learners is the level of difficulty of the texts they are reading. The power and fluidity of the reader's grasp of the language, as well as their ability to comprehend its applications and various interpretations, all have an impact on this element. According to Gilakjani and Sabouri (2016), the process of decoding or word recognition has an effect on students' ability to comprehend what they read. It is much more challenging for readers who struggle with decoding and recognizing words to comprehend the significance of passages than it is for readers who do not have such difficulties. Learners who are able to make educated guesses about the meanings of unknown terms by relying on the context available to them have a more difficult time understanding the material than those who have a larger vocabulary.

Furthermore, Albader (2017) in his study discusses the challenges that students encounter while attempting to read written material in a second or foreign language. It covers some areas of linguistics, such as grammar (which it refers

to as syntax), pronunciation (which it refers to as phonetics), and the meaning of words (which it refers to as semantics).

In addition to this research, Fakhrudin (2017) has carried out research that is very comparable to this research. The purpose of it used to be to discover the difficulties that students had in comprehending English reading texts. According to the findings, the elements that are related to a student's vocabulary, their grasp of grammar, and their enthusiasm in reading are the ones that are most likely to cause them to have issues understanding English reading materials.

Withal, Ade (2018) carried out a study to investigate the capskills of students as well as the different types of challenges that students have when attempting to comprehend recount texts. The findings of this research project demonstrated that students experience a variety of widespread issues or challenges, some of which include the following: students continue to struggle with analyzing the substance of the text; students do not make adequate time in their schedules for academic pursuits; students struggle to comprehend the meaning of sentences.

In the same line, Joseph (2017) believes that students have trouble understanding and drawing meaning from text, and that this demonstrates the need for explicit teaching on comprehension. It is possible to have trouble understanding text if you are not familiar with the meanings of certain words or concepts, if you do not take in enough factual information, if you do not make any inferences about the material, and if you do not make any connections between the several pieces of information that are presented in the text. Because of this, the students have trouble comprehending the meaning of words and concepts, as well as drawing inferences from given information. Making inferences from a piece of text appears to be a challenge for readers with less-developed comprehension skills in general.

Chapter 4

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations.

Conclusions:

Based on the findings, the following are the conclusions of this research study:

1. The Lexical, Literal, Applied, Affective Comprehension, the students are very good while the interpretive comprehension is good and the Overall reading comprehension is very good. This means that the teaching strategies employed by the teachers in teaching reading comprehension is effective. This further shows that learners are adaptable to the reading strategies which is suited to their level of comprehension making them do well in reading comprehension.
2. The teaching strategies that teachers utilize in teaching reading comprehension at CIA FIRST International School are the following: context clues, collaborative learning, ICT and Multimedia integration, graphic organizing, questioning, inferencing, role

playing and visual displays. This means that the use of different strategies may help learners improve in their reading comprehension. Aside from that, it is best to consider the developmental level of the learners and at the same time, their needs.

3. For the perception of the teachers in the teaching strategies employed by the school to improve students' reading comprehension, 4 themes emerged, namely: Teaching Strategies Employed Fosters Competence, Diversity in Employing Teaching Strategies, Reading Programs Supplements Employed Teaching Strategies, and Difficulties in Understanding Reading Materials. Teaching strategies may help learners become more competent in their academic endeavor as they improve their reading comprehension. The utilization of different and varied teaching strategies may also help teachers and learners in the interactivity of the classroom instruction.

Recommendations

Based on the findings, the following are recommended:

1. Teachers may need to revise teaching skills, reading programs, and school projects to emphasize reading comprehension skills. Teachers can also use Gardner's

Multiple Intelligences to tailor reading instruction to students' requirements.

2. Teachers can learn more reading strategies to alter student instruction and promote interaction and learning. To help struggling readers, teachers might provide classroom-based educational resources. To meet students' needs, teachers can vary their teaching methods.
3. Teachers and administrators can perform school-based action research on student reading skills and teacher competence. Teachers can receive reading and teaching strategy training. Additionally, learners' reading time might be extended. To help struggling students, the school may create contextualized reading materials.

Other recommendations

4. To the school administration, the findings of this study may serve as baseline data in crafting professional development among their teachers. It is recommended that school administrators include trainings and workshops among teachers in developing reading comprehension skills among the learners. This

may help facilitate teachers in crafting their lessons that suited and appropriate to their learners.

5. To the school administrators to invest in quality reading materials that is suited to the needs of the Cambodian learners as ESL learners. The school administrators can empower teachers or hire academic professionals to design teaching materials for reading comprehension that is contextualized and localized to the students for easy grasp of learning.
6. To the future researchers, the findings of this study may be a baseline data for them to produce research-based teaching materials for reading comprehension. Also, it is recommended to future researchers to study also the competency needs of Cambodian Learners in English reading to target the least mastered competencies. It is also recommended that future researchers use the strategies employed by the teachers in this study to confirm its effectiveness through an experimental study.

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APPENDIX A

DATA GATHERING INSTRUMENT

READING COMPREHENSION TEST

GRADE 7 – ENGLISH

1. Receptors for the sense of smell are located at the *top* of the nasal cavity. Top means:
   A. upper end
   B. inner edge
   C. mouth
   D. division

2. Passenger ships and *aircraft* are often equipped with ship-to-shore or air-to-land radio telephones. Aircraft means:
   A. highways
   B. railroads
   C. airplanes
   D. sailboats

3. Dotting the marshy expanse of the Florida Everglades are little islands known *locally* as hummocks. Locally means:
   A. generally
   B. to all
   C. in that area
   D. occasionally

4. It is not possible for people to *recall* everything that they have thought, felt, or done. Recall means:
   A. remember

B. appreciate
C. repeat
D. discuss

5. When preparing a *diet*, a person should be aware that vitamin D acts to increase the amount of calcium absorbed by the body. Diet means:
   A. schedule of exercise
   B. nutritional plan
   C. study of longevity
   D. medicinal chart

For items 6-10, read the selection below and answer the following questions:

The Robot Wine Waiter

Would you like to be served in a restaurant by a robot waiter? This is what happened when a robot lost its head.

A robot that was supposed to serve wine in a restaurant ran amok instead, knocking over furniture and frightening customers, until eventually its head fell off into a customer's lap, the court of Sessions in Edinburgh was told yesterday.

The court was told that during its eventful career in a restaurant in Leith, Edinburgh, the robot spilled a glass of wine on its first test run and became uncontrollable after thirty minutes, knocking over furniture.

It was said to have been erratic and uncontrollable again during tests the next day, when it spilled more glasses of wine and ended dropping its head into a customer's lap, while its lights and voice cassette also failed.

The engineer who demonstrated the robot at the restaurant and showed a disc jockey how to use it, told the court:

"It just needed practice, and in time you can perfect it. It is almost like a conjuring trip. You speak into the microphone."

But he said that if the batteries were undercharged "the results would be catastrophic, because the radio-controlled signal would be too weak and there would be jerky movements."

The robot stood in court wearing a black hat and bow tie. It looked in a sorry state, incapable of speech or movement. After the case was settled, it was taken from the court on a trolley, its internal wiring detached from its body.

6. The restaurant employed the robot
    A. to do the cleaning.
    B. to help the other waiters.
    C. to taste wine for customers.
    D. to provide wine for customers to drink.

7. During its test the robot waiter
    A. worked properly.
    B. did some unexpected thing.
    C. ran away from the customers.
    D. knocked over some of the restaurant staff.

8. During tests the next day the robot
    A. did the same things as the day before.
    B. sat into a customer's lap.
    C. became controllable.

D. behaved properly.

9. The restaurant staff
   A. disconnected the robot.
   B. managed to control the robot.
   C. gave the demonstration of the robot's operation.
   D. couldn't stop the robot when it was working.

10. The engineer suggested that the robot
   A. wasn't difficult to operate.
   B. spoke into the microphone.
   C. should charge its batteries.
   D. was just a conjuring trick.

For items 11-16, read the selection below and answer the following questions:

Adventurous Storyteller

Jack London, one of America's major writers of adventure tales, was born in California in 1876. During his life, London worked at many jobs. His broad life experiences would become the background for his writing.

London loved to read. As a teenager, he spent many hours educating himself at the Oakland, California, public library. He attended college at the University of California at Berkeley, but he stayed for only six months. He thought Berkeley was "not lively enough" and wanted to do something more exciting.

London wrote stories about working people and the hard times they had making a living. He knew their problems

first hand. He worked as a sailor, rancher, factory employee, railroad hobo, and gold prospector, to name just a few of his many jobs.

London grew up near the waterfront in Oakland. He loved the water. When he was fifteen years old, he bought a small sailboat called a sloop. Later he sailed to Japan on a schooner, which is a much larger sailing boat.

Like many people of the time, London caught the Klondike Gold Rush Fever. In l897, he headed for Alaska. He didn't find gold, but he discovered something even more valuable. He discovered that people enjoyed listening to the stories he made up with his vivid imagination. London entertained the miners with story after story. Later, using his experiences during the Gold Rush, he created many more colorful stories.

London resolved to live a full, exciting life. He once said, "I would rather be a superb meteor, every atom of me in magnificent glow, than a sleepy and permanent planet." Each day, he pushed himself. Once London determined that he was going to be a writer, nothing could stop him. His goal was to write at least one thousand words every day. He refused to stop even when he was sick. In eighteen years, the writer published fifty-one books and hundreds of articles. He was the best-selling and highest-paid author of his day. Many people also considered him to be the best writer.

White Fang and The Call of the Wild are his most famous stories and are about surviving in the Alaskan wilderness. Readers can enjoy Jack London's energy and his talent for telling wonderful stories each time they open one of his novels.

11. Why was Jack London able to write on many topics?
    A. He had a variety of experiences and jobs.
    B. He was drawn to the Klondike Gold Rush.
    C. He pushed himself to reach goals.
    D. He was the best-selling and highest-paid author.

12. Why did Jack London not complete college?
    A. He traveled to Alaska in 1897.
    B. He was hired to sail to Japan.
    C. He spent much of his time writing.
    D. He was not interested enough.

13. What do a sloop and schooner have in common?
    A. They were both built in Japan.
    B. They were both owned by Jack London.
    C. They are both types of watercraft.
    D. They were both made in the early 1900s.

14. When did Jack London discover he first had a talent for storytelling?
    A. when he went to college
    B. when he went to Alaska
    C. when he was a teenager
    D. when he worked as a sailor

15. Which word best describes Jack London?
    A. cautious
    B. unfocused
    C. imaginative
    D. compassionate

16. What is the author's purpose in writing the passage?
    A. identify books written by Jack London
    B. provide information on Jack London's life
    C. support the statement that London was the "best writer"
    D. describe life during the Klondike Gold Rush

17. Read the excerpt below then answer this question ;

Ki, the Pygmy, has married a Pygmy girl from another village. The girl was called Luetsi and she became Ki's wife. With them lived Ntio, Ki's brother. After a year, Luetsi wished to visit her mother, as was the custom. Ki agreed and gave Luetsi a big piece of meat to take to her mother. As a big hunt was imminent, ki could not go with his wife, but he promised to fetch her from her mother's house in four weeks' time. Now it happened that Ki was bitten in the foot by a snake and he could not walk. So he asked his brother to fetch his wife. Ntio did not want to go and said, "In a few days' time you will be able to walk again. It is better for you to fetch your wife yourself."

No," said Ki. "It is better not to leave Luetsi in uncertainty. She would not wait for me but would start the journey home alone. Fetch her home for me, and I'll give you my best bow."

-An excerpt from The Leopard, folklore from Africa

Which of the following does the excerpt imply about Africans?

A. They are careless.
B. They are not afraid of animals.
C. They are caring people.
D. They are wild people.

18. In this last two lines of the poem titled *On A Rainy Autumn Night* by Ch'oe Ch'iwŏn, how do you define the highlighted phrase? Choose the best analysis.

At third watch, it rains outside. By the lamp my **heart flies** myriad miles away.

A. "Does the heart fly? Of course, not! But the heart is a symbol of love, and because love flies, love <u>is certainly gone</u>."
B. "If the heart flies, then it must have <u>wings</u> on its own; therefore, this heart must have been borrowed by somebody else."
C. "Perhaps, the heart is too weak to handle the situation so it finds a way to fly and just <u>be in any place</u> that it wants, like miles away."
D. "The heart literary flies. The heart must be <u>taken away</u> from the persona's body because it is weak. It is not fit to stay in that body."

19. Read the excerpt below and answer this question:

And so Luetsi had to lie there for hours, beneath the dead leopard. In the distance, she could hear the roaring of the leopardess, looking for its dead mate.

The jungle was full of threatening voices. At last, she began to imagine that the leopard on top of her was moving, as if it had come to life again. But still she did not budge from the spot, so keen was she to find out how her husband would behave.

-An excerpt from The Leopard, folklore from Africa

What characteristic of Africans is revealed in the excerpt?

A. They are courageous.
B. They like to display their strength.
C. They are deceptive.
D. They love animals.

20. Read the paragraph and answer the question.

These young men were the country's good sons who were protecting their country from its enemies. Their aims and intentions were as different from those of the addicts as east from west, north from south. Although these young men had one leg missing, they still wanted to serve their country. The two young soldiers told Lin Aung that they planned to work in the disabled soldiers' cooperative shop.

Why were the two young men the country's good sons?

A. Their aims and intentions were as different from those of drug addicts.
B. They are protecting their country from its enemies.
C. They have one leg missing.

D. They planned to work in the disabled soldier's cooperative shop.

For items 21-22, read the selection below and answer the following questions:

A hare was very popular with the other beasts who all claimed to be her friend. But one day she heard the hounds approaching and hoped to escape them with the help of her many friends. "What are friends for," she asked herself, "if not to help out in time of need?" Furthermore, most of her friends were big and brave, so at least one should be able to help. First she went to the horse, and asked him to carry her away from the hounds on his back. But he declined, stating that he had important work to do for his master. " I feel sure," he said, "that all your other friends will come to your assistance." She then applied to the bull, and hoped that he would repel the hounds with his horns. The bull replied: "I am very sorry, but I have an appointment with a lady. However, I feel sure that our friend the goat will do what you want." The goat, however, feared that his back might be harmed if he took her upon it. The ram, he felt sure, was the proper friend to apply to. So she went to the ram and told him the case. The ram replied: "Another time, my dear friend. I do not like to interfere on the present occasion, as hounds have been known to eat sheep as well as hares." The hare then applied, as a last hope, to the calf, who regretted that he was unable to help her. He did not like to take the responsibility upon himself, as so many older persons had declined the

task. By this time the hounds were quite near, so the hare had to take to her heels. Luckily, she escaped.

21. The hare was confident she would find a friend to help for all the following reasons except:
    A. she knew she was popular.
    B. she assumed friends were there to help.
    C. most of her friends were big and strong.
    D. she had a wide range of friends.

22. A suitable moral for this story would be:
    A. a friend in need is a friend indeed.
    B. never rely on your friends in a time of crisis.
    C. popularity does not mean friendship.
    D. in a time of crisis you discover who your true friends are.

23. Read the paragraph below and answer the following question:

Genealogy is fun. Just as a piece of furniture or a picture takes on much more interest if you know its history, so does an individual become more real once the ancestral elements that shaped him are known. An in-depth family history is a tapestry of all those to whom we owe our existence.

Which statement best conveys the theme of this paragraph?

A. Finding out about our ancestors is more interesting than researching the history of objects.

B. Genealogy is a study of people and their belongings in the past.
C. Genealogy is a study of family history.
D. Genealogical research can bring meaning and life to a family's history.

For items 24-25, read the selection below and answer the following questions:

Tailgating another vehicle is unsafe and illegal. Many rear-end collisions are caused by drivers following too close to the vehicle in front of them. The rules state that a driver must keep sufficient distance from the vehicle in front in order to stop safely and avoid a collision. Drivers should allow a minimum two seconds' gap between their vehicle and the one ahead. At sixty kilometers an hour, this equates to thirty-three meters; at a hundred it equates to fifty-five meters. More distance is needed to safely stop in rain or poor visibility.

24. Tailgating another vehicle is unsafe because:
A. all rear end collisions are caused by drivers following too close to the vehicle in front.
B. it may not allow sufficient time and space to stop and avoid a collision.
C. it is against the road rules.
D. it is a reckless practice.

25. 'More distance is needed to safely stop in rain or poor visibility.' We can infer from this that:
A. people drive faster in rain and poor visibility.

B. the writer is merely calculating on the safe side.
C. braking is more hazardous in rain and poor visibility.
D. All of these.

26. After practice, the girls' softball team stated, "We're famished!" *Famished* means:
A. Rested
B. Hungry
C. Excited
D. Ready

27. The newborn baby was enamored with the rattle. Enamored means:
A. Fascinated
B. Happy
C. Unsure what to do
D. Aggravated

28. When having a problem, it is best to dissect the situation, then act. Dissect means:
A. Control
B. Discuss
C. Ignore
D. Analyze

29. The bouncer's countenance discouraged brawls. Countenance means:
A. Message
B. Presence
C. Expression

D. Strength

30. The child apprised her father's authority and behaved herself in church. Apprised means:

A. Appreciated

B. Compromised

C. Defied

D. Noted

For items 31-35, read the selection below and answer the following questions:

GOLDEN TRUMPET

By: Sheila Faye D. Encabo

Landmark captivates
Beauty delighted
Ruffled Petals illuminates
Tree enchanted

Stood undaunted
Moves cheerfully
Resilient and committed
Hopes gently

Proud as it is
Go with its tender rind
Bursting as it please
My one of a kind

31. Which part of the Golden trumpet illuminates?

A. wavy leaves
B. ruffled petals
C. huge trunk
D. foul odor

32. How does the tree move?
A. Sadly
B. Undauntedly
C. Cheerfully
D. fully

33. How does the tree stand?
A. Undaunted
B. Unafraid
C. Unnecessary
D. Understand

34. What makes the tree delighted?
A. because of its beauty
B. because of its tender rind
C. because of its body
D. because of its love

35. How does the tree give hope?
A. Immensely
B. Unexpectedly
C. Gently
D. Gratefully

For items 36-39, read the selection below and answer the following questions:

Storm

By: —Kathryn Winograd

As if the earth
Stopped,
The air hushes.
You feel the heat

Rising
Out of fi elds,
Out of asphalt.
And then a
Single leaf

Turns
Its silver back.
Air claps air
And all the grasses
Lie down.

Do not stand
Beneath this tree.
If you must be brave,
Then for one second
Only

Lift your face
To the darkest of
Blues
And feel the Sea,
The cool,

Faraway Sea,

Surging
Wind-whirled
Through the
Trees.

36. What is the poet describing at the beginning of the poem?
    A. the way Earth rotates
    B. the dangers of a storm
    C. the wind in a meadow
    D. the calm before a storm

37. In line 12, what happens when “Air claps air”?
    A. It rains.
    B. It thunders.
    C. It is hot.
    D. It becomes dry.

38. In lines 13 and 14, when “all the grasses lie down,” the weather is
    A. humid.
    B. sunny.
    C. calm.
    D. windy.

39. The narrator compares the sky to
    A. trees.
    B. the wind.
    C. the sea.
    D. grass.

40. The feeble beam of the flashlight did not help the hiker much as she tried to find her way in the

darkness of the cave. Which is the best definition of *darkness* as it is used in this sentence?

A. richness or depth
B. blackness
C. blindness
D. ignorance

For items 41–50, read the selection below and answer the following questions:

Coin Confusion

1 Samuel looked through troubled eyes at his sister and said, "I wouldn't have thought Everett would be a thief."

2 His sister Emily replied, "Whoa, there—we don't know that for sure. That's a serious accusation to make against your best friend!"

3 Samuel's eyes were dark as he said, "But who else could it be? He was there, he had them in his hands, and now they are missing."

4 Samuel remembered two days ago when he had brought out his coin collection for Everett to see. He had received a new coin as an early birthday gift from his aunt, and he was very excited about it. Some time ago the United States government decided to create new designs for the quarters that represented each state. Five new designs were issued each year. He now had every state quarter that had been issued. He had

silver dollars and coins from different countries too, but none meant as much as his quarter collection. Samuel loved it because he and his dad were both collecting the coins. It was like a game they played to see who could complete his collection first. Everett knew how much the collection meant to Samuel.

5 At the end of that day, Samuel's mother had said, "Samuel, would you please take this recipe to Mr. Bates down the street? He's trying to prepare it for dinner tonight, so would you go now?"

6 Samuel had turned to his friend and said, "Is it okay if I leave you for a few minutes?"

7 Everett had said, "Actually, I have an errand to run, but you go on ahead, and I'll clean up here," gesturing at the piles of coins on the floor.

8 When Samuel had returned from Mr. Bates' house, he had done his homework, had eaten dinner, and had read for a while before bed. It never occurred to him to check his coins. It was not until two days later that he realized the quarters were gone. The foreign coins were there, but his quarter set was missing.

9 Samuel's sister said, "Why don't you just ask him?"

10 "Ask him what?" replied Samuel scornfully. "Hey, Best Friend, did you steal my coin collection?"

11 “Well, maybe you could just mention you can’t find your set of quarters, and ask him where he put it when he cleaned up,” replied Emily.

12 Samuel thought for a moment, deciding if that would be a good idea. The theft of his collection left him with a feeling of betrayal. How could I have misjudged my friend’s character?

13 The next day Samuel went over to Everett’s house. Everett was acting funny—sort of jittery, like he couldn’t be still. In fact, Samuel thought Everett was acting like someone with a secret. Anger blossomed as he watched Everett pretend to be kind and pretend to be his friend, when Everett had obviously stolen from him. Samuel finally could not stand it anymore and stood up.

14 Suddenly, Everett cried, “I can’t stand it anymore!”

15 Samuel was astonished at hearing his own thoughts burst forth from his friend. Only, instead of sounding guilty or anguished, Everett sounded excited. Samuel watched his friend jump up and pull something from underneath the chair.

16 “Go on—open it! I was going to wait until your birthday tomorrow, but I can’t wait!”

17 Slowly, Samuel lifted the top of the box. Silver flashed at him, and his eyes suddenly stung. Laid out

in front of him in glorious splendor were all of the quarters from his coin collection. Each quarter was nestled in its own spot in a collection case. Each quarter shone like it was new.

18 Samuel felt heat rush over his neck and ears. He weakly said, "Thank you—this means . . . a great deal to me." He was grateful that Everett had cut him off before he said something he would regret. Everett was exactly the type of person he wanted as a friend!

41. In paragraph 4, the phrase "but none meant as much as his quarter collection" suggests that the collection —
    A. contains many coins
    B. has a new design
    C. has personal value
    D. includes rare coins

42. Based on paragraphs 6 and 7, the reader may conclude that —
    A. Samuel trusts Everett
    B. Everett lives near Samuel
    C. Samuel works hard
    D. Everett will go home

43. The word misjudged in paragraph 12 means —
    A. agreed with

B. been bothered by
C. argued against
D. been wrong about

44. Read this sentence from paragraph 13. *"In fact, Samuel thought Everett was acting like someone with a secret".* What is the purpose of the sentence?
A. To describe Everett's guilt
B. To summarize Everett's bad character
C. To add suspense to the plot
D. To reveal the initiating event

45. What does paragraph 16 reveal about Everett?
A. He makes quick decisions.
B. He is a good judge of character.
C. He enjoys surprising his friends.
D. He wants to prove his innocence.

46. Read this sentence from paragraph 17. *Silver flashed at him, and his eyes suddenly stung*. The sentence suggests that Samuel's —
A. feelings are hurt
B. eyes are sensitive to light
C. coins are damaged
D. eyes are filling with tears

47. Based on the ending of the story, the reader can tell that in the future Samuel will —
A. be careful about blaming his friends
B. not want to continue his collection
C. not listen to the advice of his sister
D. find new friends who share his hobby

48. Where does Samuel learn the truth about his coin collection?
    A. His house
    B. B Everett's house
    C. C His aunt's house
    D. D Mr. Bates' house

49. Why is Samuel's coin collection important to him?
    A. The collection gives him something to talk about with his aunt.
    B. The collection helps form a connection with his dad.
    C. Replacing the collection would be very expensive.
    D. His best friend also has a coin collection.

50. Which statement best expresses the theme of the story?
    A. Sharing interests helps keep families together.
    B. Friends should respect each other.
    C. Trust is an important part of friendship.
    D. Advice from parents solves problems.

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APPENDIX B

Interview Guide

Opening	Good day, colleague. Thank you very much for accepting my request for an interview. Before we begin, let me introduce myself and also give a brief introduction and background of my research endeavour. My name is Andrew Timoteo. I am a school teacher in Cambodia and am also taking up my postgraduate degree at the University of the Cordilleras. I'm conducting research about the reading comprehension level of Grade 7 at CIA FIRST International School. You are purposely chosen for this interview because of your experience and qualifications with regard to the topic of this study. Please let me know if you have questions before we start the interview.
Preliminary	● Please introduce yourself, your educational background and your teaching experience. ● What subject and grade level are you teaching now?

Interview Questions	1. What teaching strategies do you employ in teaching the Five Types of Reading Comprehension to your students at CIA FIRST International School namely: a. Literal Comprehension (How do you teach Literal Comprehension to your students?) b. Affective Comprehension c. Lexical Comprehension d. Applied Comprehension e. Interpretive Comprehension 2. On the other hand, Lexical, Applied, and Interpretive Comprehensions have the lowest results in the reading comprehension test given to Grade 7 students previously. Why do you think students encounter difficulties in these areas? a. Lexical Comprehension- b. Applied Comprehension- c. Interpretive Comprehension-

	3. How do you help students improve their reading comprehension? a. Literal Comprehension- b. Affective Comprehension- c. Lexical Comprehension- d. Applied Comprehension- e. Interpretive Comprehension- 4. How effective are these teaching strategies you use in teaching comprehension? 5. What are the reading programs implemented by the school? Are they effective? Can you elaborate?
	• Do you have anything else to share regarding your experience as an ELA teacher at CIA? • Thank you very much for lending me your time and for participating in this interview.

Five Types of Reading Comprehension:

1. Lexical Comprehension- Understand key vocabularies in the text.

2. Literal Comprehension- Answer Who, What, When, and Where questions.

3. Interpretive Comprehension- Answer What If, Why, and How questions.

4. Applied Comprehension- Relate story to existing knowledge or opinion.

5. Affective Comprehension- Understand social and emotional aspects.

APPENDIX C: Timeline

Thesis outline defense:

Thesis proposal defense:

Data Gathering:

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AU	AV	AW	AX	AY
1																																																			
2		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	0	1	1	1	1	1
4	2	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1
5	3	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1
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APPENDIX D:

Raw Data Tallying and Treatment

Pilot Testing

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47	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	0	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0
48	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	0	0	0	0	0	1	1	1	0	0	0	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
49	1	1	1	1	1	0	0	0	1	0	0	0	1	1	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	0	1	0	1	1	1	1	1	0	1	1
50	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

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Appendix E

Transcript and Sample Coding of In-person Interview

Interview	Code
RESPONDENT: ELA TEACHER 1 **Interviewer:** Good day, colleague. Thank you very much for accepting my request for an interview. Before we begin, let me introduce myself and also give a brief introduction and background of my research endeavour. My name is Andrew Timoteo. I am a school teacher in Cambodia and am also taking up my postgraduate degree at the University of the Cordilleras. I'm conducting research about the reading comprehension level of Grade 7 at CIA FIRST International School. You are purposely chosen for this interview because of your experience and qualifications with regard to the topic of this study. Please let me know if you have questions before we start the interview. **Interviewer:** Please introduce yourself, your educational background and your teaching experience.	

Respondent 1: My name is Diane Derla, a Bachelor in Elementary Education (English-Area of Specialization) graduate at Far Eastern University and Master of Arts in Education - Educational Management graduate at De La Salle University. I have been a teacher for over 30 years having taught various levels and types of learners. **Interviewer:** What subject and grade level are you teaching now? **Respondent 1:** Grade 7 ELA **Interviewer:** What teaching strategies do you employ in teaching the Five Types of Reading Comprehension to your students at CIA FIRST International School namely: Literal, Affective, Lexical, Applied, and Interpretive? **Respondent 1:** As an educator, I employ various teaching strategies to enhance these comprehension levels among my students. **Interviewer:** How do you teach Literal Comprehension to your students?	

Respondent 1: Here are some strategies I use: I engage my students in pre-reading activities to activate their prior knowledge and build anticipation, I also encourage active reading by teaching students to annotate texts, I utilize both closed-ended and open-ended questions to check for literal comprehension, I employ graphic organizers like concept maps, story maps, or Venn diagrams to visually represent the information in the text, and I incorporate group activities, pair work, or class discussions to promote collaborative learning.	**Motivation** **Questioning** **Graphic organizers** **Group activities**
Interviewer: How about Affective Comprehension? How do you teach it to your students?	**Group activities**
Respondent 1: I usually organize literature circles where students can engage in small-group discussions focused on the affective aspects of the text. I encourage students to connect personally with the text by relating it to their own experiences, emotions, and values. I also help students make connections between the text and real-world situations.	

Interviewer: How about Lexical?	
Respondent 1: Vocabulary Building, Context Clues, Word Mapping, Word Analysis, and Word Usage in Context. These strategies not only enhance their ability to understand word meanings but also enable them to engage more deeply with texts, express themselves effectively, and become confident and proficient readers and communicators.	**Context Clues** **Graphic Organizers**
Interviewer: It seems that you've been employing a lot of strategies in your class, great!	
Respondent 1: Hmmm… yes!	
Interviewer: Moving on with Applied Comprehension, what are your ways?	
Respondent 1: I usually encourage students to relate the concepts and ideas from the text to real-world contexts. We discuss how the information presented in the text applies to their own lives, current events, or societal issues. Problem-solving activities, and role-playing activities.	**Role plays**

Interviewer: When it comes to role-playing as you have mentioned, are students aware of these issues? I mean these real-world problems, how aware are they of these realities? **Respondent 1:** I would say that they are really aware of their environment. Everything is easily accessible these days so yes, they are very much aware. **Interviewer:** We are down with the last comprehension level, let's talk about your ways in teaching Interpretive Comprehension this time. **Respondent 1:** One of my favorite strategies is to create visual representations of key scenes, symbols, or themes from the text. This is done through drawings, collages, or multimedia presentations. By visually representing their interpretations, students engage in a creative process that enhances their understanding and critical thinking. **Interviewer:** Thank you for sharing your ways and strategies in teaching these comprehension levels to your students.	**Visual Aids**

Respondent: No worries!	
Interviewer: When I was looking into the tabulated scores of the reading comprehension test that I have given to the students in Grade 7, I found out that Literal Comprehension and Affective Comprehension have the highest result in the reading comprehension test given to Grade 7 students previously. Why do you think they are competent in these areas?	
Respondent 1: Grade 7 students may be competent in this area because they have developed basic reading skills such as phonetic awareness, word recognition, vocabulary development, and sentence structure. They may have also been exposed to a diverse range of literature and texts that have allowed them to understand and appreciate the complexities of emotions and human behavior.	**Basic reading skills** **Different reading materials**
Interviewer: On the other hand, Lexical, Applied, and Interpretive Comprehensions have the lowest results in the reading comprehension test given to Grade 7 students previously. Why do you think students encounter difficulties in these areas?	

Respondent 1: For Lexical, one possible reason why students struggle in this area is a lack of exposure to a diverse range of vocabulary in their reading materials, which could inhibit their ability to comprehend new and unfamiliar words. **Interviewer:** That makes sense. What do you think about Applied Comprehension? **Respondent 1:** Students may struggle with this area if they are not able to make connections between what they are reading and how it can be applied in real life. **Interviewer:** Lastly, Interpretive Comprehension, why do you think students encounter difficulties in this area? **Respondent 1:** Students may have difficulties with this area if they lack critical thinking skills or haven't been exposed to critical analysis of texts in their reading experiences. Plus, cultural and background differences may play a role in interpretive comprehension as readers may interpret	**Difficult to understand reading material**

texts differently based on their experiences and perspectives. **Interviewer:** How do you help students improve their reading comprehension? **Respondent 1:** Students should be encouraged to read the text actively, establish a positive reading environment, provide appropriate scaffolding, encourage collaborative learning, and foster critical thinking skills. **Interviewer:** How effective are these teaching strategies you use in teaching comprehension? **Respondent 1:** While the effectiveness of these strategies may vary depending on individual students and specific contexts, I have witnessed significant growth in my students' comprehension skills through the implementation of these strategies. **Interviewer:** What are the reading programs implemented by the school? Are they effective? Can you elaborate?	

Respondent 1: In elementary we have Raz-Kids, this is an interactive online reading program designed to support and enhance children's reading skills. It provides a collection of leveled e-books and accompanying resources for students from pre-kindergarten to fifth grade. The key features of the Raz-Kids reading program include Leveled E-books; interactive features that engage students and promote active reading. **Interviewer:** Is it still being used in elementary? **Respondent 1:** Yes, of course. **Interviewer:** How about in middle school? **Respondent 1:** In the Middle School we use the Sora app - a digital reading platform that provides access to digital books and audiobooks for students and teachers. Sora allows users to customize their reading experience based on personal preferences. It also offers various features to support readers with different needs, and offers a diverse selection of titles across various genres, including fiction, non-fiction, and educational content.	

Interviewer: Anything else? **Respondent 1:** In all my classes I also incorporate the program called DEAR (Drop Everything and Read). I have designated a specific period of time during the class period for uninterrupted reading. This time is often scheduled on a regular basis, such as daily or a few times a week. During this time, my students and I pause our regular activities and engage in independent reading. **Interviewer:** Do you have anything else to share regarding your experience as an ELA teacher at CIA? **Respondent 1:** The school has adopted the NWEA- MAP (Measures of Academic Progress) test in reading and language proficiency to assess students' reading comprehension, vocabulary, and other related skills. It provides valuable data to teachers about individual student performance, as well as overall class or grade-level proficiency. **Interviewer:** What is the significance of MAP Test in your teaching?	

Respondent 1: Well, the results of the NWEA MAP test in reading, for instance, guide instructional planning and help us target instruction to address students' specific needs based on their Lexile levels. By understanding each student's strengths and areas for improvement, we would develop targeted interventions, implement differentiated instruction, and select appropriate reading materials and strategies to support student growth. **Interviewer:** Thank you very much for lending me your time and for participating in this interview. **RESPONDENT: ELA TEACHER 2** **Interviewer:** Good day, colleague. Thank you very much for accepting my request for an interview. Before we begin, let me introduce myself and also give a brief introduction and background of my research endeavour. My name is Andrew Timoteo. I am a school teacher in Cambodia and am also taking up my postgraduate degree at the University of the Cordilleras. I'm conducting research	

about the reading comprehension level of Grade 7 at CIA FIRST International School. You are purposely chosen for this interview because of your experience and qualifications with regard to the topic of this study. Please let me know if you have questions before we start the interview. **Interviewer:** Please introduce yourself, your educational background and your teaching experience. **Respondent 2:** My name is Christian Bequillard, I have a B.A. in Psychology from the University of South Florida. I have been a teacher for 6 years having taught from pre-k all the way up to adults. **Interviewer:** What subject and grade level are you teaching now? **Respondent 2:** Grade 6 and 8 ELA **Interviewer:** What teaching strategies do you employ in teaching the Five Types of Reading Comprehension to your students at CIA FIRST International School namely: Literal, Affective, Lexical, Applied, and Interpretive? How do you	

teach Literal Comprehension to your students? **Respondent 2:** I start by activating students' prior knowledge. This helps them to understand the text and make connections to what they already know. I might ask them questions about the topic of the text, or have them brainstorm what they think the text will be about. I might ask students to verbally identify the main idea in the text, or to write a sentence that summarizes the main idea. **Interviewer:** What about Affective? **Respondent 2:** I choose texts that are emotionally engaging. This could include fiction that deals with strong emotions, such as love, loss, or anger. It could also include nonfiction that deals with social or emotional issues. Much of which we do in grade 6 by reading Red Scarf Girl, Holes, and City of Ember. Having the protagonist in the text be of a similar age as the students is helpful. **Interviewer:** What are your ways of teaching Lexical?	

Respondent 2: I use word games, I provide feedback on their comprehension, and help the students use context clues in order to figure out words that they do not know. **Interviewer:** What about Applied Comprehension, how do you help your students with it? **Respondent 2:** I teach students Applied Comprehension by asking them questions that require critical thinking, help them identify the author's purpose, the theme of the story especially in G6 with Edgar Allan Poe, and by giving the students an opportunity to do group discussions on the text. **Interviewer:** Lastly, Interpretive. **Respondent 2:** I choose texts that are open to interpretation. I like to have students give an analysis of either the theme, structure, or characters from a text. **Interviewer:** Lexical, Applied, and Interpretive Comprehensions have the lowest results in the reading	

comprehension test given to Grade 7 students previously. Why do you think students encounter difficulties in these areas? **Respondent 2:** For Lexical, I think students in all grades are having problems after spending two years at home due to the COVID-19 pandemic. It's also not easy to comprehend reading when English is not their first language or because they are skipping grades so that their English grade level is the same as their Khmer grade level. **Interviewer:** What about for Applied Comprehension? **Respondent 2:** Same with Lexical. **Interviewer:** Is it also the same case with Interpretive? **Respondent 2:** Yes, same. **Interviewer:** How do you help students improve their reading comprehension? **Respondent 2:** I would do what I said before when asked "How do you teach	

literal comprehension, Lexical, and so on?” **Interviewer:** Oh, OK. **Interviewer:** How effective are these teaching strategies you use in teaching comprehension? **Respondent 2:** It depends on the student. Sometimes it works like a charm, sometimes it doesn’t. I try to use differentiation as much as possible to find a creative way to help students. **Interviewer:** What are the reading programs implemented by the school? Are they effective? Can you elaborate? **Respondent 2:** The school does MAP testing which helps give teachers a good idea on their reading levels. It helps because we can differentiate texts based on their reading level. The library has monthly events that really help out a lot with student motivation. **Interviewer:** Do you have anything else to share regarding your experience as an ELA teacher at CIA?	

Respondent 2: Nope! **Interviewer:** Thank you very much for lending me your time and for participating in this interview. **RESPONDENT: ELA TEACHER 3** **Interviewer:** Good day, colleague. Thank you very much for accepting my request for an interview. Before we begin, let me introduce myself and also give a brief introduction and background of my research endeavour. My name is Andrew Timoteo. I am a school teacher in Cambodia and am also taking up my postgraduate degree at the University of the Cordilleras. I'm conducting research about the reading comprehension level of Grade 7 at CIA FIRST International School. You are purposely chosen for this interview because of your experience and qualifications with regard to the topic of this study. Please let me know if you have questions before we start the interview. **Interviewer:** Please introduce yourself, your educational background and your teaching experience.	

Respondent 3: I am Leonardo Dela Cruz, I have a Bachelor's Degree in Education Major in English with 30 years teaching experience. **Interviewer:** What subject and grade level are you teaching now? **Respondent 3:** Grade 7 ELA **Interviewer:** What teaching strategies do you employ in teaching the Five Types of Reading Comprehension to your students at CIA FIRST International School namely: Literal, Affective, Lexical, Applied, and Interpretive? How do you teach Literal Comprehension to your students? **Respondent 3:** Unlocking the keywords. **Interviewer:** What about Affective? **Respondent 3:** Using hypothetical questions like if you were…what would you do? **Interviewer:** Nice. Any ways for Lexical this time?	

Respondent 3: Context clues and key words. **Interviewer:** Moving on with Applied Comprehension? **Respondent 3:** Comparing or relating the story with other stories. **Interviewer:** Great! And lastly, Interpretive Comprehension? **Respondent 3:** Using hypothetical questions. **Interviewer:** Like for example? **Respondent 3:** If you could be any animal, what would you be and why? **Interviewer:** Lexical, Applied, and Interpretive Comprehensions have the lowest results in the reading comprehension test given to Grade 7 students previously. Why do you think students encounter difficulties in these areas? **Respondent 3:** Many students have low lexile levels.	

Interviewer: How do you help students improve their reading comprehension? **Respondent 3:** The school should bring back DEAR session. **Interviewer:** Meaning? **Respondent 3:** Drop Everything and Read **Interviewer:** How effective are these teaching strategies you use in teaching comprehension? **Respondent 3:** A lot of our students do not like reading. We should help them develop that. I think DEAR session would help. **Interviewer:** What are the reading programs implemented by the school? Are they effective? Can you elaborate? **Respondent 3:** Before, the school had a DEAR session. I think it's time to bring it back. **Interviewer:** Do you have anything else to share regarding your experience as an ELA teacher at CIA?	

Respondent 3: No! **Interviewer:** Thank you very much for lending me your time and for participating in this interview. **RESPONDENT: ELA TEACHER 4** **Interviewer:** Good day, colleague. Thank you very much for accepting my request for an interview. Before we begin, let me introduce myself and also give a brief introduction and background of my research endeavour. My name is Andrew Timoteo. I am a school teacher in Cambodia and am also taking up my postgraduate degree at the University of the Cordilleras. I'm conducting research about the reading comprehension level of Grade 7 at CIA FIRST International School. You are purposely chosen for this interview because of your experience and qualifications with regard to the topic of this study. Please let me know if you have questions before we start the interview. **Interviewer:** Please introduce yourself, your educational background and your teaching experience.	

Respondent 4: I am Ilze Nel Groenewald. I have been teaching for 35 years from preschool to tertiary levels. I also did TESL adult education for professionals at Sohar University. I have a B.Ed degree obtained in South Africa. I've been teaching English as a second language speakers for 30 years. **Interviewer:** What subject and grade level are you teaching now? **Respondent 4:** I'm currently teaching Grade 8 ELA. **Interviewer:** How do you teach Literal Comprehension to your students? **Respondent 4:** Our subject is English Language Arts and our curriculum therefore concentrates on critical thinking skills and creative writing skills. We rarely not use literal comprehension in class. **Interviewer:** How about on the Affective Comprehension? **Respondent 4:** This is applied often during Unit 1, Wonder and Unit 4 Animal Farm. We concentrate mainly on:	

providing feedback, class discussions, and inquiry guided instruction. We'll read and analyze chapters and they will comment on the strategies used in the chapters and then apply it in their own creative writing pieces. **Interviewer:** What are your ways teaching Lexical to your students? **Respondent 4:** We use MAP tests to establish their lexile levels. In Grade 8 we provide most of our informative documents on progressive lexile levels. We also make use of NewsELA which will provide 5 reading levels for each article. Students are placed in reading groups according to their lexile levels and then use the appropriate documents to make sure that they can read each document with understanding. We heavily rely on providing feedback as a teaching strategy. Students are encouraged to explain vocabulary to establish understanding and to ask for explanations if needed. Since we work electronically, we link challenging words to their meaning. If you click on the word the meaning is explained. **Interviewer:** Applied Comprehension?	

Respondent 4: Units 2 & 3, Researching Religion and Contrasting Media are research based. They must read and analyze information and apply it in their conflict resolution and various forms of media from multiple perspectives, sometimes they are required to remain unbiased in their responses which can be tricky. Class discussions and providing feedback are the main strategies used in applied comprehension. **Interviewer:** And lastly, Interpretive, what strategies do you employ? **Respondent 4:** This ties in with Applied comprehension in Grade 8. It is used throughout Unit 2 and is the key to this unit. Once again they research information, discuss the results, listen to the feedback of their classmates. Then they come to their own conclusions and apply it in a different situation. **Interviewer:** Lexical, Applied, and Interpretive Comprehensions have the lowest results in the reading comprehension test given to Grade 7 students previously. Why do you think	

students encounter difficulties in these areas? **Respondent 4:** In Lexical Comprehension, reading pieces must be adjusted and be at on at least three levels. Take the time to place the students in reading levels according to their last MAP lexile results. Do your MAP tests well. Inform the students why it is done and the importance of taking it seriously. Use scaffolding for the lower levels. **Interviewer:** And what about Applied? **Respondent 4:** Students must be invested in the topic and excitement must be created about the topic. Once the students have the correct mindset they are open to learning. Now they are keen to read more about the subject, discuss it and give feedback on it. **Interviewer:** Moving on with Interpretive Comprehension, why do you think it is one with the lowest results? **Respondent 4:** This is very difficult and can only be achieved once the lexical comprehension and applied comprehension are successful. Here independent	

critical thinking skills are necessary and the challenges can be caused by maturity, mature level of thinking and comprehension of the topic. **Interviewer:** How do you help students improve their reading comprehension? **Respondent 4:** Again, we rarely not use literal comprehension in class. In Affective Comprehension, this is usually done as a class activity, we'll read the chapter together and will have class and group discussions analyzing it. The books Wonder and Animal Farm are fortunately interesting books to read. **Interviewer:** Are preparations difficult for these strategies? **Respondent 4:** Preparation? It takes time to create reading pieces on various levels, to do scaffolding, to create reading groups, but the results are very rewarding. Once it is done the pieces can be used in future and it is worth it. NewsELA is also very effective. **Interviewer:** What do you thinki are the keys to success with regard to Applied Comprehension?	

Respondent 4: Class discussions and feedback from the learners are the keys to success. The quiet student that doesn't participate listens to the opinions of others and expresses themselves in their written pieces. **Interviewer:** Is it important that students are interactive, too? **Respondent 4:** Once again, interactive class discussions need to take place. This is very important to improve the students' critical thinking skills and is the hub of the CIA curriculum. **Interviewer:** How effective are these teaching strategies you use in teaching comprehension? **Respondent 4:** I find it very effective. **Interviewer:** What are the reading programs implemented by the school? Are they effective? Can you elaborate? **Respondent 4:** There are no formal programs in Grade 8.	

Interviewer: Do you have anything else to share regarding your experience as an ELA teacher at CIA? **Respondent 4:** I find the curriculum meaningful and interesting. It prepares the students for life as it teaches them to apply what they have learnt in various situations. **Interviewer:** Thank you very much for lending me your time and for participating in this interview. **Respondent 4:** Thank you! **RESPONDENT: ELA TEACHER 5** **Interviewer:** Good day, colleague. Thank you very much for accepting my request for an interview. Before we begin, let me introduce myself and also give a brief introduction and background of my research endeavour. My name is Andrew Timoteo. I am a school teacher in Cambodia and am also taking up my postgraduate degree at the University of the Cordilleras. I'm conducting research about the reading comprehension level of Grade 7 at CIA FIRST International	

School. You are purposely chosen for this interview because of your experience and qualifications with regard to the topic of this study. Please let me know if you have questions before we start the interview. **Interviewer:** Please introduce yourself, your educational background and your teaching experience. **Respondent 5:** I am Sherdellah Aban, I finished my Bachelor of Secondary Education and have been teaching for more than 10 years. **Interviewer:** What subject and grade level are you teaching now? **Respondent 5:** Grade 6 ELA **Interviewer:** What teaching strategies do you employ in teaching the Five Types of Reading Comprehension to your students at CIA FIRST International School? **Respondent 5:** Literal comprehension strategies are integrated into lessons through a variety of activities. Asking students literal or matter-of fact questions, asking students to retell or	

describe the most relevant information or details from a reading passage or text, asking students to identify parts of a text, reading comprehension worksheets, and graphic organizers. **Interviewer:** How do you integrate Affective Comprehension in your teaching instruction? **Respondent 5:** Integrating affective comprehension in my learning instructions can include activities that encourage and increase emotional connections to the text. Asking students to relate what the text or reading passage to their own experiences, beliefs, values, and or feelings. **Interviewer:** What else? **Respondent 5:** Answering and generating questions from students are usually done to improve reading comprehension. Teaching story sequencing and structure and using multisensory strategies for vocabulary. **Interviewer:** What about Lexical? What are your strats?	

Respondent 5: Some strategies and or activities that I use in the classroom involve: comprehension worksheets and semantic organizers, word questioning, modeling, teaching students to use picture clues, asking students to utilize a dictionary, glossary, and online resources. **Interviewer:** Wow! That's a lot of strats you use there. **Respondent 5:** Yes, the same strategies I used in elementary school when I was still teaching in that level few years back. **Interviewer:** Applied Comprehension this time. **Respondent 5:** Collaborative activities, comprehension strategy, graphic and semantic organizers, predicting, questioning, visualizing, and summarizing, and interactive Google Slides. **Interviewer:** For Interpretive, what are your practice in the classroom?	

Respondent 5: Close reading strategy, collaborative or cooperative learning, mind mapping activities, and Think-Pair-Share strategy. **Interviewer:** Thanks for sharing these awesome strats. Literal Comprehension and Affective Comprehension have the highest result in the reading comprehension test given to Grade 7 students previously. Why do you think they are competent in these areas? **Respondent 5:** Students have scored high on literal comprehension because they may have a solid foundation of basic reading skills and understand the basic information in a text that can be directly found. Students may also be good in utilizing skimming and scanning strategies. **Interviewer:** How about Affective? **Respondent 5:** Some factors that may have affected students scoring high on affective comprehension may include: students understand the purpose for reading and students are developing emotional sensitivity and empathy towards situations around them.	

Interviewer: On the other hand, Lexical, Applied, and Interpretive Comprehensions have the lowest results in the reading comprehension test given to Grade 7 students previously. Why do you think students encounter difficulties in these areas? **Respondent 5:** Students may have difficulty in Lexical because they have not yet acquired the habit of reading which can help them broaden their vocabulary, improve their decoding skills and expose them to complex new words. **Interviewer:** Sure. **Respondent 5:** Students may have difficulty relating a story to an existing knowledge or opinion because they may have limited vocabulary that affects their understanding of the text in Applied. **Interviewer:** What's your opinion with Interpretive? **Respondent 5:** Students may have difficulty in this area because of,	

again, limited vocabulary, lack of exposure to reading materials, confusion of the different grammatical constructions in English, and lack of inferring skills. **Interviewer:** How do you help students improve their reading comprehension? **Respondent 5:** I do the strategies in question 1. **Interviewer:** How effective are these teaching strategies you use in teaching comprehension? **Respondent 5:** The effectiveness of each strategy can differ from one class to another, therefore diverse approaches should be integrated into learning instructions to cater to students' learning needs. Most of the strategies shared in these interview supported and enhanced my students' reading comprehension. **Interviewer:** What are the reading programs implemented by the school? Are they effective? Can you elaborate?	

Respondent 5: Reading programs initiated and provided by the school library. Apart from provision of reading materials and access to books, the library offers other reading programs/activities. A few of these programs I am aware of are: themed reading activities every other week, reading stations, book display and exhibits, book talks. **Interviewer:** Any other programs? **Respondent 5:** Sora Application for middle school students. **Interviewer:** Do you have anything else to share regarding your experience as an ELA teacher at CIA? **Respondent 5:** None for now, maybe in another lifetime I will be able to share an in-depth interview about my other experiences with CIA First. That would of course entail a provision where both parties will agree upon monetary compensation as these kinds of interviews can be demanding and exhausting. I thank you…and yeah...I wish you will ace this research paper!	

Interviewer: Thank you very much for lending me your time and for participating in this interview. **Respondent 5:** Walang anuman! **RESPONDENT: ELA TEACHER 6** **Interviewer:** Good day, colleague. Thank you very much for accepting my request for an interview. Before we begin, let me introduce myself and also give a brief introduction and background of my research endeavour. My name is Andrew Timoteo. I am a school teacher in Cambodia and am also taking up my postgraduate degree at the University of the Cordilleras. I'm conducting research about the reading comprehension level of Grade 7 at CIA FIRST International School. You are purposely chosen for this interview because of your experience and qualifications with regard to the topic of this study. Please let me know if you have questions before we start the interview. **Interviewer:** Please introduce yourself, your educational background and your teaching experience.	

Respondent 6: My name is Monique. I have a BA in Language and Literature with a focus on Creative Writing. I completed a CELTA when I decided I wanted to travel and teach. It was my intention to teach at a language center, I assumed I would be teaching English to adults. Since coming to Cambodia, I taught in Pre-K, Grade 1 and Grade 3, while also sometimes offering English lessons to adults. I decided that teaching was actually pretty cool and something I'd like to pursue as a career. I made the move to middle school where I only teach ELA and I am so much happier not having to teach math. At Middle School, I have taught Grade 7 and Grade 8. I am currently working on my PGCE and am considering working on an MA in Education. **Interviewer:** What subject and grade level are you teaching now? **Respondent 6:** English Language Arts in Grade 8. **Interviewer:** How do you teach Literal Comprehension to your students?	

Respondent 6: A mind map could be useful, Bloom's Ball perhaps to make connections. ACE or TEE has been incredibly helpful. **Interviewer:** What about Affective? What are your ways? **Respondent 6:** By literally saying to put ourselves in that person's shoes/situation. Modeling expected/desired reaction and looking at video examples. **Interviewer:** How do you start teaching Lexcical Comprehension to your students? **Respondent 6:** When starting with a new concept or EQ I provide synonyms for difficult words and any new vocabulary. These synonyms are often referred to in class, and posted around the classroom and Google Classroom where applicable, translations of the words and images are also used. **Interviewer:** Applied Comprehension? **Respondent 6:** Open-ended questions	

Interviewer: Are there any strategiess you employ in teaching Interpretive Comprehension? **Respondent 6:** I provide sentence starters and scaffolding. **Interviewer:** Literal Comprehension and Affective Comprehension have the highest result in the reading comprehension test given to Grade 7 students previously. Why do you think they are competent in these areas? **Respondent 6:** Literal Comprehension are guided questions, instead of open-ended ones can be easier. Affective Comprehension maybe because they are able to relate personally to situations. Imagine it? **Interviewer:** On the other hand, Lexical, Applied, and Interpretive Comprehensions have the lowest results in the reading comprehension test given to Grade 7 students previously. Why do you think students encounter difficulties in these areas? **Respondent 6:** If a student doesn't understand a word, then bigger	

overarching meaning would be lost on them in Lexical. In Applied, this require a higher degree of understanding, vocabulary, ability. While Interpretive Comprehension, younger weaker students may not be aware of making inferences or how to do so successfully. **Interviewer:** How do you help students improve their reading comprehension? **Respondent 6:** Through practice, guided or one-on-one help, scaffolding, modeling, looking at examples. **Interviewer:** How effective are these teaching strategies you use in teaching comprehension? **Respondent 6:** ACE has been really helpful in ensuring students actually answer the answer. Making a claim with evidence, and explanation. **Interviewer:** What are the reading programs implemented by the school? Are they effective? Can you elaborate? **Respondent 6:** Unsure	

Interviewer: Do you have anything else to share regarding your experience as an ELA teacher at CIA? **Respondent 6:** Although I encourage students to read prescribed material, I know many won't. The reading culture needs a major push, but needs to happen organically. I usually find a videp/movie to compare to the text. And I often provide summaries of chapters/books like Cliffnotes, too. **Interviewer:** Thank you very much for lending me your time and for participating in this interview. **Respondent 6:** Thanks! **RESPONDENT: ELA TEACHER 7** **Interviewer:** Good day, colleague. Thank you very much for accepting my request for an interview. Before we begin, let me introduce myself and also give a brief introduction and background of my research endeavour. My name is Andrew Timoteo. I am a school teacher in Cambodia and am also taking up my postgraduate degree at the University of the Cordilleras. I'm conducting research	

about the reading comprehension level of Grade 7 at CIA FIRST International School. You are purposely chosen for this interview because of your experience and qualifications with regard to the topic of this study. Please let me know if you have questions before we start the interview. **Interviewer:** Please introduce yourself, your educational background and your teaching experience. **Respondent 7:** My name is Ma. Jacklyn Calma, a Bachelor in Secondary Education- English-Area of Specialization graduate from the University of the Cordilleras. I have been a teacher for over 8 years having taught various levels and types of learners. **Interviewer:** What subject and grade level are you teaching now? **Respondent:** Grade 6 and Grade 7 ELA **Interviewer:** How do you teach Literal Comprehension to your students?	

Respondent: There are several strategies that I use to teach literal comprehension to my students. Close Reading, read for the main idea, drawing inferences. **Interviewer:** What are your ways in teaching Affective? **Respondent:** Activating prior knowledge and drawing inferences. In ELA, we read a lot of stories, and it is critical to allow students to infer how characters in a story may feel based on their actions. **Interviewer:** So you also teach Grade 6, how is Lexical Comprehension taught to them? **Respondent:** In G6, students were tasked to write a compare and contrast essay. To do so, they must use a graphic organizer such as the Venn Diagram. To fully comprehend the text, I strongly encourage my students to demonstrate the relationship between characters as well as the similarities and differences between the movie and the book. **Interviewer:** Any other ways?	

Respondent: Vocabulary development **Interviewer:** How do you integrate student lives in your teaching? **Respondent:** I constantly tie the topics to the student's personal experiences and ask them to apply what they have learned from reading to new scenarios. **Interviewer:** What about in G7? **Respondent:** G7 has a unit devoted to researching and evaluating sources. In our quiz, I asked students to give textual evidence to back up their claims based on their research on how the past shapes the future, and then to synthesize the text. **Interviewer:** Lastly, Interpretive. **Respondent:** I urge students to ask questions and draw inferences about what they have read in order for them to gain the ability to understand the deeper meaning of the text. **Interviewer:** Literal Comprehension and Affective Comprehension have the highest	

result in the reading comprehension test given to Grade 7 students previously. Why do you think they are competent in these areas? **Respondent:** For Literal? They have prior knowledge of the concepts discussed. They were able to identify and understand the explicit meaning of the text, and students may have been engaged with the text and interested in what they were reading. **Interviewer:** What is your opinion on the Affective? Why is it high? **Respondent:** Most likely because they were able to understand and interpret the emotions of others or apply what they read to their own personal experiences. **Interviewer:** On the other hand, Lexical, Applied, and Interpretive Comprehensions have the lowest results in the reading comprehension test given to Grade 7 students previously. Why do you think students encounter difficulties in these areas?	

Respondent: Students may not have a strong enough vocabulary to understand the words and phrases in the text. **Interviewer:** For Lexical? **Respondent:** Yes **Interviewer:** How about Applied and Interpretive? **Respondent:** If students struggle to understand the material, they will almost certainly have difficulty making connections and applying what they have learned from a text to new contexts. Interpretive, students may not have enough background knowledge about the topic being discussed in a text or some may not be academically ready to comprehend what they are reading. **Interviewer:** How do you help students improve their reading comprehension? **Respondent:** Just do my ways that I have mentioned and probably more encouragement.	

Interviewer: How effective are these teaching strategies you use in teaching comprehension? **Respondent:** When utilized effectively and in conjunction with other teaching methods, these teaching strategies can be useful in increasing students' reading comprehension skills. **Interviewer:** What are the reading programs implemented by the school? Are they effective? Can you elaborate? **Respondent:** We differentiate the reading content based on the student's Lexile level. The student's reading level was determined using the MAP Test. This proved to be highly effective because they are aware of the text's level of difficulty. They can tell if the text is either simple or too challenging for them. **Interviewer:** Do you have anything else to share regarding your experience as an ELA teacher at CIA? **Respondent:** We do a lot of reading in ELA, but it's disheartening to see how uninterested most students are. We could	

provide students with more opportunities to engage in reading by sponsoring plays, book weeks, and writing competitions with various subjects. **Interviewer:** Anything more to add? **Respondent:** Wala na **Interviewer:** Thank you very much for lending me your time and for participating in this interview. **Respondent:** Salamat po!	

CURRICULUM VITAE

RESUME

ANDREW TIMOTEO

Licensed Professional Teacher

ABOUT ME

Teaching ELA in middle school over the past 6 years has given me a plethora of great opportunities to grow both personally and professionally. I have learned massively from my colleagues and even from my students and this is something I would like to keep progressing on as I unfold new chapters of career development and self-improvement. I believe in the importance of developing and maintaining my philosophy in education and in embracing new approaches to teaching and learning. With the eagerness to continue exploring various teaching practices in enhancing my craft as an educator, I also aspire to my colleagues to be open-minded to explore new things and mature professionally.

EDUCATION

2021-2023
University of the Cordilleras
Master's in Education-English

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EXPERIENCE

2017- Present
CIA FIRST International School

1. Organizing student work and materials on their desks
2. Developing and implementing strategies to improve student achievement

2018-2019
CIA FIRST Language Center

1. Communicating effectively with students, parents, and colleagues
2. Collaborating with other educators to design and implement curriculum

SKILLS EXPERTISE

1. Classroom Management
2. Curriculum Planning and Execution
3. Assessment and Evaluation Practices
4. Instructional Strategies
5. Professionalism and Leadership