A STUDY ON READING COMPREHENSION FOR GRADE III

PUPILS OF PRIMARY SCHOOLS IN BANGLADESH

M.Phil Thesis

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A thesis submitted in partial fulfillment of the requirements for the Degree
of Master of Philosophy in Education

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DEDICATION

This thesis is dedicated to my beloved husband Dr. Pallab Kanti Saha and my kids

Purbita & Pinak Rudro whose support and sacrifice inspire me.

ACKNOWLEDGEMENTS

DECLARATION

I do hereby declare that the thesis entitled **A study on reading comprehension for grade III pupils of primary schools in Bangladesh** submitted to the Institute of Education and Research, University of Dhaka, Bangladesh in partial fulfillment of the requirements for the degree of Master of Philosophy (M. Phil) in Education, is an original work. Neither the whole nor the part of it was submitted to any other university or institute for any other degree or diploma. My indebtedness to other researchers and their contribution has been duly acknowledged at the relevant places of the thesis.

February 2015

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CERTIFICATE

I have the pleasure to certify that the thesis entitled **A study on reading comprehension for grade III pupils of primary schools in Bangladesh** submitted by Shilpi Rani Saha to the Institute of Education and Research at the University of Dhaka, Bangladesh for the partial fulfillment of the requirements for the degree of Master of Philosophy (M. Phil) in Education, is an original work done by her under my supervision. To the best of my knowledge, this thesis has not been submitted for any diploma or degree to any other university or institute.

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ABSTRACT

The purpose of the study was to find out grade 3students' present status of reading comprehension and the current practices in classroom to achieve this skill. The study also wanted to know the variations of achievement between urban and rural students as well as boys and girls of this grade. Similarly, the challenges faced by the teachers to achieve the skill were also explored. As a sample, five government primary urban schools from Gulshan thana and five government primary rural schools from Manikgong sadar thana were selected. A total of 200 students (100 boys & 100 girls) of class 3 participated from the schools. An achievement test was administered to know students' reading comprehension and class observation as well as interview schedule was used to get the answer of the research questions.

The study found that majority of the students was not able to recognize all the letters, words and the text. On an average, urban student performed comparatively better than rural students and boys performed better than girls but in some aspects girls did better.

It was also found that teachers were practicing some of the strategies in a limited way and a good number of teachers had no training. Even those who had training also had forgotten training contents.

The study also identified some challenges faced by the teachers and found that large class size, teaching overload, lack of congenial environment, insufficient training, students coming to schools with empty stomach, no academic support from home, lack of cooperation among parents have hindered in achieving the particular skill and also quality education.

Finally, to improve students reading comprehension and their reading capacity, reading activities should be more focused in classroom as well as in early grades. Along with this, teachers' challenges need to be addressed and scope has to be increased so that they could give more focus on practicing this skill.

ACRONYMS

ASPR	Annual Sector Performance Report
ASER	Annual Status of Education Report
AC	Attainable Competency
AT	Assistant Teacher
BPSC	Bangladesh Primary School Census Report
C-in –Ed	Certificate- in- Education
DPEd	Diploma in Education
DPE	Directorate of Primary Education
EFA	Education for All
EGRA	Early Grade Reading Assessment
ESTEEM	Effective Schools Through Enhanced Education Management
GMR	Global Monitoring Report
HT	Head Teacher
NCTB	National Curriculum and Textbook Board
NRP	National Reading Panel
NSA	National Student Assessment
PEDP-II	Primary Education Development Program-Two
PEDP-III	Primary Education Development Program-Three
PIRLS	Progress in International Reading Literacy Study
RTI	Research Triangle Institute
STR	Student Teacher Ratio
TC	Terminal Competency
TEO	Thana Education Officer
URC	Upazila Resource Center

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1.1 Background

Education is the foundation of national human resource planning and primary education is considered as the base for further education. Primary education of Bangladesh is the largest education sector by its number, structure and administration and there is no other country in the world which has its central management system like Bangladesh (BAFED, 2009). Being very vast and complex in nature primary education sub-sector has increasingly been receiving attention from both the national government and the international agencies during the last two decades.

Bangladesh government is trying to improve the quality of primary education. Article 17 of the Constitution of Bangladesh states, "establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law, removing illiteracy within such time as may be determined by law".

To fulfill the constitutional directions Bangladesh government has taken different initiatives to ensure primary education for all by in improving the access and removing gender disparity at the primary level.

As a result of the multi-dimensional interventions implemented during the past two decades Bangladesh has made a remarkable progress with regard to the quantitative development of primary education. The enrolment rates and percentage of pupils completing primary education have increased by 20%, girls' enrolment has increased by 30% and public spending on education has expanded significantly (National Assessment Report, 2006). It has also reached some international benchmarks, including one of the

education Millennium Development goals which is gender parity (World Bank report, 2011). In addition, the government is providing free textbooks to all; established Upazila Resource Center (URC) and drop-out rate is decreasing. It was about 50% in 2008 and 21.4% in 2013 (ASPR, 2014; BAFED, 2009).

A major shortcoming in the Bangladesh education system is that the quality of primary education is not at a satisfactory level. It has been revealed from studies that many of the children do not attain the standard required for learning set through the competency-based curriculum. There is also evidence to the effect that many pupils who complete primary education do not attain the acceptable standards of literacy and numeracy (National Assessment Report, 2006).

Bangladesh government is committed to its people and the international community to provide quality education to all children so that they can complete the full cycle of primary education by 2015. But the quality of education did not go equally with the quantitative expansion. Those children, who complete primary cycle, do not learn much (ESTEEM, 2004, p. 2). Though the focus is now on to improve the quality of education and the government is committed to working on the issue of the Millennium Development Goal of 'High-Quality Education for All' by 2015 (PROG3, Concept paper, DPE).

Again, though the country is proud of its quantitative (high enrollment rate with gender parity) part yet the literacy situation and overall quality of education are far below the expectations (Education Watch, 2008). Primary education is the foundation of acquiring literacy. According to Education Watch (2002) report, "Those who had a full

five year cycle of primary education, 36% of them cannot achieve minimum literacy skill" (p. 7).

In this report (Education Watch, 2002), Literacy is defined as "possession of skills in reading, writing and numeracy related to familiar content and contexts and the ability to use these skills in daily life in order to function effectively in society".

So acquiring literacy reading is an important part. As reading is an important part of literacy and a large number of children cannot achieve this, so giving importance to achieving this skill is also necessary for literacy.

And a child who passed grade three must have the skills to read and understand any simple language in any printed material and ability to convey information to someone. S/he should have skills for reading letters and ability for writing letters as replies to the letters got earlier. In our national curriculum all these are mentioned as terminal competencies of acquiring reading skill of Bangla language in this particular grade and for below grades.

According to an internal report by the Directorate of Primary Education (DPE), "around 70 percent of children in Bangladesh who complete their primary education are unable to read" (IRIN, 2009). And National Student Assessment (NSA, 2011) also shows that, at the end of grade V only one quarter (25%) of student master grade 5 learning competencies in Bangla subject.

In addition, National Students Assessment of grades III and V (2008) showed that 63 percent of students who had completed five years of primary school were unable to read news headlines in Bangla newspapers properly.

Greaney, V (1996) in his book titled '*Promoting Reading in Developing Countries*' wrote, "Evidence from Bangladesh indicates that the completion of grade four marked the point at which the majority of students are able to attain low-level competency in reading"(Cited in a Masters thesis by Mosammat Afroza Khatun, IED-BRAC U). Along with this, according to Salters (2008), "When children failed to comprehend a text and to communicate ideas, the serious, long-term consequences include lack of self-esteem, decreased social development and difficulty obtaining college degrees and meaningful employment" (p. 5).

So reading is an important element for achieving literacy skill and also for ensuring quality education. With this importance of reading skill in mind, the researcher wants to know the existing reading comprehension level of grade III students of primary schools and at the same time how teachers are addressing this skill to students and what problems they are facing to ensure this. That is why the researcher is interested to conduct a study on reading comprehension.

1.2   Statement of Research Problem

Language is a fundamental tool for communicating thoughts and ideas. It also forges cultural ties and economic relationships. Without language it's difficult to express our feelings to others and since this is the basic tool to acquire further knowledge and skills in other subject areas, so this is very important.

Language has also an important role in our day-day life. In the context of Bangladesh this is a known fact that primary education is the terminal education for a large number of students. They do not get the opportunity to continue their education, due

to their socio-economic condition. Therefore, language is very important for these students.

Reading skill is significant not only for language & literacy but also for further education and for better life. But without comprehension reading is useless. Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skill helps in all the other subjects and in the personal and professional lives.

EGRA (2009) toolkit report discussed the importance of assessing reading comprehension by saying,

> The evidence, when available, indicates that average student learning in most low-income countries is quite low... Furthermore, most national and international assessments are paper-and-pencil tests administered to students in grade 4 and above (that is, they assume students can read and write). It is not always possible to tell from the results of these tests whether students score poorly because they lack the knowledge tested by the assessments, or because they lack basic reading and comprehension skills. (p. 1)

According to National Student Assessment Report (2011), Bangla, competencies of Class 3 students are expected to master in reading short texts; locate and interpret directly stated information and make some simple inferences. But 33% of them do not acquire competency in Bangla that need to be acquired by the end of Class 3. In addition, the data from Education Watch showed that after completing primary education cycle (5 years primary education cycle) only 2% students can achieve the total competency of primary education (Literacy Bulletin, p. 20).

In this regard, as reading is so much important for achieving literacy and without comprehension reading is useless. So assessing reading comprehension is also important to know the actual situation of reading ability. For this reason, researcher chose this as a research problem and wanted to explore the present condition of grade III students'

reading comprehension and how teachers address this issue to ensure this skill. Thus the problem of study is identified below: **"A study on reading comprehension for grade III pupils of primary schools in Bangladesh"**

1.3   Operational Definition of the Terms used in the Problem

There are three key terms used in the title. These are

a) Reading comprehension

b) Grade III pupils

c) Primary schools in Bangladesh.

It is necessary to define the terms operationally in order to avoid ambiguity.

a)   Reading Comprehension

Reading comprehension is a complex process. Just reading the text is not comprehension. Reading a text is a complex arrangement of cognitive process. When a reader is involved in a reading s/he has to be aware of using different aspects of reading. S/he has to be aware and understand about the phonemes-which are individual sound "pieces" in language, phonics-which is connection between letters and sounds and the relationship between sounds, letters and words and ability to comprehend or construct meaning from the text. Along with this vocabulary is also important. Without knowing the meaning of the word used in the text, it would be impossible to understand the meaning of the text. When all of the components work together then reading comprehension will happen. So in this study reading comprehension is measured by giving a text which is age appropriate and related to the grade level and the text was followed by some questions in the forms of fill in the blanks, Multiple choice questions,

short answer etc. Along with this to measure students reading fluency another small text was also read by the students. These are the steps followed in this study to measure students' reading comprehension. So reading comprehension is by reading a text student will understand the meaning of the text and could answer some related questions.

b)   Grade III Pupils

Primary education of Bangladesh comprises five years of schooling. It starts at 6+ years of age and finishes at 10+ years. Grade one is the first year of primary education. So grade III is the 3rd year of primary education and the age level of this grade is 8+ years. The study will cover grade III pupils of GPS in Bangladesh.

c)   Primary schools in Bangladesh

Primary education is the basis of building a skilled citizenry for a country. It is a basic education in our country. There are 11 types of primary schools all over Bangladesh. The largest type of school is Government Primary School (GPS) totaling about sixty thousand and the study will cover Government Primary School (GPS).

1.4   Purpose of the Study

Reading is an important skill of language learning. In this research, the main purpose is to know GPS grade III students' reading comprehension level and the present situation of their reading comprehension. At the same time, this study also wants to explore how teachers address this issue to students to achieve reading comprehension, what kind of training teacher have received and what challenges are being faced by them

to implement the skill. So the purpose of the study is to measure reading comprehension of Grade III students of primary schools of Bangladesh.

1.5   Research Questions

1. What is the present status of reading comprehension level of Grade III students of primary schools in Bangladesh?

2. What are the current practices in classroom to achieve the reading comprehension in Grade III?

3. Are there any variations of reading comprehension between urban and rural primary schools of Bangladesh?

4. Are there any variations of reading comprehension between boys and girls of primary schools of Bangladesh?

5. What are the challenges faced by the teachers to achieve the reading comprehension in Grade III?

1.6   Significance of the Study

Reading is an important skill for achieving learning skills. But without comprehension reading is useless. So when a student fails to understand something from reading a text, s/he is unable to express his/her thoughts, opinion, feeling etc.

The National Student Assessment (NSA) report (2011) mentioned,

> Low mastery of curriculum contents and academic skills at early grades has an important learning implication at upper grades. Comprehension of Bangla is important not only for Bangla subject but also for understanding other subjects. The fact that 33% of students do not acquire adequate reading and writing skills by the end of Class 3 requires urgent attention. (p. 16)

So reading comprehension skill is very important for the students of primary schools. Reading comprehension level of grade III reflects how far the students achieved comprehension in previous two years and how far they will reach for next two years. So knowing reading comprehension skill at the mid-level of primary education will give us a clear idea about the primary students' qualitative achievement. It was also mentioned in An Introductory Teacher Guide for Early Language and Emergent Literacy Instruction (2009) that, "Assessing children's attainment of essential skills allows teachers to target instruction to individual children and to modify their instruction in ways that have the most benefit for the majority of children" (P. 8). Bangladesh government is also assessing students' achievement in grade three to assess learning competences.

This research is very important because the findings of the study will help us to know the present situation of reading comprehension. If the teachers of primary schools are aware of the situation of reading ability of primary students they will be able to take necessary steps to improve the skills. Along with this, PTIs & URCs can plan for appropriate training for language teachers. Another important point is that the researcher will develop a standard test for measuring reading comprehension which could be used or followed by the teachers to measure reading skills of their students. This will help them increasing their ability to develop tests.

1.7   Limitation of the Study

This study was an academic effort by an M. Phil researcher. So, the researcher was bound to limit samples of the study because of financial and time constraints.

Although the sample is representative, it is not widespread and does not reflect the whole population of the study. The findings should therefore be cautiously used.

Another limitation of the study is that it took only 10 Govt. Primary schools from both urban and rural areas. Two of the urban teachers did not take part in the interview process of this study. In one school the teacher was not eager to take part in the interview. Because s/he had to leave the school for some personal reason. And in another urban school, the teacher had to leave the school for a football tournament. So, out of 10 teachers 8 took part in the interview process.

CHAPTER 2: LITERATURE REVIEW AND CONCEPTUAL

FRAMEWORK

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2.0   Introduction

This chapter deals with review of literature related to the topic. The main focus was on primary level students reading comprehension. Literature review plays an important role in a study. It gives the idea and concept of practical aspect related to topic and also what researches are already done in this field. Thus researcher can have a stock of the situation on reading comprehension. Literature was reviewed according to the following themes:

- Bangladesh Primary Education System
- Definition and other aspects of reading comprehension
- Reading comprehension teaching strategy
- Reading comprehension in different country contexts
- Assessment criteria for reading comprehension
- Present status of teachers training in primary education
- National Curriculum of Bangladesh with special reference to Grade III
- Differences in Learning Achievement of Boys and Girls

The purpose of review was to find out how different literature defined reading ability, its condition in different countries, teaching strategies used for it and how teachers were trained to administer different techniques to acquire students' particular skill.

2.1   Bangladesh Primary Education System

In the education system of Bangladesh, primary education is the most important part. Primary education was 5-year cycle previously and started from age 6. Now according to the National Education Policy 2010, the duration of the primary education will be 8 years and it will be implemented by 2018. Primary education system of

Bangladesh is the largest education system in the world. There are different types of formal and non-formal institutions in this sector. And more than 18 million students are enrolled in all types of schools of this sector. According to Annual Sector Performance Report (ASPR), 2014, there are 60,332 (37,700GPS +22632 NNPS [Newly Nationalized Primary Schools]) govt. primary schools in Bangladesh. In these schools total no of teachers are 303,274 and total no of students are 14,890,225. In addition to this, it is also mentioned in this report that according to the percentage of primary level educational institutions GPS is 35.28% and NNPS is 21.18%. Finally, total 56.46% is GPS in Bangladesh primary education system. So this is a big institutional sector in this education unit. In addition to this, it is also mentioned in the Bangladesh Primary School Census (BPSC), 2010 that students are also high in volume in relation to other institution. So Student Teacher Ratio (STR) is high in govt. schools. In this report it is also mentioned that, "the PEDP-II target was to achieve a PTR of 46:1 in all schools by 2009" (p. 84). But in ASPR (2014) it is mentioned that, "the minimum standard student-teacher ratio of 46.1 has increased markedly in GPS from 40% in 2010 to 51% in 2013" (p. x). Still GPS did not reach its ultimate target in STR.

2.2   Definition and Other Aspects of Reading Comprehension

Reading comprehension is an important skill of a student because by this he/she can express his/her learning achievement in the classroom. Reading comprehension is defined by different authors and organization in different ways. Some of these are given below:

Pang, Muaka, Bernhardt and Kamil (2003) defined reading comprehension as, "the process of making sense of words, sentences and connected text" (p. 6). They also

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mentioned, "readers usually use their background knowledge, vocabulary, grammatical knowledge, experience with text and other strategy to help them understand written text" (p. 6).

According to the National Reading Panel Report (2006), reading comprehension is defined as,

> The act of understanding and interpreting the information within a text. Comprehension is about the construction of meaning more than about passive remembering. It is a form of active and dynamic thinking and includes interpreting information through the filter of one's own knowledge and beliefs, using the author's organizational plan to think about information (or imposing one's own structure on the ideas), inferring what the author does not tell explicitly as well as many other cognitive actions. (p. 28)

Block and Duffy (2008) defined comprehension as,

> Comprehension is a strategic process; that is good readers proactively search for meaning as they read, using text clues and their background knowledge in combination to generate predictions, to monitor those predictions, to re-predict when necessary, and generally to construct a representation... (p. 21. as cited in Mckay, 2012)

Van Keer (2004) defined reading comprehension as evoking meaning from sentences or written texts. So in brief it can be said that, reading comprehension is the procedure of making sense of a text and also construct meaning of the text. It is very important for a student to understand the text because without understanding the text student will not be able to make sense of any information of his/her class. It is the main objective of reading.

The process of reading comprehension is extremely complex. There are different aspects which are directly related to the reading comprehension. According to National Reading Panel Report (2006)-phonemic awareness, phonics, oral reading fluency and

vocabulary are important for achieving reading comprehension. These issues are defined below:

Phonemic awareness: Phonemic awareness is the ability to hear and manipulate individual sounds within words. The sounds within words are called phonemes. Phonemic awareness is awareness of sounds, not letters.

Phonics: Phonics is the relationship between letters and sounds to translate printed text into pronunciation. It includes the teaching of letter sounds, how complex spelling patterns are pronounced, and how to use this information to decode or sound out words.

Oral reading fluency: Oral reading fluency is the ability to read text aloud with accuracy, speed and proper expression. It is important for students to learn to read an author's words with few deviations (accuracy), to process text with a speed sufficient to permit comprehension to occur, and with appropriate pausing and emphasis so that the text sounds meaningful.

Vocabulary: Vocabulary here refers to word meaning and vocabulary instruction is about the teaching of word meaning. Unfortunately, because much of reading instruction is focused on words- word recognition, sight words, word attack, word structure, word sorts, and so on - vocabulary is often used to refer to both word recognition and word meaning.

2.3   Reading Comprehension Teaching Strategy

According to the NRP (2006) report, it is mentioned that there are different strategies for teaching reading. This report pointed out seven strategies with sufficient evidence for teaching reading comprehension. These strategies are:

- **Question asking:** In this strategy student will generate questions related to their reading text. By this way they become aware of whether they can answer the questions and they will also understand what they are reading. This strategy help students to learn to ask themselves questions that require combine information from different segments of text.

- **Monitoring:** Comprehension monitoring helps students to aware of what they understand and to identify what they do not understand and to use appropriate strategies to resolve problems in comprehension. Research shows that instruction in monitoring, even in the early grades, can help students become better at monitoring their comprehension.

- **Summarization:** Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students to identify or generate main ideas, connect the main or central ideas, eliminate unnecessary information and remember what they read.

- **Question answering:** The Question-Answer Relationship strategy (QAR) encourages students to learn how to answer questions better. Students are asked to point out whether the information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge.

- **Story mapping:** In story structure instruction, students learn to identify

the categories of content (characters, setting, events, problem, resolution). Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.

- **Graphic organizer:** Graphic organizers illustrate concepts and

relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters.

- **Cooperative grouping**: Cooperative learning is a process through which

students with various abilities, gender, nationalities and different level of social skills carry out their learning process by working in small groups and helping each other. Cooperative learning is a pedagogical use of small groups which enable students to maximize both their own and others' learning.

Along with these this report also talked about two other strategies, which are **prior knowledge** and **mental imagery**. This study also mentioned that as every single strategy is valuable for achieving the skill but most learning happened when multiple strategies are taught.

2.4   Reading Comprehension in Different Country Contexts

Reading is a fundamental skill and without being able to read with understanding a child cannot move forward successfully within the education system. Inability to read affects children's progress not only in all subjects but also in future life also. So, to know about the reading comprehension's present statues of Bangladesh, study also reviewed different other countries literature to know about their students condition in this specific language skill.

The National Student Assessment (NSA, 2011), is a learning assessment study of grade 3 and grade 5 students of Bangladesh. This study specifically measured the achievement of Grade 3 and Grade 5 students on a set of curriculum learning outcomes in terms of what students achieved at the end of primary schooling. According to the ASPR (2012), achievement was rated as 'satisfactory' overall (that is, mean scores above 50%) in both grades. However, attainment of 'mastery' in subjects was low. This report also describe, in terms of variation in achievement, mean scores differed significantly for all subjects across geographical divisions, achievement of **boys was marginally better** than that of girls for both subjects (ASPR, 2012). Though ASPR, 2012 mentioned that boys performed marginally better, but in 2013 & 2014 report indicated that gender differences in Bangla score was very small and negligible. In an international report, Progress in international reading literacy study (PIRLS) showed that, fourth grade girls have higher average reading achievement than boys in most countries (PIRLS, 2011, p. 51). In the same way, PISA 2009 reported that 15-year-girls performed consistently better in reading than boys (OECD, 2010).

Along with this achievement of **urban students was moderately better** than that of rural students (ASPR, 2014; ASPR, 2012). Equally it is stated in the NSA (2011) that between urban and rural areas, urban students perform better in Bangla (p. 27).

NSA (2011) is particularly focused on assessing learning achievement of grade 3 Bangla learning outcomes along with other subject of this grade. This report remarked,

> A major shortcoming in the Bangladesh education system is that the quality of primary education which is not at a satisfactory level. It has been revealed from studies that many of the children do not attain the learning standards set through the competency-based curriculum. There is also evidence to the effect that many pupils who complete primary education do not attain the acceptable standards of literacy and numeracy. (p. 8)

It was also mentioned in the report that there were very poorly performing students in Class 3 (33%), who needed urgent attention. It was also pointed out in the report that this study focused on reading and writing part to assess bangla language competencies. Furthermore this report stated that, at the end of primary education cycle (i.e. at the end of Class 5), only one- quarters (25%) of students mastered Class 5 Bangla competencies, The rest of students finished primary education with knowledge and competency that was short of expectations in the Bangla curriculum. So it is very important to think about the rest three-quarters (75%) of students as well as a significant number of students of class 3 who were falling short of achieving relevant competencies at early grades of primary education.

The EFA (Education for All) Global Monitoring Report (2013/4) also expressed views on the same line,

> In North America and Western Europe, 96% of children reach grade 4 and achieve the minimum learning benchmark in reading. By contrast, only one-third of children in South and West Asia and two-fifths in sub-Saharan Africa reach grade 4 and achieve the basics. These two regions together account for more than three-quarters of those not crossing the minimum learning threshold. (p. 191)

According to this report, it was also stated that this report had focused on international and regional assessments. Though they did not cover all countries and could not measure all aspects of education quality, but they indicated whether children were learning the most fundamental skills. This report also showed that the learning crisis was widespread. Similarly this report pointed out that, in Niger, "half of primary school age children reach grade 4 but are not learning. As a result, in total just 8 out of 100 primary school age children are able to acquire basic reading skills" (GMR, 2013/4, p. 192).

In the same way, Annual Status of Education Report (Rural), 2013 of India has conducted annual household survey to assess children's basic learning levels in reading and arithmetic. According to this Annual Status of Education Report (ASER) report, since 2012 the policy framework in India for elementary education has been changing and the focus was shifting to learning outcomes with a special focus on ensuring that all children mastered basic reading skills by class 2 and skills of critical thinking, expression and problem solving by class 5. The study was done by a reading tool which contains letters (set of commonly used), words (common familiar words), level 1 text (Standard 1) and level 2 text (standard 2) and implemented in one on one oral format. This tool used textbooks as guidance on content. Children of this study are expected to be able to read simple sentences in the regional language by the end of grade one and basic text of 8-10 lines by the end of grade 2. According to this report grade three students reading level showed in table below:

Table 1: Percentage of grade 3 students and their reading level in 2013, India

% of children in grade III and their reading level 2013						
Standard	No even latter	Letters	Words	Level 1 (Std I text)	Level 2 (Std II text)	Total
III	12.7	25.0	22.2	18.5	21.6	100

Source: Annual Status of Education Report (Rural) India, 2013, p. 70

It was also found from the report that in 2013, 45 % grade III govt. school students cannot able to read words (ASER, 2013, p. 3).

Similar kind of study was also done in Pakistan. In India it was only for rural area but in Pakistan it was both for urban and rural area. According to the Annual Status of

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Education Report-ASER (2013) Pakistan, 59% students of grade III in rural area could not read sentences in Urdu/ Pashto/Sindhi. In response to gender gap data found that 46% boys could read at least sentences in Urdu/ Pashto/Sindhi as compared to 40% of girls in rural area (pp. 70-71).

On the other hand, 49% students of grade III in urban area could not read sentences in Urdu/ Pashto/Sindhi. In response to gender gap data found that 60% boys could read at least sentences in Urdu/ Pashto/Sindhi as compared to 57% of girls in urban area (pp. 80-81).

According to this report grade three students (Urban and rural) reading level showed in table below:

Table 2: Percentage of grade 3 students and their reading level in 2013, Pakistan

% of children in grade III and their reading level 2013							
Area	Standard	No even letters	Letters	Words	Level 1 (Std I text)	Level 2 (Std II text)	Total
Rural		6.8	16.1	36.6	25.1	15.5	100
Urban	III	3.2	8.9	36.7	28.8	22.4	100

Source: Annual Status of Education Report, Pakistan, 2013, pp. 67 &76

It was found from the study that 37% govt. schools students of grade III can read at least sentences compare to private schools (ASER-Pakistan, 2013, p. 76).

Similarly, according to the National Assessment of Educational Progress, "far too many American children cannot read well enough to do their schoolwork, and it is doubtful they will eventually receive the full economic, social and civic benefit of society" (NRP, 2006, p. 3).

2.5 Reading Comprehension Assessment in Different Country Context

Reading is a basic skill of language education. But reading is 'nothing' when a student cannot understand anything from reading a text. So in order to acquire quality education it is also important to assess students' reading comprehension level. Different organization uses different tests to assess this fundamental skill. To assess reading comprehension Bangladesh government also administers different items in the National Student Assessment. According to the NSA (2011) report, it has given a test to assess learning achievement of Bangla in grade III by applying 35 items. Within these 35 items 18 items were for reading comprehension. Along with this 3 items were for assessing punctuation mark. In this test, multiple choice question (MCQ) and short answer questions (SSQ) were used (NSA, 2011, pp. 12-13).

Research Triangle Institute (RTI) International, an independent, nonprofit research organization devoted to improving the human condition by turning knowledge into practice. RTI International designed a tool under the U.S. Agency for International Development (USAID) EdData II project to help educators in low-income countries break the pattern of illiteracy among their poor performer. This RTI International designed tool is a 15-minute oral test tool for early grades of primary schools. This tool tried to evaluate students' foundation literacy skills, including pre-reading skills like phonemic awareness and listening comprehension, which have been shown to predict later reading abilities. Vanessa Castro, the pilot coordinator and senior researcher at the Center for Research, Education, and Social Activism (CIASES), RTI's partner in the USAID-funded application said that "If you find out earlier what is going on, you can

make adjustments, rather than waiting until children are ready to drop out due to academic failure" (n.d).

Early Grade Reading Assessment (EGRA) toolkit is a product of ongoing collaboration among a large community of scholars, practitioners, government officials, and education development professionals under USAID, World Bank and RTI International, to advance the cause of early reading assessment and acquisition among primary school children in low- income countries. Reading comprehension assessment is complicated in early grades. But according to Early Grade Reading Assessment toolkit Torgesen (1998) stated that "Adequate reading comprehension is the most important ultimate outcome of effective instruction in reading" (EGRA Toolkit, 2009, p. 12).

The National Reading Panel (National Institute of Child Health and Human Development, 2000) highlighted five essential components of effective reading instruction by reviewing different research work, consultation with experts and public hearing. Components are: phonemic awareness, phonics, fluency and vocabulary (EGRA, 2009, p. 12). As Torgesen already mentioned that effective reading instruction is the ultimate outcome of reading comprehension, so these are also measuring criteria of reading comprehension.

ASER of India is doing its annual survey on assessing basic language skill specially reading by using set of reading tasks and these are very basic – reading letters, common and simple every day words, easy four line paragraphs (at Std. I level of difficulty). The highest reading task is reading a small "story" at Std. II level of difficulty. Since this is an assessment of reading, this exercise is carried out orally, one-on-one with children (age 5 to 16) and in the language of instruction that the child has in

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school. The child is marked at the highest level that s/he can read comfortably (ASER, 2013, p. 5).

2.6   Present Status of Teachers Training in Primary Education

Teachers play a significant role in improving students' reading comprehension. That is why, teachers' training is very important. In Bangladesh primary education sector's largest program PEDP III also addressed the issue of teachers' professional development. According to BPSC (2010) report,

> Primary school teachers are supposed to have one year "Certificate- in-Education" (C-in-Ed) training that prepares them in pedagogical discipline, before taking classes independently. From various reasons, a large number of teachers are working in school without receiving this training. (p. 86)

Though previously it was C-in-Ed training for one year but now it is proposed to replace it by the Diploma in Primary Education (DPEd) training and the duration will be 18 months.

According to the Project Appraisal Document of PEDP III (2011), the program will implement 4 types of professional training. First one Diploma in Primary Education (DPEd), which is basically a pre-service training. Other three trainings are in service training named three-week orientation training, one day sub-cluster training and teacher support networks -peer support (p. 35).

Furthermore, this report mentioned three types of in service training are recorded in School Census 2010. These are subject-based, classroom learning method and sub-cluster training. In the ASPR (2013) report data showed that, 75.9 % teachers got subject-based training in 2011 but in 2012 it is 61.1%. In classroom teaching it was 39.1% in 2011 and 18.4% in 2012. Along with this in 2011, 78.1% teachers got sub-cluster training and 86% in 2012 (p. 92).

2.7   National Curriculum of Bangladesh with special reference to Grade III

The goal of primary education in Bangladesh is "to help in the physical, mental, social, spiritual, moral, human and aesthetic development of the children of Bangladesh and to inspire them to have a vision for a prosperous life" (National Curriculum, 2012). To achieve this goal Bangladesh government is implementing competency-based curriculum in primary schools. It was first started in 1991 and then reviewed in 2002. Finally it was again updated in 2012. In the previous curriculum the structure was consisted with 1 goal, 22 objectives and 53 terminal competencies. Now it refines with 1goal, 13 objectives and 29 terminal competencies. The main objective of the competency-based curriculum is to achieve some selected competencies by the end of the primary education cycle. That is why, goal and objectives are divided into some components. Components are:

Goal ⟶ Objectives ⟶ Terminal competencies ⟶ Subject wise terminal competencies ⟶ Grade wise attainable competencies ⟶ Learning outcomes ⟶ Contents ⟶ Teaching-learning strategies/ planned activities ⟶ Evaluation

This competency based curriculum is developed by National Curriculum and Textbook Board (NCTB) and implemented in government primary schools along with other primary schools. As this study focused on reading comprehension of grade III students of govt. primary schools, the study used NCTB Bangla curriculum to know and measure competencies of grade III students reading skill.

According to NCTB Bangla curriculum, to achieve students' reading skill four

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terminal competencies have been identified and under each terminal competency several class wise attainable competencies (AC) also identified. For this study researcher used terminal and attainable competencies for class three to measure students' reading comprehension in Bangla. These competencies have guided researcher to develop the test tool for the study. Terminal competencies (TC) are:

1. To be able to apply the mode of construction of Bangla language, organization of sentences and its rules and applications.

2. To be able to understand the main idea of Bangla rhymes, poems, stories, conversations, speeches, descriptions etc. by reading attentively.

3. To be able to read Bangla printed and hand-written materials with correct pronunciation, and continue acquiring knowledge about Bangla language.

4. To be able to read the numerical words (countable, ordinal and date) (Table 1, Bangladesh Education Journal, 2012, p. 21).

These 4 TCs mentioned in the Bangla curriculum. But this study used some specific TCs and ACs. Few of these competencies were used for text reading and others for written test. These are mentioned here:

1. To be able to apply the mode of construction of Bangla language, organization of sentences and its rules and applications- under this TC used ACs were:

1.2 To be able to read conjunct letter in a word with clear and correct pronunciation.

1.3 To be able to read word and sentence in a text with clear sound and proper pronunciation.

1.4 To be able to read sentence and line by using different punctuation mark.

2.   To be able to understand the main idea of Bangla rhymes, poems, stories, conversations, speeches, descriptions etc. by reading attentively.

2.1   To be able to read and understand rhyme, poem, story and

conversation text in proper pronunciation.

3.   To be able to read Bangla printed and hand-written materials with correct pronunciation, and continue acquiring knowledge about Bangla language.

3.4   To be able to read silently (A sample of actual TCs and ACs of Bangla version attached in appendix 8).

2.8   Teaching Reading Techniques in Subject-Based -Training

Usually in the subject-based training teachers got training on bangla language along with other subject. In the teachers' training manual for bangle language, provided by Upazila Resource Center (URC), there are three steps for teaching reading. These are: pre-reading, during reading and post-reading (Teachers' Guide: Bangla Language, NCTB, 2003). According to this guide these steps are discussed below:

In the "pre-reading" process teachers' need to describe the picture related to the content first which encourages students' for reading the text. Then teacher can share the main theme of the content to make them interest. And then s/he can discuss the technique of identifying new, unknown, synonym, antonym and words with conjunct letter from the text. All these things will help student to get an idea of a text and also make them curious to read.

In the "during reading" process teachers' are suppose to read aloud with correct pronunciation and intonation. In this process student of grade I & II will read loudly by putting finger under the text and students from grade III-V will read loudly for more than

one time. Teacher will monitor the process. After that teacher will form different mixed

group according to their ability and advance learner will help other learners if necessary.

"Post-reading" process is focused on silent reading for grade III-V. Then asking

questions- including open ended questions and finally discussion should be part of it.

2.9 CONCEPTUAL FRAMEWORK

This study was undertaken to assess the grade III students' reading comprehension in the GPS in Bangladesh. At the same time this study also stressed how teachers had addressed this issue to achieve reading comprehension and what kind of training they received to apply the skills. After reviewing the literatures the researcher tried to conceptualize various concepts related to reading skills. The following key concepts are helpful to draw a conceptual framework.

- important issues related to reading comprehension
- teaching learning strategies
- assessment criteria
- teachers' training
- a set of measureable competencies

These concepts discussed in the literature section in detail. So after reviewing all these aspects, a conceptual framework has been developed for this study. The conceptual framework of this study is shown in figure 1 below:

Figure 1: Conceptual Framework of the Study
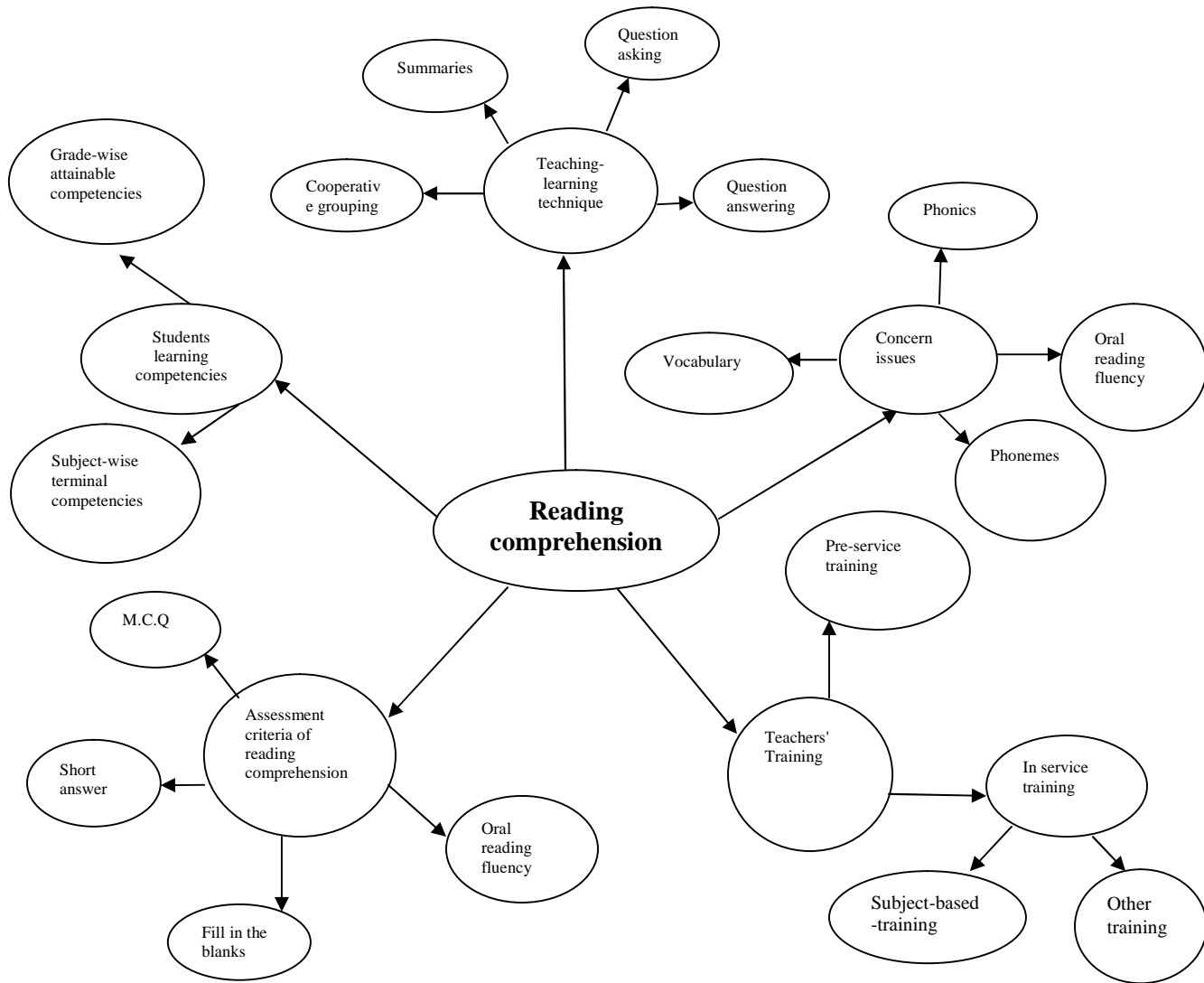
2.10 Researchers' Remarks

This study is about Bangladeshi primary school grade III students' reading comprehension and how teachers are addressing this skill to students and how teachers are trained. As this is on Bangladeshi students, researcher tried to collect different research document and national report on reading comprehension. But researcher was not able to collect any document which is directly related to these issues. Only there were some national reports which were for annual assessment report of overall educational situation and it was a component of those reports. Mentionable point is that teachers training on this issue and what are the challenges faced by teacher to address this issue and how they are overcoming- all these points were not addressed in these reports. So this is a big gap where this study can contribute more. On the other hand, different reviewed research and other document helped this study to know other countries situation and along with this different national and international document helped this study to develop the test items for measuring reading comprehension of students. Though there were some clues in national documents that how they assessed reading comprehensions some of the component but tool was not visible in reports. Researcher hopes that this study will give the scope to find out all these aspects in this study. At the same time teachers and other respective professionals also get a chance to know different aspects of reading comprehension and teaching techniques of it and what are the activities can be done in classroom to achieve this skill.

CHAPTER 3: RESEARCH METHODOLOGY

Contents of chapter 3

3.0   Introduction

After selecting the research problem and framing the questions it was necessary to design the research approach and methodology so that it would help to answer the research questions. This chapter deals with research approach, population, sample, data collection methods, data analysis and field plan of the research.

3.1   Research Approach

The fundamental purpose of educational research is to increase our understanding of educational processes, practices, topics and issues. According to Gay & Airasian (2003), "Educational research is the systematic application of a family of methods employed to provide trustworthy information about educational problems, issues, and topics" (p. 3). The researcher needs to apply some specific methods which could generate trustworthy information on the problem. This research is about grade three students' reading comprehension. So, it was necessary to employ both quantitative and qualitative research approach. The quantitative research is "based on the collection and analysis of numerical data, usually obtained from questionnaires, tests, checklists, and other formal paper-and-pencil instruments" (Gay & Airasian, 2003, p. 8). A test was developed to measure reading ability of grade III students quantitatively. A comparison between urban and rural students and between girls' and boys' reading comprehension was also calculated.

On the other hand, regarding qualitative research Gay & Airasian (2003) stated, "qualitative research seeks to probe deeply into the research setting to obtain in-depth

understanding about the way things are, *why* they are that way, and *how* the participants in the context perceive them" (p. 13).

The researcher has also used qualitative approach as this study focused on teachers' practices in the classroom and how they were addressing this skill in classroom. The researcher collected in depth information on teachers' perception and their feelings.

As this study was used both qualitative and quantitative research approach so it was basically a mixed method research. According to Gay & Airasian (2003), there are three common mixed-method approaches. These are: 1. The QUAL-Quan model, 2. The QUAN-Qual model and 3. The QUAN-QUAL model. This research followed the third method. This method "integrates simultaneous qualitative and quantitative methods, and with equal weight, throughout the same study" (Gay & Airasian, 2003, p. 185). Selecting research approach Krathwohl mentioned,

> Research, however, is a creative act; don't confine your thinking to specific approaches. Researchers creatively combine the elements of months in any way that makes the best sense for the study they want to do. Their own limits are their own imagination and the necessity of presenting their findings convincingly. The research question to be answered really determines the method. (as cited in Gay & Airasian, 2003, p. 184)

3.2   Target Population

As the purpose of the study was to measure reading comprehension for grade III students of Bangladesh primary schools. So all grade three students from different types of primary schools in Bangladesh were supposed to be the population of this study. However, the researcher considered to limit study only on GPS, which is the largest category of primary schools. There are 59,773 govt. primary schools in Bangladesh with approximately of them 10,756,766 students in GPS. Along with this total 41,25713

students were in grade III. Out of 4125713 students 2040819 are boys and 2084894 are girls and total 214,658 teachers are in GPS (ASPR, 2013, p. 15).

3.3   Delimitations

There are seven (7) administrative divisions   in Bangladesh. It was decided to conduct the study only in the GPS of Dhaka Division. This division also consisted of seventeen districts and 125 upazillas. This study is limited to only two districts and two upazillas of Dhaka division.

3.4   Sampling Procedure

3.4.1   The School Sample

Total ten schools were selected to get required number of students. The researcher took the govt. primary schools purposively as majority primary school students studied in these schools. Among these ten schools five schools represented as urban schools and another five schools represented as rural schools. The 'rural schools' were selected from Manikgang sadar upazilla of Manikgang district. The 'urban schools' were selected from Gulshan thana of Dhaka metropolitan city. Convenient sampling procedure was used to select the two administrative 'upazilla/ thana areas'. The Upazilla/ Thana education officers (UEO/TEO) of respective Upazilla/Thana selected the schools under their administrative areas. Each of them selected five schools.

All the schools were 'A' category schools. The rural schools were situated from 10-13 km from Manikgang sadar upazilla whereas the urban schools were from 0-2.5 km.

from Gulshan Thana Education office. The number of total students were in each rural schools were 350-502 and those were 650-2000 in each urban schools.

3.4.2   The Teacher Sample

One teacher was selected from each school of both urban and rural areas. So total numbers of teachers were 10 and all the teachers were Assistant Teacher (AT) of these schools. Except one teacher from rural area all other (nine) from both urban and rural areas were female teacher. The selected teacher was 'Bangla language teacher' of grade III. Bangla language teacher was selected, as one of the main objectives of this study was to know from teachers that how they are addressing reading skill and what the challenges they faced to address it. As it was all about reading comprehension competencies, the language teacher is idea one who could respond well by addressing the issues. So purposive sampling procedure was used to select the teachers for this study.

3.4.3   The Student Sample

The researcher took total 200 students as a sample to conduct this study. Among the ten sample schools from both urban and rural areas, 20 students were taken from each school. To ensure the participation of all level of students, the researcher divided the students of a class into five different strata according to their class roll number. Then every stratum was divided into 'boys' and 'girls' subgroups. So five strata was divided into ten groups. From every subgroup ('boys' and 'girls') the researcher took two students randomly. In this way, 20 students from each school were selected randomly by maintaining gender equality and ensuring participation of all levels of students and total

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number of 'girl' students were 100 and 'boys' students were 100. So, stratified random sampling procedure was used to select the student for the study.

A comprehensive data table for study sample showed in below:

Table 3:   Sample description of the study

Division	District		Upazila/ Thana	Area	GP Schools	Teachers	Students	
							Boy	Girl
Dhaka	Dhaka		Gulshan Thana	Urban	5	5	50	50
	Manikgong		Manikgong Sadar Upazilla	Rural	5	5	50	50
	Total	2	2	2	10	10	100	100

3.5   Tools for Data Collection

To measure students' reading comprehension it was necessary to take a test of students to know students situation on this particular skill. So this is related with quantitative research. On the other hand, to know teachers' perception about reading comprehension and challenges faced by them were required in depth information. This was qualitative research. So this research was a mixed method research approach as already stated earlier. The following tools were used to collect data from the field:

- Achievement test for reading comprehension
- Interview schedule for teachers
- Class observation schedule.

3.5.1   Achievement Test

According to Gay & Airasian (2003),

> A test is a formal, systematic, usually paper-and-pencil procedure for gathering information about people s' cognitive (e.g., achievement, ability, reading) and affective (e.g., attitudes, emotions, interests, values) characteristics. Tests and instruments typically produce numerical data. (p. 128)

This study focused on measuring reading comprehension level, so achievement

test was used as an important quantitative data collection tool. Johnson & Christensen

(2004) mentioned,

> Achievement tests are designed to measure the degree of learning that has taken place after a person has been exposed to a specific learning experience. This learning experience can be virtually anything. In the context of education, the learning experience that is most frequently encountered is classroom experience. (p. 150)

For developing the test instrument for this research study the researcher has

reviewed different national and international study reports and literatures to identify

reading comprehension measuring criteria. She particularly examined some of the

reading ability tests used by other researchers both inside and outside the country. The

achievement tool for Bangla used in the Bangladesh National Student Assessment was

found to be helpful for developing test for the study. The researcher also specifically

examined the NCTB Bangla curriculum, textbooks and teachers guide for class III. This

gave an idea about learning outcomes of this level of students. She then discussed with

her supervisor to come to a decision about the nature of the test items. Then a draft test

was developed. After developing the draft test tool it was shared with one of the

professors of language department of IER-DU, Mrs. Morium Begum and another

renowned education expert Mrs. Shamshe Ara Hasan, Chairman of GSS and with the

supervisor of the study. They gave their feedback on the tools. Researcher incorporated their feedback on the tools. The test contains main two parts. These are:

1) Oral part and 2) **Written part**. Oral part has three items. These were-

1. Letter (Alphabet) recognition

2. Word reading and

3. Text for oral reading

Here the reading of 50 letters in the Bangla alphabet were used to see the phonics capacity of students as it is an important skill of acquiring reading comprehension. In the letter reading students were asked to recognize the 50 letters within a minute. After a minute they were stopped their identification. The researcher recorded students total letter recognition and correct letter recognition within a minute along with other things. In the word reading, simple familiar words were used to check word recognition and reading skill. This was also similar with the letter recognition part. Students were asked to read the 50 familiar words within a minute. Researcher recorded total word reading and correct word reading within the time. The text for oral reading was used to measure aloud reading for accuracy, speed and proper expression. It was also used to measure some of the terminal competencies of Bangla curriculum of NCTB like using punctuation mark, reading with proper pronunciation, reading conjunct letter etc.

In the **written part**, items were so developed that could measure the reading comprehension of this particular grade. For selecting the text part in the achievement test, an age appropriate text was chosen from a supplementary reading material of this grade. This was a part of nonfiction story. The test consists of the following types of questions- a) M.C.Q 10 items, b) fill in the blanks 5 items and c) short answer questions 5 items.

The comprehensive achievement test instrument attached in Appendix 4 and the text reading measurement instruction is in appendix 5.

3.5.2 Interview Schedule

Interview is one of the important methods for qualitative data collection. According to Rossman & Rallis (2006), "'Talk' is essential for understanding how participants view their worlds. Often, deeper understandings develop through the dialogue of long, in-depth interviews, as interviewer and participant 'coconstruct' meaning" (p. 180).The interview method is generally used to understand the individual's thoughts, feelings, views and perceptions, and it helps the researcher to find out the story behind the interview. Gay & Airasian (2003) also mentioned , "Interviewers can explore and probe participants' responses to gather more in-depth data about their experiences and feelings" (p. 209).

Considering the above aspects of interview method the researcher developed her interview schedule for Bangla language teacher of grade III. The interview schedule consisted of 13 open-ended questions. It was a semi structured interview schedule.These questions were mainly asked to know about Bangla language teachers view about reading comprehension, how they address this issue in the classroom, what challenges they faced to address this issue and how they assess students reading comprehension etc.

According to Rubin & Rubin (2005), "Probes are techniques to keep a discussion going while providing clarification. Probes ask the interviewee to keep talking on the matter at hand, to complete an idea, fill in a missing piece, or request clarification of what was said" (p.13). So, researcher also used probe questions to get in depth opinion in this issue. An interview schedule is attached in appendix 6.

3.5.3   Class Observation Schedule

Observation is another important data collection tool in qualitative research. To give an importance of this method Gay & Airasian (2003) mentioned that, "Observation is clearly the most important approach" (p. 198). The author also describe by an example that researcher can ask some question to get the information but it would be better if s/he would get chance to observe the actual thing. (p. 198). In the same line, Marshall & Rossman (2006) said, "Observation entails the systematic noting and recording of events, behavior, and artifacts (objects) in the social setting chosen for study.

The aim of Bangla class observation in this research was to know teachers' practices in the classroom for achieving the reading skill. So researcher observed teachers' teaching activity in addressing reading skill, how they assess student whether they achieve the skill, how they help the low achiever student to help them to understand, what are the materials they used and what actually the challenges teacher face in the classroom. An observation checklist is attached in Appendix 7.

3.6   Piloting the Tool

As it was discussed in the previous section that researcher made the tool by taking feedback from different educational expert along with the supervisor. Then the tools were piloted with the similar participants of this study. It was grade III students of government primary schools and their Bangla language teachers. It is important to mention here that piloted participants were not taken part in the main research. So after piloting all the tools of the study, it was reviewed on the basis of the piloting result and then finalizes the tool.

3.7   Data Collection Procedure

At first researcher made a plan for data collection. Researcher did an initial visit to the both urban and rural areas to reduce uncertainties in conducting field works and also communicated with the concerned authority. For each school researcher allocated one day. So, total 10 days were allocated for ten schools. A sample of data collection plan is included in Appendix 3.

In data collection process, researcher observed the classroom first. Because it was related to the regular class routine and most of the schools started their regular class with Bangla class. In the classroom observation researcher observed the class in line with the observation schedule. As this tool was used to observe the teaching learning process on reading activity, researcher followed this and took detailed note in her diary.

After that, firstly researcher took the written part of the achievement test which was answering short questions in a written form. They answered the question paper individually. Researcher alone took the written test and school authority did not take part in the process.

Then researcher administered the oral part of the achievement test. Every individual student read the three parts of oral test that were letter (Alphabet) recognition, word reading and a small text for reading. Students got one minute for first two item of the oral test and no specific time but not too much for the text reading.

Finally, researcher applied semi-structured interview schedule with the teachers in a safe, secure and peaceful environment in the school. While interviewing the researcher took permission from the teachers to record their voice. So in the interview tape recorder

was used and researcher took notes simultaneously. List of the total sample schools is presented below according to the visiting date:

Table 4: List of the schools of the study and data collection date

Sl. No.	School Name	Urban school/ Rural school	Field visiting Date
1.	Amtoli Govt. Primary School	Urban	30 September 2012
2.	Gilondo Govt. Primary School	Rural	O2 October 2012
3.	Betila Govt. Primary School	Rural	O3 October 2012
4.	Lemubari Govt. Primary School	Rural	O6 October 2012
5.	Abdul Hamid Dorgibari Govt. Primary School	Urban	O8 October 2012
6.	Sakrail Govt. Primary School	Rural	O9 October 2012
7.	Vola Govt. Primary School	Urban	1O October 2012
8.	Dautia Govt. Primary School	Rural	13 October 2012
9.	Badda Govt. Primary School	Urban	14 October 2012
10.	North Badda Govt. Primary School	Urban	17 October 2012

3.8   Triangulation of Data

As the purpose of the study was to know students' reading comprehension and the current practices of the classroom teaching of reading comprehension, the researcher observed the classroom and at the same time she talked with the teacher about the issues. Similarly, the study also conducted an achievement test to evaluate students reading comprehension. So the data were collected by using multiple methods. As a result, it was

found in the study that the study concerned data triangulation. The study also concern about the concept of "Being there" (p. 69) mentioned by Rossman and Rallis (2003). As the researcher herself collected the data from the field and this made the study more credible.

3.9   Data Analysis

Data were collected by achievement test, interview schedule and classroom observation schedule. Both quantitative and qualitative data were collected by using these tools. Quantitative data were analyzed by using different computer software like MS Excel, SPSS etc. Descriptive statistics like percentage and frequency distribution was used for quantitative data analysis. Before that data coding, categorizing etc. steps were also followed. The processed data were used in result section in table and diagram format where applicable.

On the other hand, qualitative data were analyzed according to the research questions and categorized them in response to the questions. Then researcher reviewed the data several times, cleans the data, code data according to the research questions and identified some themes. The themes were emerged from the data and managed and sorted them according to the themes. All the participants of the study responded in Bangla and the researcher used those in study report by translating into English.

3.10   Ethical Issues and Concerns

Several authors (Punch, 1994; Marshall & Rossman, 2006; Rossman & Rallis, 2006; Johnson & Christensen, 2004; Gay & Airasian, 2003 ;) discussed ethical considerations and its importance in conducting any kind of research. As several authors

and experienced researchers pointed out to consider ethical issues, the researcher maintained ethical concerns in the following way:

Researcher took written consent from concerned Thana Education Officer (TEO)/ Upazila Education Officer (UEO) for every individual school selected in this study. And with this consent letter the researcher communicated with the HTs of the respective schools. Researcher explained its participants about the nature of the study, purpose of the study and their involvement with this study. She also assured them that this research would not be occurred for any physical or mental harm for them and they were free to take part of or to withdraw themselves from the research at any time for any reason. After that, researcher took written consent from the participants. Researcher also assured them that the study would use the pseudo name in the report and keep the confidentiality. Researcher took permission to record their interviews. She made an effort to maintain a smooth relation with the participants while interviewing them. A sample introduction letter and a consent letter are enclosed in appendix 1 & 2.

3.11   Role of the Researcher

As this was a mixed method research, researcher had different role. That is why, researcher had to be aware about her role as a quantitative researcher as well as qualitative researcher. According to Gay & Airasian, (2003), "Quantitative researches generally have little personal interaction with the participants they study, since most data are gathered using paper-and-pencil, noninteractive instruments" (p. 8). As a quantitative researcher, she just gave the test instrument to the participants and did not interrupt them. They filled and handed over it to her. So there was no subjective role as a quantitative researcher in this study.

Alternatively, as a qualitative researcher, she played a critical role in this research. Researcher works as an instrument as she collected data directly. She had a continuous chance to improvise the tool. Reflecting all the data into the researcher's mind, some themes had been developed. So, there was an subjective role as a qualitative researcher in this study.

CHAPTER 4: RESULTS AND ANALYSIS OF DATA

Contents of chapter 4

4.0   Introduction

The study aimed to explore the present situation of grade III students' reading comprehension and current practices in classrooms to achieve the skill. At the same time, the variation of reading comprehension between urban and rural students as well as between boys and girls of those of primary schools in Bangladesh has been found out. In addition, challenges faced by the teachers to achieve this reading comprehension skill were also identified. Both qualitative and quantitative data were collected using tools like achievement test, interview schedule and observation schedule. A total of 200 students and 10 teachers from GPS were participated in this study.   Data were analyzed keeping in view of the research questions and presented in both quantitative and qualitative ways where found suitable under the following major areas:

1. Students' present status of reading comprehension
2. How teacher define reading comprehension
3. Teachers' views about the skill and their perception
4. Teachers' teaching technique- current practices
5. How teacher understand students' comprehension
6. Teachers' supporting activities
7. Teachers' training status
8. Variations of reading comprehension between urban and rural schools
9. Variations of reading comprehension between boys and girls
10. Challenges faced by the teachers
11. Suggestions to improve the situation

4.1   Students' current status of reading comprehension

To know the students' present status of reading comprehension it is important to explore the students' letter recognition as well as word reading abilities. In addition, students' performance on achievement test and text reading was considered. The following sub-sectors deals with these aspects. As this study focused on three different categories (all the participated students, urban-rural students and boys-girls students) of quantitative data, this part deals with the general part of the data discussion regarding all the participated students. Total 200 students were participated in this study. So, all the students' (200 students) performance on different components of this study is discussed below:

4.1.1 Letter recognition ability of students

Letter is the basic component of language learning. So data were collected on students' letter recognition competency. All the students of this study were asked to read 50 letters (alphabet) of Bangla language. Students' letter recognition ability is shown in the figure below:

Figure 2: Percentage of students' letter recognition ability
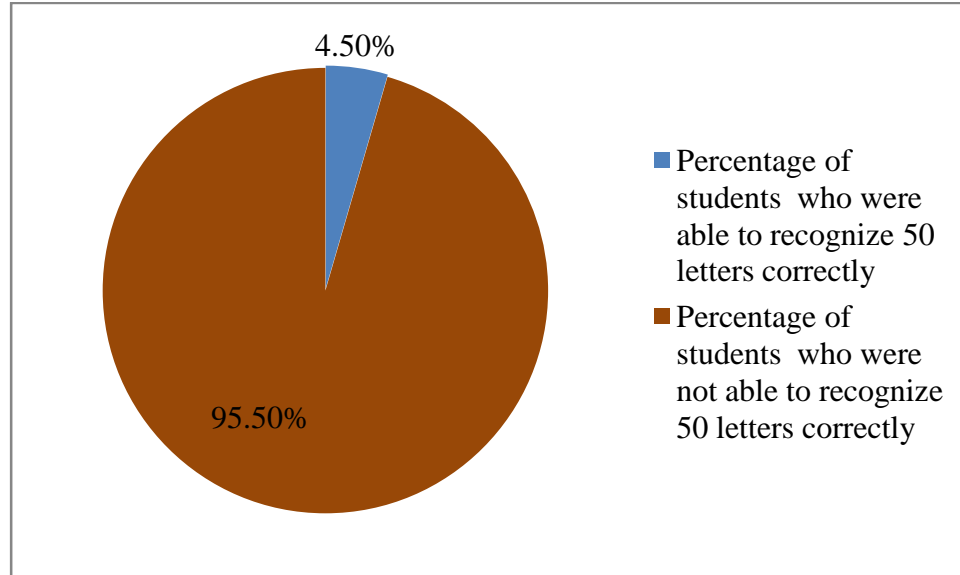
Data shows that 95.5% (191) students were not able to recognize all the 50 letters correctly. On the other hand, 4.5% (9) students were able to recognize them. Data revealed that (Table 4.1.1 in appendix) about half of the students (45.5%) were not able to recognize even 40 letters correctly. It was also found from the data that there was a difference among students of grade 3 in letter recognition. For example, one student was able to recognize 9 letters correctly. Alternatively, 1 student was able to recognize 30 letters. See appendix (Table 4.1.1).

4.1.2 Word reading ability of students

The students sample was asked to read 50 words related to their grade level and the data obtained were plotted in the figure 3.

Figure 3: Percentage of students words reading ability
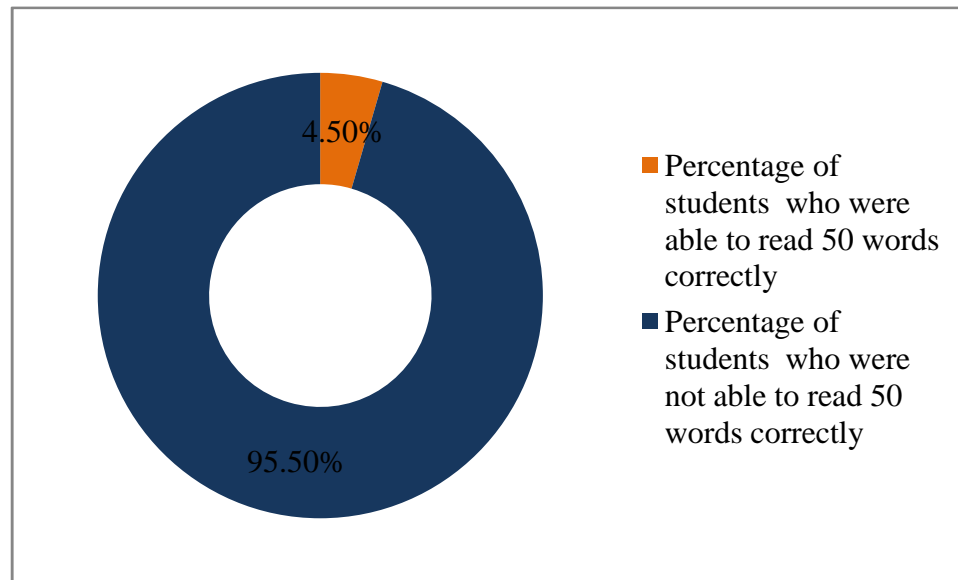
It is seen that 4.5% (9) students were able to read all the words correctly whereas 95.5% (191) of students could not do that.

It appears from data (Table 4.1.2 in appendix) that 2.5 % students were not able to read even a single word and more than half (50.5%) of the students could not able to read even more than 32 words correctly.

4.1.3 Students' comprehension ability

Students' comprehension ability was assessed by an achievement test that contained 20 questions (20 marks). This was a written test and the students answered the question in written form. 10 questions were Multiple Choice type (M.C.Q), 5 were fill in the blanks and other 5 were short-answer questions. The item analysis is shown in the

figure 4 depicting the correct answer and in-correct answers (please see Table 4.1.3 in the appendix).

Figure 4: Distribution of students regarding written item response
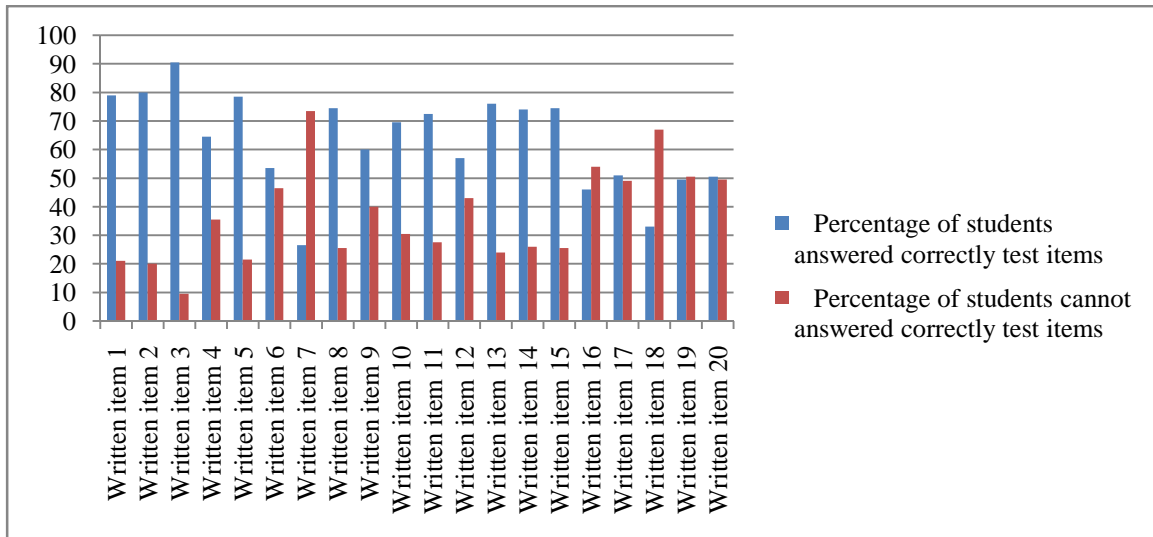
It is found from the figure 4 that first 10 items (MCQ) were answered correctly from 53.5% - 90.5% students except item 7. Item 7 was about meaning of a word which was from the text. It is found that this specific item was answered by only 26.5% students. In the same way, another five items (fill in the blanks) were answered by 57% - 74.5% students. Alternatively, the last five items were short answered questions. Data shows that these items were responded comparatively minimum number of students than other items. It was 33% - 51% students who answered correctly these questions.

It was found from the statistical data that students mean score was 12.61 and standard deviation was 4.519. It was also revealed that the range score was 18 (Table 4.1.3.1 attached in appendix).

It was revealed from another data table that only 3.5% (7) students were able to answer all the 20 questions correctly and 96.5% (193) students were not able to do that (please see Table 4.1.3.2 in the appendix).

4.1.4 Text reading ability of students

In order to measure the ability of text reading students were asked to read a short paragraph. Then assessment was done using the following indicators proper use of punctuation mark, reading with correct pronunciation, reading the text without spelling, reading with proper pronunciation of conjunct letters, reading with difficult words and reading with fluency. The students' responses are plotted in figure 5 below.

Figure 5: Distribution of students regarding responses in text reading by using different indicators
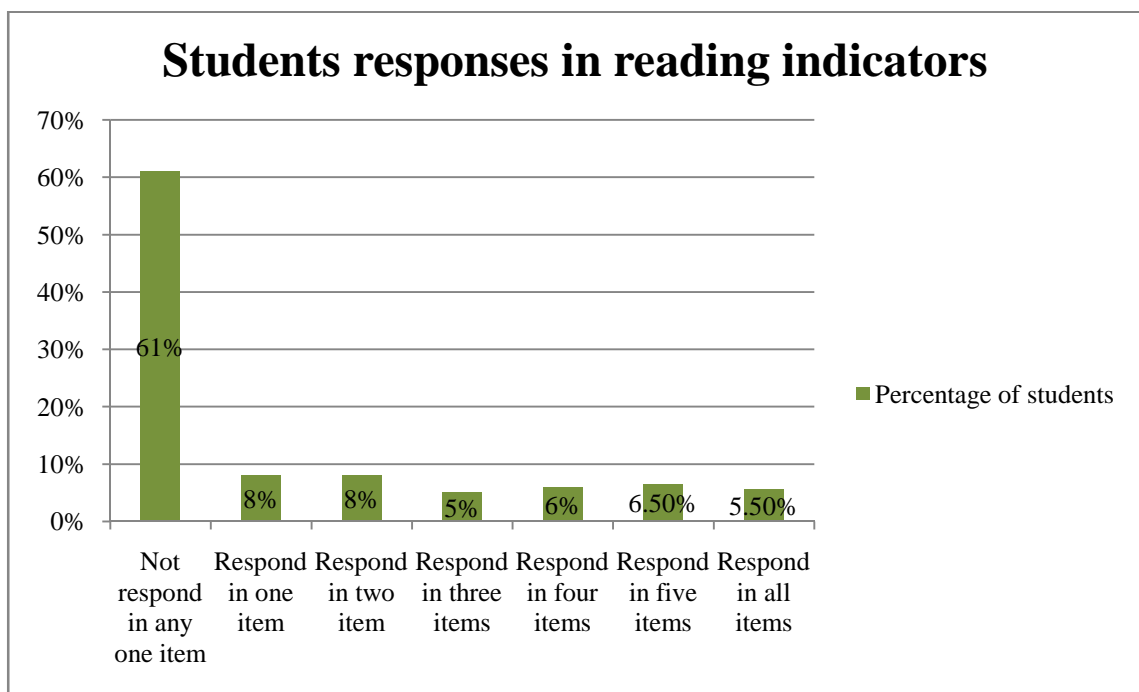
From figure 5 it is seen that only 5.5% (11 out of 200) students were able to read the paragraph by analyzing all the six indicators in their reading. On the other hand, 94.5% students were not able to read the text by using all these indicators. It was also

reveled from the data that 122 (61%) of 200 students were not able to read the text by using any one of the indicator. Detailed data are given in Table 4.1.4 in appendix.

4.2   How teacher define reading comprehension

It was an intention of the researcher to know that how the teachers define reading comprehension. One of the teachers mentioned, "Reading comprehension is understanding the content by reading". She also added, "Understanding the inner meaning of the text is reading comprehension" (Teacher, Interview # 1, date: 30.09.12).

Some other teachers also express their opinion in line with this statement and they agreed that comprehension is understanding the concept or theme of the text. One teacher said, "Reading comprehension means not just reading the text. It includes feeling the text" (Teacher, Interview # 4, date: 06.10.12).

One other teacher expressed her opinion about reading comprehension that,

Reading the text and getting experience on the text and also capture the meaning of the text are collectively reading comprehension. If students do not understand the text, they will not able to answer different questions related to the text and they will not get the meaning of the text. (Teacher, Interview # 6, date: 09.10.12)

One other respondent also pointed out, "Reading the content and gather knowledge on it is reading comprehension". She also added, "Knowing something from the text is reading comprehension" (Teacher, Interview # 7, date: 10.10.12). One of the teacher of this study also stated "Reading comprehension is getting meaning of a text by reading it and internalize the exact meaning of it" (Teacher, Interview # 8, date: 13.10.12).

4.3   Teachers' view about the skill

Participant teachers of this study expressed their opinion that reading with comprehension is very much important for students. In this regard one teacher said,

> There are four skills in language learning. In these four skills reading is very much important. Because, as our mother language is Bangla so we can easily adopt with listening and also in speaking, whatever our pronunciation is, local dialect or in standard language. If we do not read properly, we also do not understand the text; could not learn anything new and also could not express it in writing as well as in speaking. So reading with comprehension is very much important. (Teacher, Interview # 1, date: 30.09.12).

Other teachers also agreed with this and expressed their view on it. One of the respondent mentioned in the interview, "Reading comprehension is an important skill. If a student wants to increase his knowledge, s/he needs to read appropriately that means with proper understanding. Without this skill, it is quite impossible to achieve other competencies". (Teacher, Interview # 4, date: 06.10.12). Similar response also found from others that this skill is too important to achieve other skills. In line with this one teacher mentioned, "Without reading a student cannot understand anything and without this s/he will not be able to write anything also" (Teacher, Interview # 6, date: 09.10.12).

Teachers of this study also expressed their opinion about percentage of students of their classes who were able to read a text with comprehension. Majority of the teachers expressed their opinion that most of the students of their classes were able to read a text with comprehension. 4 out of 8 teachers expressed that 90% students of their classes were able to read a text with comprehension. Another teacher shared that more than 90% students of the class were able to do that and other two teachers expressed that 70% students of their classes were able to read a text with comprehension. Data showed in the table below:

Table 5: Teachers' opinion regarding students' percentage of reading comprehension

Number of teacher	Percentage of students
1 teacher	More than 90% students
4 teachers	90% student
2 teachers	70% student
Total 7 teachers (Out of 8)	

4.4 Teachers' reading teaching technique-current practices

Teachers are the key person to teach students how to achieve reading comprehension. It was found in the observation of this study that teachers applied different reading comprehension technique for achieving reading comprehension. Techniques are stated below:

4.4.1 Picture reading

Respondent teachers stated that they would start their lesson with discussing the topic. At the very beginning of the discussion teachers show the pictures related to the topic and ask different questions about the pictures. In one point of the interview one teacher shared her opinion in this way:

> At the beginning of the class, I show the picture and ask students what they have seen in the picture, what it means and what are the relations of these pictures with the topic. Besides this I use 'picture reading' as a first step to make them mentally prepare for the lesson and also to stimulate them in reading. (Teacher, Interview # 1, date-30.09.12)

Another teacher also stated that she would use picture as reading tool in her class. She mentioned,

I show the concerned pictures to the text and ask them some questions about the pictures. They themselves try to invent particular day's content by gazing the pictures. Then they name the topic and I also search the content from the content list of the textbook and announce the content. (Teacher, Interview # 3, date: 03.10.2012).

In classroom observation it was found that 5 teachers used picture as a reading techniques. Some of them discussed the picture and ….

4.4.2   Assessing previous knowledge

During classroom observation researcher found that teachers had asked different questions related to the content to encourage student to gaze particular day's content and also for understanding their prior knowledge. Similarly, a teacher said "This technique helps me to know students' previous knowledge about the content and also how far I have to teach in the classroom" (Teacher, Interview # 2, date: 02.10.2012). In line with this another teacher has shared his opinion, "At first I asked different questions related to the content to know their prior knowledge on the topic and stimulate them to gaze the content. After that I announce the topic of the class" (Teacher, Interview # 4, date: 06.10.12).

4.4.3   Group Reading

Teachers informed that they have applied diverse activities in text reading. They made small groups to read a text and then followed few steps to ensure their learning by making these groups. In this regard, one teacher mentioned, "I form small groups and then tell them read a story or poem of the textbook. The groups are so formed that in a group some students are capable and some need more assistance" (Teacher, Interview # 2, date: 02.10.2012). She also added, "I also encourage competent students to develop

and show such a mentality so that they can help others" (Teacher, Interview # 2, date: 02.10.2012).

It was also found from the observation that only 3 teachers used this group reading as a reading technique.

4.4.4 Pair reading

Along with group reading, another method called pair reading was applied by teacher to practice reading a text in the classroom. One of the teachers shared her view that she used this method as a reading tool and also maintained a process in making the pair group. In response to this the participants mentioned,

> Two students who sit side by side are asked to form a pair group. The purpose of this kind of grouping is to make one to one interaction and to learn how to support each other. By this way, they can read the content by their own. (Teacher, Interview # 8, date: 13.10.12)

In the observation it was found that only one teacher followed this as a technique.

4.4.5 Question technique

During classroom observation and interview session it was found that teachers followed 'question-answer' methods as a teaching technique. Teacher loudly read the text first and then told students to read the text. After that she asked questions to students and they tried to answer. About this one other teacher expressed her opinion,

> To ensure students' reading ability, I asked them to write answers of some of my questions in blackboard and said them to read those answers loudly. Sometimes I wrote questions on blackboard and said them to read out the questions loudly from the board. (Teacher, Interview # 8, date: 13.10.2012)

Similar things also happened in classroom observation. All the responded teachers used this technique in their teaching process.

4.4.6 Identifying difficult words

Identifying difficult word from the text and knowing its meaning is important for reading. Without knowing the meaning of unfamiliar or difficult words it will not be possible to comprehend the text. So in this study, it was also found that teachers worked on identifying the unfamiliar difficult words from the text and explain the meaning of those words to students. One teacher stated,

> From reading a text I identify the difficult words and tell them the meaning of those words and also explain those in easy language. I also identify the conjunct letters and break those to make understandable and find the real letters. (Teacher, Interview # 3, date: 03.10.2012).

It was found from the classroom observation that only one teacher identified the difficult words and 4 out of 9 teachers identified the new words from the text.

4.4.7 Model Reading strategy

While reading a text, teachers followed few steps in their teaching learning process. 7 out of 8 teachers shared their opinion in the interview that they used these steps in their teaching learning process. These steps are described below:

Teacher read the story/poem alone. Then s/he asked students to read with him/her. After that teacher asked all the students to read the text loudly. Following this teacher asked few students to read alone the particular text. While a student reading a text alone, if s/he needed any support, teacher helped them to read the text. When all the students completed their reading teacher also asked them some questions related to the content to make sure whether they have understood the text or not.

It was found from the classroom observation that 6 out of 9 teachers were used

this model reading in their teaching process. Others three were not used this techniques as they took their sessions in difficult way.

4.4.8   Other methods

Some of the important reading techniques were also used by the responded teachers of this study. It was found from the classroom observation that some of the techniques were used by only one teacher of this study. As an example- chain drill, make sentences and synonym was used by only one teacher. Some of the techniques were used by two teachers like silent reading, summary of the content and punctuation mark. But 5 out of 9 teachers used conjunct letter identification and only one teacher used making words as a reading technique.

4.5   How the teachers understand students' comprehension

Teachers assessed reading capacity of the students and tried to know whether they understood the text. They used some of the techniques to recognize students understanding. Which are given below:

4.5.1   Getting students response

One of the teachers shared her opinion that when s/he asked students something about the text, they responded in such a way that s/he could understood their position. When they did not understand the content, they were not very confident to answer the questions and their answers were also not appropriate. She also added, "When they understand the content, they all response together in one voice" (Teacher, Interview

1, date: 30.09.12). Besides this, another teacher also expressed her opinion that when students did not respond properly s/he supposed to understand that they did not comprehend the content (Teacher, Interview # 2, date: 02.10.12)

4.5.2   Observing facial expression

Two among the teachers expressed that they could able to understand the situation by observing students' facial expression. One teacher mentioned, "Usually I ask them to raise their hands if they can understand the lesson. So, students who understand raise their hands but still there are some faces showing that they do not understand the lesson" (Teacher, Interview # 3, date: 3.10.12).

4.5.3   Doing evaluation

Three respondents informed that at the end of the class they would evaluate students' comprehension by asking question on the topic. Thus they could know their students' understanding capacity. In response to this one teacher stated, "By evaluating different ways like written and oral I understand that the students can comprehend the lesson" (Teacher, Interview # 7, date: 10.10.12). Similar response also found from another teacher's opinion. She said,

> When I check the paper I understand whether they are achieving the comprehension of the lessons of that day. Though all the time I do not get the chance to review all the copy or 'khata' in one day, after checking 50% 'khata' I understand the level of comprehensions. (Teacher, Interview # 1, date: 30.09.12)

4.5.4   Reviewing answer sheet

Another teacher expressed that s/he asked them to write answers of his/her questions and verifying their answer sheets s/he could understand their comprehension capability. She also added, "I asked the students to write the answers on the blackboard and if the answer is correct I assume that they have understood the text" (Teacher, Interview #1, date: 30.09.12).

4.6   Teachers' support to achieve the skill

Teachers helped students to understand the lesson. To help them teachers used their own techniques. All the teachers expressed their opinion that they helped students to make them understood the lesson. If it was not possible in a day, they made it understood in next day. One of the teachers stated , "Those who are not able to understand the content I repeat the lesson and discuss it again at the end of the class" (Teacher, Interview # 1, date: 30.9.12). She also added, "If I cannot manage it within class time, I try to do it in the beginning of the next class". The same teacher shared her view, "Sometimes I find that some students do not understand some concepts and in that case I ask them to write on the board. Then I try to make them understand giving examples" (Teacher, Interview # 1, date: 30.9.12).

A teacher expressed her opinion in this way, "Sometimes I find that who are weaker and cannot understand lessons, they sit on the back bench. That time I rearrange these students in the front bench and help them to understand" (Teacher, Interview # 2, date: 02.10.12).

Some other teachers also stated that to make the students understand, they used to form mixed group. This consists of both capable and weak students. This way teacher makes a mixed group. Another teacher mentioned,

> I usually make a group to help each other. I make it by a group of students who are capable and who need support. So that all will be benefited by this group. Along with this I always help the groups where needed. (Teacher, Interview # 3, date: 3.10.14)

> Other 5 teachers also expressed their opinion in the same way.

4.7   Teachers' training status

Teachers training on a specific subject are important to teach that subject. As this study is about reading comprehension, researcher asked the teachers about their training status. It was found that 5 out of 8 teachers had training on Bangla language, 1 had training on English language but not in Bangla language and 2 teachers had no training. Those trained teacher on Bangla language, had also different experiences. Some of them had forgotten totally the training contents and some of them could recall few of the elements. According to a teacher's opinion, she mentioned, "I have received training in Bangla language 2-3 years ago. But I have forgotten the teaching strategies of the reading skill" (Teacher, Interview # 6, date: 9.10.12). Another teacher also responded in this regard,

> I had received bangla language training. The training was specifically focused on reading skill that teachers need to read the text in a simple way and to read a difficult word with an easy meaning. (Teacher, Interview # 2, date: 02.10.12)

The data revealed that two teachers who had training on Bangla language had forgotten training techniques. The teacher who have no training on Bangla language but training on English language mentioned,

> As I am a math teacher and now teaching Bangla so I did not get any Bangla language training. But I have got training on English language. Though Bangla and English language teaching strategy is different but I know the Bangla language reading strategy. (Teacher, Interview # 1, date-30.09.12).

4.8 Reading comprehension capacity in urban and rural students

100 urban students and 100 rural students were participated in this study. To know their reading comprehension status they had to be gone through different part (letter recognition, reading words, achievement test in written form and text reading) of the test like all other students. The following sub-sections discuss these aspects.

4.8.1 Letter recognition ability in urban and rural students

Table 4.8.1: 50 letter recognition by urban and rural students

Number of letters recognized by students correctly (Total 50 letters)	No of Urban students recognized correctly		No of Rural students recognized correctly		Total students in percentage
	No	%	No	%	
9			1	0.5	0.5
10	1	0.5			0.5
15	1	0.5	1	0.5	1
17			1	0.5	0.5
18	1	0.5			0.5
19	1	0.5			0.5
20	1	0.5	2	1	1.5
22	1	0.5			0.5
23	1	0.5	1	0.5	1
24	1	0.5			0.5
25	**3**	**1.5**	**2**	**1**	2.5
27	1	0.5	1	0.5	1

65

Number of letters recognized by students correctly (Total 50 letters)	No of Urban students recognized correctly		No of Rural students recognized correctly		Total students in percentage
	No	%	No	%	
28	1	0.5	2	1	1.5
29	3	1.5	1	0.5	2
30	1	0.5			0.5
31	3	1.5	1	0.5	2
32	5	2.5	2	1	3.5
33			2	1	1
34	4	2	5	2.5	4.5
35	3	1.5	2	1	2.5
36	2	1	2	1	2
37	6	3	4	2	5
38	7	3.5	2	1	4.5
39	5	2.5	7	3.5	6
40	**9**	**4.5**	**4**	**2**	6.5
41	3	1.5	1	0.5	2
42	4	2	6	3	5
43	3	1.5	7	3.5	5
44	9	4.5	7	3.5	8
45	7	3.5	3	1.5	5
46	3	1.5	7	3.5	5
47	4	2	8	4	6
48	3	1.5	6	3	4.5
49	1	**0.5**	5	**2.5**	3
50	2	**1**	7	**3.5**	**4.5**
Total	**100**	**50**	**100**	**50**	**100**

It appears from table above that in some points there were similarities between urban and rural students and in some aspects there were dissimilarities. Data revealed that 25 letters were recognized correctly by 1.5% (3) students of urban areas whereas 1% (2) was from rural areas. Similarly, 40 letters were recognized correctly by 4.5% (9) students of urban areas whereas 2% (4) was from rural areas. On the other hand, 49 letters were recognized correctly by 0.5% (1) students of urban areas while 2.5% (5) were from rural areas. It was also found from the data that in some point urban and rural students were

same as recognizing letters correctly. For example 1% (2) students from both urban and rural area were able to recognize 36 letters correctly.

Finally, it was found that 1% (2 students) from urban area and 3.5 % (7 students) from rural area were able to recognize all the 50 letters correctly. This specific data is shown in the figure 6 below:

Figure: 6 - Percentage of students with letter recognition capacity in urban & rural areas
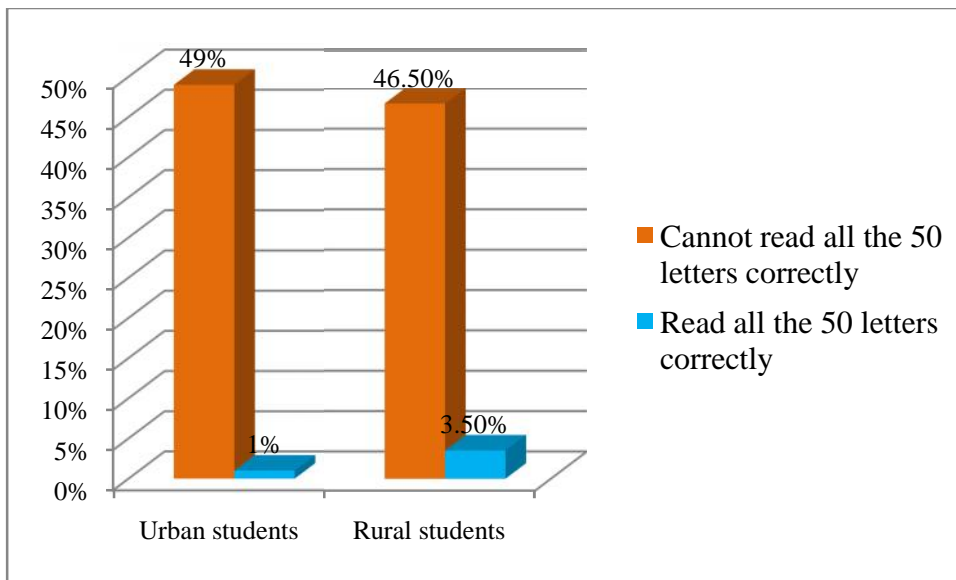
4.8.2 Word reading ability in urban and rural students

Table 4.8.2: Correct word reading by urban and rural students

No of words read correctly by students-total 50 words	No of urban students read words correctly		No of rural students read words correctly		Total of percentage
	No	%	No	%	
0		**2**		**0.5**	2.5
1			2	1	1
2			1	0.5	0.5
4			1	0.5	0.5
5	2	1			1
7	1	0.5	2	1	1.5
8	1	0.5	2	1	1.5
9			2	1	1
10	1	0.5	1	0.5	1
11			1	0.5	0.5
12			3	1.5	1.5
13			1	0.5	0.5
14	1	0.5	1	0.5	1
15	1	0.5	1	0.5	1
16			4	2	2
17			3	1.5	1.5
18	3	1.5	2	1	2.5
19	2	1	2	1	2
20	3	1.5	3	1.5	3
21	1	0.5	3	1.5	2
22	2	1	2	1	2
23	2	1	2	1	2
24	2	1	1	0.5	1.5
25	**4**	**2**	**4**	**2**	4
26	2	1	1	0.5	1.5
27	2	1			1
28	1	0.5	4	2	2.5
29	**1**	**0.5**	**3**	**1.5**	2
30	2	1	2	1	2
31			4	2	2
32	2	1		1	2
33	3	1.5	2	1	2.5
34	2	1	3	1.5	2.5
35	3	1.5	2	1	2.5
36			4	2	2

No of words read correctly by students-total 50 words	No of urban students read words correctly		No of rural students read words correctly		Total of percentage
	No	%	No	%	
37	1	0.5	2	1	1.5
38	2	1	2	1	2
39	2	1			1
40	**1**	**0.5**	**1**	**0.5**	1
41	1	0.5			0.5
42	3	1.5	1	0.5	2
43	4	2	3	1.5	3.5
44	4	2	2	1	3
45	4	2	1	0.5	2.5
46	**7**	**3.5**	**2**	**1**	4.5
47	7	3.5	2	1	4.5
48	4	2	2	1	3
49	7	3.5	6	3	6.5
50	**5**	**2.5**	**4**	**2**	4.5
	100	50	100	50	100

It appears from the data that 2% (4) students from urban area were not able to read even a single word correctly while 0.5% (1) was from rural areas. It was also found from the data that in some point both urban and rural students were same as word reading. For example, 2% (4) students from both urban and rural area were read correctly 25 words. Similarly, 0.5% (1) students from both areas were read 40 words correctly. On the other hand, it was also revealed from the data that, in some point there were differences in both areas students. Data shows that 46 words were read correctly by 3.5% (7) students of urban area where 1% (2) from rural area. Alternatively, 29 words were read correctly by 0.5% (1) students of urban area where 1.5% (3) from rural area.

At the end of the data table it is found that 2.5% (5) students from urban area and 2% (4) from rural area were able to read all the 50 words correctly. Data shown in the figure 7 below:

Figure: 7- Percentage of students in correct word reading by urban & rural students
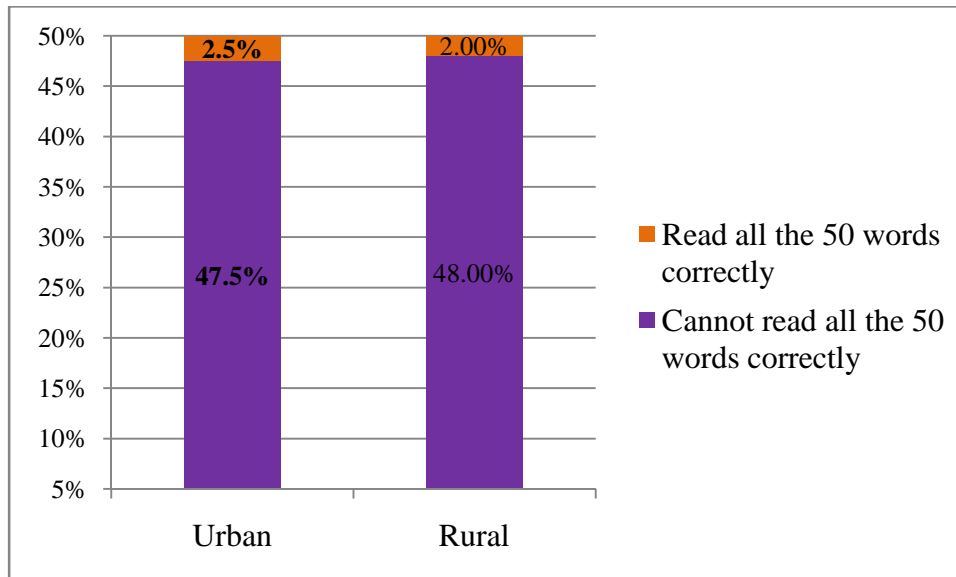
4.8.3 Urban and rural students' comprehension ability

Urban and rural students' were also assessed by the achievement test which contained 20 questions (20 marks) as like as the previous one. The item analysis data table showed that (Table 4.8.3 in the appendix) in the first 10 items urban students answered correctly from 60% - 98% apart from number 7 item. On the other hand, rural students were from 47% - 83% except number 7 item. It was found that 30% urban students and 23% rural students were answer correctly number 7 item. Majority of the students (70% urban & 77% rural) could not answer this item correctly. Data found that 64% - 79% urban students answered correctly another 5 items (fill in the blanks) whereas 50% - 73% rural students do that. On the other hand, data describe that majority of the students from urban (43-59%) and rural (58-75%) areas were not able to answer correctly 3 out of last 5 items (short answered questions).

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In another data table (Table 4.8.3.1) data showed that 3% students from urban area and 0.5% students from rural area were able to answer all the 20 items of the achievement test. On the other hand 47% from urban area and 49.5% from rural area were not able to answer them. Detail data table attached in appendix Table 4.8.3.1.

It was revealed from the statistical data that the mean score and standard deviation was 12.61 and 4.519 for urban students as well as 11.39 &4.712 for rural students. It was also found that the range score was 18 for the same area (Table 4.8.3.2 attached in appendix).

4.8.4 Text reading ability in urban and rural students

Students from both urban and rural areas were asked to read a text by using six different indicators. It was revealed from another data table that 3.5% (7) students from urban area and 2% (4) from rural area were able to use all the indicators of the text. Alternatively, 27% (54) from urban area and 34% (68) from rural area were not able to use any one of the indicators of the text. Detailed data table attached in appendix (Table.4.8.4).

Data showed in another data table which represents students' performance in each indicator of the text reading. Data showed in the figure 8 below:

Figure 8: Percentage of urban and rural students' ability of reading a text using different indicators
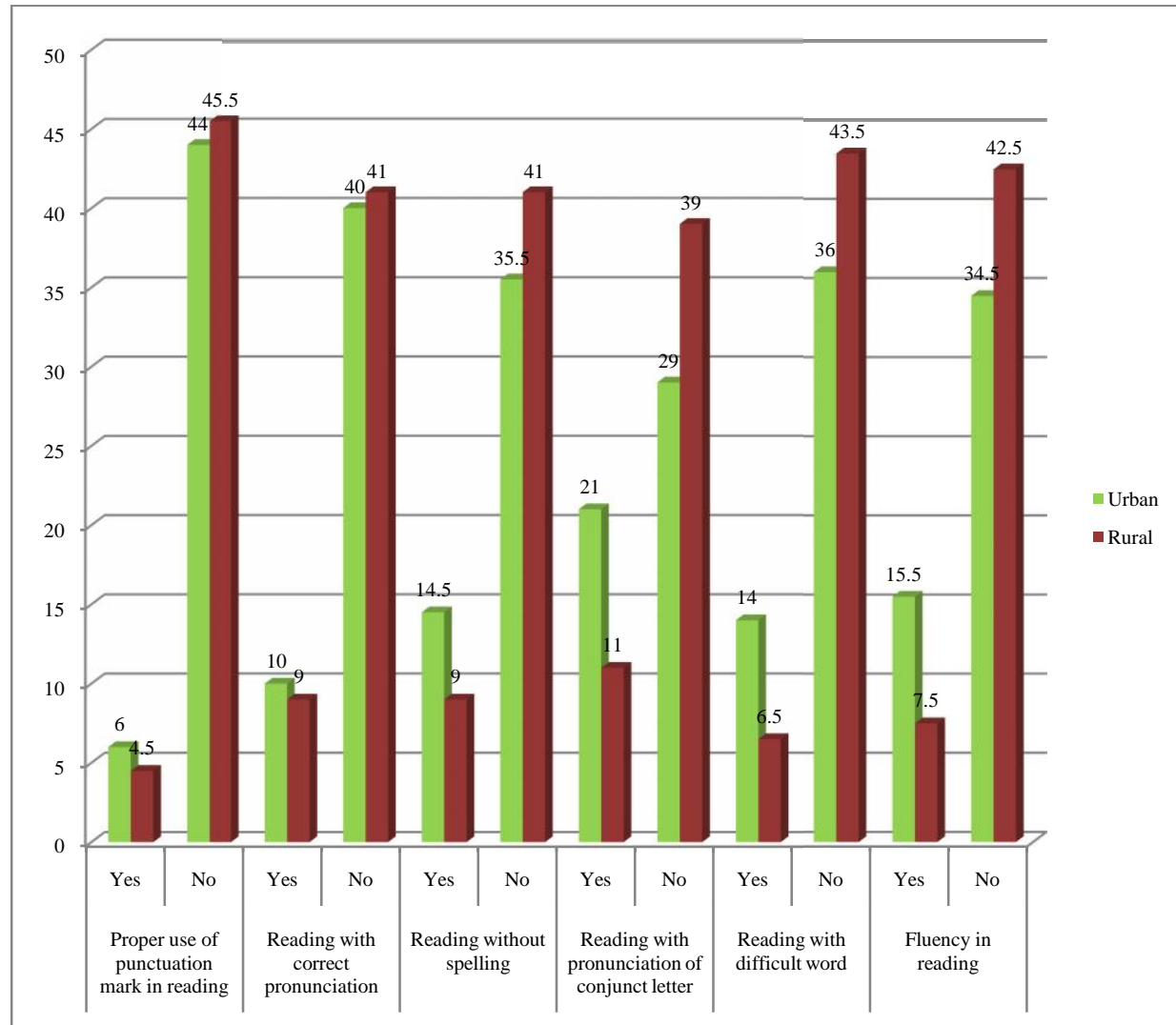
It is found from the figure that 44% students from urban area and 45.5% students from rural area were not able to use the first indicator that was punctuation mark in the reading. On the other hand, 10.5% students from both urban and rural areas were able to use that. Another indicator was reading without spelling. Data found that 35.5% from urban area and 41% students from rural area were not able to use this indicator. It was also found from the data that 79.5% students from both area (36% from urban & 43.5%

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from rural) were not able to read the text with the difficult words. Data table attached in appendix (Table 4.8.4.1).

4.9   Reading comprehension capacity in boys and girls students

100 boys and 100 girls students were participated in this study. To know their reading comprehension status they had to gone through the same components like urban and rural students. In each of the components boys and girls students' performance discussed in below:

4.9.1 Letter recognition ability of boy and girl students

It was found from the data that there were differences in some point and similarities in some point between boys and girls students. Data showed that 39 letters were recognized correctly by 1.5% (3) boys whereas 4.5% (9) girls were able to recognize them. Alternatively, 42 letters were recognized correctly by 3.5% (7) boys whereas 1.5% (3) girls were able to recognize them. It was also found that 2.5% (5) boys and girls were able to recognize 45 letters correctly. Data regarding all 50 letter recognition by boys and girl students showed in the figure 9 below:

Figure 9: Percentage of boy and girl students' in letter recognition ability
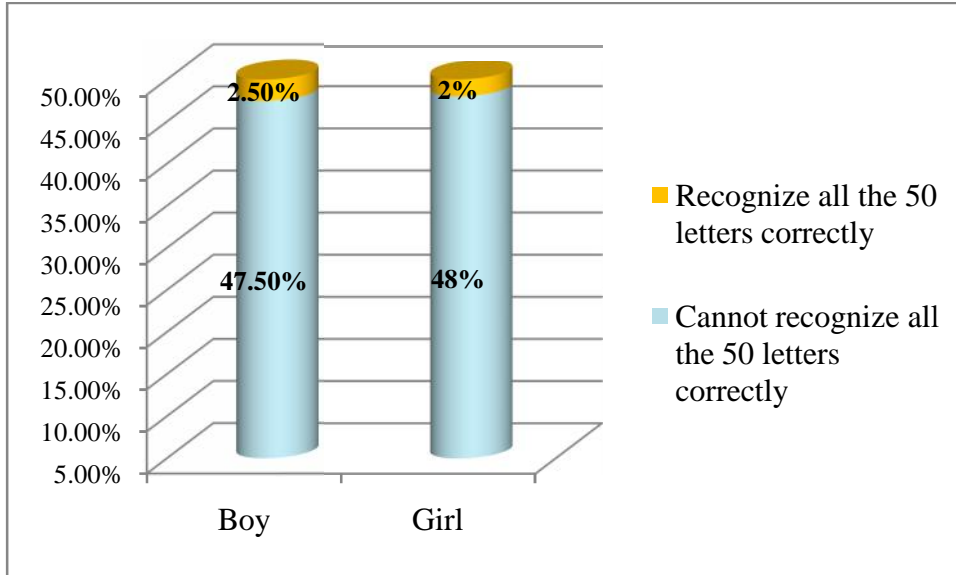
It appears from the figure that all the 50 letters were correctly recognized by 2.5% (5) boy and 2% (4) girl students. In contrast, 47.5% boys and 48% girls were not able to recognize all the 50 letters correctly. Detailed data attached in appendix (Table: 4.9.1).

4.9.2 Word reading ability in boy and girl students

It was found that 1% (2) girl students were not able to read a single word correctly whereas 1.5% (3) boys were not able to do that. It was revealed from the data that in some point boys and girls were same in reading words correctly. In response to this, 32 words were read correctly by 1% (2) boy and girl students. On the other hand, in some point there were differences with the boys and girls students. In answer to this data showed that 25 words were read correctly by 2.5% (5) boys while 1.5% (3) girls do that. Alternatively, 46 words were read correctly by 3% (6) girls whereas 1.5% (3) boys do that. Detailed data table attached in appendix (Table 4.9.2). Data regarding all 50 word reading showed in the figure below:

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Figure: 10: Percentage of boy and girl students' word reading capacity
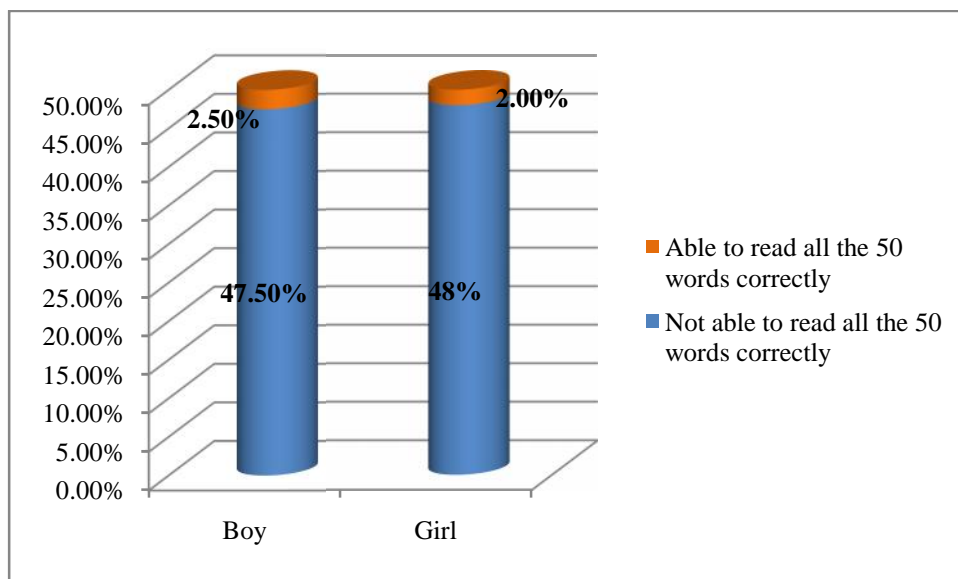
It is seen from the data that 2.5% (5) boys and 2% (4) girls were able to read all the 50 words correctly. On the other hand, 47.5% boys and 48% girls were not able to do that.

4.9.3 Boy and girl students' comprehension ability

Boys and girl students' were also assessed by the achievement test. In the item analysis data table (Table 4.9.3 attached in the appendix) data shows that in the first 10 items (MCQ) boy students answered correctly from 52% - 89% apart from number 7 item. On the other hand, girl students were from 55% - 92% except number 7 item. Majority of the boys (74%) and girls (73%) could not able to correctly answer this question. Only 26% boys and 27% girls were able to answer correctly this item. Data found that in another 5 items (fill in the blanks), 53% - 78% boy students answered correctly those items whereas 61% - 79% girl students do that. On the other hand, data revealed that majority of the students from boys (46-64%) and girls (50-70%) were not able to answer correctly last 5 items (short answered questions) of the test. It was found

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from the data that boys and girls both students perform comparatively low score in the last 5 items which was short answered question.

Data regarding question answered correctly by boy and girl students shown in the figure 11 below:

Figure 11: Percentage of boy and girl students' performance in achievement test
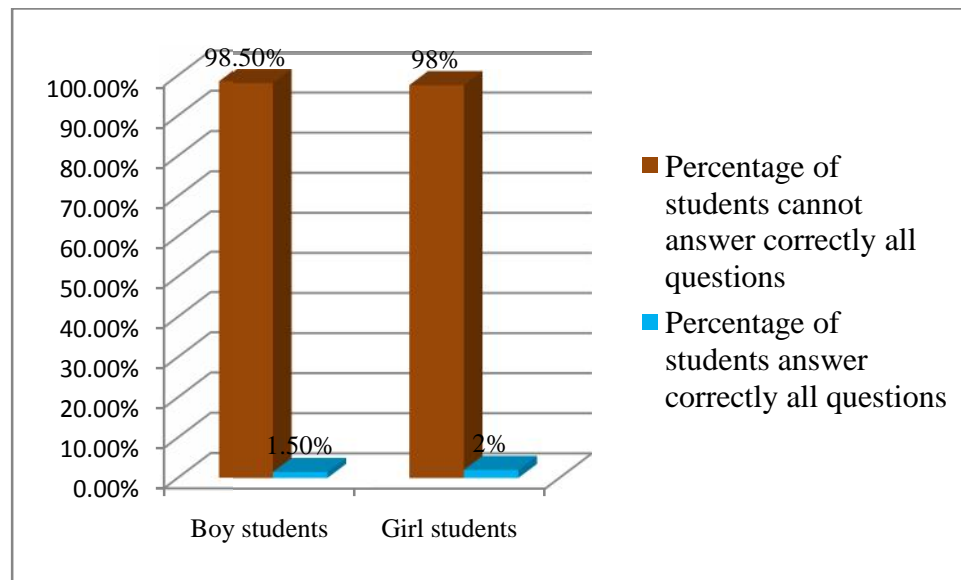
It shows from the figure that 1.5% or 3 out of 100 boys were able to answer all the 20 questions correctly. On the other hand, 2% or 4 out of 100 girls were able to do them. Rest of the boys (98.5%) and girls (98%) were not able to do that. Detailed data table attached in the appendix (Table: 4.9.3.1).

It was discovered from the statistical data that the mean score and standard deviation was 12.44 & 4.680 for boys whereas 12.77 & 4.369 for girl students. The range score was 18 for boys and 17 for girls (Table 4.9.3.2 attached in appendix).

4.9.4 Text reading ability in boy and girl students

Boys and girls students of this study were asked to read a text by using six different indicators. Boys and girls students' performance in each of the indicators showed in the figure below:

Figure 12: Percentage of boy and girl students' ability of reading a text using different indicators
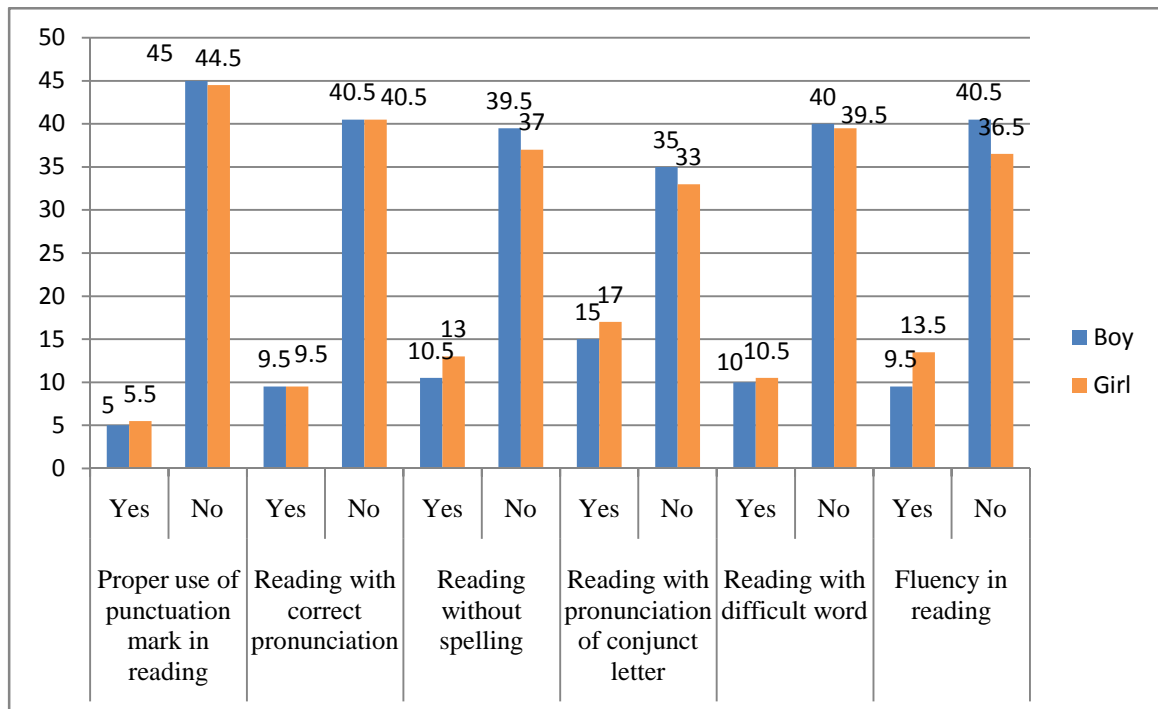
Data appears from the figure that 45% boys and 44.5% girls were not able to read the text by using punctuation mark. On the other hand 5% boys and 5.5% girls were able to do that. It was also found from the data that 39.5% boys and 37% girls were not able to read the text by using another indicator which was reading the text without spelling. Alternatively, 10% boys and 10.5% girls were able to use that. It was found by the indicator of reading fluency that 40.5% boys and 36.5% girls were not able to read the text fluently. On the other hand, 9.5% boys and 13.5% girls were able to read the text with fluency. Detailed data table attached in appendix (Table.4.9.4).

It was found from another data table that 32.5% (65) boys and 27.5% (54) girls were not able to read the text by using any one of the indicator. Percentage of students using all the indicators in text reading showed in the figure below (Table 4.9.4.1 attached in appendix):

Figure 13: Percentage of boy and girl students' ability in the text reading using all indicators
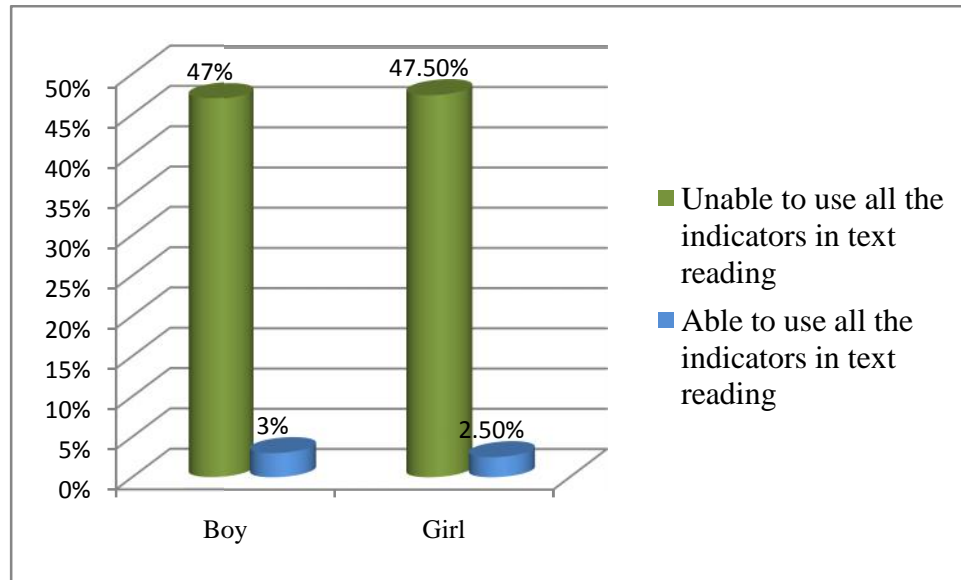
Data shows that 3% (6) boys and 2.5% (5) girls were able to read the text by using all the indicators. Alternatively, 47% boys and 47.5% girls were not able to do that.

To know students' reading comprehension ability, all the reading comprehension measurement components of different group of students' are tabulated in a nut shell below:

Table 6: A comprehensive data table on reading comprehension of different groups among the study sample

	Percentage of students recognizing all letters correctly		Percentage of students reading all words correctly		Percentage of students answering all questions in written form		Percentage of students using all the indicators correctly in text reading	
Boys Performance	2.5% (5)		2.5% (5)		1.5% (3)		3% (6)	
Girls Performance		2% (4)		2% (4)		2% (4)		2.5% (5)
Students performance in urban area	1% (2)		2.5% (5)		3% (6)		3.5% (7)	
Students performance in rural area		3.5% (7)		2% (4)		0.5%(1)		2% (4)

4.10 Challenges faced by teacher to achieve students' skills on reading comprehension

To achieve reading comprehension skill teachers are facing various problems. These are shown in the table below:

Table 4.10: Problems faced by teacher in achieving the skill

Se. no	Problem faced by teacher	Number of respondent teachers	Percentage of teachers
1	Large class size	8	100%
2	Irregular attendance of students hampers consistency	2	25%
3	No rules for placement in a class	1	12.5%
4	Insufficient knowledge of teachers	2	25%
5	Overload of work	2	25%
6	Environment in the classroom	3	37.5%
7	Home support	6	75%
8	Role of food on learning	3	37.5%
9	Students' work hamper learning	1	12.5%
10	Lack of cooperation among parent, teacher and student	1	12.5%

The following sections discuss these points in detail.

4.10.1 Large class size

Teachers faced challenges to handle many students in a classroom. According to the data it was found that all the respondent teachers (8 teachers) agreed in this point that in their classroom they had too many students to maintain teaching learning process smoothly. One of them stated,

> As they are many in a classroom, I cannot concentrate on everyone and sometimes who sit in the back benches cannot hear me. So this is also a gap between the student and a teacher to concentrate on the lesson and understand the concepts of content. Along with this when I try to manage them, the students from the front side try to create chaos in classroom. (Teacher, Interview # 1: date: 30.09.12)

Teachers showed their unhappiness in this regard and they expressed that it would be better if the class size were small. One teacher said,

> In my classroom, I have 48 students altogether. My class duration is 55 minutes. I have also some administrative tasks like roll calling and other things. How much

time a student gets from me in a class. Students will get more time if they are less in number in a class. (Teacher, Interview # 2, date: 02.10.12)

Similar view was obtained from other teacher. She added, "We try, we have the wish to try but we cannot manage time" (Teacher, Interview # 3, date: 03.10.2012).

In addition to this, one teacher mentioned that as students were so many, they were facing many problems in classroom. They could not give attention due to short time of classes. She also added,

> As students are many, 4-5 students have to sit in a bench. As a result, they cannot concentrate on their study. They concentrate more on their bag and other material management. Even all of them cannot open their book in reading time and their writing pad or 'khata' in their writing time. (Teacher, Interview # 7, date: 10.10.12).

She further added, "As students are huge, we cannot concentrate all the students, cannot check all the exercise papers in a class time and cannot give feedback". One another teacher mentioned in the same line, "As student-teacher ratio is high, we cannot maintain all the tasks by the allocated time" (Teacher, Interview # 8, date: 13.10.12). Similar response also found from another teacher. She said, "In my class, I have many students. So I take 10 minutes for classroom management. Ultimately students get less time for their academic works" (Teacher, Interview # 9, date: 14.10.12).

4.10.2 Irregular attendance of students hamper consistency

Some students are irregular in the class. According to teachers' view, as students were irregular, they had missed the lessons. When they came back, they could not cope with the lessons, as a result they did not get interest in the classroom. Ultimately they were lagging behind in the next classes. A teacher also mentioned,

If students come regularly, they will be able to have an idea on total content. But they come one day and then absent for two or three days. That is why, they cannot learn and cannot understand the content and lagging behind. (Teacher, Interview # 3, date: 03.10.12).

Another teacher added, "As parents of these students are not aware, they are maintaining this irregularity in coming to the class and eventually hampering their study" (Teacher, Interview # 1: date: 30.09.12).

4.10.3 No rules for placement in a class

One of the teachers pointed out that some students were basically weak. Here she clarified it in a way that there was no specific test for placement in a particular class. So when a student came to a school to take admission, school admits the student but the student may not be appropriate for that grade. She also mentioned,

Suppose a child come to admit in grade two, school authority admits the child in grade two. But he/she is appropriate for grade one. These students are basically weak for the particular grade and it is a tough job to help them to make understand the contents of particular grade and also to promote to the next grade. (Teacher, Interview # 1, date: 30.09.12)

She also added, "I try to help this kind of students as much as possible, even upto my best for their learning" Teacher, Interview # 1, date: 30.09.12).

4.10.4 Insufficient knowledge of teachers

Sometimes teachers faced complexity in teaching this particular skill as they had no training. Teachers expressed that sometimes words were so difficult that it required extra time to identify an easy word. In response to this, one teacher mentioned "Sometimes I find difficult words in text and those are so difficult that I take time to find

a synonym or an easy word meaning the difficult word. This is a problem to me which I face in classroom to read a text" (Teacher, Interview #2: date: 02.10.12).

Another teacher mentioned, "It will be better if all the teachers get a subject based training. I got the training in 2008. After that I do not get any subject based training or refresher in this regard. (Teacher, Interview 8, date: 13.10.12).

4.10.5 Overload of work

Two teachers of this study expressed their opinion in this point. They felt that they were overloaded with their busy schedule. They had to go one after another class continuously. They did not get time for preparation for the next class and they had no leisure time. One of the participants mentioned,

> Our head teacher arranges 5 minutes for leisure or preparation time for us. But it is not possible to use this time because students make chaos inside and outside the classrooms. At the same time as this school is attached with a high school, it is also important to maintain a noiseless environment in the play ground. (Teacher, Interview #3, date: 03.10.12)

The other teacher also commented,

> We are to go one after another class. We do not get free time between two classes. As there is no rest in work, it's a mental pressure for us. Along with this we do not get time to take preparations for classes as well as we have no other time in a working day. (Teacher, Interview # 8, date: 13.10.12)

4.10.6 Unsatisfactory environment in the classroom

Data showed that environment in the classroom was not good. Three teachers expressed their opinion in this regard. One teachers stated "If all the students come in class in the summer season and at that time unavailability of electricity makes a huge problem for the teachers, they have to remain busy with the management of the

classroom rather than academic task" (Teacher, Interview #2, date: 02.10.12). Another teacher also pointed out,

> As students are many in classrooms, chaos exists always in the classroom. If students are disciplined, it will be more helpful for them to understand any content in a calm and cool situation. Along with this, the school is situated near the main road. So always cars, buses and other transports play horns. It is difficult to maintain class activities properly. (Teacher, Interview # 9, date: 14.10.12).

> Lastly, a teacher stated, "In the classroom, furniture are not sufficient. So students cannot sit in the bench properly. They do not get proper space to handle their books and also face problem in writing" (Teacher, Interview # 6, date: 09.10.12).

4.10.7 Inadequate home support

Six out of eight teachers stated their opinion that students were not getting proper guidance at home. One teacher said that most of the students of her school were from poor families. They did not get proper guidance from their family. Also Students were not committed to their study. One teacher stated "Students are totally depending on teachers. So whatever we do on reading in classroom that's their reading. They do not get any guidance from their home" (Teacher, Interview #2, date: 02.10.12).

Similar view also found from another teacher. She said, "Along with teachers support, students require help from their home. But they do not get so, as their parents are illiterate, even they do not have basic literacy" (Teacher, Interview #3, date: 03.10.2012). Similar response also found from another teacher. She said that teachers needed support from the students family to teach them properly. But we did not get any family support. As parents were illiterate and not aware about the academic activities of their children.

One another teacher remarked, "As parents are not aware of their children's learning, students just come at school and go to home. They (parents) do not know what their children are learning" (Teacher, Interview # 7, date: 10.10.12).

4.10.8 Role of food on learning

Three teachers emphasized role of food on learning. One teacher told "Students are not attentive because they come with empty stomach and they cannot concentrate in classroom on their study time" (Teacher, Interview # 7, date: 10.10.12). Another teacher also commented,

> Food is not prepared timely in some homes. So students have to come at school without taking food or they usually miss the 1st period. So they cannot get the content properly. At the same time, who come school with empty stomach, cannot concentrate in class effectively. They go to home after attending few classes and do not come back. So again they miss some classes. In this way they are falling behind. (Teacher, Interview #8, date: 13.10.12)

4.10.9 Students' work hamper learning

One teacher expressed her opinion that as most of the students were from poor family they had to do work after school time. This hampers learning.

4.10.10 Lack of cooperation among parent, teacher and student

A teacher expressed, there are three main stakeholders e.g. parent, teacher and student in the education system. When these three stakeholders cooperate together, it represents good education. She also added,

> If one is missing it will not bear any success. We are trying our best, students are also trying, but if parents or family do not cooperate, it will not give any positive impact on education. Those who do not come school regularly and do not get support from the family they are becoming weak in the classroom. So we need

combine effort from these three groups of stakeholders. (Teacher 8, date: 13.10.12).

4.11 Suggestions from the teachers

This section deals with various suggestions given by the respondents to address different issues to achieve reading comprehension. Suggestions are discussed below:

4.11.1 Placement should be distributed

As there is no specific rule for placement in a school, a teacher suggested that there should have specific rules for placement. Along with this she mentioned, to decrease the burden of a school, it (placement) can be spread in many schools by increasing number of schools in an area. (Teacher, Interview #1, date: 30.09.12)

4.11.2 Small class size

Majority teachers suggested for a small class size for better teaching-learning. One of the teachers added,

> Overcrowded classroom takes lots of time to manage the classroom rather than giving more time on academic purpose. Besides this, as most of the students come from such a family that family members cannot take care of their education at home. So we need to give more time in classroom on their academic task. (Teacher, Interview #1, date: 30.09.12)

Another teacher also expressed her opinion in this matter, "Large class takes a lot of time to manage the students and they get very little time for their academic purpose" (Teacher, Interview #3, date: 03.10.2012).

4.11.3 Need professional training

Data showed that some of the teachers of this study were not trained. Some of the teachers conveyed their message that teachers need training in a specific subject. According to a teacher,

> Training is needed for a teacher. Because a trained teacher can implement his/her training knowledge in classroom. As I have no training in Bangla language, I do not know how to teach in classroom to achieve this skill. (Teacher, Interview #4, date: 06.10.2012).

Another teacher said that there are different categories of students in a classroom. So sometimes we are to handle some special children in a regular classroom. So it would be better if we had some special trained teachers to handle these students. She also added, "We have many students in a grade who are not as much ccapable. So it will be better if government circulate a rule that a special teacher will be appointed to help these students" (Teacher, Interview #1, date: 30.09.12).

4.11.4 Importance on early grades

Data showed that teachers were more concern about early grades. They said that early grades are important because the students learn the basic elements at their grades and then they move for next grade. If they do not learn in early grades they would face problem in other grades. In this regard one teacher said,

> Early grades are more important to achieve reading comprehension. Many students of grades 1 and 2 do not achieve their competencies in these grades but entered into grade three. So they are actually lagging behind in grade three. So early grades should given more interests of all. (Teacher, Interview # 4, date: 06.10.2012)

Another teacher expressed,

> Students have to learn all the basic things in early grades and then they need to move for next grades. If a student of grade three do not recognize letter, then as a teacher of grade three, it would be a great challenge to teach content of grade

three. Along with a class has fixed duration. Within this fixed time, after managing all tasks it is also tough to handle these students with the content. (Teacher, Interview # 9, date: 14.10.2012).

She also added that not only schools but also parents have to take equal responsibility for learning of a student in early grades.

4.11.5 More focus on practice at school

Three teachers stated their view in this issue. They expressed that students should have scope for more practice at school. One of the teachers stated,

Students need to practice more and more. Most of the parents are illiterate. They themselves cannot read so how they will help their child's reading. So all the students need more practice at school. It would also helpful for weaker students. (Teacher, Interview #2, date: 02.10.12).

Another teacher said that group work helped students to interact with their friends more and they enjoy more. Similar response also found from other teacher. She added "Students should have more scope for practice. When students get chance to practice more, they feel more interest in that content and enjoy it" (Teacher, Interview # 8, date: 13.10.12).

4.11.6 More focus on reading

One respondent teacher shared her opinion that they needed to focus more on reading to achieve reading comprehension. She also added, "Students should have more reading activity in classroom" (Teacher, Interview # 6, date: 09.10.2012).

4.11.7 Regularity in school

It was found from the opinion of the teachers that some students are irregular in school. One of the teachers shared her opinion that achieving reading comprehension, students need to come school regularly. She suggested "We can give responsibility to some students who can frequently communicate with irregular students and motivate them to come to school regularly" (Teacher, Interview #3, date: 03.10.2012).

4.11.8 Arrange mid day meal

Respondent teachers felt that most of the students had to come school without food. So 'midday meal' program will be an added advantage for students to concentrate and to be present in the class. One teacher mentioned "If a student come to school with empty stomach or do not bring lunch at school, they cannot concentrate mind in classroom and try to give different excuses to go home" (Teacher, Interview # 8, date: 13.10.12). She added, they also show different excuses to go outside of the classroom and lastly at home and do not come back at classroom.

One of the respondents also expressed that teachers should **reward children to motivate them in reading.** Another respondent stated that teachers should **deliver the content in an attractive way** and one other teacher said to achieve students' reading comprehension **classroom should be enjoyable.**

CHAPTER 5: DISCUSSIONS AND RECOMMENDATIONS

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5.0   Introduction

The purpose of the study was to find out students' present status of reading comprehension and the current practices in classroom to achieve this skill in grade 3. This study was also aimed to know the variations of achievement in the skill between urban and rural students as well as boys and girls of this grade. Similarly, the challenges faced by the teachers to achieve the skill were also explored. Researcher took an achievement text comprising different elements of language learning such as letter recognition, word reading, written test and an oral test to know students' present status of reading comprehension and also to know differences of students' performance. The study also used interview schedule and observation checklist to see the classroom practices and to know teachers' view about language.

In this chapter researcher would present a detailed discussion on the basis of data in response to the research questions of the study and also with the literature review and conceptual framework.

5.1   Teachers' concept and perception about reading comprehension

The findings from the data indicate that teachers have the concept of reading comprehension that is understanding the content including the inner meaning of the text and also internalize the exact meaning of it. The National Reading Panel (2006), reported that "Reading comprehension is the act of understanding and interpreting the information within a text…inferring what the author does not tell explicitly as well as many other cognitive actions" (p. 28). So it was clear from the study that teachers understood the meaning of reading comprehension. It was also evident from teachers' interview that they

viewed as an important skill. Respondents feels that this skill is more important than other skill because students can easily cope with the listening and speaking skill as their mother language is Bangla, but if a student do not understand by reading a text, it would not possible to achieve other skill and also could not express his/her thought in writing. NSA (2011) findings indicate "Comprehension of Bangla is important not only for Bangla subject but also for understanding other subjects" (p. 16).

5.2   Students' current reading comprehension status

Participant students (total 200) of this study were assessed by an achievement test which consisted of letter recognition, word reading, a text with some questions to answer in written form and a text for oral reading. These are very basic component of language learning and also for reading comprehension.

The findings from observation and field note revealed that majority students were not able to recognize all the letters and even they name it inappropriately and sometimes they stacked in recognizing. Some of the students also pronounced some of the letters in a different way. As an example, ' ৺ (chondrobindu)' was pronounced by 'chader ghar' 'ʼ (do)' was 'hadu bhangga do', 'ঢ (Dho)ʼ was 'kandhe ura dho'. Some of the letters were pronounced in a reverse way like 'দ (Doysunnoro)ʼ was read by 'ধ (Dhoysunnoro)' and 'ধ (Dhoysunnoro)' was read by 'দ (Doysunnoro)ʼ. During word reading, it was found that some students struggled with the conjunct letters in word reading. So, they faced difficulties with those words. Some other also faced difficulties with reading some easy (with 'fola' sign) word also. Some other also read out some words by the local language. As an example, 'lomba' was pronounced as 'lamba'.

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In text reading most of the students faced problem of using punctuation mark in reading. From classroom observation, it was also found that only one teacher discussed about the reading technique by using punctuation mark and another teacher told students to use this in their writing. Rest six teachers did not practice this issue in their reading and even they did not aware students about it. A good number of students read the text by pronouncing the words in a different form. For example, the word "amar" was read by 'amader' and 'engine' was 'engile'. So, some of the students read the story by their own words and pronounce the words in a different way. Some of the students were totally unable to read the story.

Some of the students did not spell out the words but they took time to read the words and the reading was not smooth. Some of the students were able to read quickly the text but pronunciation was not right. Even some of the students spelled out some easy words like 'Maa', 'Baba' etc. Some students escaped lines in their reading.

It appears from findings that only a less number of students (4.5%) were able to recognize all the 50 letters and 50 words correctly. Similarly, a few (5.5%) students were able to use all the six indicators in reading the text. At the same time, a small number (3.5%) of students were able to answer correctly all the 20 questions of the achievement test. So the study pointed out that majority students were not achieving the basic literacy skills. Further, majority of the students were not achieving the attainable competencies related to reading skill mentioned in the grade III Bangla curriculum.

The findings also indicated that, students did better in MCQ questions rather than short answer questions. It means that majority (67%) students did not really comprehend the text as their answers had to explore from the text by their own. It was also evident

from the EFA Global Monitoring Report 2013/4 that, "in total just 8 out of 100 primary school age children are able to acquire basic reading skills" (p. 192). Correspondingly, in the Annual Status of Education Report (Rural) India (2013) pointed out that only 21.6% students of grade III were in sentence level (level 2). Though the teachers of this study shared their opinion that most of their students (70% - 90%+) were able to comprehend after reading a text. But study findings did not show that. So teachers also need to be aware about their students' real situation.

These are the general observations of the each component of the achievement test. Though the specific groups such as urban & rural and boys & girls were also included the discussion.

The study found that a few number of students from both urban (1%) and rural (3.5%) area was able to recognize all the letters. Within urban and rural students, rural students did better in recognizing letters. Alternatively, urban students did better in word reading. It was also found from the findings that rural students perform comparatively better in using six different indicators in their text reading. In the written part of the comprehension test urban students perform better than the rural students. Similar results were also found in the international report (ASER, Pakistan (2013) and national (ASPR, 2012) study report.

Similar to the ASER, Pakistan (2013); ASPR (2012), this study also found that boys performed better as a whole in letter recognition, word reading and the text reading where they had used all the six different indicators to read the text. But girls performed better in each individual indicator of the text reading. It was also found that girls performed better in the achievement test. In the first 15 items of the achievement test girls

performed better but in the last 5 items boys performed better which was a short-answer question. So this study indicates some different dimension in boys and girls performance. Though other literature referred boys' better performance, this study indicated a different results showing girls performance better than the boys (PIRLS, 2011). This is a significant finding of this study.

5.3   Teaching reading- current practices and the reality

The findings from the interview showed that teachers use picture reading, assess previous knowledge, practice group reading, pair reading, ask questions, identify difficult words & new words, model reading and chain drill as reading strategies in teaching reading. In the classroom observation it was found that teachers used a few other different strategies of teaching reading like individual reading, reading aloud, silent reading, synonyms, making sentences, summary of the content, punctuation marks, identifying conjunct letters and making words by using conjunct letters etc. Findings indicated that teachers were aware of different strategies of acquiring the reading skill. But an alternative finding was also found from the data. From the teachers' training status it was found similar to the ASPR (2014); ASPR (2013) that more than one third (37.5%) teachers were not trained in this skills and who had training, most of them were forgotten the training content. They also expressed that refreshers' training is needed for acquiring the specific skill. Though they practiced some of the strategies but they did not focus much on the strategies. From our observation it was noted that only two teachers used punctuation mark in their class. One teacher discussed and cited example of it but another teacher just mentioned that students should use it. The important strategies of acquiring

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reading skill were used by only one or two teacher. For example, difficult word identification, synonym, pair reading, assessing previous knowledge, using punctuation mark, individual students reading, title discussion, new words meaning etc. These are basic components of reading comprehension. These help a student to comprehend a text and also help a teacher to understand the students' position in acquiring the skill. According to the 'question asking' strategy student will ask question to teachers to know about contents but in the study it was not observed in any class. Silent reading competency was one of the attainable competencies of reading skill but it was applied in classroom by two teachers of the study. So, teachers may know some of the strategies but all of them have no training and all are not practicing those strategies in a focused way. NRP (2006) report also pointed out these strategies as teaching strategies of reading comprehension. It was also found that some of the teachers were very reluctant in the classroom and did not concentrate on students reading. They also did not motivate students to read the text. Some of them were focused on doing exercise and they mention some of the techniques orally just to show that they used those. I got this message from an informal conversation with a student that they read word meaning few days ago but not yesterday. It was also found from the achievement text that majority of the students were not able to read difficult words in the word lists and also did not read words with conjunct letter. It was also found that a very minimum number of students were able to use punctuation mark (10.5%), reading with difficult words (20.5%) and also identify the word meaning (26.5%) from the text reading. So, these were the gaps between teachers practices and students achievement which need to be addressed.

In the teachers' training manual of Bangla, teaching of reading strategies was discussed as pre-reading, during- reading and post-reading steps. The findings indicated that teachers could not remember those steps in the interview but they had applied few of these steps in their reading classes which was discussed earlier section.

All the teachers of the study express their opinion that they understood and assessed students' comprehension in different ways such as using students' response, observing facial expression, by oral evaluation and reviewing answer sheet. Teachers also expressed their opinion that they helped student to understand the lesson by their own way. My observation revealed that though they expressed that they used different techniques to assess students reading comprehension and took necessary steps but students were not achieving competencies of the skills up to the mark.

5.4   Implementing strategies of teachers-challenges

The findings showed that teachers faced different challenges to implement the teaching strategies of reading comprehension. All the teachers shared that large class size was a robust problem for them to implement this skill. It was also found from the observation that teacher-student ratio ((ASPR, 2014; BPSC, 2010; ESTEEM, 2004)) was high in the studied schools and if all the students of a particular class would attend the class on the day of visit it would not be possible to accommodate them in the classroom. So teachers had to remain busy to accommodate them in the classroom, manage discipline rather than giving academic support. Another finding revealed that as students of government schools who came from poor families and whose parents were not aware of their children, did not get any support from their family (ESTEEM, 2004). After

school hour parents involved them in work. So, only teachers alone cannot help them to achieve the learning outcomes of the particular skill. Majority of the teachers focused on this issue. Other challenges were classroom environment (PIRLS, 2011; ESTEEM, 2004), absent of school meal and irregular attendance of students in school. The observation also revealed that due to large class size or crowed classroom the students could not concentrate on the lesson. They were apparently busy with their bags and gossiping. I attended studied schools for a whole day and found that some of the students wanted to go home in the break time and few of them did not again come back. So they actually were lagging behind from the course contents. Though some of the challenges were shared by very few teachers (12.5%) but these were important to notice like placement role in a class, lack of cooperation among parents, teachers and students. Without achieving learning outcomes of a class if a student admit in another class it would not possible for the student to achieve higher classes learning outcomes, students may not cope with the class and teachers also struggling with this kind of students. So this is really a big challenge of the teachers. Teachers have to stay 9.00 am to still 4.15 pm and take several classes without break. Even they did not get time for academic preparation and not for rest also (Haq & Islam, 2005). It was also noticeable that all the teachers were not trained (ASPR, 2014; ESTEEM, 2004) and some of them are not confident enough in their sessions. So to achieve students reading comprehension all the teachers should be trained and all the stakeholder should work together. It was also important to maintain proper classroom environment including small class size.

5.5   Suggestions from the teachers

Teachers of the study suggested some of the areas which need to be addressed to improve students reading comprehension as well as learning situation. One of the significant suggestions was about placement in a class. As government school has no specific rule for placement test students are not enrolled according to their capacity levels. This creates problem for both teacher and student. So this suggestion needs to be addressed. A few other important suggestions were important of early grades, focusing on reading practice at school. Reading comprehension is a complex process. So it would not be possible to achieve it all of a sudden. It should start from early grades and be stimulated on a regular basis, and different teaching strategies also need to be implemented continuously. Other suggestions were small class size, teachers' professional training, students irregular attendance in school, arranging mid day meal, rewarding children, delivering the content in the classroom in an attractive and enjoyable way. Different literature (Haq & Islam, 2005; ESTEEM, 2004.) also revealed these issues as teachers' challenges. So these should be accommodated in improving the learning situation.

5.6   Recommendations

Based on the study findings and the suggestions from the research participants and my own reflection of the problems, I have presented some recommendations to improve students reading comprehension situation and the teaching strategies. Recommendations are presented below:

- Government should have a rule for placement in a class. If students are not placed in an appropriate class it will not be possible for them to cope with the contents of the class and teacher will also face challenges to accommodate them in content.

- As grade III students are not acquiring even letter recognition, more focus should start from early grades. Otherwise, they will lag behind continuously in achieving learning outcomes.

- Reading is one of the important skills. Teachers are practicing it in classroom but without much focusing on it. So it should be more focused in classroom.

- Teachers are overburdened with their work. So work load should be reduced so that they can get more time to take individual care of their students.

- Classroom should be well equipped with necessary furniture such as chair, table, benches, racks etc so that students can do their work in a suitable learning environment.

- Subject based training as well as skill based training is to be ensured for better teachers' preparation. Regular refresher training is important for better professional development.

- If students come to school with empty stomach it is difficult to concentrate on lessons. So mid day meal program should be organized immediately in govt. primary schools.

- Irregular attendance of students hampers study consistency. So there should some policies to ensure students participation to make sure students learning.

- Teachers should concentrate reading activity in an enjoyable way. They must encourage the students in reading by rewarding them in various ways.

- Teacher-student ratio should be maintained at 1:30 as recommended in Education policy, 2010. To implement this it is necessary to create more posts of teachers and increase the numbers of classroom in a school.

- Majority of the students are coming in our school from low income family. As a result, a students have to work after school hour at home.. They do not find time to prepare lesson at home. It is therefore important to motivate parents so that they can get proper home support for education.

5.7   Conclusion

This study aimed to explore grade III students' reading comprehension status and the variations between urban and rural as well as boys and girls in Bangladesh. This study also wanted to know current practices in classroom in achieving reading comprehension and challenges faced by teachers to achieve this skill. Government schools were selected for this study as the majority of student population study in govt. primary schools. This study was a mixed method research and data were collected from students (grade III) and Bangla language teachers of that particular grade through achievement test, interview schedule and class observation schedule. Study locations were both urban (Gulshan thana) and rural (Manikgong Sadar) areas of Dhaka division.

By reviewing the findings of the study, it was found that the majority of the students were not able to recognize all the letters in the alphabet test. Similarly, a small number of students were able to read all the words and read the text by using six different indicators as well as in answering questions in written form. As a whole urban students perform better than rural students. In the same way, boys perform better than girls but in some aspects girls did better.

The teachers practiced different teaching strategies and they believed that majority of their students were able to comprehend a text after reading. However, the reality did not show that. It was found that teachers were practicing some of the strategies but in a very limited way and a good number of teachers have no training even those who had training also forgotten training contents. They did not focus more on reading comprehension. They are just doing some activities.

The study also highlighted teachers' challenges in the classroom. They pointed out that large class size was a big problem for them and for that they could not concentrate on student learning. Teachers also face some other problems like overload of work, environment of the classroom, insufficient training, students coming with empty stomach, no academic support from home, students working after school and lack of cooperation among parents, students and teachers. So these challenges need to be addressed. Without that it would not be possible to improve students' reading skill.

Finally, to improve students' reading comprehension and their reading capacity, reading activities should be more focused in the classroom as well as in early grades. Along with this, teachers' challenges need to be addressed and scope has to be increased so that they can give more focus on practicing this skill.

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Annexes

Appendix 1

Letter of Introduction

INSTITUTE OF EDUCATION & RESEARCH
UNIVERSITY OF DHAKA
DHAKA-1000, BANGLADESH
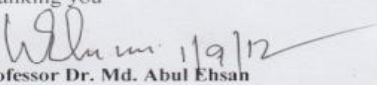
PHONE :
PABX   9661900-19
       9661920-73 / 8200
FAX   880-2-8615583

Office of the Director

Date: 1/9/12

To Whom It May Concern

I am glad to introduce **Shilpi Rani Saha**, M. Phil student at the Institute of Education and Research, University of Dhaka, has been conducting research under my supervision. The topic of her research is **"A Study of Reading Comprehension for Grade III Pupils of Primary Schools in Bangladesh"**. For conducting her research she will be visiting some schools to interview teachers, students and observe class. She will also take a test of grade III students for the study.

I hope she will be permitted to collect data from the relevant personnel of selected schools for her research. Your cooperation and support will be highly appreciated.

Thanking you

1/9/12

Professor Dr. Md. Abul Ehsan
Director
Institute of Education and Research
University of Dhaka

Appendix 2

Consent letter

Dear 'X'

This is Shilpi Rani Saha, doing my M. Phil research at the Institute of Education and Research Dhaka of University. As a part of my M. Phil degree I am going to conduct a research for which I need your help as a participant.

I am interested to study on 'Reading Comprehension of Grade III pupils of Government Primary Schools in Bangladesh'. For this reason I want to take a test of Grade III students. I also wanted to know teachers perception, implemented techniques and challenges faced by them to achieve the reading comprehension skills of students. For this I want to observe the teaching learning process in this class. That's why, I would like to request your consent to observe a class and conduct an interview with you.

The interview with you will last about one hour and the class room observation will the exact time allocated for the class. The interview will be tape recorded, if you agree. The interview will be about your perception of reading comprehension, implemented techniques and challenges faced by you to achieve the skill of reading comprehension.

I will protect your identity using pseudonym in my study and in any future publication or presentation. All data taken from you will be stored securely. You are also assured that you may withdraw yourself from this study at any time without giving any reason.
I will greatly appreciate your permission for this study to help me learn about the educational situation in this regard.

Thank you

Shilpi Rani Saha
M.Phil researcher
Institute of Education and Research
University of Dhaka

Signature of the participant
Date:...........

Appendix 3

Field Plan for Data Collection

Description of activities	No of activities and time needed (Urban & Rural)	Person involved	Date of the activity	Place	Comments
Test of Grade III students	5×1hour = 5 hour in Urban	20 student per class (20×5= 100)	Between 30 September - 30 October, 2012	Gulshan Thana and Mohakhali Sadar Upazila	
	5×1hour = 5 hour in Rural	20 student per class (20×5=100)	Do	Manikgonj Sadar Upazila, Manikgonj	
		Total Student 200			
Class room Observation	1x 45 Minutes =45 Minutes (Total 45minutes x5 classes in Urban)	Teacher, Students	Do	Gulshan Thana and Mohakhali Sadar Upazila	
	1x 45 Minutes =45 Minutes (Total 45minutes x5 classes in Rural)	Teacher, Students	Do	Manikgonj Sadar Upazila, Manikgonj	
		Total Classroom Observation 10			
Interview	5×1 hour = 5 hours in Urban	Teacher,	Do	Gulshan Thana and Mohakhali Sadar Upazila	
	5×1 hour = 5 hours in Rural	Teacher,		Manikgonj Sadar Upazila, Manikgonj	
		Total Interview 10			

Appendix 4

Questionnaire for Achievement test

Part A: Oral test (Read the following 50 letters of Bangla alphabet)

নিচের বর্ণগুলো পড় :

অ	ক	উ	চ	ই
খ	আ	জ	এ	ব
ঈ	ট	ত	E	প
ঋ	গ	ও	ছ	ঠ
ঐ	ঝ	দ	য	ড
ঔ	ঘ	র	ঞ	ঙ
ণ	ধ	ফ	ন	ং
ভ	ম	ড়	য়	ঢ
ল	ঃ	শ	ৎ	ষ
স	ঁ	হ	থ	ড়

Part A: Oral test (Read the following words)

নিচের শব্দগুলো পড়:

আমার	মামা	সকল	তুমি	সে
আপনাকে	গ্রাম	ভালবাসা	বৈকাল	দুপুর
উদ্ভিদ	ঠিকানা	স্বজন	সৎ	ঈগল
সুন্দর	ফসল	অথৈ	ঢোল	দাদা
পাহাড়পর্বত	নৌকা	ঢেউ	দৃপ্ত	রোদ
উজ্জ্বল	সুর্য	হলুদ	প্রকৃতি	ফুল
দুর	আঁধার	বিজয়	কথা	বলা
নদী	বৈশাখ	ধরণী	গ্রীষ্ম	ধুসর
কৃষাণ	ক্লাস	পাহাড়	মাঝি	ভাষা
যুদ্ধ	ছোঁয়া	রৌদ্র	হাট	বাড়ি

Part A: Oral test

Exam is over. I along with my mother, father, and younger brother have got ready and started to the station. The intensity of cold is little bit more today. I have seen train in photograph. But never seen the real train and never ride on it. We have been waiting for the train. At that time I heard the sound of coming of the train. The train was so much long in size. I have been astonished about the length of the train. Father has said, "Rabi and Boby, the engine is in the front cabin."   After the train has started its running, me and my brother have enjoyed the natural beauty. I have no idea when I felt in sleep. Ther Suddenly mother called, "Rabi, Boby get up. See, we have come already. "I have woke up and seen that we have reached the station. We have enjoyed much after going to home.

Part A: Oral test (Bangla version)

পরীক্ষা শেষ। মা, বাবা, আমার ছোট ভাই আর আমি আমরা সবাই তৈরি হয়ে স্টেশনের দিকে রওনা হলাম। আজ শীতের তীব্রতা একটু বেশি। ছবিতে ট্রেন দেখেছি। সত্যিকারের ট্রেন কখনও দেখিনি আর কখনও চড়িওনি। অপেক্ষা করছি কখন ট্রেন আসবে। এমন সময় ট্রেনের শব্দ শুনতে পেলাম। বিশাল লম্বা ট্রেন। এত লম্বা ট্রেন দেখে অবাক হলাম। বাবা বললেন রবি ও ববি সামনের কামরাটিতে ইঞ্জিন থাকে। ট্রেন ছাড়ার পর দুই ভাই বোন মিলে অবাক হয়ে প্রাকৃতিক দৃশ্য দেখছিলাম। কখন যে ঘুমিয়ে পড়েছি টের পাইনি। হঠাৎ মা ডাকলেন, রবি–ববি উঠ। দেখ, আমরা এসে পড়েছি। ঘুম ভেঙে দেখি আমরা স্টেশনে পৌঁছে গেছি। বাড়ি গিয়ে আমরা অনেক মজা করলাম।

Part B: Written test

Questionnaire for students

Marks: 20

Time: 45 minutes

Name of the students   Male/Female   Roll

Name of the school   Grade

Read the paragraph and answer the following questions:

During summer vacation Runu and Pinu shall go to their grandfather's house. Uncle has come to take them. Mother said, "Be careful in your journey. Now a day's occurrence of road accident has increased. Runu and Pinu, you will be along with your uncle, cross road holding with uncle's hand." Uncle said, "Some rules should be abide by when crossing road and driving vehicles. Accident may happen if not follow the rules. When you walk you will walk along with the right side of the road. You must use footpath where there is such path.

Runu asked, "Uncle, how we shall cross the road?" Uncle said, "The rule of crossing road is –first observe the right side, then the left side, next observe the right side again. If there is no vehicle then you will cross the road." After that they have started for the bus-stand by rickshaw. Suddenly the rickshaw has been stopped. Uncle said, "Look at the lamppost in front of you, the red light is turned on. When the red light turns on, vehicles stop. After a while the yellow light turns on, that means wait a bit. The green light turns on immediately after the yellow light turns on. At that time, vehicles started to run." They have seen that it's really truth.

They have came to their grandfather's house after a long time and become very happy. They called the dog of the house "Lalu". Lalu guard the house. Runu is playing with Lalu. When playing he is also disturbing Lalu. Being annoyed Lalu barks. But Runu continuous. Lalu has become much annoyed and run to Runu with barking. Got frightened Runu runs and started to cry. Grandmother said, "Without any reason do not disturb any animal. They have also angry. They can bite us if we annoy them. As a result, we may be injured. Even we may die because of the injury. Rabies may happen if dogs bite, particularly if the dog is mad. If humans are not properly treated may die.

Answer the following questions: **10 points**

Put a tick mark beside the right answer

1. Which side you will take walking along road?

    a. Left   b. Right   c. In middle   d. Either side as wish

2. When there is red light in lamppost, vehicles-

    a. Run fast   b. Run slow

    c. Stop   d. Again start to run

3. Everybody of grandfather's house called the dig as

    a. Vulu b. Falu c. Kalu d. Lalu

4. "They are very happy in coming grandfather's house"- what is the

    meaning of "very" here

    a. Much happy   c. Very much happy

    b. Little happy   d. Happy

 5. Bit of a mad-dog causes

    a. Rabies   b. Jaundice   c. Typhoid   d. Convulsion

6. Vehicle starts to run when there is ……. Light in the lamppost

    a. Red   b. Green   c. Yellow   d. Blue

7. What does 'injury' means in the story?

    a. Be pained b. Be disturbed   c. Be angry   d. Be burnt

8. Where shall they go during vacation

    a. Uncle's house   b. Grandfather's house

    c. Aunt's house   d. Cousin's house

9. Turn on of yellow light in the lamppost means-

    a. Starting running   b. Waiting for a bit

    c. Standing for a long time   d. Vehicle is not working

10. What may happen if rules of crossing road may not be followed

    a. May a disturbance for people   b. May undisciplined for people

    c. An accident may happen   d. Pickpocket may happen

Identify one right word from the following words and fill in the blanks

5 points

Animal	Guard	Disturb
Road	Care	Rule
Bite		

1. Now a day's occurrence of ………… accident has increased.
2. Without any reason do not ……………………… any animal.
3. If dog's……………….are not properly treated, humans may die.
4. Lalu ……………… the house.
5. …………should be abide by when crossing road and driving vehicles.

Answer the following questions: **5 points**

1. What will you do when you cross the read?
2. What could an animal do if you disturb him?
3. What happened when the yellow light of a lamppost turn on?
4. Why Rabies happen?
5. With whom they will go in vacation?

Part B: Written test (Bangla Version)

শিক্ষার্থীদের জন্য নমুনা প্রশ্নপত্র

পূর্ণ মান –২০

সময় –৪৫ মিনিট

শিক্ষার্থীর নাম–   ছেলে / মেয়ে   রোল–

বিদ্যালয়ের নাম–   শ্রেণি –

নিচের অনুচ্ছেদটি পড় এবং প্রশ্নগুলোর উত্তর দাও

রুনু আর পিনু গরমের ছুটিতে নানাবাড়ি যাবে। ছোট মামা এসেছেন ওদের নিয়ে যেতে। মা বললেন, ' সাবধানে যাস্। আজকাল সড়ক দুর্ঘটনা অনেক বেড়ে গেছে। রুনু আর পিনু তোমরা মামার সাথে সাথে থাকবে। মামার হাত ধরে রাস্তা পার হবে।' মামা বললেন, রাস্তায় চলাচলের সময় এবং যানবাহনে চলাচলের সময়ও কিছু নিয়ম মানতে হয়। নিয়ম-কানুন না মানলে বিপদ ঘটতে পারে। হাঁটার সময় রাস্তার ডানপাশ দিয়ে হাঁটবে। ফুটপাত থাকলে অবশ্যই ফুটপাত দিয়ে হাঁটবে।

রুনু জিজ্ঞেস করল, ' মামা, আমরা রাস্তা পার হব কীভাবে? ' মামা বললেন ' রাস্তা পার হবার নিয়ম হল– প্রথমে ডানে দেখবে। তারপর বামে। পরে আবার ডানে দেখবে। এরপর কাছাকাছি কোনো যানবাহন না থাকলে রাস্তা পার হবে।' এরপর ওরা রিক্সা করে বাসস্ট্যান্ডের দিকে যাওয়া শুরু করল। রিক্সা চলতে চলতে হঠাৎ থেমে গেল। মামা বললেন, ' সামনে ওপরের দিকে দেখ, একটা পোস্টে লাল আলো জ্বলছে। মামা বললেন, ' পোস্টে লাল আলো জ্বললে যানবাহন থেমে যায়। একটু পরে হলুদ আলো জ্বলে। এর অর্থ একটু অপেক্ষা করুন। হলুদ আলো জ্বলার পরপরই সবুজ আলো জ্বলে। তখনই রিক্সা, গাড়ী আবার চলতে শুরু করে।' ওরা দেখল সত্যি তাই।

অনেকদিন পর ওরা নানাবাড়িতে এসে ভীষণ খুশি হল। ওদের নানাবাড়ির কুকুরটাকে ওরা 'লালু' বলে ডাকে। লালু বাড়ি পাহারা দেয়। রুনু লালুর সঙ্গে খেলছে। খেলতে খেলতে মাঝে মাঝে লালুকে সে বিরক্তও করছে। লালু বিরক্ত হয়ে দু একবার ঘেউ ঘেউ করে ডেকে উঠছে। তবুও রুনু থামছে না। লালু খুব বিরক্ত হয়ে রুনুর দিকে ঘেউ ঘেউ করে ছুটে গেল। রুনু ভয়ে দৌড় দিল এবং কাঁদতে থাকল। নানি বললেন, তোমরা কোনো পশুকে অকারনে বিরক্ত করবে না। পশুদেরও রাগ আছে। বিরক্ত করলে ওরা আমাদের কামড়াতে পারে। এর ফলে আমাদের শরীরে জখম হয়। এই জখমে আমরা মারাও যেতে পারি। বিশেষ করে পাগলা কুকুরে কামড়ালে জলাতঙ্ক রোগ হয়। ঠিকমতো চিকিৎসা না করলে মানুষ মারা যায়।

নিচের প্রশ্নগুলোর উত্তর দাওঃ   নম্বর   ১০

ঠিক উত্তরটির উপর টিক চিহ্ন দাও

১. হাঁটার সময় রাস্তার কোনদিক দিয়ে হাঁটবে?

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ক. বামদিক দিয়ে   খ. ডানদিক দিয়ে

গ. মাঝখান দিয়ে   ঘ. ইচ্ছামত যে কোনদিক দিয়ে

২. পোস্টে লাল আলো জ্বললে যানবাহন কী করে?

ক. যানবাহন জোরে চলে   খ. যানবাহন ধীরে চলে

গ. যানবাহন থেমে যায়   ঘ. যানবাহন আবার চলতে শুরু করে

৩. নানাবাড়ির কুকুরটিকে সবাই কী নামে ডাকে?

ক. ভুলু   খ. ফালু

গ. কালু   ঘ. লালু

৪. 'নানাবাড়িতে এসে ওরা ভীষণ খুশী'– এ লাইনে 'ভীষণ' শব্দটির মানে কী?

ক. বেশ খুশী   খ. একটু খুশী

গ. অনেক বেশী খুশী   ঘ. অল্প খুশী

৫. পাগলা কুকুরে কামড়ালে কোন রোগ হয়?

ক. জলাতঙ্ক   খ. জন্ডিস

গ. টাইফয়েড   ঘ. খিচূনি

৬. পোস্টে কোন আলো জ্বললে যানবাহন চলতে শুরু করে?

ক. লাল   খ. সবুজ

গ. হলুদ   ঘ. নীল

৭. এ গল্পে জখম শব্দ দিয়ে কী বোঝানো হয়েছে?

ক. আঘাত পাওয়া   খ. বিরক্ত হওয়া

গ. ঝামেলা হওয়া   ঘ. জ্বালা হওয়া

৮. ছুটিতে ওরা কোথায় বেড়াতে যাবে?

ক. মামাবাড়ি   খ. নানাবাড়ি

গ. খালাবাড়ি   ঘ. দাদাবাড়ি

৯. পোস্টে হলুদ আলো জ্বলার অর্থ কী?

ক. চলতে শুরু করা   খ. অল্প সময় অপেক্ষা করা

গ. অনেকক্ষন ধরে দাঁড়িয়ে থাকা   ঘ. যানবাহন নষ্ট হয়ে যাওয়া

১০. রাস্তার নিয়ম–কানুন না মেনে চললে কী ঘটতে পারে?

ক. পথচারীদের ঝামেলা হতে পারে   খ. পথচারীদের শৃংখলাভঙ্গ হতে পারে

গ. পথচারীদের দুর্ঘটনা ঘটতে পারে   ঘ. পথচারীদের ছিনতাই হতে পারে

নিচের শব্দগুলো থেকে একটি শূন্যস্থানের জন্য একটি ঠিক শব্দ বাছাই করে শুন্যস্থান পুরণ কর   ৫

পশু,	পাহারা ,	বিরক্ত,
সড়ক,	আদর,	নিয়ম,
ক্বায়েদের		

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১. আজকাল ....দুর্ঘটনা অনেক বেড়ে গেছে।

২. পশুকে অকারণে...করা উচিত নয়।

৩. কুকুরের........................ চিকিৎসা ঠিকমতো না হলে মানুষ মারা যায়।

৪. লালু বাড়ি ....দেয়।

৫. রাস্তায় চলাচলের সময় ....মেনে চলা দরকার।

নিচের প্রশ্নগুলোর উত্তর দাও   ৫

১. রাস্তা পারাপারের সময় কী করবে?

২. পশুকে বিরক্ত করলে পশু কী করতে পারে?

৩. হলুদ আলো জ্বললে কী হয়?

৪. জলাতঙ্ক রোগ হয় কেন?

৫. ছুটিতে ওরা কার সাথে বেড়াতে যাবে?

Appendix 5

Text reading measurement instruction paper

Name of the school:

Indicator of Oral test	Students ID no.													
	1		2		3		4		5		6		7	
Student own roll no														
Letter reading	Total letter read	Total incorrect	Total letter read	Total incorrect	Total letter read	Total incorrect	Total letter read	Total incorrect	Total letter read	Total incorrect	Total letter read	Total incorrect	Total letter read	Total incorrect
Time														
Comments														
Word reading	Total word read	Total incorrect	Total word read	Total incorrect	Total word read	Total incorrect	Total word read	Total incorrect	Total word read	Total incorrect	Total word read	Total incorrect	Total word read	Total incorrect
Time														
Comments														
Text reading														
Capability of using punctuation mark in reading														
Capability of reading with correct pronunciation														
Capability of reading without spelling														
Capability of reading with pronunciation of conjunct letter														
Capability of reading with difficult word														
Fluency in reading														

Appendix 6

Interview Guide for Teacher

Part A: Personal Particulars

Name of the school & place:　　　　　Teacher's Name:　　　　Gender:

Position:　　　　　　　Age:　　　　Academic qualifications:　　Experience:

Duration of Interview:　　　　　　Training:　　　　　　Date:

Start Time:　　　　　　　　　End Time:

Part B: Reading comprehension

- What do you know about language skills?

- What does reading comprehension mean to you?

- How do you view this skill?

- How do you teach reading to your students?

- Do you have any training regarding this skill?

- How do you help them to achieve the skill? What type of difficulties or challenges do you face in implementing your plan?

- Do you have any suggestions for the improvement of students' reading comprehension?

Appendix 7

Class observation schedule

Name of teacher: Male/Female   Name of the school & place:

No of students: Total: male: Female

Date: Time: Start: End: Grade: If section:

A.   Environment of the classroom

A-Fully agree   B-Agree   C-Not applicable   D-Disagree   E- Fully

Disagree

      1. Ventilation
      2.   Light
      3. Safety
      4. Noise
      5. Room structure
      6. Adequacy of space
      7. Appearance
      8. Furniture
      9. Teaching learning materials

B.   Teaching-Learning Process
      1. Approaches of teaching-

- Pre-reading(picture reading-Title dis. Summary, new word of text, conjunct letter, anto-synonym, related interesting story)

- During reading-Aloud reading, group reading, single student own reading

- Post reading-silent reading, question answer,

      2. Teaching learning material

      3. Student's involvement

      4. Students assessment on content

      5. Teacher- student relationship

      6. Teacher's attitude about content delivery

Appendix 8

gvZxf.vIv-evsjv weltqi Rb¨ cÖ_wgK ¯‡ii wba©wiZ cÖwšŠK †hvM¨Zv I ZZ¤q †kÝxi Rb¨ AR©Ð-DctnwMx thwM¨Zvmg‡ni Zwjkv

cÖ_wgK ¯‡ii Rb¨ cÖwšÍK †hvM¨Zv	ZZ¤q †kÝxi Rb¨ AR©Ð-Dc¯thwMx thwM¨Zv
¶Ov	
1. evsjv fvlvi MVbcÖYvjx, evK¨web¨vm I wbqgk¨Ljv cÖÖqvM Ki‡Z cviv|	1.1 1.2 k‡ã e¨eüZ hÞ³eYÞ¶Þ‡b ¯úó I ï× D"Pvi‡Y co‡Z cvi‡e| 1.3 cvtV e¨eüZ kã I evK¨ k‡eY‡thwM¨ ¯úô ¯‡i I cögZ D"Pvi‡Y co‡Z cvi‡e| 1.4 wewfbœeivsg wPý wPþ‡b evK¨ I PiY co‡Z cvi‡e|
2. evsjvq ¶Ov, KweZv,Mí, K‡_vcK_b, e³Zv, eYÞbv BZ¨w¯' g‡bvthwM mnKv‡i k‡b g¶ife e§‡Z cviv|	2.1 ¶Ov, KweZv,Mí, M'¨ iPbv I msjvc cögZ D"PviYt co‡Z I eg‡Z cvi‡e| 2.2 eB †'‡L ¶Ov I KweZv cögZ D"PviYt Avew¨Ë Ki‡Z cvi‡e|
3. evsjv fvlvi gy‡¶i I n¯Íi¶i k¶ D"Pvi‡Y co‡Z cviv Ges evsjv fvlvq Ávbvb‡Ù Ae¨nZ ivL‡Z mg_©nl qv|	3.1 wb‡Ri †jLv I A‡b¨i ¯úó n‡Zi †jLv co‡Z cvi‡e| 3.2 wkï‡ZvI I Ab¨vb¨ eB co‡Z cvi‡e| 3.3 wewfbœeaitbi mnR ms‡KZ/wb‡'‡R, e¨w³ I cöZÖ‡ô‡bi bvgdjK I Kwr®úDU‡tii evsjv cwV co‡Z cvi‡e| 3.4 bwi‡e co‡Z cvi‡e|
4. msL¨vev PK I K‡gevPK (ZwwiLmn) k㶡mgn k©p‡Z, ej‡Z, co‡Z I wj L‡Z cviv|	4.1 cvtV e¨eüZ msL¨vev PK I K‡gevPK k㶠ZwwiL wb‡'‡®KKmn co‡Z cvi‡e|

Source: National Curriculum (2003), First Part, Essential Learning Continuum for Grade 1-5 and Curriculum of Grade 3

Appendix 9
List if tables

a) Table 4.1.1: Letter recognition ability of all students

Number of letters recognized by students correctly (Total 50 letters)	No of students recognized correctly (n=200)	Percentage of students	Cumulative Percent
9	1	0.5	0.5
10	1	0.5	1.0
15	2	1.0	2.0
17	1	0.5	2.5
18	1	0.5	3.0
19	1	0.5	3.5
20	3	1.5	5.0
22	1	0.5	5.5
23	2	1.0	6.5
24	1	0.5	7.0
25	5	2.5	9.5
27	2	1.0	10.5
28	3	1.5	12.0
29	4	2.0	14.0
30	1	0.5	14.5
31	4	2.0	16.5
32	7	3.5	20.0
33	2	1.0	21.0
34	9	4.5	25.5
35	5	2.5	28.0
36	4	2.0	30.0
37	10	5.0	35.0
38	9	4.5	39.5
39	12	6.0	45.5
40	13	6.5	52.0
41	4	2.0	54.0
42	10	5.0	59.0
43	10	5.0	64.0
44	16	8.0	72.0
45	10	5.0	77.0
46	10	5.0	82.0
47	12	6.0	88.0
48	9	4.5	92.5
49	6	3.0	95.5
50	9	4.5	100.0
Total	200	100.0	

b) Table 4.1.2: Word reading ability of all students

Number of correct word reading _ total 50 words	Number of students read words correctly (n=200)	Percentage of students	Cumulative Percent
0	5	2.5	2.5
1	2	1	3.5
2	1	0.5	4
4	1	0.5	4.5
5	2	1	5.5
7	3	1.5	7
8	3	1.5	8.5
9	2	1	9.5
10	2	1	10.5
11	1	0.5	11
12	3	1.5	12.5
13	1	0.5	13
14	2	1	14
15	2	1	15
16	4	2	17
17	3	1.5	18.5
18	5	2.5	21
19	4	2	23
20	6	3	26
21	4	2	28
22	4	2	30
23	4	2	32
24	3	1.5	33.5
25	8	4	37.5
26	3	1.5	39
27	2	1	40
28	5	2.5	42.5
29	4	2	44.5
30	4	2	46.5
31	4	2	48.5
32	4	2	50.5
33	5	2.5	53
34	5	2.5	55.5
35	5	2.5	58
36	4	2	60
37	3	1.5	61.5
38	4	2	63.5
39	2	1	64.5
40	2	1	65.5
41	1	0.5	66

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Number of correct word reading _ total 50 words	Number of students read words correctly (n=200)	Percentage of students	Cumulative Percent
42	4	2	68
43	7	3.5	71.5
44	6	3	74.5
45	5	2.5	77
46	9	4.5	81.5
47	9	4.5	86
48	6	3	89
49	13	6.5	95.5
50	9	4.5	100
Total	200	100	

c) **Table 4.1.3: Students performance in achievement test – Item specific**

Item wise students responses in achievement test	Correct answered (yes), and in-correct answer (no)	No of students answered- total 200 students	Percentage of students
Written item 1	Yes	158	79.0
	No	42	21.0
	Total	200	100
Written item 2	Yes	160	80.0
	No	40	20.0
	Total	200	100
Written item 3	Yes	181	90.5
	No	19	9.5
	Total	200	100
Written item 4	Yes	129	64.5
	No	71	35.5
	Total	200	100
Written item 5	Yes	157	78.5
	No	43	21.5
	Total	200	100
Written item 6	Yes	107	53.5
	No	93	46.5
	Total	200	100
Written item 7	Yes	53	26.5
	No	147	73.5
	Total	200	100
Written item 8	Yes	149	74.5
	No	51	25.5
	Total	200	100
Written item 9	Yes	120	60.0
	No	80	40.0
	Total	200	100
Written item 10	Yes	139	69.5
	No	61	30.5
	Total	200	100
Written item 11	Yes	145	72.5
	No	55	27.5
	Total	200	100
Written item 12	Yes	114	57.0
	No	86	43.0
	Total	200	100
Written item 13	Yes	152	76.0

Item wise students responses in achievement test	Correct answered (yes), and in-correct answer (no)	No of students answered-total 200 students	Percentage of students
	No	48	24.0
	Total	200	100
Written item 14	Yes	148	74.0
	No	52	26.0
	Total	200	100
Written item 15	Yes	149	74.5
	No	51	25.5
	Total	200	100
Written item 16	Yes	92	46.0
	No	108	54.0
	Total	200	100
Written item 17	Yes	102	51.0
	No	98	49.0
	Total	200	100
Written item 18	Yes	66	33.0
	No	134	67.0
	Total	200	100
Written item 19	Yes	99	49.5
	No	101	50.5
	Total	200	100
Written item 20	Yes	101	50.5
	No	99	49.5
	Total	200	100

d) **Table 4.1.3.1: Students mean score and standard deviation in achievement test**

Total students 200	Scores
Mean	12.61
Median	13.00
Mode	10(a)
Std. Deviation	4.519
Range	18

a Multiple modes exist. The smallest value is shown

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e) **Table 4.1.3.2: Students performance in achievement test_ written part**

No of questions answered correctly- total 20 questions	No of students answered correctly- total 200 students	Percentage of students	Cumulative percentage
2	3	1.5	1.5
3	3	1.5	3.0
4	2	1.0	4.0
5	7	3.5	7.5
6	7	3.5	11.0
7	7	3.5	14.5
8	8	4.0	18.5
9	15	7.5	26.0
10	16	8.0	34.0
11	13	6.5	40.5
12	14	7.0	47.5
13	13	6.5	54.0
14	16	8.0	62.0
15	16	8.0	70.0
16	14	7.0	77.0
17	10	5.0	82.0
18	16	8.0	90.0
19	13	6.5	96.5
20	7	3.5	100.0
Total	200	100.0	

f)   Table 4.1.4: Students ability of reading a text using different indicators

Number of indicators in reading	Number of students used indicators in reading	Percentage of total students	Cumulative Percentage
0	122	61	61
1	16	8	69
2	16	8	77
3	10	5	82
4	12	6	88
5	13	6.5	94.5
6	11	5.5	100
Total	200	100	

g) Table 4.8.3: Urban and rural students' performance in achievement test – Item specific

Item wise responses in achievement test	Correct answer (yes), and in-correct answer (no)	No of urban students- total 100 students	No of rural students- total 100 students	Total students answer correctly and incorrectly
Written item 1	Yes	83	75	158
	No	17	25	42
	Total	100	100	200
Written item 2	Yes	90	70	160
	No	10	30	40
	Total	100	100	200
Written item 3	Yes	98	83	181
	No	2	17	19
	Total	100	100	200
Written item 4	Yes	65	64	129
	No	35	36	71
	Total	100	100	200
Written item 5	Yes	88	69	157
	No	12	31	43
	Total	100	100	200
Written item 6	Yes	60	47	107
	No	40	53	93
	Total	100	100	200
Written item 7	Yes	30	23	53

Item wise responses in achievement test	Correct answer (yes), and in-correct answer (no)	No of urban students- total 100 students	No of rural students- total 100 students	Total students answer correctly and incorrectly
	No	70	77	147
	Total	100	100	200
Written item 8	Yes	84	65	149
	No	16	35	51
	Total	100	100	200
Written item 9	Yes	63	57	120
	No	37	43	80
	Total	100	100	200
Written item 10	Yes	79	60	139
	No	21	40	61
	Total	100	100	200
Written item 11	Yes	74	71	145
	No	26	29	55
	Total	100	100	200
Written item 12	Yes	64	50	114
	No	36	50	86
	Total	100	100	200
Written item 13	Yes	79	73	152
	No	21	27	48
	Total	100	100	200
Written item 14	Yes	78	70	148
	No	22	30	52
	Total	100	100	200
Written item 15	Yes	77	72	149
	No	23	28	51
	Total	100	100	200
Written item 16	Yes	56	36	92
	No	44	64	108
	Total	100	100	200
Written item 17	Yes	59	43	102
	No	41	57	98
	Total	100	100	200
Written item 18	Yes	41	25	66
	No	59	75	134
	Total	100	100	200
Written item 19	Yes	57	42	99
	No	43	58	101
	Total	100	100	200
Written item 20	Yes	57	44	101
	No	43	56	99
	Total	100	100	200

h) Table 4.8.3.1: Urban and rural students' performance in achievement test

No of questions answered correctly-total 20 questions	No of urban students answered correctly- total 100 students		No of rural students answered correctly- total 100 students		Total of percentage
	No	%	No	%	
2			3	1.5	1.5
3			3	1.5	1.5
4			2	1	1
5	4	2	3	1.5	3.5
6	1	0.5	6	3	3.5
7	2	1	5	2.5	3.5
8			8	4	4
9	9	4.5	6	3	7.5
10	7	3.5	9	4.5	8
11	7	3.5	6	3	6.5
12	6	3	8	4	7
13	11	5.5	2	1	6.5
14	5	2.5	11	5.5	8
15	11	5.5	5	2.5	8
16	7	3.5	7	3.5	7
17	7	3.5	3	1.5	5
18	10	5	6	3	8
19	7	3.5	6	3	6.5
20	6	3	1	0.5	3.5
	100	50	100	50	100

i)   **Table 4.8.3.2: Urban and rural students' mean and standard deviation in achievement test**

	Urban students score	Rural students score
Mean	12.61	11.39
Median	13.00	11.00
Mode	10(a)	14
Std. Deviation	4.519	4.712
Range	18	18

j) Table 4.8.4: Urban and rural students' ability of text reading

Number of indicators of text reading	Number of urban students used indicators in reading	Number of rural students used indicators in reading	Total Students
0	54	68	122
1	8	8	16
2	8	8	16
3	5	5	10
4	9	3	12
5	9	4	13
6	7	4	11
Total	100	100	200

k) Table 4.8.4.1: Urban and rural students' ability of text reading by using different indicators

Indicators in reading	Used correctly (yes), and used in-correctly (no)	Percentage of urban students	Percentage of rural students	Total of percentage	Grand total
Proper use of punctuation mark in reading	Yes	6	4.5	10.5	100
	No	44	45.5	89.5	
Reading with correct pronunciation	Yes	10	9	19	100
	No	40	41	81	
Reading without spelling	Yes	14.5	9	23.5	100
	No	35.5	41	76.5	
Reading with pronunciation of conjunct letter	Yes	21	11	32	100
	No	29	39	68	
Reading with difficult words	Yes	14	6.5	20.5	100
	No	36	43.5	79.5	
Fluency in reading	Yes	15.5	7.5	23	100
	No	34.5	42.5	77	

l) Table 4.9.1: Letter recognition ability of boy and girl students

Correct letter recognition- total 50 letters	No of boy students recognized correctly		No of girl students recognized correctly		Total percentage
	No	%	No	%	
9			1	0.5	0.5
15	1	0.5	1	0.5	1
17			1	0.5	0.5
18			1	0.5	0.5
19			1	0.5	0.5
20	1	0.5	2	1	1.5
22			1	0.5	0.5
23	2	1			1
24	1	0.5			0.5
25	2	1	3	1.5	2.5
27			2	1	1
28	2	1	1	0.5	1.5
29	2	1	2	1	2
30	1	0.5			0.5
31	1	0.5	3	1.5	2
32	4	2	3	1.5	3.5
33	2	1			1
34	7	3.5	2	1	4.5
35	4	2	1	0.5	2.5
36	2	1	2	1	2
37	7	3.5	3	1.5	5
38	3	1.5	6	3	4.5
39	3	1.5	9	4.5	6
40	7	3.5	6	3	6.5
41	3	1.5	1	0.5	2
42	7	3.5	3	1.5	5
43	4	2	6	3	5
44	8	4	8	4	8
45	5	2.5	5	2.5	5
46	3	1.5	7	3.5	5
47	5	2.5	7	3.5	6
48	5	2.5	4	2	4.5
49	2	1	4	2	3
50	5	2.5	4	2	4.5
	100	50	100	50	100

m) **Table 4.9.2: Correct word reading-Boy and Girl students'**

Correct word reading- total 50 words	No of Boy students read words correctly		No of girl students read words correctly		Total percentage
	No	%	No	%	
0	3	1.5	2	1	2.5
1			2	1	1
2			1	0.5	0.5
4	1	0.5			0.5
5	1	0.5	1	0.5	1
7	2	1	1	0.5	1.5
8	2	1	1	0.5	1.5
9	2	1			1
10			2	1	1
11			1	0.5	0.5
12	2	1	1	0.5	1.5
13			1	0.5	0.5
14	1	0.5	1	0.5	1
15	1	0.5	1	0.5	1
16	3	1.5	1	0.5	2
17			3	1.5	1.5
18	2	1	3	1.5	2.5
19	1	0.5	3	1.5	2
20	4	2	2	1	3
21	2	1	2	1	2
22	3	1.5	1	0.5	2
23	2	1	2	1	2
24	1	0.5	2	1	1.5
25	5	2.5	3	1.5	4
26	2	1	1	0.5	1.5
27			2	1	1
28	2	1	3	1.5	2.5
29	3	1.5	1	0.5	2
30	1	0.5	3	1.5	2
31	1	0.5	3	1.5	2
32	2	1	2	1	2
33	2	1	3	1.5	2.5
34	3	1.5	2	1	2.5
35	3	1.5	2	1	2.5
36	4	2			2
37	2	1	1	0.5	1.5
38	4	2			2
39	1	0.5	1	0.5	1

Correct word reading- total 50 words	No of Boy students read words correctly		No of girl students read words correctly		Total percentage
	No	%	No	%	
40			2	1	1
41	1	0.5			0.5
42	3	1.5	1	0.5	2
43	3	1.5	4	2	3.5
44			6	3	3
45	2	1	3	1.5	2.5
46	3	1.5	6	3	4.5
47	6	3	3	1.5	4.5
48	3	1.5	3	1.5	3
49	6	3	7	3.5	6.5
50	5	2.5	4	2	4.5
	100	50	100	50	100

n) Table 4.9.3: Boy and girl students' performance in achievement test – Item specific

Item wise responses in achievement test	Correct answer (yes), and in-correct answer (no)	No of boy students answered-total 100 students	No of girl students answered-total 100 students	Total students answer correctly and incorrectly
Written item 1	Yes	77	81	158
	No	23	19	42
	Total	100	100	200
Written item 2	Yes	76	84	160
	No	24	16	40
	Total	100	100	200
Written item 3	Yes	89	92	181
	No	11	8	19
	Total	100	100	200
Written item 4	Yes	61	68	129
	No	39	32	71
	Total	100	100	200
Written item 5	Yes	79	78	157
	No	21	22	43
	Total	100	100	200
Written item 6	Yes	52	55	107

Item wise responses in achievement test	Correct answer (yes), and in-correct answer (no)	No of boy students answered- total 100 students	No of girl students answered- total 100 students	Total students answer correctly and incorrectly
	No	48	45	93
	Total	100	100	200
Written item 7	Yes	26	27	53
	No	74	73	147
	Total	100	100	200
Written item 8	Yes	75	74	149
	No	25	26	51
	Total	100	100	200
Written item 9	Yes	56	64	120
	No	44	36	80
	Total	100	100	200
Written item 10	Yes	69	70	139
	No	31	30	61
	Total	100	100	200
Written item 11	Yes	67	78	145
	No	33	22	55
	Total	100	100	200
Written item 12	Yes	53	61	114
	No	47	39	86
	Total	100	100	200
Written item 13	Yes	73	79	152
	No	27	21	48
	Total	100	100	200
Written item 14	Yes	78	70	148
	No	22	30	52
	Total	100	100	200
Written item 15	Yes	72	77	149
	No	28	23	51
	Total	100	100	200
Written item 16	Yes	47	45	92
	No	53	55	108
	Total	100	100	200
Written item 17	Yes	52	50	102
	No	48	50	98
	Total	100	100	200
Written item 18	Yes	36	30	66
	No	64	70	134
	Total	100	100	200
Written item 19	Yes	54	45	99

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Item wise responses in achievement test	Correct answer (yes), and in-correct answer (no)	No of boy students answered- total 100 students	No of girl students answered- total 100 students	Total students answer correctly and incorrectly
	No	46	55	101
	Total	100	100	200
Written item 20	Yes	52	49	101
	No	48	51	99
	Total	100	100	200

o) Table 4.9.3.1: Boy and girl students' performance in achievement test

No of questions answered correctly- total 20 questions	No of boy students answered correctly- total 100 students		No of girl students answered correctly- total 200 students		Total of percentage
	No	%	No	%	
2	3	1.5			1.5
3	2	1	1	0.5	1.5
4	1	0.5	1	0.5	1
5	3	1.5	4	2	3.5
6	4	2	3	1.5	3.5
7	2	1	5	2.5	3.5
8	4	2	4	2	4
9	8	4	7	3.5	7.5
10	7	3.5	9	4.5	8
11	8	4	5	2.5	6.5
12	4	2	10	5	7
13	10	5	3	1.5	6.5
14	6	3	10	5	8
15	11	5.5	5	2.5	8
16	5	2.5	9	4.5	7
17	4	2	6	3	5
18	7	3.5	9	4.5	8
19	8	4	5	2.5	6.5
20	3	1.5	4	2	3.5
	100	50	100	50	100

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p) Table 4.9.3.2: Boy and girl students' mean and standard deviation in achievement test

Criteria of score	Boy students score	Girl students score
Mean	12.44	12.77
Median	13.00	13.00
Mode	15	12(a)
Std. Deviation	4.680	4.369
Range	18	17

(a) Multiple modes exist. The smallest value is shown

q) Table 4.9.4: Boy and girl students' ability of text reading

Number of indicators of text reading	Number of boy students used indicators in reading	Number of girl students used indicators in reading	Total Students
0	65	57	122
1	9	7	16
2	4	12	16
3	4	6	10
4	6	6	12
5	6	7	13
6	6	5	11
Total	100	100	200

r) Table 4.9.4.1: Boy and girl students' ability of reading a text using different indicators

Indicators in reading	Used correctly (yes), and used in-correctly (no)	Percentage of boy students	Percentage of girl students	Total of percentage
Proper use of punctuation mark in reading	Yes	5	5.5	10.5
	No	45	44.5	89.5
Reading with correct pronunciation	Yes	9.5	9.5	19
	No	40.5	40.5	81
Reading without spelling	Yes	10.5	13	23.5
	No	39.5	37	76.5
Reading with pronunciation of conjunct letter	Yes	15	17	32
	No	35	33	68
Reading with difficult words	Yes	10	10.5	20.5
	No	40	39.5	79.5
Fluency in reading	Yes	9.5	13.5	23
	No	40.5	36.5	77