

**ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY**  
**SCHOOL OF HUMANITIES AND LAW**  
**DEPARTMENT OF ENGLISH LANGUAGE**



**POST GRADUATE PROGRAM**

**AN ASSESSMENT OF THE PRACTICE OF TEACHING READING  
IN EFL CLASSROOM: THE CASE OF GRADE 12 IN MICHA  
PREPARATORY SCHOOL IN OROMIA REGION; BALE ZONE**

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**JULY 2016**

**ADAMA, ETHIOPIA**

**ASSESSING THE PRACTICE OF TEACHING READING IN EFL  
CLASSROOM: THE CASE OF GRADE 12 IN MICHA PREPARATORY  
SCHOOL IN OROMIA REGION; BALE ZONE**

**A Thesis Submitted to School of Humanities and Law in Partial Fulfillment of  
the Requirements for Masters of Arts in Teaching English as a Foreign  
Language (TEFL)**

**BY**

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**JULY, 2016**

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## DECLARATION

I, the undersigned, declare that this thesis is my original work which has not been presented for a degree in any other universities and that all sources of material used for the thesis have been duly acknowledged.

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## ABSTRACT

*The main objective of this study was to examine the procedures that English Language teachers use in teaching reading lessons. To attain this objective, descriptive research method was employed. In the process, 5 teachers for the classroom observation were randomly selected. Fifty students were also selected using stratified random sampling technique from the school and 5 English language teachers in the same school were taken using availability sampling for responding to the questionnaires.*

*Necessary data was gathered using observation as a main tool and the questionnaires as a secondary. The data were analyzed using descriptive statistics such as frequency and percentage. The result of the study revealed that most of the teachers rarely or never present lessons in line with the procedures and principles approved by many scholars. Though some practices are implemented always, usually or sometimes, many more practices were rarely or never implemented in Micha preparatory school. Most importantly, the findings of this study showed that the theoretical orientation and awareness teachers had about teaching reading existed without real power to influence the practices in the classrooms. Thus, recommendations aimed at improving the classroom practices to teach reading was made.*

*Therefore, teachers are expected to update their professional competence to support their students appropriately. The actual practices of teaching reading need refreshment. So, English language teachers need to update their professional competence to narrow the divergence between beliefs and their feasibility, for their manifestation and practical implication.*

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## **ABBREVIATION AND ACRONYMS**

EFL: English as Foreign Language

ELLs: English Language Learners

ESL: English as Second Language

TALO: Text as a Linguistic Object

TAVI: Text as Vehicle for Information

TEFL: Teaching English as a Foreign Language

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1. Background of the Study**

Reading is an essential skill to be successful in this complex and fast changing world. The ability to read is highly validated and mandatory skill. Reading is also very important for learners to possess adequate proficiency in language. Patel and Jain (2008, p. 113) explained that “reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success.” Moreover, success in reading is the key to long term accomplishment in school and in lifelong learning (Crevola&Hill, 2001). It is true that through reading we appreciate art and get entertained. But for Patel and Jain “reading is not only a source of information and pleasurable activity but also a means of consolidating and extending one's knowledge of the language” (ibid).

Currently, in many parts of the world a reading knowledge of English language has become essential in academic studies, professional success and personal development. David (2012) explained that “through reading we can become greater than ourselves; through reading we become part of a big community of civilized people; so many different minds of different age and race; so many people whose wisdom and experience are greater than our own” (p.7).Furthermore, a study by Pang, Muka, Bernhardt and Kamil (2003, p.20) asserted that “reading is a skill that will empower everyone who learns it. They will be able to benefit from the store of knowledge in the printed material and ultimately to contribute to that knowledge.” David (2012) also stated that “reading can help us to make use of the past and the experience of great and noble people” (p.8). Additionally, Nuttall (1982) argued that “the most typical use of reading in a foreign language class is to teach the language itself” (p.19). Beyond the proficiency in language, reading provides a wider understanding of the world and paves the way to interact with intellectuals. It enables the reader to think about universal topics open only to those who are literate. Thus, all these descriptions are testimony for the significance of reading.

When describing the use of learning to read, Pang et.al (2003, p. 6) explained that “learning to read is an important educational goal... the ability to read opens up new world and

opportunities. Paris (2005) also explained that “learning to read is one of the greatest accomplishments in childhood because it is the foundation for learning and academic achievement” (p.84). Thus, reading is very important and it needs to be learned starting from childhood because it serves as an important tool in every field of profession. In many situations it is also considered to be the crucial channel of communication among literate people. It is a means of communication among literate people and it is reserved only for them.

Teaching reading is by far the most important practice in EFL classes . It is entirely interwoven with students’ ultimate academic success or failure. Their success or failure depends mainly on their ability to read and understand what they read. Pang et.al (2003, p.20) asserted that “good teaching enables students to learn to read and to read to learn.” Stone (2009) also added that “the love of reading is the greatest gift a teacher can give students. To achieve this, students need ample opportunities to read for pleasure” (p.10). Therefore, teachers are expected to recognize the variety learning preference and interest of the students. Thus, teachers have great responsibility for teaching all students to learn to read. So the methodological background of the teacher is very important to implement effective reading instruction. Not only because of their beliefs or philosophy of learning, but also due to the background of their training in the profession, teachers’ reading lessons presentation can be influenced.

The researcher also believes that teachers and the environment they create have a lot to do with how well students comprehend what they read. Thus, this study tries to investigate the actual instructional practices of English language teachers to teach reading in Micha Preparatory school of EFL classrooms. The techniques and strategies that are being used by the teachers to develop students’ reading skills will be observed and compared with the common procedures suggested by different scholars in the field of teaching reading.

## **1.2. Statement of the Problem**

The rationale presented in the background section shows that reading has a lot to offer for language learners. It is considered as essential skill most relevant to learners’ academic achievement and even success in life in general. Students’ general educational achievement depends mainly on their ability to read. The purpose of academic reading is the understanding of texts written in variety of kinds and forms. At each grade level, students are expected to become better readers and to read increasingly different texts. EFL students are supposed to consider

reading as one of their most important educational objective because it serves almost in all subjects and various pedagogical purposes. Butler, Urrutia, Buenger, & Hunt (2010, p.1) stated that “students’ academic progress is profoundly shaped by the ability to understand what is read. Students who cannot understand what they read are not likely to acquire the skills necessary to participate in the 21<sup>st</sup> century work force.” But every country in the world needs competent and efficient citizens in all aspect of life.

Even though reading is crucial in all aspects of life in the real world, teachers who undertake the foundation of reading at a classroom level may or may not go in line with the principles of teaching reading. There might be a gap between theory and practice in the process of teaching reading in the classroom.

Poor reading performance of students might emerge from ineffective reading instruction. Reading instruction needs to take into account different procedures, techniques and strategies of its own. Teaching reading is a complex process which requires a skilled and knowledgeable teacher. Aebersold and Field (1997, p. 95) argued that “teachers are responsible for helping their students to use every possible strategy and ability available to them during the reading act.” Nuttall (1982) also explained that “the trouble is that it is easy to give too much help, or help of the wrong kind. Reading problem can be caused by providing so much help that it becomes a crutch which the student cannot do without” (p.22). It is impossible for a teacher to familiarize students with every text. Instead he/she must give them techniques for approaching texts of various kinds. May (1990) also asserted that “poor readers and good readers have common learning needs that teachers need to pay attention to. What we sometimes label as poor reading is actually poor teaching” (p.48).

It is the responsibility of teachers to overcome the problems in reading that students bring to school. Explaining the responsibility of teachers to support their students, Duke, Pearson, Strache, and Billman (2011, p.51) stated that “if learning to read effectively is a journey toward ever-increasing ability to comprehend texts, then teachers are the tour guides, ensuring that students stay on course, pausing to make sure they appreciate the landscape of understanding.” Most importantly, teachers should enable their students to go further than reading analysis of texts. Keene & Zimmermann (1997, p. 80) argued that “if we want children to be deeply engaged in conversations about issues of great significance in books, we must not only teach

them how to read, but show them how to reason.” Thus, students are expected to go beyond simply reading to reason out cause and effect relationship in the text.

In Ethiopia, English is the medium of instruction in secondary and tertiary levels. Furthermore, almost all the examinations which test students’ knowledge and abilities are based on their reading and comprehending competence in English. However, nowadays, it is common to hear complains about the poor performance of students in reading all across the levels from the beginning to university level. For instance, the researcher of this study, teaching English in secondary school for many years and working as a per time English instructor in Teachers’ college, has clearly observed this problem. His experience reveals that most students’ reading ability seems to be inadequate. So the inspiration of this study partially comes from the identification of this problem.

Many local studies support this idea. For instance, Samuel (2011) indicated that most students have problems in learning to read. Furthermore, the studies conducted by Mesfin (2008) and Melkamu (2002) in Addis Ababa showed that the English language teacher’s reading lesson presentation has turned out to be traditional and students reading ability was observed to be slow. Abinet (2012) also indicated that students’ reading skill is below the level that is required from them.

Worku (2014) concluded that teachers should be trained continuously in current and effective strategies of teaching reading. This helps scaffold their students in using reading strategies in the classroom. Moreover, Hailom (1993) contended that schools argue that they cannot prepare students for higher learning because most graduates of institutions of higher learning working as teachers are not professionally competent. This might be taken as one indicator of the problems in the teaching of reading.

The practice of teaching reading employed by the teachers may have a negative influence on students’ reading proficiency. The problem of the teacher’s instructional practice could emanate either from the too much help she/he provides or from the lack of awareness of the teacher about what sort of help should a teacher provide to the students before, during and post-reading phases. This might be due to the impact of training the teachers themselves have had so far.

As a result, in this study, an attempt was made to assess the practice of reading lesson presentation employed by the teachers in Micha Preparatory school EFL classrooms. So this study is oriented from the perspective of teaching reading practice and provides a contemporary understanding of what teachers are doing when they say they are teaching reading lessons in the actual classrooms. It vividly indicated the classroom practices which are implemented and that are not implemented.

### **1.3. Objectives of the Study**

#### **1.3.1. General Objective**

The main objective of this study is to examine the procedures that English Language teachers follow in teaching reading lessons in Micha Preparatory school.

#### **1.3.2. Specific Objectives**

The specific objectives of the study are to:

1. identify the actual classroom instructional practices used by English language teachers to teach reading lessons.
2. check the extent teachers implement the three phases of teaching reading lessons.
3. identify the disparity between teachers' theoretical awareness and their actual practices of teaching reading.

### **1.4. Research Questions**

This study attempted to assess the practices of reading lesson presentation used by the English Language teachers in EFL classes and their effectiveness. For this purpose, the following research questions are posed:

1. What classroom practices are used by the grade 12 English Language teachers to teach reading lessons?
2. Do the teachers implement the three phases of teaching reading lessons?
3. Is there a gap between teachers' theoretical knowledge and their actual practices of teaching reading?

### **1.5. Significance of the Study**

The findings of this study are expected to have the following significances.

1. Most importantly, this study is expected to provide pedagogical insights and information to EFL teachers on how to implement appropriate techniques to teach reading lessons.
2. It is also expected to assist experts who wish to develop curriculum and design materials as a reference to incorporate reading principles and activities in the actual classroom practices.
3. Students are benefited from the improved practice of teaching reading.
4. It will also instigate other researchers to conduct similar study.

### **1.6. Scope of the Study**

This study limits itself to assess the practices of teaching reading in Micha Preparatory school. As a result, the study is delimited to Micha preparatory school, which is in Bale Zone Sawena Woreda Micha Town. Therefore, this preparatory school was the focus of the study. The target grade was grade twelve which is the end of preparatory education. The subjects of the study were restricted to the English language teachers and students of grade twelve in the sample school. On the other hand, since the main objective of the study was to assess the practice of teaching reading, the study was restricted to the real practice of the classroom teacher. It did not include the issue of plasma televised teacher's practice as object of the study.

### **1.7. Limitation of the Study**

The study was believed to have certain constraints. Primarily, the sample size of the study was limited to only 5 teachers taken from the school using purposive sampling and also 50 students from the same school were selected randomly. This can often create danger on the generalization of the study; it would have been better and more effective if more number of schools and participants were included in the study to gather sufficient information and to obtain better result.

### **1.8. Organization of the Study**

This study is organized into five chapters. The first chapter contains the introductory frame work of the study such as background of the study, statement of the problem, objectives of the study and so on. The second chapter deals with the review of related literature. The third chapter comprises the research design and methodology of the study. The fourth chapter covers the presentations, analysis and interpretation of the findings of the study. Lastly, the fifth chapter presents the conclusions and recommendations of the study.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

In this part, opinions of scholars concerning the teaching of reading are discussed briefly. The section is divided into different sub-topics. Firstly, the meaning of reading is presented. Next, creating conditions for learning to read is discussed. This is followed by motivation and reading. Then the issues of strategies have been discussed under many sub-headings. After that, the discussion of the procedures to be used in a classroom to teach reading lessons is presented. Then, the roles of the teacher in the reading classroom appear. Finally, the principles of teaching reading by different scholars have been discussed in brief.

#### **2.1. What is Reading?**

An interesting and brief definition of reading by Linse is that “reading is a set of skills that involves making sense and deriving meaning from a printed world” (Linse, 2005, p. 69). To get meaning from a text, a good reader utilizes different strategies and skills such as prediction, schemata, inference, scan, skim etc. According to Ur (1996), “reading means understanding.” (p.138). If we can read words but we do not know what they mean, it is not reading. It is simply decoding or translating written symbols into corresponding sounds.

Johnson (2008) explained that “what is being a good teacher of reading starts with an understanding of what reading is” (p.3). For him the knowledge of what reading is crucial factor to be effective teacher of reading. He defined it in four different statements which may appear in this paper in relation with others ideas for comparison. First he stated that “reading is the practice of using text to create meaning” (p.3). Therefore, for him, meaning and understanding are the main ingredients of reading. That is why Grellet (1981) defined reading as “a process of extracting and understanding the required information from a text” He further noted that “it is an active skill where that guessing, predicting and checking as well as questioning oneself are entailed” (p.8). Anderson (1999) also stated that “reading is an active, fluent process which involves the reader and the reading materials in building meaning. Meaning does not reside on the printed page, nor is it only in the reader” (p.1).

According to Johnson's (2008), "reading is a constantly developing skill." And he added that "like any skill, we get better at reading by practicing.

And conversely, if we do not practice, we will not get better and our skills may deteriorate" (p.4). Urquhart & Weir (1988, p.22) explained that "reading is the process of receiving and interpreting information encoded in language form via the medium of print". This may indicate the effort of the reader in the meaning making process. The third statement of Johnson is "reading integrates visual and non-visual information. During the act of reading, the visual information found on the page combines with the non-visual information contained in your head to create meaning". In doing so, what's in the head of the reader or the background knowledge is just as important as what is on the page in the process of making meaning (ibid). This indicates the contribution of the reader in the process of reading.

Johnson (2008) fourthly added that "reading is the act of linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read" (p.4). So readers are expected to use their background knowledge and other clues in the meaning making process from a text. That is why Hunt (2004) asserted that "reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs (p.137). It does not simply engage finding information on the text. But, it is a process of working with the text itself.

Other scholars also defined reading in many different ways but in a similar central idea; for example, Davies (1995) reading is private. It is a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. Harmer (1993) also asserted that reading involves both the eyes and the brain where the eyes receive message and the brain performs the interpretation of messages received.

From all the above definitions of reading, it is possible to conclude that reading is a meaning making process from a text which requires the reader's efforts and contributions. What is in the mind of the reader is equally important what is in the text. A reader has to use different strategies and skills in meaning making process. Klingner (2007) added that "meaning, learning, and pleasure are the ultimate goals of learning to read" (p.2).

## 2. 2.Creating the Conditions for Learning to Read

Regarding the teacher's lesson presentation, Dobler and Eagleton (2007, P.8) argued that "beliefs provide the framework for our decision and actions in the classroom." They also explained that every teacher has a theory or set of beliefs about how people learn. According to studies by Bare and Duffy (1978); Bawden et al (1979); Gove (1983) quoted in May (1990) "the way we think learning takes place influence the way we teach" (p.2). For example, teachers who follow the Behaviorists view of learning believe that learning to read requires correction of each word that the student reads "wrongly" so that they emphasize more on one word at a time rather than the author's meaning.(ibid)

Dobler and Eagleton (2007) stressed a multiple approach to ease learning based on the diversity among students in different situations. They explained that:

*Since we believe that there is no single method of teaching that will reach all learners all times in all places, it is imperative that we help children learn how to learn so that they can adapt and extend their knowledge and strategies when they encounter new tasks in new contexts (p. 8).*

Similarly, Eisner (1997) added that "the mission of the school is decidedly not to bring everyone to the same place but rather to increase the variance in performance among students while escalating the mean for all" (p.352). Different students learn in the same class. Teachers should address the diversity in the classroom. Some students benefit from more intervention in the reading process than do others. Some may enjoy risk taking, while others require encouragement. Some others may benefit from explicit instruction in reading strategies more than other.

When Johnson (2008, pp. 11-12) explaining about creating conditions for learners to read, his number one advice to teachers is that "help children fall in love with books. Reading is a pleasurable act". A teacher's main job should be helping students to fall in love with books by identifying their need and interest. Unfamiliar topics and difficult vocabulary should not deter students from reading. He also added to "create a space every day for sustained, silent reading. Just like learning to play a musical instrument, children who are learning to read get better at it by practicing". This is the same as many scholars asserted that reading ability develops through reading. It is also necessary to support learners by providing the right to choose a text which suits them .That is why Johnson informed teachers to "allow children to make choices about their

reading material. Reading is more pleasurable when we are able to make choices about what we read”. Thus, teacher should provide students with the right to choose texts which suit their interest.

Aresearch by Kauchak & Eggen,(1998) cited in Johnson (2008, p.14 ) recommend to “include talk and other forms of social interaction. Talking and social interaction enhances learning of any kind” Johnson (2008) also explained that children need to talk to each other about what they are reading and share their ideas and insights with others. In this way, the stories come to life, students gain insight and ideas from others, and language learning is enhanced.

So if students are involved in some practical activities, they can get meaning from what they read. This can be seen as evidence for social interaction enhancing learning. Johnson (2008) emphasized that teachers need to keep instruction simple. He also added that good teachers make things seem as simple as possible. Thus, the major responsibility of a teacher is to create a positive environment for learners learn to read.

According to The National Capital Language Resource Center, © 2003, 2004 Washington: DC, when reading to learn, students need to follow four basic steps:

1. Figure out the purpose for reading. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.
2. Attend to the parts of the text that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory.
3. Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning.
4. Check comprehension while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternate strategies.

### **2.3. Selecting Text for Reading**

Teachers need to select texts which are appropriate to their students' interest. “ Each student needs content area materials to read that interest him, that are challenging to him, but are not frustrating to him” (May, 1996, p.411).Texts of the right reading level are neither too easy nor

too hard for a particular reader. Choosing texts of the right difficulty and interest levels will encourage children to read and to enjoy what they are reading. Teachers shall consider how to choose supplementary material for reading lesson. “Careful selection of text is also important. Finally, this is a place where explicit explanation of efficient reading strategy (for example, where the teacher ‘legitimizes’ skipping insignificant parts for certain tasks) can help learners help themselves” (Ur, 1996, p.147). There should be some criteria when selecting texts .The major criteria for doing these are readability, content suitability and exploitability (Nuttal, 1996). According to Nuttall (1982, p.25), “Teachers will need to look at possible materials from three points of view. They are readability, suitability of content and exploitability”.

**Readability:** Nuttal (1996) “refers to lexical and syntactic difficulties” (p.174). “Choosing texts with a high proportion of new lexical items will meet the aims of reading program” “Due to this, an intensive reading should contain ten to fifteen well scattered new words per a page” (Nuttal, 1982, p.26). Obviously, a text should be at the right level of difficulty for the students. We have to assess the student’s performance and their level in reading as soon as possible so that we can choose a material which contains certain proportion of new lexical items and the right level of structural difficulty to our students

**Suitability of content:** content suitability is to mean that the content of a text has to be interesting. Topic variety makes texts very interesting. Exposing students to different texts need to be emphasized. We need to carry out investigation of what our students like to read carefully. The content of a text must appeal to intended readers, supplying what they really want (not what they say they want) we have to choose material that is not only interesting, but with spending time on (Nuttal, 1996, pp.170, 177).

**Exploitability:** On the other hand, exploitability refers to the appropriateness of the content devised for reading activities (Wallace, 1992). Nuttal (1996) strengthened that the text chosen has to facilitate learning; if not even an interesting text is useless. As she said, a text is said to be exploited effectively if it serves as a means of developing skills applicable for other texts too. Of the qualities above exploitability is arguably the most important.

As to Johnson (2010, pp.25-27),the following are the three levels used to determine the student’s reading level:

**Independent level:** At this level the student can read unassisted. Students are generally able to read 98 percent or more of these words. You want to find books at this level for the student to use in pleasure reading or reading independently.

**Instructional level:** At this level the student can read with some assistance. Students are generally able to read 90 to 97 percent of these words. This is the level of reading material teachers want to use for reading instruction. Here they will need to provide some assistance such as a story map, vocabulary help, or a story preview.

**Frustration level:** At this level the student cannot be successful even with a lot of teacher help. Students are able to read less than 90 percent of these words. Avoid this level. Some people mistakenly think that challenging students will help them progress faster. Instead, you end up with frustrated learners who learn that they can't learn to read.

## **2.4. Motivation and Reading**

Motivation is the master key to learning. In teaching reading we can observe that, some students are naturally eager or passionate to read. Others may expect their teachers to create mechanisms of inspiring, challenging or stimulating them. The main reason for this variation stems to be the perception students have to the usefulness of activities and feedbacks teachers use to promote their reading engagement. May (1990) explained that “children’s attitude towards reading can be greatly influenced by how well teachers of reading employ basic psychological principles of motivation” (p. 441). Teachers are expected to apply the principles of motivation in their reading lessons presentation.

According to Grellet (1981):

*Motivation is of great importance when reading because most of what we usually read is what we want to read, and being motivated means that we start reading the text prepared to find a number of things in it, expecting to find answers to a number of question and specific information or idea we are interested in. This ‘expectation’ is inherent in the process of reading that is permanent interrelationship between the reader and the text (p.18).*

Duke et al (2011) explained that “students’ motivation to read is also enhanced by providing contexts, materials, or tasks that catch students’ spontaneous attention or situational interest”(p.60). Similarly, Pang et.al (2003, P.15) also explained that “the purpose for reading is

closely connected to a person's motivation for reading. It will also affect the way a book is read". Thus, much more is expected from the classroom teacher to motivate the students to be engaged in the reading process.

Therefore, it is essential for teachers to recognize their students' need and to know how to inspire them and make the subject matter they teach exciting. If a teacher goes into a classroom and has no intention of making the subject interesting, then he/she is already in problem to motivate his/her students in classroom learning context. So, in order to engage students, especially in reading lesson, it is essential to have an understanding of individual difference among students.

## **2.5. Strategies Used by Good Readers**

Strategies are the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not a single event, but rather a creative sequence of events that learners actively use (Oxford, 1996). Whether before, during, or after reading, good readers use some strategies in one or more of the stages in the reading process. Not every strategy will be used in every text nor will the order of application be identical in each instance. Consequently, skilled readers choose individually those that work most effectively for them for each text they read. According to Barone, Hardman, & Taylor (2005), **before reading**, good readers set a purpose for reading and activate prior knowledge, making connections between real-life experiences and textual content. They predict what the text might be about and then decide which strategies would be useful while reading the text. Finally, they develop mental images and use graphic organizers.

**During reading**, good readers monitor their own comprehension as they continually make and revise their predictions. They identify the main idea and answer and generate questions. Having determined which strategies would be appropriate for reading this text, they are also able, however, to incorporate remedial strategies when the text does not make sense. Finally, they are able to make inferences, develop mental images, and summarize.

**After reading**, good readers discuss the material, answer and generate questions. They share information after deciding whether or not it is worth remembering. If it is important and should be learned, they use graphic organizers to help them organize the information and identify the main idea. Finally, they develop mental images and summarize the information.

Generally, strategic reading means not only knowing what strategy to use, but knowing how to use and integrate a range of strategies (Anderson, 1999). Teachers are expected to enable students to use some strategies in one or more of the stages in the reading process. They have to help students by teaching/ training them the strategies and techniques of reading. It is also very important for a teacher to be aware of “Efficient and Inefficient Reading ”in order to provide the right kind of support for the learners. The following table contains what a reading teacher should know about reading so that he/she could be efficient teacher of reading.

**Table 2.1 Efficient and Inefficient Reading**

|                               | <b>Efficient Reading</b>                                                                                                                                                                                           | <b>Inefficient Reading</b>                                                                                                                                                       |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.Language                    | The language of the text is comprehensible to the learners.                                                                                                                                                        | The language of the text is too difficult.                                                                                                                                       |
| 2.Content                     | The content of the text is accessible to the learners; they know enough about it to be able to apply to their own background knowledge                                                                             | The text is too difficult in the sense that the content is too far removed from the knowledge and experience of the learners.                                                    |
| 3 Speed                       | The reading progresses fairly fast: mainly because the reader has 'automatized' recognition of common combination and does not waste time working out each word or group of words anew.                            | The reading is slow: the reader does not have a large vocabulary of automatically recognized items.                                                                              |
| 4. Attention                  | The reader concentrates on the significant bits, and skims the rest; may even skip parts she or he knows to be insignificant.                                                                                      | The reader pays the same amount of attention to all parts of the text                                                                                                            |
| 5. Incomprehensive Vocabulary | The reader takes incomprehensible vocabulary in his or her stride: guesses its meaning from the surrounding text or ignores it and manages without: uses a dictionary only when these strategies are insufficient. | The reader cannot tolerate incomprehensible vocabulary items: stops to look every one up in a dictionary and/or feels discouraged from trying to comprehend the text as a whole. |
| 6.Prediction                  | The reader thinks ahead, hypothesizes, predicts.                                                                                                                                                                   | The reader does not think ahead, deals with the text as it comes.                                                                                                                |
| 7.Background information      | The reader has and uses background information to help understand the text.                                                                                                                                        | The reader does not have or use background information                                                                                                                           |
| 8.Motivation                  | The reader is motivated to read: by interesting content or a challenging task.                                                                                                                                     | The reader has no particular interest in reading.                                                                                                                                |
| 9. Purpose                    | The reader is aware of clear purpose in reading: for example, to find out something, to get pleasure.                                                                                                              | The reader has no clear purpose other than to obey the teacher's instruction.                                                                                                    |
| 10.Strategies                 | The reader uses different strategies for different kinds of reading.                                                                                                                                               | The reader uses the same strategy for all texts.                                                                                                                                 |

Source: Cambridge University Press 1996 as cited in Ur (1996 p.148)

## **2. 6. Reading Strategies**

Strategies for reading skills are ways in which learners approach a given text in order to attend to, how they make sense of what they read, and what they do when they do not understand. Reading strategies refer to mental operations involved when readers purposefully approach a text and make sense of what they read (Block, 1986). Reading strategies are acts of how learners approach reading tasks or solve problems encountered during the reading process. They serve as pointers giving learners valuable clues about how to plan their work, tackle reading problems, assess the situation in reading or choose appropriate skills in order to comprehend the text and learn something from it (Wasilewsk, 2009).

“Give a man a fish and he eats for a day; Teach him how to fish and he eats for a lifetime” (Barrack Hussein Obama, the president of USA in his speech to African leaders in Addis Ababa in 2015 during his unprecedented visit to Ethiopia). (Data Source ETV) When this anonymous proverb is related to the teaching of reading, it means that teachers should train students the strategies needed to tackle different texts instead of reading and explaining everything to their students. If students are provided with explanation about a text, they can understand it easily without effort only for that time. But if they are trained the strategies for developing reading skills for themselves, they will be empowered to manage their own learning forever. Thus, reading strategy training is extremely essential teaching practice.

Many studies have shown that reading strategies can be taught to students, and when taught, strategies help them improve their performance on tests of comprehension and recall. (Macaro & Erler, 2008). Teachers expect students to be able to read their textbooks, but they don't teach them how to do it (Guthrie et al. as cited in Johnson, 2008). So students are often frustrated by the new words in the text and they think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. But teachers are expected to train students how to approach differ texts using different strategies based on the purpose of the reading. Understanding a given text does not necessarily need to look at everything in the piece of writing. Readers are not basically passive who simply fed with letters, words and sentences, but they are individuals who actively contribute to the text their background knowledge, and are able to arrive at understanding without looking at every letter and word. Teachers should inform these to their students and train them reading strategies.

Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation. . To become an expert teacher of reading is a career long attempt. Regarding this, Walsh et al (2006) concluded that “future teachers need the knowledge and skills to understand sound reading strategies for themselves and to be able to transmit these to their students” (p.17).Strategy training comes from the assumption that success in learning mainly depends on appropriate strategy use and that unsuccessful learners can improve their learning by being trained to use effective strategies.

Grellet (1981, pp.12–13) Classroom tasks exploiting these strategies include: ordering a sequence of pictures, comparing texts and pictures, matching and using illustrations, completing a document, mapping it out, jigsaw reading, reorganizing the information, comparing several texts, completing a document, summarizing and note taking.

A more recent and far more comprehensive set of reading strategies is presented by Lai (as cited in Nunan, (2004). She argued that by matching strategies, texts and reading purposes it is possible for second language readers to significantly increase both their reading speed, and also their comprehension.

The strategies in her typology, along with an explanatory gloss are set out below.

1. Having a purpose: It is important for students to have a clear purpose and to keep in mind what they want to gain from the text.
2. Previewing: Conducting a quick survey of the text to identify the topic, the main idea, and the organization of the text.
3. Skimming: Looking quickly through the text to get a general idea of what it is about.
4. Scanning: Looking quickly through a text in order to\ locate specific information.
5. Clustering: Reading clusters of words as a unit.
6. Avoiding bad habits: Avoiding habits such as reading word by word.
7. Predicting: Anticipating what is to come.
8. Reading actively: Asking questions and then reading for answers.
9. Inferring: Identifying ideas that are not explicitly stated.
10. Identifying genres: Identifying the overall organizational pattern of a text.

11. Identifying paragraph: Identifying the organizational structure of a paragraph, for example, whether it follows an inductive or deductive pattern.
12. Identifying sentence: Identifying the subject and main verb in structure complex sentences.
13. Noticing cohesive: Assigning correct referents to pro forms, devices and identifying the function of conjunctions.
14. Inferring unknown: Using context as well as parts of words Vocabulary (e.g. prefixes, suffixes and stems) to work out the meaning of unknown words
15. Identifying figurative: Understanding the use of figurative language language and metaphors.
16. Using background: Using what one already knows to understand new ideas.
17. Identifying style and understanding the writer's purpose in using its purpose different stylistic devices such as a series of short or long sentences.
18. Evaluating: Reading critically, and assessing the truth value of textual information.
19. Integrating Tracking ideas that are developed across the information text through techniques such as highlighting and note-taking.
20. Reviewing: Looking back over a text and summarizing it.
21. Reading to present: Understanding the text fully and summarizing it
22. Reading to present: Understanding the text fully and then presenting it to others

Lai as cited in Nunan,( 2004, pp.62-63)

### **2.6.1. Strategies for Teaching Vocabulary and Word Recognition**

Because English language learners need to acquire more English vocabulary for all aspects of their lives, scholars such as Birch (2002; Eskey (2005); Folse (2004); and Nation (2000) suggest the following:

Teachers have to pre-teach the vocabulary in a reading passage. To limit the number of vocabulary items that must be pre-taught, they have to select reading passages that are only slightly above what learners can read independently. Teachers have to teach high-frequency words first. They have to provide learners with multiple exposures to specific words in multiple contexts. They have to teach learners to use both monolingual and bilingual dictionaries. Because even English dictionaries designed specifically for learners contain about 2,000 words

with definitions and examples in English, learners at basic reading levels may not understand the definitions and explanations. They will need to use bilingual dictionaries.

Honig (2001) claims “the key to unlocking meaning starts with the automatic recognition of each written word which brings the meaning of that word to consciousness” (p. 17). Therefore, a successful reader must be able to recognize and understand individual words so he/she can concentrate on the more complex task of understanding the passage as a whole. Kruidenier (2002) also defines alphabetic and word analysis as the “whole process of using the letters in a written alphabet to represent meaningful spoken words” (p. 35). Word analysis is a skill that helps students to identify unknown words by looking for familiar word parts.

Honig (2001) indicated that phonetic instruction generally proceeds through a developmental sequence that explicitly teaches each of the components of phonemic awareness and decoding. This scholar suggests the following sequence: 1) word segmentation; 2) rhyme recognition and production; 3) syllable blending, segmentation, and deletion; 4) onset and rime blending; 5) phoneme matching and isolation; 6) phoneme blending and segmentation ;and 7) phoneme deletion and substitution. In addition, phonetic instruction also includes mastering the recognition of sight words-high frequency words.

### **2.6.2. Strategies for Reading Comprehension**

According to Cambridge Advanced Learner’s Dictionary 3<sup>rd</sup> Edition, comprehension is defined as the ability to understand completely and be familiar with a situation. Cambridge Advanced Learner’s Dictionary 3<sup>rd</sup> Edition In many reading instruction programs, more emphasis and time may be placed on *testing* reading comprehension than on *teaching* readers how to comprehend. Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

A report of the National Reading Panel (NRP, 2000) concluding that comprehension can be taught and listed several strategies that have proven through research to be highly effective in teaching students to become active readers who understand what they are reading.

1). **Self-monitoring:** This strategy assists students in determining when they understand what they have read and when they do not, as well as what strategies they can use to help them

understand. It is considered a form of *meta cognition* (or thinking about thinking) in which children can ask themselves these questions: “Is what I’m reading making sense?” and “What can I do to be certain that I know what I am reading?” One effective means that teachers can use to present self-monitoring to students is a demonstration of “think-aloud,” following specific strategies outlined by Frey and Fisher (2007): (a) choose a short piece of text running from one to four paragraphs, (b) let the text tell you what to do after you have read it several times, (c) keep the think-aloud authentic by using a conversational tone, (d) think like an expert in the subject area under discussion to show students that your understanding of content is affected by prior knowledge, (e) tell students what strategies you are using to help you comprehend the material (e.g., highlighting important phrases or terms), and (f) resist the urge to “over-think” or else the meaning of the passage will be lost.

2). **Cooperative learning:** When students work together to discuss comprehension strategies such as “think- aloud,” they begin to take more control over their own learning.

3). **Story structure:** Once students understand the elements of a story—plot, characterization, setting, theme, style, and point of view—they are better able to comprehend the story and recall it. One means that teachers can use to increase students’ understanding of story structure is to introduce them to a plot relation.

4). **Summarizing:** This strategy assists the students in identifying critical facts from the text or story. Summarizing demands that readers decide what it is important, how to condense it, and how to rephrase the information. Children must comprehend that summarizing involves the ability to identify and connect main ideas, eliminate unnecessary information, and recall what they have read. An experienced teacher knows that asking students to summarize what they have read is a useful, significant, but difficult assignment, whether verbally or in writing, so he or she may choose to model the strategy (Armbruster, Lehr, & Osborn, 2003). Summarizing is explored further under the Reading in the Content Areas section of this chapter.

5). **Graphic organizers:** Visuals that help students organize concepts and ideas, graphic organizers aid in the development of knowledge of text structure. They also aid in the summarization of text, as well as the visual representation of information (Meddey & Jefferies, 2000/2001). Bromley and Irwin-Devine (1999) have identified 50 graphic organizers, including flow, tree, and Venn diagrams; concept and compare/contrast maps; and matrices. Three steps are involved

in teaching the preparation of graphic organizers: First, the teacher chooses a particular graphic organizer that matches the text under scrutiny and models its outline for the students.

Second, student groups complete the modeled example. Third, students individually complete the graphic organizer with teacher assistance, if needed. Hoyt, Mooney, and Parkes (2003) warn, however, that a graphic organizer that does not match the text will actually hinder students' comprehension so teachers must be cautious about their selection.

**6). Activating prior knowledge:** This strategy helps readers draw on previous experiences to better understand the new material they are reading. Teachers can assist students in recalling what they already know about the topic, author, or text structure. They can also take the class on a picture walk through a storybook and have readers draw predictions about the plot and characters.

**7). Question generating and question answering:** Going beyond the student answering of teacher-generated queries, the true objective of questioning is to move it from the teacher (an external source) to the student (an internal source) (Frey & Fisher, 2007). In that way the student can use the power of questioning as a means for monitoring, extending, or modifying his or her own learning. Generally, when language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

## **2.7. Learning to Think Critically**

Students should start to think from the very beginning. If they simply memorize content of knowledge that means they lose or ignore the development of their critical thinking. David (2012) explains that “the habit of thinking has to be trained. This is the habit of seeing a relationship, a link, an association and of using what has been learnt previously” (P.6).

Critical thinking approach to learning has been applied 2000 years ago for the first time by Socrates who was interested in carefully questioning peoples' claims, seeking evidence and reasons and analyzing concepts to figure out what to believe. John Dewey, the American philosopher, psychologist and educator, calls it “reflective thinking” and defines it as “the kind of thinking that consists in turning a subject over in the mind and giving it serious consecutive considerations” (Wright as cited in Effat, 2012).

May (1990) also explained that ‘if schooling is ever going to be more than mere training (often the wrong type), then who teach reading have a real opportunity to promote thinking to promote

communication in depth” (P.143). Brown et al (2004, P.784) asserted “in schools, effective teachers are those who engage in continued prompts to get children to plan and monitor their own activities. Effective teachers model many forms of critical thinking”. According to Gregory et al (2007) during or after reading/ teaching teachers ask questions. Teachers ask students questions before reading, so the purpose of the reading is set for active student engagement with the text. Not only the while-reading but also the post-reading phase activities should engage students to think critically.

## 2.8. Levels of Comprehension

According to The National Capital Language Resource Center, (2013, 2014), language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy.

That means, reading is viewed as a decoding process involving reconstruction of the author’s intended meaning through recognition of the printed letters, and building up meaning for a text from the smallest textual units at the bottom(letters, and words) to larger units at the ‘top’ (phrases, clauses, sentences, etc).Nuttall (1982) argued that the **bottom-up** model attributes failure to comprehend a text to language specific deficit, for example, lack of vocabulary words. Therefore, to overcome this problem, students should be made to study the meaning of words selected from the text.

**Bottom-up:** Focus is on extracting information from the text, particularly that letters and sounds form words, words form phrases and sentences; it is also concerned with how sound is represented in print.

**Top-down:** One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language. Goodman in Carrell (1988) asserts that the top-down model is a psycholinguistic guessing game in which the reader constructs a message encoded by a writer as a graphic display. According to the psycholinguistic model, a text either written or spoken does not by itself carry meaning,

rather the text only provides directions for readers as to how they should retrieve or construct meaning based on their previously acquired knowledge or experience.

**Top-down:** Focus is on predicting meaning based on clues from the text and the reader's background knowledge. As the top-down model, the role of the readers is considered to be quite active. Reading is an active process whereby students construct meaning based on their previous knowledge and experience. They predict meaning as they read, they take in large chunks of text at a time, they do not attend to separate letters; rather they match what they already know with the meaning they derive from the text. The pedagogical implication of the top-down model of reading process is that teachers need to focus on the teaching of the effective reading strategies which help learners make use of their background experience to predict.

**Interactive:** Both top-down and bottom-up processes work together. In fact, however, neither bottom-up nor the top-down approach is an adequate characterization of the reading process, and more adequate models are known as interactive model, in which every component be it 'higher up' or 'lower down' processing, in fact is known to be thought to be parallel rather than serial (Grabe,1991, p.134).

**Literal or text-explicit comprehension:** Often described as “**reading on the lines**,” this level requires the reader to process information that is explicitly stated in the text, to understand what the author specifically reported. For example, the reader may be called on to recall or locate precisely stated main ideas, details, directions, or sequences of events. Literal comprehension requires a lower level of thinking skills than the other three levels because the reader must only recall from memory what the book said. Still it is the foundation for content-area courses and remains the most frequently tested comprehension category. It consumes the bulk of instructional time in the classroom and is the level that struggling readers and ELLs strive to attain.

**Interpretive or text-implicit comprehension:** Described frequently as “**reading between the lines**,” this level demands that the reader process ideas based on what was read but not explicitly stated in the text. It involves understanding what the author meant, and the reader must call on his or her intuition, personal experiences, and imagination as the foundation for making inferences. Children may be asked to predict outcomes, find main ideas, determine word meanings from context, draw conclusions, make generalizations, or infer cause-and-effect

relationships. Behaviors commonly associated with critical thinking are involved in text-implicit comprehension, which is said to separate the active reader from the passive reader.

Furthermore, the overall pattern of interpretive processes activated during reading may affect the amount of text actually remembered (van den Brock, Rhoden, Fletcher, & Thurlow, 1996). That is the reason that teachers should pose thought-provoking questions to stimulate classroom discussion and thereby promote interpretive comprehension.

**Critical or applied comprehension:** Sometimes stated as “reading beyond the lines,” this level requires readers to integrate their own thinking with the facts from the text. Consequently, they evaluate and apply information and ideas from the printed page to their own experiences and judgment. It concerns skills such as the abilities to distinguish fact from opinion and fantasy from reality.

**Creative comprehension:** This most advanced level calls for readers to develop original ideas based on the pages read. They must use divergent thinking skills as they ponder new or alternative solutions to problems or crises presented by the writer. They can write new endings to familiar folktales or short stories.

## **2.9. Classroom Procedures in Teaching Reading**

Stern (1983) asserted that “Language teaching can be defined as the activities which are intended to bring about language learning” (p.21). That is why Mc Guinness (2004) stated that the goal of reading instruction is to ensure that children learn to read accurately and fluently.

Others asserted that contemporary reading tasks, unlike the traditional materials, involve three phase procedures: These are pre-reading, while-reading and post-reading phases (Nuttall, 1982; Williams, 1984; and Bycina & Dubin, 1991). Also Wallace (1992) asserted that procedures for dealing with a reading passage are generally categorized according to whether they are followed before, while or after reading (p.86).

### **2.9.1. Pre-Reading phase**

It is generally preferable to begin reading only after the learners have some basic knowledge of the spoken language, so that reading becomes as quickly as possible a matter of recognizing meaning rather than deciphering (Ur, 1996, p.114). Pre reading questions are designed for this purpose. Pr-reading activities are designed for brainstorming, arousing interest and motivation.

Brain storming: It is a strategy which a teacher employs to quickly draw out or elicit students' ideas and to put them quickly on the chalk-board. Comments are not allowed on the ideas being generated by participant students, and the teacher just let ideas flow. One of the fundamental aims of brainstorming is to promote student positive self-concept. Zhang (1993) explained that "comprehension is facilitated by explicitly introducing schemata through pre-reading activities" (p.5). Thus the pre-reading stage helps in activating the relevant schema. Most teachers tend to neglect the pre-reading procedure claiming that there is not enough time. In fact, pre-reading activities motivate students before the actual reading takes place. For example, teachers can ask students questions that arouse their interest while previewing the text.

When explaining ideas for reading activities Ur (1996) stated that "A general question is given before reading asking the learners to find out a piece of information central to the understanding of the text" (p.146). According to many scholars, these pre-reading stage activities activate the concept developed in the text, provide motivation and build a bridge from the students' mind to the writer's view in the text so as to make reading easier. Pre-reading stage aims at introducing the reading text and developing a frame work for reading. It also intends to build and activate students' relevant prior knowledge about the topics, concepts, issues, and vocabulary contained in the text to be read (Nuttall, 1982; Williams, 1984;Wallace, 1992; and Barr &Johnson, 1997).

Abraham (2002) stated that an interactive approach "demands that the teachers activate the students' schema" during the pre-reading phase by helping "students recognize the knowledge that they already have about the topic of a text" i.e. through discussion of titles, subheadings, photographs, identifying text structure, previewing, etc. Such activities are called "pre-reading strategies" (p. 6). It is important to encourage student to read with their purpose in mind. Nuttall (1982) said that:

*We need to have the framework of a reason for reading so that we can decide how detailed our understanding must be. So it is often helpful to give students an imaginary purpose for reading, to enable them to judge what they can skim over, what they must attend to in detail, according to their relevance to their purpose (p.153).*

Drucker (2003) suggested the following procedure teachers can take before reading a text: Relate the passage students are going to read to something that is familiar to them. Next, provide a brief discussion question that will engage the students and; after that, provide an overview of the section they are about to read. Name the selection, introduce the characters, and describe the plot (up to, but not including, the climax). Last, direct the students to read the story and look for particular information.

Rivas(1999) explained that the two main functions of pre-reading activities, which seek students' involvement, interest, and motivation, as well as providing language preparation. Basically, they are a means of incorporating the learners' knowledge of the world, linguistic knowledge, ideas and opinions, before checking them against the text. At the same time, they generate vocabulary related to the text topic, thus aiding vocabulary development.

### **2.9.2. The While-Reading Phase**

According to Rivas (1999) the main goals of the while-reading phase are strategy and skill practice, and linguistic development, as well as helping learners to understand the writer's purpose and the text structure and content. Several techniques help to achieve these goals, e.g. pre-text questions, which present learners with learning objectives before they read a text, and comprehension questions, which are the typical while-reading activity.

The principal aim of while-reading phase is to encourage learners to be flexible, active and reflective readers. (Wallace, 1992) This phase, too, requires the teacher's guidance to ensure that students assume an active, questioning approach to the material. Such guidance can be supplied by a number of while-reading tasks (Bycina and Dubin, 1991). For example, learners can be asked to mark characters in story, cohesive devices in the text, adjectives which tell about the feeling of characters in the story, etc (Davies, 1995).

The aim of while-reading stage (or interactive process) is to develop students' ability in tackling text by developing their linguistic and schematic knowledge. Hedge (2003) argues that although some oppose the interactive activities carried during the while-reading phase, there are only few research studies that show the "effects of intervention and their outcomes". Moreover, "many students report positively on the usefulness of while reading activities" (p.210). On the contrary, Paran (1996) believes that modern interactive reading model enable SL readers to be less reliant

on top-down processing” and enable them to achieve “greater reliance on bottom-up strategies as they become more proficient” (p.29). It seems that teachers can use a balanced approach to teaching reading by incorporating both top-down and bottom-up processes, provided they are given flexibility in choosing the reading tasks.

According to (Nattall, 1982; Williams, 1984; Rivas, 1999; Crilly,2002; Saricoban, 2002;and Vaez, 2006), the most important activities of while-reading phase are the following:

- Extracting the main ideas and supporting details;
- Identifying the specific information
- Inferring information contained in the text
- Transferring information of the text into tables, graphs, etc
- Filling in the blank space with the required information
- Guessing new words from context
- Paraphrasing and interpreting texts, etc.
- Providing students with the opportunity to talk about what they read as they read it

### **2.9.3. The Post-Reading Phase**

The post-reading stage is, generally, intended to involve the students into text evaluation, reconstruction of the writer’s opinion, summarizing the text and relating the message with their own knowledge, experience and feelings (Williams, 1984; and Bycina and Dubin, 1991). Vaez (2006) stated that students need to reflect on what they have read in order to extend their thinking. By talking and writing in response to reading, students become more engaged in reading and develop a deeper understanding and appreciation of various texts. Generally speaking, according to (Grellet, 1981; Williams, 1984; Rasinski and Padak, 1996; Rivas,1999; Howath, 2006; Crilly, 2002; Saricoban, 2002; and Vaez, 2006) post reading can take the form of various activities such as:

Students have to reread the text or a section of the text to help themselves understand it better. They have to summarize and synthesize what they have read. They have to make their own decisions about what is important. Regarding expressing personal opinion, students should relate the text with the background knowledge or experience. They have to summarize the text,

evaluating the idea of the text. They should use a graphic organizer (diagram, map, chart, and drawing) for re- presentation of contents.

Concerning writing as a follow-up to reading, teachers ought to encourage students to do any writing activity related to the reading passage. Students have to discuss, respond, retell and summarize the text. Regarding speaking as follow-up to reading, teachers should get students to do speaking activities such as group discussions, debates or arguments, expression of opinions and oral summary, appreciating, reacting to, and stating feelings of interest or any other emotional responses to the author's ideas or feelings. Draw conclusions: Promote individual response to reading; to provide a framework for discussion; to help readers recall and retain what they have read.

## **2.10. The Roles of the Teacher in the Reading Classroom**

Butler et al( 2010, p.15)indicated that “teachers who engage their students in learning to read, provide small group instruction and explicit skill instruction in comprehension, and provide modeling and coaching students with better outcomes in learning to read”. In recent methodology of reading, it is believed that all of the classroom practices are concerned with what readers need to learn but not how they should be taught it. Many scholars proposed that the teacher modeling to students the process of learning to read by themselves. For instance “Reading involves skills that student must learn for himself and that the measure of the teacher's success is how far the students learned to do without help” (Nuttal, 1982, p.21).A teacher needs to play in enabling his/her students to become communicatively competent in reading include:

The teacher is **a monitor**. This involves going around the class while students do their reading activities by observing their performance

The teacher is **a motivator/stimulator**. He/she should foster student expectations about the reading and arouse their interest to read. This can be done by providing them different purposes to read.

The teacher is **a director**. He/she should supervise learning by explaining how students do activities, engaging them in reading activities etc. The teacher should also allow students sufficient time to work at their own pace.

The teacher is a **co-communicator**. He /she needs to work directly on one-to-one basis with students as he/she becomes a partner in communication.

**Organizer:** teachers should tell students clearly what their reading purpose is, and give them clear instruction about how to achieve it, and how long they have to do this.

**Observer:** while students are reading, teachers can observe their progress since this will give them valuable information about how well they are doing individually and collectively.

**Feedback organizer:** when students have completed the task, teachers can lead a feedback session to check that they have completed the task successfully.

**Prompter:** when students have read a text teachers can prompt them to notice language features in that text.

## **2. 11. Principles of Teaching Reading**

Reading involves constructing the meaning of a passage represented by printed symbols. All aspects of the reading process should be understood by the teacher, who must also realize that reading does not occur without comprehension of the written material. Williams (1986) asserted that “in order for the teaching of EFL reading to be effective, it is important for teachers regularly to take stock of their perception of the nature of the reading process itself, relevant reading activities, and appropriate classroom management” (p.42). The following principles are proposed by scholars in the field of reading.

### **2.11.1. Williams, ‘Top Ten’ Principles of Teaching Reading**

**1. Growth in language ability is an essential part of the development of reading ability.** The pendulum in recent years has swung towards an emphasis on teaching appropriate skills and strategies. This re-orientation is welcome; but we must not forget that the best skills and strategies in the world will have little effect unless learners are simultaneously expanding their ‘sight’ vocabulary, and their recognition knowledge of commonly occurring sentence patterns and rhetorical patterns in text.

**3. Classroom procedure should reflect the purposeful, task-based, interactive nature of real reading.** Through classroom procedures involving pair work and group work in which inter-learner discussion of the text and associated tasks is not only permitted but *required*.

**4. Exercise-types should, as far as possible, approximate to cognitive reality.** Since the purpose of teaching reading is to make the learner a more efficient reader, it follows that we need to identify the strategies, skills, and objectives of the efficient reader during the process of *real* reading.

**5. Using a text does not necessarily equal teaching reading.** Texts can be used for many different purposes. For example, it is perfectly sensible to use a text to demonstrate a certain grammatical or functional point in context, as a trigger for further work on that point.. But it would be a mistake to think that one was thereby teaching reading. Johns and Davies cited in Williams (1986) make the important distinction between what they call TALO (text as linguistic object) and TAVI (text as vehicle for information). In TALO, the text is a carrier for the teaching of language - grammar, vocabulary, etc. - which is laboriously 'mined' from the text by the teacher and learners. This perfectly justifiable use of text as one way of teaching language: but it contributes very little to the development of learners' *reading skills*.

In contrast, using a text for the purposes of developing reading skills\ (what Johns and Davies call the TAVI approach) uses a suitably chosen text for the development of appropriate cognitive strategies which lead to the learner reconstructing the author's original *message* (which is very different from understanding the elements of language which the author uses to carry that message). Such a use of text has as its objective the development of *generalizable, transferable* strategies of meaning-reconstruction, which the learner can eventually employ outside the reading lesson without the assistance of the teacher or a course in reading. When our learners reach the stage when they no longer need our help that is success.

Whereas Day and Bamford (2002) argued that Williams' top ten principles relate primarily to one approach to the teaching of reading, particularly to intensive reading. They proposed their own top ten principles for teaching extensive reading as a tool for professional development. These are what they believe are the basic ingredients of extensive reading. They encourage teachers to use them as a way to examine their beliefs about reading in general and extensive reading in particular.

### 2.11.2. Day and Bamford's Top Principles of Teaching Reading

Day and Bamford (2002) put forward the following ten principles in the hopes that others will consider them and react to them.

- 1). **The reading material is easy:** This clearly separates extensive reading from other approaches to teaching foreign language reading. In helping beginning readers select texts that are well within their reading comfort zone, more than one or two unknown words per page might make the text too difficult for overall understanding. Intermediate learners might use the *rule of hand*—no more than five difficult words per page.
- 2). **A variety of reading material on a wide range of topics must be available:** Books, magazines, newspapers, fiction, non-fiction, texts that inform, texts that entertain, general, specialized, light, serious.
- 3). **Learners read as much as possible:** There is no upper limit to the amount of reading that can be done, but a book a week is probably the minimum amount of reading necessary to achieve the benefits of extensive reading and to establish a reading habit
- 4). **The purpose of reading is usually related to pleasure, information and general understanding:** In terms of reading outcomes, the focus shifts away from comprehension achieved or knowledge gained and towards the reader's personal experience
- 5). **Reading speed is usually faster rather than slower:** Nuttall notes that "speed, enjoyment and comprehension are closely linked with one another" (1996, p. 128). She described "The vicious circle of the weak reader: Reads slowly; Doesn't enjoy reading; Doesn't read much; Doesn't understand; Reads slowly and so on " (p.127).

### 2.11.3. McLaughlin's Ten Principles of Reading Comprehension

McLaughlin (2012) presents ten principles of reading comprehension she believes every teacher should know:

**Principle 1:** Comprehension is the active construction of meaning as the reader makes connections between prior knowledge and the text.

**Principle 2:** It's all about good teaching. Effective teachers believe all children can learn; differentiate instruction using a variety of techniques and groupings; understand that students learn best in authentic situations; orchestrate print-rich, concept-rich environments; have in-

depth knowledge of reading, writing, speaking, and listening; provide lots of opportunities for students to read, write, and discuss; draw on insights gained from good readers; and constantly use assessment evidence to fine-tune instruction.

**Principle 3:** Motivation is a key factor. Effective teachers make students want to read by creating the right environment, making compelling texts available, and instilling intrinsic motivation.

**Principle 4:** Students should read a variety of types and levels of text. These should include instructional-level books for teacher-guided lessons and easier texts for independent reading. Motivation and achievement increase when students read texts that interest them.

**Principle 5:** Push students to comprehend at deeper levels. Students need to go beyond passively accepting a text's message and read between and beyond the lines, thinking about the author's purpose and the underlying message of the text. "Critical literacy focuses on the problem and its complexity", says McLaughlin. "It addresses issues of power and promotes reflection, action, and transformation."

#### **2.11.4. Principles of Teaching Reading by California State University**

The following four principles are embraced by the California State University (C S U) reading faculty, and they serve as underpinnings for teacher preparation courses and advanced studies in reading. These four principles are grounded in reading research, theory, and practice. (Preparing Teachers to Teach Reading)

##### **1. The Teaching of Reading Is Knowledge-Based**

Although teaching is an art, it is also a science. Within the last several decades, great strides have been made in understanding how individuals learn to read. For instance, students need ample opportunities to practice the skills and strategies they are learning with a variety of texts and genres. Comprehension instruction should include attention to vocabulary development, background knowledge, text structures, and thinking strategies.

##### **2. Reading Is a Complex Process**

Reading is a complex cognitive and linguistic process. It involves decoding alphabetic symbols, drawing upon experiences and language, and using strategies effectively to make meaning.

Successful reading depends upon having available a repertoire of decoding and comprehension skills and strategies. It depends upon the richness of a learner's experiences and language, both in the world and with print. It also depends upon a reader's view of reading as a purposeful, informative, and enjoyable activity.

### **3. Learners Are Different**

Students have diverse talents, strengths, interests, and experiences. Further, they have different language and cultural backgrounds. These variations influence the instructional decisions that teachers make.

### **4. Teachers Are Informed Decision-makers**

Teachers make hundreds of instructional decisions every day. In order to make informed decisions that positively affect students' reading achievement, teachers must be knowledgeable about the reading process, effective instruction, the diversity of the communities they serve, and the expectations of teaching reading as outlined in state curriculum document.

Generally, the literature review presented in this paper has emphasized on the teaching of reading. The very essential components to be known by teachers have been discussed briefly. Reading is an important tool in every field of knowledge or profession. It is also a means of communication among literate people. Teachers are responsible to establish the foundation for reading from the very beginning. They need to teach students to learn to read.

Teaching reading needs to be planned in advance by the teacher on pre, while and post-reading activities. The main purpose of teaching reading is to help learners understand written text. In order to realize this, the teacher should provide students with authentic tasks and use different techniques before, during and after reading so that they can understand the text better. Teachers need to develop a set of questions through pre-reading, while-reading, and post-reading activities to support students to read a text effectively and understand it easily.

Teaching reading needs to take into account different factors to be considered by the teacher. It requires the application of various reading strategies and skills. Just because someone is a reader does not mean that he/she is prepared to be a teacher of reading. The teacher needs to know many things, starting from what reading is, the learners and their needs, selecting appropriate

text, strategies for developing reading skills, and the classroom procedures in teaching reading. Reading tasks and reading instruction should be susceptible to the types of prior knowledge that are needed for the reader to understand the text or obtain meaning from the text.

To do so, what roles should be played by the teacher? Thus, the roles of teachers in the teaching of reading have also been presented in detail. The last part of this chapter has dealt with principles of teaching reading by different scholars. The awareness of teachers about these principles of teaching reading enhances their practices. Teachers should be well equipped theoretically and practically to teach reading appropriately. The limited experience and knowledge of the world students have should be reduced through reading. Reading opens the windows in the world that can be seen through different eyes.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

This chapter deals with the research design and method used in this study. It discusses the research design, the sampling techniques, and data gathering instruments, procedure and method of data analysis.

#### **3.1. Research Design**

The main objective of this study has been to assess the actual practice of teaching reading employed by the English Language teachers in EFL classes. In this study, a descriptive survey design has been employed. Sharma (2000) describes that a descriptive survey is helpful to identify present conditions and point to present needs. Besides, it is useful in showing immediate status of a phenomenon.

#### **3.2. Population of the Study**

In Bale Zone; Sawena Woreda, is only one preparatory school, Micha Preparatory School, and the school in which the researcher has been working for about four years. Thus, the study was carried out on grade twelve at this school. Therefore, grade 12 students and teachers who teach the target language at this grade are the primary source of data used in the study.

#### **3.3. Sample Size**

There are 495 grade twelve students in the sample school. Out of these, 50 were used as a representative sample of the study. The selected school had five English teachers, and all of them were the participants of the study.

#### **3.4. Sampling Technique**

Both probability and non-probability sampling procedures were used to identify the sample size. In this regard, simple random sampling was employed to select students so as to give the population equal chance for inclusion. In addition, teachers were selected, because their number was convenient and manageable to gather data, all of the English language teachers from the selected school were included in the sample size purposively.

### **3.5. Instruments of Data Collection**

On the basis of the study design, that is, descriptive study, both quantitative and qualitative methods was used. In this regard, Mertler (2005:28-29) states that research that relies on narrative data (verbal descriptions and opinions) is called qualitative research, while research that relies on numerical data (Scores and mean ...) is quantitative and, at times, both methods can be used in the same study. So, these methods are believed to be useful for generating the data required to address the objectives of this particular study and for analyzing and interpreting these data. Accordingly, the data was collected using questioners, and observations.

#### **3.5.1. Classroom Observation.**

In this research, classroom observation was utilized as a main data gathering instrument. It is important in descriptive and other qualitative research for collecting genuine and pertinent data on teachers' behaviors in the actual setting (Seliger and Shohamy, 1989; Creswell, 1994; and Mc Dough and Mc Dough, 1997). In this study, a structured observation checklist was designed in advance. The checklist contained a list of possible practices and roles of classroom teacher which the researcher adapted from the literature, and tested during the pilot study, and validated by colleagues and experts. The items in the checklist also were in line with the principles of teaching reading proposed by scholars in the field of reading. In addition to the structured observation checklist field notes were used. When explaining the importance of field notes, Heigham & Croker (2009, p. 171) said that "for research data collected through observation, field notes are key."

According to Nuttal (1996) and Harmer (2001) the practice of teaching and learning reading in the classroom involves three important phases. These are pre-reading phase, while reading phase and post reading phase. Thus, continuous observation was conducted mainly to check whether or not the activities in these phases were carried out and appropriately managed. Most importantly it was to check what the teachers were doing when they said they were teaching reading.

The observations were structured in which checklists were developed with around 28 points to be observed and rated as 'Yes' or 'No' while the teaching learning was going on. The 'Yes' or 'No' on the checklist for each item were counted and added to identify the total frequency of each practice of the five teachers observed. Analysis was made after the number of the observed

practices were added and divided to the 5 observed teachers so as to get the average frequency of the classroom practices. The rating scales were estimated with a rating range from 0 to 4 where 4 stands for usually, 3 stands for always, 2 stands for sometimes, 1 stands for rarely, and 0 stands for never.

To investigate what was actually happening in the classrooms during the teaching of reading, the researcher also took field notes during the classroom observations to supplement the structured observation checklist. Heigham & Croker (2009, p. 167) indicated that “while experiencing what is going on in a research site, researchers need to observe this and make detailed notes, called field notes, about the place, the people, and the interactions that occur”.

Before the observation began, the researcher contacted the directors of the school and English department heads to ask permission. Then he received the list of teachers from English department heads to select sample English teachers for the observation.

The researcher selected five of the five English teachers purposively and observed each teacher four times using the structured observation checklist. The researcher made a total of 20 observations while the teachings of reading lessons were going on in the classrooms. All the five observed teachers were on the same topics in all the rounds. The observed practices were recorded carefully on the observation checklist. Field notes were also taken during the 20 observation sessions in order to supplement the structured observation checklist.

### **3.5.2. Questionnaire**

Sharma (2000) stated that a questionnaire enables a researcher to administer to a number of subjects in one place at a time. Thus, two sets of questionnaires (one for the teachers and the other for students) were designed and administered as a secondary data collection tool, to collect the necessary data from the respondents. Information found from observation was to cross check against the data gathered through questionnaires from both students and teachers. The students' questionnaire was translated into Afan Oromo so that the participants could understand and respond to the items easily.

### **3.5.2.1. Teacher Questionnaire**

Teacher questionnaire was used to find out the techniques and strategies used by the teachers for teaching reading lessons at the three phases of teaching reading and to check the teachers' theoretical orientations and awareness of the principles and techniques used to teach reading. It contained mainly close-ended items and one open-ended item to gather teachers' suggestions on the role of a teacher to enable students to fall in love of reading. Finally, the questionnaire for the teachers was distributed and administered.

### **3.5.2.2. Student Questionnaire**

The second questionnaire was prepared in a closed-ended item type. This was used to gather information from the randomly selected students. The questionnaire of the students focuses on how they are being taught reading. Towards the end of the data collection period, the student subjects from the school (50 students) were randomly selected and given brief orientation about the purpose of the study. Then the questionnaire designed for them was administered.

## **3.6. Data Collection Procedures**

In the course of this research, the development of the checklists and the questionnaires underwent the following procedures. First of all, on the basis of the statement of the problem, the objectives of the study and the review of the related literature, the researcher constructed the items. The drafted items were given to a post graduate student of TEFL and an English instructor to comment on. Taking into account their comments and suggestions and with the consultation of his advisor, the researcher reshaped the tools. Some items were modified, some were added, and some items that seemed not relevant were avoided.

Then, the classroom observation was carried out over eight weeks. The purposefully selected five teachers were observed (each four times) while presenting the reading lessons. The observed practices were recorded carefully on the observation checklist and field notes were taken simultaneously. After completing the observations, the questionnaires were distributed to some students and teachers for pilot survey to assess the content, logical flow, clarity, reliability of the items and to determine feasibility of the study. The pilot study was conducted on two English teachers and fifteen students of Grade 12 from Micha Preparatory School. The students were randomly selected from three sections (five students from one section) in which those two

teachers were assigned to teach English. Then, using the feedback from the results of the pilot study the necessary changes were made to improve the qualities and the legitimacy of the questionnaire. Finally, the questionnaires for the teachers and students were distributed and administered to collect the necessary data.

### **3.7. Data Analysis Procedures and Method**

The basic analysis of the collected data involved the following procedures:

The observed classroom practices of teaching reading were recorded carefully in the category of Yes/No as they happened in the reading classes. After the observation sessions were completed, they were tallied and converted into 'Observed and Not Observed' category. The observed practices of each teacher were counted and added. The total was divided by 5 (the observed teachers) to get the average frequency. Then the total observed practices in each item were also converted into percentage. The average frequency was changed into five measure frequency, ranging from 'Always' to 'Never'. This means: always (4), usually (3), sometimes (2), rarely (1), and never (0). Consequently, it was analyzed as follows.

The average frequency was analyzed as “always” if it was 4. But the average frequency was analyzed as usually, if it was 3 by ignoring the decimal number near it. It was also analyzed as sometimes, if the average frequency was 2 by ignoring the decimal number near it too. It was also analyzed as rarely, if the average frequency was 1 by ignoring the decimal number likewise and never if the average frequency was in decimal number or 0. In other words, the average frequency was considered as never if it was not totally implemented or if it was 0 or less than 1. The teachers’ and the students’ responses to the items in the questionnaires were tallied. Then the frequency and the percentage were summarized to discuss how each item was responded. On the basis of descriptive statistical analysis, i.e. using frequency and percentages, the data were interpreted. To support the results of the statistical analysis, a qualitative analysis was done from the information collected through open-ended item in the teachers’ questionnaire and the field notes taken during the classroom observation. Finally, from the findings, conclusions and possible recommendations were drawn descriptively.

First of all, the data obtained from the classroom observation were counted and converted to average frequency and percentage. Then the result was analyzed ranging from always to never for the pre, while and post-reading phases. Regarding the questionnaires, the presentation of the

analysis followed the order in which the research questions were presented. Firstly the information about the teaching of reading lessons obtained from the questionnaire was analyzed. Then all the items for both teachers and students were analyzed and discussed sequentially. The idea in the first question was analyzed and discussed at the beginning, and then the second followed, so the final came at the end. The data from the field notes were analyzed parallel with the data from the observation and questionnaire.

The data that were obtained from the classroom observation and the questionnaire were first tallied. Then they were organized into frequency tables where responses are presented in the form of frequencies and percentiles. After that, it was analyzed quantitatively in frequency and percentage. Almost all the data were quantitative except the final comment on the questionnaire and the field notes taken during the observations.

Since most data were quantitative, quantitative method of analysis was used. Finally, the frequencies and percentiles were compared with each other and with an estimated ideal average point of reference to arrive at the common and dominant inclinations, which exist among the teachers. The data from the observation, the students' and the teachers' response (to the questionnaires) were compared and analyzed. The teachers' responses to the theoretical orientations and understanding were compared and analyzed.

However, the open-ended item in the teacher's questionnaire was analyzed by clustering the information from all the teachers into themes so that the researcher could reduce the data to certain similar patterns. Using a category resulted from related codes along with the segments of information they represent were being grouped together.

But regarding the data from the field notes, all of them were analyzed parallel to the quantitative data. Because they were supplementary evidence to compliment the structured observation checklist, they were not analyzed separately.

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION

The main objective of this study was to examine the procedures that English Language teachers use in teaching reading lessons. To investigate the practices used by the English Language teachers during reading lessons, a descriptive research method was employed. To attain this objective, classroom observation as a main tool and questionnaire as a secondary were used to collect the necessary data. This part of the study deals with the analysis and discussion of data obtained from the classroom observations and through questionnaires from the teachers and students. It presents the results in five major sections: Teachers' background, The Pre-Reading Phase, The While-Reading Phase, The Post-Reading Phase, and Theoretical Orientations.

The researcher used observation and questionnaire for both teachers and students to gather the necessary data for the study. The observation checklist and the questionnaire comprising pre-while-and post reading activities were designed. The questions were designed based on review of related literature. The items in the observation checklist were originally prepared in 'Yes/No' category. After the observation sessions were completed, the observed practices were counted and registered. The classroom observation data were analyzed following the three phases of reading (pre- reading, while-reading and post-reading phases).

#### 4.1. Teachers' Profile and Their Practices of Teaching Reading

Concerning teachers' sex, qualification, major, minor, teaching experience (service in teaching) was presented as follows.

**Table 4.1 Background Information of the Respondents**

| Sex |   | Qualification |    | Major   |       | Minor   |            | Service years in teaching |      |        |       |              |
|-----|---|---------------|----|---------|-------|---------|------------|---------------------------|------|--------|-------|--------------|
| M   | F | B             | MA | English | Other | Amharic | Afan Oromo | 1-5                       | 6-10 | 11- 15 | 16-20 | 21 and above |
| 5   | — | 5             | —  | 5       | —     | 1       | 4          | 1                         | 3    | —      | 1     | —            |

As indicated in Table 4.1 above, all of the teachers pointed out that they are English major and BA degree holders. Most teachers 4 (80 %) were Afan Oromo minor and only 1 of them was Amharic minor. Regarding service in teaching 4 teachers had 4-7 years and 1 teacher had 16-20 years of service.

In part two of the teachers' questionnaire, they were also asked about the training related to the new text book and concerning their practices of teaching reading in general. The responses to items 1-8 by the teachers were as indicated in Table 4.2 and in Table 4.3 below.

**Table 4.2 Teachers' Responses Concerning Training Related to the New Text Book**

| No | Item                                                                                                                          | Responses     | Responses in |     |
|----|-------------------------------------------------------------------------------------------------------------------------------|---------------|--------------|-----|
|    |                                                                                                                               |               | F            | %   |
| 1  | Have you ever attended any in-service training on how to use the new text book?                                               | Yes           | 1            | 20  |
|    |                                                                                                                               | No            | 4            | 80  |
|    |                                                                                                                               | Total         | 5            | 100 |
| 2  | If Yes: Indicate the type of the training you have participated                                                               | Workshops     | -            | -   |
|    |                                                                                                                               | Seminar       | -            | -   |
|    |                                                                                                                               | Conference    | -            | -   |
|    |                                                                                                                               | Summer course | 1            | 20  |
|    |                                                                                                                               | Total         | 1            | 20  |
| 3  | Was the training sufficient to explore the implications and innovations introduced in the syllabuses and course book?         | Yes           | -            | -   |
|    |                                                                                                                               | No            | 1            | 20  |
|    |                                                                                                                               | Total         | 1            | 20  |
| 4  | Does the training help you to implement the specified content according to the suggested teaching procedures in your classes? | Yes           | 1            | 20  |
|    |                                                                                                                               | No            | -            | -   |
|    |                                                                                                                               | Total         | 1            | 20  |

Key: F = Frequency, % = Percent

As indicated in Table 4.2, item 1 was intended to elicit information as to whether teachers attended any in-service training related to the introduction of the new text book. As it can be seen from the table, 1 teacher responded that he had attended in-service training related to the introduction of the new text book. However, greater number of the teachers, 4 (80%) pointed out that they did not attend any in-service training related to the introduction of the new text book.

The teachers' responses to item 2 which dealt with the type of in-service training they participated revealed that none of them attended work-shop and seminar. Only one of them attended summer course related to the newly published English for Ethiopians.

In addition, items 3 and 4 are the extensions of item 2. For item 3, 1 teacher who attended the summer course responded that the training was not sufficient in order to explore the principles and the innovations brought into the teaching materials.

However, concerning the teachers' responses to item 4, inquiring whether the training helped them to implement the specified content according to the suggested teaching procedures in their classes, 1 of them responded that the training helped him to implement some methodological changes for presenting the specified contents following the suggested procedures, techniques and strategies and then he adapted them to their actual teaching contexts.

These results indicate that there is an awareness gap between the curriculum designers and the implementers (teachers) in the awareness creating process of the methodology in the new text book. This might influence the practice of teaching in general and reading in particular. Because when the English syllabus was revised and the new course book was put into practice, no further attempts were made to explain the changes to the teachers and to train them in the new techniques.

**Table 4.3 Teachers' Responses Concerning Their Practices of Teaching Reading**

| No | Questionnaire Item                                                                             | Responses                                                         | Responses in |     |
|----|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------|-----|
|    |                                                                                                |                                                                   | F            | %   |
| 5  | Some teachers do not teach reading in the class but they give it as a home work. Do you agree? | Yes                                                               | 3            | 60  |
|    |                                                                                                | No                                                                | 2            | 40  |
| 6  | How often do you give reading lessons as a home work?                                          | Always                                                            | -            | -   |
|    |                                                                                                | Usually                                                           | 2            | 40  |
|    |                                                                                                | S/times                                                           | 2            | 40  |
|    |                                                                                                | Rarely                                                            | 1            | 20  |
| 7  | Indicate which one was your reason to give reading as homework?                                | Shortage of classroom time                                        | 4            | 80  |
|    |                                                                                                | Students can learn reading by themselves                          | 1            | 20  |
|    |                                                                                                | Other skills are more important than it.                          | -            | -   |
|    |                                                                                                | Less students' interest in reading                                | -            | -   |
| 8  | Which of the following would improve the teaching of reading in your classes?                  | Better access to resources like textbooks ...                     | 2            | 40  |
|    |                                                                                                | Better access to new technologies, such as plasmas, computers ... | 1            | 20  |
|    |                                                                                                | More hours of English each week                                   | 1            | 20  |
|    |                                                                                                | Further in service training                                       | 1            | 20  |
|    |                                                                                                | Total                                                             | 5            | 100 |

Key: F = Frequency, % = Percent

As indicated in Table 4.3, item 5, which was devised to investigate whether they teach reading in the class or give it as a home work, 2 of the teachers responded that they did not give reading as home work but they only taught it in the classroom. Whereas the other 3 teachers responded that they gave reading as home work.

Regarding the frequency of giving reading lessons as a home work, 2 of the teachers responded that they gave reading as homework usually and 2 of the teachers responded that they gave reading as homework sometimes. However, 1 teacher responded that he gave reading as homework rarely.

Concerning the reason to give reading as homework large portion 4 (80%) of the teachers responded that shortage of classroom time was their main reason. The remaining 1 of the teachers replied that students can learn reading by themselves. The remaining options like other skills are more important than reading and less students' interest in reading were not totally chosen.

In reply to item 8 which asks to choose the one that they think would improve the teaching of reading in their classes, 2 of the teachers designated that better access to resources like text books. Better access to new technologies, such as plasmas, computers and more hours of English each week were chosen by 2 of the respondents. The remaining 1 selected further in service training for teachers would improve the teaching of reading in his classes.

These results showed that more than half (60%) of the teachers gave reading as home work rather than teaching it in the classroom. Their main reason was shortage of time. It leads to neglecting reading lessons from being taught in the classroom. The very important skill that can empower everyone who exercises it should not be neglected. Instead it would have been better if it had been implemented in the classroom. The results also indicated that access to more reading materials may improve the teaching of reading. Thus, the school administration ought to visit their libraries.

## **4.2. Implementation of the Three Phases of Reading**

### **4.2.1. The Pre-Reading Phase**

The preparation needed for teaching the reading lessons begins at this phase. The pre-reading phase is the stage where teachers are expected to motivate and activate students' relevant prior knowledge about the topics, concepts, issues and vocabulary contained in the reading text. It is the phase where teachers are expected to prepare and motivate the learners to be engaged effectively in the reading activities.

Table 4.4 consists of nine items dealing with this aspect of teaching reading practices, which make students see the text at ease and ready to read. The table provides the data obtained from the classroom observation. Five English language teachers of grade 12 from the school were observed 4 times each. The practices observed during the 4 observation time for each teacher were registered on the separate checklist prepared for five of them. The total 'Yes' practices of the five teachers were added and divided by five to get the average frequency of each practice of the teacher. The total practice was converted to percentage. The average frequency was also remarked as Always if it was 4, Usually if it was 3, Sometimes if it was 2, Rarely if it was 1 and Never if it was not totally observed. This is shown in Table 4.4 blow. Likewise, it summarizes the frequency and the percentage of the observed practices during pre- reading phase. Results of the classroom observations were presented simultaneously.

Table 4.4 and 4.5 below give the findings gained from the classroom observation and the subjects.

**Table 4.4 Practices Observed During the Pre-reading Phase**

|     |                                                                                                                       | Frequency of the practice observed for each teacher out of the 4 observations |     |     |     |     |       |     |     |        |
|-----|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----|-----|-----|-----|-------|-----|-----|--------|
| No. | Major Teacher's Activities                                                                                            | T 1                                                                           | T 2 | T 3 | T 4 | T 5 | Total | AF  | %   | Remark |
| 1   | Giving brief introduction about the topic of the reading text                                                         | 2                                                                             | 1   | 2   | 2   | 2   | 9     | 1.8 | 45  | 1      |
| 2   | Drawing the learners' attention to the title and/or other visual aids                                                 | 1                                                                             | 2   | 2   | 2   | 2   | 9     | 1.8 | 45  | 1      |
| 3   | Making the students predict the content and anticipate what will come next                                            | 1                                                                             | 2   | 1   | 2   | 2   | 8     | 1.6 | 40  | 1      |
| 4   | Using other stories/situations that might arouse students' interest or motivation                                     | 2                                                                             | 2   | 1   | 2   | 2   | 9     | 1.8 | 45  | 1      |
| 5   | Setting purposes for reading                                                                                          | 4                                                                             | 4   | 4   | 4   | 4   | 20    | 4   | 100 | 4      |
| 6   | Facilitating group/pair discussion                                                                                    | 4                                                                             | 4   | 3   | 2   | 4   | 17    | 3.4 | 85  | 3      |
| 7   | Activating prior knowledge                                                                                            | 1                                                                             | 1   | 1   | 2   | 1   | 6     | 1.2 | 30  | 1      |
| 8   | Sorting out key words from the text and make students practice their pronunciation and meanings in different contexts | 1                                                                             | 2   | 0   | 1   | 1   | 5     | 1   | 25  | 1      |
| 9   | Directing the students to read the text and look for particular information                                           | 4                                                                             | 4   | 4   | 4   | 4   | 20    | 4   | 100 | 4      |

Key: T= Teacher, AF = Average Frequency, 4 = Always, 3 = Usually, 2 = Sometimes, 1 = Rarely, and 0 = Never

NB: The decimal numbers in the average frequency are not considered in the analysis.

As can be seen from Table 4.4 above, the observed pre-reading practices of the 5 teachers were added and divided by 5 to get the average frequency. In order to get the average percentage of the practices observed, the total practices observed was multiplied by 100 then divided by 20 (the total observation sessions). For example:

As can be seen in table 4.4 above, “giving brief introduction about the topic of the reading text”, has been used by the teachers in 9 of the 20 sessions observed in the target grade. The average for the utilization of the pre-reading activities is 1.8, which is closer to “rarely” in the frequency because  $9 \div 5 = 1.8$ . The average percentage is 45% because  $9 \times 100 \div 20 = 45$ . The numbers 0-4 in the remark column are the average frequency of each of the practices without the decimal numbers to indicate the frequency of the practice throughout the observation tables 4, 6 and 8.

Similarly, item 2 that is “drawing the learners’ attention to the title and/or other visual aids” was observed 9 times which is 45% out of the total 20 observation sessions was analyzed as rarely because  $9 \div 5 = 1.8$ .

Item 3 that is “making the students predict the content and anticipate what will come next ”was observed in the 8 observation sessions and analyzed as rarely because  $8 \div 5 = 1.6$ .

Item 5 that is setting purposes for reading was observed in the 20 observation sessions and analyzed as what the teachers did always because  $20 \div 5 = 4$ . The analysis of all the other data throughout the observation followed these steps.

The pre-reading phase was also investigated through the responses of the teachers and students to the questionnaire simultaneously as indicated in Table 5 below.

**Table 4.5 Teachers' and Students' Responses to the presence of activities to be carried out in the the Pre-Reading Phase**

Key: T= Teachers; S= Students; F= Frequency; %= Percentage

Analysis was made by comparing and contrasting the information in Table 4.5 (practices

| No | Questionnaire Item                                                                 | Respondents | Always |    | Usually |    | Sometimes |    | Rarely |    | Never |    |
|----|------------------------------------------------------------------------------------|-------------|--------|----|---------|----|-----------|----|--------|----|-------|----|
|    |                                                                                    |             | F      | %  | F       | %  | F         | %  | F      | %  | F     | %  |
| 1  | Giving brief introduction about the topic                                          | T           | 4      | 80 | 1       | 20 | -         | -  | -      | -  | -     | -  |
|    |                                                                                    | S           | 9      | 18 | 6       | 12 | 18        | 36 | 12     | 24 | 5     | 10 |
| 2  | Drawing the learner' attention to the title or other visual aids                   | T           | 3      | 60 | 1       | 20 | 1         | 20 | -      | -  | -     | -  |
|    |                                                                                    | S           | 7      | 14 | 6       | 12 | 16        | 32 | 12     | 24 | 9     | 18 |
| 3  | Making the students predict the content                                            | T           | 3      | 60 | 1       | 20 | 1         | 20 | -      | -  | -     | -  |
|    |                                                                                    | S           | 9      | 18 | 9       | 18 | 13        | 26 | 9      | 18 | 10    | 20 |
| 4  | Use other situations that might arouse students' interest                          | T           | 1      | 20 | 1       | 20 | 2         | 40 | 1      | 20 | -     | -  |
|    |                                                                                    | S           | 9      | 18 | 7       | 14 | 7         | 14 | 14     | 28 | 13    | 26 |
| 5  | Set tasks to provide the learners with a purpose in reading                        | T           | 1      | 20 | 2       | 40 | 1         | 20 | -      | -  | 1     | 20 |
|    |                                                                                    | S           | 17     | 34 | 16      | 32 | 6         | 12 | 5      | 10 | 6     | 12 |
| 6  | Facilitate group/pair discussion                                                   | T           | 2      | 40 | 2       | 40 | -         | -  | 1      | 20 | -     | -  |
|    |                                                                                    | S           | 18     | 36 | 13      | 26 | 13        | 26 | 4      | 8  | 2     | 4  |
| 7  | Activating prior knowledge                                                         | T           | 3      | 60 | 1       | 20 | 1         | 20 | -      | -  | -     | -  |
|    |                                                                                    | S           | 9      | 18 | 7       | 14 | 13        | 26 | 17     | 34 | 4     | 8  |
| 8  | Sort out key words and make the students practice their meaning, Pronunciation ... | T           | 1      | 20 | 1       | 20 | 2         | 40 | 1      | 20 | -     | -  |
|    |                                                                                    | S           | 7      | 14 | 6       | 12 | 13        | 26 | 17     | 34 | 7     | 14 |
| 9  | Direct the students to read the text and look for particular information           | T           | 3      | 60 | 1       | 20 | 1         | 20 | -      | -  | -     | -  |
|    |                                                                                    | S           | 16     | 32 | 13      | 26 | 13        | 26 | 6      | 12 | 2     | 4  |

Observed during the pre-reading phase) and the information in Table 4.5 (teachers' and students' responses to the presence of activities to be carried out in the Pre-Reading Phase)

Item 1 was intended to find out if teachers introduced the reading text in order to provide background information to their students. As can be seen from Table 4.5 above, a large proportion of the teachers, 4 (80%) responded that they always give introduction about the topic of the reading text before they start to teach reading. The remaining 1 of the teachers responded

that he usually introduces the topic of the reading text before teaching reading. This means almost all, i.e. 5 of the teachers reported that they always or usually introduced the reading text and activities to their students.

However, students when responding to the same item, a large proportion of them, 18 (36%), pointed out that their teachers carried out the practice sometimes and 12 (24%) of the students pointed out that their teachers carried out the practice rarely. Other 5 of the students also disclosed that their teachers never introduced the reading text briefly.

As indicated in Table 4.5 above, during the classroom observation, the teachers were seen providing introduction about the topic of the reading text briefly before they start to teach reading in the 9 (45%) out of the total 20 observation sessions. As a result, item 1 that is providing brief introduction about the topic of the reading text before teachers start to teach reading was analyzed as rarely. During the other sessions, they simply read out or wrote the title of the reading text on the blackboard, and then asked their students to read through the passage. This means, the classroom observations and the students' responses disproved what the teachers claimed and showed that the practice was not utilized in the actual lessons as required. The introduction should be short, brief and to the point.

Item 2 was intended to elicit information as to whether teachers drew their students' attention to the passage's title, subtitles, or other visual supports in or around the text to enable their students predict the content of the text. As it is seen in Table 4.5, although the majority of the teachers 3 and 1 claimed that they always and usually drew the learner' attention to the title or other visual aids as indicated in item 2, more than half proportion of the students, 28 (56%), pointed out that their teachers carried out the practice sometimes or rarely. Other 9 (18%) of the students also disclosed that their teachers never drew the learners' attention to the title or other visual aids. The classroom observation also indicated that the practice was observed 9 times which is 18% out of the total 20 observation sessions and analyzed as rarely. Because the teachers were rarely seen using such linguistic and non-linguistic features of a text to develop students' prediction skills before reading.

When responding to the issue of making the students predict the content and anticipate what will come next as indicated in item 3, although more than half of the teachers (3) replied that they always make the students predict the content, 13 (26%) and 9 (18%) of the students pointed out

that their teachers carried out the practice sometimes and rarely respectively. Others 10 (20%) also disclosed that their teachers never made the students predict the content and anticipate what would come next. Although the other 2 teachers claimed that they usually or sometimes did it. The result of the classroom observation revealed that the practice of making the students predict the content and anticipate what will come next was observed in the 8 observation sessions and analyzed as rarely. Thus, the classroom observation and the students' responses jointly opted that this practice was not implemented appropriately.

Mei-yun (1994) states "efficient reading depends to a large extent on making correct predictions with minimal sampling" (p.185). Therefore, prediction is a very useful skill that teachers should develop focusing their students' attention on title, subtitles and knowledge of the topic and other visual supports such as diagrams, tables, etc in or around the text to enable students predict what comes next. Students' attention should be geared to photographs, headlines, titles, etc to enable them to predict what is going to be read (Ur, 1996). While efficient reading the reader thinks ahead, hypothesizes, predicts but inefficient reading the reader does not think ahead, deals with the text as it comes.

As it can be seen from Table 4.5, when responding to the item concerning the use of other stories/situations that might arouse students' interest to the text and motivate them engage in reading as indicated in item 4, 2 teachers,(40%) reported that they sometimes used other stories/situations that might arouse students' interest to the text. However, when responding to the same item, a large proportion of the students, 27 (54 %) replied that their teachers rarely or never used other stories/situations that might arouse their interest to the text.

The other item which could be considered as the major practices of the pre-reading phase during the observation sessions as indicated in Table 4.5 was item 5. It dealt with setting purposes for reading, was observed in the 20 sessions and analyzed as they practiced it always. In the students' response to this item, a large proportion of the students, 17 (34%), pointed out that, setting purposes for reading is a usual practice of their teachers, and 16 (32% ) of the students responded as always then the rest 17 (34%) of the students responded as some times, rarely and never all together. Similarly, the majority 1 and 2 of the teachers responded that they set tasks to provide the learners with a purpose in reading always and usually respectively. The remaining 1 and 1 of the teachers replied that they set tasks to provide the learners with a purpose in reading

some times and never respectively. From this we can conclude that teachers made students have purpose for reading. During efficient reading the reader is aware of clear purpose in reading but the reader has no clear purpose other than to obey the teacher's instruction in an inefficient reading ( Ur, 1996).

Here also, item 6, which was concerned with facilitating group/pair discussion, was observed in all the 17 sessions and analyzed as usual practice. Similarly, majority of the students 31 (62%) replied that their teachers always or usually facilitated group/pair discussion. Moreover, most teachers 4 (80%) replied that they always or usually facilitated group/pair discussion in their classroom which was also supported by the observation and students' response.

As indicated in item 7, concerning activating prior knowledge, the majority of the teachers 3(60%) stated that they always did it. The remaining 1 and 1 of the teachers also claimed that they activated their students' prior knowledge usually and sometimes respectively. On the other hand, majority of the students 13 (26%) and 17 (34%) pointed out that their teachers some times and rarely respectively activated their prior knowledge.

Moreover, the classroom observation revealed that the practice of activating back ground knowledge /schemata was observed in 6 of the observation sessions and was analyzed as rarely; this contradicts with the teachers' response but supported that of students'. Thus, teachers should know the role of schemata/prior knowledge in meaningful reading in all reading lessons. May (1990) stressed that "nearly all thinking and communicating involves our various schemata. People are always getting confused in conversations because of schemata difference" (p.119). Teachers should arouse students' interest to the text and motivate them by activating prior knowledge before reading.

Regarding sorting out key words from the text and make students practice their pronunciation and meanings in different context, as indicated in item 8, although most of the teachers 1 and 2 asserted that they used it always and sometimes respectively, the students' responses and classroom observation have to prove that there were no appropriate classroom practices accomplished by the teachers. A large proportion of the students 13 (26%) and 17 (34%) replied that their teachers sometimes or rarely taught vocabulary at the pre reading stage. The classroom

observation assured that the practice was observed 5 times out of the total 20 observation sessions and was analyzed as rarely.

Item 9, which was intended to find out whether the teachers direct the students to read the text and look for particular information or not was investigated from the 3 dimensions. As shown in Table 4.5, above a large proportion of the teachers, 4 (80%) responded that they always or usually directed the students to read the text and looked for particular information. Likewise, more than half of the students 29 (58%) replied that their teachers always or usually directed them to read the text and looked for particular information. The classroom observation depicted that the practice was observed in all the 20 observation sessions and was analyzed as always and this confirmed the students and teachers responses.

Whereas out of the nine items in the pre-reading phase, as illustrated in Table 4.4 and 4.5 above, items 1, 2, 3, 4, 7, and 8 indicated relatively significant differences between the teachers' response and the students' as well as the data obtained from observation. Despite the fact that the teachers claimed that they performed the practices always or usually, the students' responses and classroom observation seemed to refute that there were no appropriate classroom practices accomplished by the teachers.

The field notes taken were used as a resource to supplement the data obtained from the classroom observation and the questionnaires. Regarding the pre-reading teaching practices, Table 4.4 and 4.5 indicate the information collected from the students and the classroom observation seem to refute what the teachers have claimed. In other words, the students' responses and the observation of the actual lessons presentation generated more or less the same results. Except in the case of items 5, 6 and 9, the remaining practices were not implemented appropriately. The field notes taken during the data collection phase assured this reality.

Teachers did not give brief introduction about the topic of the reading text before reading effectively to arouse the students' interest to the reading text. Similarly, they did not draw the students' attention to the title or other visual aids in the text. They also did not make the students predict the content and anticipate what will come next. Teachers did not use other appropriate stories or situations that might arouse students' interest to the text in order to motivate them and engage in the reading. They did not activate the students' prior knowledge.

The field notes taken during the classroom observation were another testimony that most of the teachers were seen rushing swiftly from the pre reading phase to the while-reading phase by ignoring or paying less attention to the pre-reading activities. These teachers tend to neglect the pre-reading procedure claiming that there is not enough time. However, pre-reading activities provide motivation and build a bridge from the students' mind to the writer's view in the text so as to make reading easier. Ur (1996) stated that “a general question is given before reading, asking the learners to find out a piece of information central to the understanding of the text” (p.146).

Although teachers were expected to help their students create useful predictions and activate relevant background knowledge and arouse interest to the text before students start reading, they simply draw the students' attention directly to ‘the read and answer the following’ type of activities.

#### **4.2.1. The While-Reading Phase**

The while-reading stage is where the actual reading process begins and where the students interact directly with the reading text. It aims at helping students understand the writer's purpose and the text structure, and identifying text content. The while- reading stage is a stage in which students are made to read silently in order to answer questions already set. It is an intensive reading practice where they try to grasp main points and answer questions. It is also a phase where teachers provide the right guidance and support to their students to create an encouraging atmosphere (Nattall, 1982;William, 1984; Rivas, 1999; Crilly, 2002;Saricoban, 2002;and Vaez, 2006). Tables 4.6 and 4.7 below provide the findings gained from the class room observation and from the responses of the teachers and the students.

**Table 4.6 Practices Observed During the While-reading Phase**

|            |                                                                                    | <b>Frequency of the practice<br/>observed for each teacher<br/>out of 4 observations</b> |                |                |                |                |              |           |          |               |
|------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------|----------------|----------------|----------------|--------------|-----------|----------|---------------|
| <b>No.</b> | <b>Major Teacher's Activities</b>                                                  | <b>T<br/>1</b>                                                                           | <b>T<br/>2</b> | <b>T<br/>3</b> | <b>T<br/>4</b> | <b>T<br/>5</b> | <b>Total</b> | <b>AF</b> | <b>%</b> | <b>Remark</b> |
| 10         | Gives clear instructions for while reading tasks                                   | 4                                                                                        | 4              | 4              | 4              | 4              | 20           | 4         | 100      | <b>4</b>      |
| 11         | Makes students guess meanings of unfamiliar words                                  | 1                                                                                        | 0              | 1              | 0              | 1              | 3            | 0.6       | 15       | <b>0</b>      |
| 12         | Makes students read silently and individually                                      | 4                                                                                        | 4              | 4              | 4              | 4              | 20           | 4         | 100      | <b>4</b>      |
| 13         | Asks students to scan the text for specific information                            | 3                                                                                        | 2              | 4              | 3              | 3              | 15           | 3         | 75       | <b>3</b>      |
| 14         | Ask skimming questions                                                             | 2                                                                                        | 2              | 3              | 2              | 2              | 11           | 2.2       | 55       | <b>2</b>      |
| 15         | Teaches students reading techniques and strategies                                 | 0                                                                                        | 0              | 0              | 0              | 0              | 0            | 0         | 0        | <b>0</b>      |
| 16         | Let the students infer the idea the writer suggested and the organization of ideas | 1                                                                                        | 1              | 2              | 0              | 0              | 4            | 0.8       | 20       | <b>0</b>      |
| 17         | Draws students' attention to relationships between parts of the passage            | 1                                                                                        | 2              | 1              | 1              | 1              | 6            | 1.2       | 30       | <b>1</b>      |
| 18         | Gives students practical activities to comprehend text                             | 3                                                                                        | 3              | 4              | 2              | 3              | 15           | 3         | 75       | <b>3</b>      |

Key: T= Teacher; AF= Average Frequency; 4 = Always, 3 = Usually, 2 = Sometimes, 1 = Rarely, and 0 = Never;

NB: The decimal numbers in the average frequency are not considered in the analysis

As can be seen from Table 4.6 above, the observed while-reading practices of the five teachers were added and divided by five to get the average frequency. In order to get the percentile of the practices observed, the total practices observed was multiplied by 100 then divided by 20 (the total observation sessions). For example, item 10 that is giving clear instructions for while reading tasks was observed in the 20 sessions and analyzed as always because  $20 \div 5 = 4$ . The average percentage is 100% because  $20 \times 100 \div 20 = 100$ . The while-reading phase was also investigated through the responses of the teachers and students to the questionnaire simultaneously as indicated in Table 4.7 below.

**Table 4.7 Teachers' and Students' Responses to the While-Reading Phase**

| Questionnaire Item |                                                                                                | Respon<br>dents | Always |    | Usually |    | Sometimes |    | Rarely |    | Never |    |
|--------------------|------------------------------------------------------------------------------------------------|-----------------|--------|----|---------|----|-----------|----|--------|----|-------|----|
| No                 |                                                                                                |                 | F      | %  | F       | %  | F         | %  | F      | %  | F     | %  |
| 10                 | Giving clear instructions for while reading tasks                                              | T               | 4      | 80 | 1       | 20 | -         | -  | -      | -  | -     | -  |
|                    |                                                                                                | S               | 16     | 32 | 14      | 28 | 10        | 20 | 5      | 10 | 5     | 10 |
| 11                 | Making the students guess the meanings of unfamiliar words                                     | T               | 3      | 60 | 1       | 20 | 1         | 20 | -      | -  | -     | -  |
|                    |                                                                                                | S               | 8      | 16 | 7       | 14 | 11        | 22 | 13     | 26 | 11    | 22 |
| 12                 | Make students read silently and individually                                                   | T               | 2      | 40 | 1       | 20 | 1         | 20 | 1      | 20 | -     | -  |
|                    |                                                                                                | S               | 26     | 52 | 9       | 18 | 7         | 14 | 2      | 4  | 6     | 12 |
| 13                 | Asking students to scan for specific information                                               | T               | 2      | 40 | 2       | 40 | 1         | 20 | -      | -  | -     | -  |
|                    |                                                                                                | S               | 12     | 24 | 14      | 28 | 15        | 30 | 6      | 12 | 3     | 6  |
| 14                 | Providing skimming questions                                                                   | T               | 2      | 40 | 2       | 40 | 1         | 20 | -      | -  | -     | -  |
|                    |                                                                                                | S               | 12     | 24 | 16      | 32 | 13        | 26 | 6      | 12 | 3     | 6  |
| 15                 | Teaching students reading techniques & strategies                                              | T               | 1      | 20 | 2       | 40 | 2         | 40 | -      | -  | -     | -  |
|                    |                                                                                                | S               | 8      | 16 | 6       | 12 | 7         | 14 | 13     | 26 | 16    | 32 |
| 16                 | Let the students infer the idea the writer suggested and the organization of ideas in the text | T               | 1      | 20 | 1       | 20 | 2         | 40 | 1      | 20 | -     | -  |
|                    |                                                                                                | S               | 8      | 16 | 6       | 12 | 10        | 20 | 16     | 32 | 10    | 20 |
| 17                 | Draw students' attention to the relationship between different parts of the passage            | T               | 2      | 40 | 1       | 20 | 2         | 40 | -      | -  | -     | -  |
|                    |                                                                                                | S               | 6      | 12 | 6       | 12 | 10        | 20 | 19     | 38 | 9     | 18 |
| 18                 | Giving students practical activities to comprehend the text                                    | T               | 3      | 60 | 1       | 40 | 1         | 20 | -      | -  | -     | -  |
|                    |                                                                                                | S               | 14     | 28 | 10      | 20 | 17        | 34 | 7      | 14 | 2     | 4  |

Key: T= Teachers; S= Students; F= Frequency; %= Percentage

Once again analysis was made by comparing and contrasting the information in Table 4.6 (practices observed during the while-reading phase) and the information in Table 4.7 (teachers' and students' responses of the while-reading lessons presentation phase).

Item 10 was designed to find out if teachers gave clear instructions for while-reading tasks so that students engaged in to the reading process. As indicated in Table 4.6 above, during the classroom observation, the teachers were seen giving clear instructions to the for while reading tasks in all the 20 observed sessions. Consequently, item 10 was analyzed as usual practice.

Likewise, as shown in Table 4.7, teachers' responses for item 10, and large proportion of them 4 (80%) responded that they always gave clear instructions for while reading tasks. The other 1 of the teachers responded that he usually gave clear instructions for while reading tasks too. The students' response to item 10 in Table 4.7, confirmed this. More than half proportion of the students, 16 (32%) of the students responded that their teachers always gave clear instructions for while reading tasks and 14 (28%) of the students responded as their teachers gave clear instructions for while reading tasks usually. Thus, the students' and the teachers' responses were almost parallel with the result of the observation.

Concerning teachers' response to item 11, the majority of the respondents 3 (60%) claimed that they always and 1 claimed that he usually let students guess meanings of new words using their knowledge of word-formation or contextually. What is observed in the classroom, however, refuted the teachers claim, i.e. only during 3 of the observation sessions out of the total 20, teachers were noticed practicing item 11. The students' response to item 11 in Table 4.7, confirmed this. A large proportion of the students, 11 (22%), 13 (26%) and 11 (22%) responded that their teachers sometimes, rarely and never made them guess the meanings of unfamiliar words respectively.

Item 12 was intended to find out whether teachers engaged their students in the silent and individual reading process or in a loud reading. In their responses to item 12 indicated that, 2 teachers reported that they always engaged their students in silent and individual reading. Similarly, 1 replied that he usually engaged their students in silent and individual reading

Likewise, a large proportion of the students, 26 (52%) and 9 (18%) responded that their teachers always and usually engaged them in silent and individual reading respectively. The classroom observation also confirmed the same. Making students read silently and individually was observed almost in all the 20 (100%) observation sessions.

Regarding items 13 and 14, as can be seen from Table 4.7 above, scanning and skimming, the majority of the teachers 4 (80%) replied that they always or usually engaged their students in scanning activities. Also 4 (80%) of the teachers responded that they always or usually engaged their students in skimming activities. Accordingly, the students' responses to item 13, 12 (24%) and 14 (28%) confirmed that their teachers always and usually engaged their students in scanning activities respectively. Likewise, item 14, the majority of the students 12 (24%) and

16(32%) confirmed that their teachers always and usually engaged their students in skimming activities respectively. The teachers'/students' responses and the classroom observations seemed to have nearly similar result for item13. The classroom observation indicated that the practice was observed 15 times which is 75% out of the total 20 observation sessions and analyzed as a usual practice.

Item 14 indicated a slight difference among the teachers' and students' responses and the classroom observations. Even though the teachers' response and the students' responses reported as always or usually, the classroom observation indicated that the practice was observed 11 times which is 55% out of the total 20 observation sessions and analyzed as sometimes. Therefore, there is a disparity between what the teachers and the students responded (always/usually) and the data obtained from classroom observation (sometimes).

Item 15 which dealt with the practice of teaching/training students reading techniques and strategies, although 1, 2 and 2 of the teachers claimed that they encouraged their students to develop reading techniques and strategies, always, usually, and sometimes respectively. Students' responses and the result of the classroom observation, however, disproved it. Even though the teachers claimed that they taught/trained their students reading techniques and strategies always, usually and sometimes respectively, the students' responses and classroom observation seemed to refute that there were no appropriate classroom practices accomplished by the teachers. More than half proportion of students 13 (26%) and 16 (32%) asserted that their teachers rarely and never taught/trained them reading techniques and strategies. More importantly, the classroom observation assured that the practice was not completely observed in the total 20 observation sessions and was analyzed as never.

Regarding item 16, while some of the teachers, 1 (20%) and 1 (20%) claimed that they let the students infer the idea the writer suggested and the organization of ideas in the text always and usually, more than half of the students, 26 (52%) responded that their teachers rarely or never let them infer the idea the writer suggested and the organization of ideas in the text.

Additionally, what was observed in the classroom refuted the teachers claim. Only during 4 of the observation sessions out of the total 20 observation, teachers were noticed to let the students infer the idea the writer suggested and the organization of ideas in the text. However, during the other sessions, they simply let the students read out the reading text, and then asked their

students to read through the questions to answer them. No inference question was used by the teachers to enable the students give their conclusion based on the available information in the text. As a result, the practice was analyzed as never accomplished.

Item 17, that emphasized drawing the students' attention to the relationship between different parts of the passage, as can be seen from Table 4.7, all the teachers, 2, 1, and 2 of the teachers reported that they always, usually and sometimes drew the students' attention to the relationship between different parts of the passage respectively. However, when responding to the same item, 10 (20%) of the students pointed out that their teachers carried out the practice sometimes and 19 (38%) replied that their teachers carried out the practice rarely. Other 9 (18%) of the students also disclosed that their teachers never drew their attention to the relationship between different parts of the passage.

As Table 4.6 depicted, the practice of drawing the students' attention to the relationship between different parts of the passage was observed during 6 of the observation sessions out of the total 20, and it was also analyzed as rarely practiced activity. Even though the teachers claimed that they always or usually drew the students' attention to the relationship between different parts of the passage, the students' responses and the classroom observations opted that the practice was not utilized in the actual lessons as it was claimed by the teachers. However, if teachers draw the students' attention to the relationship between different parts of the text, this can facilitate comprehension of the passage.

The last while-reading item 18, stressed on providing students with practical activities to comprehend the text, was assessed from three dimensions. From the perspective of the classroom observation, the teachers were seen doing so in 15 (75%) of the observation sessions and it was analyzed as usual activity of the teacher. Likewise, the responses to this item again showed that most of the teachers, i.e. 2 and 1 claimed that they always or usually provided practical activities to comprehend the text respectively. From the students' perspective, a large proportion of them 14 (28%), 10 (20%) and 17 (34%) depicted that their teachers always, usually and sometimes respectively gave them practical activities to comprehend the text.

The field notes taken during the classroom observations also supported the data obtained through observation and questionnaire at the while-reading phase. Concerning the while-reading teaching practices, Table 4.6 and 4.7 indicate the information collected from the students and the

classroom observation seem to disprove what the teachers have claimed about their teaching practices. In most cases, the students' responses and the data from the classroom observation mutually disproved what the teachers said other than in the case of items 10, 12, 13 and 18. The others while-reading practices were not implemented properly. The field notes taken during the data collection phase assured this reality too.

Teachers did not make students guess the meanings of unfamiliar words using their knowledge of word-formation or contextual guessing. At the while-reading phase many of the teachers were observed encouraging their students to perform other while-reading tasks ignoring the issue of guessing meanings of unfamiliar words using their knowledge of word-formation or contextually. Teachers were seen rushing immediately to comprehension questions. However, guessing is a very important skill that has to be practiced from the very beginning. Aebersold and Field (1997, p.141) stated that, "readers need to know how to employ strategies to deal with the unknown words they encounter when they read." Hence, teachers need to have knowledge of the strategies available to help students develop their skills to deal with unfamiliar words in the classroom to enhance their students' comprehension.

The issue of teaching/training students reading techniques and strategies was not totally observed and never recorded in the field note. Teachers never taught/trained students reading techniques and strategies as much as they were expected. However, the researcher believes that students should be told to read for meaning instead of looking up each word in the text. They should be trained to vary their speed according to the purpose of the reading. Students should be trained in predicting what will come next throughout the process of reading. They should be trained guessing meanings of unfamiliar words using contextual clues or their prior knowledge of word formation as they are practicing reading. Also they should be trained to ignore of unfamiliar words and keep up reading to get meaning from the text.

They also did not let students infer the idea the writer suggested and the organization of the idea in the text. Though drawing the students' attention to the relationship between different parts of the passage was implemented to some extent, it was not sufficient. However, drawing the students' attention to the relationship between different parts of the text facilitates comprehension. Whereas in the case of engaging students into skimming activities, there is a disparity between students' and teachers' responses (always/usually) and the classroom observation (sometimes).

### 4.1.3 The Post-Reading Phase

The post-reading phase is the last phase of reading lesson presentation. It is the stage at which review of the content of the passage and linguistic elements and other language skills are widely treated (Mera, 999). The post-reading phase helps students to consolidate what they have read, and at the same time to relate the text to their experience, knowledge and opinions, i.e. to integrate the new information from the text with what students already know. In addition, post-reading activities offer a natural opportunity to integrate reading with other language skills, as they usually lead on to speaking or writing. Table 4.8 and 4.9 below give the findings gained from the classroom observation and the responses from the teachers and students.

**Table 4.8 Practices Observed During the Post-reading Phase**

| No. | Major Teacher's Activities                                                                        | Frequency of the practice observed for each teacher out of 4 |    |    |    |    |       |     |    |        |
|-----|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------|----|----|----|----|-------|-----|----|--------|
|     |                                                                                                   | T1                                                           | T2 | T3 | T4 | T5 | Total | AF  | %  | Remark |
| 19  | Trying to integrate the reading lesson with other language skills                                 | 0                                                            | 0  | 0  | 0  | 0  | 0     | 0   | 0  | 0      |
| 20  | Makes the students think about explicit and implicit information                                  | 1                                                            | 0  | 1  | 0  | 1  | 3     | 0.6 | 15 | 0      |
| 21  | Supervising students' activities, check their work and give feedback                              | 2                                                            | 3  | 2  | 2  | 2  | 11    | 2.2 | 55 | 2      |
| 22  | Encouraging the students to review the text and to retell or summarize it                         | 1                                                            | 2  | 2  | 1  | 2  | 8     | 1.6 | 40 | 1      |
| 23  | Responding to student-generated questions                                                         | 3                                                            | 3  | 3  | 3  | 3  | 15    | 3   | 75 | 3      |
| 24  | Make students use a diagram, drawing or chart to show what is included in what they read.         | 1                                                            | 2  | 1  | 1  | 1  | 6     | 1.2 | 30 | 1      |
| 25  | Telling students to suggest a title if none was given originally; or an alternative, if there is. | 0                                                            | 0  | 0  | 0  | 0  | 0     | 0   | 0  | 0      |
| 26  | Making the students reread the text or a section of the text to help them understand it better    | 1                                                            | 1  | 2  | 1  | 1  | 6     | 1.2 | 30 | 1      |
| 27  | Making students to evaluate the text and make their own judgment                                  | 1                                                            | 2  | 1  | 1  | 1  | 6     | 1.2 | 30 | 1      |
| 28  | Summarizing the day's reading lesson                                                              | 1                                                            | 2  | 2  | 1  | 2  | 8     | 1.6 | 40 | 1      |

Key: T= Teacher; AF= Average Frequency; 4 = Always, 3 = Usually, 2 = Sometimes, 1 = Rarely, and 0 = Never.

As can be seen from Table 4.8 above, the observed post-reading practices of the five teachers were added and divided by five to get the average frequency. In order to get the average frequency of the practices observed, the total practices observed was multiplied by 100 then divided by 20 (the total observation sessions). For example, item 19 that is trying to integrate the reading lesson with other language skills was not observed in the 20 sessions and analyzed as never because  $0 \div 5 = 0$ . The post-reading phase was also investigated through the responses of the teachers and students to the questionnaire simultaneously as indicated in Table 4.9 below.

**Table 4.9 Teachers' and Students' Responses of the Post-Reading Phase**

| No | Questionnaire Item                                                                          | Respondents | Always |    | Usually |    | Sometimes |    | Rarely |    | Never |    |
|----|---------------------------------------------------------------------------------------------|-------------|--------|----|---------|----|-----------|----|--------|----|-------|----|
|    |                                                                                             |             | F      | %  | F       | %  | F         | %  | F      | %  | F     | %  |
| 19 | Integrate reading lesson with other language skills                                         | T           | 2      | 40 | 2       | 40 | 1         | 20 | -      | -  | -     | -  |
|    |                                                                                             | S           | 7      | 14 | 10      | 20 | 12        | 24 | 10     | 20 | 11    | 22 |
| 20 | Make the students think about explicit & implicit information                               | T           | 1      | 20 | 1       | 20 | 2         | 40 | 1      | 20 | -     | -  |
|    |                                                                                             | S           | 10     | 20 | 6       | 12 | 14        | 28 | 10     | 20 | 10    | 20 |
| 21 | Supervise students' activities, check their work and give feedback                          | T           | 3      | 60 | 1       | 20 | 1         | 20 |        |    |       |    |
|    |                                                                                             | S           | 24     | 48 | 11      | 22 | 6         | 12 | 6      | 12 | 3     | 6  |
| 22 | Encourage the students to review and summarize text                                         | T           | 2      | 40 | 2       | 40 | 1         | 20 | -      | -  | -     | -  |
|    |                                                                                             | S           | 7      | 14 | 9       | 18 | 11        | 22 | 15     | 30 | 8     | 16 |
| 23 | Responding to student-generated questions                                                   | T           | 2      | 40 | 2       | 40 | 1         | 20 | -      | -  | -     | -  |
|    |                                                                                             | S           | 36     | 72 | 8       | 16 | 5         | 10 | -      | -  | 1     | 2  |
| 24 | Make students use a diagram, drawing or chart to show what they read.                       | T           | -      | -  | 2       | 40 | 2         | 40 | 1      | 20 |       |    |
|    |                                                                                             | S           | 4      | 8  | 10      | 20 | 7         | 14 | 13     | 26 | 16    | 32 |
| 25 | Tell the students suggest title if none was provided originally or an alternative, if given | T           | 1      | 20 | 2       | 40 | 1         | 20 | 1      | 20 | -     | -  |
|    |                                                                                             | S           | 8      | 16 | 5       | 10 | 12        | 24 | 12     | 24 | 13    | 26 |
| 26 | Make students reread the text or a part to help them understand it better                   | T           | 2      | 40 | 1       | 20 | 1         | 20 | 1      | 20 | -     | -  |
|    |                                                                                             | S           | 10     | 20 | 6       | 12 | 14        | 28 | 14     | 28 | 6     | 12 |
| 27 | Let them evaluate the text and make their own judgment                                      | T           | 1      | 20 | 1       | 20 | 2         | 40 | 1      | 20 |       |    |
|    |                                                                                             | S           | 7      | 14 | 7       | 14 | 16        | 32 | 12     | 24 | 8     | 16 |
| 28 | Summarizing the lesson of the day                                                           | T           | 2      | 40 | 2       | 40 | 1         | 20 |        |    |       |    |
|    |                                                                                             | S           | 5      | 10 | 9       | 18 | 15        | 30 | 13     | 26 | 8     | 16 |

Key: T= Teachers; S= Students; F= Frequency; % =Percentage

Item 19 was intended to investigate whether teachers integrated reading with other language skills. As can be seen from Table 4.9 above, almost all, i.e. 4 (80%) of the teachers reported that they always or usually integrated reading with other language skills. Only 1 (20%) stated that he did the practice sometimes. Conversely, when responding to the same item, a large proportion of the students, 11 (22%) and 10 (20%) pointed out that their teachers carried out the practice sometimes and rarely respectively. Others 11 (22%) of the students also asserted that their teachers never integrated reading with other language skills

Most importantly, as the data in Table 4.8 above indicated, the classroom observation exposed that none of the teachers were seen integrating reading with other language skills. This means, even though most of the teachers claimed that they always or usually did so, the students' responses and the classroom observations depicted that the practice was not implemented in the actual classroom.

Item 20 of table 4.9 depicted, most of the teachers 1, 1 and 2 pointed out that they always, usually and sometimes respectively made their students think about explicit and implicit information in the text. On the other hand, a large proportion of the students 13 (26%) replied that their teachers sometimes did so and 20 (40%) ignore that their teachers rarely or never made them think about explicit and implicit information in the text.

The classroom observation as it is portrayed in Table 4.8 above, also disproved what was claimed by the teachers so far. The practice was noticed only for 3 observation sessions out of the total 20 observed classroom lessons and it was analyzed as never implemented in the actual classroom. So teachers are expected to enable students think about explicitly stated information and what is implied. Reading emphasizes the role of the reader and the background knowledge he/she has to the text to negotiate meaning rather than that of the printed page. Reading depends upon the richness of a learner's experiences and language, both in the word and with print (California State University).

Item 21 focused on the role of the teacher to supervise students' activities, check their work and give feedback when necessary. This was investigated from the three angles. The classroom observations depicted that the practice was seen in 11 (55%) sessions and was implemented 3 times by 1 teacher and 2 times by 4 teachers. It was also analyzed as occurring sometimes. Similarly, most of the teachers 3 (60%) reported that they always did it. The remaining 1 replied

that he accomplished it usually and 1 stated that he performed it sometimes. Likewise, 24 (48%) of the students witnessed that their teachers always supervised their activities, checked their work and gave feedback when necessary. The others 11 (22 %) replied that their teachers usually performed the practice. As a result, the 3 perspectives mutually ratified that this practice was one of the post-reading activities implemented by most teachers.

Regarding item 22 of table 4.9 above, it is shown that the majority of the teachers 4 (60%) claimed that they always or usually encouraged their students to review the text and summarize it. However, when responding to the same item, a large proportion of the students, 11 (22%), pointed out that their teachers carried out the practice sometimes and 15 (30%) pointed out that their teachers carried out the practice rarely. Other 8 (16%) of the students also disclosed that their teachers never encouraged them to review the text and summarize it. The classroom observation depicted that during 8 (40%) of the observation sessions out of the total 20, teachers were noticed practicing item 22, encouraging the students to review the text and summarize it, and it was also analyzed as rarely.

Item 23 was premeditated to find out if teachers responded to student-generated questions. Most teachers 4 (80%) reported that they always or usually responded to student-generated questions. In addition, a large proportion of the students 45 (90%) replied that their teachers always or usually responded to questions they asked. Moreover, the classroom observation depicted that during 15 (75%) of the observation sessions out of the total 20, teachers were noticed practicing item 23, responding to student-generated questions, and it was also analyzed as usually.

In reply to item 24 which was planned to check if teachers made students use a diagram, drawing or chart to show what was included in what they read, their responses never indicated the option 'never'. The teachers were asked if they let students use a diagram, drawing or chart to show what was included in what they read. Responses to this item disclosed that 1 of the respondents usually lets students use a diagram; drawing or chart to show what was included in what they read while 3 of the teachers reported that they did it sometimes. Small number of the teachers, 1 indicated that he rarely did it.

On the contrary, when responding to the same item, a large proportion of the students, 13 (26%) pointed out that their teachers rarely made them use a diagram, drawing or chart to show what

was included in what they read and 16 (32%) pointed out that their teachers never let them use a diagram, drawing or chart to show what was included in what they read.

Additionally, the classroom observation indicated that during 6 of the observation sessions, teachers were noticed making students use a diagram, drawing or chart to show what was included in what they read. As a result, it was also analyzed as a practice rarely accomplished. Though the teachers claimed that they usually and sometimes let students use a diagram, drawing or chart to show what was included in what they read, the data from the students and observation of actual classroom reading lesson presentation revealed the contrary.

Item 25 which emphasized on teachers' effort to tell students to suggest a title if none was given originally; or an alternative, if was given, was also evaluated from the 3 perspectives. As Table 4.9 depicted, 1 teacher pointed out he always told students to suggest a title if none was given originally; or an alternative, if there was, 2 pointed out they usually told students to suggest a title and 1 pointed out he rarely made their students suggest a title if none was given originally; or an alternative, if there was. In contrast, a large proportion of the students 24 (48%) replied that their teachers sometimes or rarely did so and 13 (26%) refuted that their teachers never told them to suggest a title if none was given originally; or an alternative, if there was.

As it could be noticed in Table 4.8, the classroom observation refuted what was claimed by the teachers and ratified what the students replied. The practice of telling students to suggest a title if none was given originally; or an alternative if there was not completely seen throughout the 20 observation session. Thus, it was analyzed as a practice never accomplished. Chinese proverb cited in May (1996) "Tell me I will forget. Show me I may remember. But involve me and I will understand" (p.39). Therefore, a teacher who is responsible to enhance students participation, should promote individual response to reading; provide framework for discussion; helps readers recall and retain what they have read through meaningful participation.

Item 26, of table 4.9 depicted that 2 of the teachers replied that they always made their students reread the text or a section of the text to help students understand it better, while 1 reported he usually did it. The rest 1 disclosed that he did it sometimes and 1 indicated he did it rarely.

On the other hand, a large proportion of the students 28 (56%) asserted that their teachers sometimes or rarely made them reread the text or a section of the text to help them understand it better, and 6 (12%) reported that their teachers never made them reread the text or a section of

the text to help them understand it better. Similarly, as shown in Table 4.8, the classroom observation disproved what was claimed by the teachers and supported what the students replied. The practice of making students reread the text or a section of the text to help them understand it better was only seen during 6 of the observation sessions. Thus, it was analyzed as a practice rarely accomplished.

Item 27 was designed to find out teachers' effort of letting students to evaluate the text and make their own judgment. Regarding this, as Table 4.9 depicted, most of the teachers 1, 1 and 2 pointed out that they always, usually and sometimes respectively made their students to evaluate the text and make their own judgment. On the other hand, a large proportion of the students 16 (32%) replied that their teachers sometimes did so and 20 (40%) disproved that their teachers rarely or never let them evaluate the text and make their own judgment.

The classroom observation as it is shown in Table 4.8 above, also disproved what was claimed by the teachers so far. The practice was noticed only for 6 observation sessions out of the total 20 classroom lessons and it was analyzed as rarely implemented in the actual classroom.

Item 28 was intended examine whether teachers summarized the day's reading lesson. As it is portrayed in Table 4.9, a large proportion of the teachers 4 (80%) claimed that they always or usually summarized the day's reading lesson. The remaining 1 replied that he sometimes summarized the day's reading lesson. In contrast, a large proportion of the students 15 (30%) replied that their teachers sometimes summarized the day's reading lesson, and 21 (42%) disproved that their teachers rarely or never summarized the day's reading lesson. Similarly, the result obtained through classroom observation denoted that the practice was noticed only for 8 (40%) observation sessions out of the total 20 classroom lessons and it was analyzed as rarely implemented in the actual classroom. The classroom observation indicated that the reading sessions always ended up by the production of possible answers to the comprehension questions either by the teachers themselves or by the students rather than summarizing the day's reading lesson.

The field notes taken during the classroom observation supported the ideas in this phase. Regarding the post-reading teaching practices, Table 4.8 and 4.9 indicate the information collected from the students and the classroom observation seem to refute what the teachers have claimed. It seems logical to conclude that more than the pre- and the while-reading stages; most

of the major practices of the post-reading activities were poorly practiced or totally neglected. Some practices were dominated by traditional approach or dominated by the teacher's own experiences and traditional teaching practices drawn from their long years teaching experiences.

Except the case of item 23, responding to students generated questions which was seen as usual activity and item 21, supervising students' activities, checking their work and providing feedback which was seen some times, all the other item 19, 20, 22, 24,25, 26, 27 and 28 were not implemented appropriately. The field notes taken during the classroom observation were also additional evidences. Teachers never tried to integrate reading with other language skills. They did not make students think about explicit and implicit information.

Teachers also did not encourage students to review and summarize the texts. Cambridge University Press as cited in Ur (1996) explaining reading activities for re-presentation of content asserted that "the text gives information or tells a story, learners re-present its content through a different graphic medium" (p.146). Likewise, teachers are expected to let students use drawings or charts to re-present the content of what they read. Teachers also rarely or never told the students suggest title if none was provided originally or an alternative, if there was. They also did not make students reread the text or a part to help them understand it better. Teachers rarely or never let students evaluate the text and make their own judgment.

Finally, as a common pedagogical practice, teachers were expected to conclude and summarize the lesson of the day. But they rarely or never did it. Teachers simply concluded reading lessons after they completed comprehension questions. The field note also indicated that the post-reading phase is the most neglected one.

### **4.3. Theoretical Orientations and Understanding**

Teachers monitor and assess the students reading level and progress so that they can provide the appropriate support to their students based on their theoretical assumptions, beliefs and principles of teaching reading. The items related to this part were intended to examine the extent to which the teachers have adequate theoretical orientations and understanding to teach reading lessons.

**Table 4.10 Theoretical Orientations and Understanding of Pre-Reading**

| No | Questionnaire Item                                                                            | Strongly agree |    | Agree |    | Undecided |    | Disagree |   | Strongly disagree |   |
|----|-----------------------------------------------------------------------------------------------|----------------|----|-------|----|-----------|----|----------|---|-------------------|---|
|    |                                                                                               | F              | %  | F     | %  | F         | %  | F        | % | F                 | % |
| 1  | Being a good teacher of reading starts with an understanding of what reading is               | 4              | 80 | 1     | 20 |           |    |          |   |                   |   |
| 2  | Per-reading activities are designed for brainstorming, arousing interest and motivation       | 4              | 80 | 1     | 20 |           |    |          |   |                   |   |
| 3  | The teacher sets the tasks that the students will have to perform                             | 2              | 40 | 3     | 60 |           |    |          |   |                   |   |
| 4  | Pre-reading stage aims at introducing the reading text and developing frame work for reading. | 4              | 80 | 1     | 20 |           |    |          |   |                   |   |
| 5  | Before reading, good readers set a purpose for reading and activate prior knowledge           | 4              | 80 | 1     | 20 |           |    |          |   |                   |   |
| 6  | The reader thinks ahead, hypothesizes, predicts                                               | 1              | 20 | 3     | 60 | 1         | 20 |          |   |                   |   |

Item 1 which emphasized whether teachers have the awareness of the importance of the meaning of reading was responded by all the teachers i.e. 4 (80%) and 1 of the teachers as he strongly agreed and agreed respectively. This is similar to what Johnson (2008) asserted “being a good teacher of reading starts with an understanding of what reading is” (p.3).

Items 2,3,4,5 and 6 were designed to check teachers’ theoretical orientations and understanding about the importance of the pre-reading phase. As Table 4.10 depicted almost all the teachers responded for item 2, which emphasized on the purpose of per-reading for brainstorming, arousing interest and motivation was replied by most teachers i.e. 4 (80%) of them strongly agreed. For item 3, which was based on the role of the teacher to set tasks that the students would have to perform was replied by 2 as they strongly agreed and 3 of them agreed. For item 4, which emphasized on the aim of per-reading stage as introducing the reading text and developing a frame work for reading, was replied by 4 (80%) of the teachers as they strongly agreed and for item 5, which emphasized on the significance of setting purpose and activating of prior knowledge before reading was replied by 4 (80%) of the teachers as strongly agreed could be seen clearly. Whereas item 6, which emphasized on the significance of prediction, was replied by 1 of the teachers as he strongly agreed. And 3 of the teachers replied as they agreed. Finally, 1 teacher replied that he has not decided yet.

As it was indicated by many scholars, pre-reading stage contains lower order questions that are answered at the prior knowledge level. They meant to prepare students for reading activities. Activities developed for pre- reading phase are activities that put important foundation for the reader to read the passage they are about to read at ease. Guidance before reading, according to Nuttal (1982) includes:

1. Providing reason for reading
2. Introducing the text
3. Breaking up the text
4. Dealing with new language
5. Asking signpost questions (p.152).

Thus, the finding of this research showed that teachers had adequate theoretical orientations and understanding of the pre-reading phase.

**Table 4.11 Theoretical Orientations and Understanding of While-Reading**

| No | Questionnaire Item                                                                                                                 | Strongly agree |    | Agree |    | Undecided |    | Disagree |    | Strongly disagree |    |
|----|------------------------------------------------------------------------------------------------------------------------------------|----------------|----|-------|----|-----------|----|----------|----|-------------------|----|
|    |                                                                                                                                    | F              | %  | F     | %  | F         | %  | F        | %  | F                 | %  |
| 7  | During reading, good readers monitor their own comprehension as they continually make and revise their predictions                 | 3              | 60 | 1     | 20 | 1         | 20 | -        | -  | -                 | -  |
| 8  | While-reading phase requires the teacher's guidance to ensure that students assume an active, questioning approach to the material | 2              | 40 | 2     | 40 | -         | -  | 1        | 20 | -                 | -  |
| 9  | The students read silently and perform the task, e.g. they answer the questions set by the teacher.                                | 3              | 60 | 1     | 20 | -         | -  | 1        | 20 | -                 | -  |
| 10 | The reader concentrates on the significant bite, and skims the rest; may even skip parts she or he knows to be insignificant       | 1              | 20 | 2     | 40 | 1         | 20 | 1        | 20 | -                 | -  |
| 11 | Reading is a comprehending, that is the construction of meaning by interacting with the text.                                      | 2              | 40 | 2     | 40 | 1         | 20 | -        | -  | -                 | -  |
| 12 | A teacher should provide too much help for students during reading lessons.                                                        | 1              | 20 | 1     | 20 | 1         | 20 | 1        | 20 | 1                 | 20 |

The six items (7, 8, 9, 10, 11, and 12) in this section of teacher's questionnaire were devised to elicit information about teachers' view, theoretical orientations, and understanding regarding the importance of the while-reading phase activities and strategies.

Item 7, as can be seen in Table 4.11 above, which was concerned with the continuous act of prediction throughout the process of reading, was responded by the majority of the teachers i.e. 3 and 1 as they strongly agreed and agreed respectively. Item 8 which emphasized the role of the teacher to guide and direct the students to the material through questioning, was reported by the majority of the teachers (4/80%) as they strongly agreed or agreed. However, 1 of them responded as he disagreed. Similarly, item 9 which was concerned with the accomplishment of the while-reading task through silent reading was also replied by the majority of the teachers 4 (80%) as they strongly agreed or agreed.

Item 10, which was connected with the strategies used by effective readers to vary their speed according to the purpose of the reading and adjust their reading behavior to deal with a variety of situations, was reported by few teachers i.e. 1 as he strongly agreed and 2 of them agreed that the strategy was important. Whereas, 1 reported that it was not decided yet. Also, 1 of the 5 teachers responded that he disagreed to the significance of the strategy.

Item 11 which defined reading as it is a comprehending, that is the construction of meaning by interacting with the text, was reported by almost all i.e. 4 (80%) of the teachers as they strongly agreed or agreed. But only 1 replied that it was not decided yet.

Most importantly, item 12 which is a controversial idea created a wide range of gap in the teachers' responses starting from strongly agreed to strongly disagree. It raised the issue of providing support to students during reading. It provoked the provision of too much support.

As Table 4.11 depicted, 1 of the teachers asserted that he strongly agreed, and 1 of them agreed with the idea too. On the other hand, 1 of the teachers replied that he did not decided yet. In contrary, other 1 of them assured that he disagreed and 1 replied as strongly disagreed with the idea.

As it was mentioned so far, teaching reading is a knowledge based practice. It needs to take in to account different procedures, techniques and strategies of its own. Many scholars proposed ample ideas about the responsibility of teachers to support their students while teaching reading.

Aebersold and Field (1997, p.95) argued that “teachers are responsible for helping their students to use every possible strategy and ability available to them during the reading act.” The researcher believed that this does not mean that teachers should provide too much help to their students, but it emphasizes the maximum effort of teachers to enable their students to use a variety of strategies and skills at the while-reading phase. This idea was advocated by Nuttall before Aebersold and Field some 15 years ago.

Likewise, Nuttall (1982) explained that the trouble is that it is easy to give too much help, or help of the wrong kind. Reading problem can be caused by providing so much help that it becomes a crutch which the student cannot do without. It is impossible for a teacher to familiarize students with every text. Instead he/she must give them techniques for approaching texts of various kinds. Consequently, the gap in attitude about the kind of support teachers should provide to their students observed among teachers should be narrowed for the advantage of the students.

**Table 4.12 Theoretical Orientations and Understanding of Post-Reading**

| No | Questionnaire Item                                                                                                                             | Strongly agree |    | Agree |    | Undecided |    | Disagree |    | Strongly disagree |   |
|----|------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----|-------|----|-----------|----|----------|----|-------------------|---|
|    |                                                                                                                                                | F              | %  | F     | %  | F         | %  | F        | %  | F                 | % |
| 13 | After reading, good readers discuss the material, answering and generating questions                                                           | 3              | 60 | 1     | 20 | 1         | 20 |          |    |                   |   |
| 14 | The post-reading stage is intended to involve the students into text evaluation, reconstruction of the writer’s opinion, summarizing the text. | 2              | 40 | 1     | 20 | 1         | 20 | 1        | 20 |                   |   |

In Table 4.12 above item 13 and 14 concerned with the issue of activities and strategies used during the post-reading phase. Item 13 which emphasized the strategy used by good readers at the post-reading phase in order to understand the text better, was responded by the majority of the teachers, i.e. 4 (80%), as they strongly agreed or agreed with the idea. But 1 of them did not decide yet. Item 14 which emphasized the activities of the post -reading that involved the students into text evaluation, reconstruction of the writer’s opinion, summarizing the text, was also responded by 3 (60%) teachers as they strongly agreed or agreed with the idea. But 1 of them replied that he did not decide yet. The last 1 of them replied that he disagreed with the idea.

**Table 4.13 Teachers' Responses to Williams' Principles of Reading**

| No | Questionnaire                                                                                                            | Strongly agree |    | Agree |    | Undecided |    | Disagree |    | Strongly disagree |    |
|----|--------------------------------------------------------------------------------------------------------------------------|----------------|----|-------|----|-----------|----|----------|----|-------------------|----|
|    |                                                                                                                          | F              | %  | F     | %  | F         | %  | F        | %  | F                 | %  |
| 15 | The primary activity of a reading lesson should be learners reading texts                                                | 3              | 60 | 1     | 20 | 1         | 20 |          |    |                   |    |
| 16 | Growth in language ability is an essential part of the development of reading ability.                                   | 2              | 40 | 2     | 40 | 1         | 20 |          |    |                   |    |
| 17 | Classroom procedure should reflect the purposeful, task-based, interactive nature of real reading.                       | 3              | 60 | 1     | 20 | 1         | 20 |          |    |                   |    |
| 18 | Teachers must learn to be quiet: not to interfere with and hinder reading by being too dominant and by talking too much. | 1              | 20 | 1     | 20 | 1         | 20 | 1        | 20 | 1                 | 20 |
| 19 | A reader contributes meaning to a text.                                                                                  | 1              | 20 | 3     | 60 | -         | -  | 1        | 20 |                   |    |
| 20 | Progress in reading requires learners to use their ears, as well as their eyes                                           | 2              | 40 | 1     | 20 | 1         | 20 | 1        | 20 |                   |    |
| 21 | Using a text does not necessarily equal to teaching reading                                                              | 3              | 60 | 1     | 20 | 1         | 20 |          |    |                   |    |

In Table 4.13, the six items(15, 16, 17, 18 19, and 20) in the teacher's questionnaire were devised to elicit information about teachers' view, theoretical orientations, and understanding concerning some principles of reading by Williams (1986) and approved by many scholars.

Item 15 which emphasized on the primary activity of a reading lesson should be learners reading texts, was responded by the majority the teachers i.e. 4 (80%) strongly agreed or agreed with the idea. However, the remaining 1 of the teachers asserted he did not decide yet. Additionally, items 16, which emphasized the significance of reading for language development, and item 17, which emphasized on the classroom procedure should reflect the purposeful, task-based, interactive nature of real reading, were reported in identical figures by almost all the teachers i.e. 4 (80%) strongly agreed or agreed with the 2 ideas. But 1 of them replied that he did not decide yet.

Item 18 emphasized on teachers must learn to be quiet: Not to interfere with and hinder reading by being too dominant and by talking too much, was reported by the majority the teachers i.e. 2

(40%) as they strongly agreed or agreed with the idea. But 1 of them replied that he did not decide yet. The other 1 reported that he disagreed. The last 1 of them replied that he strongly disagreed with the idea.

Item 19 which was concerned with the contribution of a reader to decode meaning of a text was replied by the majority the teachers i.e. 4 (80%) as they strongly agreed or agreed with the idea. But the other 1 reported that he disagreed.

As mentioned in the review of related literature, reading is not merely a matter of taking out (information, opinion, enjoyment, etc.), like shopping at a supermarket; it also involves contributing (attitudes, experience, prior knowledge, etc.) to the text. This natural characteristic of real reading must be encouraged and developed in teaching EFL reading. This can be done by including questions or tasks which require readers to combine what is in their heads with what is in the text (Williams, 1986).

Item 20 which stressed the strategy in order to progress in reading learners require to use their ears, as well as their eyes was replied by the majority the teachers i.e. 3 (60%) as they strongly agreed or agreed with the idea. The other 1 reported that he did not decide yet. But the last 1 of them replied that he disagreed with the idea. As with audible reading, silent reading involves stress and intonation or prosody. Therefore, learners should be encouraged also to listen to texts - such as tapes accompanying graded readers, specially recorded tapes, the teacher reading to the class, older learners reading to younger learners, and better readers reading to weaker readers in their group (Williams, 1986).

Item 21 which compared using a text and teaching reading and asserted that using a text does not necessarily equal to teaching reading was replied by the majority the teachers i.e. 4 (80%) as they strongly agreed or agreed with the idea. The other 1 reported that he did not decide yet.

A text can be used for different purposes in language teaching. . Johns and Davies cited in Williams (1986) make the important distinction between what they call TALO (text as linguistic object) and TAVI (text as vehicle for information). In TALO, the text is a carrier for the teaching of language - grammar, vocabulary, etc. - which is laboriously 'mined' from the text by the teacher and learners. This a perfectly justifiable use of text as one way of teaching language: but it contributes very little to the development of learners' reading skills.

**Table 4. 14 Teachers' Responses to Day and Bamford's Principles of Reading**

|    |                                          | <b>Strongly agree</b> |    | <b>Agree</b> |    | <b>Undecided</b> |    | <b>Disagree</b> |    | <b>Strongly disagree</b> |   |
|----|------------------------------------------|-----------------------|----|--------------|----|------------------|----|-----------------|----|--------------------------|---|
| No | Questionnaire                            | F                     | %  | F            | %  | F                | %  | F               | %  | F                        | % |
| 22 | Reading is individual and silent         | 1                     | 20 | 2            | 40 | 1                | 20 | 1               | 20 |                          |   |
| 23 | The teacher is a role model of a reader. | 3                     | 60 | 1            | 20 | 1                | 20 |                 |    |                          |   |

Item 22 which gave emphasis to reading should be individual and silent was replied most teachers 3 (60%) as they strongly agreed or agreed with the idea. The other 1 reported that he did not decide yet. But the last 1 of them replied that he disagreed with the idea. "Reading is personal interaction with the text and experience that students have responsibility for " (Day and Bamford, 2002).

Item 23 which stressed on the teacher's role to be model for a reader was replied by almost all the teachers' i.e.4 (80%) as they strongly agreed or agreed with the idea. The other 1 reported that he did not decide yet. Henry (quoted in Day and Bamford, 2002) said that teachers are "selling reading" and the primary way to do that is to be a reader.

**Table 4. 15 Teachers' Responses to California State University's Principles of Reading**

|    |                                            | <b>Strongly agree</b> |    | <b>Agree</b> |    | <b>Undecided</b> |    | <b>Disagree</b> |    | <b>Strongly disagree</b> |   |
|----|--------------------------------------------|-----------------------|----|--------------|----|------------------|----|-----------------|----|--------------------------|---|
| No | Questionnaire                              | F                     | %  | F            | %  | F                | %  | F               | %  | F                        | % |
| 24 | The teaching of reading is knowledge-based | 1                     | 20 | 3            | 60 | 1                | 20 |                 |    |                          |   |
| 25 | Reading is a complex process               | 2                     | 40 | 1            | 20 | 1                | 20 | 1               | 20 |                          |   |

Item 24 which emphasized on the teaching of reading being knowledge based was responded by the majority the teachers i.e. 4 (80%) as they strongly agreed or agreed with the idea. But 1 of them replied that he did not decide yet. Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation

Item 25 which emphasized on the complexity of the reading process was responded by more than half of the teachers i.e. 3 as they strongly agreed or agreed with the idea. The other 1 reported that he did not decide yet. But the last 1 of them replied that he disagreed with the idea. According to CSU, reading is a complex cognitive and linguistic process. It involves decoding alphabetic symbols, drawing upon experiences and language, and using strategies effectively to make meaning. Generally, most of the respondents have adequate theoretical orientation and understanding about the teaching of reading.

Data obtained from teacher questionnaire qualitatively were summarized as follows. By clustering the information from all the 5 teachers into categories, the researcher reduced the data to similar patterns as indicated 1-7 below. Teachers' suggestion on the roles of a teacher to enable students to fall in love with reading revolved around the following central ideas:

1. Some teachers wrote that the teacher has to provide pre, while, and post-reading activities whenever he/she teaches reading lessons.
2. Some of these teachers recognized that the teacher has to encourage and motivate students by making the lessons interesting. They added that the teacher has to create the best classroom situation and providing verbal rewards at any attempt of reading is important.
3. Some others wrote that the teacher has to teach the necessary strategies and skills of reading in depth.
4. Others wrote that minimizing correction while they are reading and let them read again and again without fear.
5. Some teachers wrote that the teacher should be a role model for his students being a good reader by him/herself.
6. Some others also wrote that encouraging students to read fiction, non-fiction, newspapers and other authentic materials written in English.
7. Others wrote that the teacher has to clarify from the very beginning about the importance of reading in the students' future life, academic success and its function as a source of information globally.

To sum up, a reading instruction which orchestrates tasks and activities on pre, while and post-reading phases and the application of various reading strategies and skills might help students to strengthen their language proficiency and broaden their thinking and reasoning ability. These results from the teachers' questionnaire showed that 60% of the teachers gave reading as home work rather than teaching it in the classroom because of shortage of time. It leads to neglecting reading lessons from being taught in the classroom. The very important skill that can empower everyone who exercises it should not be neglected. Instead it would have been better if it had been implemented in the classroom. Teachers should know the strategies, principles, and procedures to be followed in teaching reading to establish the foundation of reading in a front to front interaction with the students. The results also indicated that access to more reading materials may improve the teaching of reading.

Most importantly the findings of this study assured that the theoretical orientation and awareness teachers had about teaching reading existed without real power to influence the practices in the classrooms. The major activities of the pre, while and post reading phases were poorly practiced and some were totally neglected. Although the teachers had relatively good theoretical orientations and understanding about the procedures, techniques, and principles of teaching reading, what they claimed about their teaching reading practices contradicted with what was practically observed in the classroom. Their practices lacked feasibility of the theoretical knowledge they had.

The classroom practices were also dominated by traditional approach. Teachers usually did not encourage their students to predict or anticipate what they are expected to read. They merely rush swiftly to the while-reading phase without implementing the pre-reading phase activities. Background knowledge and interest arousing activities were not done. At the while-reading phase, teachers encouraged one of the students to read loudly and others listen as the traditional classroom practices. The post-reading phase was the most neglected one. Usually teachers conclude the reading lessons after completing the comprehension exercises. The very important post-reading phase activities are left untouched.

Teachers' responses to the theoretical part were almost perfect. Similarly, in their responses to the practical aspect of teaching reading, they claimed that they always or usually implement almost all the practices. However, their claims were disproved by the students' responses and the classroom observation. As a result, the researcher concluded that the teachers' responses to the questionnaire in general, to the theoretical orientations and understanding part specifically seem that teachers need to be correct strategically and procedurally rather than expressing their genuine classroom practices.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATION**

This chapter attempts to present brief summary with the conclusion and possible recommendations drawn from the findings of the study.

#### **5.1. Conclusion**

The main objective of this study was to examine the procedures that the English language teachers used in teaching reading lessons and their effectiveness. For this purpose, the following research questions were posed.

1. What classroom practices are used by the grade twelve English teachers to teach reading lessons?
2. Do the teachers implement the three phases of teaching reading lessons?
3. Is there a gap between teachers' theoretical awareness and their actual practices of teaching reading?

In order to answer the above mentioned specific objectives two data collection instruments, namely classroom observation and questionnaire (student' sand teacher's questionnaire) were designed. Then data collected through these instruments were analyzed and discussed. The results in chapter four have been presented to respond to the research questions of the study. Finally, the following major conclusions are drawn from analysis and discussion made so far.

According to the analysis made above, although the teachers had relatively good theoretical orientations and understanding about the procedures, techniques, and principles of teaching reading, what teachers claimed about their practices of teaching reading contradicted with what was practically observed in the classroom. Some of the major practices of the pre, while and post reading activities were poorly practiced or totally neglected. The practices were contaminated by traditional approach. A discrepancy between belief and practice was vividly observed. Teachers' practices lacked feasibility of the theoretical knowledge they had about reading.

1. Most of the teachers made it clear that they did not get any in-service training related to the introduction of the new English for Ethiopia course book. Therefore, it seemed that there was a gap between the curriculum designers and the implementers (teachers) at grass root level which requires remedial action to enable teachers implement theory in practice.
2. The pre-reading stage is one of the less emphasized phases. Many scholars asserted that the pre-reading stage aims at introducing the reading text and developing a frame work for reading. It also intends to build and activate students' relevant prior knowledge about the topics, concepts, issues, and vocabulary contained in the text to be read (Nuttall, 1982; Williams. 1984; Wallace, 1992; and Barr and Johnson, 1997).
3. In the same way, most of the while-reading practices were not appropriately implemented.
4. With regard to the post-reading phase, the data again indicated that teachers mostly failed to engage their students in the practices. As this research result showed, integrating reading with other language skills seemed to be given little emphasis. Teachers did not seem to encourage students to explore the ideas and issues in the text through any writing, speaking or listening activities. Johnson (2008) explained that reading is not an isolated process. Four language processes work together to enhance the development of each of the others.
5. Based on the data from the field notes, teachers were seen rushing swiftly from pre-reading phase to while-reading phase by ignoring some important activities. Some of the major practices of the while and post reading activities were seem to be poorly practiced or totally neglected.
6. From the point of view of theoretical orientation and understanding of teaching reading, tremendous results were obtained through part-4 of the questionnaire; teachers in the study seemed to have positive orientation and understanding about the theories and principles of teaching reading.
7. Contrary to the above finding, however, the same teachers did not seem to practice what they claimed they believed in theory. Teachers' responses to the theoretical part were almost perfect. Similarly, in their responses to the practical aspect of teaching reading,

they claimed that they always or usually implement almost all the practices. However, their claims were not supported by the students' responses and the classroom observation. So the researcher concluded that the teachers wanted to be pedagogically correct rather than expressing their genuine classroom practices.

## **5.2. Recommendations**

Based on the findings of the study and the conclusions drawn above, the following recommendations are made:

1. Teachers of course cannot see the fruits of their teaching in a day's work but through time. So they ought to establish the foundation of reading in a front to front interaction with the students in the classroom. They ought to minimize providing reading lessons as homework.
2. Reading activities must be given in three phases. If a certain phase is missing in a teaching material, teachers need to fill the gap instead of neglecting it and being dependent merely on the text book. Teachers should not be slaves of text books.
3. Experience exchange and discussion among teachers have to focus on improving the practice of teaching reading and its understanding and implementing with regard to the specialized knowledge that teachers should use in the classroom.
4. The discrepancy between belief and practice is an issue that should be addressed by TEFL teacher educators (universities) so that the current teachers become better equipped to reconcile beliefs and practices in order to provide more effective instruction which is evident in this study. Therefore, workshops and other in-service training programs should be delivered by TEFL teacher educators (universities) to EFL teachers to enhance the practical implication of the theory of teaching reading.
5. Keeping in view this research findings that teachers lack practical application of the knowledge they had about the theoretical orientations of teaching reading, teacher education programs related to teaching reading need to be revised and this end, it is suggested that teacher education programs in all the universities in the country should aim at in-depth training about the teaching of reading especially the realization of theory of reading practically by the would be teachers who are currently being trained.

6. The theoretical knowledge of the teachers about reading should not remain as figurehead or statue without real power to influence the practices in the classroom. Teachers ought to motivate students, minimize correction while students are reading and let them read again and again without fear.
7. Most importantly, teachers are expected to update their professional quality to support their students appropriately. An English teacher has to study and demonstrate understanding of historical and current research investigations that address effective teaching practices in teaching reading.

Finally, the research findings in this paper may encourage an extension of research in to teachers' knowledge and understanding of teaching reading. A range of conceptualization, rich in detail, is further needed to provide EFL teachers with framework and models that they can follow in their own practical classes. Therefore, this study is not intended to make any generalization, so any concerned and interested body can make use of this study as possibility for further studies and is suggested to contribute a lot.

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## APPENDIX-A

**Adama Science and Technology University**

**School of Humanities and Law**

**Department of English Language**

### Observation Checklist

Name of the School: \_\_\_\_\_ Teacher's code \_\_\_\_\_ Section \_\_\_\_\_ Period----- Date

----- Title-----

| No. | What is the teacher doing?                                                                                          | Ob1 |   | Ob2 |   | Ob3 |   | Ob4 |   | Total |   |
|-----|---------------------------------------------------------------------------------------------------------------------|-----|---|-----|---|-----|---|-----|---|-------|---|
|     |                                                                                                                     | Y   | N | Y   | N | Y   | N | Y   | N | Y     | N |
|     | <b>Pre-reading phase</b>                                                                                            |     |   |     |   |     |   |     |   |       |   |
| 1   | Give brief introduction about the topic of the reading text                                                         |     |   |     |   |     |   |     |   |       |   |
| 2   | Drawing the learner' attention to the title or other visual aids                                                    |     |   |     |   |     |   |     |   |       |   |
| 3   | Making the students to predict the content and anticipate what will come next                                       |     |   |     |   |     |   |     |   |       |   |
| 4   | Use other stories/situations that might arouse students' interest to the text and motivate them engage in reading   |     |   |     |   |     |   |     |   |       |   |
| 5   | Set tasks to provide the learners with a purpose in reading                                                         |     |   |     |   |     |   |     |   |       |   |
| 6   | Facilitate group/pair discussion                                                                                    |     |   |     |   |     |   |     |   |       |   |
| 7   | Activating prior knowledge                                                                                          |     |   |     |   |     |   |     |   |       |   |
| 8   | Sort out key words from the text and makes students practice their pronunciation and meanings in different contexts |     |   |     |   |     |   |     |   |       |   |
| 9   | Direct the students to read the text and look for particular information                                            |     |   |     |   |     |   |     |   |       |   |
| 10  | Giving clear instructions for while reading tasks                                                                   |     |   |     |   |     |   |     |   |       |   |
| 11  | Making the students guess the meanings of unfamiliar words using their knowledge of word-formation or contextually  |     |   |     |   |     |   |     |   |       |   |
| 12  | Make students read silently and individually                                                                        |     |   |     |   |     |   |     |   |       |   |
| 13  | Asking students to scan the text for specific information                                                           |     |   |     |   |     |   |     |   |       |   |
| 14  | Providing skimming questions                                                                                        |     |   |     |   |     |   |     |   |       |   |
| 15  | Teaching students reading techniques & strategies                                                                   |     |   |     |   |     |   |     |   |       |   |

|    |                                                                                                |  |  |  |  |  |  |  |  |  |  |
|----|------------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|--|--|--|
| 16 | Let the students infer the idea the writer suggested and the organization of ideas in the text |  |  |  |  |  |  |  |  |  |  |
| 17 | Drawing the students' attention to the relationship between different parts of the passage     |  |  |  |  |  |  |  |  |  |  |
| 18 | Giving students practical activities to comprehend the text                                    |  |  |  |  |  |  |  |  |  |  |
| 19 | Integrate the reading lesson with other language skills                                        |  |  |  |  |  |  |  |  |  |  |
| 20 | Make the students think about explicit and implicit information                                |  |  |  |  |  |  |  |  |  |  |
| 21 | Supervise students' activities, check their work and give guidance and feedback when necessary |  |  |  |  |  |  |  |  |  |  |
| 22 | . Encourage the students to review the text and summarize it                                   |  |  |  |  |  |  |  |  |  |  |
| 23 | Responding to student-generated questions                                                      |  |  |  |  |  |  |  |  |  |  |
| 24 | Make students use a diagram, drawing or chart to show what is included in what they read.      |  |  |  |  |  |  |  |  |  |  |
| 25 | Tell students to suggest a title if none was given originally; or an alternative, if there is. |  |  |  |  |  |  |  |  |  |  |
| 26 | Make the students reread the text or a section of the text to help them understand it better   |  |  |  |  |  |  |  |  |  |  |
| 27 | Making pupils to evaluate the text and make their own judgment                                 |  |  |  |  |  |  |  |  |  |  |
| 28 | Made to evaluate the text and make their own judgment                                          |  |  |  |  |  |  |  |  |  |  |

### **Summary of the field notes taken during the observations:**

- 1). Teachers were seen rushing swiftly from the pre- reading phase to the while-reading phase by ignoring or paying less attention to the pre-reading activities.
- 2). Teachers were also seen emphasizing on one or two aspects of while- reading activities by ignoring or paying less attention to the others.
- 3). Strategy training was not appropriately implemented.
- 4). The least emphasis was given to post- reading activities.
- 5). The post-reading phase is the most neglected one.
- 6). Teachers simply concluded reading lessons after they completed comprehension questions.

## APPENDIX-B

Adama Science and Technology University

School of Humanities and Law

Department of English Language

Questionnaire to be filled by English teachers

Dear Teacher,

Currently I am conducting a research entitled as “**Assessing the Practice of Teaching Reading Lessons: the Case of Grade 12 Micha Preparatory School EFL Classroom.**” This questionnaire is therefore prepared to collect relevant information for the study. Your responses will have much contribution to the success of the intended study. Consequently, I kindly request you to give your genuine responses.

So, please read each item in the questionnaire carefully and give your actual responses. Regarding the information you provide, I would like to assure you that all of them would be kept confidential and used only for the research purpose. You are not required to write your name.

***Thank you very much in advance for your cooperation.***

### Part -1 Background Information

1. Name of the School you teach: \_\_\_\_\_

2. Sex            M ☐            F ☐

3. Qualification    a) BA ☐                      b) MA ☐

4. Major: \_\_\_\_\_

5. Minor: \_\_\_\_\_

6. Service in teaching:

a) 1-5 years ☐

b) 6-10 year ☐

c) 11-15 years ☐

d) 16-20 ☐

e) 21 and above ☐

## Part-2 : Information About the Teaching of Reading Lessons in General

**Instruction: Answer the following questions by putting a tick✓mark in one of the boxes against the options of your responses indicating your practices and beliefs**

1). While you are teaching the new English for Ethiopia Grade 12,. have you ever attended any in-service training related to the introduction of the new English for Ethiopia course books?

a) Yes ☐ b) No ☐

2). If Yes: Indicate the type of the training you have participated.

a) ) Workshops ☐ b) Seminars ☐ c) Conference ☐

d) If any \_\_\_\_\_

3). Is the training sufficient to explore the implications and innovations introduced in the syllabuses and course books?

a) Yes ☐ b) No ☐

4). Does the training help you to implement the specified content according to the suggested teaching procedures in your classes? a) Yes ☐ b) No ☐

. 5) Some teachers do not teach reading in the class but they give it as a home work. Do you agree? a) Yes ☐ b) No ☐

6) How often do you give reading lessons as a home work?

a) Always ☐ b) Usually ☐ c) Sometimes ☐ c) Rarely ☐

7). Indicate which one is your reason to give reading lessons as a home work?

a) Shortage of classroom time ☐ b) Students can learn reading by themselves ☐

c) Other skills are more important than reading ☐ d) Less students' interest in reading

8) Which of the following would improve the teaching of reading in your classes?

a) Better access to resources such as textbooks ☐

b) Better access to new technologies, such as plasmas computers ... ☐

c) More hours of English each week ☐ d) Further in service training ☐

### Part-3: Instructional Practices and Procedures

**Instruction:** The following are the instructional practices for teaching reading lessons in EFL classes. Please, indicate the extent to which you carry out these practices in your reading lesson presentation by putting a tick ☒mark in one of the boxes against each idea.

**Rating scales:** 1) Always 2) Usually 3) Sometimes 4 Rarely 5) Never

| No | Questionnaire                                                                                                       | 1 | 2 | 3 | 4 | 5 |
|----|---------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | Give brief introduction about the topic of the reading text                                                         |   |   |   |   |   |
| 2  | Drawing the learner' attention to the title or other visual aids                                                    |   |   |   |   |   |
| 3  | Making the students to predict the content and anticipate what will come next                                       |   |   |   |   |   |
| 4  | Use other stories/situations that might arouse students' interest to the text and motivate them engage in reading   |   |   |   |   |   |
| 5  | Set tasks to provide the learners with a purpose in reading                                                         |   |   |   |   |   |
| 6  | Facilitate group/pair discussion                                                                                    |   |   |   |   |   |
| 7  | Activating prior knowledge                                                                                          |   |   |   |   |   |
| 8  | Sort out key words from the text and makes students practice their pronunciation and meanings in different contexts |   |   |   |   |   |
| 9  | Direct the students to read the text and look for particular information                                            |   |   |   |   |   |
| 10 | Giving clear instructions for while reading tasks                                                                   |   |   |   |   |   |
| 11 | Making the students guess the meanings of unfamiliar words using their knowledge of word-formation or contextually  |   |   |   |   |   |
| 12 | Make students read silently and individually                                                                        |   |   |   |   |   |
| 13 | Asking students to scan the text for specific information                                                           |   |   |   |   |   |
| 14 | Providing skimming questions                                                                                        |   |   |   |   |   |
| 15 | Teaching students reading techniques & strategies                                                                   |   |   |   |   |   |
| 16 | Let the students infer the idea the writer suggested and the organization of ideas in the text                      |   |   |   |   |   |
| 17 | Drawing the students' attention to the relationship between different parts of the passage                          |   |   |   |   |   |
| 18 | Giving students practical activities to comprehend the text                                                         |   |   |   |   |   |
| 19 | Integrate the reading lesson with other language skills                                                             |   |   |   |   |   |
| 20 | Make the students think about explicit and implicit information                                                     |   |   |   |   |   |
| 21 | Supervise students' activities, check their work and give guidance and feedback when necessary                      |   |   |   |   |   |

|    |                                                                                                |  |  |  |  |  |
|----|------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 22 | Encourage the students to review the text and summarize it                                     |  |  |  |  |  |
| 23 | Responding to student-generated questions                                                      |  |  |  |  |  |
| 24 | Make students use a diagram, drawing or chart to show what is included in what they read.      |  |  |  |  |  |
| 25 | Tell students to suggest a title if none was given originally; or an alternative, if there is. |  |  |  |  |  |
| 26 | Make the students reread the text or a section of the text to help them understand it better   |  |  |  |  |  |
| 27 | Making pupils to evaluate the text and make their own judgment                                 |  |  |  |  |  |
| 28 | Summarizing the day's reading lesson                                                           |  |  |  |  |  |

#### Part-4: Theoretical Orientations and Understanding

Instruction: The following are some techniques and principles for teaching reading lessons in EFL classes. Please, indicate the extent to which you agree or disagree by putting a tick ☒ mark in one of the boxes against each idea.

**Rating scales:** 1)Strongly agree 2)Agree 3)Undecided 4)Disagree 5)Strongly disagree

| No | Questionnaire                                                                                                                                  | 1 | 2 | 3 | 4 | 5 |
|----|------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | What is being a good teacher of reading starts with an understanding of what reading is                                                        |   |   |   |   |   |
| 2  | Per-reading activities are designed for brainstorming, arousing interest and motivation                                                        |   |   |   |   |   |
| 3  | The teacher sets the tasks that the students will have to perform                                                                              |   |   |   |   |   |
| 4  | Pre-reading stage aims at introducing the reading text and developing a frame work for reading.                                                |   |   |   |   |   |
| 5  | Before reading, good readers set a purpose for reading and activate prior knowledge                                                            |   |   |   |   |   |
| 6  | The reader thinks ahead, hypothesizes, predicts                                                                                                |   |   |   |   |   |
| 7  | During reading, good readers monitor their own comprehension as they continually make and revise their predictions                             |   |   |   |   |   |
| 8  | While-reading phase requires the teacher's guidance to ensure that students assume an active, questioning approach to the material             |   |   |   |   |   |
| 9  | The students read silently and perform the task, e.g. they answer the questions set by the teacher.                                            |   |   |   |   |   |
| 10 | The reader concentrates on the significant bite, and skims the rest; may even skip parts she or he knows to be insignificant                   |   |   |   |   |   |
| 11 | Reading is comprehending, that is the construction of meaning by interacting with the text                                                     |   |   |   |   |   |
| 12 | A teacher should provide too much help for students during reading lessons.                                                                    |   |   |   |   |   |
| 13 | After reading, good readers discuss the material, answering and generating questions                                                           |   |   |   |   |   |
| 14 | The post-reading stage is intended to involve the students into text evaluation, reconstruction of the writer's opinion, summarizing the text. |   |   |   |   |   |
| 15 | The primary activity of a reading lesson should be learners reading texts                                                                      |   |   |   |   |   |
| 16 | Growth in language ability is an essential part of the development of reading ability.                                                         |   |   |   |   |   |
| 17 | Classroom procedure should reflect the purposeful, task-based, interactive nature of real reading.                                             |   |   |   |   |   |
| 18 | Teachers must learn to be quiet: Not to interfere with and hinder reading by being too dominant and by talking too much.                       |   |   |   |   |   |
| 19 | A reader contributes meaning to a text.                                                                                                        |   |   |   |   |   |
| 20 | Progress in reading requires learners to use their ears, as well as their eyes                                                                 |   |   |   |   |   |
| 21 | Using a text does not necessarily equal to teaching reading                                                                                    |   |   |   |   |   |
| 22 | Reading is individual and silent                                                                                                               |   |   |   |   |   |
| 23 | The teacher is a role model of a reader.                                                                                                       |   |   |   |   |   |
| 24 | The teaching of reading is knowledge-based                                                                                                     |   |   |   |   |   |
| 25 | Reading is a complex process                                                                                                                   |   |   |   |   |   |

Please give your comment on what you think about the role of a teacher to enable students to fall in love of reading

## APPENDIX -C

Adama Science and Technology University

School of Humanities and Law

Department of English Language

Questionnaire for the Students

Dear student,

I am post graduate student in Adama Science and Technology University who conducts research on “Assessing the Practice of Teaching Reading Lessons: the Case of Grade 12 Micha Preparatory School EFL Classroom” This questionnaire is designed to collect information for this purpose. All the responses will be used only for the academic research purpose, so that be free and confident. Therefore, the researcher kindly requests you to give your frank response. Hence, you are expected to put a tick mark (✓)for the given statements according to the given directions.

**Note:** All the statements are equally important to attain the objectives of the study that failure to respond to any of them will affect the overall purpose of the study. You are not required to write your name. Please do it individually

### Part 1: Personal Information

- 1.) Sex: M ☐ F: ☐
- 2 )Name of the school : \_\_\_\_\_
- 3.Grade and section : \_\_\_\_\_

### Part 2: Instructional Practices and Procedures for Teaching Reading.

Instruction: Put a tick mark ☒ in the appropriate place of your choice to indicate the frequency of your English teacher’s reading lessons presentation practices during reading lessons.

**Rating scale:**1) Always      2) Usually      3) Sometimes,      4 Rarely)      5) Never

| No | Your English teacher’s reading lessons teaching practice                         | 1 | 2 | 3 | 4 | 5 |
|----|----------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | The teacher introduces the topic of the reading passage before we start reading. |   |   |   |   |   |
| 2  | The teacher draws our attention to the title or other visual things in the text. |   |   |   |   |   |
| 3  | The teacher makes us predict the content and expect what will come next.         |   |   |   |   |   |
| 4  | The teacher arouses our interest to the text.                                    |   |   |   |   |   |
| 5  | The teacher provides us purpose for reading by asking questions.                 |   |   |   |   |   |
| 6  | The teacher facilitates group/pair work.                                         |   |   |   |   |   |

|    |                                                                                                                     |  |  |  |  |  |
|----|---------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 7  | The teacher activates our prior knowledge to the text.                                                              |  |  |  |  |  |
| 8  | The teacher takes words from the text and makes us practice their pronunciation and meanings in different contexts. |  |  |  |  |  |
| 9  | The teacher directs us to read the text and look for particular information.                                        |  |  |  |  |  |
| 10 | The teacher gives us clear instructions for while reading tasks.                                                    |  |  |  |  |  |
| 11 | The teacher makes us guess the meanings of unfamiliar words.                                                        |  |  |  |  |  |
| 12 | The teacher makes us read silently and individually.                                                                |  |  |  |  |  |
| 13 | The teacher asks students to scan the text for specific information.                                                |  |  |  |  |  |
| 14 | The teacher provides us skimming questions.                                                                         |  |  |  |  |  |
| 15 | The teacher teaches us reading techniques and strategies.                                                           |  |  |  |  |  |
| 16 | The teacher lets us infer the idea the writer suggested and the organization of ideas in the text.                  |  |  |  |  |  |
| 17 | The teacher makes us see the relationship between different parts of the passage.                                   |  |  |  |  |  |
| 18 | The teacher gives us practical activities to comprehend the text.                                                   |  |  |  |  |  |
| 19 | The teacher integrates the reading lesson with other language skills.                                               |  |  |  |  |  |
| 20 | The teacher makes us think about explicit and implicit information.                                                 |  |  |  |  |  |
| 21 | The teacher supervises our activities, checks our work and gives us feedback.                                       |  |  |  |  |  |
| 22 | The teacher encourages us to review the text and summarize it.                                                      |  |  |  |  |  |
| 23 | .The teacher responds to our questions.                                                                             |  |  |  |  |  |
| 24 | The teacher makes students use a drawing or chart to show what is included in what they read.                       |  |  |  |  |  |
| 25 | The teacher tells us to suggest a title if it was not given.                                                        |  |  |  |  |  |
| 26 | The teacher makes us reread the text to help us understand it better.                                               |  |  |  |  |  |
| 27 | The teacher makes us to evaluate the text.                                                                          |  |  |  |  |  |
| 28 | The teacher summarizes the day's reading lesson.                                                                    |  |  |  |  |  |

## APPENDIX -D

### BARATTOOTAAF QOPHAA'E

#### *Gaafannowwan Barattootaan Guuttamu*

**Barattota kutaa 12 ffaa:** Kabajamoo barattootaa Gaafannoon kun mana barnoota Qophaa'ina Miicaa kutaa 12 tti , dubb isa Afaan Ingliffaa barsiisuu kessatti, gochoota barsiisota Afaan Inglizii kutaa keessatti maal akka fakkatu illalchisee raga sassaabuudhaaf kan qophaa'edha. Deebiwwan hundinuu qorannoo kanaaf kan oolan waan ta'aniif haala bilisa ta'een guutuun sirraa kan eegamudha. Gaaffilee kennaman hundaaf deebii dhuugaa fi qabatamaa ta'e akka kennituus qorataan qorannoo kanaa kabajaan si gaafata. Deebii kee bakka barbaachisaa ta'etti mallattoo '√'tiin akkka kettan gaafatamtu.

Hubachisa: Gaaffileen gaafannoo kanaa hundi barbaachisummaan (gatiin) isaanii walqixa waan ta'eef osoo hin guutiin bira darbuun qorannoo gageeffamu irratti hanqina fiduu danda'a.

-Maqaa kee barreessuun hin barbaachisuu

-Dhunfaanguutii

#### **KUTAA I: Odeeffannoo barataa**

1.1Saala: Male----- Female-----

1.2Umrii: waggaa 10-15----- waggaa 16-20 -----waggaa 20 ol-----

#### **KUTAA II: Iddoo deebii keetiitti mallattoo '√' kaa'i**

| No | Qabxilee Gaafannoo                                                                                                                                                           | Yeroo Hunda (Always) | Yeroo TokkoTokko (Some -times) | Baay'ee darbee darbee (rarely) | Gonkumaa (Never) |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------------------|--------------------------------|------------------|
|    | <i><b>Qabxiilee gochawwan kutaa keessatti raawwataman</b></i>                                                                                                                |                      |                                |                                |                  |
| 1  | . Barsiisaan keessan kakka'umsa isin keessatti uumuudhaaf , mata dure dubisichaa irratti ibsa ni kennaa                                                                      |                      |                                |                                |                  |
| 2  | Barsiisaan kessan mata duree dubbisichaa beekumsaa fi muuxannoo duraan qabdan wajjin walqabsiisuun akka dubbistan gaaffilee adda addaa dhunfaanis ta'ee gareen isinii kennaa |                      |                                |                                |                  |
| 3  | Barsiisaan keessan qabiyyeen dubbisichaa akka ta'ee fi itti aanees maaltu akka dhufuu malu akka tilmaamtan isin gargaaraa                                                    |                      |                                |                                |                  |
| 4  | Barsiisaan keessan dubbisuuf fedhii akka horattan ni taasisaa                                                                                                                |                      |                                |                                |                  |
| 5  | Barsiisaan keessan gaaffii dursee isin gaafachuun kaayyoo dubbisuu akka horattan ni taasisaa                                                                                 |                      |                                |                                |                  |

|    |                                                                                                                                                                      |  |  |  |  |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 6  | Barsiisaan keessan hojiilee garee akka hojjettaniif haala ni mijeessaa                                                                                               |  |  |  |  |
| 7  | Barsiisaan keessan beekumsa duraan qabdan fayyadamuun qabiyyee kitaabaa dubbistanii akka hubattan isin gargaaruu                                                     |  |  |  |  |
| 8  | Barsiisaan keessan kitaaba dubisaa jirtan keessaa jechoota fudhatanii akkaataa itti sagaleeffamuu fi karaalee adda addaatiin akka hiika akka itti kennitan ni godhuu |  |  |  |  |
| 9  | Barsiisaan keessan qabiyyee tokko dubbistanii odeeffannoo muraasa akka hubattan qajeelfama isinii laatu                                                              |  |  |  |  |
| 10 | Barsiisaan keessan yeroo dubbisaa qajeelfama sirrii fi ifa ta'e isiniif kennuu                                                                                       |  |  |  |  |
| 11 | Barsiisaan keessan hiikkaa jechoota hin beeknee akka raagdan ni taasisuu                                                                                             |  |  |  |  |
| 12 | Barsiisaan keessan dhuunfaa fi cal'isaan akka dubbistan ni taasisuu                                                                                                  |  |  |  |  |
| 13 | Barsiisaan keessan ariitiin dubbistanii odeeffannoo mutaawaa akka argachuu dandeessan ni godhuu                                                                      |  |  |  |  |
| 14 | Barsiisaan keessan gaaffilee dubbisa gadi fageenyaan akka dubbistanii odeeffannoo bal'aa argattan isin gargaaran isiniif laatu                                       |  |  |  |  |
| 15 | Barsiisaan keessan malootaa fi tooftalee dubbisuu adda addaa isin barsiisaa                                                                                          |  |  |  |  |
| 16 | Barsiisaan keessan dhaamsa barreessaa kitaabaa fi haala yaadonni kitaabicha keessatti itti qindaa'an akka hubattan isin carraa isiniif laatu                         |  |  |  |  |
| 17 | Barsiisaan keessan walitti dhufeenya kutaalee dubbisaa kanneen garagaraa gidduu jiru akka xiinxaltan ni godhu                                                        |  |  |  |  |
| 18 | Barsiisaan keessan gaaffilee dubbisanii hubachhu keessan madaaluu danda'an isinnf laatu                                                                              |  |  |  |  |
| 19 | Barsiisaan keessan qabiyyee dubbisaa dandeettiwwan afaanii kanneen biro waliin walitti qandeessuun ni dhiheessu                                                      |  |  |  |  |
| 20 | Barsiisaan keessan dodeeffannoowwan difaa ifa hin taane akka hubattan ni taasisuu                                                                                    |  |  |  |  |
| 21 | Barsiisaan keessan gaaffiiwwan shaakalaa kennaman ni ilaalu, ni sirreessu, duub-deebiis ni kennu                                                                     |  |  |  |  |

|    |                                                                                                             |  |  |  |  |
|----|-------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 22 | Barsiisaan keessan dubbisa dubbistan irra deebi'uun ilaaluun cuunfaasaa akka barreessitan ni taasisu        |  |  |  |  |
| 23 | Barsiisaan keessan gaaffilee isin gaafattaniif deebii isiniif kennuu                                        |  |  |  |  |
| 24 | Barsiisaan keessan waanta dubbistan keessaa odeeffannoo hubattan giraaftii/chaartiin akka ibsitani taasisuu |  |  |  |  |
| 25 | Barsiisaan keessan mata-dureen barreeffama dubbistannii hin kennamne yoo ta'e akka tilmaamtan ni godhu      |  |  |  |  |
| 26 | Barsiisaan keessan barreeffama tokko caalaatti dubbisnee akka hubannuuf nu jajjabeessu                      |  |  |  |  |
| 27 | Barsiisaan keessan barreeffama dubbisne akka madaallu nu taasisu gargaaru                                   |  |  |  |  |
| 28 | Barsiisaan keessan dubbisa barnoota guyyaaf dhiyaate cuunfanii ni dhiheessu                                 |  |  |  |  |

### **KUTAA III:Gaffiwwan banaa**

3.1 Wantoota dubbisa barachuu irratti rakkoo ta'an maal fa'a? Tarreessi-----

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