

**ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
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MA IN TEFL PROGRAM**

**PRACTICE AND CHALLENGES THAT ENGLISH TEACHERS
FACE IN TEACHING READING COMPREHENSION WITH
REFERENCE TO THREE PREPARATORY SCHOOLS,
OROMIA REGION, BALE ZONE: GRADE 12 IN FOCUS**

BY:

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June, 2015

Adama, Ethiopia

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN TEFL**

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APPROVAL OF THE EXAMINING BOARD

This is to certify that, this thesis in titled “practice and challenges that English Teachers face in Teaching Reading Comprehension with reference to some selected preparatory schools, Oromia region, Bale zone: Grade 12 in focus” was prepared by GossayeTilahun. It is submitted in partial fulfilment for the requirement of the degree of Master of Arts in Teaching English as Foreign Language (TEFL). It meets the accepted standard with respect to originality and quality.

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DEDICATION

I dedicate this Educational thesis manuscript to my beloved wife, **Yamrot Solomon**. For nurturing our children while I was far from home and for her indispensable encouragement on the success of my life. Besides, I also dedicate this thesis for our son **Kaleb**, who is currently a student at Mekele University, and our daughters **Sosena** and **Melat**.

STATEMENT OF THE AUTHOR

First of all, the researcher declares that this thesis is his own work and that all sources of materials used in this thesis have been acknowledged. This thesis has been submitted in partial fulfilment of the requirement for M.A degree in Teaching English as Foreign Language (TEFL) to School of Humanities and Law, English Department at Adama Science and Technology University.

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LIST OF ACRONYMS AND ABBREVIATIONS

TEFL – Teaching English as a Foreign Language

EFL – English as a Foreign Language

ESL – English as a Second Language

LEA – Language Experience Approach

SL – Second Language

TOEFL – Teaching of English as a Foreign Language

MA – Master of Arts

ELT – English Language Teaching

TESL – Teaching English as a Second Language

EJ – Educational Journal

M – Male

F – Female

T – Total

ABSTRACT

The main objective of this study was to investigate the practice and challenges that English teachers face in teaching reading comprehension. The study was conducted at three selected Preparatory schools in Bale Zone, namely, BatuTerara, Robe and Gassera Preparatory schools in Grade 12, with a population of six teachers and forty eight students. A total of six teachers and thirty nine students were responded to the questionnaire, four classes were observed and four teachers and nine students were interviewed to collect the required data for this study. The teacher's and student's opinions towards teaching and learning reading comprehension were identified. The results of this study indicated that there were some challenges that are not suited for teachers of English not to implement the techniques given in the teacher's guide. Individual, pair work and group work activities were not being implemented as it is designed in the teacher's guide. The result of Grade 12 teacher's guide and student's textbook analysis revealed that although the activities designed in their text book is to help students practice the reading strategies while learning reading comprehension, this is not implemented both by teachers and learners of Grade 12 students in the selected schools due to various reasons. Shortage of instructional materials, size of the materials, teacher's and student's opinions towards learning reading comprehension, lack of reading habit, number of activities in each reading passages were found to be some of the challenges that teachers face in teaching reading comprehension in the selected preparatory schools.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Reading is the act of getting meaning from printed or written words. It is basic to learning and one of the most important skills in everyday life. It also provides the key to all kinds of information and enables us to learn how to build or fix things, to enjoy stories, to discover what other people believe, and to develop ideas and beliefs of our own.

Due to the demands of the global world, the ability to understand and interpret information in both mother tongue and other language has become a main concern. Moreover a learner's success at school and throughout life depends largely on the ability to read and understanding of texts.

In addition to reading in the classroom and on the job, people read books, magazines, and other printed materials for personal information and recreation. Many people read to learn more about their special interests, such as sports, science, current events, history, health, flowers, or painting. Millions of people read novels, adventure stories, biographies, and other books for fun.

It is generally acknowledged that people differ in reading ability. For example, those who have been reading a long time tend to understand what they read more quickly and more automatically than do new readers. (The World Book of Encyclopedia: 2001, p.155-156)

Good readers read both narrative and expository texts and know how to figure out unfamiliar words. They use their knowledge of text structure to efficiently and strategically process text (Goldman & Rakestraw, 2000). These readers also spontaneously generate questions at different points in the reading process for a variety of reasons. They are problem solvers who have the ability to discover new information on their own.

By and large, good readers read widely, monitor their understanding, and negotiate meaning. They know when they are constructing meaning and when they are not. When comprehension breaks down because of lack of background information, difficulty of words, or unfamiliar text structure, good readers know and use a variety of "fix up" strategies. These include rereading, changing the pace of reading, using context clues, and cross-checking cueing systems. These readers are able to select the appropriate strategies and consistently focus on making sense of text.

According to Anderson (1999), reading is an essential skill for students, as the development of good reading abilities will greatly help them progress in the development of their academic areas. This is supported by Snow (2002) who states that reading skills is "the process of acquiring the basic skills necessary for learning to read, that is, the ability to acquire meaning from print" (p.11).

In most cases the teaching of reading stresses certain skills, such as word recognition, vocabulary development, and comprehension (understanding of reading matter). However, the best way to learn to read may simply be just to read. Adults, especially parents, teachers, and librarians, can help children become good readers by reading to them and by encouraging them to read many kinds of materials –and to read often.

In reading comprehension, “the more prior knowledge and experience readers have with a particular topic, the easier it is for them to make connections between what they are learning and what they know” (Anderson, 2004; Anderson & Pearson, 1984). To further enhance comprehension, good comprehenders also use strategies that help them retain, organize, and evaluate the information they are reading. This set of strategies includes concept mapping, question generating, question answering, summarizing, and story mapping.

When learners comprehend, they interpret, integrate, critique, infer, analyze, connect and evaluate ideas in texts. They negotiate multiple meanings not only in their heads but also in the minds of others. When comprehending, learners strive to process text beyond word-level to get to the big picture. When comprehension is successful, learners are left with a sense of satisfaction from having understood the meaning of the text.

In the Ethiopian context, Grade 12 English text book is designed with reading sections to help learners develop their reading skills including the ability to read for different purposes, to increase one’s reading speed, to comprehend and to ‘read between the lines’. The reading sections in each unit also provide the context for new vocabulary, and many exercises which encourage students to infer the meanings of unfamiliar words and expressions from the context.

Reading comprehensions have much value for learners to help them improve their reading skill and learn a second language. However, it seems reading skills are not implemented in ways that help students become a better reader. This is because teachers think that students are not good readers as a result, the reading sections will take much more time to teach as it has many exercises in it and it is difficult to finish the exercises given in the allotted time. It is for this reason that the researcher had decided to study on practice and challenges that English teachers face in teaching reading comprehension in Grade 12.

1.2. Statement of the problem

Grade 12 English for Ethiopia focusses on all four language skills equally, developing students’ survival skills as well as building confidence and learning strategies through skills practice and specific activities. However, in informal discussions at school with some language teachers about how they teach reading comprehension, it seems a majority of teachers do not give attention for teaching reading comprehension. There appear to be two principal reasons for this. Firstly, the text book has many reading passages with a lot of exercises. Due to this, when English teachers teach reading comprehension given in the text book, it is challenging for them to cover the given activities within the allotted period. Besides this, they assume that most students are not good

readers. As a result of this, they think students cannot participate well in reading comprehension activities.

This indicates that most language teachers only see reading comprehension like other sections and do not use the methods given in the teacher's guide to teach reading comprehension. But in my personal English language teaching experience, teaching reading comprehension in classrooms where there are different kinds of students with different language learning ability is challenging. It is hard for the teacher to spend an equal amount of time working with all the classroom students. Because, there are a lot of challenges associated with inclusive problems; such as learning problems, behavioral problems and disabilities. It is difficult to organize activities and select method, strategies and content in classrooms. It is also difficult to develop the sub skills of reading such as; skimming, scanning, predicting, reading speed, analyzing and developing overall comprehension.

Different scholars conducted a research on reading comprehension. For example, Mohammad Reza (2012) conducted a research entitled "impacts of learning reading strategy on students' reading comprehension proficiency". His findings indicated that reading strategies had a positive effect on the English reading comprehension proficiency.

In addition, research studies have shown that successful comprehension does not happen automatically. But, it depends mostly on directed cognitive effort, which includes knowledge about and regulation of cognitive processing (Pressley & Afflerbach, 1995). During reading, the cognitive effort is expressed through strategies, which are "procedural, purposeful, effortful, willful, essential, and facilitative in nature" (Alexander & Jetton, 2000). "The reader must purposefully or intentionally or willfully invoke strategies" and does so to regulate and enhance learning and comprehension (Alexander & Jetton, 2000).

Previous local research works conducted in the area also indicated various problems of teaching reading comprehension. For instance, Samuel Moges (2011) conducted a research on factors that affect students' reading comprehension in two government secondary schools. The study was aimed to identify factors that affect reading comprehension. His findings indicated that most students have reading comprehension problem due to poor reading habit, limited vocabulary and grammar knowledge.

Yohannes Tefera (2013) has also conducted a research on a survey of secondary school students' reading strategy use, Teachers' perceptions and practices in four high schools in Jimma zone. The aim of his study was to examine to what extent high school English teachers purposely teach reading strategies in their reading classes. His research revealed that the great majority of the teachers achieve reading comprehension instruction up to a satisfactory level, and yet it does not fall into the 'high' category.

Thus, in general, this current study attempts to investigate the practices and challenges that English teachers' face in teaching reading comprehension in their English language classrooms.

Unless the strategies, the methods and the classroom management teachers use to teach reading comprehension matches with the aim of teaching reading, students will not benefit from the course.

1.3. Objectives of the Study

The following general and specific objectives were the aim of this educational study.

1.3.1. General Objective

The general objective of this educational study was to investigate practices and challenges that English teachers face in teaching reading comprehension with reference to some selected preparatory schools.

1.3.2. Specific Objectives

The specific objectives of this educational research were:

1. to explore the challenges teachers face in teaching reading comprehension.
2. to investigate the strategies grade 12 English teachers use when teaching reading comprehension.
3. to identify how teachers implement the methods given in the teacher's guide in teaching reading comprehension.
4. to investigate the type of classroom management grade 12 English teachers use in teaching reading comprehension.

1.4. Research Questions

In order to achieve the objective of this educational study, the following research questions were posed

1. What are the challenges teachers' faces in teaching reading comprehension?
2. What strategies do grade 12 English teachers use when teaching reading comprehension?
3. How do teachers implement the methods given in the teacher's guide in teaching reading comprehension?
4. What type of classroom management does grade 12 English teachers use in teaching reading comprehension?

1.5. Significance of the Study

This educational research might be significant for the following reasons:

1. It may show English language teachers how to improve their methods of teaching reading comprehension.
2. It may show English language teachers how to use the proper classroom management technique in teaching reading comprehension.

3. It may help textbook writers and curriculum designers revise the contents and activities encompassed in the learners textbook.

1.6. Delimitation of the Study

This educational study covered practices and challenges English Language Teachers face in teaching reading comprehension with reference to selected Preparatory schools, Oromia regional state, Bale zone, focusing on Grade 12 in 2014/2015 academic year. It is delimited to reading comprehension only. It does not include other sections.

1.7. Limitation of the Study

This educational study was limited to three government preparatory schools in Bale zone due to shortage of resource and time. Therefore, the study was restricted in noticing practices and challenges English Language teachers face in teaching reading comprehension. Even though the researcher believes the importance of observing classes that helps to know the actual situation in the classroom, out of the total number of teachers in the three schools, only a single classroom observation was made with four English Language teachers. That means, out of thirteen classrooms of the three schools, only four classrooms were observed with the four English Language teachers. Even though these limitations were there, the researcher manages the study accordingly.

1.8. Operational Definition of Terms Used in the Study

For the purposes of this educational study, the terms given below mean the following:

Challenges: refers to situations which are not suited for English language teachers to implement the methods of teaching reading lessons in the classroom

Practices: refers to activities that English language teachers regularly do while teaching reading comprehension in the classroom

Reading Comprehension: refers to the understanding of meaning of a written text through interchange of ideas between the reader and the message in a particular context

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Defining Reading

The following scholars define reading as follows:

Reading has been defined as an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension, and use the social context to reflect their response (Walker, 2000).

Alderson (2000:4) "It is possible to simply state that reading is a receptive ability which is often conducted privately and silently". In addition, it is also possible to consider reading as a process that results in an understanding or comprehension of a text (Alderson 2000:3).

Comprehension is also defined by the following scholars as follows:

Comprehension is defined as "intentional thinking during which meaning is constructed through interactions between text and reader" (Harris and Hodges, 1995, cited in National Institute of Child Health and Human Development, 2000).

This definition indicates that comprehension is an active process between the reader and a text, a process that is both 'intentional and thoughtful'. This means someone who is going to read a given reading text should read the text with the intention of knowing something from the text he or she is going to read.

In current thinking, reading comprehension is viewed as the construction of meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message in a particular communicative context. The presumption here is that meaning resides in the intentional problem-solving, thinking processes of the interpreter during such an interchange, that the content of meaning is influenced by that person's prior knowledge and experience, and that the message so constructed by the receiver may or may not be congruent with the message sent (Harris & Hodges, 1995, p. 39). This means, meaning is constructed when readers make connections between what they know (prior knowledge) and what they are reading (the text).

2.1.1.Types of Reading

Several types of reading may occur in a language classroom. One way in which these can be categorized, as suggested by Brown (1989) in silent reading are the following.

2.1.1.1. Intensive Reading

Brown (1989) explains that intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning,

implications, rhetorical relationships, and the like." He draws an analogy to intensive reading as a "zoom lens" strategy.

Long and Richards (1987) also say it is a "detailed in-class" analysis, led by the teacher, of vocabulary and grammar points, in a short passage." Intensive reading is used to teach or practice specific reading strategies or skills. The text is treated as an *end* in itself.

Nuttall (1982) also say," the purpose of intensive reading is to arrive at a profound and a detailed understanding of the text not only what it means, but also understand small units, paragraphs, sentences, and words." P.23

Intensive Reading, sometimes called "Narrow Reading", may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text. The success of "Narrow Reading" on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted.

The most common systems of questioning are multiple-choice and free-response. Mackay (1968) , in his book *Reading in a Second Language*, reminds teachers that the most important objective in the reading class should NOT be the *testing* of the student to see if they have understood. Teachers should, instead, be spending most of the time *training* the student to understand what they read.

Here we see that language teachers assess their learners' progress using quizzes, tests, assignments and exams. But, this is not the ultimate goal. The ultimate goal of reading classes and reading teachers is to train learners to understand the text they have read.

2.1.1.2. Extensive Reading

Brown (1989) explains that extensive reading is carried out "to achieve a general understanding of a text." Which means readers read texts to have the overall idea of the text they read.

Long and Richards (1971, p.216) identify extensive reading as "occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words."

The aims of extensive reading are to build reader confidence and enjoyment. Extensive reading is always done for the comprehension of main ideas, not for specific details. It is treated as a *means* to an end. It may include reading simply for pleasure or reading technical, scientific or professional material.

2.2. The importance of teaching Reading

Hedge (2003) states that any reading component of an English language course may include a set of learning goals for:

- The ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.
- Building a knowledge of language which will facilitate reading ability
- Building schematic knowledge.
- The ability to adapt the reading style according to reading purpose (i.e. skimming, scanning)
- developing an awareness of the structure of written texts in English
- taking a critical stance to the contents of the texts

The last goal can be implemented at an advanced level. Students, however, should be kept aware that not all Internet content is authentic since there are no “gate keepers” and anyone can post whatever he/she likes in this cyberspace. Consequently, students can check the authenticity of the text by looking at the following indicators: whether the article gives the name of the author or no, the date of publication, the aim of the article, etc.

This paragraph reminds us an article which we get from the internet is not all authentic. So, we have to check the authenticity of the reading material before we rush to read it.

2.3. Techniques of Teaching Reading

We can teach reading using these two reading techniques. As Brown (1994) suggested that "perhaps the two most valuable reading techniques for learners as well as native speakers are skimming and scanning." (p.283)

Since reading is one of the four major skills, it is a skill to be learned by language students. The reading comprehension must be set for the grade level and could be accompanied in the teacher's guide. Hence, students ought to be trained and guided to use reading techniques.

2.3.1. Scanning

Scanning is a quick reading, focusing on locating specific information. It involves quick eye movements, not necessarily linear in fashion, in which the eyes wander until the reader finds the piece of information needed.

Nattal (1982) also explained that, “scanning is a rapid reading technique which is used when readers want to read specific information from the given text. In this technique the reader glances through the text rapidly and systematically until the required information is obtained.” (p. 2)

Scanning is used when a specific piece of information is required, such as a name, date, symbol, formula, or phrase, is required. The reader knows what the item looks like and so, knows when he has located what he was searching for. It is assumed then, that very little information is processed into long-term memory or even for immediate understanding because the objective is simply matching.

Scanning is used often with technical, scientific or professional materials to locate specific information. It is a valuable skill for second language learners to develop because often they do not require a detailed read of a text. There are many everyday uses for scanning, relevant to a purpose, such as reading a schedule.

2.3.2. Skimming

Skimming is a quick reading in order to know the general meaning of a passage, to know how the passage is organized, that is, the structure of the text, to get an idea of the intention of the writer.

Skimming is a more complex task than scanning because it requires the reader to organize and remember some of the information given by the author, not just to locate it. It is a tool in which the author's sequence can be observed, unlike scanning in which some predetermined information is sought after.

Skimming is used:

- When reading some general question in mind.
- In making decisions on how to approach a text such as when determining if a careful reading is deserving.
- To build student confidence and an understanding that it is possible to gain meaning without reading every word in a text.
- As part of the SQ3R method of reading, often for speed reading. This method involves the student in **surveying, questioning, reading, reviewing and reciting. Skimming** is used for the *initial survey* and for *review*.

Skimming is a skill that a student may want to develop if they are planning to continue with academic studies. It is often used in reviewing for a test.

2.4. Activities used in teaching Reading Comprehension

Carrell and Eisterhold (1983) argue that for the beginning reader, the Language Experience Approach (LEA) proposed by Rigg in 1981 is an excellent way to control vocabulary, structure, and content. The basic LEA technique uses the students' ideas and the students' own words in the preparation of beginning reading materials. The students decide what they want to say and how to say it, and then dictate to the teacher, who acts as a scribe. LEA works because students tend to be able to read what they have just said. The students, in effect, write their own texts, neutralizing problems of unfamiliar content. Another way to minimize interference from the text is to encourage narrow reading, as suggested by Krashen. Narrow reading refers to reading that is confined to a single topic or to the texts of a single author.

Krashen suggests that narrow reading is more efficient for second language acquisition. Contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post- reading stages. Zhang briefs that "comprehension is facilitated by explicitly introducing schemata through pre-reading activities" (1993, p.5). Thus the pre-reading

stage helps in activating the relevant schema. Most teachers tend to neglect the pre-reading procedure claiming that there is not enough time. In fact, pre-reading activities motivate students before the actual reading takes place. For example, teachers can ask students questions that arouse their interest while previewing the text. Drucker (2003) suggests the following procedure teachers can take before reading a text:

“...relate the passage students are going to read to something that is familiar to them. Next, provide a brief discussion question that will engage the students and, after that, provide an overview of the section they are about to read. Name the selection, introduce the characters, and describe the plot (up to, but not including, the climax). Last, direct the students to read the story and look for particular information. (p. 23)”

Similarly, Abraham (2002) states that an interactive approach “demands that the teachers activate the students’ schema” during the pre-reading phase by helping “students recognize the knowledge that they already have about the topic of a text” (p. 6), i.e. through discussion of titles, subheadings, photographs, identifying text structure, previewing, etc. Such activities are called “pre-reading strategies”. As Orasanu (1986) explicates the notion of “schema” (or background knowledge) which

“... can be thought of as a framework containing slots to be filled by incoming text information. For example, if a reader is presented with a text about going on vacation, he or she would likely have a slot in the vacation schema for packing a suitcase. Text statements about folding clothes or carrying bags could then fill the slot. If a reader did not have a vacation schema with a “suitcase-packing slot,” the information about clothes and bags might not be readily understood. (p. 118)”

The aim of while-reading stage (or interactive process) is to develop students’ ability in tackling texts by developing their linguistic and schematic knowledge. Hedge (2003) argues that although some oppose the interactive activities carried during the while-reading phase, there are only few research studies that show the “effects of intervention and their outcomes”. Moreover, “many students report positively on the usefulness of while-reading activities.” (ibid, p. 210)

On the contrary, Paran (1996) believes that modern interactive reading models enable SL readers to be “less reliant on top-down processing” and enable them to achieve “greater reliance on bottom-up strategies as they become more proficient” (p. 29). It seems that teachers can use a balanced approach to teaching reading by incorporating both top-down and bottom-up processes, provided they are given flexibility in choosing the reading tasks.

Haller (2000, p. 21-24) modeled a number of school-based post-reading activities which enhance learning comprehension through the use of matching exercises, cloze exercises, cut-up sentences, and comprehension questions. For the cloze activity, the teacher puts blanks in the story in place of some of the words, usually every fifth word but not the first or the last words in the text. A cut-up sentence activity uses sentences from the given text and helps learners to gain confidence

by manipulating the text in various ways. The use of lines in matching can be sometimes confusing for beginners. Haller proposes the use of “paper strips” at the beginning where a student is given the strips and asked to match for example a name with its corresponding activity. Later students can work in pairs as they understand the concept of matching and, finally, the teacher can introduce matching through lines. For extra practice students can copy their matching word slips onto another sheet of paper.

2.5. Motivating and engaging Students in Reading Comprehension

Motivation is some kind of internal drive which pushes someone to do things in order to achieve something. As H Douglas Brown shows, a cognitive view of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement (Brown 2000:160-166).

Motivation is a key factor in comprehension. Gambrell (1996) suggested that “classroom cultures that foster reading motivation are characterized by a teacher who is a reading model, a book-rich classroom environment, opportunities for choice, familiarity with books, and literacy-related incentives that reflect the value of reading” (p. 20). Gambrell, Palmer, Codling, and Mazzoni (1996) noted that highly motivated readers read for a wide variety of reasons, including curiosity, involvement, social interchange, and emotional satisfaction.

The engagement perspective on reading integrates cognitive, motivational, and social aspects of reading (Baker, Afflerbach, &Reinking, 1996; Baker &Wigfield, 1999; Guthrie &Alvermann, 1999). Engaged learners achieve because they want to understand, they possess intrinsic motivation for interacting with text, they use cognitive skills to understand, and they share knowledge by talking with teachers and peers (Guthrie &Wigfield, 1997). Engaged readers read widely for enjoyment and have positive attitudes about reading.

Engaged readers transact with text and construct understandings based on connections between prior knowledge and new information. Baker and Wigfield (1999) noted that “engaged readers are motivated to read for different purposes, use knowledge gained from previous experience to generate new understandings, and participate in meaningful social interactions around reading” (p. 453). Guthrie and Humenick (2004) further noted that goals for reading, interest in the topic, and choices about what to read and how to respond to reading contribute to the reader’s motivation and engagement. Gambrell (2011) also suggested that students who are highly motivated to read will choose to read and continue to read over time.

2.6. Teaching Reading Comprehension Strategies

Comprehension takes the learner to a new level of active understanding and insight. It enhances language and vocabulary knowledge. Good learners use a variety of comprehension strategies simultaneously, and according to Pressley (2002), they know how to deliberately apply specific

strategies to aid their comprehension, particularly with regard to challenging texts or information.

Graham and Bellert, 2004 suggests, Learners who struggle with comprehension possess inefficient strategies and use them inflexibly. They are usually unaware of what good comprehenders do and need to be shown how and when to apply a small repertoire of comprehension strategies. Providing students with explicit instruction in comprehension strategies can be an effective way to help them overcome difficulties in understanding texts. The more explicit the comprehension strategy and self-regulatory instruction, the higher the likelihood that the learner will make significant gains in comprehension (Manset-Williamson & Nelson, 2005).

As it is indicated in National Reading Panel (NRP), 2000,

“ the best way to build students’ understandings of text is through explicit instruction of reading comprehension strategies, during which teachers teach students to “use specific cognitive strategies or to reason strategically when they encounter barriers to comprehension” .pp.4-39

Similarly, Duffy, (2002) states, that through explicit strategy instruction, teachers intentionally and directly teach comprehension strategies in efforts to help students monitor and build their understanding of text. In providing modeling and think-aloud, scaffolding, guided practice, direct instruction, and independent practice, teachers encourage students to become proficient and self-regulatory in their use of such strategies (Block & Lacina, 2009, Block & Pressley, 2002).

Using repertoire reading comprehension strategies enhances readers’ reasoning (Duke, Pressley, & Hilden, 2004; Paris & Paris, 2007; Pressley, 2006). Comprehension strategies vary to some degree by publication, but an example of a typical listing are those taught in Guided Comprehension.

Guided Comprehension is a context in which students learn and use comprehension strategies in a variety of settings in which multiple levels and types of text are used (McLaughlin & Allen, 2009).

The strategies taught in Guided Comprehension include the following

- I. **Previewing** – refers to activating prior knowledge, predicting, and setting purposes for reading
- II. **Self-questioning** – refers to generating questions to guide reading
- III. **Making connections** – refers to relating reading to self, text, and others
- IV. **Visualizing** – refers to creating mental pictures of text while reading
- V. **Monitoring** – refers to asking “Does this make sense?” and adapting strategic processes to accommodate the response
- VI. **Summarizing** – refers to synthesizing important ideas

These strategies were put in table form with description and examples as follows:

Table 1. Teaching reading comprehension strategies and their transcription

Strategy	Descriptions	Example Question/statement	Example Teaching idea
predicting	Learners use information from graphics, text and experiences to anticipate what will be read/viewed/heard and to actively adjust comprehension while reading/viewing/listening	What do I/you think will happen next? What words/images do I/you expect to see or hear in this text? What might happen next? Why do I/you think that? What helped me/you make that prediction? Were my/your predictions accurate? How did I/you confirm my/your predictions? Have I/you read/seen/heard about this topic anywhere else?	Before and after chart: Students list predictions before and during reading. As they read students either confirm or reject their prediction
Questioning	Learners pose and answer questions that clarify meaning and promote deeper understanding of the text. Questions can be generated by the learner, a peer or the teacher.	What in the text helped me/you know that? How is this text making me/you feel? Why is that? When you read/viewed/listened to that text did it remind me/you of anything I/you know about? Why did it remind me/you of that? What did the composer of the text mean by ...? Whose point of view is this? What points of view are missing?	Wonderings: Using post-it notes, students list all the questions they have about the text. As they read students continue to write questions. When an answer is found for the wondering students remove the post-it note.
Making connections	Learners make personal connections from the text with: • something in their own life (text to self) • another text (text to text) • something occurring in the world (text to world)	This story reminds me of a holiday to my grandfather's farm. This character has the same problem that I read/saw/heard in another text. I saw a program on television that presented things described in this text. Does this remind me/you of something?	Book and me: Students create two columns with headings Book/Me. Prior to and during reading students add details about the connections between the book and their lives.

		Has something like this ever happened to me/you?	
visualizing	Learners create a mental image from a text read/viewed/heard. Visualizing brings the text to life, engages the imagination and uses all of the senses.	What are the pictures I/you have in my/your head as I/you read/view/listen to this text? Can I/you describe the picture or image you made while you read/heard that part? How did the pictures in my/your head help me/you to understand the text?	Sketch to stretch: As a passage/story is read students sketch their Visualization. In groups they share their sketches and discuss reasons for their interpretation.
Monitoring	Learners stop and think about the text and know what to do when meaning is disrupted.	Is this making sense? What have I/you learned? Should I/you slow down? Speed up? Do I need to reread/view/listen? What can help me/you fill in the missing information? What does this word mean? What can I use to help me understand what I'm/you're reading/viewing/hearing?	Coding: As they read students code the text with post-it notes + I understand ? I don't understand ! I fixed it up myself
Summarizing	Learners identify and accumulate the most important ideas and restate them in their own words	What things will help me/you summarize this text – list, mind map, note-taking, annotations, etc.? What are the main ideas and significant details from the reading/viewing/listening? If you were to tell another person about the text read/viewed/heard in a few sentences, what would you tell them? What is the main theme? How is it connected to the world beyond the text? In what significant ways does this text relate to/elaborate on the topic that you have been investigating? Can you create a metaphor for the text that you have read?	Key words: Students highlight words they believe are key to understanding the passage. These words are written on post-it notes and placed on the page. After reading the students close the book and arrange the key words in an order that supports a cohesive summary

Source: taken from the focus on Reading 3-8 program state of New South Wales through the NSW Department of Education and Training (2010). p.7

2.7. Challenges of teaching Reading Comprehension

According to Oyetunde and Unoh (1986), there are impediments to positive reading habits and attitude. These include: lack of appropriate reading materials, poor preparation by the teachers, and lack of interest from the learners and the teachers' negative attitude to teaching reading comprehension, poor libraries or none at all, home background and lack of adult readers as models and the inflow of big enrolments that won't allow the teacher to provide attention for the individual student.

According to (Brownell, 2000; and Brooks, 1997) they feel that teachers are likely to be faced with the challenge of having students, who come from underprivileged literacy environments, which leads to their fewer oral language and emergent literacy skills, and prior knowledge. For example, some parents rarely take time to read to their children, or may not have the ability to do so. This challenges the well intentioned teachers to successfully educate the students (Brooks, 2004).

Sometimes, different types of support are needed at different times in a student's reading development, but because of the vast numbers of students in the classroom, the teachers do more of administration than teaching the learners (Brownell, 2000). Yet it is imperative that teachers teach decoding skills, build fluency, build prior knowledge, teach new vocabulary, motivate and engage students with the text in order to improve their reading comprehension (Pardo, 2004). This implies that the success of teaching reading comprehension in classrooms will depend on how the factors that influence on the effective teaching are eliminated. Teachers need to increase schema in the classroom as much as possible.

2.8. Teacher's role in teaching Reading Comprehension

Influential teachers are highly valued participants in the reading process. They know the importance of every student comprehending successfully. The International Reading Association (2000) reported that it is the teacher's knowledge that makes a difference in student achievement.

This means the methods teachers use to teach reading text has its own influence to understand the text students read. Besides, this also has an impact in the better achievement of the learner in reading comprehension assessments.

The teacher's role in the reading process is to create experiences and environments that introduce, nurture, or extend students' abilities to engage with text. This requires that teachers use explicit instruction, which includes modeling, scaffolding, facilitating, and participating (Au & Raphael, 1998). Both reading researchers and professional organizations have clearly marked

the characteristics of influential reading teachers (International Reading Association, 2000; Ruddell, 1995, 2004).

2.8.1. Teacher's role in teaching Extensive Reading

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 its 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 benefit 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. (Harmer: P.212)

2.8.2. The role of the Teacher in 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:

2.8.2.1. 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 for this' they should not change that time unless observation suggests that it is necessary.

2.8.2.2. Observer

When teachers ask students to read on their own we 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 about 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.

2.8.2.3. 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 we wish to sustain their motivation.

2.8.2.4. Prompter

When students have read a text teachers can prompt them to notice language features in that text. Teachers may also, as controllers, direct them to certain features of text construction, clarifying ambiguities, and making them aware of issues of text structure which they had not come across previously. (Harmer, J: 210-213)

2.9. Summary of the Literature

This chapter has presented different scholars' discussions on reading comprehension and the strategies like predicting, questioning, summarizing, monitoring, visualizing and making connection that prominent teachers implement to help students become good readers in English language classrooms. It is also important to know about different reading types of teaching reading such as intensive reading and extensive reading; and techniques of teaching reading like scanning and skimming while teaching reading and the strategies in teaching reading comprehension. The different definitions of the word reading and comprehension were discussed.

The importance or goal of teaching reading like the ability to read a wide range of texts in English, the ability to adapt the reading style according to reading purpose, building knowledge of language and schematic knowledge and developing an awareness of the structure of reading text. In motivating students in teaching reading, motivation is a kind of internal device that initiates someone to do things in order to achieve something; therefore it is a key factor in teaching comprehension.

There are different challenges to positive reading habits of teaching reading. These are lack of appropriate reading materials, poor preparation by the teachers, lack of interest from the learners and the teachers' negative attitude to teaching reading comprehension, poor libraries or none at all, home background and lack of adult readers as models and the inflow of big enrolments.

Teachers' role is crucial in teaching extensive and intensive reading. In intensive reading, they can explain how students can make their choice of what to read, making it clear that the choice is theirs, but they can consult other students' reviews and comments to help them make that choice. In extensive reading they are organizers, prompters, observers and feedback organizers.

CHAPTER THREE

3. RESEARCH METHODOLOGY

This chapter discussed on the research design, population of the study, sampling techniques and sample size, data gathering instruments, methods and procedures for data collection and data analysis.

3.1. Research Design

As it is stated in chapter one, the main objective of this current educational study is to investigate practices and challenges that English teachers' face in teaching reading comprehension in Grade 12. Therefore; in order to answer the research questions the researcher employed mixed research method. According to Onwuegbuzie and Leech (2004) mixed methods research, both quantitative and qualitative research are important and useful to draw from the strengths and minimize the weaknesses of both in single research studies and across studies. Qualitative research design was employed in order to have a valid data for the study or to gain a better picture of the reality of the issue on the research questions and its objectives in a natural way (Denzin and Lincon, 2000). The methods the researcher used to collect qualitative data were classroom observation, interview and textbook analysis. The method the researcher used to collect quantitative data was questionnaires.

3.2. Target Area and Population

According to Gall, Gall, & Borg, (2003), careful selection of a research site will help to ensure the success of a research study. They (Gall et al, 2003) added that field settings like schools are more appropriate for topics that are interested in educational research. For purposes this study, the target populations were teachers who were teaching English in grade 12 and students who were in grade 12 in BatuTerara, Robe and Gasera preparatory schools, Oromia regional state, Bale zone.

In BatuTerara preparatory school, there were 316 students in grade 12. Among these 208 were Natural science students and the rest 108 were Social science students. There were seven sections for grade 12 students. Of these, five sections were natural science and two were social science streams. There were two English language teachers who were teaching in grade 12.

In Robe preparatory school, there were 280 students attending their education in grade 12. Among these students, 204 were Natural Science and 76 were Social Science students. There were four sections. Of these; three sections were Natural Science and one section was Social Science students. There were three English language teachers who were teaching in grade 12.

In Gasera Secondary and preparatory school, there were 83 students who were learning in grade 12. Among these, 53 were Natural Science students and the rest 20 were Social Science students. There was only one English language teacher who was teaching in grade 12.

3.3. Sampling techniques and Sample size

The schools were selected purposively to be the setting of this educational study. They were preferred because the first school is where the researcher is currently working. The other two schools are nearer to the researcher's school and they are manageable to collect data. Two target groups were formed for this study. The first group included teachers who were teaching in grade 12 in the aforementioned schools. Their number was six and it was easy to manage. The second group included students who were learning in grade 12 in the schools.

Out of 316 BatuTerara preparatory school students, 21 students were selected for questionnaires (three students from each section) and 7 students for semi structured interview (a student from each section). Out of 280 Robe Preparatory school students, 12 students were selected for questionnaires (three students from each section) and 4 students were selected for semi structured interview (a student from each section). Similarly, out of 77 Gasera preparatory students, 6 students (three students from each section) and 2 students (a student from each section) were selected for semi structured interview.

Generally, from the above three schools 39 students were selected for questionnaires and 13 students were selected for semi structured interviews. In all the above three schools students were selected through purposive sampling technique to get opinions from low, middle and high achieving students. Students whose score were above 89 were taken as 'high achievers', students whose score were between 75-89 were taken as 'middle achievers' and students whose score were below 75 were taken as 'low achievers'. The selection was based on their first semester English achievement in the academic year.

3.4. Data gathering Instruments

So as to gather relevant, reliable and valid data from the samples of the target population: textbook analysis, questionnaires, classroom observations and interview were used as instruments.

3.4.1. Text-book analysis

This instrument was used to look at the length and number of activities of reading comprehension in grade 12 student's English language textbook and teacher's guide. As Krippendorff (1980), document analysis is a technique which can generate both valid and replicable data from documents. So, for the study the researcher analyzed the reading comprehensions and its activities in grade 12 student's English textbook. Besides he examined

the grade 12 English teacher's guide to see the teaching methods designed to help teachers implement the reading lessons and activities in all the units. The researcher also registered the title of the reading comprehension, its unit, length of the text, and page number in the textbook, strategies designed by textbook designers in sample reading texts.

3.4.2. Questionnaire

For this study, two kinds of questionnaires were designed. The first questionnaire was distributed to Grade 12 English language teachers of the three schools. The aim was to investigate the methods they used, to identify how they implemented the techniques given in the teacher's guide, to explore the challenges they faced in teaching the reading comprehension in grade 12. The second type of questionnaire was distributed to those students in the sample. Students had almost similar questionnaires like the teachers. Six English teachers and 39 students were requested to answer the questionnaire. The aim of this questionnaire was to cross check the answers that were proposed by the teachers. The questionnaires were both close and open ended questions. The close ended questionnaires had four and five rating Likert scales.

The researcher developed this questionnaire after reading the Teacher Questionnaire survey entitled "Organization for Economic Cooperation and Development (OECD) Teaching and Learning International Survey (TALIS)" and adapted it to the questionnaires. (P.3-8)

3.4.3. Classroom Observation

In this educational research non-participant classroom observation was conducted with the help of prepared classroom observation check list to validate both the teachers and students response, to identify how teachers implemented the techniques given in the teacher's guide, what strategies teachers used to teach reading comprehension, the interaction between the teacher and students with the reading comprehension activities. Observation was conducted for selected sections. For BatuTerara Preparatory school, 2 Natural Science classes (12A and 12D); for Robe preparatory school, 1 Natural Science class (12A) and 1 Social Science class (12 D); for Gassera Secondary and preparatory school a class (12A) was observed.

The researcher adopts the classroom observation checklist from 'peer review of classroom instructions' Harris, R.C. (p. 8)

3.4.4. Interview

The researcher designed a semi structured interview questions for both the teachers and the students to get their opinion towards reading comprehension, to find out more practical problems encountered by teachers in teaching reading comprehension, to find out the proper application of the techniques forwarded in the teacher's guide, to find out the strategies teachers use to teach reading comprehension. During the process of the interview, the researcher stated the purpose of

the interview, the research question and the time which was given for each interviewee. Short notes were taken during the interview. Four teachers and nine students were interviewed.

3.5. Data collection Procedure

After the questionnaires, interview questions and class room observation's check list were accepted and corrected by the advisor, the data collection questionnaires of students and teachers were duplicated to the number of students and teachers. Then, the researcher prepared letter of request and gave for the three directors of the school in different days. At the same time he arranged programs for the interview and classroom observation with teachers of the three schools. Then, the researcher started to collect the data from the study areas. First class room observation was made using the check lists. Next, the researcher conducted an interview with four Grade 12 English teachers and nine selected Grade 12 students of the three preparatory schools. Finally the questionnaires were distributed to teachers and students. The data collection session took for more than a month to administer and gather the information. All these procedures were conducted after getting permission from the schools principals and willingness of participants for their responses through the proper guidance of the researcher.

3.6. Method of Data analysis

This section, briefly investigated the data analysis procedures which were going to employ in this research. The qualitative and quantitative data were examined by using different mode of analysis (method of triangulation). According to Burns (1994), "[...] triangulation of the data is a way of arguing that if different methods of investigation produce the same result, then the data are likely to be valid." (p.272). The investigation for questionnaires and the data were obtained to get general information about the opinion of teachers and students towards reading comprehension using Likert scale.

The qualitative data that was collected from the textbook analysis, teachers guide, classroom observations and semi structured interviews were investigated, coded, synthesized and categorized in a few significant categories.

The data which was collected from textbook and teacher's guide were analyzed in the table by categorizing the reading comprehension in title, page number, length, number of activities and teaching methods.

Each of the compiled notes and checklists from the observation were summarized and compared in order to get appropriate interpretations and conclusions. Then the qualitative results that were obtained from the textbook and teachers guide analysis, interview and classroom observations were used to verify the analysis of data from the questionnaires.

The findings were discussed so as to investigate and report as accurately as possible the teachers' implementation of reading comprehension and the application of the techniques given in the teacher's guide. Finally, conclusions were given and recommendations were forwarded.

Chapter Four

4. DATA ANALYSIS AND DISCUSSION

The purpose of this educational study was to investigate challenges that English teachers face in teaching reading comprehension in Grade 12. It provides qualitative and quantitative results supported by examples from the text-book analysis, questionnaires, interviews and classroom observation.

The findings are categorized into: teachers back ground information, the Grade 12 English course material, the student's participation in reading comprehension, the method teacher's use to teach reading comprehension, teachers' assessment of reading comprehension, and teacher's attitude towards reading comprehension, students' views in reading comprehension activities.

The data collection instruments and techniques discussed were prepared based on the statement of the problem, the objective of the study and the review of related literature. The results obtained from these instruments are reported as follows.

4.1. Text-book analysis

Table 2: Reading comprehension taken as a sample from each unit provided in Grade 12 English student textbook

Reading comprehension title	unit	Length of the text(s)	Page no.	Number of activities	Teaching methods designed in the teacher's guide for the reading tasks
1.A childhood memory	1	4 parag.	16	4	- silent reading -identify the main point -find detailed information -ask to compare their answers with a partner -guess the meanings of words -organize the class into small groups -whole class discussion
2.Communication in the animal world	2	7 parag.	38-39	8	-skim the text and identify the main forms of communication used by animals -give sufficient time to read in detail -ask few pairs to share their response -discuss with the whole class
3.Problem page	3	5 parag.	62	9	-give a short sentence to summarize a particular problem -pair up the students to discuss the problems -write short sentences to summarize -collect their work for marking -ask some individuals to share their evaluations with the whole class

4.A character from a novel	4	4 parag.	88	5	-make them discuss in small groups -ask some individuals to share some of their responses -model how to justify one's answers
5. What is good governance?	5	5 parag.	117	4	-give a few minutes to discuss about the title -ask a few individuals to share their ideas -make them discuss in groups on the questions
6.Coffee production	6	7 parag.	130-131	4	-make them discuss in pairs or small groups -ask individuals to share their responses -encourage them read silently -asking questions -make them answer orally or in writing
7.Three African civilizations	8	3 texts, 4 paragraphs each	183-186	7	-make them work in small groups to identify places on the map of Africa -make them check the answers with another group -make them ask and answer questions to find out from each other, the information in the texts they haven't read -ask a few individuals to share their responses
8.Broken Britain	9	2 texts, 5 paragraphs each	205-206	4	-make students to form groups of three -make them to perform a 'jigsaw activity' -get them take turns to tell one another -encourage them to listen and ask questions -ask a few representative from different groups to share their thoughts
9.Welcome to Markos' world	10	5 parag.	237-238	8	-give students a few minutes to discuss the pre-reading questions -ask a few individuals to give feedback -get them prepare for the summary writing -do one of the summaries with the whole class -give students the chance to discuss the answers in small groups -representatives from each group report their discussion to the rest of the class -collect in the summaries for marking
10.The making of a blockbuster	11	7 parag.	257	5	-give students a few minutes to brainstorm blockbusters they have seen -give students a minute to survey(skim) the text and guess the name of the film

					-give the students five minutes to scan the text and answer the multiple choice questions -students can discuss the questions in their groups. Ask for feedback to the whole class
11.Magazine article	12	7 parag.	267	4	-students should read the magazine article and complete the exercises independently -they can check answers in pairs or small groups -they should record any new words into their vocabulary notebooks

As it is shown in the table above, to teach each reading comprehension given in the student's text book, different methods are designed in the teacher's guide to help English teachers implement it in their classes while teaching. Activities which are given for the reading tasks are too many. As a result, teachers cannot complete them by making students read the passage, discuss on it and doing each activity accordingly within the allotted period for the reading text. Since, students are not active participants to every activity designed in the teacher's guide. Besides, those reading lessons with three or four activities are given with other lessons like speaking, and language focus to be taught with in a period. For instance, in unit 5 B5.7 reading and B5.8 suffix are given to be taught with in a period, again in unit 11 A11.5 reading lesson and A11.6 language focus are given to be taught in one period.

In the interview session, Teacher 1 said the following:

".....Only making them read the passages takes me a period. It has also many activities. So to teach the reading part and make them work on each activity takes averagely two periods and sometimes three periods."

Student 2 also answered the following in the interview:

"Our teacher usually uses one period for reading comprehension. In fact, it depends on the size of the reading passage and the activities. When the exercises were too many, they would be given to us as a home work."

In all classroom observation sessions, it is observed that teachers left their reading comprehension lesson, without completing the activities given to be completed in that particular period. Therefore, we can conclude that reading lessons which are given in Grade 12 English text books are too difficult to complete within the allotted period.

4.2. Teacher's back ground Information

The respondents were teachers, who are currently teaching English in Grade 12 at BatuTerara, Robe and Gassera preparatory schools. They were six in number. Among these, one is female and the others are males. In age wise one is between 25-29 years, three of them are between 30-39 years and the rest are between 50-59 years old.

In their carrier stage as a teacher, three of them are Higher Teachers, one is Associate Lead Teacher and the rest two are Senior Lead Teachers. In educational qualification, currently four of them are first degree holders and the other two are second degree holders.

In service wise a teacher has been working between 3-5 years, and another teacher has also been working between 6-10 years, two teachers have been working as a teacher for more than twenty years. Regarding the number of years teaching English in Grade 12, two teachers have been teaching between 1-2 years, and two teachers have been teaching between 3-5 years, and the rest two have been teaching between 6-10 years.

To put the above transcription in tables:

Tables 2: Teachers gender, age, carrier stage, qualification and service

GENDER

Male			Female			Total		
5			1			6		

AGE

25-29 years			30-39 years			50-59 years			Total		
M	F	T	M	F	T	M	F	T	M	F	T
1	-	1	2	1	3	2	-	2	5	1	6

CARRIER STAGE

Higher Teacher			Associate Teacher			Senior Lead Teacher			Total		
M	F	T	M	F	T	M	F	T	M	F	T
2	1	3	1	-	1	2	-	2	5	1	6

QUALIFICATION

First degree			Second degree			Total		
M	F	T	M	F	T	M	F	T
3	1	4	2	-	2	5	1	6

TOTAL SERVICE

3-5 years			6-10 years			16-20 years			More than 20 years			Total		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	-	1	1	-	1	1	1	2	2	-	2	5	1	6

TEACHING ENGLISH IN GRADE 12

1-2 years			3-5 years			6-10 years			Total		
M	F	T	M	F	T	M	F	T	M	F	T
2	-	2	1	1	2	2	-	2	5	1	6

This back ground information revealed that different teachers with different carrier structure taught English in the aforementioned grade level. From these different carrier structure of teachers: Higher Teachers, Associate Lead teachers and Senior Lead teachers who were teaching English in Grade 12 had taught English in other grades or they had taught other subjects for many years. And the rest are teachers with little experience even though they began their work by teaching in the grade level mentioned above.

4.2. The Grade 12 English Course Materials**Table 3: Teachers and Students responses on the Grade 12 English course materials**

Item No.	Questions	Teachers' response				Item No	Questions	Students' response			
		yes		No				Yes		No	
		number	percent	number	Percent			number	percent	number	Percent
8.	Manageability of the guide to carry and use	1	16.7	5	83.3	1.	Manageability of the text book to carry and use	4	10.3	35	89.7
9.	the use of techniques given in the guide	3	50	3	50	2.	All students in their class have the textbook	29	74.4	10	25.6
10.	All students have the text book	5	83.3	1	16.7	3.	Carrying the textbook to school	9	23	30	76.9

11.	Getting enough textbooks to class	1	16.7	5	83.3						
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The first question was asked to know whether the teacher's guide is manageable to carry and use for classroom. One of the respondents (16.7%) said the grade 12 English teacher's guide is manageable to carry and use for classroom, whereas majority of the respondents (83.3%) said it is not manageable to carry and use for the classroom.

The second question was asked to know if the teachers always use the techniques given in the teacher's guide to teach reading comprehension. Similar responses were given like the former question. Half of them (50%) said they always use the techniques given in the teacher's guide, whereas the other half (50 %) respondents responded by saying, " we didn't always use the techniques given in the guide."

The third question was also asked to know whether all students have the textbook or not. The majority of the respondents (83.3%) said all students get individually the textbook and only very few respondents (16.3%) said all students do not get individually the textbook.

Similarly the fourth question was asked to know whether all students bring their textbooks to class or not. The great majority of the respondents (83.3%) answered that most students do not bring their English textbook to class, and very few respondents (16.3%) said only some students bring their textbook to class.

For the question about the manageability of the student's text book to carry and use to school, very few of them (10.3) respond by saying the book is manageable to carry and use whereas the great number of respondents (89.7%) responded the grade 12 English text book is not manageable to carry and use to school. This shows that the text book is not manageable to carry to school.

For the question that is designed to know if all students in their English class have English textbook or not, many of the students (74.4%) said, all students in their class have English text book and the rest respondents said all students in their class do not have the textbook.

Similarly, for the question that is designed to know whether students carry their text book to school or not, very few respondents (23.1%) answered by saying "yes, we carry our English textbook to school". But the great majority of them (76.9%) answered by saying, " No, we do not carry our text book to school".

In the classroom observation session it was seen that in all the classrooms observed the great number of students did not bring their text book to class. It was also seen that teachers ordered their students to go and bring textbooks from other sections.

Educational Course materials are essential to teach different lessons which are designed in the student's textbook. But, the Grade 12 English students' text books and teacher's guide were not manageable to carry. Owing to this, both teachers and students were not willing to bring them to classrooms. As a result of this, teachers could not get sufficient text books in their classes to teach reading comprehension by using the techniques given in the their guide.

Regarding the use of teaching techniques, the majority of the teachers used the techniques given in the teacher's guide and the others did not use. Concerning carrying the text-books to class even if all students had the text, only very few students brought the text to class.

So, all these are challenges for the language teachers to teach reading comprehension and implement the techniques given to help them use in the classes in the selected schools.

4.4. Student's participation

Table 4: Responses on students' participation in reading comprehension

Item No.	Questions	Level of participation									
		Very low		Low		Average		High		Very high	
		number	percent	number	percent	number	percent	number	Percent	number	Percent
12.											
12.1	Read silently with understanding					6	100				
12.2	Participate in pair work			2	33.3	3	50	1	16.7		
12.3	Participate in group work			2	33.3	3	50	1	16.7		
12.4	Participate in whole class			3	50	2	33.3	1	16.7		
12.5	Share their thoughts with others in groups			1	16.7	4	66.7	1	16.7		
12.6	Ask unclear words and sentences			2	33.3	1	16.7	3	50		
12.7	Guess meanings of words			2	33.3	3	50	1	16.7		
12.8	Do the reading exercise easily			2	33.3	4	66.7				

Concerning the extent of students' participation, for the question that says students read silently the reading comprehension with understanding given in their textbook, all the respondents (100%) answered students have average participation.

As Graham & Bellert (2004) explained, learners who struggle with comprehension possess inefficient strategies and use them inflexibly. They are usually unaware of what good comprehenders do and need to be shown how and when to apply a small repertoire of comprehension strategies. When he put what should be done as a solution, he added providing students with explicit instruction in comprehension strategies can be an effective way to help them overcome difficulties in understanding texts.

The scholars, Manset-Williams & Nelson (2005) also supported the need for teaching the strategy by saying, the more explicit the comprehension strategy and self-regulatory instruction, the higher the likelihood that the learner will make significant gains in comprehension. The scholars, Duke & Pearson (2002) also suggested that teaching the reading comprehension strategies helps learners to work independently without their teacher support by saying, "as learners become more competent and confident of their comprehension, the less support they require from the teacher."

Regarding their participation in pair work and group work activities, two respondents (33.3%) said they have low participation, three respondents (50 %) said they have average participation, and the rest respondent (16.7%) said they have high participation.

Concerning the students' participation in whole class activity during reading comprehension lessons, three respondents (50%) said they have low participation, two respondents (33.3%) said they have average participation, and only one respondent (16.7%) said students have high participation.

For the questions on students' participation to share their thoughts with others in groups about the reading comprehension they read, a respondent (16.7) said they have low participation, and four respondents (44.6%) said students have average participation, and one respondent (16.7%) said they have high participation.

Regarding the question whether students ask words or sentences unclear to them while working on reading comprehension or not two respondents (33.3%) answered they have low participation, a respondent answered (16.7%) they have average participation and three respondents (50%) answered students have high participation.

For the question on students ability to guess meanings of unclear words from the context in the reading passage, two respondents (33.3%) answered students have low participation, three respondents (50%) answered average participation, and a respondent (16.7%) said they have high participation in guessing meanings of words from the context.

Lastly, for the question on doing the reading exercises easily respondents answered as follows: two respondents (33.3%) said they have low participation and four respondents (66.7%) said students have average participation in doing the reading exercises.

Therefore, from the discussion above about students' participation in group work, pair work, and whole class discussion activities, the majority of the students had low and average participation.

In sharing ideas with in their own group, they had also average participation. In asking unclear ideas, meanings of words and phrases were high. Asking their English language teachers to know about any unclear thing from the reading passage was encouraging, because it improved their speaking skill and at the same time it initiated them to have more faith in understanding the reading text.

But contrary to these, in the classroom observation session it was seen that the majority of the students in the observed class were sitting silent. Only few students were observed while asking and answering questions.

4.5. Methods Teachers Use to teach Reading Comprehension

Table 5: Student's responses on the methods teachers use to teach reading comprehension

Item No.	Question	Frequency of Application							
		never		sometimes		usually		always	
		number	percent	number	percent	number	percent	number	percent
13.									
13.1	Encouraging students to predict			1	16.7	3	50	2	33.3
13.2	Encouraging them to guess meanings of unknown words			1	16.7	2	33.3	3	50
13.3	Explaining how to figure out unfamiliar words					3	50	3	50
13.4	Let's them read silently					1	16.7	5	83.33
13.5	Let's them skim and scan			1	16.7	1	16.7	4	66.7
13.6	Encouraging them to work in groups			2	33.3	2	33.3	2	33.3
13.7	Encouraging them to work in pairs			1	16.7	4	66.7	2	33.3
13.8	Arousing interest to read literatures in English			3	50	1	16.7	2	33.3
13.9	Encouraging them to share ideas			1	16.7	3	50	2	33.3
13.10	Encouraging them to ask unclear words			1	16.7	2	33.3	3	50
13.11	Encouraging them to speak about the text they read			3	50	2	33.3	1	16.7

14.	Administering the following to assess reading								
14.1	Tests	4	66.7	2	33.3				
14.2	Quizzes			1	16.7	3	50	2	33.3
14.3	Assignments			3	50	3	50		
14.4	Exams			2	33.3	4	66.7		

To get better outcomes in learning to read, how teachers teach reading is very important. Eleven questions were asked on the methods teachers use in teaching reading comprehension. Concerning the question how often they encourage students to predict about the reading text they were teaching, half of the respondents (50%) said, "we usually encourage them to predict", two of the respondents (33.3%) said, "we always encourage them to predict" and a respondent said, "I sometimes make them to predict about the reading passage they are going to read."

For the question that says how often you encourage your students to guess the meanings of unknown words from its context, its grammar, its construction, its similarity, etc. a respondent (16.7%) answered, "sometimes", two of the respondents (33.3%) answered, "usually" and the rest half of the respondents (50%) answered, "we always encourage our students to guess the meanings of unknown words."

For the question that says how often you explain to figure out unfamiliar words from the reading passage they are reading, half of the respondents (50%) said we usually explain to our students to figure out unfamiliar words from the reading text and another half of the respondents (50%) said we always explain to them to figure out unfamiliar words from the reading text they are reading.

For the question that says how often you let your students to read silently the reading text in the classroom, (16.7%) of the respondent said, "I usually let my students read silently", and the great majority of students (83.33%) said, "we always let our students read silently the reading passage while they are reading."

For the question that says how often you let them to use the technique skimming and scanning when they answer the tasks given, (16.7%) of the respondent said, "I sometimes let them to use these techniques", and again another respondent (16.7%) said, "I usually let my students to use these techniques", and more than half of the respondents (66.7%) said, "we always let our students use these techniques while answering reading comprehension questions."

For the question that says how often you encourage your students to work in groups while reading and working on reading comprehension, two respondents (33.3) said, "we sometimes encourage them to work in groups", and another two respondents (33.3%) said, "we usually encourage them", and another two respondents (33.3%) said, "we always encourage them to work in groups while we teach reading comprehension."

For the question which says how often you encourage students to work in pairs while reading and answering questions, (16.7%) of the respondent answered, "I sometimes encourage them to work in pairs", another two respondents (33.3%) answered, "we usually encourage them to work in pairs." The rest four respondents (66.7%) answered, "we always encourage our students to work in pairs while working on reading comprehension."

For the next question about how often you arouse interest to read literatures written in English, (50%) of the respondents said, "we sometimes arouse their interest to read literatures", and a respondent (16.7%) said, "I usually arouse interest to read literatures", and the rest two respondents (33.3%) said, "we always arouse our students' interest to read different literatures written in English."

For the question that says how often you encourage them to share ideas they have about the reading passage with others in their group, (16.7%) of the respondent said, "I sometimes encourage them to share their ideas with others", and half of the respondents (50%) said, "we usually encourage them to share ideas they have with the rest of students in the group", and the rest two respondents (33.3%) said, "we always encourage our students to share their ideas about the reading passage they read with other students in their group."

For the question which says, "How often you encourage students to ask unclear words in the reading text?", a respondent (16.7%) answered, "I sometimes encourage them to ask", two respondents (33.3%) answered, "we usually encourage our students to ask any unclear words in the reading passage", and the rest half of the respondents (50%) answered, "we always encourage our students to ask any unclear words from the reading passage while teaching them reading comprehension."

The question which says, "How often you encourage students to speak about the text they read?", half of the respondents (50%) said, "we sometimes encourage our students to speak about the reading text they read", and two respondents (33.3%) said, "we usually encourage our students to speak about the reading text they read", and the rest one respondent said, "I always encourage my students to speak about the reading text their read to class."

The question which says, "How often you administer tests, quizzes, assignments and exams to assess reading comprehension?", questions about administering tests, five respondents (83.33%) said, "we never administer a test to assess reading comprehension", and a respondent (16.7%) said, "I sometimes administer tests to assess my students reading comprehension."

Questions about administering quizzes, a respondent (16.7%) said, "I sometimes administer quizzes", three of the respondents (50%) said, "we usually administer", and another one respondent said, "I always administer quizzes to assess students on reading comprehension." Questions about administering assignments to assess reading comprehension, three respondents (50%) said, "we sometimes administer assignments to assess reading", and another three respondents (50%) said, "we usually administer assignments to students to assess their progress"

in reading comprehension.” Questions on administering exams to assess reading, two respondents (33.3%) answered,” we sometimes administer exams to assess reading”, and four respondents (66.7%) answered,” we usually administer exams to our students to assess their progress in reading comprehension.”

Results from this demonstrate that how teachers teach reading is very important. Teachers, who engaged their students in different activities while they were teaching to read, provide different instructions in comprehension and reading session classes were interesting and enjoyable. But, in the contrary teachers who did not engage their students with different activities, reading session classes were boring and uninteresting.

It is also possible to generalize that most teachers assess their students reading comprehension progress by using reading comprehension and questions that they administer by the end of the two semesters. It is a challenge to English Language Teachers to assess their students’ progress through administering tests and quizzes. The schools administrators are not willing to provide English language teachers the necessary papers and do not let them use the school printer and duplicator for this purpose.

4.6. Teacher’s attitude towards the teaching of Reading

Table 6: Responses on teachers’ attitude towards the teaching of reading comprehension

Item No.	Questions	Level of agreement									
		Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
		number	percent	number	percent	number	percent	number	Percent	number	Percent
15	Giving less emphasis on reading comprehension	2	33.3	3	50%			1	16.7		
16	Teaching a single reading takes me more than a period							3	50	3	50

To know teachers attitude towards teaching reading comprehension two questions were designed. The first one is to know whether they give less emphasis for teaching reading comprehension or not. Six English Language teachers who are currently teaching in Grade 12 are asked and gave the following responses. Among these respondents, two of them (33.3%) answered by saying we are strongly disagree, and three of them replied by saying we disagree, and the rest respondent said I agreed.

So from this result it is possible to generalize that the majority of teachers do not give less emphasis for teaching reading comprehension as most students are not good readers.

Regarding the second question about the difficulty of completing a reading passage within a period, three respondents (50%) said we agree, teaching a single reading passage take us more than a period, and the other respondents (50%) also said we strongly agree, teaching a single reading passage takes us more than a period.

As we clearly see from the response given by the subject teachers, all of them agreed that they could not complete the reading lesson with in the allotted period. Only the level of agreement varies. Therefore, the result reveals that in order to teach a single reading passage with its activities takes more than the allotted period. As the activities given in the reading sections of the text book are too many, and learners are not competent to participate to the activities accordingly.

4.7. Students practice in Reading Comprehension

Table 7: Responses on students' practice in reading comprehension

Item No.	Questions	Student's response			
		Yes		No	
		number	percent	number	Percent
4.	Interacting with their teacher during reading lessons	24	61.4	15	38.5
5.	Reading the passage with understanding	22	56.4	17	43.9
6.	Participating in pair work activities	34	87.2	5	12.8
7.	Participating in group work activities	36	92.3	3	7.7
8.	Participating in whole class discussions	31	79.5	8	20.5
9.	Asking unclear words in the reading text	28	71.8	11	28.2
10.	Reading literatures written in English	15	38.5	24	61.5
11.	Speaking about a text they read to class	12	30.8	27	69.2

The question about students' interaction with their teacher during comprehension lessons, 61.4% of the respondents said, they interact with their teachers during comprehension lessons and the

rest 38.5% of the respondents said, they don't interact with their teachers during learning comprehension lessons.

Regarding reading the passage with understanding, 56.4% of the respondents answered, they read the passage in their text book with understanding and 43.9 % of the respondents answered, and they do not read the passage in their textbook with understanding.

There are many ways that students demonstrate their understandings of texts. They locate and recall information, draw on the knowledge of text structures, and text organizers, write short reflective responses, complete multiple choice questions, think deeply and express ideas verbally, complete descriptions, recognize causal relationships, make logical connections, interpret graphics and images and identify multiple points of view and specific details.

The next question about students participation in pair work activities , 87.2% of the respondents answered by saying they participate in pair work activities while learning reading comprehension whereas 12.8% of the respondents answered by saying they do not participate in pair work activities while learning reading comprehension.

Concerning the question on the students' participation in group work activities, 92.3% of the total respondents said, they participated in group work activities when they were learning reading comprehension lessons.

For the next question regarding the students' participation in whole class discussion on learning reading comprehension, 79.5% of the respondents said," we participate in whole class discussion" and the rest 20.5% of the respondents said," we do not participate in whole class discussion when we learn reading comprehension."

Regarding the question whether they ask the meaning of unclear words in the reading text or not, 71.8% of the total respondents said," we ask any unclear words from the reading text when we learn reading comprehension", whereas 28.2% of the respondents answered," We do not ask unclear words in a reading text while working on the reading comprehension."

For the question that seeks answer on whether students' read literatures written in English or not, 38.5 of the total respondents answered," we read literatures written in English", whereas 61.5% of the respondents answered," we do not read literatures written in English languages."

The last question regarding speaking about a text they read to their classmates in their own class, 30.8% of the respondents said, they spoke to class about the reading text they had read, and the rest respondents (69.2%) said, they did not speak about a text they had read to their classmates in their classes.

From the above discussion we can conclude that different students have different opinions towards reading comprehension and activities given in it. Some of them read the text with understanding and others do not understand some of the reading texts while reading. But, the

majority of the students participate in pair work activities, whole class discussions and group work activities. In contrary to this, only small numbers of students are exposed to read literatures written in English. As a result of this, very small numbers of students spoke to class about the text they had read. This revealed that majority of the students did not have the habit of reading literatures written in English.

4.8. Techniques Teachers use to help Students focus on Reading

Table 8: Students' responses about their English language teacher's help when they teach them reading comprehension

Item No.	Question	Frequency of Application							
		never		sometimes		usually		always	
		number	percent	number	percent	number	percent	number	percent
13.									
13.1	Encouraging students to predict	7	17.9	18	46.2	8	20.5	6	15.4
13.2	Encouraging them to guess meanings of unknown words	2	5.1	14	35.9	11	28.2	12	30.8
13.3	Explaining how to figure out unfamiliar words	4	10.3	14	35.9	17	43.6	4	10.3
13.4	Let's them read silently	3	7.7	7	17.9	13	33.3	16	41
13.5	Let's them skim and scan	4	10.3	15	38.5	14	35.9	6	15.4
13.6	Encouraging them to work in groups	1	2.6	12	30.8	13	33.3	13	33.3
13.7	Encouraging them to work in pairs			16	41	13	33.3	10	25.7
13.8	Arousing interest to read literatures in English	14	35.9	15	38.5	6	15.4	4	10.3
13.9	Encouraging them to share ideas	2	5.1	13	33.3	13	33.3	11	28.2
13.10	Encouraging them to ask unclear words	2	5.1	10	25.7	10	25.7	17	43.6
13.11	Encouraging them to speak about the text they read	6	15.4	14	35.9	12	30.8	7	17.9
14.	Administering the following to assess reading								
14.1	Tests	21	53.8	14	35.9	4	10.3		
14.2	Quizzes	2	5.1	13	33.3	12	30.8	12	30.8
14.3	Assignments	3	7.7	15	38.5	15	38.5	6	15.4
14.4	Exams			7	17.9	14	35.9	18	46.2

Different questions were asked to students to know how often their teachers use different techniques to help them focus on reading. For the questions asked they gave answers as follows.

For the question that says how often teachers encourage them to predict about the text they are going to read, 17.9% of the respondents said teachers never encourage us to predict, 46.2% of the respondents said our teachers sometimes encourage us to predict, 20.5% of the respondents said they usually encourage us to predict and 15.4% of the respondents said our teachers always encourage us to predict about reading passage we are going to read.

Regarding the question how often teachers encourage them to guess the meanings of unknown words, 5.1% Of the respondents said their teachers never encourage them to guess, 35.9% of the respondents said they sometimes encourage them to guess, 28.2% of the respondents said they usually encourage them to guess and 30.8% of the respondents said their teachers always encourage them to guess the meanings of unknown words.

For the question how often teachers explain how to figure out unfamiliar words, 10.3% of the respondents said teachers never explain how to figure out unfamiliar words, 35.9% of the respondents said their teachers sometimes explain how to figure out unfamiliar words, 43.6% of the respondents said teachers usually explain how to figure out unfamiliar words and 10.3% Of the respondents answered our teachers always explain how to figure out unfamiliar words from the reading passage we read.

Concerning the question how often teachers let them read a reading comprehension silently, 7.7% of the respondents answered our teachers never let us read a reading comprehension silently, 17.9% of the respondents answered our teachers sometimes let us read a reading comprehension silently, 33.3% of them answered our teachers usually let us read a reading comprehension silently and 41% of the respondents answered our teachers always let us read a reading comprehension silently.

For the question how often teachers let them skim and scan a reading text, 10.3% of the respondents said teachers never let us skim and scan, 38.5% of them said teachers sometimes let us skim and scan a reading text, 35.9% of them said our teachers usually let us skim and scan a reading text and 15.4% of the respondents said our teachers always let us skim and scan a reading text to answer questions.

Regarding the question how often teachers encourage them to work in groups, 2.6% of the respondents said our teachers never encourage us to work in groups, 30.8% of the respondents said our teachers sometimes encourage us, 33.3% of the respondents said our teachers usually encourage us to work in groups and again 33.3% of the respondents said their teachers always encourage them to work in groups while they are learning reading comprehension lessons.

Group reading instruction includes rich tasks which promote deep understanding; allows teachers to teach reading before and during the reading process, (not only after the reading process); and allows teachers to adjust teaching to meet the needs of all learners. In groups everyone is engaged and everyone has a voice.

As McDonough and Shaw (2003) states that, the classroom is clearly a place where people have to work together, essentially requiring a compromise between their own individuality and the dynamics of the whole group. It is ideally a co-operative environment. Students can sometimes learn more from each other than they can from the teacher. The teacher generally demonstrates such strategies for students until the students are able to carry them out independently

For the question that says how often teachers encourage them to work in pairs while learning reading comprehension, 41% of the respondents said our teachers sometimes encourage us to work in pairs, 33.3% of them said our teachers usually encourage us to work in pairs and the rest 25.7% of the respondents said their teachers always encourage them to work in pairs while they are learning reading comprehension.

Concerning the question how often they initiate them to read literatures written in English, 35.9% of them said their teachers never initiate them read literatures, 38.5% of them said their teachers sometimes initiate them read literatures, 15.4% of them said their teachers usually initiate them read and the rest 10.3% of the respondents said our teachers always initiate us read literatures written in English.

For the question how often teachers encourage them to share ideas with others, 5.1 of the respondents said our teachers encourage us to share our ideas with others, 33.3% of the respondents said they sometimes encourage them to share, again the other 33.3% of the respondents said their teachers usually encourage them to share and the rest 28.2% of the respondents said their teachers always encourage them to share ideas we have about the reading passage with others.

The next question regarding how often teachers encourage them to ask unclear words, 5.1% of the respondents said our teachers never encourage us to ask unclear words, 25.7% of the respondents said teachers sometimes encourage them to ask unclear words, the other 25.7% of the respondents said their teachers usually encourage them to ask unclear words from the reading passage and the rest 43.6% of the respondents said their teachers always encourage them to ask unclear words from the reading passage they are reading.

For the question that says how often your teacher encourages you to speak about a text you read, 15.4% of the respondents said our teachers never encourage us to speak, 35.9% of the respondents said our teachers sometimes encourage us to speak, 30.8% of the respondents said their teachers usually encourage them to speak, and the rest 17.9% said our English language teachers always encourage us to speak about the reading comprehension they read.

For the question that says how often teachers give them tests, quizzes, assignments and exams to assess their reading comprehension ability. Regarding tests 53.8% of the respondents said our teachers never give us tests, 35.9% of the respondents said our teachers sometimes give us tests, the rest 10.3% of the respondents said our teachers usually give us tests to assess our reading

comprehension ability. Regarding quizzes 5.1 respondents said our teachers never give us quizzes, 33.3% of the respondents said their teachers sometimes give them quizzes, 30.8% of the respondents said they usually give them quizzes and the rest 30.8% of the respondents said their teachers always give them quizzes. Regarding assignments 7.7% of the respondents said our teachers never give us assignments, 38.5% of the respondents said our teachers sometimes give us assignments, and another 38.5% of the respondents said our teachers usually give us assignments, and the rest 15.4% of the respondents said our teachers always give us assignments to assess our progress. Regarding exams 17.9% of the respondents said our teacher sometimes give us exams, 35.9% of the respondents said our teachers usually give us exams and the rest 46.2% said our teachers always give us exams to assess our reading comprehension ability

The above discussion shows us that different language teachers used different techniques to help their students focus on reading while teaching reading comprehension. The large numbers of teachers used only few techniques of teaching reading comprehension. Most teachers did never use some of the techniques and others repeatedly used few techniques of teaching reading. Besides this, some teachers did never encourage students to read additional reading materials in order to help develop their reading skill.

Regarding assessing students to know their improvement in reading and understanding comprehension, the majority of English Language Teachers used tests, short quizzes, assignments and exams. Most of them used assignments and exams to evaluate their students on reading comprehension. A large number of them did not always use tests to assess students' progress in reading.

Chapter Five

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter summarizes, draws conclusions and makes recommendations.

5.1. Summary

In this educational study the main aim was to investigate challenges that Grade 12 teachers face in teaching reading comprehension. In order to reach to this aim, four data collecting instruments were conducted. The first instrument was textbook analysis. The second instrument was questionnaire for students and teachers. The third instrument was classroom observations to find out practical activities in the actual teaching learning process. Finally, semi structure interview session were held. For the students' questionnaire and interview participants were purposively selected by their first semester English result in order to get opinion from (high, medium and low achievers) about reading comprehension.

The findings of this research revealed that much emphasis must be given to the teaching of reading comprehension to help students read with understanding. Most of the English Language Teachers gave much emphasis and devoted to help students teach using different techniques of teaching reading comprehension given in the teacher's guide for each unit in the students textbook. Besides, they used the teaching methods forwarded in the teachers' guide to make students do the activities given in the reading sessions and assessed their progress by providing a number of assessing methods in order to improve their students reading progress.

However, they encountered challenges while they try to use these techniques and strategies of reading. Both the student's text book and the teacher's guide were not manageable to carry. Due to this, students were not willing to bring them to classrooms and teachers could not get sufficient textbooks in the classrooms to implement the methods forwarded in their guide. Due to this many students were not good readers, could not read with understanding, did not participate in reading lessons and did not read literatures written in English and lack reading habits.

5.2. Conclusion

According to the findings of this educational study, there were different challenges teachers face in teaching reading comprehension and in this respect; the researcher concluded the results as follows:

1. Educational Course materials are essential to teach different lessons which are designed in the student's textbook. But, both the Grade 12 English teacher's guide and the student's text book were not manageable to carry. Because of this teachers did not

usually bring to class their guide and also the majority of the students were not willing to bring their text books to class.

2. Some teachers did not have the Grade 12 English teacher's guide. Because of this, they did not use the techniques forwarded to teach reading comprehension lessons.
3. The activities which were given in Grade 12 English student's text book in the reading comprehension sessions were too many. As a result of this, teachers could not complete them within the allotted period.
4. Many of the Grade 12 students could not read reading passages with understanding and did not answer comprehension questions based on the passages they read. Besides, they gave less emphasis for the reading lesson when compared with other skills.
5. Grade 12 English Language Students had their own language learning practice and preference towards reading comprehension. Some prefer to read individually, others prefer to read in pairs and the rest prefers to read in groups.
6. Grade 12 English language teachers use different techniques to help their students focus on reading while teaching reading comprehension. The large numbers of teachers use only few techniques of teaching reading comprehension. Most teachers never use some of the techniques and others repeatedly use few techniques of teaching reading.
7. Some Grade 12 English Language Teachers did never encourage students to read supplementary reading materials written in English.
8. Most Grade 12 English Language Teachers assess their students progress by using reading comprehensions and questions that they administer only by the end of the two semesters.

5.3. Recommendation

Based on the findings of this study the following conclusions are drawn to overcome the challenges:

1. The Grade 12 English course materials, like the teacher's guide and the students' text book should be small in size and have two parts for each semester so that teachers and students find them easy to carry and use in their classrooms.
2. Grade 12 English Language Teachers should motivate students' towards reading by making them read supplementary reading materials written in English to their ages, needs and interests.
3. Grade 12 English Language Teachers should use their guides and focus on strategies of teaching reading comprehension in their classes instead of simply giving responses for the activities given, so as to help learners how they can easily find answers from the reading text.
4. Grade 12 English Language Teachers who did not have the teacher's guide should get the guide in hand. The Ministry of Education, the Regional, Zonal and District Education

Bureaus, the school Directors and Department heads should play their own role to solve the problem.

5. Reading activities provided in the Grade 12 students' text book should not exceed six and should be manageable to be covered in the allotted period.
6. Carefully chosen reading texts should be incorporated to the Grade 12 English text book at the end of every unit to help students' get supplementary reading material.
7. Grade 12 English Language Teachers should know every students preference towards reading comprehension and make them read according to their preference.
8. Grade 12 English Language Teachers should discuss on the methods they use to teach reading comprehension.
9. Experienced English Language Teachers should help new deployed English Language Teachers and arrange periods to observe their classes while teaching reading comprehension.

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APPENDICES

Appendix A: Teacher's Questionnaire

Dear Teacher,

This questionnaire is designed to elicit reliable data for the purpose of doing M.A Thesis Research entitled, "Practice and challenges that English teachers face in teaching Reading Comprehension: Grade 12 in focus". All the information that you will give in this questionnaire will be kept strictly confidential and will be used only for the above mentioned purpose. The worth of this study completely depends on how true and factual answers you provide in terms of what you face when you teach reading comprehension in English language classrooms.

Thank you very much in advance for your cooperation and assistance!

Part I. Background information

These questions are about you, your education and the time you have spent in teaching. In responding to the questions, please mark (x) in the appropriate box.

1. Name of your School _____
2. What is your gender? Female ☐ Male ☐
3. How old are you?
Under 25 ☐ 25-29 ☐ 30-39 ☐ 40-49 ☐ 50-59 ☐ 60 and above ☐
4. What is your carrier stage as a teacher?
Beginner teacher ☐ Junior teacher ☐ Teacher ☐ Higher teacher ☐
Associate Lead teacher ☐ Lead teacher ☐ Senior lead teacher ☐
5. What is your current educational qualification
College Diploma ☐ First Degree ☐ Second Degree ☐
6. How long have you been working as a teacher?
1-2 years ☐ 3-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16 - 20 years ☐
More than 20 years ☐
7. How long have you been teaching English in Grade 12 at this school?
1-2 years ☐ 3-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16 - 20 years ☐
More than 20 years ☐

Part II: Questions on The course material

These questions are about Grade 12 English text-book and Teacher's guide. Please give your response in the appropriate columns by putting (x) against each question.

No.		Questions	Yes	No
8.		Is the Grade 12 English Teacher's Guide manageable to carry and use for classrooms?		
9.		Do you always use the techniques given in the teacher's guide to teach reading comprehension?		
10.		Do all students have the text book?		
11.		Do you always get enough text books to class?		

Part III: Questions on Student's participation

The following questions are about student's participation in reading comprehension. Please, use the following rating scale and indicate your response regarding your student's participation in reading comprehension by putting (x) mark.

1. Very low

2. Low

3. Average

4. High

5. Very High

No.		Questions	Rating scale				
			1	2	3	4	5
12.		How do you think the extent of your students' participation in reading comprehension?					
	12.1	They read silently with understanding					
	12.2	They Participate in pair work activities					
	12.3	They Participate in group work activities					
	12.4	They participate in whole class discussions					
	12.5	They share their thoughts with others in groups					
	12.6	They ask words and sentences unclear to them					
	12.7	They guess meanings of words contextually					
	12.8	They do the reading exercise easily					

Part IV: Questions on methodology

The following questions are about the method you use to teach reading comprehension. Please, use the following rating scale and indicate your response how you teach Reading comprehension by putting (x) mark.

1. Never

2. Sometimes

3. Usually

4. Always

No.		Questions	Rating scale			
			1	2	3	4
13.		How often do you employ the following techniques to help students focus on reading?				
	13.1	Encouraging students to predict (thinking about what a text is going to be about)				
	13.2	Encouraging to guess the meaning of unknown words (Its context, grammar, construction, similarity, etc.)				
	13.3	Explaining how to figure out unfamiliar words				
	13.4	Letting students read silently				
	13.5	Letting them skim and scan				
	13.6	Encouraging students to work in groups				
	13.7	Encouraging students to work in pairs				
	13.8	Arousing interest to read literatures written in English				
	13.9	Encouraging them to share ideas with others				
	13.10	Encouraging them to ask unclear words in the text				
	13.11	Encouraging them speak about the text they read				
14		I administer the following to assess reading comprehension				
	14.1	Tests				
	14.2	Quizzes				
	14.3	Assignments				
	14.4	Exams				

Part V: Questions on Teacher's attitude

The following questions are about the attitudes teachers have towards the teaching of reading comprehension. Please, use the following rating scale and indicate your response by putting (x) mark.

1. Strongly disagree 2. Dis agree 3. Undecided 4. Agree 5. Strongly agree

No.		Questions	Rating scale				
			1	2	3	4	5
15.		I give less emphasis for reading comprehension as most students are not good readers.					
16		Teaching a single reading comprehension takes me more than a period					

17. As an English language teacher, what are the major challenges you face in the teaching of Reading Comprehension to Grade 12 students?

18. How do you think the challenges concerning the teaching of Reading Comprehension can be solved? Suggest some ways.

This is the End of the Questionnaire.

THANK YOU VERY MUCH FOR YOUR COOPERATION!

Appendix B: Teacher's Interview Questions

I would like to inform you that all the information that you will give in this interview will be kept strictly confidential and will be used only for the purpose of this educational research. This interview session will focus on your perception towards teaching reading comprehension, and the strategies you use to teach reading comprehension in language teaching. If you do not understand any of the questions, please feel free to ask or interrupt me during the interview.

1. Do your students participate in reading comprehension lessons?
2. What methods and strategies do you use when teaching reading comprehension?
3. How do you encourage your students to develop reading comprehension?
4. What kind of motivational strategies do you use to encourage slow learners in reading comprehension to read with understanding?
5. Tell me the number of periods per week, and how many are allocated for teaching reading comprehension?
6. How do you assess your students' progress in reading comprehension?
7. When you teach reading comprehension, do you practice individual, pair or group teaching? Why do you think this your preference?
8. As a language teacher, what challenges do you face when you teach reading comprehension to Grade 12 students?
9. How do you think the challenges concerning the teaching of Reading Comprehension can be solved?

Appendix C

Teachers' Interview Transcription

The following are the Grade 12 English teachers' responses to the questions above

Teacher 1

Q1. Yes, they do. They participate in reading comprehension lessons even if there are some students who do not understand about the reading passage. (Q2) I try to explain about and make them read silently the reading passage. While they read I go round them and help. When they finish reading I ask them and do the exercises that follow. (Q3.) I point at the students to answer specific questions and usually ask them to jot down evidence from the text they are reading. I make them tell from which paragraph and line..... I give them clue. (4.) I use the same strategies that I use for other students and I make them read loudly to the whole class. (5.) In our school English has six periods per week. I do not have specific period to teach reading comprehension. I teach it according to my lesson plan. When I reach the reading part I teach it. Only making them read the passages takes me a period. It has also many activities. So to teach the reading part and make them work on each activity takes averagely two periods and sometimes three periods. (6) I assess my students' progress by giving different exercises after each reading. There is reading comprehension in the first semester final exam. (7) When I teach reading comprehension I prefer students to work in groups because I think that students who are not good in reading can be motivated by other good readers in the group. (8) I face the following problems frequently. (A) Top students need to sit together in one group in order to give answers while we discuss on the activities. They do not want to sit with slow learners. (B) All students do not bring their text books. "What do you think the reason?" I think the size of the text book is too big to handle. (C) Students do not give much attention for reading comparison in comparison to others like grammar. (D) Some reading passages are not familiar with the student's culture, family back ground and other, to understand easily. (9) I think the problems can be solved by minimizing the size of the textbook to be easily handled by students, by incorporating reading passages familiar to the students back ground knowledge, culture to help them understand easily, by following every student to sit in their group and help each other while reading.

Teacher 2

Q1.yes, but they are not motivated and are reluctant towards reading comprehension. At high school level most of the passages are vast. And teachers are bored. Our students are exam oriented. They think that reading is not as such important. (Q2) I usually use the method pre, while and post reading and skimming and scanning strategies when I teach reading comprehension. (Q3.) I usually advise them to read in my most of the reading lessons to make them have interest in reading. (Q4.) In addition to the strategies I use to teach reading I read them interesting reading stories out of the textbook in the classroom. (Q5) We have six periods in a week for English. There is no specific period to teach them reading. It takes me more than a

period to teach reading comprehension. It depends on the length and content of the reading comprehension and exercises in it. (Q6) I assess them by preparing tests and also we prepared reading questions in First semester mid and Final exam. (Q7) When I teach reading I make my students to read individually and silently. I think reading should be individual. They cannot read in groups. One day ahead I informed them to come with their text. Bringing a text has its own mark. When they came without bringing their textbook I even make them borrow from other sections. (Q8) The problems I face are (A) students do not have interest in reading lessons, most students do not follow the steps of reading like pre, while and post reading, most students come without textbook, The size of the text book is too large, that is why students do not want to bring it. (8) "What do you thing the solution for these problems?" (A) the solutions can be creating awareness on reading, teaching them repeatedly the strategies and help them to implement, if possible minimizing the size of the textbook, some reading passages are directly taken from outside cultures and the text should include reading texts familiar to the learners culture, students should be given awareness about reading starting from earlier grades, number of exercises should not be too many.

Teacher 3

Q1. Yes, they participate but some are not interested. The reason may be they look everything according to their final exam and they focus on Grammar because it is easy to them. Students are not willing and they make themselves busy. They are not in reading. (Q2) I use pre, while and post reading methods. I usually give them general question to skim and scan about the reading passage while I teach reading comprehension. (Q3) I advise them reading is so important. All skills have equal importance. If one is missed, it is not complete. In addition to these I select some interesting topics to read to make them active in reading. Unless you are good in reading, you will face a problem at university. (Q4) In language classes we have fixed tutorial classes. We assess all skills including reading. And using this class too I encourage them to read. (Q5) In our school we have six periods. One day we have two periods. I do not have fixed period to teach reading. When I teach reading passage, in most cases reading only takes a period the exercises another period but it depends on the reading passage. (6) I assess my students' progress by asking questions individually, by giving tests on reading. We also prepared reading questions on the first semester mid and final examination. Even I did all these some students are even slow readers yet. (7) I prefer individually and silent reading. After they read individually I let them to change ideas about the reading passage. And finally we come to the finally we come to whole discussion. In fact we use them all. (8) In my reading lesson I observe the following. (A) Lack of interest among students (B) scarcity of textbook in the class to make students read individually and silently because every student has his own speed of reading, this might be the size of the text book. (8) the solutions can be as to me (A) improving our own reading habit and becoming a good model reader for our students and if sometimes we told them about what we read to them we can make them read even another reading materials and develop their interest towards

reading in the target language. (B) If English is taken as a compulsory subject like Grade 10 in the University Entrance Examination.

Teacher 4

Q1. Yes, but it is not because students have interest in reading but it is because I made them participate while I was teaching reading. (Q2) I let them read it silently and then I ask them some of my own questions and I told them to read again, then they try to answer the comprehension question from the reading. They try to guess the meanings of some of the words from the context...I give them the words with their possible answers in contextual meaning in the form of matching, so that they can get the meanings easily by themselves. (Q3)I encourage them by asking easy questions first and then reference question. In this way they try to get the answer, for the questions I ask them. (Q4) The strategies I usually use are asking simple questions. When they get the answers, they become motivated to try the next ones..... (Q5.) Six.Only one is for reading in the classroom. But in addition to this I made them read by themselves outside the classroom. To check it whether they read or not I give them questions and check what answers they gave. (Q6) I assess my students' progress in reading by giving them reading tests. (Q7) When I teach reading comprehension, I use all of them (Individual, Pair and Group) because I make them read individually and silently, and let them help each other in pair, and let them share ideas about the reading in a group. (Q8A.) As a language teacher, I face shortage of time, students are not interested in reading and in reading activities they want to learn grammar even they do not think reading is one part of their Entrance Exam. (8B) It is difficult to put solution.

Appendix D

Student's Questionnaires

I am conducting a research entitled “practice and challenges that English teachers face in teaching Reading comprehension: Grade 12 in focus.” The questionnaires are prepared to know your views about reading comprehension. Being sincere in your responses will have a significant value for the objectivity of the study. I assure you that the responses you give to the items in the study will be confidential and will not be used for any other purposes. I kindly thank all of you for sparing your precious time and for being sincere.

Thank you in advance for your cooperation!

Part I: Questions on The course material

These questions are about your Grade 12 English text-book. Please give your response in the appropriate columns by putting (x) against each question.

No.		Questions	Yes	No
1.		Is your text-book manageable to you to carry and use for classrooms?		
2.		Do all students in your class have English text book?		
3.		Do you always carry your text book to school?		

Part II: Questions on your views in reading comprehension and activities

No.		Questions	Yes	No
4.		Do you interact with your teacher during reading comprehension lessons?		
5.		Do you read reading comprehension lessons with understanding?		
6.		Do you participate in pair work activities?		
7.		Do you participate in group work activities?		

8.		Do you participate in whole class discussions?		
9.		Do you ask unclear words in a reading text?		
10.		Do you read literatures written in English?		
11.		Do you speak about a text you read to class?		

Part III: Questions about your English Language teachers

The following questions are about how your English teachers help you when you learn reading comprehension lessons. Please, use the following rating scale and indicate your response regarding how your teachers help you when they teach reading comprehension by putting (x) mark.

1. Never

2. Sometimes

3. Usually

4. Always

No.		Questions	Rating scale			
			1	2	3	4
12.		How often do your teacher use the following techniques to help you focus on reading?				
	12.1	Encourages you to predict (thinking about what a text is going to be about)				
	12.2	Encourages you to guess the meaning of unknown words (Its context, grammar, construction, similarity, etc.)				
	12.3	Explains how to figure out unfamiliar words				
	12.4	Let's you read a reading comprehension silently				
	12.5	Let's you skim and scan a reading text				
	12.6	Encourages you to work in groups				
	12.7	Encourages you to work in pairs				
	12.8	Initiates you to read a variety of English literature				
	12.9	Encourages you to share ideas with others				
	12.10	Encourages you to ask unclear words in the text				
	12.11	Encourages you to speak about a text you read				

13		Gives you the following to assess your reading comprehension ability				
	13.1	Tests				
	13.2	Quizzes				
	13.3	Assignments				
	13.4	Exams				

This is the End of the Questionnaire.

THANK YOU VERY MUCH FOR YOUR COOPERATION!

Appendix E

Student's Interview Questions

I would like to inform you that all the information that you will give in this interview will be kept strictly confidential; and will only be used for the purpose of this educational research. This interview session will focus on your perception towards learning reading comprehension. If you do not understand any of the questions, please feel free to ask or interrupt me during the interview.

1. What kind of reader are you?
2. Do you participate in reading comprehension lessons?
3. When you learn Reading Comprehension, do you work in groups, pairs or individually?
Which one do you prefer? Why?
4. Do you interact with your teacher during reading comprehension lessons?
5. How many periods in a week you learn reading comprehension?
6. How does your teacher assess your progress in Reading Comprehension?
7. Do you read reading comprehension lessons with understanding?
8. How does your teacher encourage you to read with understanding?
9. Is learning reading comprehension difficult to you? If so, what makes it difficult to learn and perform the activities?

Appendix F**Classroom Observation Checklist**

No.	Things to be observed	Yes	No
1.	There are sufficient text books in the classroom.		
2.	The teacher brings both the teacher's guide and the student's text to class.		
3.	The teacher encourages the students to predict about the reading text.		
4.	The teacher encourages the students to actively participate in reading comprehension lessons.		
5.	The students read passages silently.		
6.	The students discuss on the reading activities in pairs.		
7.	The students discuss on the reading activities in groups.		
8.	The students ask unclear words and sentences from the text.		
9.	The teacher completes the reading lesson activities in a period.		
10.	The teacher gives some of the activities as a home work.		
11.	There is good interaction between the students and the teacher.		
12.	The teacher asks the questions and answers himself/herself.		
13.	There are almost all students in the classroom.		
14.	The teacher gives them chance to discuss about the reading text.		
15.	The teacher arouses interest by asking questions about the reading text.		

Appendix G

Students Interview Questions and Its Description

Student 1

Q1. I am a slow reader. I had an influence in my former teacher. (Q2) I participate in comprehension by answering questions most of the time. I sometimes ask questions. (Q3) I like reading individually. It is my behavior. (Q4) I never interact with my teacher. (5) We have six periods. No specific period for reading. We learn when we reach to the reading part. If the reading passage is short, we complete it in a period. (Q6) He assesses us by asking questions on the reading passage. No test is given on the reading passage. In the final exam there is a reading passage. There were at about ten questions and vocabulary too. (Q7) I partially understand it but not all the ideas in it. If I read the passage again and again I try to answer the questions. (Q8) Most of the time, our teacher tells us the importance of reading passages. He did not tell us the methods and strategies. He makes us read and answer the questions next to it. (Q9) I did not have the habit of reading. If I had the habit of reading, I could understand it.

Student 2

Q1. I think I am a medium reader. I read reading passages given in the text. Most of the time, I read passages in the classroom. (Q2) Yes, I participate by asking questions and when our teacher asks me I try to answer questions. (Q3) Most of the time I prefer to read individually. (Q4) Yes, I interact by asking new words in the reading passage. (Q5) our teacher usually uses one period for reading comprehension. In fact, it depends on the size of the reading passage and the activities. When the exercises are too many, they will be given to us as a home work. (Q6) Our teacher gave us mid and final exam that has short reading comprehension. In the classroom while working on the reading passage the teacher asks us questions from the reading. Our teacher tries to persuade students to bring text books by giving additional marks and let them bring textbooks from other sections. (Q7) Yes, I prefer to read silently in order to understand and answer the questions. I try to understand the meanings of words contextually. Sometimes I use my mobile. (Q8) After we read the reading passage our teacher gives us a clue as well as phrases to identify the main idea of the reading. (Q9) It is not difficult. But the time allotment is a problem.

Student 3

Q1. Yes, I am a good reader. I usually focus on the information given in the reading passage. (Q2.) I ask questions. I bring my English textbook to school. Sometimes, I read at home. But usually I read in class while my teacher let us read the passage. (Q3) I prefer to work in groups. Working in groups make us understand the message by sharing ideas with others. If there are students who do not want to read we tell them to join us and them also read. (Q4) When words or phrases are not clear I interact by asking and by answering. Students in my group also did the same. (Q5) In a week we have six periods. But we do not have fixed periods for reading. When we learn reading we cannot complete it in a period. Sometimes it takes more than a period. (Q6) Our teacher assesses us by giving assignments. We took two tests on reading. We took also reading in our mid exam and first semester final exam. (Q7) Yes, I read reading passages in our text book with understanding. (Q8) Our teacher encourages by advising us to read more and by preparing tests and exams on reading. (Q9) No. learning reading comprehension is not difficult to me. I see all skills equally.

Student 4

Q1. I am moderate reader. I want to read passages written about scientific discoveries. (Q2) Yes, I participate. (Q3) I prefer to work in pair. Because the student I read with helps me with problem I had while we read. When I read with a group there is disturbance. (Q4) Yes, when I read a passage in the class. If there is any unclear word or sentence, I call my teacher and ask him. (Q5) We have six periods in a week. But, there is no fixed period for reading. We learn it when we reach at it. We first read the passage and discuss on it. The next period we work the exercises. (Q6) Our teacher make us stand and read the passage aloud, asks questions orally. We took reading tests on duplicated paper two times. In our first semester exam we also took reading passage questions. (Q7) When I read it for the first time it is difficult to understand. But later when I read again and again I understand it. (Q8) Our teacher makes us read at our home and come. And he also makes us read in the class before we did the exercises. (Q9) Yes, It is almost difficult because there are plenty of new words in it.

Student 5

Q1. I am a medium student in reading. But I am interested in reading fictions. (Q2) Yes, when there is reading passages I participate by reading passages in front of the students. (Q3) I prefer working in groups. In a group discussion when I made a mistake, I may be corrected by others. Working in groups helps me to develop speaking with others, too. (Q4) Yes, I participate by asking and answering questions. (Q5) We have five periods in a week. We do not have fixed periods for reading. Reading passages usually takes two periods. (Q6) He assesses by making us practice the given activities. He often gives us time to speak. He rarely gives us assignments which has its own mark. (Q7) Yes, I read it with understanding. But when there is a problem, I ask my teacher. After the teacher teaches us the reading passage, I read again the reading passage at home. (Q8) He encourages us by giving comments about the reading passage, by telling us the parts of the paragraphs and in which paragraph what kind of ideas mention it. (Q9) No, it is not difficult to me.

Student 6

Q1. I am a medium reader in reading texts written in English. (Q2) Yes, by reading the passage silently, by asking questions based on the reading and by answering questions. (Q3) I prefer reading individually. Because when I read individually I give attention and grasp ideas written in it. (Q4) Yes, I interact. When there are ideas which are not clear to me, I ask the teacher for understanding. (Q5) We usually use two periods. For the reading part we use one period for the activities another period. (Q6) He assesses us by asking questions taken from the reading passage. No assignment is given to us about reading. There is no test on reading. There are questions about the reading passage in our first semester final exam. (Q7) Yes, I understand it. When I encounter with words which are new to me I use my mobile dictionary. (Q8) Most of the time, our teacher encourages us to guess the meanings of words contextually, instead of always searching the meanings from our dictionary. He also advises us to read other books written in English. He did not make us speak about the books we read. (Q9) Reading comprehension is not that much difficult. For me doing the activities is difficult because it takes much time.

Student 7

Q1. I do not think I am a good reader. But, for pleasure I read stories and fictions written in English. (Q2) Yes, since I am a group leader, I try to explain the ideas of the reading passage to the group up to my understanding. (Q3) I prefer individual reading. Because, the message become clear when we read in a group. In fact there might be some disciplinary problems. (Q4) Yes, I interact. When there are words I have not seen before in the passage, I ask them. When our teacher gives us a reading assignment I also interact with my teacher by giving answers for the teacher questions. (Q5) There is no period in a week assigned for learning reading. We read when we reach at it. But a passage takes more than a period. (Q6) Our teacher assesses by giving time to read in class. He gives us clue about the reading and asks questions. He gives reading questions as a home work. (Q7) Yes, I read with understanding. When there are difficulties, I use dictionaries. (Q8) He encourages us by giving exercises from the reading. He does not enforce us read other literatures written in English. (Q9) No, it is not. Reading comprehension is very interesting to me. Because there are many things we get from reading. Most of the time, I read to grasp important ideas from the reading.

Student 8

Q1. I am a medium reader. In my spare time I read Amharic fictions. But, I do not read any fiction written in English. (Q2) Yes I participate. When the teacher orders us to read silently or loudly I participate on it. (Q3) I prefer individual reading. When I read in group or with another student I cannot concentrate on my reading. (Q4) There is no class activity in Grade 12 when we compare with other grades. But I participate by answering questions. (Q5) In average, our English teacher uses two periods for reading and doing the activities. (Q6) He assesses our progress by making us read the passage. At the time we read he asks questions and guesses whether we understand the passage or not. He gives a reading test in the class. He gives assignments. There are reading questions in the first semester final exam. (Q7) Yes, but when I did not understand the reading passage, I read it again and again. When I encountered problems of new words I see their meanings on my mobile. (Q8) If there are unusual words he translates into our mother tongue and he gives the meanings and ordered us to do the questions with their own marks. (Q9) I do not think it is difficult to me.

Student 9

Q1. I am not a good reader regarding reading passages. I read when our teacher asks to do the exercises out of the passages. I focus on grammar and speaking. I also watch English movies. (Q2) I participate by reading silently and individually with my eyes moving. (Q3) I prefer working in groups with students in accordance with our desks. I prefer it in order to share ideas and to ask unclear ideas. (Q4) I interact with my teacher by asking. When there is unclear or ambiguous idea in the reading passage I ask for more understanding. (Q5) We learn reading according to the teacher's schedule. If exercises are too many, the teacher uses two periods. No fixed period for reading comprehension. (Q6) Our teacher assesses us by asking questions. He makes us say what we understand about the passage shortly. He also gives us assignment on reading. We took final exam that has reading. (Q7) I can understand majority of the reading passages while reading. When there is problem in understanding I read again the passage at home with the help of my dictionary. When I am in the class, I ask my teacher and my classmates. (Q) He tells us to read with our eyes moving and with concentration. He tells us what speech are the words. He tells us the techniques of reading, but I do not use them. (Q9) It is not difficult. But I do not give emphasis for reading. If the passage is too long I do not read. If it is short I read.

Appendix H

Classroom Observations Checklist and Its Description

All the five teachers were observed only once because of the time constraints to cover the three school. The observation aimed to see problems that each teachers face in teaching reading passages in the actual classrooms. So, this section gives you the full description of the situation in the classrooms.

Teacher 1

This teacher was observed on 04/07/2007 at fourth period. The time was at morning. The students are social science students who were in section D. The topic of the reading passage was “Tradition versus Progress” on page 195. The passage has five activities. He started his lesson by writing the topic on the board and told them sit in their groups and read the passage. When students read the passage, the teacher walks round the desks and check whether they are reading or not. Then he makes them discuss on their group about what they read. And the teacher reads the choice questions one by one and the students participate in answering the questions. When he wrote the phrases from exercise four on the black board, the bell rang. Then he left the class by giving the exercises he wrote on the blackboard as a home work. After this exercise there was also another left.

I noticed the following: the teacher did not use any strategy mentioned in the teacher’s guide to teach the given passage. There were only ten text books in the classroom. There was one text book in a group. Although there were some students who actively participated to answer the questions, most of them never said a word. The time was over without completing the lesson the teacher had for the period.

Teacher 2

The teacher was observed on 08/07/2007 at fourth period in the morning shift. The students are Natural Science students who were in section A. The topic of the reading passage was “welcome to Markos’ world” which is found on page 237 of the student text book. The reading passage has nine activities. The teacher started the lesson by writing the topic and the objectives of the reading passage. Then he ordered them to sit in groups and discuss on the pre- reading questions.

A few minutes later he asked some students to give quick feedback. Then he ordered to survey the text given and he wrote questions that help them with surveying the text and prepare them for the summary writing by looking the teacher's guide. And again he wrote about "push factors" and "pull factors" from the guide. While he was discussing about these two factors with students the time was over. Then he gave them question as a home work from activity three which says "Describe the typical shanty town in the text no more than hundred words" and left the classroom. But five activities were left for the next period.

In the lesson observed I saw the following: the teacher had the guide with him and used it, there were only seven text books in the classroom for that particular period. The teacher brought both the students text and the teacher's guide to class. Few students took the lion share of participation in the discussion. The teacher left the classroom without completing the lesson he had for the day.

Teacher 3

This teacher was observed on 08/07/2007 at third period. The time was at morning. The students were Natural Science students who were in section D. The topic of the reading passage was "Welcome to Marko's world" which is found on page 237 of the student's textbook. Alike the other teachers he started the lesson by writing the topic on the blackboard. He then ordered the students to sit in their groups and discuss on the three pre-reading questions. After a few minutes he read the questions one by one and asked representatives of the group to reflect the groups answer. Then he ordered to read silently the reading passage. While students were reading the passage, the bell rang. The teacher gave three exercises (exercise 3, 4 and 5) as a home work and left the classroom.

I noticed the following from the class I observed: there were in sufficient text books in the classroom, the teacher did not bring the teacher's guide to class. It seemed that he had not seen the methods given in the teacher's guide to teach this reading passage. He did not finish the lessons for the period.

Teacher 4

I observed this teacher on 13/07/2007 at second period in the morning. The class was Natural Science section B. The topic of the reading was "Traditional Values". The teacher started the lesson by ordering them to open their textbook on page 195 where the reading passage is. Then he wrote the topic on the blackboard and made them sit in groups. He then told them to discuss on the two terms given as a pre-reading activity. He then asked few students about those two terms. Then he gave them time to read the passage in groups silently. While they were reading he observed whether they were reading what he ordered them to read or not by walking round the desks. The reading passage had five activities. When the time he gave them to read was over he ordered them to work on exercise three. While they were discussing on the questions, the bell rang. He told them to see the questions at their home and left the classroom.

I noticed the following: The teacher did not bring the teacher's guide to class. He did not use the methods that the guide orders him to follow. He did not finish the exercises given. There were very few textbooks in the class. Some students sat on their desk without textbook.

A letter requesting to conduct Educational Research Study in the sample School

Date _____

To _____ School

SUBJECT: PERMISSION TO CONDUCT RESEARCH STUDY IN YOUR SCHOOL

I am GossayeTilahun currently a student at Adama Science and Technology University School of Humanities and Law, Department of English, pursuing a degree of Master of Arts in TEFL. I am required to do research as part of my course. My research topic is on “**Practices and challenges that English Teachers face in teaching Reading Comprehension: Grade 12 in focus**”. My advisor is Dr. MekuriaAbera. The research design is case study in descriptive research method and mixed research approach. The samples will be purposively selected. I shall need to have ____ English language teachers and ____ Natural Science and ____ Social Science students from your school to participate in the study.

I will use the following instruments to collect data:

- Interviews
- Classroom observations
- Questionnaires

All information provided and obtained will be treated with utmost confidentiality. I am therefore humbled to request for permission to collect data from teachers and students of your school. I shall appreciate your positive response.

Thank you in advance,

Yours faithfully,

GossayeTilahun

