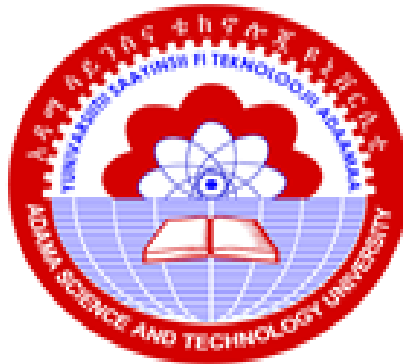


ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH



**AN INVESTIGATION OF FACTORS THAT AFFECT STUDENTS'
READING SKILLS IN ELT: THE CASE OF GRADE 10 STUDENTS OF
KERSA AND MODJO HIGH SCHOOLS**

BY: TOKUMA WAKGARI MORKA

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**A THESIS SUBMITTED TO SCHOOL OF HUMANITIES AND LAW IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTERS OF ARTS IN TEACHING ENGLISH AS A
FOREIGN LANGUAGE (TEFL)**

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DEDICATION

This academic study is dedicated to my beloved spouse, Desta Regassa, for she has been helping me with almost all house chores and in rearing my vivacious daughter Kayon Tokuma. Hence, I can say successes in my life are for the most part results of her perseverance.

STATEMENT OF THE AUTHOR

By my signature below, I declare and confirm that this thesis entitled “An Investigation of Factors that Affect Students’ Reading Skills in ELT: The Case of Grade 10 Students of Kersa and Modjo High Schools” is entirely my own work and all sources of information used for the thesis have been duly acknowledged. The thesis has not been submitted to any other university or institution for the award of a degree, diploma or certificate.

Tokuma Wakgari Morka

Researcher’s name

Signature

Date

BIOGRAPHICAL SKETCH OF THE AUTHOR

I was born in Oromia Regional State, West Wellega Zone, Kiltu Kara District, particularly Dandi Gudi kebele. I attended my education from grade one to six at Bechera Gudi Primary School and grade seven and eight at Gori Primary School. I attended my senior secondary school at Nedjo Secondary School. After completion of the Ethiopian General Secondary Education Certificate Examination (EGSECE), I joined Nekemte College of Teacher Education and graduated with a diploma in Social Studies, Civic and Ethical Education, and English on July 2, 2006 G.C. After my graduation with a diploma, I was employed and served for four years in three different primary schools at Chafe Donsa which is one of the East Shewa Zone districts. Then, I upgraded my professional qualification and held degree with B.Ed. in English major and Afan Oromo minor with distinction on September 27, 2010 G.C. from Adama University. After that, I joined the same university in 2014/15G.C. after it was named Adama Science and Technology University to study MA courses in Teaching English as a Foreign Language (TEFL).

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ABBREVIATIONS AND ACRONYMS

EFL – English as a Foreign Language

ELT - English Language Teaching

RS - Reading Skill/s

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ABSTRACT

The main objective of this study was to investigate factors that affect students' RS in ELT at Kersa and Modjo High Schools of grade 10 students using descriptive survey research design which involved both quantitative and qualitative techniques. The study has specifically achieved its objectives such as examining how English teachers of both schools teach purposes of reading before they start teaching reading text, and so forth. The subjects of the study were 2 English teachers from Modjo High School and 1 English teacher from Kersa High School, totally 3 teachers for interview, and also 3 students from Modjo High School and 1 student from Kersa High School. 49 students of Kersa High School and 219 students of Modjo High School, totally 268 students for questionnaire were also subjects of the study. Simple random sampling technique was used to select student respondents for questionnaire and purposive sampling technique was used for teacher and student respondents of semi-structured interview questions. Fulfilled questionnaire was organized and then grouped, tabulated, analyzed and interpreted in terms of words and numbers. And, the conducted interview was recorded, transcribed, analyzed, and interpreted qualitatively. The principal data gathering instruments that the researcher used were questionnaire for the students, semi-structured interview for teachers and students and observation to triangulate the findings of the study based on the data. The results of the study revealed that most of the students were unable to identify the purpose (the why) of their reading while they read different texts because they have not been implicitly taught the purposes of RS. Besides, few of the students used techniques such as reading main points of a text, rereading a text for clarity, looking up meanings of unfamiliar words in dictionaries, and guessing meanings of key words contextually, to answer comprehension questions extracted from reading texts. Some of the problems that teachers and students faced in teaching and learning reading lessons were most of the students' lack of motivation in learning RS, absence of RS related reference books to read in the libraries of the schools, students' being reluctant in learning reading lessons, students' lack of vocabulary words to understand written texts, and teachers' using of students' mother tongue during teaching RS lessons. Eventually, the researcher has forwarded possible recommendations on the bases of findings and conclusions.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Language is the means for human communication and establishment of the all-rounded personality. Even though all languages are equal, learning English as one of the international languages plays paramount role than learning other languages since it is a language of worldwide communication that enables people live in a global village. Accordingly, when a curriculum is designed for a language program, different elements of the language are taken into account among which one is language skills that have subdivisions called the micro skills and the macro skills. The macro skills are the four major language skills: listening, speaking, reading and writing.

Amongst these, reading is a method of obtaining a written piece of information from any written material which has been formed by a writer using letters connected with system of spelling in a language. Therefore, it is a means by which a writer sends a message in a written form, and a reader deciphers or perceives it. Reading is also a mental system. Since a reader's eye moves from one word to another, it cannot notice all the words, thinking of different mental pictures, every consisting of groups of letters, words, phrases, clauses, sentences and paragraphs. These are essential for readers to be aware of them as serious and important structures which are main focuses of reading (Murphy, 1997).

Concerning developing a reading skill (RS), which is considered as a tiresome task that needs an individual's endeavor, Fanselow (1976) as cited in Gebhard (1989) gave an in-depth explanation about essential assumption which can aid students in learning to read. The assumption is practicing reading that students should engage themselves in reading by taking more time to become better readers.

In line with the purpose of reading, Grellet (1999) states that there are two main reasons for reading. These are, reading for pleasure and reading for information (so as to find out something or so as to do something with the information you get).

Thus, so as to be successful readers, students have to give due attention to learning RS in order to read for their target purpose.

In light of this, the main target of this study is to investigate factors that affect students' reading skills in ELT at Kersa and Modjo High Schools. And, at the end summary, conclusions and recommendations would be given so as to either eliminate or reduce factors that affect students' RS.

1.2 Statement of the Problem

English is being taught as a foreign language in Ethiopian schools starting from the lower grades. In fact, it is used as a medium of instruction from grade nine onwards. The aim is to make students foster their command of the English language to achieve their goal in secondary and tertiary education efficiently. Consequently, students need to be acquainted with the knowledge of language skills, among which one is RS, to be successful in their education. This is due to the fact that reading plays prominent role in communication. For instance, one of the essence and invaluableness of RS is enabling speech-impaired people communicate either with each other or normal people even in the absence of facial expression and gesture when the people are literate. Besides, nowadays, with the existence of widespread modern technologies such as computer, smart mobile phones and so forth, RS is vital in order to decipher information from the internet and convey it through internet as well.

Hence, students are expected to read and understand written texts of all subjects except the mother tongue ones, and their success or failure in education is mainly determined by the ability to read and grasp texts of different subjects they study since all academic materials are written in English. Not only this, but also gaining this skill is extremely beneficial for the daily life of the people of this world even after school. This denotes that learning RS in English as a foreign language is a very demanding activity, especially when it takes place in school environment. So, developing proper RS is a long process which requires enthusiasm, engagement, and perseverance. Because, it is bit by bit that

one can become a better reader through practicing and focusing on the why of reading which determines the how of reading (Atkins, Hailom, & Nuru, 1996).

The researcher has been teaching English in Kersa High School for three years as a regular teacher, and in Modjo High School as a spare time work. Thus, the researcher had identified that the students at both high schools have difficulties in reading proficiency even though reading is such a beneficial skill. For example, most of them are unable to read and understand even a single simple sentence though they are expected to read and understand written texts of all subjects in English except the mother tongue ones at this level. This may lead students' to failure in their education, and students may lose the benefit they can gain from the use of RS in the real world.

There are many local studies related to factors that affect students' RS. For instance, Edaso (2007) conducted research on "An Exploration of Factors Affecting Preparatory I School Students' Reading Comprehension Skills." The researcher's findings show that the students have low reading comprehension because of lack of practice to read comprehension passage as often as possible in order to understand specific information. Also, Dereje (2008) conducted research on "An Investigation of Students' Perception of Motivational Techniques Teachers Use for Reading Lesson." And the researcher's findings show that teachers didn't give due attention to using supplementary reading materials although there is the importance of using them. The other researcher Solomon (2014) conducted research on "Status and Determinants of Reading Skills Development: Grade Four." This researcher's study concluded that most of the students can differentiate and read all the letters in the language even though few of them are unable to read some common words which are contents of grade four English textbook.

Nevertheless, the target of the present researcher's study is to investigate the factors that affect students' RS in ELT in the case of Kersa High School and Modjo High School of grade 10 students. Accordingly, this study is basically different from the above studies in the aspects of investigating the factors that affect students' RS in ELT. Understanding the mentioned and other magnitude of the problem and the existing research gap, the

researcher is initiated to conduct a research on an Investigation of Factors that Affect students' RS in ELT.

1.3 Objectives of the Study

1.3.1 General objective

The general objective of this study is to investigate factors that affect students' RS in ELT at Kersa and Modjo High Schools of grade 10 students.

1.3.2 Specific Objectives

The specific objectives of the study are to:

1. Examine how English teachers teach purposes of reading before they start teaching reading text,
2. Identify the techniques that students use to answer comprehension questions extracted from reading text, and
3. Find out the problems that the teachers and the students face in teaching and learning reading lessons in ELT classrooms.

1.4 Research Questions

In order to achieve the objectives of this study the following research questions were formulated.

1. How do teachers of Kersa and Modjo high schools teach purposes of reading before they start teaching reading text, if they do?
2. What techniques do students of Kersa and Modjo high schools use to answer comprehension questions extracted from reading text?
3. What are the problems that the teachers and the students face in teaching and learning reading lessons in ELT classrooms?

1.5 Significance of the Study

The primary goal of any language learning process is to enable learners master the target language which results in gaining many advantages. So, the findings of the study are expected to give valuable information that serve as feedback which contributes to the improvement of RS through either eliminating or reducing the factors that affect students' RS.

The researcher also hopes that the following bodies will be beneficiaries of the findings of the study. First, findings of the study will provide the students of both schools with the skills and strategies of reading texts, the understanding of characteristics of efficient reading, and raises their awareness of benefits of learning RS. The findings will supply teachers with the methodological insights and some means on how to either eliminate or reduce hindering factors of students' RS. Next, it can bring the importance of incorporating strategies that promote students' RS to the attention of curriculum designers and textbook writers.

Eventually, the findings will provide more input for other researchers who want to conduct further study in the area. Counting upon the findings of the researcher, after the research is approved by the concerned bodies, short seminar could be arranged at these schools so as to disseminate the findings to the beneficiaries and to enable them discuss upon it thoroughly.

1.6 Delimitation of the Study

The study was conducted at Kersa and Modjo High Schools, grade 10 in particular. Even though the problem under the study can have effect on the other grades, 9, 11, 12 and on the other high schools, the scope of this study was limited to the area and the grade level mentioned above because of that the researcher has wider understanding/observation on the identified grade level. Also, it was due to the fact that the researcher can easily meet the respondents of questions of the study at both schools as the schools are in Modjo town.

CHAPTER TWO: REVIEW OF THE RELATED LITERATURE

This chapter reviews pertinent literature on RS in relation to the objective of the study. Hence, it deals with important points starting from the definition of reading as follows.

2.1 The Definition of Reading

Many language experts have defined reading in many ways. For example, Anderson and Pearson (1984) as cited in Wolfe, Ray, Wilhelm, Fell, Royster, & Ann (2002) define reading as a highly interactive process in which students make meaning from text. Because of the why we read determines the how we read, it is neither automatic nor inactive. Veit and Gould (2007) also give definition for reading as the capacity to read between the lines by recognizing an author's targets, perceiving what is meant by but not stated, making relations between the reader's idea and his/her prior experience, and drawing conclusions which means using inference method. Besides, according to Wolfe et al.s' (2002) definition, reading is a very complicated act, and its difficulty is mainly imperceptible. It is an interaction between a reader and a text in which its outcome is creating meaning.

2.2 The Importance of Reading

Different scholars explain the importance of reading. For instance, Mc Donough and Shaw (1993) explain reading as the most important foreign language skills, particularly in cases where students have to read English materials for their own specialist subject. This implies that every written English text should be read by the students in order to gain knowledge in the specific area of their study. Atkins, Hailom, and Nuru (1996) also explain reading considering its implication in relation to other language skills that it is by far the most important of the four skills due to the fact that students' final academic success or failure relies to a high degree on the ability to read and comprehend all the study materials written in English. Accordingly, it is a skill which can even bring us into the path of our daily life betterment.

2.3 Reading Theories

According to Brown (2000) there are three main models of reading which explain the nature of learning to read. Three of them are helpful for teachers in order to choose appropriate methods, strategies, and techniques of teaching reading to make easier for learners to learn how to read.

2.3.1 The Bottom-up Process (the data-driven model)

Brown (2000) claims that in the bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanisms to impose some sort of order on these signals. These data-driven operations obviously require a sophisticated knowledge of language itself. The model focuses on letter-sound relationship while the meaning of the text comes later. It is called linguistic/phonics/systematic knowledge. This implies what the theory hypothesizes that learning to read progresses from students learning the part of the language (letters) to understand the whole text (meaning). On the other hand, the reader focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole. Because, without a good understanding of a reasonable proportion of the detail gained through some bottom-up processing readers will be unable to get any clear general picture of what the text is about.

Stanovich (1980) describes this traditional view as a series of stages that transforms the input and passes it to the next stage without any feedback or possibility of later stages of the process influencing earlier stages. It means that language is viewed as a code and the reader's main task is to identify graphemes and convert them into phonemes. As result, readers are regarded as passive recipients of information in the text. Meaning resides in the text and the reader has to produce it. This model of reading has been almost always under attack as being insufficient and defective for the main reason that it relies on the formal features of the language, mainly words and structure. Although it is possible to accept this rejection for the fact that there is over-reliance on structure in this view, it

must be confessed that knowledge of linguistic features is also necessary for comprehension to take place. The cognitive view was introduced to counteract over-reliance on form in the traditional view of reading.

2.3.2 The Top-down Process (the concept-driven model)

In top-down or concept driven processing, a reader gets a general view of the reading passage by, in some way, absorbing the overall picture in order to have appropriate expectations of what he/she is going to come across. Hence, it is a model where readers draw on their own intelligence and experience to comprehend a text.

According to Smith (1994) the cognitive or top-down processing approaches revolutionized the conception of the way students learn to read. He said that reading is not merely a matter of decoding print to sound but also a matter of making sense of written language. On the other hand, this means that reading is not just extracting meaning from a text but a process of connecting information in a text with the knowledge the reader brings to the act of reading. In a nutshell, reading is a psycholinguistic guessing game, a process in which readers sample the text, make hypothesis, confirm or reject them, make new hypothesis and, so forth.

Stanovich (1980) proposed an interactive-compensatory model after comparing and contrasting the two, by suggesting that strength in one processing stage can compensate for weakness in another. According to Stanovich, problems in both the bottom-up and top-down models can be reduced with his model. That is, bottom-up models do not allow for higher-level processing strategies to influence lower-level processing, and top-down models do not account for the situation in which a reader has little knowledge of a text topic and, therefore, cannot form predictions. In Stanovich's words, "Interactive models assume that a pattern is synthesized based on information provided simultaneously from several knowledge sources. The compensatory assumption states that a deficit in any knowledge source results in a heavier reliance on other knowledge sources, regardless of their level in the processing hierarchy"(1980:63). Therefore, a combination of both

models, and what has come to be called interactive reading, is almost always a primary ingredient in successful teaching methodology because both processes are important.

Schema Theory

Schema theory claims that a text doesn't by itself carry meaning. The reader brings information, knowledge, emotion, experience, and culture – that is, schemata (plural) to the printed work. Thus, it describes how the background knowledge of a learner interacts with the reading task and illustrates how a learner's knowledge and prior experience with the world is essential to decipher a text in depth. Mark Clarke and Sandra Silberstein (1977) as cited in Brown (2000:299-300) capture the essence of schema theory;

Research has shown that reading is only incidentally visual. More information is contributed by the reader than the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond its graphic representation assign it membership to an appropriate group of concepts already stored in their memories. ...skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world.

This means the ability to use this schemata, or background knowledge, plays a paramount role in one's attempt to comprehend a text.

Schemata: Content and Formal Schemata

Content schemata include what we know about people, the world, culture, and the universe while formal schemata consist of our knowledge about discourse structure. On the other hand, Content schemata refer to the message of the text whereas formal schemata refer to the way that texts differ from one another; for instance, a reading text could be fictional work, a letter to the editor, or a scientific essay, and each genre will have a different structural organization. One's familiarity with the content will make more productive and efficient.

Christine Nuttall (1996) as cited in Brown (2000) compared bottom-up processing with the image of a scientist with a magnifying glass or microscope examining all the minute

details of some phenomenon, while top-down processing is like taking an eagle's eye view of a landscape below.

2.4 Reading Skills

According to Wright (1989) there are four easily identifiable skills with reading:

1. Skimming – is looking rapidly at every part of a text to determine its main idea. This involves knowing which parts of a text contain the most important information and reading only those.
2. Scanning – is a rapid search for specific information rather than general information. This requires the reader to only read the key item being searched for. For example, for data gathering, review, using reference books etc.
3. Intensive reading – is dealing with a text for more detailed comprehension. On the other hand, it is reading textbooks to gain the intended knowledge.
4. Extensive reading – is reading of books without detailed comprehension checking mainly for the purpose of gaining pleasure. E.g. reading fiction books.

Grellet (1999) supports Wright's idea by mentioning extensive reading as it is a fluency activity that mainly involves general understanding whereas intensive reading as a more an accuracy activity that involves reading for detail. Besides, he mentions that reading involves a variety of skills. Among them the main ones are: recognizing the script of a language, deducing the meaning and use of unfamiliar lexical items, understanding explicitly stated information, understanding information implicitly stated, understanding conceptual meaning, understanding the communicative value (function) of sentences and utterances, understanding relations within the sentence, understanding relations between the parts of a text through lexical cohesion devices, understanding cohesion between the parts of a text through grammatical cohesion devices, interpreting text by going outside it, recognizing indicators in discourse, identifying the main point or important information in a piece of discourse, distinguishing the main idea from supporting details, extracting salient points to summarize the text, an idea, and etc., selective extractions of

relevant points from a text, basic reference skills, skimming, scanning to locate specifically required information, and transcending information to diagrammatic display. The reader of a text can use these reading skills either interactively or separately depending on the purpose of his/her reading. Because, the purpose (the why of) our reading determines the way (the how of) our reading.

2.5 Teacher's Roles in Teaching Extensive Reading and Intensive Reading

According to Harmer (2001), students need to be involved in extensive and intensive reading to get maximum benefit from reading. Whereas with the former a teacher encourages students to choose for themselves what they read and to do so for pleasure and general language improvement, the latter is often (but not exclusively) teacher chosen and directed, and is designed to enable students to develop specific receptive skill.

2.5.1 Teacher's Roles in Teaching Extensive Reading

Harmer (2001) claimed that most students will not do a lot of extensive reading by themselves unless they are encouraged to do so by their teachers. Clearly, then, teachers role is crucial. Teachers need to promote reading and by their own support of reading as a valid occupation, persuade students of it benefits. Perhaps, for example, teachers can occasionally read aloud from books they like and show by their manner of reading, how exciting books can be.

Having persuaded their students about the benefits of extended reading, they can organize reading programs where they indicate to students how many books they expect them to read over a given period. They can explain how students can make their choice of what to read, making it clear that the choice is theirs, but that they can consult other students' reviews and comments to help them make that choice. Teachers can suggest that they look for books in a genre (be it crime fiction, romantic novels, science fiction, etc.) that

they enjoy, and that they make appropriate level choices. Teachers will act throughout as part organizer, part tutor.

2.5.2 Teacher's Roles in Teaching Intensive Reading

In order to get students to read enthusiastically in class, teachers need to work to create interest in the topic and tasks. However, there are further roles teachers need to adopt when asking students to read intensively. These are:

2.5.2.1 Organizer

Teachers need to tell students exactly what their reading purpose is, and give them clear instructions about how to achieve it and how long they have to do this. Once teachers have said 'you have four minutes to do this' they should not change that time unless observation suggests that it is necessary.

2.5.2.2 Observer

When teachers ask students to read on their own they need to give them space to do so. That means restraining themselves from interrupting that reading, even though the temptation may be to add more information or instructions.

While students are reading, teachers can observe their progress since this will give them valuable information how well they are doing individually and collectively and will tell them whether to give them some extra time or, instead, move to organizing feedback, more quickly than they had anticipated.

2.5.2.3 Feedback Organizer

When our students have completed the task, we can lead a feedback session to check that they have completed the task successfully. We may start by having them compare their answers in pairs and then ask for answers from the class In general or from pairs in particular. Students often appreciate giving paired answers like this since, by sharing their knowledge, they are also sharing their responsibilities for the answers.

When teachers ask students to give answers, they should always ask them to say where in the text they found the information for their answers. This provokes a detailed study of the text which will help them the next time they come to a similar reading passage. It also tells teachers exactly what comprehension problems they have if and when they get answers wrong.

It is important to be supportive when organizing feedback after reading if teachers are to encounter any negative feelings students might have about the process, and if they wish to sustain their motivation.

2.6 Why Do Readers Read?

Rivers and Temperley (1978) as cited in Mc Donough and Shaw (1993) state some of the reasons that second language students may need or want to read such as to get information for some aim or because we find some topics unusual and interesting, to gain directions on how to complete some tasks for our work or daily life, to stay friendly with people through writing and receiving letters, especially business letters, to know what is occurring or has occurred (as reported in newspapers, magazines, reports), to know how or where something will happen or what is accessible and for pleasure or surprise. According to Grellet (1999) there are two main reasons for reading. These are, reading for pleasure and reading for information (so as to find out something or so as to do something with the information you get).

In a nutshell, the vital purpose of all reading is to gain new information and for enjoyment rather than reading any text we are familiar with.

2.7 How Do Readers Read?

Veit and Gould (2007) state, in its broadest sense, that reading requires active involvement. Without the alert engagement of a reader, words on a page are meaningless. It is merely through your ability to interpret words, your knowledge of how sentences and paragraphs are put together, your past experience with reading and with life, your current

mood work altogether to make your reading of text different from others' that you can bring them to life.

The foregoing idea can infer that no one else reads precisely as someone else does. In some way, reading is a very individual activity. By the same token, no matter what you read, it is unlikely that anyone else will interpret it precisely as you do. Let alone different readers of the text, even the same reader may experience the same text very differently at different times because nothing shows how personal reading is more clearly than rereading does.

2.8 Assumptions about Learning to Read

Fanselow (1976) as cited in Gebhard (1989) has suggested nine assumptions which can aid students in learning to read as follows:

1. Practising reading can aid students in learning to read

In relation to reading, the more time students spend actually reading, the better reader they become. It is feasible to increase the amount of time students read by reducing the amount of time used to talk about reading, by simply not going over new vocabulary or structures at all before having the students read and etc.

2. Reading material that is meaningful to students

People learn better when what they read is of their own interest and which they can relate to their real life experience.

3. Redundancy can aid students in learning to read

It is because of the availability of the same information from different sources that redundancy exists. For example, if students read a passage that includes both, the man has no hair on his head and he is bald, they are not reading two complimentary pieces of information.

4. Manipulating the amount of external information

Students can learn to read by skillfully using their prior knowledge so as to match their abilities to intrinsically process the reading.

5. Practising reading in "sense groups" can aid students in learning to read

Beginning readers should usually read letter by letter or word by word in sense group which means a group of words that has meaning.

6. Associations can aid students in learning to read

Associations can be made between auditory (hearing), visual (seeing), tactile (touching), olfactory (smelling) senses and the content of what students read to help them learn to read.

7. Contrasts can aid students in learning to read

Learning what something is entails learning what something is not. For example, it is better to teach beginners such similar looking letters as d-b and m-n so that they can learn to distinguish between them.

8. Feedback can aid students in learning to read

Learning to read can be enhanced if feedback about performance is given through comprehension questions and giving students silent reading tasks that require them to constantly interact with the reading material as they solve problems. For instance, reading directions and then building model of bridge and reading recipe and then making cake.

9. Students learn better if the learning experience is not threatening

Students feel threatened for any number of reasons – having to pass comprehensive language examinations, having to meet unreasonable teacher expectations, teacher criticism, etc.

2.9 Skills and Strategies for Reading Expository Texts

Wolfe et al. (2002) also state some of the skills and strategies which are useful for exploring expository texts as listed here under.

Previewing

It is a means of enabling students preview the text's structure and the concepts in the text by having a view of text features such as headings and subheadings, charted information, illustrations, captions, and graphics.

Activating prior knowledge and building background

This prepares to understand new knowledge by assisting them retrieve their prior experience using key concepts and terms in the text to set questions that motivate students to think about the topic and to share ideas. Accordingly, students boost their background knowledge when they are provided specific information that will enhance their understanding of the subject.

Setting a purpose for reading

It is guiding students as they set a purpose for reading through asking brainstorming questions related to the topic so as to identify what they would like to know about it.

Varying reading rate

It is a system of adjusting student's reading rate. For instance, slowing down student's pace of reading when they encounter complicated concepts, connections to previous ideas, new vocabulary, or text that contains a great deal of information.

Monitoring comprehension

This is a technique that helps students reread, review, or read on for clarification when they do not understand an important idea by encouraging them to be aware of their own reading process and to notice when they have missed something. Checking for comprehension is possible them by questioning themselves as they read.

Identifying main idea

Text features such as headings, subheadings, boldfaced words, and graphics are good indicators of main idea to enable students identify them as they read.

Tracking information

This is showing the way to students to keep track of key ideas in the text by listing these ideas as they read using effective graphic organizational tools such as Venn diagram, problem-solution charts, and concepts' webs to aid students' comprehension and retention.

Reviewing

It is directing students in bringing together and processing key ideas using their lists, outlines, notes, or graphic organizers, or the text features in the text itself, to review the critical ideas in what they have read. Then, through discussion students can summarize, analyze and evaluate ideas to process and retain what they have read.

2.10 Reading Strategies under the Three Stages of Reading with their

Descriptions and Goals

There are many strategies of reading under each stage of reading with which the following section deals.

2.10.1 Reading Strategies under the Three Stages of Reading

Here under are different strategies under the three stages of reading below each stage according to Abraham (2002).

Pre-Reading Strategies

- Accessing prior knowledge,
- Writing your way into reading (Writing about your experiences related to the topic),
- Asking questions based on the title,
- Making predictions based on previewing,
- Identifying text structure,
- Skimming for the general idea, and
- Reading the introduction and conclusion first.

During Reading Strategies

- Skipping unknown words; guessing from context,
- Predicting the main idea of each paragraph, and
- Drawing pictures to show what you see in your mind's eye.

After Reading Strategies

- Revising pre-reading expectations,
- Making an outline, chart, map, or diagram of the organization of the text,
- Retelling what you think the author is saying, and
- Relating the text to your own experience.

2.10.2 Descriptions and Goals of the Three Stages of Reading

The descriptions and goals of the three stages of reading are as follows in the table below.

Descriptions of the Three Stages of Reading	Goals of the Three Stages of Reading
Pre-reading - is what readers do before they read to create expectations, focus, and a plan for the best approach to the reading.	-to activate prior knowledge as a framework for understanding, to stimulate interest in the topic, to identify the purposes and goals for the reading, and to provide language preparation for the text.
While reading - is what readers do while they are reading to stay focused and comprehend the material.	- to build knowledge within the context for reading, to self-monitor comprehension and correct as needed, and to make material more memorable for recall and application
Post-reading - is what readers do after they have finished the text to enhance understanding and enable long-term retention.	-to “fill in the blanks” by checking knowledge, to find answers, to take additional notes, to integrate lecture notes with book notes to form complete study guides, and to increase vocabulary.

2.11 Characteristics of Efficient and Inefficient Reading

Ur (1996:148) suggests the following list of ideas considering ten criteria regarding characteristics of efficient and inefficient reading.

Efficient Reading	Inefficient Reading
Language - The language of the text is comprehensible to the learners.	The language of the text is too difficult.
Content – The content of the text is accessible to the learners; they know enough about it to be able to apply 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.
Speed - The reading progresses fairly fast: mainly because the reader has 'automatized' recognition of common combinations, 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.
Attention - The reader concentrates on the significant bits, and skims the rest; may even skip parts he or she knows to be insignificant.	The reader pays the same amount of attention to all parts of the text.
Incomprehensible 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.
Prediction – The reader thinks ahead, hypothesizes, predicts.	The reader does not think ahead, deals with the text as it comes.
Background information - The reader has and uses background information to help understand the text.	The reader does not have or use background information.

Motivation - The reader is motivated to read: by interesting content or a challenging task.	The reader has no particular interest in reading.
Purpose - The reader is aware of a 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.
Strategies - The reader uses different strategies for different kinds of reading.	The reader uses the same strategy for all texts.

2.12 Definition of Motivation and Motivating, Encouraging, and Engaging Students in Reading Comprehension

Harmer (2001) defined motivation as some kind of internal drive which pushes someone to do things in order to achieve something. According to Brown (2000) motivation is the extent to which you make choice goals to pursue and the effort you will devote to that pursuit. Therefore, motivation is a key factor in reading comprehension. Guthrie and Wigfield (1997) claimed that engaged students achieve because they want to understand, possess intrinsic motivation for interacting with text, use cognitive skills to understand, and share knowledge by talking with teachers and peers. Engaged readers read widely for enjoyment and new information which result them in having positive attitude about reading. They transact with text and construct understanding based on connections between prior knowledge and new information. There are two types of motivation which are used in motivating, encouraging, and engaging students in Reading Comprehension. These are intrinsic motivation and extrinsic motivation.

2.12.1 Intrinsic Motivation

Edward Deci (1975) as cited in Brown (2000:76) defined intrinsic motivation as follows:

Intrinsically motivated activities are one for which there is no apparent reward except the ability itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. ... Intrinsically motivated behaviors are aimed at bringing about certain

internally rewarding consequences, namely, feelings of competence and self-determination.

Accordingly, Brown (2000) who supports this idea also claimed that intrinsic motivation is especially important for encouraging success. Even where the original reason for taking up a language course, for instance, the chances of success will be greatly enhanced if the students come to love the learning process for their own sake. Brown (2000) also mentions that a cognitive view of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement. Besides, Harmer (2001) stated that intrinsic motivation comes from within the individual by the enjoyment of the learning process itself or by a desire to make them feel better. This means, when behavior stems from needs, wants, or desires within oneself, the behavior itself has the potential to be self-rewarding being driven within the learner. Hence, these ideas imply that students who are intrinsically motivated to read can choose to read and continue to read over time with perseverance endeavor even when they encounter difficulties.

2.12.2 Extrinsic Motivation

Harmer (2001) explained extrinsic motivation as it is caused by a number of factors such as the need to pass an exam, the hope of financial reward, or the possibility of future travel. Brown (2002) also mentioned extrinsically motivated behaviors, in a similar way, as they are carried in anticipation of reward from outside and beyond the self. For instance, typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. One of the principal weaknesses of extrinsically driven behaviors is its addictive nature that it makes people dependent of it. Therefore, extrinsically motivated learners are less benefitted than intrinsically motivated ones. This is due to the fact that lack of extrinsic motivation slides them into being reluctant to read even interesting texts. The aforementioned extrinsic motivation's principal weakness can be benchmark for the suggestions given below by some scholars after they compare and contrasted both types of motivation. For example, Abraham Maslow (1970) as cited in Brown (2002) claimed that intrinsic motivation is clearly superior to extrinsic. This is because of that people are ultimately motivated to achieve "self-actualization" once the basic physical, safety, and

community needs are met. So, no matter whether extrinsic rewards are present or absent, people will strive for self-esteem and fulfillment. Brown (2002) also explained that no other extrinsically administered set of rewards can have effect on intrinsic motivation except the positive feedback that learners perceive as a boost to their feelings of competence and self-determination.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

In this research, descriptive survey research design including both quantitative and qualitative techniques was employed. This design was chosen to enable the researcher describe the factors that affect students' RS in ELT in the high schools. The quantitative and qualitative techniques were used because they helped the researcher to seek and collect information on the subjects of investigation and describe it in terms of number and text.

3.2 The Study Area

The study was conducted at Kersa and Modjo High Schools in Oromia region, East Shewa Zone. The location was purposefully selected because of its proximity and familiarity to the researcher. It is believed that all government high schools have equal number of periods allotted for English subject; more or less with equally qualified EFL teachers those who teach at the schools mentioned above use the same textbook for the same grade level. So, the sample selected can represent the rest of the high schools in the area.

3.3 Subjects of the Study

The subjects of the study were English teachers and students of Kersa and Modjo High Schools. According to the information from the directors of the schools, in 2016/2017 academic year, there was 1 English teacher of grade 10 students at Kersa High School and 9 English teachers of grade 10 students at Modjo High School which means they were totally 10 from both schools. From the same source of information in the same academic year, there were 161 students of grade 10 at Kersa High School and 723 students of grade 10 at Modjo High School which means there were totally 884 students at both schools. They were taken as a population of the study which means the total population size was 894.

3.4 Sample Size and Sampling Techniques

Among 10 teachers of the schools, 1 grade 10 English teacher from Kersa High School and 2 grade 10 English teachers from Modjo High School which means totally 3 English teachers from both schools were selected purposefully for the availability of information as the subjects for interview. This was because of that interview should be employed for less number of sampled respondents. Also, the researcher is familiar with the subjects and believes that they frequently carry out their activities cautiously. Since random sampling according to Bailey (1994), delivers for everyone to be a member of the sample, 30% of the students (268 students) were selected randomly for the questionnaire and 4 students were selected for interview purposefully to gain pertinent information from them; in which, 1 of the student interviewees was from Kersa High School and 3 of the student interviewees were from Modjo High School. This was considered depending on the total number of students in each school. Among the total number of respondents of the questionnaire (268 students), 49 students were from Kersa High School and 219 students were from Modjo High School.

3.5 Data Collection Instruments

Data gathering instruments which were used in this study were questionnaire for the students, interview for both teachers and students and observation.

3.5.1 Questionnaire

In order to get the relevant research information about factors that affect students' RS in ELT, the questionnaire, which contained close - ended questions for sampled student respondents to let them give the responses to the point and open - ended questions to let them give their idea without restriction, was set. Next, it was given professional and constructive comments and judgments by EFL teachers of MA holders of Sayyoo Preparatory School. This was done in order to maintain the reliability and validity of the instrument to distribute to student respondents. After that, the first table items, item 2, 3, 5, 6, 9, 10, and 12 which mean totally 7 items of the students' questionnaire are related to

the ability that the students have in learning RS. The second table items, item 1 and 4 are related to the methods or strategies that the students use in RS. The third table items, item 7, 8, and 11 are related to the teachers' roles in teaching reading lessons. The questionnaire was prepared on the basis of Likert scale which has five-point scales in order to show the extent of agreement and disagreement to a statement. Eventually, all copies of the questionnaire were distributed, responded, got returned, organized, analyzed and interpreted.

3.5.2 Interview

The purpose of using the interview was to validate whether or not some of the information obtained from the questionnaire was accurate, and to obtain a greater depth of information, and free and flexible responses from the interviewees as they describe their own understanding concerning factors that affect students' RS in ELT. Therefore, it is believed that better evidence can be obtained if teachers and students are invited to be interviewed. 4 student respondents and 3 teacher respondents were involved in the interview. The researcher employed semi-structured interview, which was used to collect qualitative data by setting up a situation that allowed respondents the time and possibility to talk about their views on a specific issue, having similar contents with the questionnaire to crosscheck the responses drawn through the questionnaire. Finally, the conducted interview was recorded, transcribed, analyzed and interpreted.

3.5.3 Observation

The researcher employed overt type of observation in which those being observed were aware that the observation was taking place. The observation was conducted based on the pre-designed checklist so as to confirm teachers' and students' responses, to examine how English teachers of both schools teach purposes of reading before they start teaching reading text, to investigate the techniques that students of both schools use to answer comprehension questions extracted from reading text, and to explore the problems that the teachers and the students face in teaching and learning reading lessons in ELT classrooms. This was done while the teachers were teaching reading texts according to

their plan. It was a means of cross checking the responses in the questionnaires and in the interview with how the actual lesson was going on in the classes. Things which were not included in the checklist but pertinent to the study were written down during the observation time. Four teachers were observed. Each teacher was observed while they were teaching reading passages of two different titles for two periods in different sections and hence a total of eight observation sessions were conducted. Finally, the observation checklist results were transcribed, analyzed and interpreted.

3.6 Data Collection Procedure and Method of Data Analysis

The data that were gathered from different subjects using questionnaire were organized and then grouped, tabulated, analyzed and interpreted in terms of words and numbers which means qualitatively and quantitatively. Whereas, the data that were obtained through interview were recorded, transcribed, analyzed, and interpreted qualitatively because of such data are difficult to numerate. At the end, the researcher used observation checklist to collect data from the teaching and learning process that occurred in the classroom by observing and listening which enabled the researcher crosscheck the responses drawn through the questionnaire and interview.

3.7 Ethical consideration

Before starting the data collection process, the researcher gained signed Ethical Consideration Consent Approval Letter from Educational Bureau of the Modjo Administrative City and teachers who were respondents. And also, the researcher gained approval from Kersa and Modjo High School directors and students who were respondents and informed the participants about the main issues of the research and assured them that their names will remain anonymous. This permission explains that there is no risk to the participants because of being respondents to this academic research questions. The other point was that, the researcher was neutral during every type of data gathering time because the participants have to express their feeling about the problem according their interest not the way the researcher wants.

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the results, the analysis and interpretation of the data collected through different instruments: questionnaire, semi-structured interview, and observation.

In this section, the data obtained from the 49 students' questionnaire of Kersa High School and 219 students' questionnaire of Modjo High School, totally 268 questionnaires, were analyzed and interpreted. Not only this, but also, there were 3 teachers' interview (1 teacher from Kersa High School and 2 teachers from Modjo High School) and 4 students' interview (1 student from Kersa High School and 3 students from Modjo High School) which were recorded, transcribed, analyzed and interpreted. As mentioned formerly in chapter three, the researcher used observation checklist and crosschecked the responses drawn through the questionnaire and interview. In some cases of the questionnaire, an attempt has been made to group related items in one table for the ease of analysis and interpretation of data. The results of the two have been calculated in percentage for better analysis.

4.1 Students' Responses for Questionnaires

The responses collected from the close - ended questionnaires of 268 students of both schools have been analyzed and interpreted as follows:

4.1.1 Students' Responses Related to the Ability They Have in Learning RS

Table 1: Analysis of students' responses related to the ability they have in learning RS (items 2, 3, 5, 6, 9, 10, 12 as written on questionnaires)

Statements	SA		A		UD		DA		SDA		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. I specify or identify the purpose (the why) of my reading while I read different texts.	43	16	73	27.24	27	10.1	33	12.32	92	34.33	268	100

2. I can simply answer reference questions.	40	14.93	42	15.67	17	6.34	103	38.43	66	24.63	268	100
3. I have difficulty in finding the meaning of unfamiliar word from the context.	76	28.36	58	21.64	26	9.7	55	20.52	53	19.78	268	100
4. I can summarize English written texts of different sizes.	52	19.4	54	20.15	32	11.94	72	26.87	58	21.64	268	100
5. I can make notes of my own when I read different texts.	39	14.6	43	16	25	9.3	79	29.5	82	30.6	268	100
6. I face problem in inferring meaning from the reading text.	59	22	41	15.3	35	13.1	61	22.8	72	26.8	268	100
7. I can interpret graphics, charts, maps and tables.	59	22	73	27.24	37	13.81	45	16.8	54	20.15	268	100

Key: SA = Strongly Agree (5), A = Agree (4), UD = Undecided (3), D = Disagree (2), SD = Strongly Disagree (1), F = Frequency, % = Percentage

As can be seen in table 1, item 1, 27.2%, of the respondents agreed with the statement, while 16% of them reported their strong agreement with the statement. 10.1% of the respondents revealed that they were undecided. On the other hand, 34.3% of the respondents responded that they strongly disagree with the statement. The remaining 12.3% of the respondents revealed their disagreement with the statement.

This approves that the greater number of the respondents were unable to identify the purpose (the why) of their reading while they read different texts which was one of factors that affected students' RS. From this result, the researcher can conclude that students' inability to do so was because of students' lack of understanding of purposes of reading as a result of the less attention given to reading lessons by students and even by English teachers from the very beginning of lower grades. This is based on the response

gained from teacher respondents of interview question which says, “What are the causes those made reading for different purposes difficult to your students?”

Similarly, in responding to item 2 with the statement, “I can simply answer reference questions.” 14.93% of the respondents strongly agreed, while 15.67% of the respondents agreed. 6.34% of the respondents showed that they were undecided. Conversely, 38.43% of the respondents replied that they disagree with the statement. The remaining 24.63% of the respondents reported their strong disagreement.

This means most of the respondents had the problem of answering reference questions. Accordingly, it had great contribution among factors those affected students’ RS.

In checking the difficulty level students have in finding the meaning of unfamiliar words from the context, item 3, 28.36% of the respondents strongly agreed and 21.64% of the respondents agreed with the statement. 9.7% of the respondents confirmed that they were undecided. However, 20.52% of the respondents replied that they disagree, and the rest 19.78% of the respondents reported their strong disagreement with the statement.

This denotes that greater number of the respondents had difficulty in finding the meaning of unfamiliar words from the context which has consistency with the response gained from open-ended questionnaire question which says, “Is it difficult to understand written texts for you” If ‘yes’ explain the reason why. It is because of most of the respondents frequently encounter unfamiliar words in their written texts which are difficult to understand. This is mainly due to the fact that they come across a single word that can have more than one meaning contextually in different sentences, and students’ lack of practice in reading written texts time and again. This was also one principal factor that affected students’ RS.

Regarding the ability that the students have on summarizing English written texts of different sizes (item 4), 19.4% of the respondents replied that they strongly agree with the statement, while 20.15% of the respondents revealed their agreement with the statement. 11.94% of the respondents reported that they were undecided. Nonetheless, 26.87% of

the respondents and 21.64% of the respondents respectively mentioned that they disagree and strongly disagree with the statement.

This shows that majority of the respondents were unable to summarize English written texts of different sizes as far as 48.51% had disagreement with the statement. This has consistency with the response gained from respondents of teachers' interview. This is because of that teacher 2 and teacher 3 do not teach their students how to summarize written texts even though teacher 1 explained that he tries to teach the students how to summarize written texts through guided writing while responding to the question, "do you teach your students how to summarize written texts? If 'yes', how?"

In replying to item 5 with the statement, "I can make notes of my own when I read different texts." 14.6% of the respondents strongly agreed with the statement, while 16% of them revealed their agreement with the statement. 9.3% of the respondents replied that they were undecided. Whereas 29.5% of the respondents answered that they disagree, and the rest 30.6% of them strongly disagreed with the statement.

Concerning item 6 which says, "I face problem in inferring meaning from the reading text." 22% of the respondents strongly agreed, and 15.3% of them agreed with the statement. 13.1% of the respondents showed that they were undecided. On the contrary, 22.8% of the respondents disagreed and the rest 26.8% of them strongly disagreed with the statement.

In responding to item 7, 16.8% of the respondents reported their strong agreement with the statement, while 20.15% of them agreed with the statement. 13.81% of the respondents responded that they were undecided. In contrast, 22% of the respondents disagreed with the statement. The rest 27.24% of them stated that they strongly disagreed with the statement "I can you interpret graphics, charts, maps and tables."

Likewise item 4, most of item 5, 6, and 7 respondents had disagreement with each statement provided for them as it can be understood from the above analyses. This implies that they had inability regarding each statement listed under the three items, in the table above, which were factors that affected students' RS.

4.1.2 Students' Responses Related to the Methods or Strategies They Use in Learning RS

Table 2: Analysis of students' responses related to the methods or strategies they use in learning RS (items 1 and 4 as written on questionnaires)

Statements	SA		A		UD		DA		SDA		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. I employ reading strategies to understand a given text.	61	22.8	130	48.5	25	9.3	22	8.2	30	11.2	268	100
2. The students practice reading texts in English on their own or with their friends classroom, particularly when their target is answering questions extracted from the text.	60	22.39	81	30.22	32	11.94	57	21.27	38	14.18	268	100

Key: SA = Strongly Agree (5), A = Agree (4), UD = Undecided (3), D = Disagree (2), SD = Strongly Disagree (1), F = Frequency, % = Percentage

With regard to the statement, "I employ reading strategies to understand a given text" (item1), 22.8% of the respondents strongly agreed. 48.56% of the respondents agreed with the statement. 9.3% of the respondents showed that they were undecided. Nevertheless, 8.2% of the respondents disagreed with the statement. The rest 11.2% of the respondents revealed their strong disagreement with the statement.

The response of the above statement with which majority of the student respondents i.e. 48.56% agreed has consistency with the response gained from teachers' interview of item 1 that the teaching strategies they employ to help students focus on RS are scanning, skimming, extensive reading, intensive reading, silent reading and loud reading. Among these strategies, they stated that scanning, skimming and intensive reading are more effective strategies to promote RS because of the two former strategies permit readers

gain expected information rapidly and the latter one enables readers to read thoroughly in order to understand detailed information. On the contrary, the consistency responses' gained from teachers' interview of item 1 and close – ended questionnaire item 1 have inconsistency with classroom observation checklist's result item 3 and its description under appendix IV that revealed as most of the students were not interested in learning reading lessons in classroom and even teachers teach reading lessons unwillingly. This implies that teachers and students have the understanding of employing reading strategies in teaching and learning RS even though they do not implement it in the classroom. Thus, this is one of the factors that affected the students' RS.

The next statement (item 4) aimed to know whether the students practice reading texts in English on their own or with their friends outside classroom, particularly when their target is answering comprehension questions extracted from the text. Thus, 22.39% of the respondents strongly agreed with the statement, while 30.22% of the respondents reported their agreement. 11.94% of the respondents mentioned that they were undecided. Whereas, 21.27% of the respondents replied that they disagree with the statement. The remaining 14.18% of the respondents stated their strong disagreement with the statement.

This indicates that most of them i.e. 52.61% of the respondents revealed their agreement that they do so. It has consistency with the response that was gained from student interview respondents for item 2 that they use techniques such as reading main points of a text, rereading a text for clarity, looking up meanings of unfamiliar words in dictionaries, guessing meanings of key words contextually, and asking someone who has more concept of that text than them who were few in number, and the forwarded idea was contrary to what the researcher observed in the classroom that it was to the theoretical level rather than implementation.

4.1.3 Students' Responses Related to the Teachers' Roles in Teaching Reading Lessons

Table 3: Analysis of students' responses related to the teachers' roles in teaching reading lessons

Items	SA		A		UD		DA		SDA		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. The teacher makes the students take part in selecting reading texts for their or our lessons.	49	18.28	48	17.9	50	18.66	68	25.37	53	19.78	268	100
2. The teacher gives the students constructive comments related to their or our different reading skills.	82	30.6	60	22.39	37	13.81	48	17.9	41	15.3	268	100
3. The teacher gives the students some model examples of his own on how to summarize written texts of different sizes.	43	16	54	20.15	39	14.6	61	22.76	71	26.6	268	100

As it is indicated in table 3 above, in replying to item 7 with the statement, “The teacher makes the students take part in selecting reading texts for their lessons.” 18.28% of the respondents proved that they strongly agree with the statement, while 17.9% of the respondents ensured that they agree with the statement. 18.66% of the respondents showed that they were undecided. On the other hand, 25.37% of the respondents responded that they disagree with the statement. The rest 19.78% of them revealed their strong disagreement with the statement.

This implies that greater number of them disagreed to the item which shows that their teachers do not make them take part in selecting reading texts for their lessons. And, this has consistency with the response gained from teachers’ interview item7 respondents since teacher 2 and teacher 3 replied that they do not adapt reading text lessons because of the less attention they have given to this skill and they were expected to cover bulky contents of the text whereas teacher 1 replied that he rarely tries to adapt reading text lessons because he should cover all contents of the text within the allotted time of the academic year.

Concerning the statement, “The teacher gives students constructive comments related to their different RS” (item8), 30.6% of the respondents revealed their strong agreement with the statement, while 22.39% of them agreed with the statement. 13.81% of the

respondents ensured that they were undecided. Nonetheless, 17.9% of them disagreed with the statement, and the remaining 15.3% strongly disagreed.

Even if most of them agreed with the statement, it has inconsistency with the responses gained from teachers' interview respondents that teacher 2 and teacher 3 rarely give either written or oral feedback to the students' answers on the three phases of reading activities. The researcher cross checked the two inconsistent responses gained from both respondents of similar statements or questions of the two tools using classroom observation. Accordingly, what the researcher revealed through checking different students' exercise books on different written work activities and oral answers to questions asked in the classroom was that the teachers rarely give either written or oral feedback to the students' answers on the three phases of reading activities which approves the response gained from teachers' interview. Thus, this was a factor that affected students' RS.

In responding to item 11 with the statement, "The teacher gives the students some model examples of his own on how to summarize written texts of different sizes" 16% of the respondents strongly agreed with the statement, while 20.15% of them replied that they agreed with the statement. 14.6% of the respondents reported that they were undecided. On the contrary, 22.76% of the respondents revealed their disagreement. The rest 26.49% of them denoted that they strongly disagree with the statement.

This indicates that most teachers have not given some model examples of their own for students on how to summarize written texts of different sizes has consistency with the response gained from teachers respondents of interview questions that teacher 2 and teacher 3 do not teach their students how to summarize written texts even though teacher 1 explained that he tries to teach the students how to summarize written texts through guided writing.

4.2 Analysis and Interpretation of Students' Responses for Open-ended Questionnaires

The following are open-ended questions on students' questionnaire. These are:

13. What are the benefits/purposes of learning RS?
14. Is it difficult for you to understand written texts? If 'yes' explain the reason why.
15. List some of the problems you encounter during reading lessons?
16. Please describe the factors that hinder you from improving your RS in relation to:
a. The school environment/facilities b. Students c. Teachers d. Parents

On the basis of the above questions, the responses collected from the open - ended questionnaires of 268 students of both schools have been analyzed and interpreted as follows:

Item 13 was asked to know students' level of understanding on the uses of learning RS. The student respondents of this item have put forward many uses of learning RS. For instance, they have suggested that it is used to gain further knowledge, new information, self-reliance, the solution of some problems, and pleasure. Not only these, but also it is used to promote someone's thinking ability to be positive thinker and open-minded, to understand society of the world, to avoid backwardness because of illiteracy, to create new things, to improve RS and to communicate with others freely and clearly after reading written texts. These responses were gained from few respondents so that the researcher concluded that most of the respondents had not the understanding of the benefits of learning RS.

In relation to this item, Mc Donough and Shaw (1993) explain reading as the most important foreign language skills, particularly in cases where students have to read English materials for their own specialist subject. This implies that every written English text should be read by the students in order to gain knowledge in the specific area of their study and for the sake of the advantage they gain from it for their daily life. Also, Atkins, Hailom, and Nuru (1996) explained reading that it is by far the most important of the four

skills due to the fact that students' final academic success or failure relies to a high degree on the ability to read and comprehend all the study materials written in English considering the level of importance of reading in relation to other language skills.

When explaining the reason why written texts are difficult to understand (item 14), most of the respondents replied that the written texts usually contain unfamiliar words which are difficult to understand in. Another reason was because of the fact that they do not pay attention to the reading skill itself as far as it is taught in foreign language. The other principal reason was that they mostly come across a single word that can have more than one meaning contextually in different sentences and their lack of practice in reading written texts time and again. Different respondents explained different reasons to this item even though most of them explained that it is because of they frequently encounter unfamiliar words in their written texts. Regarding this, Wolfe et al. (2002) define reading as a very complicated act, and its difficulty is mainly imperceptible since it is an interaction between a reader and a text in which its outcome is creating meaning.

As it was suggested by the student respondents (item 15) some of the problems they encountered during reading lessons were their lack of vocabulary words to understand written texts, lack of sufficient time to complete reading the expected paragraphs of a reading passage of the day lesson within limited period of time, lack of ability to infer meaning from written texts, and lack of their teachers' moral to teach them reading lessons. Teachers' explanation given in the students' mother tongue during RS lessons rather than making it in English medium of instruction was another problem. Besides, their feeling of shame because of the fact that they were not good at RS, particularly reading aloud and being unable to understand the message or main points of written texts.

According to the responses provided by the respondents on factors that hinder them from improving their RS, (item 16), the respondents stated that:

A. The school environment-- the school environment/facilities were full of high noise of vehicles that disturbs them since the school was built near high way that can have impact on their learning RS; besides, they also stated that learning reading lessons offered by

foreign English teachers through plasma transmission was difficult for them in. The other factors were warm atmosphere and air pollution which resulted from waste chemicals released from factories at the surrounding, lack of adequate reference books related to RS in the school library, and absence of comfortable area (space) to read in the library to some extent.

B. Lack of interest-- most students' lack of interest in learning reading lessons and group work activities which can result in the absence of agreement among them on points given to be discussed upon in group, slow learners' need to gain mark when RS related assignments are given in a group after it was done by fast or active learners, and reluctant students even towards learning never want to let the others learn as a result of their disturbance.

C. Lack of motivation--teachers' lack of motivation to use different means (techniques) and even their lack of interest in teaching reading lessons as they are grammar oriented teachers i.e. they mostly focus on teaching grammar parts. Furthermore, most teachers' wrong way of time management and their great speed while they teach so as to accomplish the day lesson were other factors as well.

D. Parents – presence of work load from students' parents that the students do not get enough time to read was a main factor.

4.3 Teachers' and Students' Responses for Semi-structured Interview

The responses of three purposively selected teachers and four purposively selected students for interview were transcribed, analyzed, and then interpreted as follows:

4.3.1 Transcription of Teachers' and Students' Semi-structured Interview Questions

Here under are transcriptions of teachers' and students' interview questions respectively.

4.3.1.1 Transcription of Teachers' Semi-structured Interview Questions

Interview questions for teachers are presented one by one first, and then followed by teachers' responses for the ease of analysis and interpretation as follows:

1. Would you describe the teaching techniques or strategies you employ to help students focus reading and which ones do you think are more effective to promote RS and why, please?

Teacher 1: To promote students' RS, I use turn and talk strategy, which I think, is more effective one to help students to understand the concept of a reading passage in relation to strategies like skimming, scanning, silent reading and loud reading. This is for the fact that it is a strategy which students use to read a written text for a while and then stop reading in order to discuss important points where necessary.

Teacher 2: The teaching techniques I use to help students focus on reading are skimming, scanning, intensive reading, and extensive reading. I think scanning and skimming are more effective strategies to promote RS. This is because of both strategies permit readers gain expected information rapidly.

Teacher 3: The teaching strategies I use to help students focus on RS are scanning, skimming, extensive reading and intensive reading. In my point of view, intensive reading is more effective because of that it enables readers to read thoroughly in order to understand detailed information.

2. Do you encourage and make them have intrinsic motivation to expose them to different texts written for different purposes in the classroom? If 'yes', how and why?

Teacher 1: Yes, I do. This is done through using catchphrases that can motivate students to have good reading ability because reading means reading plus understanding.

Teacher 2: Yes, I do. Just I do this by exposing them to read different reference books and other subject texts written in English on their own in order to make them have intrinsic motivation.

Teacher 3: Yes, I do. I make them have intrinsic motivation by advising them that they should work hard to learn something for their own benefit to become successful.

3. Have you ever taken on work training on methods of teaching RS? If 'yes', what benefits did you gain from it?

Teacher 1: Yes, I have taken it once at Adama town upon how to teach the four language skills. Turn and talk method of teaching RS which enhances students' understanding of vocabularies contextually is the one that I have been using after I was trained.

Teacher 2: To tell you frankly, I have not taken any on work training.

Teacher 3: I have not taken on work training on methods of teaching RS.

4. Do you implicitly teach your students the use of the pre, while and post reading activities of different texts?

Teacher 1: I do not teach the use of the three stages because of factors like lack of sufficient time to do so as far as teaching and learning process is occupied by plasma and students being reluctant in learning RS even though I try to implement the three stages of reading techniques during make up classes.

Teacher 2: Except the while one, I teach the use of pre-reading and post-reading activities. The reason why I do not teach the use of while reading activities is that the text itself was not designed in a way teacher should teach it.

Teacher 3: I do not teach the use of the three stages of reading activities. However, I give either written or oral corrections on the students' work when they are given activities in the form of homework or class work.

5. Do you share experiences with other English teachers on methods of teaching DS? If 'yes', how and why?

Teacher 1: Yes, we do this under lesson study skills plan which is once per week formally. However, it is rarely implemented because of lack of time as a result of the work load we have.

Teacher 2: Frankly speaking, I do not do this with others. Both teachers and students consider RS as it is difficult. Therefore, we teachers give less attention to this skill and give focus to language focus part or what is called grammar.

Teacher 3: I have not shared any experience with other English teachers on this point. Generally, there is no formal way of sharing experience with other teachers even though there may be informal way of doing so when necessary.

6. What challenges do you face in teaching reading lessons of grade 10 students? Please, put forward possible solutions.

Teacher 1: The great problem is the students' lack of motivation in learning RS that they even come to school without bringing English textbook to the classroom. The other problem is absence of suitable place to read in the school compound and the library itself has not expected reference books and there is not sufficient number of the ones it has. The third one is students' and students' parents' lack of awareness of benefits of education. In my view, the main possible solution is that the teachers and the rest concerned bodies must devote their time to make awareness on the benefits of education among students in order to inspire them.

Teacher 2: Even though I have not given more attention to this skill, the possible solution for challenges that teachers face at secondary school level is giving great attention to this skill and teaching it thoroughly from the lower grades.

Teacher 3: Students' being reluctant in learning reading lessons is the main challenge I face. The possible solution for this challenge is that every concerned body should make the students have intrinsic motivation through advising them from time to time on teaching and learning process as a general.

7. Do you adapt different reading text lessons for your students? If 'yes', how often and why?

Teacher 1: Occasionally, I try to adapt reading text lessons because I should cover all contents of the text within the allotted time of the academic year.

Teacher 2: I do not adapt reading text lessons because of the less attention that I have given to this skill.

Teacher 3: I do not adapt reading text lessons for my students because of I am expected to cover bulky contents of the text.

8. Do you give feedback to the students' answers on the three phases of reading activities? If 'yes', how and how often? If 'no' why?

Teacher 1: Yes, I do. Nevertheless, mostly I give feedback on the three phases of reading activities orally in a way students can understand the whole text after they deal with key words so as to understand them contextually.

Teacher 2: I give them feedback orally upon the pre-reading activities after asking some questions related to the written text. For the post-reading activities, I let students do the designed post-reading questions on their textbook and give clear answer with explanation after they try their best to answer the questions. I do this only when the textbook invites me.

Teacher 3: I rarely give written feedback to the students' answers on the three phases of reading activities for the fact that the number of students in a class is at least 60.

9. In your point of view, what are the main factors that affect students' reading skills vis-à-vis students, students' parents, school environment/facilities?

Teacher 1: The main factors that affect students' RS in relation to: a) Students – is students' lack of interest even to learn RS. b) Students' parents - students' parents do not support their students since they are illiterate and the language is foreign language. Even,

because of educated parents are not readers, students could not gain role model to read.
c) The school environment - the school environment is not a suitable area that the school was built directly near Car Street and there is sound that disturbs students from outside.

Teacher 2: Students are not familiar with RS beginning from lower grades. Students' parents do not advise their children to read even their textbooks. Lack of suitable library and reference texts in the library of the school is the main factor that affects students' RS in relation to school environment.

Teacher 3: Students' lack of awareness on the benefit they can gain from this skill in their daily life. Students' parents do not follow up their students' day to day activities on their education. Even as far as most of the students' parents are illiterate and they think that the teaching and learning process only occurs in the school compound, they do not let their children read and study at home. In relation to the school environment, the main factor is lack of available reference books regarding RS in the library.

10. Do you think reading for different purposes is difficult for your students? If yes, what are the causes?

Teacher 1: Yes, because they did not have the understanding of purposes of reading from the very beginning of their lower grades.

Teacher 2: Yes, it is difficult. The main cause of this is lack of experience or habit of reading different texts because of the less attention given to the skill by them.

Teacher 3: Yes, of course. The principal cause is the less attention given to this skill beginning from the lower grades even by English teachers.

11. Do you teach your students on how to summarize written texts? If 'yes', how?

Teacher 1: I try to teach on how to summarize written texts through guided writing though it is difficult for them because of students' lack of practice to do this.

Teacher 2: I do not teach my students how to summarize written texts.

Teacher 3: I do not teach them on how to summarize written texts.

4.3.1.2 Transcriptions of Students' Semi-structured Interview Questions

Interview questions for students are presented one by one first, and then followed by students' responses for the simplicity of analysis and interpretation as follows:

1. How does your teacher implicitly teach you purposes of reading before she or he starts teaching reading texts, if she or he does?

Student 1: Because of our teacher directly goes to do questions through asking us the answers of questions extracted from the reading passage just after we accomplish reading the passage, he does not implicitly teach us the purposes of the reading before he starts teaching reading text.

Student 2: It is sometimes that our teacher guides us to read a reading passage in the classroom in order to answer questions from it. So, he does not implicitly teach about the purposes of reading before he starts teaching reading skills.

Student 3: My teacher does not implicitly teach us purposes of reading before he starts teaching reading texts.

Student 4: Yes, he tells us the purpose of that reading passage before starting teaching the reading passage.

2. What techniques do you use to answer comprehension questions extracted from reading texts?

Student 1: First of all, I try to read the main points of that text and then collect information that helps me answer the questions. I also reread the text to be clear for me and to gain the exact answers of questions.

Student 2: I simply find easily understandable questions and answer them if I can.

Student 3: First, I try to look up meanings of unfamiliar words in dictionaries when the questions are given to be done at home. It is only when the question is very simple that I try to answer it in the classroom.

Student 4: I use some techniques. For example, when the words in the text or questions are difficult for me, I try to define that word contextually through reading that text again and again to understand it. The other technique is asking my teacher to help me in telling me the meaning of the word or in giving hints that help me gain the meaning of the word.

3. Would you mind mentioning the problems that you face in learning reading lessons in ELT classroom? Please, suggest possible solutions.

Student 1: I sometimes encounter with unfamiliar words or key words which I do not know their meaning. As a possible solution for this problem, I try to understand the meanings of these words through guessing the meaning contextually.

Student 2: The main problem is lack of interest because of most of reading texts are boring for me. As a solution, reading lessons should be joyful and entertaining, For example, it should be about face book and some other current issues.

Student 3: The main problem is that I rarely understand the lessons that the plasma teachers teach because of their pronunciation is very difficult. Besides, most of English words are very difficult for me to understand many texts.

Student 4: I did not face any problem in learning reading lessons in ELT classroom.

4. Are you interested in learning reading lessons in classrooms? Why?

Student 1: I am interested in learning reading lessons in classroom. Because my teacher helps me understand the key words of the text and I become interested in it.

Student 2: I have the same answer and reason that I explained under question 3 which means lack of interest because of most of reading texts are boring for her.

Student 3: I am not interested in learning reading lessons in classroom because some reading texts are related with issues which I do not have concept about it. The other reason is that my teacher focuses predominantly on teaching grammar parts thoroughly that leads me do the same thing.

Student 4: Yes, I am interested in learning reading lessons in classrooms because I want to be a good reader.

5. How does your teacher encourage you to improve your RS?

Student 1: My teacher encourages us to improve our RS through giving chances of reading some passages in the textbook with which we learn during English period in the classroom. He inspires us to read it and other related passages from reference books either silently or loudly.

Student 2: He encourages us by advising us that this skill is equally important with other language skills so that we should mostly learn reading on our own effort.

Student 3: He encourages us read written texts in English outside the classroom. He also advises us to come back to classroom with the answers of questions extracted from reading passage for the sake of our benefit after he has given it for us as homework.

Student 4: He motivates us by telling us that improving your RS is for the purpose of gaining daily benefit from it rather than thinking that it is only for the sake of passing exams.

6. What is/are the problem/s you face in inferring meaning from the reading text, if there is/are? If is/are not, why?

Student 1: I mainly face the problem of being unable to infer meanings of many words because of that they are difficult.

Student 2: The first problem with me regarding this is lack of vocabulary capacity or being poor at vocabulary. The other one is that our teacher tries to make something difficult to be easy for us rather than showing us how to deal with it.

Student 3: I do not understand most of written texts in English without looking up meanings of difficult words in dictionaries.

Student 4: The main problem is that the key words I face in written texts which their meanings are difficult to be inferred.

7. Do you share experience with your classmates on how to improve your reading skills? If 'yes' on which points?

Student 1: Yes, I share experiences with my classmates on points like finding the meanings of key words to understand the reading text, and searching for the theme/messages of the reading text.

Student 2: I do not share experience on how to improve RS because of my attention is language awareness points.

Student 3: I do not share experience on how to improve RS because of there is no such habit in our class.

Student 4: We exchange our experience on how to pronounce words correctly while we read written texts.

4.3.2 Analysis of Teachers' and Students' Responses for the Semi-structured Interview

Teacher 2 and teacher 3 responded to the question item 1 which says, "Would you describe the teaching techniques or strategies you employ to help students focus on reading and which ones do you think are more effective to promote reading skills and why, please?" that the teaching strategies they employ to help students focus on reading skills are scanning, skimming, extensive reading and intensive reading. Teacher 1 explained two more techniques, namely silent reading and loud reading besides the aforementioned ones. When they were asked that which one(s) is/are more effective

strategy/strategies to promote RS and the reason, teacher 2 replied that scanning and skimming are more effective strategies to promote RS because both strategies permit readers gain expected information rapidly, and teacher 3 replied that intensive reading is more effective because of that it enables readers to read thoroughly in order to understand detailed information. In relation to this, Ur (1996) states that one of characteristics of efficient reading is, using different strategies for different kinds of reading.

The response of the questionnaire for students which says, “I employ reading strategies to understand a given text.”, with which majority of the student respondents i.e. 71.3% revealed their agreement has consistency with the response gained from teachers’ interview question, item 1, which says, “Would you describe the teaching techniques or strategies you employ to help students focus on reading and which ones do you think are more effective to promote RS and why, please?” as it can be understood from the above paragraph. On the contrary, the consistency responses gained from teachers’ interview of this item and close-ended questionnaire, item 1, which says, “what are the uses of learning RS?” have discrepancy with description of the situation in the classrooms including issues which are related to students’ experiences in the learning process of RS like students’ interest in learning reading lessons and its description that revealed as most of the students were not interested in learning reading lessons in classroom and even teachers teach reading lessons unwillingly.

This implies that teachers and students have the understanding of employing reading strategies in teaching and learning RS even though they do not implement it in the classroom. Thus, this is one of the factors that affected the students’ RS.

Almost all of student respondents informed the researcher that their teachers do not implicitly teach them the purposes of reading before they start teaching reading texts. Rather, they directly go to do questions through asking students the answers of questions extracted from a reading passage just after the students accomplished reading the passage. Likewise, when teacher respondents of interview were asked the causes that made reading for different purposes difficult to their students, they replied that the major causes were students’ lack of understanding of purposes of reading and the less attention

given to reading lessons by students and even by English teachers from the very beginning of lower grades. From these responses, the researcher concluded that this hindrance to students' RS is mainly teacher related factor even if it is also student related one. In line with this, Grellet (1999) succinctly and precisely explained the purposes of reading that there are two main reasons for reading. These are, reading for pleasure and reading for information (so as to find out something or so as to do something with the information you get). This shows the extent to which learning the purpose of reading is important to improve students' RS.

In responding to item 5, which says, "do you share experiences with other English teachers on methods of teaching RS? If yes, how and why?" two of the teachers said that they do not share experiences with other English teachers on methods of teaching RS. Even the left only one teacher does so rarely because of the fact that he gives less attention to this skill and gives focus to language focus part, and lack of time as a result of the work load he has. However, student respondents replied to similar question that some of them do so, on points such as how to pronounce words correctly while we read written texts, finding the meanings of key words to understand the reading text, and searching for the theme/messages of the reading text. This implies that teachers were reluctant on sharing experiences with each other even though few students were trying to do so.

With reference to the question "what benefits did you gain from on work training on methods of teaching RS, if you have ever taken", teacher 2 and teacher 3 replied that they have not taken on work training on methods of teaching RS whereas teacher 1 replied that he has taken training on how to teach the four language skills once at Adama town. As a result, turn and talk method of teaching RS which enhances students' understanding of vocabularies contextually is the one that he has been using after he was trained. This means, on work training can back up teachers' method of teaching because of having adequate training is an essential means to make language teachers aware of teaching methods and to improve their language skills of which reading is one in EFL classes.

In replying to teachers' interview question item 4, which says, "do you implicitly teach your students the use of the pre, while and post reading activities of different texts?" teacher 1 and teacher 3 mentioned that they do not implicitly teach the use of the three stages of reading activities, but teacher 2 explained that he implicitly teaches the use of pre-reading and post-reading activities except the while one. This indicates that most teachers do not give emphasis to implicitly teaching the use of the pre, while and post reading activities of different texts which was another factor that contributed to the poor academic background of students' knowledge on RS. Nonetheless, Abraham (2002) described the uses of the three stages of reading activities respectively that pre-reading is used to create expectations, focus, and a plan for the best approach to the reading, while reading is reading to stay focused and comprehend the material, and post-reading is what readers do after they have finished reading the text to enhance understanding and enable long-term retention.

4.4 Analysis of Data Obtained through Observation

The analysis and interpretation of the data collected through classroom observation is presented below. To fulfill the purpose of the observation, the selected teachers were observed. The data based on the requirement of the classroom checklist were collected and the observation was conducted by the researcher. Hence, the observation result was presented under here following the description of situation during classroom observation.

Description of Situation during Classroom Observation

The researcher observed four teachers; one of them was from Kersa High School and the other three were from Modjo High School. The observation was made in two classes of grade 10 students of Kersa High School and six classes of grade 10 students of Modjo High School. Each teacher was observed while they were teaching reading passages of two different titles using similar method of teaching for two periods in different sections and hence a total of eight observation sessions were conducted. The observation aimed to see factors that affect students' RS in the actual classrooms. Therefore, this section provides you the full description of the situation in the classrooms including issues which

are related to students' experiences in the learning process of RS, and impossible to analyze numerically and in percentage. These are issues like: 1) The students are very interested in learning reading lessons in classroom. 2) The students freely ask questions which are not clear to them in classroom.

Teacher 1

The teacher was observed on: 03/08/2009 E.C at first period and 11/08/2009 E.C at second period in the morning shift while he was teaching students of grade 10B and 10D sections of Kersa High School respectively. The topic of the reading passage of the first date lesson was **Rivers of the World** which is found on page 158 of the students' textbook and the topic of the reading passage of the second date lesson was **Shipwrecked** which is found on page 164 of the students' textbook. Both passages have 3 activities. This teacher started the lessons by writing the topic on the chalkboard and by telling their specific objectives to the students orally. Next, he ordered students to sit in a group of five and follow him when he read the passages aloud. After he completed reading aloud, he let the students do only the first four comprehension questions out of ten questions for ten minutes. Then, he made each group select their group representatives to reflect their answers to the classroom. Finally as soon as they did so, the bell was rung. The teacher gave the left comprehension questions and exercises 2 and 3 extracted from both lessons as homework and left the classroom.

In the lessons observed, the researcher noticed the following. There were only five textbooks in the classroom during the first day and six textbooks during the second day. The teacher did not make the students do pre-reading activities. He made the students do the while reading questions cooperatively even though he did not give either written or oral constructive comments to the students' answers. The teacher did not try to connect the students' prior knowledge to the day's lesson. He did not encourage students to improve their RS since he did not make them read the reading passage themselves taking sufficient time. He also did not initiate students to ask questions on unclear points, and the students did not ask any question.

Teacher 2

The researcher observed this teacher on: 03/08/2009 E.C at third period and 11/08/2009 E.C at fourth period in the morning shift while he was teaching students of grade 10F and 10G sections of Modjo High School respectively. The topic of the reading passage of the first date lesson was **Rivers of the World** which is found on page 158 of the students' textbook and the topic of the reading passage of the second date lesson was **Shipwrecked** which is found on page 164 of the students' textbook. Both passages have 3 activities. He started the day's lessons by reminding the previous lesson through asking some questions. Next, he let the students read the reading passages silently even though merely 3 students had textbook during the first day's lesson and 4 students brought textbook during the second day's lesson. Then, he asked few active participants to answer only the first five comprehension questions for 10 minutes voluntarily. Then, he corrected the mistakes these few active students made and wrote the answers on the blackboard. At the end, he gave the students the chance to ask questions on unclear points before he accomplished the rest activities. However, only four students during the first date lesson and five students during the second date lesson asked the contextual meanings of some key words and the teacher answered the contextual meanings of unfamiliar words and left the classroom informing them that all the rest activities will be done in the next period because the bell was rung and interrupted him.

The researcher noticed the following points from this classroom observation. The teacher ordered large number of students to read the passage silently without taking the number of textbooks in the classroom into account; only three students had text books. He did not group the students to do the activities cooperatively, and he used lecture method of teaching rather than student centered method. The teacher's initiation for the students to ask questions was very less, so few students asked questions which were not clear to them in the classroom. The teacher himself seemed reluctant to teach the lesson.

Teacher 3

This teacher was observed on: 11/08/2009 E.C at fourth period and 11/08/2009 E.C at fifth period in the morning shift while he was teaching students of grade 10L and 10M sections of Modjo High School respectively. The topic of the reading passage of the first

date lesson was **Rivers of the World** which is found on page 158 of the students' textbook and the topic of the reading passage of the second date lesson was **Shipwrecked** which is found on page 164 of the students' textbook. Both passages have 3 activities. The teacher started the lessons by making two volunteer students read the reading passage aloud from the first paragraph of the passage to the end to be followed by other students from their textbooks though there were only seven textbooks in the classroom during the first date lesson and five textbooks during the second date lesson. Next, he wrote contextual meanings of unfamiliar words on the chalkboard for students and gave their detailed explanation. Then, he let students do comprehension questions in pairs. After that, he randomly asked many students to answer the questions and few of them tried their best to give answer, but the rest kept silence. As a result, three questions were answered orally with the corrections given to mistakes which were made by students. Finally, the teacher told the students to come with the answers of the rest of the questions in the next period.

The researcher noticed the following. The teacher did not try to connect the students' prior knowledge to the day's lesson. He did not motivate students to extend knowledge they gained from the day's lesson through connecting them to their experiences using different means. He also did not let the students guess the contextual meanings of unfamiliar words extracted from the reading passage. The teacher did not initiate students to ask questions on unclear points. The students did not ask any question.

Teacher 4

The teacher was observed on: 03/08/2009 E.C and 11/08/2009 E.C both at sixth periods in the morning shift while he was teaching students of grade 10R and 10S sections of Modjo High School respectively. The topic of the reading passage of the first date lesson was **Rivers of the World** which is found on page 158 of the students' textbook and the topic of the reading passage of the second date lesson was **Shipwrecked** which is found on page 164 of the students' textbook. Both passages have 3 activities. He started the lessons by reminding the students what he had taught them in the previous day. Next, he simply told the topic of the reading passage of the day's lessons to the students, and the teacher himself read it silently. Then, he discussed with students on how to guess the

meanings of some keywords as a sample example in order to make the reading passage easier to be understood for them. After that, he read the comprehension questions one by one and active students answered some of the questions voluntarily. While the teacher was telling the students the answer of the questions with the given corrections to where students made mistakes, the bell was rung and he left the classroom giving the students the remaining comprehension questions and exercise two to be done at home.

The researcher noticed the following points. The teacher did not enable the students do activities cooperatively. He also did not give them the chance to ask questions. The students did not ask any question too. Most of the students in all sections were not interested in learning reading lessons. The researcher assured this based on what was observed in the classroom. For instance, the researcher has checked that most of the students have not done exercises which were related to reading activities. Besides, most of them were passive participants in answering comprehension questions extracted from the reading passages. The response gained from both teachers' and students' interview related to students' interest in learning reading lessons also proved that they lack interest. The teacher did not try to connect the students' prior knowledge to the day lessons.

Table 4: Teacher's experiences in the teaching and learning process of RS

No	Items	No		Total
		F	F	F
1	Does the teacher frequently give the students constructive comments either to their written or oral answers on the three phases of reading activities?	2	6	8
2	Does the teacher encourage the students to improve their RS?	4	4	8
3	Does the teacher enable the students do activities related to RS cooperatively?	4	4	8
4	Does the teacher initiate students to ask questions on unclear points to them?	2	6	8
5	Does the teacher try to connect the students' prior knowledge to the day lesson?	0	8	8

6	Does the teacher motivate students to extend knowledge they gained from the day lesson through connecting it to their experiences using different means?	0	8	8
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As it is indicated in table 4 above, the classroom observation result shows that, (item 1 and 4) 3 of the teachers neither frequently gave constructive comments either to the written or oral answers of students on the three phases of reading activities nor initiated them to ask questions on unclear points to them whereas only 1 of them did so. What this classroom observation result indicates has consistency with the responses gained from teachers' interview respondents that teacher 2 and teacher 3 rarely give either written or oral feedback to the students' answers on the three phases of reading activities which were factors that affected students' RS. These responses gained from the two instruments have inconsistency with the responses gained from close-ended questionnaire respondents since most of them agreed with the statement, "The teacher gives the students or us constructive comments related to their or our different RS". This could be because of students' misunderstanding about how constructive comments should be given for them.

On the other hand, majority of the students did not freely ask questions which were not clear to them in classroom. As the researcher observed the situation in the classroom, almost all of the students were not very interested in learning reading lessons. This students' lack of interest in learning reading lessons together with their lack of initiation from teachers so as to make them ask questions on unclear points to them could be barrier to the students to freely ask questions which were not clear to them in classroom.

Regarding items 2 and 3, half of the teachers neither encouraged students to improve their RS nor enabled them do activities related to RS cooperatively while half of them did so. This response has consistency with response gained from students' interview respondents, item 5, which says, "How does your teacher encourage you to improve your RS?" that teachers encourage them through giving chances of reading some passages in the textbook with which they learn during English period in the classroom. They also inspire them to read it and other related passages from reference books whenever

necessary. Besides, teachers advise students that this skill is equally important with other language skills so that they should mostly learn reading on their own effort i.e. by reading written texts in English either inside or outside the classroom. This could show that teachers were not enthusiastically teaching this skill to improve students' RS; rather they were letting the students make their own effort to improve their RS. Hence, it was one factor that affected students' RS.

None of the observed teachers tried to connect the students' prior knowledge to the day's lesson and motivated students to extend knowledge they gained from the day's lesson through connecting it to their experiences using different means with reference to items 5 and 6. So, these two described results of observation were factors that affected students' RS. In relation to item 5, Wolfe et al. (2002) describe the benefits of activating prior knowledge and building background. They explain that activating prior knowledge prepares students to understand new knowledge by assisting readers retrieve their prior experience using key concepts and terms in the text. Accordingly, students boost their background knowledge when they are provided specific information that will enhance their understanding of the subject. And, in line with item 6, Guthrie and Wigfield (1997) explained the importance of motivation that both intrinsic and extrinsic motivations are used in motivating, encouraging, and engaging students in reading comprehension.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents summary, conclusions and possible recommendations drawn based upon analysis and interpretation of data made in chapter four.

5.1. Summary

Research questions were formulated in order to achieve the main objective and the specific objectives of this study written under chapter one. And, the data gathering instruments such as questionnaire, which contained close - ended questions and open - ended questions, semi-structured interview, and overt type of observation were employed so as to gain the pertinent research information about factors that affect students' RS in ELT. After completing a consent letter form with the participant teachers and students, questionnaire was distributed and then collected, organized, analyzed and interpreted while the responses of semi-structured interview questions were recorded, transcribed, analyzed and interpreted. And, observation was also transcribed, analyzed and interpreted. The responses were analyzed and interpreted both quantitatively and qualitatively in chapter four.

The data were obtained from purposively selected 4 English teachers and 3 students of both schools for the semi-structured interview and 268 randomly sampled students of both schools for questionnaire. Then the responses gained through the three instruments were integrated in relation to the consistency or inconsistency of related items they had and used for triangulation.

Based on the thoroughly analyzed and interpreted data in chapter four, the major findings were presented as follows:

- Most of the students practice reading texts in English on their own or with their friends outside classroom, particularly when their target is answering comprehension questions extracted from the text. However, few of them use techniques such as reading main points of a text, rereading a text for clarity, looking up meanings of

- unfamiliar words in dictionaries, guessing meanings of key words contextually, and asking someone who has more concept of that text than them.
- Most of the students frequently encounter unfamiliar words which were difficult to them to understand and infer their meanings. This was mainly due to they often come across a single word that can contextually have more than one meaning in different sentences.
 - Majority of the students had the problem of answering reference questions.
 - The reading strategies that teachers have the understanding of employing them to help students focus on RS are scanning, skimming, extensive reading, intensive reading, silent reading and loud reading. Nonetheless, the teachers have not implemented the strategies in the classroom.
 - Some of the factors that hampered students not to improve their RS were mainly lack of adequate reference books in relation to RS in the school library, students' lack of vocabulary words to understand written texts, and teachers' mother tongue interference while they teach RS lessons and their lack of interest even in teaching reading lessons as they were grammar oriented.
 - Most of students practice reading texts in English on their own or with their friends outside classroom, particularly when their target is answering comprehension questions extracted from the text.
 - Majority of the teachers have not adapted reading text lessons because of the less attention they have given to this skill and they were expected to cover bulky contents of the text.
 - Most of the teachers do not share experiences with other English teachers on methods of teaching RS because of the fact that they give less attention to this skill, but give great attention to language focus part.
 - None of the observed teachers tried to connect the students' prior knowledge to the day lesson in order to extend knowledge they gained from the day lesson through connecting it to their experiences using different means.

5.2 Conclusions

Based on the findings of the study the following conclusions have been drawn.

- ❖ Most of the teachers have not implicitly taught the purposes of RS. This mainly made majority of the students unable to identify the purpose (the why) of their reading while they read different texts.
- ❖ Few of the students were using techniques such as reading main points of a text, rereading a text for clarity, looking up meanings of unfamiliar words in dictionaries, and guessing meanings of key words contextually to answer comprehension questions extracted from reading texts.
- ❖ Some of the problems that teachers and students faced in teaching and learning reading lessons were most of the students' lack of motivation in learning RS, absence of RS related reference books to read in the libraries of the schools, students' being reluctant in learning reading lessons, students' lack of vocabulary words to understand written texts, and teachers' using of students' mother tongue during teaching RS lessons.
- ❖ Teachers rarely give either written or oral feedback to the students' answers on the three phases of reading activities which was a factor that affected students' RS.
- ❖ Few teachers had taken in-service training on methods of teaching RS which can back up teachers' method of teaching RS.
- ❖ Most the students were unable to summarize English written texts of different sizes.

5.3 Recommendations

Based upon the major findings and the conclusions drawn from the study, the researcher would like to put forward the following recommendations which are vital either to eliminate or reduce factors that affect students' RS. These are:

- The students should be implicitly taught the purposes (the why) of reading. This is due to the fact that the benefit they gain from reading is not only for their success in education but also for the sake of success they gain in their daily life in the real world.
- English teachers are expected to make the students have the detail insight of reading strategies that help them promote their RS.
- Teachers should use English as a medium of instruction rather than making mother tongue interferences while they teach RS lessons.
- The schools stakeholders or all the concerned bodies should cooperatively take part in solving resource problems of the schools that affect students' RS by searching for the means of increasing the income level of the schools.
- Teachers should give constructive comments on both written and oral works or answers of students on the three phases of reading activities, whenever it is necessary, to activate their prior knowledge, to enhance their understanding and to enable long term retention.
- Teachers should wholeheartedly teach RS lessons to be role models of students first, and then let them motivated and interested in learning RS lessons.

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APPENDICES

APPENDIX I

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

Questionnaire for Students

Dear Students,

The researcher is presently conducting a study on “Investigation of Factors that Affect Students’ Reading Skills in ELT: The Case of Grade 10 Students of Kersa and Modjo High Schools.” This questionnaire is designed to obtain genuine responses from you to the questions which will have significant contribution to the success of the study. Hence, you are kindly requested to fill in the questionnaire, honestly and carefully. The researcher assures you that the information you provide will be used only for the purpose of academic research. You are not required to write your name.

Thank you in advance!

Part I

Background information

Instruction: Please indicate your answer by making a tick ‘√’ in the appropriate box.

1. Sex: M ☐ F ☐

2. Age: A) 12-15 ☐ B) 16-20 ☐ C) 21-25 ☐ D) 25 and
above ☐

Part II. The following questions are related to teaching and learning reading skills inside and outside classroom.

Instruction: Please indicate to what extent you agree with each of the following statement related to teaching and learning reading skills inside and outside classroom by putting a tick “√” in the appropriate box against each statement.

Key

5 = Strongly Agree

2= Disagree

4 = Agree

1= Strongly disagree

3 = Undecided

No	Statements	1	2	3	4	5
1	I employ reading strategies to understand a given text.					
2	I specify or identify the purpose (the why) of my reading while I read different texts.					
3	I can simply answer reference questions.					
4	The students practice reading texts in English on their own or with their friends outside classroom, particularly when their target is answering comprehension questions extracted from the text.					
5	I have difficulty in finding the meaning of unfamiliar word from the context.					
6	I can summarize English written texts of different sizes.					
7	The teacher makes the students take part in selecting reading texts for their or our lessons.					
8	The teacher gives the students constructive comments related to their or our different reading skills.					
9	I can make notes of my own when I read different texts.					
10	I face problem in inferring meaning from the reading text.					
11	The teacher gives the students some model examples of his own on how to summarize written texts of different sizes.					
12	I can interpret graphics, charts, maps and tables.					

Part III: Write your responses precisely for the following open ended questions on the space provided.

13. What are the uses of learning reading skills?

14. Is it difficult to understand written texts to you? If 'yes' explain the reason why.

15. List some of the problems you encounter during reading lessons?

16. Please describe factors that hinder you improve your reading skills in relation to:

a. The school environment/facilities

b. Students

c. Teachers

d. Parents

Thank you for your cooperation!

APPENDIX II

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

Interview for Teachers

1. Would you describe the teaching techniques or strategies you employ to help students focus on reading and which ones do you think are more effective to promote reading skills and why, please?
2. Do you encourage and make them have intrinsic motivation to expose them to different texts written for different purposes in the classroom? If yes, how and why?
3. Have you ever taken on work training on methods of teaching reading skills? If yes, what benefits did you gain from it?
4. Do you implicitly teach your students the use of the pre, while and post reading activities of different texts?
5. Do you share experiences with other English teachers on methods of teaching reading skills? If yes, how and why?
6. What challenges do you face in teaching reading lessons of grade 10 students? Please, put forward possible solutions.
7. Do you adapt different reading text lessons for your students? If yes, how often and why?
8. Do you give feedback to the students' answers on the three phases of reading activities? If 'yes', how and how often? If 'no' why?
9. In your point of view, what are the main factors that affect students' reading skills vis-à-vis students, students' parents, school environment/facilities?
10. Do you think reading for different purposes is difficult for your students? If yes, what are the causes?
11. Do you teach your students on how to summarize written texts? If 'yes', how?

Thank you for your cooperation!

APPENDIX III

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

Interview for Students

1. How does your teacher teach you purposes of reading before she or he starts teaching reading texts, if she or he does?
2. What techniques do you use to answer comprehension questions extracted from reading texts?
3. Would you mind mentioning the problems that you face in learning reading lessons in ELT classroom? Please, suggest possible solutions.
4. Are you interested in learning reading lessons in classrooms? Why?
5. How does your teacher encourage you to improve your reading skills?
6. What is/are the problem/s you face in inferring meaning from the reading text, if there is/are? If is/are not, why?
7. Do you share experiences with your classmates on how to improve your reading skills? If 'yes' on which points?

Thank you for your cooperation!

APPENDIX IV

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

Classroom Observation Checklist

No	Items	Yes	No
1	Does the teacher frequently give the students constructive comments either to their written or oral answers on the three phases of reading activities?		
2	Does the teacher encourage the students to improve their RS?		
3	Does the teacher enable the students do activities related to RS cooperatively?		
4	Does the teacher initiate students to ask questions on unclear points to them?		
5	Does the teacher try to connect the students' prior knowledge to the day lesson?		
6	Does the teacher motivate students to extend knowledge they gained from the day lesson through connecting it to their experiences using different means?		

Date 7/7/09

Ethical Consideration Consent Approval Letter

To Educational Bureau of the Modjo City Administration

I am writing to enquire permission that lets me go on conducting my study. I have been learning MA in TEFL (Teaching English as a Foreign Language) in the Department of English at Adama Science and Technology University. It was approved by the former Department head of English of the University, Mr. Tesfaye Abera, that I have been conducting thesis for the partial fulfillment of my second degree. Accordingly, I will be employing different data gathering instruments those will be collected from participants after they are answered. This is only for the purpose of gaining pertinent information that helps me achieve the objectives of the study that is an educational research entitled, An Investigation of Factors that Affect Students Reading Skills In ELT: the case of Kersa and Modjo High Schools of grade 10 Students. I also assure to the respondents that their names will remain anonymous and there will be no risk to them because of providing information as it will be kept confidential. Hence, I need the office to sign this approval letter through considering all the mentioned points above in depth.

Yours faithfully,

Tokuma Wakgari

Date 7/7/09

Ethical Consideration Consent Approval Letter

To teacher _____

I am writing to enquire permission that lets me go on conducting my study. I have been learning MA in TEFL (Teaching English as a Foreign Language) in the Department of English at Adama Science and Technology University. It was approved by the former Department head of English of the University, Mr. Tesfaye Abera, that I have been conducting thesis for the partial fulfillment of my second degree. Accordingly, I will be employing different data gathering instruments those will be collected from participants after they are answered. This is only for the purpose of gaining pertinent information that helps me achieve the objectives of the study that is an educational research entitled, An Investigation of Factors that Affect Students Reading Skills In ELT: the case of Kersa and Modjo High Schools of grade 10 Students. I also assure to you that your names will remain anonymous and there will be no risk to you because of providing information as it will be kept confidential. Hence, I need you to sign this approval letter through considering all the mentioned points above in depth.

Yours sincerely,

Tokuma Wakgari