

Adama Science and Technology University

School of Humanities and Law

Department of English

**An Investigation of the practice and challenges of
teaching reading skill:**

**The case of Busa Secondary School in Southwestern
Shoa**

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Adama

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Shoa**

A Thesis submitted to the school of
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Statement of the author

This thesis is dedicated to my original work. I hereby declare that all information in this document has been obtained and presented in accordance with academic result and ethical conduct. I also declare that, I have fully cited and referenced all materials I used in this thesis work. All the sources that I have used have been indicated and acknowledged by means of complete references.

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Abstract

This is a study meant to find out the practice and challenges of teaching reading skill in Busa Secondary School in Southwestern Shoa. The current study aimed to find out how teachers' practice the teaching of reading and challenges they face while teaching reading skill. The study employed both quantitative and qualitative research designs with descriptive methods. With this intention student questionnaire, classroom observation, teacher interview were used to gather the required data. The study was conducted on 75 sampled students and their 7 English language teachers. Data from students' was analyzed quantitatively using tables of frequencies, percentages and cross-tabulations. On the other hand, the data from the teachers' interview was also analyzed qualitatively or descriptively using emerging themes. Almost all of the units in the text contain post reading activities but, when reading texts are not suitable and relevant; teachers do not seem to fill such gaps. Even when they notice improper questions, they do not able to make adaptations or substitutions. These all show that teachers are more likely to depend only on tasks given in the text books. The findings of the study revealed that the students' make insufficient practice, they make improper reading practices, and they do not read extensively and poor reading habits.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

English is used as a means of communication among people throughout the world. In this era of globalization, where competition among people is strong, mastering English appears to be obligatory. Further, the rapid development of science and technology, in particular, telecommunication tools, makes the mastery of English essential. Realizing the importance of English today implies that students need to be sufficiently equipped with English communication skills, both oral and written.

Reading is an important language skill among the four macro skills, because without it one cannot obtain the diversity of information acquired through reading text books, novels, news papers and magazines. Reading widens one's horizons as it helps grasp a great variety of knowledge. Today, every child taught to read, because without reading she or he will not manage to live in the human society and achieve something in life. Reading touches upon everything people do; education, health care, art, law, business, finance, engineering, etc-everything requires well- developed reading skills. Reading skills appear during the long process of teaching and practice.

According to Pretorius (2002), reading is a powerful learning tool, a means of constructing meaning and acquiring new knowledge. Moreover, reading is the cornerstone of instruction for all learners regardless of their ability level because it sets the foundation for future progress and success in virtually all other facets of life. Reading is the mother of all study skills. It is one of the most valuable skills a person can acquire. Reading is a complex process. Thus, it cannot be taught in isolation. Moreover, reading is not merely an ability to recognize written or printed words, but it also refers to putting meaning to what you read and drawing a unified thought of what is read.

Therefore, teachers have very important role to play in helping their students get most out of reading and become good readers. They need to introduce to them extensive reading and provide them essential guidance as they read comprehensively. While teaching

reading comprehension, teachers must always keep in mind that the goal is to let the students understand what the author meant.

Brown (2004) calls an efficient reader, the one who is able to master fundamental bottom-up and top-down strategies, as well as an appropriate content and formal schemata. Students are exposed nowadays to different ideas, people and products; and viewpoints increase as rapidly as the changes in the society. Thus, readers who can only read facts and nothing more can never be called good readers.

Krashen (1993) says that we learn to read by reading, not through drill and practice, but by free volition, and in this way learners become readers. Moreover, students' reading fluency is improved when they read extensively. They could expand their vocabulary knowledge and understanding of words they knew before. Thus, reading can help students write better, as well as improve their listening and speaking ability. They may develop positive attitudes toward reading in English and increased motivation to study.

Hamilton (2012) says the merits of reading in any society cannot be underestimated as it is the key to academic, social and economic progression of children. For this to happen, the teaching of reading must be effective. As such a reading society is likely to succeed in sustainable development as its citizenry will participate in decision making and economic development with an informed mind.

According to Guthrie (1997) children give high priority to reading and learning. However, as students approach the end of the elementary grades, many students cease to aspire to higher achievement or proficiency in tasks such as reading in any subject matter (Wigfield, 2002). In addition, if students' reading interests are weak, their competency grows little and their quality as readers diminishes (Guthrie et al., 2007). In fact, we are living in a 'reading' world where it is difficult to manage without reading.

1.2. Statement of the problem

The ability to read is important if one is to succeed in school .This is because of the notion that the comprehension of everything that is learnt in School depends on the learner's good reading skills. The ability to read is by far the most important ingredient for one to excel in other subjects as far as academic work is concerned.

Dubin and Bycina (1991) explain reading as a selective process taking place between the reader and the text, in which background knowledge and various types of language knowledge interact with information in the text to contribute to the comprehension of the text. In similar vein, Grabe and Stoller (2002) view reading as the ability to understand information in a text and interpret it appropriately. Thus, reading alone is not enough; there must be comprehension so that learners may not only focus on the text but also on the interpretation of its deeper meanings.

The importance of reading comprehension is emphasized in the education community; however, different people seem to visualize it differently. For example, Sweet & Snow (2003) said that comprehension becomes especially important to students in the later elementary grades because it provides the foundation for further learning in secondary school. A student's academic progress is profoundly shaped by the ability to understand what is read.

In addition, Durkin (1993) state that the central objective of reading is to comprehend what is being read. Though often viewed as only a facet of reading, related to but also distinguished from aspects such as fluency and phonemic awareness, most would agree with his assessment that reading comprehension is the "essence of reading"—so crucial to future learning that lesson designs, strategies, and assessment tools should address and reflect reading comprehension as a part of every subject. Students have to use reading skills in every single subject they ever study and in almost every aspect of life. However, reading difficulties are the most common cause of academic failure and under achievement.

Furthermore, reading may seem like something which comes about naturally. As the researcher observed the levels of reading in Busa Secondary School do not give a good picture. Due to the fact that there is no access to internet services, no enough reference books and English teachers focus on grammar part and other subject teachers' maximum use of mother tongue makes the students develop negative attitude towards reading skill and these lead the students to fail in their exams and drop out of the school.

For example , Ojo (1993) found that the major causes of students' poor performance in English and other school subject is their inability to read effectively, which in turn, is largely is due to the attitude of learners towards reading. Reading is not taught properly in scientific methods. Teachers also do not have necessary training for that. In addition, Greenwood (1998: 5) rightly points out that teachers' fail to recognize the potentiality of reading, and they neglect and/or ignore it in the classroom. According to him, the responsibility of this failure goes to the attitude first of the teacher and then of the students. These challenges eventually lead to failure in academic achievement.

So far there have been some researchers that conducted researches on the topic area. As example, Brown (2004), Krashen (1993), Hamilton (2012), Grabe and Stoller (2002), Ojo (1993) and Yilma (1997). Their studies also focus on types of readers, strategies of reading, significance of reading comprehension, and learners' attitude toward reading already studied by those researchers. Nevertheless, no such study has considered an investigation of the practice and challenges of teaching reading skill at Busa Secondary School to grade 10th students hence the need to conduct this study.

1.3. Objective of the Study

1.3.1 General Objective

The general objective of the study is:

1.3.1.1 Analyzing the practice of teaching reading skill and

1.3.1.2 Exploring the challenges of teaching reading skill in Busa Secondary School.

1.3.2 Specific Objectives

The study will be guided by the following specific objectives;

- To ascertain the students opportunities to develop vocabulary and concept knowledge through the text.
- To determine the role of teachers in promoting reading skills.
- To identify what methods teachers used in teaching reading skill.
- To identify the challenges faced by teachers in teaching reading skill.

1.4. Research Questions.

- Do students have multiple opportunities to develop vocabulary and concept knowledge through texts?
- Do teachers play a major role in teaching reading skill?
- What are the methods used by teachers in teaching reading to learners?
- What are the challenges faced by teachers in teaching reading to learners?

1.5 Significance of the study

The finding of this study may prove useful to the following:

Students will have a clearer view and firsthand experience of the teacher's performance. This will further enhance pupil's knowledge of the importance of mastering the basic skill of their competencies so they will make an effort to do best. In addition, it may give feedback to English language teachers, especially those who teach at 10th grade students of Busa Secondary School.

The result of this investigation may encourage administrator and supervisor help their teachers upgrade their teaching performance in improving reading comprehension through closer supervision and faculty development and training programs. Furthermore, the findings of this study may assist the curriculum planners in the proper selection of methods, techniques, and strategies that need to be reinforced. The information and insights that will be gained from this study may serve further researcher as a stepping stone.

1.6 Scope of the study

The scope of this study was restricted to random sample study of grade ten students of Busa Secondary School. It is limited to an investigation of the practice and challenges of teaching reading skill.

1.7 Limitation of the study

A number of factors can influence the teaching of reading. However, this study was restricted to an investigation of the practice and challenges of teaching reading skill in Busa Secondary School. In fact the comprehensiveness of the study would have been increased if it had entertained more schools. But time and finance limited the researcher to 7 teachers and 75 students.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter reviews relevant literature on reading difficulties according to the objectives of the study. To investigate the practice and challenges of teaching reading skill, the review is subdivided into: definition of reading, theories of reading, types of reading, causes of reading difficulties, methods of teaching reading skill, diagnostic assessment in reading skill and challenges faced by teachers in teaching reading skill.

2. 1. Definition of reading

According to Anderson et al., (1985) reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information. Wixon , Peters, Weber, & Roeber (1987) cited reading as the process of constructing meaning through the dynamic interaction among (1)the readers existing knowledge ;(2) the information suggested by the text being read; and(3)the context of the reading situation. So reading means associating background knowledge with what have been read from the text. It is a dialogue between the reader and the text.

According to Yun (1993) reading is way of communication. It is an interactive process. Moreover, students' general educational achievement depends mainly on their ability to read (Wellis, 2007). As Carrell (1981) identified that, for many students, reading is by far the most important of the four macro skills, particularly in English as a second or a foreign language.

Grabe (1991) define reading as an interactive process between a reader and a text which leads to automaticity (reading fluency). In this process, the reader interacts dynamically with the text as he or she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom - up processing) as well as schematic knowledge (through top- down processing).

According to Mickulecky(1990) reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience.

All of the persons prior knowledge, experience and values are organized in categories or schemata. Each category or schema is connected to many other schemata in a complex mental network. As he or she notices particular ideas or facts in a text, the reader matches that information with back ground knowledge and is able to construct a version of the text's meaning.

Mikulecky (1990) also defines reading skill as an automatic decoding (being able to recognize a word at a glance), previewing and predicting (giving the text a quick once over be able to guess what is to come), specifying purpose (knowing why a text is being read), identifying genre (knowing the nature of the text in order to predict the form and content) and questioning (asking questions in an inner dialog with the author).

She also defines reading skill as scanning (looking through a text very rapidly for specific information) and skimming (quickly getting the gist or overview of a passage or book) such as: recognizing topics (finding out what the text is about), locating topic sentences (identifying the general stamen in a paragraph), recognizing patterns of relationships (identifying the relationships between ideas; the overall structure of the text), inferring the main idea (using patterns and other clues) and guessing the meaning of unknown words from the context, using such clues as knowledge of word parts, syntax and relationship patterns.

Furthermore ,she defines reading skill as paraphrasing(re-stating texts in the reader' own words in order to monitor one's own comprehension),summarizing(shortening material by retaining and restating main ideas and leaving out details), drawing conclusions (putting together information from parts of the text and inducing new or additional ideas), drawing inferences(using evidence in the text to known things that are

unstated), visualizing, picturing or actually drawing a picture or diagram, of what is described in the text and reading critically, judging the accuracy of a passage with respect to what the reader already knows; distinguishing fact from opinion.

As the researcher understands from Mikulecky's reading skill definition, reading can be categorized into three phases.

As pre-reading phase it can be automatic decoding (being able to recognize a word at a glance), previewing and predicting (giving the text a quick once over to be able to guess what is to come) and specifying purpose (knowing why a text is being read).

In addition, identifying genre (knowing the nature of the text in order to predict the form and content), reading faster, (reading fast enough to allow the brain to process the input as ideas rather than single words) and adjusting reading rate according to materials and purpose, being able to choose the speed and strategies needed for the level of comprehension desired by reader.

While-reading phase can be seen as scanning and skimming, such as; questioning (asking questions in an inner dialog with the author), locating topic sentences (identifying the general stamen in a paragraph), recognizing topics (finding out what the text is about) and Classification of ideas into main topics and details categorizing words and ideas on the basis of their relationships; distinguishing general and specific.

Similarly, Stating the main idea (or thesis) of a sentence paragraph or passage, identifying and using words that signal the patterns of relationships between ideas and guessing the meaning of unknown words from the context, using such clues as knowledge of word parts, syntax and relationship patterns and knowing what the author's point is about the topic and recognizing patterns of relationships, identifying the relationships between ideas; the overall structure of the text.

In post reading phase it can be seen as intensive and extensive reading, such as; paraphrasing (re-stating texts in the reader's own words in order to monitor one's own comprehension), summarizing (shortening material by retaining and restating main ideas

and leaving out details) and drawing conclusions (putting together information from parts of the text and inducing new or additional ideas).

In addition, drawing inferences, using evidence in the text to know things that are unstated, visualizing(picturing or actually drawing a picture or diagram, of what is described in the text) and reading critically, judging the accuracy of a passage with respect to what the reader already knows; distinguishing fact from opinion.

2.2. Theories of Reading

Wearmouth, et al, (2003) further state that there are models of reading which teachers need to understand if they are to make informed decisions about appropriate methods, Strategies and techniques which will help learners learn how to read. Without this understanding by teachers, it will be difficult for them to choose methods of teaching reading and how to implement such programs.

The three main theories which explain the nature of learning to read are: The traditional theory, or bottom up processing, which focused on the printed form of a text, the cognitive view or top-down processing enhanced the role of background knowledge in addition to what appeared on the printed page and the meta cognitive view, which is based on the control and manipulation that a reader can have on the act of comprehending a text, and thus, emphasizes the involvement of the reader's thinking about what he is doing while reading.

2.2.1. The traditional view (bottom-up processing or data driven model)

This model focuses on letter- sound relationship while the meaning of text comes later. It is called linguistic/phonics/systematic knowledge. The learners are first taught the letters and their sounds and later they learn to combine these letter sounds (grapheme-phonetic relationship) to make words using phonological techniques such as: blending, substitution, rhyming and sequencing. In addition, bottom up theories hypothesize that learning to read progresses from students learning the part of the language (letters) to understand whole text (meaning).

According to Omaggio (1993) the traditional bottom-up approach to reading was influenced by behaviorist psychology of the 1950s, which claimed learning was based upon “habit formation.” As a result, language learning was characterized as a “response system that humans acquire through automatic conditioning processes,” where “some patterns of language are reinforced (rewarded) and others are not,” and “only those patterns reinforced by the community of language users will persist. Today, the main method associated with the bottom-up approach to reading is known as phonics, which requires the learner to match letters with sounds in a defined sequence.

Samuel and Kamil (1988: 25) clarified that, the emphasis on behaviorism treated reading as a word-recognition response to the stimuli of the printed words, where “little attempt was made to explain what went on within the recesses of the mind that allowed the human to make sense of the printed page”.

In other words, textual comprehension involves adding the meanings of words to get the meanings of clauses (Anderson 1994). These lower level skills are connected to the visual stimulus, or print, and are consequently concerned with recognizing and recalling. Phonics emphasizes on repetition and on drills using the sounds that make up words. Information is received and processed beginning with the smallest sound units, and proceeded to letter blends, words, phrases, and sentences. Thus, novice readers acquire a set of hierarchically ordered sub-skills that sequentially build toward comprehension ability. Having mastered these skills, readers are viewed as experts who comprehend what they read.

Stanovich (1980) describes the traditional view as a series of stages that transforms the input and passes it to the next stage without any feedback or possibility of later stages of the process influencing earlier stages. It means that language is viewed as a code and the reader’s main task is to identify graphemes and convert them into phonemes. As a result, readers are regarded as passive recipients of information in the text. Meaning resides in the text and the reader has to reproduce it.

This model of reading has almost always been under attack as being insufficient and defective for the main reason that it relies on the formal features of the language, mainly words and structure. Although it is possible to accept this rejection for the fact that there is over-reliance on structure in this view, it must be confessed that knowledge of linguistic features is also necessary for comprehension to take place. To counteract over-reliance on form in the traditional view of reading, the cognitive view was introduced.

2.2.2 The Cognitive View (top-down processing or concept driven)

The top-down model emphasizes meaning prior to structure of words or text. It is called whole language/schematic knowledge. This model is based on Goodman's (1976) cited in wear mouth et al, 2003) advocacy that a good reader will not read or attempt to read every word in a text but will make guesses about meaning. Therefore, according to this view students learn to read by interpreting pictures and other elements in relation to the context.

Omaggio (1993) found that behaviorism became somewhat discredited as the new cognitive theory represented the mind's innate capacity for learning, which gave new explanatory power to how humans acquired their first language; this also had a tremendous impact on the field of ESL/EFL as psycholinguists explained "how such internal representations of the foreign language develop within the learner's mind."

According to Smith (1994) the cognitive or top-down processing approaches revolutionized the conception of the way students learn to read. In this view, reading is not just extracting meaning from a text but a process of connecting information in the text with the knowledge the reader brings to the act of reading.

As Tierney and Pearson (1994) clarified, reading is a dialogue between the reader and the text which involves an active cognitive process in which the reader's background knowledge plays a key role in the creation of meaning. Reading is not a passive mechanical activity but purposeful and rational, dependent on the prior knowledge and expectations of the reader. In addition, Smith (1994) said that reading is not merely a matter of decoding print to sound but also a matter of making sense of written language. In short, reading is a psycholinguistic guessing game, a process in which readers sample the text, make hypotheses, confirm or reject them, make new hypotheses, and so forth.

Schema Theory

The schema theory describes in detail how the background knowledge of the learner interacts with the reading task and illustrates how a student's knowledge and previous experience with the world is crucial to deciphering a text. The ability to use this schemata, or background knowledge, plays a fundamental role in one's trial to comprehend a text.

Schema theory is based on the notion that past experiences lead to the creation of mental frameworks that help a reader make sense of new experiences. Smith (1994: 14) calls *schemes* the "extensive representations of more general patterns or regularities that occur in our experience." In addition, Kucer (1987: 31) also said that past experiences will be related to new experiences, which may include the knowledge of "objects, situations, and events as well as knowledge of procedures for retrieving, organizing and interpreting information.

Anderson (1994: 469) found that recall of information in a text is affected by the reader's schemata and explains that "a reader comprehends a message when he is able to bring to mind a schema that gives account of the objects and events described in the message". Therefore, a learner's schemata will restructure itself to accommodate new information as that information is added to the system (Omaggio, 1993).

Content and formal schemata

Schema theorists differentiate formal schemata (knowledge about the structure of a text) from content schemata (knowledge about the subject matter of a text), and a reader's prior knowledge of both schemata enables him to predict events and meaning as well as to infer meaning from a wider context.

Formal schemata refers to the way that texts differ from one another; for example, a reading text could be a fictional work, a letter to the editor, or a scientific essay, and each genre will have a different structural organization.

Knowledge of these genre structures can aid reading comprehension, as it gives readers a basis for predicting what a text will be like (Smith 1994). For example, if a reader knows

that the typical format of a research article consists of sections subtitled *Introduction*, *Theoretical Basis*, *Methods*, *Results*, *Discussion*, and *Conclusion*, that knowledge will facilitate their interaction with the article and boost comprehension. On the other hand, if he is not familiar with this formal schema, teaching it to him could lead to improved reading ability with lasting and beneficial effects.

Content Schemata refers to the message of the text. One's familiarity with the content will make more productive and efficient. As Anderson (1994: 469) explains, "a reader comprehends a message when he is able to bring to mind a schema that gives account of the objects and events described in the message".

Activating and building schemata

Since the reader plays a fundamental role in the construction of meaning, his age, gender, experience, and culture are important considerations for teachers who want to select readings that will motivate their students. Anderson (1994) found that when readers cannot locate a schema that fits a text, they may find it incomprehensible. In some cases readers may not have a schema that is significant to the text, or they may need help, to activate the pertinent schema to be able to comprehend the text.

In such cases it may not be possible for the reader to understand the text, and the teacher must be ready to engage in "building new background knowledge as well as activating existing background knowledge" (Carrell, 1988: 248).

In similar way, Bransford (1994) points out that difficulties in comprehension may be caused by the lack of background knowledge presumed by the text, and he sees the responsibility of instructors as being twofold: to activate preexisting schemata and to help students to integrate isolated "parcels" of knowledge into a schema or to build a new one.

If the texts to be read contain a cultural context that is different from the student's, the issues of formal and content schemata become even more important. McDonough (1995) explains that, to a higher extent, this is the reason why ESL and EFL students find it difficult to read in a second language with texts that contain cultural assumptions of the target culture. They may lack the culture-specific background knowledge necessary to process the text in a top-down manner.

Applying schema theory to Foreign or Second language reading

According to Tierney and Pearson (1994), in order to teach reading effectively, the teacher's role to activate and build schemata is paramount. To achieve it, she or he should in advance select texts that are relevant to the students' needs, preferences, individual differences, and cultures in order to provide meaningful texts so the students understand the message, which entails activating existing schemata and helping build new schemata. Then, after selecting the text, she or he needs to do the following three stages of activities to activate and build the students' schemata.

Pre-reading activities, in which the teacher have students think, write, and discuss everything they know about the topic, employing techniques such as *prediction*, *semantic mapping*, and *reconciled reading*. The objective is to make sure that students have the relevant schema for understanding the text.

During-reading activities, the teacher guide and monitor the interaction between the reader and the text. One important skill teachers can impart at this stage is note-taking, which allows students to compile new vocabulary and important information and details, and to summarize information and record their reactions and opinions.

Post-reading activities, which facilitate the chance to evaluate students' adequacy of interpretation, while bearing in mind that accuracy is relative and that "readership" must be respected as long as the writer's intentions are addressed. Post-reading activities focus on a wide range of questions that allow for different interpretations. While schema activation and building can occur in all three stages, the pre-reading stage deserves special attention since it is here, during the students' initial contact with the text, where their schemata will be activated.

2.2.3. The Meta cognitive view

The Meta cognitive theories of reading is, how an individual thinks about his reading processes before, during and after the actual act of reading.

Flavell (1979) defined Meta cognition as knowledge about cognition and control of cognition. He classified Meta cognition into three components:

- Meta cognitive knowledge/ awareness - is what individuals know about themselves and others as cognitive processors.
- Meta cognitive regulations – is the regulation of cognition and learning experiences through a set of activities that help people control their learning.
- Meta cognitive experiences - those experiences that have something to do with the current, on- going cognitive endeavor.

According to Block (1992), there is no more problematic to accept the influence of background knowledge on readers. Research has gone even further to define the control executed by readers on their trial to understand a text. This control is what Block has referred to as Meta cognition. In the context of reading, meta-cognition involves thinking about what one is doing while reading. Strategic readers do not only sample the text, make hypotheses, confirm or reject them, and make new hypotheses while reading.

They also involve many activities along the process of reading, whose stages can be divided into three, i.e. before reading, while reading, and after reading. The activities the readers involve before reading are to identify the purpose of the reading, identify the form or type of the text.

In the second stage (while reading), they think about the general character and features of the form or type of the text. Such as: trying to locate a topic sentence and follow supporting details toward a conclusion, project the author's purpose for writing the text, choose, scan, or read in detail, make continuous predictions about what will occur next based on information obtained earlier, prior knowledge, and conclusions obtained within the previous stages. Finally, in the last stage, they attempt to form a summary, conclude, or make inference of what was read.

Grid of common points

Author's Names	Definition of reading	Theories of Reading		
		The traditional bottom-up view	The Cognitive View (top-down processing)	The meta cognitive view
Anderson (1985)	-reading is the process of constructing meaning from written texts		-a reader comprehends a message when he is able to bring to mind a schema that gives account of the objects and events described in the message	
Block (1992)				-meta cognition involves thinking about what one is doing while reading.
Day and Bamford (1980)				-teachers orient students to the goals of the program.
Mikulecky (1990)	-reading is a conscious and unconscious thinking process			
Omaggio (1993)		-the traditional bottom-up approach to reading was influenced by behaviorist psychology of	-behaviorism became somewhat discredited as the new cognitive theory represented the mind's innate capacity for	-a learner's schemata will restructure itself to accommodate new information as that information is added to the system

		the 1950s, which claimed learning was based upon “habit formation”	learning,	
Samuel and Kamil(1988)		-the emphasis on behaviorism treated reading as a word-recognition response to the stimuli of the printed words		
Researcher	-reading is the way the reader can edit his or her mistake. When we are going to read, we need to have purpose in mind.	In which the learners learn parts of language to understand the text.	Where the reader can comprehend the text (make sense of the written language)	It means how the individual thinks about his reading process (analyze, interpret, summarize, infer by using phases of reading)

2.3. Types of Reading

Scholars divided reading into two types, depending up on the purpose of the text for reading ,the length of the text, the objective, the text prepared for and the classroom procedures. Several types of reading may occur in a language classroom. One of the way in which these may be categorized, as suggested by Brown (1989) can be outlined as follows:

A. Oral

B. Silent

- Intensive (linguistic & content)
- Extensive (scanning, skimming)

The two types of reading, intensive and extensive reading are categorized under silent reading. Intensive reading is used to teach or practice specific reading strategies or skills. The text is treated as an end in itself. Extensive reading on the other hand, involves reading of large quantities of material, directly and fluently.

It is treated as a means to an end. It may include reading simply for pleasure or reading technical, scientific or professional material.

This later type of text, more academic, may involve two specific types of reading, scanning for key details or skimming for the essential meaning.

Intensive reading (narrow reading)

Intensive reading _ which is slow, careful reading of a small amount of difficult text_ it is when one is focused on the language rather than the text. It refers to the reading of short texts- not more than 500 words in length. It is a type of reading we usually practice in language classrooms and aim is to build more language knowledge rather than simply practice the skill of reading. The major purpose of this type of reading goes to specific information.

Hedge (2000) explains intensive reading as a type of reading that is concerned with looking at text carefully for the purpose of choosing precise words or phrases.

In this manner, students learn by integrating skills in such a way that they will have the opportunity to associate written words and phrases with their existing knowledge.

On the other hand, in secondary level classes where students read relatively longer passages in their text, reading practice activities should aim at developing children's abilities for understanding and identifying meanings. It should focus on developing reading strategies and skills as well.

Wilgam (1981:278) notes that intensive reading will provide a basis for explaining difficulties of structures and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. As it is mentioned above intensive reading serves a great deal in enhancing reading ability of students as well as their language skills.

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) say it is a "detailed in-class" analysis, led by the teacher, of vocabulary and grammar points, in a short passage."

Munby(1979,p. 142) suggests four categories of ideas that may be used in intensive reading. These include: plain sense - to understand the factual, exact surface meanings in the text , implications - to make inferences and become sensitive to emotional tone and figurative language, relationships of thought - between sentences or paragraphs and projective - requiring the integration of information from the text to one's own background information. It means that in intensive reading, readers can read by integrating models of reading (cognitive and Meta cognitive) and three phases of reading (pre reading, while reading and post reading).

Principles of intensive reading

Intensive Reading is basically a "study" technique for organizing readings which will have to be understood and remembered. The intensive Reading Technique is reading for a high degree of comprehension and retention over a long period of time. One may have good comprehension while reading line-by-line, but remembering is what counts.

Intensive Reading is not a careful, single reading, but is a method based on a variety of techniques like scanning, the surveying techniques of planning your purpose, and others.

The seven procedures which cover the method for very effective reading for detailed comprehension and long retention are: overview (surveying and skimming), purpose (what readers' wish to get from the text), questions, reading (the heart of intensive reading is to read carefully and thoughtfully), summarizing (organizing ideas and supporting points), testing (to set or fix the information more firmly in mind so that to retain it better and understanding.

Extensive reading

Extensive reading (free reading /book flood/reading for pleasure), is a way of language learning, through large amount of reading. Hedge (2003) believes that extensive reading varies according to students' motivation and school resources. A well- motivated and trained teacher will be able to choose suitable handouts /books or activities for the students.

According to Krashen (1994) extensive reading is a highly individualized approach to reading improvement. Students select their own books and read at their own pace. The teacher should guide students to select books at a level of comprehension that allows for "comprehensible in part". The emphasis is on the quantity of books read and the student's enjoyment of their books. Students are never tested formally on their extensive reading. However, they are required to talk about the books they read in structured activities, including book conferences with the teacher, brief oral reports to the class, and discussions in small group settings.

Sesnan (2003) explained, "it is type of reading a text in a widely manner but not deeply where the aim is for pleasure and entertainment in which the written texts are not studied in detail. The other scholar, Thompson (2001) also explains it in a similar way by saying that it is a reading of books and magazines etc. meant for pleasure, to obtain information or to satisfy interest .According to these two scholars, extensive reading is a common kind of reading which takes which takes place out of classroom.

As Nuttall (1996) states, texts for extensive reading need to be selected in accordance with the reading ability and pace of the student, so that extensive reading could be practiced in any level. The purpose of extensive reading is to let students practice reading without the help of teachers or parents. It is obvious that, attitude is the decisive factor for the preparation of students to read by themselves. To let students develop their reading habit then, teachers' and parents' contribution is paramount.

Krashen (1993) says that extensive reading helps to improve second language without the support of teachers and other people. Wilfred Brush in ELT journal article (volume 45/2 April 1991) notes that importance of reading privately and extensively has its own advantages. For example, reading privately in the foreign language for one's enjoyment may give the learner new motivation for the foreign language grammar lessons in school and pupils can directly apply their newly gained knowledge of English for their own interest and enjoyment.

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.

Historical Perspective

Harold Palmer (1917) in Britain and Michael West (1926) in India were the first to pioneer the theory of extensive reading as an approach to foreign language teaching and to reading, in particular. Palmer chose the term "extensive reading" to distinguish it from "intensive reading". The 1929 Coleman Report on "Modern Foreign Language Study", introducing the Reading Method, recommended the inclusion of *extensive* reading in its Method (as distinct from *inclusive* reading). Students were to read in the second language without a conscious effort to translate. Emphasis was placed on developing independent silent reading and to increase reading rate of individual students. Frequency word counts were developed and used as a basis for graded readers.

Nuttall (1982) wrote that the idea of Extensive Reading should be "standard practice" in second language learning. She suggested the following "slogan": "The best way to improve your knowledge of a foreign language is to go and live among the speakers. The next best way is to read extensively."

Krashen (1984) supported Extensive Reading because he felt it automatically gave rise to competence in writing. In 1993, he termed it "free voluntary reading". Krashen (1995) argued that 'free voluntary reading' could be used as a "bridge" from *communicative* language competence to *academic* language competence. Students are free to choose a book that they like and are allowed to read it at their own pace. The aim of a free voluntary reading is to help students to enjoy reading assessment is usually minimized or eliminated entirely.

Nuttall (1998) argued the case for Extensive Reading programs citing research studies that showed "impressive" gains in reading ability, motivation and attitude, and overall linguistic competence. There was also evidence of gains in vocabulary and spelling.

Although researcher strongly suggests that extensive reading can boost second language acquisition, few second language learners engage in voluntary reading at their own initiative, (reluctant readers) and require guidance in the form of Extensive Reading programs.

Background theory

The following theories explain about extensive reading:

Krashen's Input Hypothesis (1982) made a distinction between acquisition and learning. The dominant mode of language learning is in *acquisition*, the largely subconscious "picking up of the language" which characterizes language in informal settings and which is similar, if not identical, to the way children develop ability in their first language." Language acquisition represents unconscious learning which takes place when attention is focused on meaning rather than form. In order to acquire language, the learner must be exposed to large amounts of second language input that was "meaningful", interesting, relevant, not grammatically sequenced, and in a low anxiety setting. It is felt that Extensive Reading programs provide such an environment.

The L1=L2 Hypothesis suggests that second language learning, like the first, follows a highly predictable pattern. If the conditions of first language acquisition are approximated by extensive second language reading, the second language learner can achieve native like competence in a classroom. An extension of this suggests that reading for pleasure from appropriate second language texts provides *subconscious* and *progressively more difficult* second language input much like that essential for first language acquisition.

Rumelhart (1980) proposed an "interactive model" of the reading process in which reading is a complex task of simultaneously combining "bottom-up" processes (in which the reader analyzes text in small pieces and builds meaning from these) and "top-down" processes (in which the reader makes "guesses" about the content of a passage). It is thought that Extensive Reading programs provide the quantities of reading practice necessary for the automaticity of the "bottom-up" (word recognition) process.

Day and Bamford (1988, P.7-8) gave nine features common or basic to the extensive reading. They are: students select what they want to read, the purposes of reading are usually related to pleasure, information and general understanding, reading is individual and silent, students read as much as possible, reading speed is usually faster when students read materials they can easily understand. Reading is its own reward with few or no follow-up exercises after reading, reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar the material should be varied in subject matter and character and the teacher is a role model who orients students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program and reading in general.

In addition, Day and Bamford (1998) have also documented the benefits of extensive reading, which include: development of a positive attitude toward reading in a second language or foreign language, motivation to read more or feel more autonomous over their own learning, increased reading fluency, gains in vocabulary and grammar knowledge, gains more confidence in reading and improvement in writing the second language or foreign language.

Hedge (2003) also identified the merits of extensive reading such as: learners can build their language competence, progress in their reading ability, become more independent in their studies, and acquire cultural knowledge and develop confidence and motivation to carry on learning.

Broughton (1978) suggested that "It is by pursuing the activity of extensive reading that the volume of practice necessary to achieve rapid and efficient reading can be achieved." (p.92). Krashen (1993) suggested that the benefits of free voluntary reading included "enhanced language acquisition and literacy development, more ideas and information, greater success in life, loss of verbal memory, and more fun."

Assessment of intensive reading will take the form of reading tests and quizzes but there are no reading comprehension exercises or formal assessments in extensive reading. The challenges of teaching extensive reading may be costly and time consuming to set up if materials are not already available and it may be difficult to get support from administration. In addition students that have only been exposed to intensive reading may not believe that extensive reading is a proper way to learn.

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.

Skimming and Scanning

Skimming and scanning are sometimes referred to as types of reading and at other times, as skills. 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. In addition, it also involves a thorough overview of a text and implies a reading competence. Nuttall (1996: 49) has defined skimming as: glancing rapidly through a text to determine its gist, for example in order to decide whether a research paper is relevant to our own work ...or to keep ourselves superficially informed about matter that are not of great importance to us.

Brown (1994) suggested that "perhaps the two most valuable reading strategies for learners as well as native speakers are skimming and scanning." Often skimming and scanning are used together when reading a text. For example, the reader may skim through first to see if it is worth reading, then read it more carefully and scan for a specific piece of information to note.

Pugh (1978: 53) states that scanning is to find a 'match' between what the reader seeks and what the text supplies. In scanning, very little information is processed for long term retention or even for immediate action. In addition, he suggested that since scanning is a less complex style of reading it can be introduced first. Scanning is more a limited activity, only retrieving information relevant to a purpose. It is a surface level process of reading, and mainly 'reader-driven'. In scanning there is a rapid inspection of a text with occasional closer inspection.

Skimming requires greater fluency and more practice is required, so it should be introduced later. Students need to learn that they need to adapt their reading and techniques to the purpose of the reading. By practicing skimming and scanning, the individual learns to read and select specific information without focusing on information that is not important for meaning.

Grid of common points

Author's Name	Types of reading		
	Intensive	Extensive	Skimming and scanning
Pugh (1978)			-Scanning is a less complex style of reading it can be introduced first. Skimming requires greater fluency and more practice is required, so it should be introduced later.

Hedge (2003)	Explains intensive reading as a type of reading that is concerned with looking at text carefully for the purpose of choosing precise words or phrases.	Extensive reading varies according to students' motivation and school resources.	
Brown (1989)	-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.	-To achieve a general understanding of a text.	
Day and Bamford(1998)		-Development of a positive attitude toward reading in a second language -Increased reading fluency. -Gains in vocabulary and grammar knowledge.	

Long and Richards (1987)	-A detailed in-class analysis, led by the teacher, of vocabulary and grammar points, in a short passage.		
Long and Richards (1971)		-Occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words.	
Rumelhart (1980)		-Extensive reading programs provide the quantities of reading practice necessary for the automaticity of the "bottom-up" (word recognition) process.	
Nuttal (1998)		-Impressive gains in reading ability, motivation and attitude, and overall	

		linguistic competence	
Sesnan (2003)		-It is type of reading a text in a widely manner but not deeply where the aim is for pleasure and entertainment in which the written texts are not studied in detail	
Krashen(1994)		-The emphasis is on the quantity of books read and the student's enjoyment of their books	
Munby(1979)	-Plain sense, implications, relationships of thought and projective		
Wilgam(1981:278)	-Intensive reading will provide a basis for explaining difficulties of structures and for extending knowledge of vocabulary and idioms.		

Researcher	-It is narrow reading. Intensive reading refers to the reading of short texts- not more than 500 words in length.	A wide range of reading which allows the reader to grasp a variety of knowledge.	-Scanning is quick reading searching for specific information (date age nationality place time etc). On the other hand, skimming is searching for gist/general meaning of the text.
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2.4. Causes of reading difficulties

There seems to be great controversy on what the causes of reading difficulties are. Some scholars relate reading difficulties to neurological factors while others relate them to environmental factors.

Maruyama (2007) cites three considerations which support the view that reading difficulties are caused by neurological factors. These are disorientation and disorganization in the recognition of visual patterns due to brain damages, hereditary relationship of reading disability and the interrelationship between visual, auditory, temporal, and kinaesthetic disorientation and disorganization.

Ojanen (2007) says reading difficulty can be a result of inadequate teaching. Teachers have a lot of work in teaching reading skill so that a lot of students would become fluent readers. In addition, Yilma (1997) concludes that reading problem results from teacher accustomed to load reading, lack of sub skills practices and lack of suggestions for additional library work

Environmental factors also contribute to one having reading difficulties. For example, bad home condition, parents' negative attitude toward English Language and school environments (fatigue, students' negative attitude towards their teachers). If there is no one to motivate the learners at home as well as in school, it will be very difficult for learners to have vocabulary knowledge and develop interest in reading.

Especially, ESL and EFL learners, confront a variety of difficulties while reading. These difficulties comprise inadequate vocabulary, lexical inefficiency, structural complexity, language inaccessibility, poor reading skills, lack of schemata, and so on. Students' lack of interest is another major cause of their failure in reading. Reading is, for many of them, "a passive, boring activity, performed constantly in isolation and perhaps associated with skills which they feel they do not possess" Greenwood (1998: 5).

Nuttall (1996:35) has also pointed out some reasons of the failure of the students' reading. They are: negative expectations, unsuitable tasks and the wrong procedures.

Furthermore, researcher also has his own perceptions of what causes reading difficulties.

These are: Students limited vocabulary and grammar knowledge, bad home condition, parents' negative attitude toward English language, peer influence and lack of reading habit in leisure time.

2.5. Methods of teaching reading skill

Reading is a process that does not happen at once but involves different other skills. Learners cannot learn how to read all at once but the teacher has to employ different techniques ranging from motivation up to technical skills such as use of the alphabet and phonics in identifying and pronouncing words (Ehri, 1997). However, each method may work according to many competing factors such as teacher knowledge of how and why the methods should be used, teacher qualification, motivation, commitment, resource provision and use, linguistic nature of each society (bilingual or multilingual) learning environment and many other factors each society is faced with.

It is very common in a classroom situation to find both slow and fast learners. Some are good in reading while others are poor readers. In this kind of situation, it all depends on the teacher to use those methods of teaching reading which will help the poor readers.

Most students require close supervision if they are to perform better in academic work.

As a result, even when the teacher knows that a particular student is a poor reader S/he is not in a position to help (Kalindi, 2005). It is important to note that most teachers work under harsh conditions such as, attending to so many classes in a day, too many students in one class room, inadequate reading materials and experiencing irregular attendance at School by Students.

2.6. Diagnostic Assessment in reading skill

One very important type of assessment is dynamic assessment which has to do with investigating how each learner learns, the processes involved and how this can be strengthened (Lunt, 1994). This kind of assessment is rooted within the socio cultural theory and puts the learner at the centre as the main beneficiary to learning. Similarly, Gipps (2002) adds that assessment if used loosely encompasses many ways of finding out how learners are doing academically and what they are achieving. She further brings to the fore the relationship between assessment and learning and the benefits of using informal assessment over formal assessment.

Diagnostic assessment in reading is very important if students with reading difficulties are to be helped. According to Matafwali (2005) it is cardinal that students having reading problems are identified using available assessment methods so that they get positive results from early intervention. From these ideas it can be understood that assessment is not only about measuring performance of learners in reading but also considering how the teaching process is impacting on the learners. So there cannot be effective teaching and learning without effective assessment. It has to do with making meaning out of the learners' behaviors with a view to finding appropriate ways of reducing or removing their challenges.

2.7. Challenges faced by teachers in teaching reading skill.

In virtually every class, there could be a learner with a reading difficulty. As such, during their career, every teacher meets several learners for whom reading is laborious, and even learners who think that they cannot read.

Teaching these learners is a challenge for the teachers and the entire school (Paananen, et.al. 2009), classroom effectiveness of teachers heavily depends on their knowledge of the subject matter and their pedagogical skills.

In addition, a teacher may have the required skills in teaching reading, but it becomes difficult for him/ her to teach effectively if the necessary teaching and learning materials are not in place. Poor staffing levels means teachers have to attend to more than one class hence being over burdened. In turn, they will not be able to pay particular attention to those learners who have difficulties in reading.

CHAPTER THREE

3. RESEARCH METHODOLOGY

This chapter outlines aspects of the methodology in this study. These include; the research design, study population, study sample, sampling procedure, data collection instruments and data analysis.

3.1. Research Design

The study employed both quantitative and qualitative research designs. This is a common approach and helps researcher to triangulate which means to back up one set of findings from one method of data collection underpin by one methodology. The researcher used semi structured interview and observation from qualitative. In addition, questionnaire and descriptive survey from quantitative research design was used.

3.2. Sample

This study was conducted at the level of tenth grade students of Busa Secondary School. There were 9 classes of the 10th grade students with the total of 675 students in which 75 students were selected from each class. The selection of the target students from the section was every (8th & 9th) from their attendance lists. This was because the number of students were not equally distributed in each classroom.

3.3 Sampling Technique

Students were selected through random sampling, and participate in the study by filling out questionnaire. In addition, regarding the selection of English teachers, all of them were selected. This was because there were only 7 English teachers. As a result, 7 of them were interviewed and three classes were also chosen by lottery method for class room observation for a period of three consecutive weeks.

3.4. Research Instruments and their administration.

The selection and construction of appropriate, valid and reliable research instrument is very essential step of a scientific investigation. In this study, three instruments were used to collect data. These were questionnaire, interview and observation. The questionnaire and observation checklist were adapted from Hamidur Rahman (2004).

3.4.1. Student Questionnaire

The questionnaire was used to get particulars of the students as well as their ability on reading skill. In addition, the questionnaire was used to assess how students identified their reading difficulties. The questionnaire was distributed to 75 students, which was filled in by randomly selected students from their attendance lists. All respondents gave responses on their reading practices, their teachers' teaching reading activities, challenges teachers and students themselves have faced.

3.4.2. Teacher interview

Semi-structured interview was used, which uses an interview schedule to keep some control of the interview but also allows for some flexibility in terms of the interviewee's response. Seven teachers were interviewed. The teachers were 7 male. They were aged between 27 and 45 years. They had between 2 and 21 years of teaching experience.

3.4.3. Classroom observation

The lesson observation checklist dealt with data from both teachers and students which focus on five main aspects which could have a bearing on learner- achievement in reading. These are; class room environment, lesson procedure, teaching aids/ materials, assessment and feedback and methodology.

As the practice of teaching and learning reading in the classroom involves three important phases(pre- reading, while reading and post reading), continuous observation was conducted mainly to check whether or not these phases were carried and appropriately managed.

Most importantly, it was to check the students' reading practice and their reading difficulties. The observation was structured in which checklists were developed with around 35 points to be observed and as the teaching learning goes on.

The checklist rating scales have been estimated with a rating range from 1 to 5 where 5 stands for always, 4 stands for very often, 3 stands for sometimes, 2 stands for rarely and 1 stands for never.

3.5. Data collection procedures and analysis

Before subjecting both teacher and student- subjects to the data collection procedures, informed consent was considered by explaining the aim of the research and seeking permission from school administrators to involve these teachers and students in the study. In data collection procedure, a general procedure was applied. This involve; entry (greeting, self introduction, explaining purpose and seeking permission from both the teacher and students-respondents to gather data from them and how this to be done.

The data collection with the above instruments followed certain procedures. Firstly, classroom observation was made and after the observations, student questionnaire was distributed. The purpose of delaying the questionnaire was to minimize artificial classroom interaction that would emanate from the information in the questionnaire. Lastly, teacher interview was conducted. Conducting teacher interview at the end was important in reducing teachers' unusual approach of teaching reading.

Regarding data from students, the data was analyzed quantitatively using tables of frequencies, percentages and cross-tabulations. On the other hand, the data from the teachers' interview was also analyzed qualitatively or descriptively using emerging themes.

3.6 Ethical Considerations

As a procedure in social research and education in particular, the aspect of informed consent was taken seriously. The respondents were informed of the nature and implication of the study through a letter. Permission was sought firstly from the head teachers as well as from the respondents themselves.

CHAPTER FOUR

4. DATA ANALYSIS AND DISCUSSION

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

Informants

Back ground information about the participants

Distribution of English teacher respondents

R. no	Gender	Age	Degree	No of years of teaching English	Extra degree or workshop
1	M	45	1 st	21	ELIP
2	M	35	1 st	13	ELIP
3	M	40	1 st	10	ELIP
4	M	32	1 st	6	—
5	M	32	1 st	5	—
6	M	30	1 st	2	—
7	M	27	1 st	2	—

The table presents the age, years of teaching and extra degree or workshop distribution of 7 respondents. The age range and years of teaching of the respondents were from 27 – 45 years of age and 2-21 respectively. In addition, only three of them had taken ELIP.

Distribution of learner respondents

Boys	Girls	Total
48	27	75

4.1 Analysis of questionnaires

4.1.1. Analysis of students' responses

The table below contains students' responses followed by qualitative explanation against the data.

Table 1. Teachers' activities in pre-reading phase

No	Items	Responses	No of responses	
			Frequency	Percentage
1	Can you infer the unstated statement (presupposition) of the writer?	Never	10	13.3
		Rarely	23	30.7
		Some times	31	41.3
		Very often	5	6.7
		Always	6	8
2	Does your teacher explain the background of the text before you start reading lesson?	Never	3	4
		Rarely	13	17.3
		Some times	29	38.7
		Very often	17	22.7
		Always	13	17.3
3	Does your teacher teach you how to predict the content of a text?	Never	4	5.3
		Rarely	18	24
		Some times	28	37.3
		Very often	16	21.3
		Always	9	12

When students were asked about activities done in pre reading phase , 41.3 % and 30.7 % of them answered they infer unstated statement some times and rarely respectively. In contrast, 6.7% and 8% of the students selected they infer unstated statement very often and always respectively. 17.3% and 38.7% of them said that their teachers' explain the background of the text before starting reading lesson rarely and sometimes respectively. In addition, 37.3% and 24% of them said their teacher predict the context of the text sometimes and rarely respectively.

The researcher can conclude from the above table that most of the teachers did not actually practice or let their students practice activities in pre reading phase. As example, 6.7% and 8% of the students selected they infer unstated statement very often and always respectively.

Table 2. Activities done at while reading phase

No	Items	Responses	No of responses	
			Frequency	Percentage
4	Does your teacher teach you how to read a text quickly, though note carefully, to find out a piece of information or name of a particular thing (scan a text)?	Never	8	10.7
		Rarely	13	17.3
		Some times	32	42.7
		Very often	16	21.3
		Always	6	8
5	Does your teacher teach you how to read a text in the shortest possible time to get an overall idea about it (skim through a text)?	Never	4	5.3
		Rarely	10	13.3
		Some times	22	29.3
		Very often	26	34.7
		Always	13	17.3
6	Does your teacher emphasize language learning (i.e. grammar or structure) in a reading class?	Never	6	8
		Rarely	7	9.3
		Some times	25	33.3
		Very often	19	25.3
		Always	18	24
7	Does your teacher arrange the class in groups/pairs in order to find meaning of texts through discussion?	Never	7	9.3
		Rarely	13	17.3
		Some times	33	44
		Very often	12	16
		Always	10	13.3
8	Does your teacher ask you questions in English?	Never	3	4
		Rarely	7	9.3
		Some times	21	28
		Very often	22	29.3

		Always	22	29.3
9	When you come across a new word, does your teacher help you by supplying the meaning of the word?	Never	7	9.3
		Rarely	7	9.3
		Some times	30	40
		Very often	17	22.7
		Always	14	18.7
10	Does your teacher divided reading lesson into pre-reading, while reading and post-reading activities?	Never	11	14.7
		Rarely	13	17.3
		Some times	28	37.3
		Very often	11	14.7
		Always	12	16
11	Does your teacher change texts according to the purpose of reading in the class?	Never	7	9.3
		Rarely	17	22.7
		Some times	25	33.3
		Very often	14	18.7
		Always	12	16
12	Does your teacher focus on understanding attitude, mood, and tone of the writer?	Never	10	13.3
		Rarely	20	26.7
		Some times	24	32
		Very often	14	18.7
		Always	7	9.3

Concerning the activities done while reading phase and ways reading was held, 42.7% and 29.3% of them said their teachers sometimes teach them scanning and skimming respectively. In addition, 24% of them said their teacher always emphasis language learning (grammar, structure) in a reading class. But 33.3 % and 25.3% of them said sometimes and very often respectively. 9.3%, 17.3% and 44% of the students said that their teacher arrange the class in groups/pairs in order to find meaning of texts through discussion never, rarely and sometimes.

In addition, 4%, 9.3% and 28% of the students said that their teacher ask them questions in English never, rarely and sometimes respectively.

When the students came across a new word, 9.3% and 40% of the students said that their teacher help them by supplying the meaning of the word never and sometimes respectively.

Regarding phases of reading, 14.7%, 17.3% and 37.3% of the students said that their teacher dived reading lesson into pre-reading, while reading and post-reading activities never, rarely and sometimes respectively.

9.3%, 22.7% and 33.3% of the students answered their teacher change texts according to the purpose of reading in the class never, rarely and sometimes respectively.

Lastly, 13.3%, 26.7% and 32% of the students said that their teacher focus on understanding attitude, mood, and tone of the writer never, rarely and sometimes respectively.

To conclude, the analysis seems to show that activities done in while reading phase and ways reading was held was very weak because most of the students selected never and rarely. In addition, 25% and 24% of the students said that their teacher emphasis language learning in a reading class very often and always respectively. It means that teachers had not given emphasis for reading skill, instead the teach grammar.

Table 3. How to deal with new words and recognizing information (encouragement and guidance)

No	Items	Responses	No of responses	
			Frequency	Percentage
13	Does your teacher encourage you to consult dictionary when you come across unfamiliar words during reading?	Never	15	20
		Rarely	10	13.3
		Some times	26	34.7
		Very often	19	25.3
		Always	5	6.7
14	Does your teacher encourage you to guess the meaning of unfamiliar words by using contextual clues?	Never	9	12
		Rarely	16	21.3
		Some times	24	32
		Very often	16	21.3
		Always	10	13.3

15	Does your teacher guide you how to read texts in the class?	Never	13	17.3
		Rarely	12	16
		Some times	24	32
		Very often	16	21.3
		Always	10	13.3
16	Does your teacher make sure that each of you reads in the class?	Never	3	4
		Rarely	14	18.7
		Some times	24	32
		Very often	21	28
		Always	13	17.3
17	Does your teacher encourage you to read by yourselves?	Never	9	12
		Rarely	13	17.3
		Some times	26	34.7
		Very often	15	20
		Always	12	16
18	Does your teacher ask you to read additional materials (stories, novels, and magazines written in English) at home also?	Never	21	28
		Rarely	16	21.3
		Some times	25	33.3
		Very often	9	12
		Always	4	5.3

Regarding how to deal with new words and recognizing information, 20% of the students said that their teacher never encourage them to consult dictionary and 34.7% of them said sometimes. In the same way, 21.3% of the students said that their teacher rarely encourage them to guess the meaning of unfamiliar words by using contextual clues and 32% of them said sometimes.

About guiding how to read texts in the class, 17.3% said never, 16% said rarely and 32% said some times. 4%, 18.7% and 32% of the students said that their teacher make sure that each of them reads in the class never, rarely and sometimes respectively.

Similarly, 12%, 17.3% and 34.7% of the students said that their teacher encourage them to read by themselves never, rarely and sometimes respectively. In addition, 28%, 21.3% and 33.3% of the students said that their teacher ask them to read additional materials

(stories, novels and magazines written in English) at home never, rarely and sometimes respectively.

From the above data, one may generalize that how to deal with new words and recognizing information was not as such practiced due to the fact that only few of the students selected very often and always. For example, 12% and 5.3% of the students said that their teacher ask them to read additional materials (stories, novels and magazines written in English) at home very often and always respectively. In contrast, 28% and 21.3% of the students selected never and rarely respectively.

So, it means that there is very poor encouragement and guidance of students towards reading skill. And this in turn makes the students to lack interest and develop negative attitude toward reading skill. If students' reading interests are weak, their competency grows little and their quality as readers diminishes (Guthrie et al., 2007)

Table 4. Activities done in post reading phase (how to summarize, interpret, analyze, intensive and extensive reading)

No	Items	Responses	No of responses	
			Frequency	Percentage
19	Does your teacher teach you how to summarize?	Never	10	13.3
		Rarely	11	14.7
		Some times	25	33.3
		Very often	16	21.3
		Always	13	17.3
20	Does your teacher teach you how to read a short text closely to know the details (intensively)?	Never	6	8
		Rarely	22	29.3
		Some times	19	25.3
		Very often	14	18.7
		Always	13	17.3
21	Does your teacher teach you how to read a large amount of texts in a	Never	4	5.3
		Rarely	20	26.7

	given period (extensively)?	Some times	30	40
		Very often	14	18.7
		Always	7	9.3
22	Does your teacher teach how to interpret graphics, charts, maps and tables?	Never	16	21.3
		Rarely	17	22.7
		Some times	24	32
		Very often	12	16
		Always	6	8
23	Does your teacher help you understand the transition of ideas?	Never	9	12
		Rarely	16	21.3
		Some times	20	26.7
		Very often	15	20
		Always	15	20
24	Does your teacher help you analyze long sentences?	Never	4	5.3
		Rarely	14	18.7
		Some times	31	41.3
		Very often	16	21.3
		Always	10	13.3
25	Can you read and interpret graphics, charts maps and tables?	Never	21	28
		Rarely	18	24
		Some times	19	25.3
		Very often	14	18.7
		Always	3	4
26	Can you analyze long sentences?	Never	16	21.3
		Rarely	14	18.7
		Some times	30	40
		Very often	8	10.7
		Always	7	9.3
27	Can you follow the transition of thought /idea of the author?	Never	7	9.3
		Rarely	23	30.7
		Some times	21	28
		Very often	14	18.7

		Always	10	13.3
28	Can you give the title to a reading passage?	Never	6	8
		Rarely	18	24
		Some times	24	32
		Very often	12	16
		Always	15	20
29	Does your teacher point out your problems regarding reading?	Never	8	10.7
		Rarely	12	16
		Some times	37	49.3
		Very often	10	13.3
		Always	8	10.7
30	Does your teacher ask you to relate textual information to your personal experiences or back ground knowledge?	Never	7	9.3
		Rarely	18	24
		Some times	24	32
		Very often	14	18.7
		Always	12	16

Regarding activities done in the post reading phase, 13.3% ,14.7% and 33.3% of the students said their teacher teach them how to summarize never ,rarely and sometimes respectively. 8%, 29.3% and 25.3% of the students said their teacher teach them how to read a short text closely to know the details (intensively) never, rarely and sometimes respectively.

Concerning how to read a large amount of texts in a given period (extensively), 26.7% of the respondents said rarely and 40% of them said sometimes. 21.3%, 22.7% and 32% of the students said their teacher teach them how to interpret graphics, charts, maps and tables) never, rarely and sometimes respectively. 12% 21.3%, 26.7% of the students said their teacher help them understand the transition of ideas of the author never, rarely and sometimes respectively.

About giving the title to a reading passage, 8% said never, 24% said rarely and 32% said sometimes. 10.7%, 16% and 49.3% of the students said their teacher point out their problems regarding reading never, rarely and sometimes respectively. Lastly, 9.3%, 24% and 32% of the students said their teacher ask them to relate textual information to their

personal experiences or back ground knowledge never, rarely and sometimes respectively. In addition, 28% and 24% of the students said that they read and interpret graphics, charts, maps and tables never and rarely respectively.

In reply to activities done in post reading phase, the researcher concludes that activities that need more emphasis (intensive and extensive reading) did not practiced well. For example, according to Wilgam (1981) Intensive reading will provide a basis for explaining difficulties of structures and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. As it is mentioned above intensive reading serves a great deal in enhancing reading ability of students as well as their language skills.

Similarly, Nuttal (1998) argued the case for Extensive Reading programs citing research studies that showed "impressive" gains in reading ability, motivation and attitude, and overall linguistic competence. There was also evidence of gains in vocabulary and spelling. Goodman's (1976) cited in wear mouth et al, 2003) advocacy that a good reader will not read or attempt to read every word in a text but will make guesses about meaning. Students learn to read by interpreting pictures and other elements in relation to the context. Their teacher has not been taught them how to summarize, interpret and analyze a given text in a wide manner. Due to this reason, most of the students selected rarely and sometimes rather than very often and always.

Table 5. Students abilities in reading practice and guessing meanings

No	Items	Responses	No of responses	
			Frequency	Percentage
31	During reading a text can you guess the meaning of unfamiliar words by using clues?	Never	5	6.7
		Rarely	17	22.7
		Some times	39	52
		Very often	13	17.3
		Always	1	1.3
32	Can you read closely to know details of a text?	Never	7	9.3
		Rarely	13	17.3
		Some times	25	33.3
		Very often	21	28
		Always	9	12
33	Can you read a large text fast to get an overall idea about it?	Never	10	13.3
		Rarely	18	24
		Some times	26	34.7
		Very often	8	10.7
		Always	13	17.3
34	Can you use your previous experience or background knowledge to understand a text?	Never	2	2.7
		Rarely	20	26.7
		Some times	27	36
		Very often	13	17.3
		Always	13	17.3
35	Can you answer questions in English?	Never	3	4
		Rarely	6	8
		Some times	30	40
		Very often	16	21.3
		Always	20	26.7

In reply to students' abilities in reading practice and guessing meanings, 22.7% of them rarely and 52% of them sometimes guess the meaning of unfamiliar words by using clues. When students were asked about reading detail of a text, 17.3% answered rarely, 33.3% of them said sometimes and 28% very often.

Regarding to get an overall idea of the text, 13.3% said never, 24% said rarely and 34.7% sometimes. 26.7% of the students rarely and 36% of the students sometimes use their previous experience or background knowledge to understand a text. 4% of the students and 8% of the students can answer questions in English never and rarely respectively. The other 40% and 21.3% of the students answer sometimes and very often respectively.

Students' abilities in reading practice and guessing meanings could be concluded as poor because a few of the students selected very often and always. For example, 17.3% and 1% of the students said that during reading a text they can guess the meaning of unfamiliar words by using clues very often and always respectively.

4.2 Analysis of classroom observation checklist

Table 1. Teachers' activities in pre-reading phase

No	Items	Responses	Frequency
1	Infer the unstated statement (presupposition) of the writer.	Never	-
		Rarely	
		Some times	3
		Very often	
		Always	
2	Explain the background of the text before start reading lesson.	Never	
		Rarely	
		Some times	3
		Very often	
		Always	
3	Teach how to predict the content of a text.	Never	
		Rarely	3
		Some times	
		Very often	
		Always	

During the classroom observation, *three* of the teachers sometimes infer the unstated statement (presupposition) of the writer and explaining the background of the text before start reading lesson but they teach rarely how to predict the contents of the text. To conclude, teachers' pre reading activities were very poor. As a result, students' background knowledge is undermined. This in turn led the students not to have interest and have limited vocabulary knowledge. Even it hindered them freely not to express their ideas or feelings.

Table 2. Activities done in while reading phase and ways reading was held

No	Items	Responses	Frequency
4	Teach how to read a text quickly, though not carefully, to find out a piece of information or name of a particular thing (scan a text).	Never	
		Rarely	
		Some times	3
		Very often	
		Always	
5	Teach how to read a text in the shortest possible time to get an overall idea about it (skim through a text).	Never	
		Rarely	
		Some times	3
		Very often	
		Always	
6	Emphasize language learning (grammar or structure) in a reading class.	Never	
		Rarely	
		Some times	
		Very often	3
		Always	
7	Arrange the class in groups/pairs in order to find meaning of texts through discussion.	Never	
		Rarely	
		Some times	3
		Very often	
		Always	
8	Ask questions in English.	Never	
		Rarely	
		Some times	1
		Very often	2
		Always	
9	When students come across a new word, the teacher helps the students' by supplying the meaning of the word.	Never	
		Rarely	2
		Some times	1

		Very often	
		Always	
10	Divide reading lesson into pre-reading, while reading and post-reading activities.	Never	
		Rarely	
		Some times	3
		Very often	
		Always	
11	Change texts according to the purpose of reading in the class.	Never	
		Rarely	
		Some times	3
		Very often	
		Always	
12	Focus on understanding attitude, mood and tone of the writer.	Never	
		Rarely	3
		Some times	
		Very often	
		Always	

Regarding scanning and skimming, all of the teachers were observed when they sometimes trying to engage students in reading lesson, but the way they teach is very poor/weak. Pugh (1978) suggested that since scanning is a less complex style of reading it can be introduced first. But, skimming requires greater fluency and more practice is required, so it should be introduced later. Students need to learn that they need to adapt their reading and techniques to the purpose of the reading. By practicing skimming and scanning, the individual learns to read and select specific information without focusing on information that is not important for meaning.

In addition, teachers' emphasis language learning in reading classroom, focus on understanding attitude mood and tone of the writer very often and rarely respectively. Sometimes they arrange the class in groups/pairs in order to find meaning of texts through discussion, divide reading lesson into pre-reading, while reading and post-reading activities and change texts according to the purpose of reading in the class.

One teacher sometimes asks questions in English and *two* others very often. But when students come across a new word, two teachers rarely and one teacher sometimes help the students by supplying the meaning of the word.

Table 3. How to deal with new words and recognizing information

No	Items	Responses	
			Frequency
13	Encourage the students to consult dictionary when they come across unfamiliar words during reading.	Never	
		Rarely	3
		Some times	
		Very often	
		Always	
14	Encourage the students to guess the meaning of unfamiliar words by using contextual clues.	Never	
		Rarely	3
		Some times	
		Very often	
		Always	
15	Guide how to read texts in the class.	Never	
		Rarely	1
		Some times	2
		Very often	
		Always	
16	Make sure that each of the students reads in the class.	Never	
		Rarely	
		Some times	3
		Very often	
		Always	
17	Encourage the students to read by themselves.	Never	
		Rarely	
		Some times	3
		Very often	

		Always	
18	Ask how to read additional materials (stories, novels, magazines etc. written in English) at home also.	Never	
		Rarely	3
		Some times	
		Very often	
		Always	

Concerning how to deal with new words and recognizing information, three of the teachers rarely encouraged the students to consult dictionary when they came across unfamiliar words during reading and encouraged the students to guess the meaning of unfamiliar words by using contextual clues and how to read additional materials (stories, novels, magazines written in English) at home also. Two teachers sometimes and one teacher rarely guided how to read texts in the class. Moreover, they sometimes made sure that each of the students read in the class and encouraged the students to read by themselves.

Table 4. Activities done in post reading phase

No	Items	Responses	Frequency
19	Teach how to summarize what the students read.	Never	
		Rarely	2
		Some times	1
		Very often	
		Always	
20	Teach how to read a short text closely to know the details (intensively)	Never	
		Rarely	3
		Some times	
		Very often	
		Always	
21	Teach how to read a large amount of texts in a given period (extensively).	Never	
		Rarely	3

		Some times	
		Very often	
		Always	
22	Teach how to interpret graphics, charts, maps and tables.	Never	
		Rarely	3
		Some times	
		Very often	
		Always	
23	Help the students to understand the transition of ideas.	Never	
		Rarely	3
		Some times	
		Very often	
		Always	
24	Help the students to analyze long sentences.	Never	
		Rarely	2
		Some times	1
		Very often	
		Always	
25	Read and interpret graphics, charts, maps and tables.	Never	
		Rarely	3
		Some times	
		Very often	
		Always	
26	Analyze long sentences.	Never	
		Rarely	3
		Some times	
		Very often	
		Always	
27	Follow the transition of thought /idea of the author.	Never	
		Rarely	3
		Some times	
		Very often	

		Always	
28	Give the title to a reading passage.	Never	
		Rarely	3
		Some times	
		Very often	
		Always	
29	Point out students problems regarding reading.	Never	3
		Rarely	
		Some times	
		Very often	
		Always	
30	Ask the students to relate textual information to their personal experiences or back ground knowledge.	Never	
		Rarely	2
		Some times	1
		Very often	
		Always	

Regarding activities done in the post reading phase, *two* teachers rarely and *one* teacher sometimes taught how to summarize what the students read, helped the students to analyze long sentences and ask the students to relate textual information to their personal experiences or back ground knowledge. But *three* of the teachers taught rarely how to read a short text closely to know the details (intensively) and taught how to read a large amount of texts in a given period (extensively).

According to Krashen (1993) students' reading fluency is improved when they read extensively. They could expand their vocabulary knowledge and understanding of words they knew before. Thus, reading can help students write better, as well as improve their listening and speaking ability. They may develop positive attitudes toward reading in English and increased motivation to study.

In addition, *none* of the teachers was observed pointing out students' problem regarding reading. During classroom observation, students rarely read and interpret graphics, charts, maps and tables, analyze long sentences, follow the transition of thought /idea of the

author and give the title to a reading passage. As a result, the activities practiced in post reading were very weak. Teachers focused only on reading comprehension given under each text rather than practicing activities needed to be practiced in post reading phase.

Table 5. Students abilities in reading practice and guessing meanings

No	Items	Responses	Frequency
31	During reading a text, they guess the meaning of unfamiliar words by using clues.	Never	
		Rarely	2
		Some times	1
		Very often	
		Always	
32	Read closely to know details of a text.	Never	
		Rarely	
		Some times	3
		Very often	
		Always	
33	Read a large text fast to get an overall idea about it.	Never	
		Rarely	2
		Some times	1
		Very often	
		Always	
34	Use their previous experience or background knowledge to understand a text.	Never	
		Rarely	2
		Some times	1
		Very often	
		Always	
35	Answer questions in English.	Never	
		Rarely	
		Some times	3
		Very often	
		Always	

During classroom observation, in *two* classes students rarely and in *one* class students sometimes guessed the meaning of unfamiliar words by using clues, read a large text fast to get an overall idea about it and use their previous experience or background knowledge to understand a text. Lastly, the students read closely to know detail of a text and answer questions in English sometimes.

In general, concerning classroom observation, the researcher concluded that in three observed reading classroom, the three phases of reading were not practiced well. The researcher did not observe while the teachers practice the teaching of reading very often and always. Most of the time teachers rarely practiced the teaching of reading skill. For example, while the researcher was observing, teachers points out students problems regarding reading and emphasize language learning (grammar or structure) in a reading class never and very often respectively.

Greenwood (1998: 5) rightly points out that teachers' fail to recognize the potentiality of reading, and they neglect and/or ignore it in the classroom. According to him, the responsibility of this failure goes to the attitude first of the teacher and then of the students. These challenges eventually lead to failure in academic achievement.

4.3 Analysis of teachers' interview

The researcher interviewed 7 English teachers on an investigation of the practice and challenges of teaching reading skill. He interviewed starting from definition of reading, strategies and methodologies they are using, how they can assess reading and challenges they have faced while teaching reading skill.

Respondent	Response
Teacher A	He states that reading means understanding the meaning of a given text. To read well we must know our purpose and understands students' background knowledge. As he said, students can manage the problem of reading by using types of reading (scanning &skimming) and 3 phases of reading (pre-reading, while reading & post reading). As he explained, in pre- reading phase, he said "I ask brainstorm question", in while reading phase, he told the students to skim, scan and guess the meaning of new word from the passage. In post reading phase, he made the students to do comprehension questions given under the passage. Concerning the challenges he has faced while teaching reading, students were not able to read silently and have no desire to guess the meaning of new words. Even they were not ready to learn reading (lack interest). Regarding reading assessment, he assesses weekly.
Teacher B	As he said, reading is a skill that every one of us needs to develop. Since it needs practice, it is difficult for the students, because our students have no interest to read a text in the classroom and at their home. As he explained, in pre- reading phase, he said "I ask brainstorm question", in while reading phase, he told the students to skim, scan and guess the meaning of new word from the passage. In post reading phase, he made the students to do comprehension questions given under the passage. Regarding the challenges he has faced while teaching reading, students have no desire to guess the meaning of new words and they lack interest in reading. Regarding reading assessment, he assesses monthly.
Teacher C	He defines reading as one of the four language skill. However, he does not

	apply types of reading (extensive and intensive reading) and he uses only scanning and skimming. In case he made the students read at home and do comprehension question. As he explained, in pre- reading phase, he said ‘‘I ask brainstorm question’’, in while reading phase, he told the students to skim, scan and guess the meaning of new word from the passage. In post reading phase, he made the students to do comprehension questions given under the passage. Concerning the challenges he has faced while teaching reading, as he told students do not read and understand a given text because they lack interest. Regarding reading assessment, he assesses during exam.
Teacher D	He defines reading as a skill of a language. He said that reading is difficult for the students. As a result, he did not apply types of reading (extensive and intensive reading) and he uses only scanning and skimming. In case he made the students read at home and do comprehension question. As he explained, in pre- reading phase, he said ‘‘I ask brainstorm question’’, in while reading phase, he told the students to skim, scan and guess the meaning of new word from the passage. In post reading phase, he made the students to do comprehension questions given under the passage. Regarding the challenges he has faced while teaching reading, students were not able to read silently; instead they discuss their own existing situation. Regarding reading assessment, he assesses during exam.
Teacher E	Said that reading is a constant process of guessing, and what one bring to the text is often none important than what one finds in it. Teaching reading is very difficult because it takes time. As he told, students can manage the problem of reading by having interest and applying three phases of reading. As he explained, in pre- reading phase, he said ‘‘I ask brainstorm question’’- what the students know about the topic and in while reading phase, I apply individual learning that more emphasis on silent reading and tells the students to skim, scan and guess the meaning of new word from the passage.’’ In post reading phase, he made the

	students to do comprehension questions given under the passage. Concerning the challenges he has faced while teaching reading, As he said students were not able to read silently and have no desire to guess the meaning of new words. Even they were not ready to learn reading (lack interest). Regarding reading assessment, he assesses weekly.
Teacher F	He defines reading as a process which we do not overcome by a night. Reading needs time and teaching reading skill is very difficult. As he told he did not made his students' to practice extensive and intensive reading and he uses only scanning and skimming. Even, sometimes he skips a reading passage and teaches the grammar section. As he explained, in pre-reading phase, he said "I ask brainstorm question", in while reading phase, he told the students to skim, scan and guess the meaning of new word from the passage. In post reading phase, he made the students to do comprehension questions given under the passage. Concerning the challenges he has faced while teaching reading, As he told: students have no desire to learn a reading lesson due to the reason that their background knowledge was very poor. Regarding reading assessment, he assesses during exam.
Teacher G	He defines reading as a skill of a language. He said that "I did not apply types of reading (extensive and intensive reading) and I use only scanning and skimming." Because of the reason that students' background knowledge in the elementary school and their interest was very low in reading. As he explained, in pre- reading phase, he said "I ask brainstorm question", in while reading phase, he told the students to skim, scan and guess the meaning of new word from the passage". In post reading phase, he made the students to do comprehension questions given under the passage. Concerning the challenges he has faced while teaching reading, students were not able to read silently and they get bored when they face new words. Regarding reading assessment, he assesses during exam.

To conclude, the 7 English teachers defined reading in different ways but their common point was that reading means ‘‘understanding the meaning of a given text.’’ Reading is a constant process of guessing, and what one bring to the text is often none important than what one finds in it. As to them teaching reading is very difficult because it takes time. All of them said that reading is difficult for their students due to the fact that they lack interest and background knowledge. As they stated, students can manage the problem of reading by using types of reading (scanning &skimming) and 3 phases of reading (pre-reading, while reading & post reading).

As they explained, all of them use similar methods of teaching. In pre- reading phase, they said ‘‘we ask brainstorm question’’- what the students know about the topic and in while reading phase, they apply individual learning that more emphasis on silent reading and told the students to skim, scan and guess the meaning of new word from the passage. In post reading phase, they made the students to do comprehension questions given under the passage.

When they described their experiences regarding the teaching of reading, they told the researcher that reading is not easy skill to teach and it needs more attention. As the researcher summarize from the teachers interview, all teachers even do not apply types of reading (extensive and intensive reading) and they apply only scanning and skimming. In case they made the students read at home and do comprehension question.

Regarding reading assessment, 2 of them assess weekly, 4 others said during exam and 1 of them said monthly. The focus seems to be on summative (assessment of learning) rather than on formative (assessment for learning).

In addition, concerning the challenges they have faced while teaching reading, all most all of them have similar ideas. As they told: students were not able to read silently and have no desire to guess the meaning of new words. Even they were not ready to learn reading (lack interest). Most importantly, they did not read and interpret graphics, charts, maps and tables because they have no background knowledge to understand the text. As a result, it is somewhat difficult to teach reading skill.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This chapter has provided an overview of the findings of the study and their implications in relation to the research questions. It has also acknowledged some of the limitations and Suggested recommendations for future research. The investigator has given both the respondents' view and the investigator's view but leaving room for readers to make their own conclusions in relation to the evidences given in the analysis chapter. The study seems to have successfully answered the main research question and has shown how teachers practice the teaching of reading and supporting learners with reading difficulties at Busa Secondary School in Southwestern Shoa.

5.2 Conclusions

Based on the above summary, the following conclusions were made.

- Most of the students seem to have limited vocabulary and grammar knowledge. They also do not seem to go through the home take extensive reading and extensive library works.
- With regard to the tasks in pre reading, while reading and post reading phases, almost all of the units in the text contain post reading activities but, when reading texts are not suitable and relevant, teachers do not seem to fill such gaps. Even when they notice improper questions, they do not

seem to make adaptations or substitutions. These all seem to show that teachers are more likely to depend only on tasks given in the text books.

- Concerning students' vocabulary and grammar knowledge, both seem likely factors that cause reading challenges especially, limited vocabulary knowledge is more likely to affect students' reading comprehension. Unless one has strong word power, he/she is likely to be limited in understanding texts.
- English teachers who were observed during the classroom observation seem to be bored of teaching, lack skills of teaching and even the knowledge (intensive and extensive reading). Moreover, they seem they make no preparation for their lessons ahead.

5.3 Recommendations

Based on the above conclusions the following recommendations have been made:

- a) Students need to develop the habit of reading. Especially, in developing the reading habit of students, parents should encourage their students at home. The more students familiarize themselves to different books, they develop the habit and interest then will be easy to comprehend texts.
- b) Reading activities must be given in three phases. If a certain phase is missing, teachers need to fill the gap instead of neglecting it and being dependent only on the text books.
- c) Students also need to be exposed to extensive and intensive reading activities to strengthen their comprehension. In this regard, teachers need to give activities which require their student's intensive and extensive reading.
- d) To boost their students' interest, teachers need to adapt and prepare some interesting reading texts and lessons in the class as well as outside the class.
- e) The material writers should also revisit the texts and activities prepared for teaching reading to make them engaging and interesting so that students can make use of the reading lessons to achieve the target of learning language.
- f) Schools and Educational Bureau need to assess the teachers' language skills, interests and commitments. Teachers' efficiency, performance and language

- skill should be the crucial point that must be taken into account. In addition, training and courses should also be offered for language teachers continuously.
- g) Government at the federal, state, and local levels should provide appropriate materials for teaching reading skills.
 - h) Finally, the researcher believes that no claim of comprehensiveness is made here. As a result, further research should be carried out to replicate the findings of the study.

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APPENDIX I

Students' questionnaire

At Adama Science and Technology University

School of Humanities and Law

Department of English

A questionnaire to be filled by grade 10 students.

Research topic: An investigation of the practice and challenges of teaching reading skill

Researcher: Geremew Bikila Woyecha: the case of Busa Secondary School

The aim of this questionnaire is to collect response of the target language learners so as to write my **MA in TEFL** thesis paper.

Dear students: you are requested to give your honest response for it has high importance to the reliability of the data. There is no **right** or **wrong** answers. The researcher only wants to know how you practice and learn about reading skill.

Instruction

To respond to the statements, please mark (x) the appropriate choice as follows:

1. Never 2.Rarely 3.Some times 4.Very often 5.Always

No	Questions	1	2	3	4	5
1	Can you infer the unstated statement (presupposition) of the writer?					
2	Does your teacher explain the background of the text before you start reading lesson?					

3	Does your teacher teach you how to predict the content of a text?					
4	Does your teacher teach you how to read a text quickly, though not carefully, to find out a piece of information or name of a particular thing (scan a text)?					
5	Does your teacher teach you how to read a text in the shortest possible time to get an overall idea about it (skim through a text)?					
6	Does your teacher emphasize language learning (grammar or structure) in a reading class?					
7	Does your teacher arrange the class in groups/pairs in order to find meaning of texts through discussion?					
8	Does your teacher ask you questions in English?					
9	When you come across a new word, does your teacher help you by supplying the meaning of the word?					
10	Does your teacher divide reading lesson into pre-reading, while reading and post-reading activities?					
11	Does your teacher change texts according to the purpose of reading in the class?					
12	Does your teacher focus on understanding attitude, mood, and tone of the writer?					
13	Does your teacher encourage you to consult dictionary when you come across unfamiliar words during reading?					
14	Does your teacher encourage you to guess the meaning of unfamiliar words by using contextual clues?					
15	Does your teacher guide you how to read texts in the class?					

16	Does your teacher make sure that each of you reads in the class?					
17	Does your teacher encourage you to read by yourselves?					
18	Does your teacher ask you to read additional materials (stories, novels, magazines Written in English) at home also?					
19	Does your teacher teach you how to summarize?					
20	Does your teacher teach you how to read a short text closely to know the details (intensively)?					
21	Does your teacher teach you how to read a large amount of texts in a given period (extensively)?					
22	Does your teacher teach how to interpret graphics, charts, maps and tables?					
23	Does your teacher help you understand the transition of ideas?					
24	Does your teacher help you analyze long sentences?					
25	Can you read and interpret graphics, charts maps and tables?					
26	Can you analyze long sentences?					
27	Can you follow the transition of thought /idea of the author?					
28	Can you give the title to a reading passage?					
29	Does your teacher point out your problems regarding reading?					
30	Does your teacher ask you to relate textual information to your personal experiences or back ground knowledge?					
31	During reading a text can you guess the meaning of unfamiliar words by using clues?					
32	Can you read closely to know details of a text?					

33	Can you read a large text fast to get an overall idea about it?					
34	Can you use your previous experience or background knowledge to understand a text?					
35	Can you answer questions in English?					

APPENDIX II

Interview for English teachers

Instruction

Give your honest and free response!

No	Questions
1	What is reading and teaching reading for you?
2	Is reading difficult for your students? If so, how they can manage it?
3	What kinds of methods and strategies do you use when teaching reading skill? What do you do before, while and after reading?
4	How would you describe your experiences regarding the teaching of reading in your school?
5	How do you teach intensive and extensive reading?
6	How do you teach scanning and to skim through a text?
7	How often do you assess reading? Weekly or monthly?
8	What are the challenges you have faced while teaching reading?
9	What are the causes of reading difficulties?
10	Can your students read and interpret graphics, charts maps and tables?
11	Do you focus on understanding attitude, mood, and tone of the author?
12	Do you have anything you would like to say relating to students with reading difficulties, before our interview comes to an end?

APPENDIX III

Classroom Observation Checklist of reading

Clue

1. Never 2.Rarely 3.Some times 4.Very often 5.Always

No	Questions	1	2	3	4	5
1	Can you infer the unstated statement (presupposition) of the writer?					
2	Does your teacher explain the background of the text before you start reading lesson?					
3	Does your teacher teach you how to predict the content of a text?					
4	Does your teacher teach you how to read a text quickly, though not carefully, to find out a piece of information or name of a particular thing (scan a text)?					
5	Does your teacher teach you how to read a text in the shortest possible time to get an overall idea about it (skim through a text)?					
6	Does your teacher emphasize language learning (grammar or structure) in a reading class?					

7	Does your teacher arrange the class in groups/pairs in order to find meaning of texts through discussion?					
8	Does your teacher ask you questions in English?					
9	When you come across a new word, does your teacher help you by supplying the meaning of the word?					
10	Does your teacher divided reading lesson into pre-reading, while reading and post-reading activities?					
11	Does your teacher change texts according to the purpose of reading in the class?					
12	Does your teacher focus on understanding attitude, mood, tone etc?					
13	Does your teacher encourage you to consult dictionary when you come across unfamiliar words during reading?					
14	Does your teacher encourage you to guess the meaning of unfamiliar words by using contextual clues?					
15	Does your teacher guide you how to read texts in the class?					
16	Does your teacher make sure that each of you reads in the class?					
17	Does your teacher encourage you to read by yourselves?					
18	Does your teacher ask you to read additional materials (stories, novels, magazines Written in English) at home also?					
19	Does your teacher teach you how to summarize?					
20	Does your teacher teach you how to read a short text closely to know the details (intensively)?					
21	Does your teacher teach you how to read a large amount of texts in a given period (extensively)?					

22	Does your teacher teach how to interpret graphics, charts, maps and tables?					
23	Does your teacher help you understand the transition of ideas?					
24	Does your teacher help you analyze long sentences?					
25	Can you read and interpret graphics, charts maps and tables?					
26	Can you analyze long sentences?					
27	Can you follow the transition of thought /idea of the author?					
28	Can you give the title to a reading passage?					
29	Does your teacher point out your problems regarding reading?					
30	Does your teacher ask you to relate textual information to your personal experiences or back ground knowledge?					
31	During reading a text can you guess the meaning of unfamiliar words by using clues?					
32	Can you read closely to know details of a text?					
33	Can you read a large text fast to get an overall idea about it?					
34	Can you use your previous experience or background knowledge to understand a text?					
35	Can you answer questions in English?					