

Strategies of Teaching Reading Comprehension at Basic Level

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Abstract

This study is entitled as "Strategies of Teaching Reading Comprehension at Basic Level," the main objectives of this research study were to identify the strategies of teaching reading comprehension at basic level and to explore the challenges of teaching reading comprehension at basic level. The researcher employed the qualitative research design. The sites of the study were the Birendrangar municipality of Surkhet district. The basic level English teachers were the sample population and they were selected by using purposive nonrandom sampling procedure.

From the study area, it was concluded that the basic level English teachers emphasized the use of both open-ended and specific questions, catering from simple recall to higher-order thinking, ensuring a comprehensive assessment of comprehension. Similarly, the teachers were highlighted the importance of observation during tasks and discussions to pinpoint misunderstandings and offer timely support where needed. Employing visual aids like diagrams and concept maps, enabling teachers to visually assess how well students grasp concepts. It was concluded the holistic evaluation of student understanding, enabling teachers to dynamically adjust their instructional strategies to effectively support each student's learning.

Key Words : Strategies, Teaching, Reading, Comprehension, Researcher, Tasks

Introduction

Teaching is an art that requires sound knowledge on how to handle the students, teaching strategies, curriculum, institution's rules and regulations as well as the availability of materials and how to facilitate the students to learn the language. Teachers will be able to consider their actions and the reasons behind them, and they may decide to change their ways of thinking or doing, according to Lasren-Freeman (2007). Reading is defined as perceiving a written document in order to understand its content. Richards's et al. (1999) states that the abilities a receptive skill that enables a person to absorb knowledge from texts. Reading has been described by many experts as the interaction and communication of ideas with the reader. Reading is just one of the various ways that people go about their daily lives or try to make sense of the world (Eskey, 1986).

It means that as a process, a reading strategy involves ways of processing text which will vary with the nature of the text, the reader's purposes, and the context of situation. Hillerich (1983) states that the strategies indicate an important role of a teacher to reach the objectives of teaching and learning process. Brown (2004) stated that a teacher should choose a method which depends on the specific purposes of the reading. First, the teacher will give a meaningful explanation related to the passage. Second, the teacher needs to think about the planning of the text stages in the lesson as this will help the readers to understand well. The last, the teacher should teach about any other aspects of reading comprehension.

Teachers must always use strategies when imparting any kind of talent to their students. I discovered that the kinds of reading comprehension skills were lacking when I taught at the basic level. I used techniques like summarizing, identifying, and responding to inquiries. I had not expected the result to be what it was. I asked the principal and other English teachers for help, but I didn't like what they suggested. The next step was for me to conduct research on the subject of fundamental reading comprehension instruction.

Objective

The study had the following objectives to identify the strategies of teaching reading comprehension at basic level and to explore the challenges of teaching reading comprehension at basic level.

Review of the Related Literature

The review of related literature is an important component of a research study because it provides a theoretical and empirical foundation for the research problem. It involves a systematic examination of books, journal articles, research reports, theses, dissertations, government documents, policies, curriculum documents, and other relevant sources related to the topic under investigation. Through the review, the researcher becomes familiar with existing knowledge, major concepts, theories, research methods, findings, and gaps in previous studies.

Reading comprehension

Reading is a means of deciphering information from graphic symbols and is a receptive language skill. In general, reading is the process of understanding or making meaning of a text. Information can be obtained from printed or written materials by reading. Reading is a psycholinguistic process, according to Goodman (1998), since it begins with linguistic surface representation and concludes with meaning that the reader reconstructs (Joshi, 2006). Most EFL students agree that reading is their most important activity. According to (Grellet, 1981) "Reading comprehension is interpreted as extracting the required information for written text as efficiently as possible".

Walter (1985) states that reading is one of the important skill of language teaching which includes various sub-skills. Grellet, (1981), reading involves variety of sub skills like every reader should recognize the script of a language, one should deduce the meaning and use of unfamiliar lexical items, understanding conceptual meaning, scanning to locate specifically required information, trans-coding information to diagrammatic display, understanding explicitly stated information, understanding information when it is not explicitly stated, understanding relations within the sentences, understanding the communicative value of sentences and utterances, scanning to locate specifically required information, skimming, basic reference skills, interpreting text by going outside, recognizing indicators in the discourse, scanning to locate specifically required information and selecting extraction of relevant points from the text.

Types of reading. Readers go through a text if they have some purpose in mind. Reading can be categorized on the basis of various factors. Harmer (2008), suggest the following types of reading. The various types of reading are described below;

Rapid reading. Rapid reading is also known as faster or speed reading. It consists of technique to teach students to read more quickly and achieve a greater degree of understanding of what they read.

Reading aloud. This kind of reading is carried out to enable the students to read with correct pronunciation, articulation, intonation and rhythm. This involves both physical and mental processes.

Silent reading. It involves mental process without making use of organs of speech. The aim of silent reading is to get pleasure or read for interest or to get information.

Extensive reading. Extensive reading means to read silently and quickly in order to understand the subject matter and derive the meaning as a whole without necessarily understanding each word and without the help of teachers. It is mainly carried out for pleasure.

Intensive reading. Intensive reading is done generally at a slower speed, and requires a higher degree of understanding. In intensive reading, the students are expected to learn all the words, their spelling, pronunciation, semantic and syntactic relations and sequence of thought in the passage while they are in the stage of practicing reading.

Skimming. Skimming is a type of speed reading in which the readers make a rapid survey of texts to grasp the general theme or central ideas of the text being read.

Scanning. Scanning is mainly carried out when the reader wants to locate a particular piece of information.

Stages in reading skills. Teaching of successive reading comprehension follows three successive stages. Pre-reading stage, while reading stage and post reading stage (Doff, 1988; Nuttall, 1996).

Pre-reading stage. It took place before the students go through the actual reading materials. There are various things we can do before reading a text which make it easier for students to understand the text and help them focus attention on it as they read. The purpose of the activities in pre reading stage is to arouse interest in the students, motivate them and prepare them for the text they are going to read. Reading this stage, Nuttall (1996) suggest the strategies like guessing the topic and content through headlines, illustrations, pictures etc., presenting some new words which will appear in the text, giving a brief introduction of a text, brainstorming about the content, plot or characteristics of the text, telling the purpose of the reading text and giving illustration from different texts.

While reading. At this stage, the actual reading takes place. Students read the text to find the answers to some specific questions or to get the gist of it etc. Doff (1988) suggest some strategies for the task of while reading stage. They are scanning the passage to locate some specific information, answering the questions asked to them, completing the table, map, chart etc., labeling the pictures, matching halves choosing the appropriate answer among the alternatives and asking question to each other.

Post-reading stage. This is the evaluation stage and the teacher asks the students to check their responses. Thus, reading skill can be practiced in combination with speaking or writing. According to Doff (1988), Post reading strategies may take one or more of the forms. They are discussing the new and interesting event in the text, discussing and debating about the controversial topic in the text, doing the language exercise based on the text, summarizing the text, orally or in written form and role playing or improving the scenes of the text.

Strategies in teaching reading comprehension

Effective language teachers show their pupils how to adapt their reading habits to deal with a variety of settings, input types, and reading objectives. As a result, one of the most important functions of language training is to help pupils understand. Teachers lead their pupils through a number of reading tactics and match the most effective ones with the reading situation. The following approaches, according to Grellet (1981), can aid students in reading more rapidly and effectively:

Previewing. Reviewing titles, section heading and photo captions to get a sense of structures and content of a reading section.

Predicting. Using knowledge of the subject matter to make prediction about content and vocabulary and check comprehension: using knowledge of the text type and purpose to make predictions about discourse, structure: using knowledge about the author to make prediction about writing style, vocabulary and content.

Skimming and scanning. Using a quick survey if the text to get the main idea identify text structure, confirm or questions, predictions.

Guessing of the context. Using prior knowledge of the subject and ideas in the text as clues to the meanings of unknown words instead of stopping to look them up.

Paraphrasing. Stopping at the end of a section to check comprehension by restarting the information and ideas in the text. Above mentioned strategies are one of the most effective strategies used in teaching reading skills. The above mentioned strategies are used from a long period of time in teaching reading skills. Here are some other strategies suggest by Ur (1996, p.146) for teaching reading skills. They are described below;

Pre-questions. A general question is given before reading, asking the learners to find out the piece of information central to the understanding of the text.

Do-it-yourself question. Learners compose and answer their own questions.

Provide a title. Learners suggest a title if none was given originally, alternative, if there was.

Summarize. Learners summarize the content in a sentence or two. This may be also be done on mother tongue.

Continue. The text is a story: learners suggest what might happen next.

Preface. The text is a story: learners suggest what might have happen before.

Gapped text. Towards the end of the text, four or five gaps are left that can only be filled in if the text has been understood. Note that this is different from the conventional cloze test (a text with regular gaps throughout) which tests grammatical and lexical accuracy and actually discourage purposeful, fluent reading.

Mistakes in the text. The text has towards the end, occasional mistakes wrong words; or intrusive ones; or omission. Learners are told in advance how many mistakes to look for.

Comparison. There are two texts on a similar topic; learners note point of similarity or difference of the content.

Responding. The text is a letter or a proactive article; learners discuss how they would respond or write an answer.

Re-presentation of content. The text gives information or tells a story; learning re-represent its content through a different graphic medium. For example: a drawing that illustrates the text, coloring, marking a map, lists of events or items described in the text and a diagram (such as a grid or flow chart) indicating relationships between items, characters or events.

Sumooro (2019) conducted research on "Exploring problems in reading text comprehension and discourse understanding of learners at intermediate level". This study investigated hindrances in reading text comprehension and the problems in discourse understanding of the learners at Sindh Government Intermediate colleges, Pakistan. The objective of the study was to discover the causes for the lack of reading comprehension among the students at intermediate level. Using mixed methods design, this study collected data from the participants on a questionnaire comprised of reading hindrances, reading text comprehension, and discourse related issues. He found that the majority of learners translate English text into mother tongue because they lack reading comprehension strategies employed to understand information. The result of the study indicated deficiency of background knowledge, predicting skills, and the ability to guess meaning from context.

Banditvilai (2020) published an article entitled "The Effectiveness of Reading Strategies on Reading Comprehension". In this research, her aim was to investigate the effectiveness of reading strategies on reading comprehension of the second year English major students. She collected data from a questionnaire and reading tasks and semi-structured interviews. The statistical techniques used were the mean value and standard deviation. The analysis of qualitative data and summary of key points were made from the interview. As a result she found that reading strategies had a positive effect on the students reading comprehension. She also found out students had favorable attitudes towards skimming, scanning, making predictions and questioning and they could apply these strategies to their reading processes and they helped them to comprehend the text better.

Kharel (2022) did research work entitled "Reading Comprehension Ability of Eight Grade Readers," attempts to find out the reading comprehension ability of eight grade readers in two different reading texts. To carry out the research, 120 students were selected from different six schools of Birendranagar Municipality of Surkihet district. And the researcher selected the girls, i.e. (10) boys (10) as the sample population size and strategy. A test was administered to them in order to collect required data. The collected data were analyzed and reading comprehension ability of eight grade students was determined. It was found that the reading comprehension ability of eight grader students is quite satisfactory but the girls were found weaker than the boys.

Methodology

A study design is a setting which covers decision about the choice of data collection, measurement and scaling procedures, instrument, sample and data analysis. Qualitative research is interpretive in nature and the theoretical base is subjective reality as truth, a real knowledge (Sharma, 2011, p. 18). Qualitative research can be regarded as naturalistic inquiry in a sense that it is conducted in natural setting by trying to avoid any intentional manipulation and distortion of the environment of

the informants by the researcher (Creswell, 2007). Research design is detailed plan of investigation. For this study, the researcher took interview for the basic level English teachers in Birendranagar municipality of Surkhet district.

The sites of study were the Shree Jana Model Secondary School, Shree Amar Jyoti Model Secondary School, Shree Bhairab Secondary School, Surkhet Horizon Academy, Eager Bridge Secondary School and Madhya Paschimanchal Boarding School, Birendranagar municipality of Surkhet district. The researcher selected five teachers of Birendranagar municipality of Surkhet district as the population of the study. Then, the researcher selected five teachers from public schools through purposive sampling procedures.

Interview is a two-way interaction between interviewer and interviewee in which interviewer creates situations that can attract the attention of respondents for a enough period of time in asking questions and answering the questions which interviewee puts his/her understanding and meaning. The data collection procedures of study were first, the researcher selected the schools according to the purpose of the study and feasibility. After selecting the teachers, the researcher took interview with the English teachers who are teaching at basic level of government schools. Finally, the researcher collected the data by taking interview individually. This study was the qualitative nature. After collecting the required data to accomplish the study, the researchers analyzed and interpreted those data descriptively.

Analysis and Interpretation

The information found in this section was obtained from the interview, the researcher coded the themes and sub-themes and analyzed descriptively on the basis of qualitative research design.

Strategies Adopted by the Basic Level English Teachers to Enhance Students' Reading Comprehension

Enhancing students' reading comprehension is a pivotal goal for basic level English teachers. Effective strategies focus on developing vocabulary, fostering engagement, teaching critical thinking skills, and providing structured reading opportunities. Teachers introduce new vocabulary before reading, using definitions, synonyms, antonyms, and example sentences. Visual aids, such as flashcards and word walls, are also employed. Teachers encourage students to discuss what they already know about a topic before reading, which helps them connect new information to existing knowledge. Students take turns being the "teacher" in small groups, leading discussions and asking questions about the text, which promotes active engagement and critical thinking. Regularly reading aloud to students, even at basic levels, models fluent reading and exposes them to richer vocabulary and more complex sentence structures. The researcher took interview with the basic level English teachers.

When the researcher asked the question about what strategies do you adopt to enhance students' reading comprehension? With this regard, T₁ said that *I discuss the topic and encourage students to share what they know*. Likewise, T₂ quoted that *I encourage students to predict what the text will be about based on the title, headings, or pictures*. In the same vein, T₃ argued that *I guide students to create mental images of the scenes, characters, or concepts described in the text*. Similarly, T₄ said that

I provide texts at varying levels of difficulty to match students' reading abilities. T₅ opined that I incorporate vocabulary exercises that reinforce new words encountered in reading.

Teaching Reading Comprehension to the Basic Level Students

Teaching reading comprehension to basic level students involves several strategies and methods designed to help young learners or those with limited proficiency understand and retain the information they read. Read aloud to students while they follow along in their own copies of the text. Use this opportunity to model fluent reading and demonstrate comprehension strategies. Teaching reading comprehension to basic level students is a dynamic and ongoing process. It requires patience, creativity, and a thorough understanding of each student's unique needs. By employing a variety of strategies and creating a supportive and engaging learning environment, educators can help students develop strong reading comprehension skills that will serve as the foundation for their academic and personal growth.

The researcher took interview with the basic level English teachers. When the researcher asked the question about how do you teach the reading comprehension to the students? With this regard, T₁ argued that I break down the text into manageable chunks. And I encourage students to read a section at a time and pause to summarize or reflect on what they have read. Similarly, I teach students to ask themselves questions as they read. These can be literal questions (who, what, when, where) or inferential questions (why, how). In the same vein, T₃ said that I encourage students to connect the text to their own experiences, other texts they've read, or the world around them. Likewise, T₄ opined that I teach and clarify vocabulary words that are essential for understanding the text. Use context clues and encourage students to look up unfamiliar words. T₅ also opined that I recognize that students because of they have different reading levels and provide support accordingly. Offer scaffolding for struggling readers and extension activities for advanced readers.

The combination of insights from T₁, T₃, T₄ and T₅ highlights a comprehensive approach to fostering effective reading comprehension skills in students. T₁ advocates for breaking down texts into manageable chunks and promoting active reading habits, such as summarizing, reflecting, and questioning. These strategies not only enhance understanding but also encourage critical thinking. T₃ underscores the importance of connecting texts to students' personal experiences, other readings, or the broader world, thereby increasing engagement and relevance. T₄ emphasizes the crucial role of vocabulary instruction, using context clues and encouraging independent word exploration to bolster comprehension. Lastly, T₅ acknowledges the diversity of student reading levels and advocates for differentiated support providing scaffolding for struggling readers and offering enriching activities for advanced readers. Together, these approaches create a supportive environment where all students can develop strong reading skills tailored to their individual needs and abilities.

Questioning by the Teachers to Find the Main Idea of the Text

To effectively question students to help them find the main idea of a text, teachers can use a variety of strategies and question types. These questions should guide students through a deeper understanding of the text and help them identify key points. This technique involves asking a series of questions that lead students to discover the main idea on their own. It promotes critical thinking and

deeper understanding. Students first think about a question individually, then discuss their thoughts with a partner, and finally share their ideas with the larger group. This collaborative approach helps refine their understanding. The researcher took interview with the basic level English teachers.

When the researcher asked the question about what kinds of questions do you use to find out the main idea of the text? With this regard, T₁ said that by identifying supporting details, students can see how the main idea is reinforced throughout the text. Likewise, T₂ opined that I guide students towards a comprehensive understanding of the main idea, encouraging both critical thinking and engagement with the text. These questions not only help in identifying the main idea but also in appreciating the nuances and complexities of the text. T₃ said that I create title forces students to think about the overarching theme or main point of the text. In the same vein, T₄ argued that I help students see the unique main idea of each text more clearly. T₅ also said that I extract the main idea from a text; teachers can help students develop these critical reading skills independently.

In conclusion, T₁ emphasized that by identifying supporting details, students can see how the main idea is reinforced throughout the text. Similarly, T₂ noted that guiding students toward a comprehensive understanding of the main idea encourages both critical thinking and engagement with the text. This approach helps students not only identify the main idea but also appreciate the text's nuances and complexities. T₃ added that creating title forces students to think about the overarching theme or main point of the text, while T₄ argued that this helps students see the unique main idea of each text more clearly. Finally, T₅ stated that by teaching students to extract the main idea from a text, educators can help them develop critical reading skill independently. Together, these perspectives highlight the importance of identifying the main idea in fostering deeper comprehension and critical analysis in students.

Questioning by the Teachers to Ask the Students to Recall Facts and Details

Questioning by teachers to ask students to recall facts and details is a fundamental strategy in education. This technique serves multiple purposes, including assessing student understanding, reinforcing learning, promoting active engagement, and developing critical thinking skills. Teachers use recall questions to gauge whether students have absorbed key information. This helps in identifying areas where students might be struggling and need additional support. While recalling facts is often seen as a basic cognitive skill, it serves as a stepping stone to more complex processes like analysis, synthesis, and evaluation. Students learn to connect individual pieces of information, leading to deeper understanding.

The researcher took interview with the basic level English teachers. When the researcher asked the question about what types of questions do you prepare to ask the students to recall facts and details? With this regard, T₁ said that I prepare the titled based questions which were already taught in classroom. Similarly, T₂ argued that I prepare the multiple choice questions to recall facts and details by the students. In the same vein, T₃ opined that I prepare true false questions to recall the student facts about content matter. T₅ said that I prepare subject questions which I already taught in classroom.

Stages of Teaching Reading Comprehension while Teaching English

Teaching reading comprehension in English involves several stages that educators typically follow to ensure students develop strong skills in understanding and interpreting texts. Before diving into the text, teachers help students understand the purpose of reading. This might involve discussing the title, making predictions based on the title and any visuals, and setting goals for what students expect to learn or discover. Teachers activate students background knowledge related to the topic genre of the text. This can include brainstorming what students already know, connecting the topic to personal experiences previous readings, and discussing any relevant vocabulary. Teachers introduce and model effective reading strategies such as skimming (reading quickly to get the main idea), scanning (searching for specific information), and close reading (carefully analyzing the text for deeper meaning). While students read independently or in groups, teachers monitor comprehension by observing students' engagement with the text, asking questions to check understanding, and providing support as needed.

The researcher took interview with the basic level English teachers. When the researcher asked the question about do you follow the stages of teaching reading comprehension while teaching? With this regard, T₁ said that I guide students as they read, helping them to monitor comprehension, use reading strategies (like predicting, questioning, and clarifying), and make connections between the text and their own experiences or other texts. Likewise, T₂ opined that after reading, I facilitate activities that help students deepen their understanding of the text. This may include discussing the main ideas, analyzing the text's structure or language, summarizing, and reflecting on what was learned. In the same vein, T₃ argued that I help students' comprehension through various means such as discussions, written responses, quizzes, or informal assessments. T₄ said that I often use a variety of instructional strategies and techniques within these stages to support their students' development of reading comprehension skills. T₅ said that I prepare students for reading by activating prior knowledge, introducing key vocabulary, and setting purposes for reading.

Strategies applied by the Teachers while Conducting Class Work to Check Students' Understanding

Teachers employ various strategies during classwork to assess and enhance students' understanding. Teachers ask open-ended questions that require students to explain their reasoning, summarize key points, or apply concepts. This helps gauge comprehension levels and encourages critical thinking. Teachers observe students as they work independently or in groups, noting their interactions with the material, their approach to tasks, and their level of engagement. These include quizzes, short tests, exit tickets, or quick polls conducted during or at the end of a lesson. They provide immediate feedback to both students and teachers about understanding. Students evaluate each other's work based on predetermined criteria, fostering collaboration and allowing them to articulate their understanding while receiving feedback from peers.

The researcher took interview with the basic level English teachers. When the researcher asked the question about which strategy do you apply while conducting class work to check your students understanding? With this regard, T₁ said that I ask both open-ended and specific questions to assess

students' comprehension of the material. These questions can range from simple recall to higher-order thinking. Likewise, T₂ said that I observe students as they work on tasks or participate in discussions to gauge their understanding. This allows them to identify misunderstandings or areas where students need additional support. Similarly, T₃ opined that I facilitate discussions among students, where they can explain their thinking, ask questions, and challenge each other's ideas. This helps in uncovering misconceptions and promoting deeper understanding. In the same vein T₄ argued that having students create diagrams, concept maps, or other visual representations of their understanding can help teachers assess how well students grasp the material. T₅ also argued that I obtain a well-rounded view of each student's understanding and adjust their instruction accordingly to support learning effectively.

Strategies applied by the Teachers to Attract Students' Attention in Class Activities

Teachers employ a variety of strategies to capture and maintain students' attention during class activities. These approaches are crucial for creating an engaging and productive learning environment. Teachers encourage active participation by asking questions, prompting discussions, and involving students in hands-on activities. This not only grabs attention but also promotes critical thinking and involvement in the lesson. Visual aids such as slideshows, diagrams, videos, and charts are powerful tools to attract students' attention. Storytelling is a powerful tool for capturing attention and making abstract concepts more relatable. Teachers often use anecdotes, case studies, narratives to illustrate key points and engage students emotionally.

The researcher took interview with the basic level English teachers. When the researcher asked the question about which strategy do you apply to attract your students' attention to the class activities? With this regard, T₁ said that I often use visually appealing materials such as videos, images, or interactive presentations to engage students visually and mentally. Similarly, T₂ said that I encourage students to participate actively in discussions, group activities, or an experiment keeps them engaged and interested. In the same vein, T₃ opined that I employ different teaching methods like lectures, discussions, hands on activities, and multimedia presentations helps cater to different learning preferences and keeps the class dynamic. T₄ argued that I connect lesson content to real-life situations or current events helps students see the relevance and practical applications of what they are learning. T₅ said that I create a classroom environment that fosters active participation and learning among students.

Teaching Reading Comprehension in the Pre-reading, While-reading and Post-Reading

Teaching reading comprehension effectively involves breaking down the process into three key stages: pre-reading, while reading, and post-reading. Each stage has specific strategies and activities to enhance understanding and retention. Teachers can show students the title, cover, or some key illustrations and ask them to predict what the text will be about. This stimulates curiosity and sets a purpose for reading. Teachers can ask students what they already know about the topic of the text, making connections to their own experiences or previous learning. Giving students a specific focus for their reading, such as looking for certain information or understanding a particular theme, helps them read with intention.

The researcher took interview with the basic level English teachers. When the researcher asked the question about how do you teach reading comprehension in the pre reading, while reading and post reading? Explain them in brief. With this regard, T₁ said that I engage students in a conversation about the topic. Ask questions related to their experiences or prior knowledge to connect the new text to what they already know. Likewise, T₂ argued that I encourage students to look at headings, subheadings, images, and any highlighted or bolded words to get an overview of the content. T₃ also opined that I ask students to make predictions about the text based on the title, cover, and any previewed content. In the same vein, T₄ said that I encourage students to ask questions about the text as they read and to seek answers either within the text or through discussion. T₅ said that I engage students in activities that require them to combine information from the text with their own insights, such as creating a poster or a presentation.

Teaching Reading Comprehension from Teaching Other Aspects of Language

Teaching reading comprehension involves helping students understand, interpret, and engage with texts. It is a crucial aspect of language learning that can be effectively supported by integrating other language skills: listening, speaking, writing, and vocabulary development. Ask students to write personal responses to texts, reflecting on their thoughts and feelings about what they have read. Organize small group discussions on reading assignments to encourage students to verbalize their interpretations and understand others' perspectives. Encourage students to listen to audiobooks and discuss the content, which reinforces comprehension skills and exposes them to fluent reading.

The researcher took interview with the basic level English teachers. When the researcher asked the question about do you think teaching reading comprehension is different to teach other aspects of language? Why? Why not? With this regard, T₁ said that I recognize that reading comprehension goes beyond decoding words to understanding complex ideas, themes, and messages within a text. Likewise, T₂ opined that I focus on engaging students with texts through discussions, interactive reading, and critical analysis, which are different from the methods used to teach grammar rules or vocabulary lists. T₃ said that I often note that students face diverse challenges with reading comprehension, such as difficulties in making inferences, understanding context, identifying main ideas. With this regard, T₄ argued that I often seek specific professional development opportunities to enhance their reading comprehension instruction, indicating they see it as a specialized area within language teaching. T₅ said that I generally believe that teaching reading comprehension is different from teaching other aspects of language due to the distinct cognitive processes, instructional strategies and assessment methods involved.

Problems Faced by Teachers while Teaching Reading Comprehension

Teaching reading comprehension can be challenging for teachers due to various factors that can affect students' ability to understand and interpret texts effectively. To address these challenges, teachers can employ various strategies such as differentiated instruction, targeted vocabulary building, scaffolding techniques, using engaging and relevant texts, fostering a classroom culture of reading, and leveraging technology to provide personalized learning experiences. Additionally, professional

development opportunities can help teachers stay updated with the latest methodologies and tools for teaching reading comprehension.

The researcher took interview with the basic level English teachers. When the researcher asked the question about what problems did you face while teaching reading comprehension. With this regard, T₁ said students often have varying reading abilities, which makes it difficult to select texts and design activities that are appropriate for all students. Likewise, T₂ said that a limited vocabulary can prevent students from fully understanding the texts they read. Teachers need to spend extra time building vocabulary, which can be time-consuming. Similarly, T₃ also opined that lack of support from parents or guardians in reinforcing reading habits at home can impede students' progress in developing reading comprehension skills. In the same vein, T₄ said that I encourage students to think critically and analyze texts deeply requires extensive practice and guidance, which can be challenging to provide consistently. T₅ said that teaching reading comprehension is challenging for teachers due to various factors that can affect students ability to understand and interpret texts effectively.

I got the following findings it was found that teachers encouraged students to predict what the text will be about based on the title, headings, or pictures. It was found that teachers taught and clarified vocabulary words that are essential for understanding the text. It was found that teachers recognized that students because of them have different reading levels and provide support accordingly. It was found that teachers emphasized that by identifying supporting details, students can see how the main idea is reinforced throughout the text. Similarly, it was found that teachers focused on creating title-based questions that reinforce previously taught materials. It was found that teachers highlighted the importance of multiple-choice questions for helping students recall specific facts and details. It was found that teachers emphasized the utility of true-false questions in testing students' understanding of content facts.

Conclusion

This study is entitled as "Strategies of Teaching Reading Comprehension at Basic Level," the main objectives of this research study were to identify the strategies of teaching reading comprehension at basic level and to explore the challenges of teaching reading comprehension at basic level. The researcher employed the qualitative research design. The sites of the study were the Birendrangar municipality of Surkhet district. The basic level English teachers were the sample population and they were selected by using purposive nonrandom sampling procedure.

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