

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



**AN INVESTIGATION OF ENGLISH LANGUAGE TEACHERS’
TEACHING OF READING SKILLS VIS-À-VIS THE NEW
COURSE BOOK: GRADE 10 AMIGNA GESGAR
SECONDARY SCHOOL IN FOCUS**

BY
GIRMA ESHETE

JULY 2016
ADAMA ETHIOPIA

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GIRMA ESHETE

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTERS OF ARTS IN TEACHING OF ENGLISH AS
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DECLARATION

I, the under signed graduate student, declare that this is my work, and that all sources or materials used for the thesis have been duly acknowledged.

Name: Girma Eshete

Signature-----

Place: School of Humanities and Law

Adama University

Date of Submission: July, 2016

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GIRMA ESHETE

APPROVED BY BOARD OF EXAMINER

_____	_____	_____
Advisor	Signature	Date
_____	_____	_____
Internal examiner	Signature	Date
_____	_____	_____
External examiner	Signature	Date

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ABSTRACT

The main objective of this research was to examine grade ten English teachers' Reading lesson presentation in relation to the introduction of the new course book in Amigna Gesgar High school. To attain this objective, descriptive research method was employed. Grade ten English language teachers in this school selected using availability sampling. Data were gathered using questionnaires, observations and grade ten English Text Book analyses. From these data collection instruments, questionnaires and class observation were conducted to check whether the English teachers used pedagogical procedures to teach reading skill. In addition to this, Grade Ten English Textbook was also evaluated to prove the appropriateness of the textbook based on how reading lessons procedures are conducted. Letter on, the data collected from teachers and students responses were analyzed using descriptive statistics such as frequency, Percentage and statements. The investigation of this study indicated that most of the teaching reading methodologies were rarely or never practiced in Reading lessons in line with the procedures prescribed in the new Teacher's Book. As a result the three phases of reading lesson presentation procedures suggested in the New Teacher's Textbook for teaching reading were rarely or not at all practiced in grade ten in Amigna Gesgar high school. Moreover, the study depicted that most the English teachers' reading lesson presentation Practice was dominated by traditional approach of teaching reading. Like loud reading, explain of content by the teachers, no use of group work discussion and teachers centered approach. Thus, there is a mismatch between the prescribed procedures in the new Teacher's Book that suggested students' silent reading, guessing new words contextually and from their word-formation, group discussion on comprehension questions, gives comments and suggestions and the teachers' actual classroom reading lesson presentation practices. In order to avoid this problem concerned bodies should give seminars, in service training related to subject area and organizing educational materials on language methods improve the way of teaching reading skill.

TABLE OF CONTENTS

Content	Page
ACKNNOWLEDGEMENT	i
ABSTRACT.....	ii
TABLE OF CONTENTS.....	iii
LIST OF TABLES	iv
LIST OF ACRONYMS	1i
CHAPTER ONE	1
1. INTRODUCTION	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem	2
1.3. Objectives of the Study	3
1.3.1 General Objective	3
1.3.2 Specific Objectives.....	3
1.4 Research Questions	4
1.5 Significance of the Study	4
1.6. The Scope of the Study	5
1.7. Limitation of the Study	5
CHAPTER TWO	6
2. REVIEW OF RELATED LITERATURE	6
2.1 Meaning of Reading.....	6
2.2. Reading Strategies.....	6
2.2.1 Definitions of Reading Strategies.....	6
2.2.2 The Three Main Models of Reading	7
2.3. Classroom Procedures in Teaching Reading.....	8
2.3.1. Pre-Reading Phase.....	9
2.3.2. While Reading Phase	12
2.3.3 Post Reading Phase	15
2.4 Skimming Strategy.....	17
2.5 Scanning Strategy.....	18

CHAPTER THREE	19
3. RESEARCH DESIGN AND METHODOLOGY	19
3.1. Research Method.....	19
3.2. Participants of the Study	19
3.3. Instruments of Data Collection	19
3.3.1. Questionnaire	20
3.3.2. Classroom Observation.....	20
3.3.3. Text Analysis	21
3.4. Data Analysis	21
CHAPTER FOUR.....	22
4. PRESENTATION AND DISCUSSION OF THE DATA.....	22
4.1. Data of the questionnaire.....	22
4.1.1. Teachers use of the New Teacher's Book	22
4.1.2. Pre-Reading Phase of Lesson Presentation	23
4.1.3 While Reading Lesson Presentation.....	30
4.1.4. Post- Reading Phase of Lesson Presentation	41
4.2 Text analysis.....	53
CHAPTER FIVE	58
5. SUMMARY, CONCLUSION AND RECOMMENDATION	58
5.1. Summary	58
5.2 Conclusion.....	61
5.3 Recommendations	62
REFERENCES	63
Appendix-A.....	66
Appendix-B.....	70
Appendix-C.....	73
Appendix -D.....	75
Appendix -E	76
Appendix -F	79

LIST OF TABLES

	Page
Table 4.1 Teachers' responses on the Use of Teacher's Book in Teaching Reading Lesson.....	23
Table 4.2 Data Collected from Teachers and Students Regarding Pre-Reading Lesson	
Presentation	24
Table 4.3 Data Gathered from Classroom Observation Checklist of Pre-Reading Lesson	
Presentation	28
Table 4.4 Data Collected from Teachers and Students Regarding While-Reading Lesson	
Presentation	31
Table 4.5 Data Gathered from Classroom Observation Checklist of While-Reading Lesson	
Presentation	37
Table 4.6 Data Collected from Teachers and Students Regarding Post-Reading Lesson	
Presentation	42
Table 4.7 Data Gathered from Classroom Observation Checklist of Post-Reading Lesson	
Presentation	49
Table 4.8 Grade Ten English Text Book Evaluation Concerning Reading Lesson Presentation.	53

LIST OF ACRONYMS

ELT: English Language Teaching

TEFL: Teaching English as a Foreign Language

L2: Second Language

FL: Foreign language

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Grade ten English for Ethiopia syllabus is revised to provide a comprehensive English course for the learners. This is intended to develop students' understanding and use of English both as a subject and as a medium of instruction in secondary school of the country. Its design also gives more emphasis to the development of listening, speaking, reading and writing skills of the students for second language communication. For instance, the reading passage of this new course book focuses on the historical, scientific, geographical, social, cultural and economic issues of the society. In relation to this, it consists current events such as population growth, human disease and environmental concerns, issues affecting teenager, hobbies, careers and sports which encourage the student to read the passages interestingly (Grade Ten English Teacher's Book, 2012)

Moreover, throughout the course units there is an introduction section that introduces the topic and aims to stimulate students' interest and curiosity to read the text which was not presented in the old text book. It also helps them to use their prior knowledge about the topic. In addition to this, a unit has one or two reading section which are intended to develop students' reading skill and ability to read for different purposes. These help to enhance reading speed, to comprehend and read intensively, to infer the meaning of unfamiliar words and expression from the context. The activities are also designed to encourage students' natural curiosity for discovery through debates, surveys, games and stories appropriate to students' age and ability (Grade Ten English Teacher's Book). These help the learners to improve their use of English. These show that the new course book encourages the students to discuss ideas, form opinion and apply their learning to life beyond the class room (Yilmaz, 2002).

Improving teaching materials alone does not necessarily guarantee the attainment of the objectives unless it is put to practice through appropriate methodology in the classroom (Widdosuson, 1990; Breen, 1989). For this reason, the classroom procedures in teaching reading are meant to be implemented to conduct the reading lesson presentation. These are like pre reading, while reading and post reading activities as well as skimming and scanning strategies.

In the pre reading activities the text comprehension activities activate readers to existing knowledge before the passage to be read (Beatie et al 1984:2004). This helps the learner to recall any information that they might know about the topics. This pre reading activities establish a purpose for reading. In other words, according to Barr and Jonson (1997:114), “it provides direction and focus for understanding and thinking about text”. Besides, previewing a text before reading is another useful preparation activity to be carried out in the classroom to facilitate comprehension.

While reading activities in this new book is applicable to guess the meaning of new words and a text structure discussion. It is skill practice as well as helping the learners to comprehend the content and the rhetorical structure (William, 1984).

In the post- reading stage reading lesson presentation is intended to review the content of the passage and to consolidate what the students have read; at the same time to relate the contextual information to the learners’ knowledge, interest and opinion. Moreover, this stage of reading lesson focuses on linguistic elements such as grammar, vocabulary, discourse features and rhetorical organization (William, 1984). Hence, this stage enables learners to develop their reading skills in integration with other language skills.

In this new course book, skimming and scanning strategies are used. Skimming helps learners to find main ideas of different paragraphs and be able to synthesize ideas. Scanning is to find specific information through quick search for key words in the text by using speed reading (Mei-Yun,1994:185). In general, an investigation of English language teachers’ reading lesson presentation in line with the principles and procedures out lined in the Text Book as well as in Teacher’s Book are important to teach second language.

1.2. Statement of the Problem

The revised grade ten English text book reading lesson presentation methods are set to improve the reading ability of the students. It gives good opportunities to the students to involve them in meaningful and realistic communicative activities. This shows that the course book for grade ten currently in use is more student-oriented and communicatively designed than the former Ethiopian New Text Book series. Thus, the introduction of this course book to the English language teaching syllabus is intended to change teachers’ ways of lesson presentation in general

and reading lessons are formulated from recent information, science and technologies. This is due to the fact that a change in the approach of a textbook which would in turn lead to a shift of pattern in lesson presentation concerning reading.

Therefore, grade ten English teacher's guide for the new course book suggests pedagogical procedures that English language teachers should follow to conduct the comprehensions section in the course book. These procedures include introducing the passage, reading the passage, discussing the passage, answering comprehension questions and follow up activities.

Beside to this, pre- reading, while- reading and post- reading comprehension activities are designed to help the learners for higher recognitions. These includes, like guessing the meaning of unfamiliar words from context or using prior knowledge to get its meaning, reading for the main ideas in the text and reading for specific information are given more attention. In addition to this, revised text book give chances to the students to discuss in pair/group about issues in the content and silent independent reading method is encouraged to comprehend the passage (Grade Ten Teacher's Guide, 2012). And giving suggestion or comments about the content of reading passage are given attention by Teacher's Guide. Therefore, the researcher decided to investigate whether there is a match or mismatch between the pedagogical procedures suggested in the new teacher's book to teach reading skills to grade ten students and teachers' actual class reading lesson presentation in Amigna Gesgar high school.

1.3. Objectives of the Study

1.3.1 General Objective

The main aim of this research is to investigate grade ten English language teachers' reading lesson presentation in terms of recent English language course book

1.3.2 Specific Objectives

The specific Objectives of the study are to:

- Assess English language teachers' classroom presentation of reading lesson on the basis of methods of teaching language.
- Find out whether there is a gap or not between the pedagogical suggestions indicated in reading lesson materials and the teacher's actual classroom reading lesson practice

- Identify any marked shift of paradigm in teacher reading lesson presentation as a result of the introduction of new course book.
- To investigate the reading techniques indicated in the course book.

1.4 Research Questions

To investigate grade ten English language teachers' reading lesson presentation in line of recent English language teaching course book, the researcher poses the following research questions.

1. How do English language teachers treat reading lesson in their presentation?
2. What is the gap between the pedagogical suggestions for the reading lesson presentation in the book and the teacher's actual classroom reading lesson practice?
3. What are the marked shifts of paradigm in reading lesson presentation practice as a result of the introduction of the new course book?
4. How do teachers implement reading techniques indicated in the Teacher's Book during the reading passage?

1.5 Significance of the Study

An investigation of English language teachers' reading lesson presentation practice in the classroom is important to get insight on how teachers are implementing reading lesson in the new course book for grade ten students. Therefore, at the end of this research the result of this study is believed to have potential contribution to the following users.

- English teachers can use the results to reflect on their practices to improve their reading lesson presentation.
- It helps teachers' trainers and educators who play roles in teaching and training to improve reading practice.
- It also helps text book writers to modify and improve teaching materials.
- It enhances students reading abilities that help by providing alternative choices about more effective reading strategies.

1.6. The Scope of the Study

This study would focus mainly on investigation of grade ten English language teachers reading lesson presentation of the new course book. Because of time constraints, the study only focused on examining whether there is match or mismatch between the prescribed procedures in the new text book for presenting reading lessons and teachers' actual reading lesson presentation of grade ten at Amigna Gesgar High school in East Arsi Zone, Oromia Region State.

1.7. Limitation of the Study

Increasing number of schools and size of population would have been better. However, due to time and financial constraints, the study would be limited to investigate only one school of Amigna Gesgar Secondary School grade ten English language teachers and students of this grade as a sample population only.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter consists of review of related literature to be suggested by different scholars concerning pedagogical procedures to English language teachers' reading lesson presentation, and important ideas concerning reading lesson.

2.1 Meaning of Reading

There is no clear cut definition for reading. Therefore, many scholars give different meanings for reading. For instance Carrel (1988) defined reading as “a decoding process of reconstructing the writer’s meaning through recognizing the letters and words and creating a meaning for a text from the smallest textual units at the bottom (letters and words) to a largest and larger units at the top phrases, clauses and then sentences” (p.2). This means reading is a mere decoding of graphic representation by matching letter sound relationship.

Mckenna and Robinson (1993) said “reading is an interactive process in which readers prior knowledge of the subject and purpose for reading operate to influence what is learned from text.” (p.21). In this way, when Silberstein (1994) defined reading “...reading conceptualized as an interactive cognitive process in which readers interact with the text using their prior knowledge, culture, background and use appropriate strategies”(p.12).

2.2. Reading Strategies

2.2.1 Definitions of Reading Strategies

Reading strategies refer to “the mental operations involved when readers purposefully approach a text and make sense of what they read” (Barnett, 1988:185). Reading strategies are deliberate and conscious techniques that readers employ to enhance their comprehension or retention of the textual information. Their Characteristics are deliberate, conscious plan, techniques and skill; aiming to enhance reading comprehension and overcome comprehension failure (Carrell, 1989).

According to Mokhtari and Richard,(2010) the famous meta cognitive awareness of reading strategies, have three sub categories. These are: Global reading strategies, Problem solving strategies and Support reading strategies.

Global reading strategies represent a set of reading strategies about global analysis of text and evaluating what to read or ignore guessing what the material is about. These strategies can be thought of as generalized international reading strategies. The second sub-category is problem solving strategies, which are to solve the problem when the text becomes difficult to read. These strategies follow re-reading for better understanding. Turn back when they don't recognize the points and thinking about reading. These strategies are called local and focused problem solving or repair strategies. The third important strategies are support reading strategies. This sub category contains outside reference materials, taking notes, underlining or circling information and other practical strategy. There are functional or support strategies which provide a support mechanism aimed at sustaining response to reading.

2.2.2 The Three Main Models of Reading

2.2.2.1 Bottom-Up Model of Reading

A bottom-up model of reading is a process of mere decoding of graphic prints. In other words, the bottom-up model describes reading as a process of matching letter-sound relationships to derive meaning out of a printed page working from a single letter up to the stretches of sentences (Carrell, 1988 Dubin and Bycina, 1991;) Hence this view of reading regards the reader as passive recipient of information whereby he/she simply absorbs the meaning, which resides in the text exclusively through graphic decoding process alone (Carrell, 1988). In addition to this, Carrell expresses that the reader simply absorbs the meaning of the writer puts in a text plodding through the text starting from the letters up to sentences.

2.2.2.2 Top-Down Model of Reading

The top-down model of reading emphasizes the role of the reader and the background knowledge he/she brings to the text to negotiate meaning rather than that of the printed page. The reader in this view actively predicts meanings of the text through sampling larger chunks of the text at a time instead of decoding individual letters on the page to extract meaning from it

Therefore, the top-down view of reading focuses on the reader's prior knowledge interaction with the textual stimuli through hypothesis formation and sampling larger chunks of the text (Goodman (1971) cited in Carrell and Eisterhold (1988). Furthermore, Dubin and Bycina (1991:197) noted interactive as, (P.197) "interactive theory of reading acknowledges the role of

previous knowledge and prediction but at the same time reaffirms the importance of the actual words of the text.” The top-down approach to reading stresses the contribution of the reader's background knowledge of the world and the language systems to extract meaning from the text reading in the communicative approach to language teaching which combines the two earlier views of bottom-up and top-down process of reading the interactive model of reading (Davies, 1995 and Grabe, 1988).

2.2.2.3 Interactive Model of Reading

As a result of the limitations of the top-down model of reading process, many reading experts in the 1980's proposed a newer and more insightful model of reading. This model of teaching approach combines the two earlier views of bottom-up and top-down process of reading (Davies, 1995; Grabe, 1988).

Elaborating how this model works in facilitating reading comprehension, Dubin and Bycina (1991) quote, "interactive theory of reading acknowledges the role of previous knowledge and prediction but at the same time reaffirms the importance of the actual words of the text." (p.197) this indicates that the interactive process of reading comprehension is a negotiation between the reader's background knowledge and the textual clues taken up from the printed page through decoding graphic display.

Accentuating this view, Schaller et.al (1984) cited in Swaffar, Arnes, and Byrnes (1991) argued "meaning is not inherent in the print but is invited by the author and imputed to the text by the reader." This view of interactive approach to reading stresses the significant role of background knowledge and textual stimuli in facilitating reading comprehension. (P.22)

2.3. Classroom Procedures in Teaching Reading

There are some useful classroom procedures to be employed in teaching reading to help learners to develop reading skills. According to Williams (1984) communicative approach to language teaching suggests three phases of classroom reading lesson treatments. These are: - pre-reading, while reading and post reading phases. These classroom reading phases are designed to teach students the reading comprehension process to enhance their reading skill. (p.38)

2.3.1. Pre-Reading Phase

Pre reading phase refer to tasks to be carried out before reading a text to create a conducive situation for the successful comprehension of the text. Hence, many reading experts stressed the importance of pre-reading activities. These help to establish a proper mental set for the reading and discussion of the passage. It also provided relevant background information supplied by the teachers as introduction and gives the students the necessary motivation for reading the passage (Williams, 1984)

As Barr and Johnson (1997) pointed out that pre-reading phase is used as springboard since it makes the readers feel relaxed and prepared to comprehend the main issues raised in the text. Therefore, many writers on interactive approaches to teaching reading agree that there are some main activities to be carried out before reading. These are: activating prior knowledge, setting purpose for a reading text and previewing the text to build expectations about the passage to be read (Aebersold and Field, 1997; Readence et al. 1989; and Barr and Johnson 1997).

2.3.1.1. Activating Students' Prior Knowledge

Barr and Johnson (1997) defined prior knowledge as "individual's present understanding and organization of a topic, idea, concept, event, object or person".(P.10) Therefore, activating and mobilizing a reader's existing knowledge before reading facilitates comprehension of a passage to be read. This idea elaborates that reading is not a decoding of graphic display. However, it is an "active process in which there is a constant dialogue between the passage and the students' previous knowledge" (Beatie et al, 1984:204).

Again, Bernhardt (1984) shared similar view that prior knowledge provides students with a framework to comprehend incoming data through accommodation and assimilation on the basis of the existing background knowledge. Likewise, Anderson (1984) cited in Barr and Johnson (1997:111) suggested that prior knowledge enables the reader not only to comprehend but also to organize new information and remember it more effectively. As a result prior knowledge activation using appropriate instructional strategies is important for effective comprehension in the reading lesson presentation. Regarding this strategies, Aebersold and Field (1997) claimed that reading comprehension in both L2 and FL research discloses ways that the readers can benefit from having an introduction to the text before they read it.

First of all an introduction helps the learners to recall any information that they might know about the topic either from their experience or other reading. This enables the learners to formulate hypothesis about the content and help them relate their previous experience with the author to pay attention to the text. Second, these tasks arouse the students' interest so that they will read the passage with interest and enthusiasm. Thus, according to Barr and Johnson (1997) pre-reading activities activate the concept developed in the text, provide motivation and build a bridge from the students' mind to the writer's view to make reading easier.

Accordingly, there are various activities that students can be engaged in to recall information on the topic of a text. Some of them include: pre reading discussion questions, word association, content mapping, a brief introduction given by the teacher (Aebersold and Field, 1997; Dubin and Bycina, 1991).

In the pre-reading phase, apart from mobilizing the content schema, students also need to be aware of the structural or formal pattern of the text they are going to read. Because formal schemata of a text indicates that knowledge of how information can be organized and helps reader to comprehend and anticipate different types of text organization (i.e. rhetorical structures of the text type). Therefore, these are useful activities for second and foreign language learners in academic situations (Aebersold and Field, 1997).

2.3.1.2. Establishing a Purpose for Reading

Many reading experts underline that readers need to have clear purposes for reading before they begin reading because reading without having a clear purpose can lead the students to frustration. In addition, regarding the significance of setting purpose for reading activities, Barr and Johnson (1997) describe its purposes as "a purpose provides direction and focus for understanding and thinking about the text".(P.114) In a similar way Marshall (1989) voiced the goal of purpose setting is to "direct students' attention to the most important information." (P.64) Moreover, Swanborn (2002) suggested that reading objectives directed the reader's attention processes to those parts of information in texts that are relevant to accomplish the reading purpose. Therefore, students often need specific direction in determining what is important in the midst of graphic representations.

However, concerning setting purpose for reading, the teacher should take into account the learners' language and proficiency level to determine the appropriate tasks for them that they can carry out by reading the text. Aebersold and Field (1997:66). This means, there should be match between the text and the reader in terms of language difficulty and concept complexity when they set purposes for reading text. Hence, teachers' purpose for having the students to read a text could vary. For example, they read for specific information where scanning for particular item makes sense rather than reading for the whole text, or if the students want to grasp the gist of the text, skimming or sampling the text could be appropriate tasks etc (Aebersold and Field, 1997)

There are varieties of techniques of setting purposes in which the teacher can play more directive roles. For example, pre-reading questions are the most versatile means of setting purposes. They are well suited to develop multiple levels of comprehension, these are literal, inferential and critical skills the learners develop through reading .According to McKenna and Robinson (1993) stated that techniques for purpose setting is getting the learners themselves set a purpose for the reading text (P.159).

In this case, the students may set some questions before they turn to the pages in order to read enthusiastically to find answers to their own questions. This means of setting purpose setting technique encourages the learners to integrate their background knowledge with the textual information. Therefore, setting purpose setting according to Barr and Johnson (1997) serves as a natural link between pre-reading and while reading activities and enable the reader to use specific reading strategies for reading the text.

2.3.1.3. Previewing the Text to Build Expectation

Previewing a text before reading is another useful preparation activity to be carried out in the classroom to facilitate comprehension. According to Grant (1987) previewing is an extremely important skill in all reading situations. It is like looking at a map before starting a journey. Previewing or surveying a text makes the passage simpler and more predictable to comprehend. This means previewing various aspects of the text enables the readers to predict and build expectations of what they are going to read about and give them a framework to help them make sense of the information (Aebersold and Field, 1997).

Similar to this, Dubin and Bycina (1991) stated how to preview a text before thorough reading operates. For example, examining several textual features such as the title and the subtitles, the introduction, the conclusion of a text, illustrations, diagrams and captions and reading the first sentences of each paragraph. (P.202)

Actually, since different passages lend themselves to different previewing activities (Aebersold and Field, 1997) forwarded that teachers should help their learners in the right direction to match the text with the most useful previewing activities to set their students expectations for reading. In other words, teachers have to expose their students to various text previewing techniques to facilitate smooth comprehension of the passage.

2.3.2. While Reading Phase

The main goals of the reading stage are strategy and skill practice as well as helping the learners to comprehend the content and the rhetorical structure and guessing meanings of unfamiliar words in a text (Dubin and Bycina, 1991; Mera 1999; and Willam, 1984). In addition to this, at the reading phase, students should read silently and independently and utilize explicitly various reading strategies. Therefore, silent reading has to be practiced in class in most cases, even though the teacher might read aloud sometimes some parts of a text for reviewing and discussing the passage with the whole class. However, students should not read aloud the text in the classroom (Grellet 1981). As Nuttall (1982) quote, “When the students read the text aloud they may not extract necessary messages within appropriate speed as when they read silently.” (P.20) In addition to this, in intensive reading classrooms the students should approach a text under close and right kind of the teachers' guidance to comprehend the text (Nuttall, 1982). This guidance can be offered while the students work on various reading stage tasks (Dubin and Bycina, 1991).

As it was suggested in the Teacher's Book for Grade Ten in a while reading phase of lesson presentation there are some strategies that the students practice under the guidance of the teachers. These include guessing meanings of new words and a text structure discussion.

2.3.2.1. Guessing Meanings

Aebersold and Field (1997) suggested guessing meaning as, "readers need to know how to employ strategies to deal with the unknown words they encounter when they read." (P.141) hence, teachers need to have knowledge of the strategies available to help students develop their skills to deal with unfamiliar words in the classroom to enhance their students' comprehension. For example, if the unknown word appears several times and the student cannot get a general idea without it he/she has to be trained how to arrive at the meaning using word attack-skills such as guessing word meaning from context and using knowledge of word-building or word-formation process (Harmer, 1991).

As it was suggested in the Teacher's Book for Grade Ten in a while reading phase of lesson presentation there are some strategies that the students practice under the guidance of the teachers. These include guessing meanings of new words and a text structure discussion.

2.3.2.2. Guessing Meaning from Context

Guessing meanings from context means deducing the meaning of the unknown words using the surrounding words in the context it appears. Similarly, Aebersold and Field (1997:140) state that context gives a framework of meaning within which readers grasp and remember words. The framework and all the associations that the readers have of the word within the context help them guess the new word. In other words, it involves words such as synonyms and antonyms in the same sentence or paragraphs to deduce the possible meaning of the unfamiliar dictions (Mei-yun, 1994).

Guessing meaning from the context appears to be the most useful and frequent way to discover the meaning of new words. For instance, Gebremedhin (1993) described guessing meaning from contexts as one of the effective reading strategies. This means, the ability to use the words and information around the unknown word to deduce or infer the general meaning of a word will serve the learners in reading situations since it enables students to extract meaning with the help of context clues to increase their vocabulary and reading comprehension (Ying, 2001; Aebersold and Field, 1997).

2.3.2.3. Guessing Meaning from One's Prior Knowledge of Word-Building

Another technique of deducing meanings of words in the reading text is through using one's knowledge of word-building or word formation process. This means of guessing unfamiliar words in a text focuses on analysis of internal morphological features like prefixes, suffixes and root words to help learners get the meaning of many unfamiliar words in the text (Dubale, 1990; Silberstein, 1994; Ying, 2001). The ability to look at multi-syllabic word and see its meaningful parts is very beneficial to students when they are trying to understand words they do not know. Therefore, foreign language learners need to have the knowledge of word analysis skills as the teaching of the skill of analyzing word parts can be integrated into the classroom discussions that happen while reading a text. To this end, teachers may ask the students to look at certain words and divide them into their component parts and work out their meanings and their grammatical category (Aebersold and Field, 1997; Mei-yun, 1994).

It is in line with this assumption that the current ELT course book for grade ten recommended word meaning guessing using contextual clues and/or word-building techniques of working word meanings to be practiced in the reading phase and discussion stage of the reading lesson presentation.

2.3.2.4. Recognizing Text Organization

Text organization serves as a means of enhancing comprehension; because, it provides the readers with a powerful strategy for organizing information in a memorable manner. Therefore, making learners aware of text structures or features helps them to become efficient readers (Harmer, 1991). According to William (1984) a text is not a mere gathering of sentences. It is rather constructed from interrelated logically organized sentences and paragraphs, which can convey meaningful message. Hence, teachers have to make their students aware of some textual features of a text organization so as to help them comprehend the text effectively. For example, English teachers should draw their students' attention to the structure of a text organization such as reference, connectives, vocabulary etc. by asking them look at the relationships between sentences and in any single or one paragraph (William, 1984; and Harmer, 1991). Also as Aebersold and Field (1997) elaborated that sentence can relate to previous sentences through reformulation, paraphrasing of the same ideas or by explaining through support or stating reasons, results, cause effect or explanation. Teachers can help their students by drawing their

attention to any signal words that announce the relationships in the text while they read. Another strategy that should be stressed in the classroom reading is, identifying transition sentences and recognizing a change or shift of topic when there is no sentence transitions (Readence, et al. 1989; Aebersold and Field, 1997).

Thus, introducing text organization in reading lesson can facilitate comprehension of a given text because text organization helps the reader recognize how individual sentence or group of sentences relate to each other and contribute to create meaning in the entire text.

In addition to this, Aebersold and Field (1997) explained that teachers can use various activities to train the students how information in the passage is organized. For instance, teachers can give them a partial outline and have the students fill it in as they read a text from beginning to end. The other means of doing is that teachers can ask students to write down the main idea of each paragraph and the supporting sentences. In other words, this way of training the learners in the reading lesson helps to understand the passage easily, using the relation between the sentences, the paragraphs and how the writer of the text has established the relationship.

2.3.3 Post Reading Phase

2.3.3.1 Comprehension Questions

The post reading stage of reading is intended to review the content of the passage and to consolidate what the students have read and at the same time relate the textual information to the learners' knowledge, interest and opinions. Moreover, this stage of reading focuses on linguistic elements such as grammar, vocabulary, discourse features and rhetorical organizations (Mera, 1999; William, 1984; Dubin and Bycina, 1991). Reviewing the content of the passage and reflecting upon what the students have read can be carried out through comprehension activities. As Aebersold and Field (1997) argue that one of the most frequent and time honored activities of post reading stage is the use of comprehension questions to revise the information in the text. (P.117)

Therefore, comprehension questions exploit the different aspects of the passage such as the main ideas of the text, some specific details, the difficult parts etc. Moreover, comprehension activities focus on language items. For example, the post reading stage deals with rhetorical organization, grammatical patterns and vocabulary items. These activities can be carried out once the main

ideas of the text have been reviewed. The exercises on linguistic elements focus on grammar points, vocabulary in context and discourse features of the passage. In addition, there are other various activities that can be done at this stage of reading like listing facts, summarizing main points, completing tables or diagrams, discussion and writing compositions (Dubin and Bycina, 1991; Aebersold and Field 1997; William ,1984 and Mera ,1999).

Similarly, Mera (1999) stated that the different activities of post-reading lesson presentation contribute to the integration of reading with the other skills. In the same vein (p.18), William (1984) contended that post reading activities should contribute in a coherent manner to the writing, speaking and listening skills. (P.39) Thus, to facilitate this post-reading lesson presentation, the teacher should engage the students in individual, pair or group work to give answers to the comprehension activities since the comprehension questions vary greatly in what they ask the students. As a result the students benefit much from the thoughts, experiences and knowledge of their classmates or peers and small group discussion of the post reading stage.

Aebersold and Field (1997) reported that during comprehension activities or tasks it would be appropriate to put the students in pairs or small groups to discuss and compare and verify their responses and opinions to the questions or graphics and then check the results with the entire class. (P.121)

In other words, discussing comprehension questions in pairs or groups enables the learners to compare and contrast and cross-check their responses to the questions to come to consensus in their groups and argue for or against the view they have about some of the ideas in the text and finally forward their answers to the entire class for discussion which can be mediated through their teacher (Bycina, 1991; Readence et al, 1989). Hence, teachers should carefully plan comprehension activities of the post reading stage of the reading lesson to enable learners develop their reading skills to integrate other language skills.

However, this three-phase approach of reading need not be carried out strictly and slavishly in teaching reading skills in every reading comprehension (Dubin and Bycin, 1991). In addition, Nuttall (1982) states "different texts need different treatment so that we cannot expect to handle them all within a single . . . framework." According to Dubin and Bycina (1991) in certain conditions it might be appropriate to cut or skip one or more of the stages of presenting reading lessons. (P. 204-205)

For example, if the students have been working on a series of passages on the same topic it might not be necessary to spend much time on pre-reading stage. Likewise, if further reading on the topic is planned, it might be better to delay work on consolidation until the entire sequence is completed. Moreover, William (1984) argued that if the micro-skill to be focused on is prediction, there may be more emphasis on pre-reading and while reading activities whereas if the aim is to focus on the application and transfer of the skills the emphasis may be on post reading and so on.

2.4 Skimming Strategy

As Grellet (1981) quote, "skimming and scanning are specific reading techniques necessary for quick and efficient reading".(P.23) Therefore, these reading techniques should be practiced in grade ten for the improvement of the students' reading efficiency in line with the procedures suggested for the implementation of the reading skills.

Many reading experts agree that skimming is going through a text quickly to get a general idea of the subject matter of a piece of writing (Grellet, 1981; Mei-yun ,1994). This means skimming is meant for overall view of the texts ideas. Therefore, this technique of reading is used to determine whether a book or an article deserves a meticulous and thorough reading. It can be sometimes the prerequisite for reading comprehension. The distinction between scanning and skimming is that the former deals with locating specific isolated and scattered items of information while the latter focuses on getting the gist or overall ideas of the whole text (Mei-yun,1994:184). Thus, the best way to train the students in skimming skill is to help them know where to find the main ideas of different paragraphs and be able to synthesize them into organic whole by way of generalization.

Therefore, teachers have to draw their students' attention to skimming introductory and concluding paragraph(s) of a text to pick up clues about the main point the writer is making in the text before reading in detail. As (Mei-yun, 1994) suggests learners have to read the first and last paragraph(s) in full, and the first and last sentence of the paragraphs in between and pick up key content words as well as dates, figures and names while quickly moving their eyes down the printed page.

2.5 Scanning Strategy

Scanning is looking quickly through a text for a specific piece of information, which involves quick search for key words in the text (Grellet 1981). Likewise, Mei-yun (1994) quote, "scanning is a useful skill to locate specific items of information such as date, a key word, a figure or a name." (P.185) Hence, this strategy helps readers focus on the search only of information they want passing quickly over all the irrelevant materials. With regard to this view of skipping over unwanted information, White (1981) "learning to reject the irrelevant is important in scanning as dealing effectively with sources of information which are relevant to the reader's purpose." (P.89) Therefore, the key to scanning is to decide exactly what kind of specific information the reader is looking for and where to find it. In other words, a useful way to teach this skill is to have students search for some specific information such as a definition, name of a person, or place, and asking them to start at the same time see who the first to find it. Then, ask the student who locates the information first to explain how he/she has done it (Aebersold and Field 1997; Mei-yun, 1994).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Method

This chapter consists of the research methods that employed to achieve the main objectives of the study. It also discusses the participants of the study, the data collection instruments, the development of research instruments, the data collection procedure and method of data analysis in the whole study. Its research design is descriptive survey research type which uses quantitative and qualitative method of data collection.

3.2. Participants of the Study

To get data from the respondents, the researcher used random sampling technique which was used to select sample size of the population of the study. The total population consisted of 520 students of grade ten in Amigna Gesgar High School. There were 13 sections of grade ten students in this school. Therefore, six students were selected randomly by using a lottery method from each section. Totally, 78 students were taken as sample population for study. In addition, all the five grade ten English teachers were taken purposively. Because almost all the students of this school come from families of relatively the same economic background, it is believed that there might be no significant differences among students in their general characteristics of learning the English language. And also, homogeneity of the students helps the researcher to use random sampling techniques.

3.3. Instruments of Data Collection

The researcher used three types of instruments to collect data for the research. These were questionnaires, observations and text analysis. The questionnaires were designed to gather information from grade ten teachers and students in focus. They were closed ended and open-ended questionnaires for both. These questionnaires helped to assess information about reading lesson presentation from teachers and students. According to Seliger and Shohamy (1989), questionnaires are appropriate and can be given to a large group of subject at the same time they also have advantage to simplify data processing. In addition to this, observation was carried out to observe actual reading classes. Shomy (1989) and Lewy (1979) acknowledged observation

allows for close investigation of classroom practices while it is going on the spot. Besides, text analysis in relation to pedagogical procedures could be analyzed by the researcher.

3.3.1. Questionnaire

The researcher used questionnaires as the main instruments to achieve the aim of the study. These questionnaires were close ended and open ended types of questionnaires. These questionnaires were administered to 78 students and to all 5 grade ten English teachers. Then, all questionnaires were filled in by teachers and students'. The teachers' questionnaires had two sections. The first four questionnaires were focused on the respondents background information and about the new teacher's book, whether teachers used the procedures suggested to conduct reading lesson procedures to teach reading in the new text book. And also the second section of questionnaires consisted 27 items that depend on actual reading lesson presentation.

Students' questionnaires had 27 items which were designed to elicit information about their actual classroom reading lesson presentation. Hence, questionnaires were different for English teachers and students. To solve the problem of the language difficulty, the questionnaires of the students' were translated in to Afan Ormo and Amharic languages.

3.3.2. Classroom Observation

An observation checklist used during observing the reading lesson presentations. Its intention was to examine English language teachers reading lesson presentation practices in relation to the introduction of the current ELT course book for grade ten students. It contained list of possible roles and behavioral patterns which the researcher felt could be observed in reading lesson presentation. The roles and activities that the researcher would observe during the class presentation include syllabus and the new teacher's guide suggests for teaching the reading section of current course book. Then, the researcher put sign in front of the items designed from reviews of literature; concerning pre-reading, while-reading, and post- reading activities in teaching reading lesson. It had 24 items. Its practice was recorded in category of Yes/No on the bases of whether they happened in the class of reading, in this way, each 4 teachers would be observed four times. Finally, the Yes/No category would be changed into five major frequencies (always, often, sometimes, rarely and never) in order to collect the data.

These observations would be focused on randomly selected sections of grade ten students and on the willingness of the teachers. Therefore, the researcher would carry out the observation freely and personally sitting in the classroom from the beginning to the end of each session.

3.3.3. Text Analysis

English text books play a crucial role in teaching learning process for teachers and students. Most teachers follow at least one text book as their main source of guidance in the process of language teaching. From this stand point of view, the researcher designed questionnaires that consists 15 questions from review of literature and teacher's guide to evaluate the appropriateness of the textbook based on how reading lesson procedures are conducted. Therefore, from 12units two units of Grade Ten English textbook were selected as a sample. Because of its reading passages contents depends on arts and science parts, the researcher took one unit from arts and one from science part were selected as lottery method.

3.4. Data Analysis

The data were collected through questionnaires and observation from English teachers and students. In addition to this, text analysis was implemented concerning grade ten English language teachers' reading lesson presentation in related to the new course book.

After carefully gathering the appropriate data using questionnaire and observation, the data would be analyzed by using frequency and percentage through (quantitative methods) and description (qualitative methods).Then they are systematically organized and tabulated in order to facilitate the analysis.

CHAPTER FOUR

4. PRESENTATION AND DISCUSSION OF THE DATA

This chapter presents and discusses the data obtained from the teachers, students and text analysis through the questionnaires and class observation. Therefore, the first section discusses the analysis and finding of questionnaires; and the second section reports the data of the observation of the English reading class. Finally, the data on teaching reading lesson presentation of grade ten English text book content analyses were discussed.

4.1. Data of the questionnaire

As mentioned in chapter one, the purpose of this study was to identify whether there is a match or mismatch between the pedagogical procedures suggested in the new teacher's book to teach reading skills and actual classroom reading lesson presentation in Amigna Gesgar high school. So, the close-ended and open-ended items of the questionnaire required students to give information about actual class of English reading lesson presentation. Then, the data obtained from the questionnaire were analyzed quantitatively and qualitatively in the following section.

4.1.1. Teachers use of the New Teacher's Book

Questions 1-4 in the teachers' questionnaire were designed to investigate whether the teachers' use the new teachers' book for the teaching of the reading section of the course book (English for Ethiopia: Grade 10 Students' Book). These questions were to draw information from the teachers if they use and find it useful in presenting the reading lessons. The table below shows the results obtained.

Table 4.1 Teachers' Responses on the Use of Teacher's Book in Teaching Reading Lesson

No	Questionnaire items	Responses in	
		No	%
1	Do you use the teacher's book as a guide for teaching student's new course book?		
	Yes	5	100
	No	-	-
	Total	5	100
2	If your answer to question No 1 is 'yes' how useful have you found the book to present reading lesson?		
	A. Very useful	2	40
	B. Useful	2	40
	C. Moderately useful	1	20
	D. Hardly useful	-	-
	Total	5	100
3	Do you follow the procedures suggested in the teacher's book for presenting reading lessons?		
	A. Yes	3	60
	B. No	2	40
	Total	5	100
4	If your answer to question No 3 is 'yes' how often do you use it?		
	A. Always	-	-
	B. Often	2	40
	C. Sometimes	3	60
	D. Rarely	-	-
	E. Never	-	-
	Total	5	100

As it can be observed from table 4.1 English teachers use the teachers' book as a guide to teach the new course book. They are also convinced about its usefulness. And also it shows that they use the procedures suggested in it while teaching reading lessons. For this reason, the above questions' results could help as an introductory for further main findings of the study.

4.1.2. Pre-Reading Phase of Lesson Presentation

The following table (table 4.2) indicates the result of investigation of teachers' pre-reading lesson presentation practices in relation to the introduction of the new course book. The six items in the table concern the teachers and the students. And the table also shows the teachers' and the students' responses to all the items in relation to reading lesson presentation.

Table 4.2 Data Collected from Teachers and Students Regarding Pre-Reading Lesson Presentation

No	Questionnaire item	Respon dents	Responses									
			Always		Often		Sometime		Rarely		Never	
			N0	%	N0	%	N0	%	N0	%	N0	%
1	Teacher introduce the passage in brief to the students before reading	T	1	20	1	20	2	40	1	20	-	-
		S	13	16.6	10	12.8	26	33.3	27	34.6	2	2.5
2	Making the students in pair/group to discuss on pre-reading questions	T	-	-	1	20	3	60	-	-	1	20
		S	4	5.1	7	8.9	22	28.2	19	24.3	26	33.3
3	Focusing on telling purposes of reading train the students to improve their reading speed	T	2	40	2	40	1	20	-	-	-	-
		S	10	12.8	6	7.6	23	29.4	12	15.3	27	34.6
4	Drawing the students' attention to the text's title and help them to predict the content of the passage in advance	T	1	20	2	40	2	40				
		S	5	6.4	6	7.6	22	28.2	21	26.9	24	30.7
5	Making the students to read the passage quickly for the gist or main idea of the text	T	2	40	2	40	1	20				
		S	7	8.9	8	10.2	20	25.6	12	15.3	31	39.7
6	Making the students read the passage quickly to indicate specific information in a text	T	2	40	3	60						
		S	8	10.2	7	8.9	19	24.3	13	16.6	31	39.7

T- represent teacher

S- represent student

Item 1 of table 4.2 indicated that how much the teachers introduce the passage in brief to their students to arise student's background information about the topic. Therefore, 1(20%) and 2(40%) of the teachers respectively always and often stated that they carry out this task before their students read the passage. However 2(40%) of the teachers reported that they sometimes introduce the passage and only 1(20%) said she/he rarely does it.

On this item, the students' response point out that 13 (16.1%) and 10 (12.8%) of the students respectively said their teachers always and often introduce the passage before reading the passage while 26 (33.3%) reported their teachers sometimes introduce the text to them before the lesson. However 27(34.6%) point out that their teachers rarely introduce the passage, 2(2.5%) of them said the teachers never practiced such activities in the class of reading lesson.

In general, most of the teachers claimed that they sometimes and rarely introduce the passage to their students. The students' responses and class observation seem to prove that there is no appropriate introduction given by the teachers about introducing the passage.

Item 2 in this table deals with teachers' making the students in pair /group discussion on pre-reading question pointed out that 1(20%) and 3(60%) of them respectively reported that they often and sometimes engage their students in discussion .To the contrary of this 1(20%) of the teacher respondents replied that he/she never engages his/her students in pair /group discussion to do comprehension questions.

The response of the students' to this question revealed that 4(5.1 %) and 7(8.9%) of them respectively always and often their teachers make them to participate in pair /group discussion while 22(28.2%) said sometimes their teacher help them in this kind of activities to discuss in their group. However, 19 (24.3%) pointed out that their teacher rarely do this method to teach reading lesson. The rest 26 (33.3%) of the them reported their teachers don't ask them to discuss in pairs/groups.

As noticed in table 4.2, the teachers' responses and the students' most of the teachers said they made their students in pair/group discussion on pre-reading questions. But the students' responses show there were a few practices by the teacher in reading lesson presentation. Hence it appears that the reading lesson presentation doesn't encourage the learners to discuss on pre reading questions.

In table 4.2, item 3 the teachers were asked if they focused on setting purposes for reading to train the students to improve their reading speed. Responses to this item informed that 2 (40%) of teachers always set purposes for reading exercises to improve the reading speed of learners. Similar to this, 2 (40%) of teachers reported that they do it often when 1 (20%) of them indicated that they rarely did it.

As indicated on item 3 above, 10 (12.8%) of the students agreed that their teachers always set a purpose for reading to enhance their reading speed whereas 6 (7.6%) and 23(29.4%) of the students frequently replied that their teachers often and sometimes practiced it. Again 12 (15.3%) of them indicated that their teachers rarely did such activities. However, the rest 27 (34.65%) of them reported that their teachers neither give them a purpose for reading nor train them to vary their speed according to the purpose.

As these tables show that most teachers set purposes for reading exercises. But the data collected from the students revealed that the most teachers' didn't set purposes for reading. Therefore, this does not equip the learners with the skill of different reading styles based on the goal of the reading.

According to Nattal (1982) "... one of the main characteristics of good reader is his flexibility. He will vary his speed, and his whole manner of reading, according to the text and according to his purpose in reading it. Therefore, the course will not be successful unless the students understand the reason for what they read."(P.33)

Item 4, in table 4.2, was intended to explain information whether teachers draw their students' attention to the text's title to predict the contents of passage in advance. The data gathered through this item stated that 1(20%) and 2(40%) of the teachers always and often respectively draw their students' attention to such textual features to help them predict the contents of the text. To sum up, 2(40%) of the teachers reported that they sometimes asked their students to focus on the title in order to predict the content of the passage.

When it comes to the students response, 5(6.4%) of them indicated that their teachers always ask them to focus on the title, in order to help their students to predict the content while 6(7.6%) reported that their teachers often make them focus on such features. 22 (28.2%) and 21 (26.9%) of the student respectively replied that their teachers sometimes and rarely draw their attention toward the texts' title. However, 24 (30.7%) disclosed that they never ask them to use such textual features.

As indicated in the above table, most of the teachers responded that they often and sometimes draw their students' attention to the passage title. Although the teachers said this, most of the students reported that their teachers didn't use this kind of encouragement to predict about the

title's content before reading. As Bar and Johnson (1997) stated the pre-reading stage activities activate the concept developed in the text, provide motivation and build a bridge between the students' mind and the writer's view in the text so as to make reading easier. Hence, prediction is a very useful skill that teachers should develop students' attention on the title and knowledge of the topic.

Item 5 in table 4.2 inquired on organizing the information whether the teachers made their students read the passage quickly for the gist of the passage. As the data from item indicated 2(40%) of the teachers always engage their students in skimming strategies. Similarly, 2(40%) of them said they often engage in this activity. However, the remaining 1(20%) of them reported that they sometimes practiced to get the main idea of the passage.

As the students' responses concerning this item, 7 (8.9%) and 8 (10.2%) of students respectively reported that their teachers always and often make them skim for gist of the passage while 20 (25.6%) of them said their teacher conducted it sometimes. The rest 12 (15.3%) of the students indicated that their teachers rarely ask them to do such activity and 31(39.7%) of them pointed out that their teachers never ask them to read quickly for the main idea of the passage at all.

In general, as can be noticed from table 4.2, most of the teachers claimed that they engage their learners in skimming a passage before they read through the text. However, most of the students revealed their teachers rarely or never engage them in this kind of reading activity.

Item 6, in table 4.2 data showed whether the teachers make the students read the passage quickly to indicate specific information in a text or train students in scanning the text to locate specific information in the passage.

As the response of item 6 pointed out that 2 (40%) of the teachers always participate their students in scanning the text while 3 (60%) of them said they often ask their students to read the passage quickly to indicate the specific information in a text.

On the other hand, in this table, the students responses showed that 8 (10.2%) of them pointed out that their teachers always practice them the scanning activities while 7 (8.9%) of them reported that they always practice it during the reading lesson. 19 (24.3%) of the students reported that they practiced it sometimes in their class. But the remaining 13 (16.6%) and 31 (39.7%) of them replied their teachers rarely and never made them scan the text.

Table 4.3 Data Gathered from Classroom Observation Checklist of Pre-Reading Lesson Presentation

No	Questionnaire item	Responses									
		Always		Often		Sometimes		Rarely		Never	
		No	%	No	%	No	%	No	%	No	%
1	The teacher gives brief introduction about the reading passage.			1	25	1	25	2	50	1	25
2	The teacher arranges the students in pair/groups discussion pre reading questions.					1	25	2	50	1	25
3	The teacher sets purposes for each reading activities to train students to improve their reading speed.			1	25	1	25	1	25	1	25
4	The teacher draws the students 'attentions to the texts title and helps them to predict the contents of the passage before reading.					1	25	1	25	2	50
5	The teacher inquires the students to read for the gist of the passage					1	25	2	50	1	25
6	The teacher makes the students to read for specific information					1	25	2	50	1	25

This table shows the data collected from four grade10 English teachers reading class presentation in focus.

Item 1 was intended to show how much the English teachers would introduce the passage in brief to the students before reading the passage to provide them with brief background information about the topic to arouse their students reading interest.

In terms of the class room observation in table 4.3 item 1, from four observed classes of reading presentation, 1(25%) of teachers introduce the passage sometimes while 2(50%) of the teachers rarely introduce It. However, in four class of observation 1(25%) of teacher didn't introduce

anything about a text as observed from frequency of English teachers' reading lesson presentation.

As it was seen, most teachers wrote the title of the passage on the blackboard and then ask their students to take out their books and read the text loudly to the whole class. After they read, the teacher told them to do the comprehension questions that were indicated in the text book. However these procedures are not suggested in the new teacher's book.

Classroom observation checklist on item 2 in table 4.3 indicated that 1(25%) of the teachers sometimes makes his/her students in pair/group discussion on pre reading questions. From these, four times actual reading lesson presentation 2(50%) of the teachers rarely arranged their students in pair/group discussion. But 1(25%) of them never form this kind of pair/group work discussion to teach this skill.

As indicated in table 4.3 item 3, class room observation of each teachers' reading lesson presentation of four times, 1(25%) of teachers often provided his/her students for setting purposes to improve their reading speed. 1(25%) of them said sometimes and 1(25%) of the teachers replied rarely focusing on setting purposes for reading exercise and training them to differ their reading speed. And 1(25%) of them never gave such kind of setting purpose for reading and inquired the students to vary their reading speed.

The data of observation on item 4 in table 4.3 affirmed that in four of the observed lessons 1(25%) of the teachers was drawing his students' attention to the text's title and to other clues around the content. In addition to this, when we see this table, 1(25%) of the teachers rarely engage the students in previewing the title and from four sequences of observation classes 2(5%) of them didn't draw their students attention to the text's title and help them to predict the contents of the passage.

The above data show that half of the teachers didn't use this practice in the right way of teaching according to the method of teaching indicated in teacher's guide. But others some times and rarely draw their students to the texts title. As Anderson (1984) cited in Bar and Jonson (1997) suggested that prior knowledge of the reader not only helps to comprehend but also to organize new information and remember it effectively. (p.111)

The classroom observation of item 5 reading for the gist data indicated, 1(25%) of the teachers was sometimes engaging his/her students in this kind of reading practice while 2(50%) of them do so. But, 1(25%) of the teacher was not seen making his / her students skim the passage for the main idea of the text.

The data of classroom observation affirmed that the majority of the teachers rarely or never engage their students in this kind of practice at all.

The classroom observation of table 4.3 item 6 stated that from four times of class observation of each four teachers, 1(25%) was seen sometimes gaging his/her students in scanning the passage for specific information. The other 2(50%) of the teacher didn't conduct this kind of strategy .But the rest 1(25%) of the teachers not seen making his/her students scan passage for information at all.

When conclude the skimming and scanning strategies that are indicated in table and 4.3 the students confirmed that their teachers rarely and never engage them in skimming and scanning strategies. Classroom observations show that teachers rarely and never used these procedures in the class of reading. However, grade 10 New English Teacher's Book (2004) suggested that skimming and scanning strategies in different comprehension questions to teach communicative English language and make the students to practice one or both of these reading techniques before reading through the passage.

4.1.3 While Reading Lesson Presentation

While- reading phase is an essential part of reading lesson presentation that enables the students to comprehend the text. In this stage, through reading, the students develop their skill by utilizing information from the passage, know the techniques on how to get unfamiliar lexical items, inference from context and also they improve the process of interpreting the text as a whole using all the clues available including cohesion and rhetorical structure responsible to help the students by using different strategies to develop efficient reading skill at this stage. (Nutt all, 1982)

Therefore, the questioners designed in table 3 were asked whether the while-reading lesson presentation is in accordance with the procedure suggested in The New Teacher's Book .The data gathered from grade 10 English teachers and student are as follows.

Table 4.4 Data Collected from Teachers and Students Regarding While-Reading Lesson Presentation

No	Questionnaires items	Respon dents	Responses									
			Always		Often		Sometimes		Rarely		Never	
			No	%	No	%	No	%	No	%	No	%
1	Engaging the students in reading the passage silently and independently to give answer for comprehension questions.	T			2	40	3	60				
		S	4	5.1	9	11.5	16	20.5	27	34.6	22	28.2
2	Reading the text first loudly and then let the students read it turn by turn.	T			1	20	3	60	1	20		
		S	29	37.1	17	21.7	16	20.5	7	8.9	9	11.5
3	Reading the text orally and explain the idea of the text to students and ask them to do the comprehension questions.	T					3	60	1	20	1	20
		S	24	30.7	26	33.3	17	21.7	7	8.9	4	5.1
4	Giving the students to read the passage at their homes and do the comprehension questions on their exercise book.	T			1	20	2	40	1	20	1	20
		S	41	52.5	23	29.4	5	6.4	6	7.6	3	3.8
5	Making the students guess the meanings of new words in the text from contents using contextual clues.	T	2	40	1	20	2	40				
		S	7	8.9	9	11.8	18	23	28	35.8	16	20.5
6	Making the students guess the meaning of unfamiliar words in the passage using their prior knowledge of word building or word formation.	T	1	20	1	20	2	40	1	20		
		S	8	10.2	3	3.8	20	25.6	26	33.3	21	26.9
7	Drawing the students' attention to the relationship between different parts of the passage.	T			2	40	3	60				
		S	5	6.4	8	10.2	15	19.2	23	29.4	27	34.6
8	Encouraging the students to work through the passage paragraph by paragraph to enable them comprehend the contents of the text.	T			1	20	3	60	1	20		
		S	5	6.4	8	10.2	13	16.6	24	30.7	28	35.8

9	Drawing the students' attention to some vocabulary items such as words in bold, and other grammatical items that can cause comprehension difficulties.	T			3	60	2	40				
		S	8	10.2	8	10.2	19	24.3	22	28.2	21	26.9
10	Encouraging the students to identify logical organization of the text focusing on references and cohesive devices.	T			1	20	3	60	1	20		
		S	3	3.8	8	10.2	13	16.6	27	34.6	27	34.6

T-represents teacher

S-represents student

Item 1 in table 4.4 was designed to find out information from teachers and students whether the teachers engage their students in reading the passage silently and then ask them to do comprehension questions. Therefore, according to the response in this table indicates, 2 (40%) of the teachers engage their students in silent reading and 3 (60%) of teachers that they sometimes engage them in silent reading. This means on the remaining time they engage their students in loud reading in their actual lesson presentation or suggested their students to read turn by turn to the whole class.

Students responses showed, 4(5.1%) of them disclosed that their teacher always engage their students in silent reading and ask them to do the comprehension question and 9 (11.5%) of them replied rarely. In this way, 16(20.5%) of them said they sometimes did such activities. In addition to this, 27(34.6%) of them reported their teacher rarely engage them in such activity but the rest of 22(28.2%) of the students replied their teacher never ask them to read silently.

Table 4.4, item 2 data reported, whether the teachers read the text first loudly and late the students read it turn by turn. Therefore, the teachers' responses to this item indicated that 1(20%) of them reported that she/he often read the text first loudly and let the students read it turn by turn. 3 (60%) pointed out they sometimes do it while 1 (20%) of the teacher never carry out this practice at all.

The students' responses to this question indicated that 29 (37.1%) of the students indicated that their teachers always read the text and let them read it turn by turn. And also 17 (21.7%) revealed that their teacher often do it while 16 (20.5%) and 7 (8.9%) said that their teachers sometimes

and rarely such reading practice respectively. The rest 9 (11.5%) stated that their teacher never encouraged this system of teaching method in the class of reading.

In table 4.4 item 3 was designed to see whether the teachers read the text orally and explain the ideas of the text to their students and ask them to do the comprehension questions, The data in table 4.4 indicated, 3(60%) of the teachers said they read and explain the ideas of the text to their students and 1 (20%) of them stated they rarely do it. The rest 1 (20%) point out that he/she didn't do such practices in their reading lesson presentation classes.

The students' responses to item 3, informed that 24 (30.7%) and 26 (33.3%) of the teachers always and often respectively practiced this activities in the presentation of reading lesson. In the same way, 17 (21.7%) implied that their teachers sometimes read the passage and explanation about the contents in it. Contrary to this, 7 (8.9%) of them said their teachers rarely do this kind of tasks while 4 (5.1%) of the students replied their teacher never did such activities during their reading lesson.

The of table 4.4, item 3 pointed out that the teachers' reading presentation was conducting traditional way of teaching .This method shows mismatch with recent second language teaching presentation. In other way, they give their students a wrong and inappropriate way of teaching reading. Hence, most classroom reading was dominated by loud reading and teacher's explanation of the content.

Item 4 in the above table asked to know how often the English teachers give their students to read the passage at their homes and do the comprehension questions on their exercise book. From this table as teachers responses show that 1 (20%) revealed that she/he often order his/her students to do comprehension questions at their home. Out of this, 2 (40%) respond that they sometimes give such activities to their students. The rest 1 (20%) never did it at all.

In table 4.4 item 4, the students response indicated, 41 (52.5%) of their teachers always gave reading the passage to read at their home and do the comprehension questions on their exercise book while 23 (29.4%)of them said their teachers often used this method. And also 5 (6.4 %) of the students replied their teachers sometimes ask to do while 6 (7.6%) students their teachers

assign to do it rarely and other 3(3.8%) said their teachers never appointed them to do such tasks at home.

From the result above, it is possible to generalize that most of the teachers give the passage to read at home and to do comprehension question also. Therefore, this kind of teaching reading presentation helps the students to read between the lines to understand the contents of the passage. In addition to this, it may help to improve the writing skills of the students and to develop their reading which need for academic purposes as well.

According to table 4.4 item 5, responses of teachers indicated that teachers made their students guess the meaning of new words in the text from contents using contextual clues. Concerning this question, the teachers responses informed that 2 (40%) of them always encourage their students to practice in this way while 1 (20%) of them said he/she often make their students try to give the meaning contextually. The rest 2 (40%) of teachers point out that they sometimes follow this method to get the meaning of new words.

As item 5, the students response, 9 (11.8%) of them indicated that their teacher always make them deduce the meaning of new words in the text using contextual clues .Similar to this,9 (11.8%) replied that their teachers sometimes practiced it.18 (23%) showed their teachers sometimes follow this kind of guessing meaning 28 (35.8%) of the students explained their teachers rarely use this techniques. However, 14 (17.9%) of the students answered their teachers never made them guess contextually meaning of words.

From the result obtained above, it is possible to generalize that most teachers responded that they help their students to guess the meaning of unfamiliar words from the contextual clues of the statements. Contrary to this, the data obtained from the learners showed that most teachers didn't help their students to enhance this technique.

Item 6 in table above, question was asked to know, whether teachers make their students guess the meaning of unfamiliar words using their prior knowledge of word- building. As can be noticed from the given table 1(20%) of the teachers indicated that always make their students guess the meaning of the new words using their prior knowledge of word formation process. Similar to this, 1 (20%) of them respond they often help their students in such way while 2(40%)

affirmed that they sometimes make their student to this kind of word formation. But 1(20%) of the teachers responded rarely help their students to guess in such process.

To item 6, 8 (10.2%) of the students asserted their teachers always make them guess the meaning of new words in the passage using their prior knowledge of word-building process while 3 (11.5%) of them said their teacher often use such method of getting meaning of new words. Beside, 20 (25.6%) of the students affirmed that their teachers sometimes encourage them to guess meaning of new words through the process of word formation. However, 26 (33.3%) and 21 (26.9%) of the students respectively pointed out their teacher rarely and never encourage them this kind of word guessing techniques.

From the above result of teachers' and students' responses, many teachers guide their students to infer the meaning of new words through the strategy of contextual clues and word building process. Although the teachers said these, the data from most students depicted their teachers rarely and never use the technique of guessing new words. However, the new teacher's course book guided the teachers how to apply this method to teach the meaning of new words in the text.

Item 7 questions was asked to know if teachers draw their student's attention to the relationship between different parts of the text. By using references and connectives, teachers depicted that 2 (40%) of them always draw their students' attention to the relationship between the different parts of the passage. The rest 3 (60%) of the teachers reported that they sometimes apply these techniques while-reading presentation.

To Item 7, students responses show that 5 (6.4%) stated that their teachers always draw their attention to the relationship between different parts of the text while 8 (10.2%) of them yielded that their teachers often practiced it. In this way, 15 (19.2%) of them reported their teachers sometimes did this kinds of activities.

Nevertheless, 23 (29.4%) and 27 (34.6%) respectively reported that their teachers rarely and never draw the students' attention to the relationship between different parts of the passage at all.

Item 8, in the above table was intended to elicit information whether teachers encouraging their students to work through the passage paragraph by paragraph to enable them comprehend the

content of the text. As showed in this table, 1 (20%) of the teachers asserted encouraging their students to work through the passage to enable them comprehend the context of the passage while 3 (60%) of the teachers affirmed they sometimes engage their students in such reading according to comprehension question designed. But to the opposite of this, 1 (20%) of the teachers never helped their students in such reading techniques at all.

Regarding the students' responses in this table, 5 (6.4%) disclosed that their teachers always engage them to read between the line for more understanding of the content of the passage while 8 (10.2%) and 13 (16.6%) depicted that their teachers often and sometimes respectively encourage them to read paragraph by paragraph. However, 24 (30.7%) of the students revealed that their teachers rarely did this kind of reading techniques. When the remaining 28 (35.8%) of the students reported that their teachers never used to make them read paragraph by paragraph.

Item 9 was intended to gather data whether the teachers drawing their students attention to some vocabulary items, word in bold and other grammatical items that can cause comprehension difficulties. Teachers' responses indicated that 3 (60%) of them reported that they gave attention for words in bold and difficult grammar that needs explanation. The rest 2 (40%) of the teachers point out that they sometimes help their students in such problematic words and grammar.

The data of item 9 to the same questionnaire, 8 (10%) of students disclosed that their teachers always draw their attention to some focused words and grammatical items which can cause comprehension difficulties. Similar to this, 8 (10.2%) of the students agreed that their teachers often made them to give attention for such words and grammars hamper for reading comprehension. 19 (24.3%) of the students point out their teachers sometimes encourage them to focus on word in bold and grammar that abstract for more understanding of text. The remaining 22 (28%) of them asserted their teachers rarely focus in such items to solve the problem of comprehension and others, 21 (26.9%) of them said their teachers never practiced it.

Item 10 in above table, referred to whether teachers encourage the students to identify a logical organization of a text focusing on references and cohesive devices. Regarding this, the responses of the teachers show that 1(20%) of them always encouraged their students in such activities by using pronoun references and conjunction. 3(60%) of them reported that they sometimes encourage their students to such kind of exercise. However, 1(20%)of them rarely conduct this methods in class of reading.

The responses of the students of item 10 disclosed that 3 (3.8%) of the students said their teacher always encourage them to identify a logical organization of text focusing on references and cohesive devices while 8 (10.2%) of them agreed their teacher do it so. 13 (16.6%) of the students affirmed that their teacher help them to identify a logical organization of a text using references and connective words. But the rest 27 (34.5%) and similar to this, 27 (34.6%) of the students respectively replied that their teacher rarely and never give emphasis in such activities.

Table 4.5 Data Gathered from Classroom Observation Checklist of While-Reading Lesson Presentation

No	Questionnaires items	Responses									
		Always		Often		Sometimes		Rarely		Never	
		No	%	No	%	No	%	No	%	No	%
1	Teacher engages the students in silent and independents reading.					2	50	2	50		
2	The teacher reads the text first loudly and then lets the students read it turn by turn.	2	50			2	50				
3	The teacher reads the text orally and explains the ideas of the text to the students.			2	50	2	50				
4	The teacher requires the students to read the passage at their homes and do the comprehension exercises.			1	25	1	25	1	25	1	25
5	The teacher makes the students guess the meanings of new words using contextual clues.					1	25	1	25	2	50
6	The teacher makes the students infer the meaning of unfamiliar words in the passage using their prior knowledge of word-building.					1	25	2	50	1	25
7	The teacher draws students' attention to the relation between different parts of the passage by using the organization patterns in the passage or using the references and connectives.							1	25	3	75

8	The teacher helps the students to grasp the contents of the passage: 8.1 working through the passage paragraph by Paragraph.							4	100		
	8.2 Identifying the main and supporting details of the paragraph.							2	50	2	50
	8.1 focusing the students' attention on some vocabulary and grammatical items in the passage.					2	50	2	50		

According to the data in table 4.5, item 1 class observation showed that 2(50%) of the teachers sometimes engage their students in silent reading method and 2(50%) of them rarely their students to such activities. These assert that teachers repeatedly follow loud reading systems to make students to comprehend the reading passage and then do exercises in the text. Nevertheless, Grade Ten New Teacher's Book (2004) suggested that students should read the passage silently in order to give answers for the exercises to understand the content of the reading passage successfully.

On the other hand, item 2 in table 4.5 the classroom observation of four times for each teachers data showed that 2(50%) of the teachers always read the text loudly and let their students read turn by turn. Although 2(50 %) of the teachers sometimes carryout such practices in their reading lesson presentation.

As the item 2 data collected from class observation the text first loudly and then allow their students to read it. Nevertheless, the pedagogical methods in Teacher Guide discourage such practices especially for higher grade students to comprehend the issues in the reading passage. But till now teachers seem to insist on presenting reading lessons in the traditional approach rather than the communicative approach of teaching reading.

Classroom observation in table 4.5 item 3 asserted that 2 (50%) of the teachers always read and explain the content of the passage while 2 (50%) of them sometimes conducted this method in actual reading class presentation.

Classroom observation also confirmed that most of the teachers read and explain the content to their students. This implied that teaching reading comprehension appears replaced by content teaching. The reading passage was focused on retelling what the passage presents. At this time, the students are listener of their teacher instead of reading and understanding what the writer presented in the contents of the passage. As Nuttall (1982:21) stated that giving of explanation may improve listening skill. Giving more time for explanation and elaboration of the content may affect the development of reading skill.

As noticed from item 4 in above table checklist of four times sequence classroom observation of actual reading lesson presentation indicated that 1 (20%) of the teachers often ordered students to read the passage at their home and do comprehension question from it. The other 1 (25%) of the teachers sometimes gives this kind of home work for their students. Nevertheless 1 (25%) of the teachers made the students practices with such activities.

Moreover, item 5 in above table pointed out that 1 (25%) the teachers sometimes encourage their students to guess the meaning of unfamiliar words according to their contextual meaning in the sentences while 1 (25%) of the teachers made his/her students to practice guessing the meaning of words contextually. Nevertheless, the other 2(50%) of the teachers never practiced their students to guess the meaning of words from context.

In general, as a researcher observed, the majority of the teachers writes the meaning of new words on the blackboard and told the students to copy it, and then explain their meaning. The class teaching learning process was teacher centered approach of teaching. However, the new teacher's book discourages this kind of teaching method. It suggests the student centered approach which helps to enhance communicative language. "Good learner learns to make intelligent guesses" (Nunnan 1991:171).

In table 4.5, item 6 revealed that 1 (25%) of the teachers sometimes practicing their students to deduce the meaning of unfamiliar words by using the techniques of word –building. Similar to this, other 2 (50%) of teachers rarely used this kind of technique to guess the meaning. But the remaining 1 (25%) of the teachers never did it. They simply write the meaning of words on the black board and explain their meaning to the students as indicated on above table.

According to item 7, as can be seen from four times of each teachers of practical reading lesson presentation informed, 1 (25%) of the teachers rarely support his/her students to recognize the texts relationship between different parts using the organizational patterns of the text or using the references and connectives. However, during the class observation 3 (75%) of the teachers never show them to see the relationship between parts of the passage by using cohesive devices and references such as (this, these, they, it etc.) in paragraphs.

The response in the above table shows that although most teachers drawing their students attention to the relationship between different parts of the passage they said, the information gathered from students and class observation indicate most teachers didn't help their students' in identifying the relationship among different parts of the passage.

With regard to these views some scholars argued that draw students' attention to recognize between different parts of the passage by using the organizational patterns or using the references and connectives. As Nuttall (1982) describe organizational patterns, "Cohesive devices connect sentences together to create cohesive text. These makes description easier and helps to focus and simply the way we approach to the complex process of comprehension. Discourse markers such as, however, although, furthermore, namely etc. serve to mark the functional value of sentences' what the writers intended by it."(83-84)

Training text-attack skill is very important for the second language learner to understand the general idea of the text. Such as cause and effect sequence of events definition and so on. Therefore, Teacher's Book recommended the teachers to teach the learners about the relationship between different parts of the passage using organizational patterns, pronoun references and connectives within different exercises as well.

According to item 8.1, class observation showed that 4 (100%) of the teachers rarely made to work through the passage paragraph by paragraph to enable their students to comprehend the content of the text. Therefore, the majority of the teachers engaged their students to read the whole reading passage in a given time. Then, they proceed to comprehension question instead of guiding their students to read paragraph by paragraph for comprehension question those needs intensive reading. Flexibility according to the purpose for reading was not fully seen in the class of actual reading presentation.

In table 4.5 item 8.2 the classroom observation of four times data of each four teachers actual reading presentation indicted that 2 (50%) of teachers sometimes draw their students attention to the bold words and grammar that hampered the students understanding of the contents of the passage. But the rest 2 (50%) of teachers rarely encourage the students to give focus on the main vocabulary that need meaning and grammar of the language with its uses can be seen from above data, giving emphasis for words written in bold and some new technical grammars some teachers didn't give emphasis for this items. Nevertheless, in the New Teacher's Book techniques how to teach meaning and form of grammar with its usage is given emphasis.

The data from classroom observation indicated in table 4.5 item 8.3, show that 1 (25%) of the teachers rarely helps their students to identify the logical organization of the passage depends on references and conjunction. Nevertheless, the rest 3 (75%) of them revealed that they never made their students on this kinds of activities. The data from students and class observation indicated most teachers didn't apply these kinds of teaching methods during the while-reading presentation of actual classes.

In general, the data concerning while-reading presentation gathered through classroom observation checklist indicates, there are differences between Teacher' Book which is depended on communicative language teaching procedures and what was conducted in practical reading presentation.

To conclude that reading class presentation was dominated by teachers or teachers centered approach. The teacher read him or herself or makes the students to read the passage loudly turn by turn. And then, ask them to do the comprehension questions to give answers orally or in written way. Not most of the teachers require their students to read silently and according to the purpose for reading. In addition to this, most teaching learning process was not practiced in group discussion. Very few students read and try to give answers for the students of the whole classes while others were listeners.

4.1.4. Post- Reading Phase of Lesson Presentation

This phase of reading is the stage at which review of the content of the passage is discussed and language skills are presented. Therefore, the questionnaires were focused on post-reading lesson presentation.

Table 4.6 Data Collected from Teachers and Students Regarding Post-Reading Lesson Presentation

No	Questionnaire items	Respondents	Responses									
			Always		Often		Sometimes		Rarely		Never	
			No	%	No	%	No	%	No	%	No	%
1	Engaging the students in individual writing task to respond to comprehension questions	T			1	20	3	60	1	20		
		S	18	23	14	17.9	17	21.7	15	19.2	14	17.9
2	Arranging students in pair/group discussion to compare and contrast their answer on the comprehension questions for whole class discussion	T			2	40	1	20	2	40		
		S	5	6.4	7	8.9	14	17.9	25	32	27	34.6
3	Helping each group and ensure the students' discussions are going on in English in well-arranged way.	T			1	20	2	40	2	40		
		S	6	7.6	6	7.6	10	12.8	22	28.2	34	43.5
4	Selecting a group leader /make the students select their group leaders who moderate their group discussion on the comprehension questions	T					2	40	2	40	1	20
		S	3	3.8	4	5.1	11	14.1	24	30.7	36	46.1
5	Guiding and directing the students to work in their groups and come to consensus on one best answer of the comprehension questions.	T			2	40	2	40	1	20		
		S	7	8.9	6	7.6	13	16.6	25	32	27	38.6
6	Giving clear instruction about the nature of activities and aim to develop their spoken and written English skills.	T			1	20	2	40	2	40		
		S	15	19.2	18	23	15	19.2	11	14.1	19	24.3
7	Providing advice and encourage the students to decide on the answers of comprehension in their group.	T			2	40	2	40	1	20		
		S	10	12.8	12	15.3	17	21.7	21	26.9	18	23
8	Enquiring the students to express their group's discussion on the comprehension as they finish their group activity for a brief whole class discussion turn by turn.	T			1	20	2	40	1	20	1	20
		S	2	2.5	9	11.5	17	25.6	22	28.2	28	35.2

9	Engaging the students in some follow-up activities such as completing tables, diagrams and writing items.	T			1	20	2	40	2	40		
		S	6	7.6	7	8.9	24	30.7	18	23	23	29.4
10	Telling the students express their views and opinion on the ideas reflected in the passage either supporting or opposing.	T			1	20	3	60	1	20		
		S	4	5.1	8	10.2	15	19.2	23	29.4	28	35.8
11	Giving chances for students to summarize and comment on the main points of text.	T					2	40	2	40	1	205
		S	8	10.2	10	12.8	12	15.3	18	23	30	38.4

T-represents teacher

S-represents student

Item 1 in table 4.6 deals with if teachers engaging their students in individual writing task to respond comprehension questions. So, the teachers' responses show that 1 (20%) of them reported that they often engage their students in individual task to answer the question from the given passage while 3 (60%) respond they sometimes made their students to write their answer individually in such tasks, the rest 1 (20%) of the teachers disclosed that they rarely engage their students in such individual writing task.

Regarding the students response to this item indicated that 18 (23%) revealed their teacher always engage their students in individual writing tasks to respond comprehension questions. In this way, 14 (17.9%) of the students replied their teachers often did this kind of activities while 17 (21.7%) of them reported that their teacher sometimes encouraged them to do such exercises in writing activities. However, the remaining 15(19.2%) of them said rarely and 14(17.9%) of them affirmed that their teacher never engage them in such writing activities

As shown in table 4.6 of item 1 responses from teachers and students, most of teachers sometimes practicing their students to write their answers for the comprehension question instead of always respond their answer through speaking. The New Teacher's Guide suggests that this shows the integration of skill in which the students enhance their communicative language.

Item 2 was designed to indicate whether teachers arranging their students in pair/group discussion to compare and contrast their answers on the comprehension questions for whole class discussion. Concerning this, the teachers response indicated that 2 (40%) replied that they often made their students to compare and contrast their answers in their group and then report to the class discussion while 1 (20%) of the teachers sometimes followed this kind of techniques. but the remaining 2 (40%) of the them rarely encouraged their students in pair/group to reach on consensus.

As noticed from item 2, students responses asserted that 5(6.4%) and 7(8.9%) respectively depicted that their teachers always and often arranged them in pair/group discussion to compare and contrast their answers to report for whole class. And also 14(17.9%) of them disclosed that their teachers sometimes made such group work to discuss on some comprehension questions for reporting their answer. However, 25(32%) and 27(34.6%) respectively reported that their teachers rarely and never help them to practice in this kind of activities. This data asserted that most teachers didn't practice students in group work discussion and train them to discuss and present their discussion to their friends.

Item 3 in table 4.6 was intended to show the information whether the teachers help each group and ensure the students' discussions that are going on in English in well-arranged way. As the data from the teachers indicated that 1 (20%) of the teachers suggested they often help each group and ensure the students' discussions that were going on in English in well manner. Others 2 (40%) and 2 (40%) of them respectively reported sometimes and rarely to help and check their discussion work during the English lesson presentation.

Regarding the students response of this item, 6 (7.6%) of them pointed out their teachers always help each group and check them to discuss in English language to improve their skills. In this ways, 6 (7.6%) and 10 (12.8%) of them respectively described their teachers often and sometimes help and check their group discussion that was going on English language. Although, 22 (28.2%) revealed their teachers rarely help and check to ensure each group discussion language they used. 34 (43.5%) of them asserted that their teachers never help and ensure the group discussion whether it was going in English or not.

As can be seen from table 4.6 above, the data gathered from teachers and students are somewhat contrary while the teachers' response indicated they help their students in group discussion to use English language, majority of the students affirmed that their teacher rarely or never practiced this kind of techniques in the class. This means, no use of pair/group discussion method of teaching in reading presentation of English class.

Item 4 in table 4.6 was designed to know if teacher's selecting a group leader or make the students select their group leaders who moderate their group discussion on the comprehension questions. Therefore, in the above table, 2 (40%) of the teachers depicted they sometimes appointed or let the students select their group leader to lead group discussion; while 2 (40%) of them pointed out they rarely used this kind of method. Never the less, the remaining 1(20%) of them said neither appoint nor let the students select their group leader for discussion.

Concerning students response in table 4.6 item 4, 4 (5.1) of them replied their teachers always appointed or asked them to select their group leader for group discussion. Similarly, 11 (14.1%) reported that their teachers often their teacher nominate or let their students select their group leader to facilitate the teaching learning process; while 24(30%)of them their teachers conducted this kind of techniques. Beside this, 24 (30.7%) disclosed that their teacher rarely used this kind of nomination of leaders for group discussion. But 36 (46.1%) said that their teacher never selected the leader for group discussion.

From the result obtain above, it is possible to generalize that some teachers replied and students asserted that, the majority of the teachers didn't nominate or allow their students to select their group leader.

Item 5 in table above was intended to find out whether teachers guiding and directing the students to work in their groups and come to consensus on one best answer of comprehension question. Regarding this item, 2 (40%) and similarly 2 (40%) of the teachers claimed they always and often respectively guide and direct their students to give correct answer through group discussion. However, the remaining 1 (20%) of them depicted that they rarely gave the students such kind of guidance and direction.

The students response to the same item showed that 7 (8.9%) and 6 (7.6%) reported that their teachers always and often respectively guiding and directing to work in groups to come to consensus on one best answer. Again 13 (16.6%) revealed that their teacher sometime guide and direct them to reach on the best answer in their group. But 25(32%) said that their teacher rarely do it while 27 (34.6%) of them point out that their teacher never give them such guidance and direction.

From the result above, it is possible to conclude that most teachers said they often and sometimes give guidance and direction to group discussion to reach on consensus of one best answer, to the contrary of these, many students agreed that their teacher rarely and never give such kind of guidance and direction.

Item 6 was indicated if teacher gave clear instruction about the nature of activities and aim to develop their spoken and written English skills. Regarding this, teachers responses to this items indicate that 1 (20%) of them always gave clear instruction about the nature of activities and aim to develop their spoken and written English skills. Also 2(40%) of the teachers reported that they sometimes practice it. But 2 (40%) of them rarely used such kind of activities.

Regarding the students response on this item, 15 (19.2%) of them indicated their teachers gave them the instruction about the nature and aim of comprehension activities; while 18(23%) of them reported their teachers often practiced it. The others, 15 (19.2%) of the students claimed that their teacher sometimes explained about the nature and aim of activities; while 11 (14.1%) of the teachers practice it rarely. However, 19 (24.3%) of them affirmed that their teachers never gave such instruction.

Item 7 deals with the teachers whether they provide and encourage the students to decide on the answer of comprehensions in their group. As indicated in the data, 2 (40%) of them reported they often provide advice and encourage their students to decide on the best answers in their groups while 2 (40%) pointed out that they sometimes provide them advice and let them decide the answers in their groups but 1 (20%) of them depicted he/she rarely practiced this kind of activities.

The data from the students showed that 10 (12.8%) of them reported their teachers always gave them advice and encourage them to decide on the answers in their group and 17 (21.7%) of them

revealed they only did it sometimes. But 21(26.9%) of them revealed that their teacher rarely conduct it. The rest 18 (23%) of them said their teachers never do such kind of advice and encouragement at all.

In general, the data gathered from teachers and students, show the information organized from the teachers gave advice and encourage them to decide on the answers of comprehension questions in their group, but the data from students and class observation affirmed the majority of the teachers didn't conduct this kind of techniques in reading lesson presentation.

Item 8 in the above table designed to investigate whether teachers are asked their students to express their groups' discussion on the comprehensions as they finished their group activity for whole class discussion turn by turn. Therefore, the teachers responses indicated that 1 (20%) of them reported they often asked their students to express their group discussion as they finish the activities turn by turn. Again 2 (40%) of them sometimes did such kind of activities during the comprehension activities while the rest 1(20%) of them rarely ask students to report the result of their group discussion and 1 (20%) of them never practiced this kind strategies in the class of reading.

Regarding the students responses showed that 2 (2.5%) of them reported their teachers always to express their groups decision to the whole class turn by turn and 9(11.5%) of them replied their teachers conducted this kind of methods. In this way the others, 20 (25.6%) of them said their teachers sometimes ask them this kind of activities. Nevertheless, 22 (28.2%) indicated that their teachers rarely enquired them to do. However 28 (35%) of the teachers never ask them to express their group discussion turn by turn when they finish their work.

As shown in table above most teachers said they made their students to express their group discussion turn by turn to report for whole class for general discussion. But from the responses of the students result obtained most teachers don't invite their students to express their group discussion to the whole class discussion turn by turn.

Item 9 in the above table was designed to gather data on whether the teachers engage their students in some follow-up activities such as completing tables, diagrams and writing items. As can be seen from the table, 1 (20%) of the teacher revealed that she/he often engage his/her students in the mentioned activities while 2 (40%) of the teachers responded they sometimes

engaged their students in such activities. However, 2 (40%) of them rarely helps their students by giving completing tables, diagrams and writing items to develop their students reading skills.

The data from the students responses in this table on the same item indicated that 6 (7.6%) of the students suggested that their teachers always participated them in some follow-up activities such as completing tables, diagrams and in writing activities while 7 (8.9%) of them reported their teachers often engage them in this kind of activities to develop communicative skills. 27 (34.6%) of them responded that their teacher sometimes engaged them in such kind of activities ;while 15 (19.2%) of them their teachers rarely conduct it. But 22 (28.2%) of the students reported their teacher never made them practicing this kind of activities.

The data above indicated that most teachers sometimes and rarely engage their students' completing tables, diagrams and write some compositions concerning the hints from reading passage. Similar to this, many students' responses showed, teachers rarely made them practiced in such kinds of activities after post reading lesson.

Item 10 indicated whether the teachers made their students express their views and opinions on the ideas reflected in the passage either supporting or opposing. Regarding this, the teachers responses indicated that 1 (20%) of them said they often telling their students to express their views and opinions on the ideas reflected the passage while remaining 3 (60%) of them they affirmed they sometimes made their students express their views on the ideas of the text; while others 1(20%) of them said they rarely practiced it.

Similarly, from above table students response showed that, 9 (11.5%) agreed that their teachers always let them express their view depending on the ideas of the text by supporting or opposing the concepts and 12 (15.3%) of them often help the in such way. The remaining 17 (21.7%) and 12 (15.3%) of them respectively reported that their teachers sometimes and rarely encouraging their students in such exercises. However, 28 (35%) of the students indicated that their teachers didn't make them express their views concerning the ideas in reading passage.

Item 11 was aimed to gather information whether the teachers giving chances for their students to summarize and comment on the main points of the text. Therefore, the data from this table showed that 2 (40%) of the teachers sometimes give chances for their students to summarize and comment on the main points of the text depending on their back ground knowledge by relating

the information they have while 2 (40%) of the teachers rarely let their students to do such exercises. The remaining 1 (20%) of the teachers never gives chances to summarize and comment on the main points of the text.

In addition, the students responses indicated that 4 (5.1%) and 6 (7.6%) of them respectively revealed that their teachers always and rarely give chances for their students to summarize and comment on the main points of the text. Besides, 12 (15.3%) of the students pointed out that their teachers sometimes practiced this kind of activities. But the remaining 34 (43.5%) of them said their teachers never do such activities at all.

In general, as can be seen from table 4.6 above, the teachers' responses showed they sometimes and rarely made their students give summary and comment on the main points of the text. However, the responses of the majority of the students indicated that their teachers rarely and never give chances to summarize and comment on the texts issues.

Table 4.7 Data Gathered from Classroom Observation Checklist of Post-Reading Lesson Presentation

No	Questionnaires items	Responses									
		Always		Often		Sometimes		Rarely		Never	
		No	%	No	%	No	%	No	%	No	%
1	The teacher encourages the students for pair/group discussions to compare and contrast their answers of comprehension questions after reading the passage.							2	50	2	50
2	The teacher provides help to each group and check the students 'performance of communication skills.							2	50	2	50
3	The teacher lets the students choose their group leader or appoint one of them to lead the group							1	25	3	75
4	The teacher gives proper feedback and guidance on the students' comprehension activities.					2	50	1	25	1	25

5	The teacher introduces students about the purpose of the comprehension activities.			1	25	2	50	1	25		
6	The teacher engages the students in pair/group discussion to give various interpretations to the comprehension question rather than one correct answer only.					1	25	2	50	1	25
7	The teacher asks the students to report back the results of their group discussion to the whole class.							2	50	2	50
8	The teacher engages the students in some follow-up activities such as completing, diagrams, writing composition, etc.			1	25	1	25	2	50		
9	The teacher encourages the students to express their opinions about the text.					1	25	2	50	1	25
10	The teacher gives opportunity for the students to summarize and comment on the main points of the text							1	25	3	75

The class room observation data of table 4.7 of item 1, indicated that 2 (50%) of teachers rarely encourage the students for pair/group discussions to compare and contrast their answers of comprehension questions after reading the passage. Nevertheless, 2 (5%) of the teachers never arrange or encourage the students to discuss in groups, instead these teachers read comprehension questions from the students book and made them to respond the answers individually. As can be seen in the class room sitting arrangement, they don't sit as suitable for group work.

Table 4.7 item 2 elicited that 2 (50%) of the teachers rarely made group discussion and help them their students to communicate in English language. But the remaining 2 (50%) of teachers never did this kind of activities during while-post reading activities.

However, the New Teacher's Book guides the teachers to encourage their students to discuss in pair/groups and lastly made the students to report to the whole class after the reading passage. Besides, in table 4.7 item 2, the reading classroom observation data show most teachers maybe reluctant to form pair/groups to teach students in the class room. This is may be due to the time constraint of four minutes in a period for teaching English in relation to the portion coverage before national examination arrived. In addition to this, some teachers devoted their time to teach students on micro skills like grammar, punctuations, conversational dialogues and change or move fixed desks may kill time to cover the daily lesson on time. Therefore, pair/group work might be influenced by above situation.

In item 3, the data pointed out that, 1 (25%) of the teachers rarely nominate or let his/her students select their group leader. The remaining 3 (75%) of them neither nominate nor selected their group leader for group discussion. They encourage their students to give responses by raising their hands without discussing on comprehension exercise in their group.

In item 4 the data in indicated that 2 (50%) of the teachers sometimes provide guidance and directions on the students comprehension activities to give the best answer through discussion. But the remaining 1(25%) and 1(25%) of them rarely and never respectively give them such kind of guidance. Most teachers read comprehension question from text and enquire the students to give answer through individual work. In this way, few students give their responses.

Item 5 indicated that 1(25%) of the teachers sometimes inform the students to the nature and the objectives of the activities while 2 (50%) of them rarely give explanation about the nature and objectives of comprehension activities. To the opposite of this, the remaining 1 (25%) of the teachers never taught their students the nature and the purpose of activities. However, the data of the observation indicated that most teachers rarely and never taught their students about the nature and purpose of activities what it intends to enable the students.

Item 6, in above table showed that 1(25%) of the teachers sometimes gives advice for the learners and encourage them to decide on the answer of the comprehension questions in their group. Nevertheless, 2 (25%) of the teachers rarely give this kind of procedures in the teaching learning process and 2 (50%) of the teachers never give them advice and encourage them to discuss in their group in order to come up with various answers in their group through interpreting the questions.

As class observation affirmed that teachers ask comprehension questions from students' text and made the students to report the answer for the whole class. However, the Teacher's Guide encourages the students to discuss in groups and share their ideas; then report selected answers through speaking or writing to the whole class.

In addition to this, the data from item 7 showed that 2(50%) of the teachers enquired their students to report back the results of their group discussion to the whole class turn by turn; while the rest 2 (50%) of the teachers never ask them to share the group discussion ideas to the other group in the classroom.

As can be seen most actual reading presentation of post reading, the English teachers didn't form pair/group work in the classroom. However, a few grouped students in a section also didn't report their ideas freely to the class, they are not volunteers and afraid to present what they discussed. Some teachers also neglected to make discussion on some issues to train the students improve their communication skills. Most teachers order their students to do the comprehension question individually on their exercise book and then told them to report the answer to the class.

In item 8, the classroom observation data showed that 1 (25%) of the teacher engages his/her students in some follow-up activities while 1 (25%) of the teachers conducted this kind activities in practical class after reading the passage. Nevertheless, 2(50%) of them rarely give their students completing tables, diagrams and writing composition depends on the objectives of the lesson.

The classroom observation in table 4.7 item of 9 indicated, 1 (25%) of the teachers sometimes let their students expresses their views on the issues written in the reading passage. But the remaining 2 (50%) of them rarely conducted this kind of techniques; while 1(25%) of the teachers never used this methods.

As can be observed from classroom observation in table 4.7 item 10, regarding teachers giving chances to their students to summarize and comment on the main points of the text, 1(25%) of the teachers rarely made his /her students to summarize and comment the general ideas about the text. Nevertheless, the remaining 3 (75%) of the teachers never encourage their students to practice giving summary and comment on the main points of the reading passage during the actual post-reading presentation. In addition to this, the data from actual reading presentation

indicated that most teachers never give chances for presentation of summary and giving comments.

4.2 Text analysis

Based on points of the part of review of literature and Teacher's Text Book, grade ten English was analyzed concerning teaching reading lesson presentation whether it follows the recent communicative teaching methods. Therefore, to conduct these evaluation two units of the text book was selected randomly. These are Unit One (Sport and Fitness) and Unit Six (Drugs). So the researcher analyzed the general text and especially focusing on these two units for detail information. To present the facts included in the text preparation for teaching learning process, put (✓)

Table 4.8 Grade Ten English Text Book Evaluation Concerning Reading Lesson Presentation

No.	Questionnaire Items	Yes	No
1	The materials provide an appropriate balance of skills.	✓	
2	The objectives in the books are clear.	✓	
3	The reading passages are associated with pre-reading, while reading and post reading activities.	✓	
4	The materials for reading passages are designed to equip learners for real life interaction.	✓	
5	The comprehension activities encourage the students for sufficient communication.	✓	
6	The text books satisfy the student's language learning interests.	✓	
7	Pedagogical procedures in teacher's book are practiced in student text.	✓	
8	Text is designed to encourage interaction amongst students through pair work, group work and whole class discussion.	✓	
9	The comprehension questions in the text make the students to read the passage quickly to the main idea and locate specific information in the text.	✓	
10	The text book guides the students to read the passage silently and independently to make them answer comprehension question.	✓	
11	The designing of text book helps the students to infer the meaning of unfamiliar words using contextual clues.	✓	
12	The exercises in the text designed to infer the meaning of new words using the students' prior knowledge of word building or word formation process.	✓	
13	The reading passage in the text helps to teach grammars, vocabularies and using punctuations.	✓	
14	The activities have completing sentences, diagrams, writing compositions etc. to improve language skill.	✓	
15	The activities encouraging the students to express their opinions, feelings and suggestions about the reading text.	✓	

1. This material provides an appropriate balance of skills. For example, listening, speaking, reading and writing included in this text are mostly designed in equal way of distribution. For instance, in each 12 units of the book there are at least two reading passages and two speaking activities to develop student's skills to communicate effectively in different situations. All units of this material consists listening sections in each units which are intended to develop student's ability to listen for general and specific information, as well as to comprehend what they here. Each unit also has writing sections that aim to develop a variety of skills of students to write for different purposes.
2. In this text, the objectives of each lesson is clearly stated what the students are expected to develop after the lesson. Therefore, at the beginning of each unit the Objectives are clearly seen part by part. For example, Unit One' Sports and Fitness and Unit Six', 'Drugs' begin with the objectives of the lesson to encourage the students and helps the teachers what they are going to do to implement teaching learning according to the given objectives of the lesson.
3. As indicated above, the reading passages activities are designed as on pre- reading, while-reading and post- reading activities. For example, the pre- reading activities in unit one ask the students about background knowledge of the students understanding of sport and athletics to know from the students what they already know about the topic and build new knowledge and skills. In addition to this, in unit 6 the pre- reading activities are designed to develop students understanding associated with taking drugs.

Similar to pre reading activities, in while reading activities the instruction in the text book make the students to read between the line and give answers for general questions about the content of the reading passage and give meaning for unknown words according to the context in the passage. Furthermore, in this unit of the post- reading activities, the students were encouraged to write the sports related to the given topic and write up the story in their own words from what their teacher read about a story about drugs.

4. The reading passages are designed to equip learners for real life interaction. Because the reading, passages in the texts are designed from the social, cultural, economic and geographical issues relevant to their country. These issues encourage the students to listen, to speak ,to read and write about the topic from their opinion during teaching learning process and out of the class room (Teacher Guide, 2012). As can be seen from unit one of 'Sports and Fitness' and

Unit 6 ‘Drugs’ both units are interesting and related to the daily activities of some Ethiopian students. Therefore, it imposes the learners to use the second language in real life interaction in their society.

5. Reading passages in the teaching material encourage learners for real life interaction. The comprehension activities also encourage the students for sufficient communication. It can be seen from Unit One and Unit Six the comprehension questions from the reading passage designed to encourage students. For instance; learning through discussion, debates, survey and games are given in reading passage on page 102, text about “dealing with a drug dealers” the story that extracted from a story called” who killed Danny?” Make the students to know the story and encourage them to tell their stories to their friends.
6. Besides, this text book designed to improve the students’ language skills. As it can be seen from evidences that are showed in each unit, all the text objectives are indicated what the students will be used or practiced in their real life. It helps them to become competing aspects of language communicative skill. Moreover, the text lend intensive study for the students to enable them make a map, diagram, graph, role play, debate, discussion based on information in the text.
7. Pedagogical procedures for presenting reading lessons are obviously sighted in the texts through different exercises. This means, during presenting of pre-reading, while-reading and post-reading activities different techniques are used to comprehend the text contents. For instance, in Unit One Sport and Fitness before reading the passage, questions encourage the students to tell about what they know about sports and athletics and in Unit Six ‘drugs’ picture of bad advertisement was presented for discussion to arise the sense of the students to words the title.

In this way, the while-reading techniques of teaching reading skills, such as skimming, scanning, intensive reading are used according to the purpose for reading. These teaching procedures are implemented through comprehension question that set in exercises like fill in the blank, find the meaning of unfamiliar word from the context, makes the meaning, etc. For more reference comprehension questions in Unit One and Six are more usable to assert their application of methods. Similar to the above techniques of presenting reading lessons, post-reading methods are practiced through different instructions like write a similar text from

library, giving summary, sequencing information, making notes and prepare speeches for debate are its methods to improve reading skills.

8. Moreover, this text is designed to encourage interaction among the students through pair work, group work and whole class discussion. The analysis of these two units show that there are many activities that direct learners to interact themselves through discussion, conversation, agree or disagree and given ideas to enhance the communicative activities of the students. For example, in Unit One 'Talking about Sport', 'health and fitness', 'talking about future' and in Unit Two talking about 'Drugs', 'discussing on problems', 'play conversation', debate are some examples to show this text encourages the students to discuss among themselves.
9. The comprehension questions that can be seen in the two selected units have enough activities to invite the students to find information through skimming and scanning techniques of reading. For example, Unit One 'Sport and Fitness' on page 4, the question like "which of the athletes was a police officer?" and from Unit Six 'Drugs', "How many illegal drugs can you name?" Therefore, those kinds comprehended questions that set from the reading passage leads the students to read the passage quickly and find essential information.
10. The observation of the text indicated that there is no clear instruction how to read either silently or loudly. But the teacher's guide gives some instruction how the students read and what they do. Especially, the Teacher's guide direct the teacher to make the student to read silently and independently that helps to advance the understanding ability of the students and language skills that leads them to success in their academic area.
11. In relation to this, the reading passage in the text book helps the students to infer the meaning of unfamiliar words from contextual clues. Under these two units the meaning of new words in the passage are presented in two ways. In Unit One page 10, matching the new words with appropriate meaning. This helps the learners to infer the meaning from the reading passage. However, in Unit Six page 95, to make the passage easier to understand, the meanings of unfamiliar words are directly written in front of the word.
12. In other way round, to get the meaning of new words the text helps the students to use their prior knowledge of word -building or word formation process. As it can be seen in the text some activities are designed to help students know the meaning of new words by using student's prior knowledge like word formation or word building system. For instance, in grade 10 English text,

on page 166” increase your word power” adding prefixes and on page 167, word building show how new words are formed. From this point of view, the designing of this text helps the students to know the meaning of new words by word building or word formation process.

- e.g. 1. unequal - un-not
 not equal
 2. rewrite re-again
 rewrite- writes again etc.

13. The reading passage in the text helps to teach grammars, vocabularies and using punctuations. This text book asserted that its reading passages help as a model to teach the above language elements. For Example, in Unit One ‘Sport and Fitness’ on page 5, language focus ‘Relative clauses’ who, whom, whose, etc. were taught by using the name of athletes mentioned in the passage to teach past tense and ‘making comparisons’. On page 6 and adverbs of time ‘still’, ‘yet’ and ‘already’ show when the name of athletes have done their competition and won on Olympic according to the given reading passage.
14. Moreover, the activities in the text have completing sentences diagrams, writing compositions to improve language skills. To enhance communicative language skills, this text gives different kinds of activities as above mentioned. Therefore, as they can be seen in these sample units, especially in Unit Six from page 106-107, completing sentences, describing the information on the graphs, interpreting information and prepare a report for your school newspaper or drug club are the best examples. Hence, its activities are used to improve language skills in all direction.
15. Contrary to the above observation, some activities do not encourage the students to express their opinions, feelings and suggestions about the reading text. Especially, in Unit One and Unit Six there are no enough activities that invite students to express their opinion, feeling and suggestions concerning the reading passage about ‘Sport and Fitness’ as well as ‘Drugs’. However, some scholars suggested that encouraging the students to express about the issues in the contents of reading is very essential to let the students interact with the writers believes or concepts. As Nunan (1991) suggested “reading is a dynamic process in which the text elements interact with other factors outside the text.” (p.70) Therefore, encouraging students to talk about what they think about the issues in the content is very important to develop their communicative language skills.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATION

This chapter deals with summary, conclusion and recommendation of the study. Therefore, in first section, a brief summary on the procedures and approaches undertaken to conduct the whole study is given. Second, based on the procedures and approaches undertaken, conclusions on the results of the study are given. Finally, on the basis of finding, possible recommendations are given to improve the weak points and to further strengthen the good sides are given.

5.1. Summary

The main objective of the study was to find out whether there is match or mismatch vis-a-vis the introduction of the indicated teaching reading procedures in the New Teacher's Book and English language teacher's actual reading lesson presentation practices in Amigna Gesgar High School.

To proof this, the questionnaires and observation were used to collect data for this study. The questionnaires were administered to grade ten English teachers and students of Amigna Gesgar High School in focus. These questionnaires and observation were designed to identify whether English teachers really practiced procedures to do activities prescribed in the teachers' guide. In addition to this, grade ten English Text is evaluated whether it is connected with procedures to teach reading skill. In order to provide answer, to the objectives and the research questions of the study, mixed method design with that of descriptive survey type research were used. This research design and type helped to collect both quantitative and qualitative data at the same time.

Finally, the data obtained were analyzed using frequency, percentage, tables and statement based on the data analysis and the findings of the study were arrived at. Thus, the major findings of the study are given as follow.

The analysis of data concerning pre-reading lesson presentation, responses from teachers and students suggested that the majority of teachers follow traditional approach of presenting reading lessons. For instance, pre-reading lesson presentation concerned the students 'responses and classroom observation result indicated that the most teachers rarely introduced the passage to their students or they never do it at all. In addition to this, majority of the teachers don't engage

their students in pair/ group discussion on pre-reading question to guess the content of passage from their background knowledge. Moreover, the data from pre-reading questionnaires and classroom observation affirmed that the majority of the teachers rarely make their students to preview the texts title, subtitles and other visual clues concerning the passage or around the passage. Furthermore, they rarely set purposes and train their students in skimming and scanning strategies to enable efficient readers in their academic career.

Concerning the while- reading phase of reading lesson presentation, the data collected from students, teachers and class observation showed that silent reading was sometimes practiced in actual reading classroom. In addition to this, the new teacher's course book guided the teachers to implement silent reading method. Moreover, the teachers read orally and explain the content of the reading passage to the students. This kind of teaching reveals that the teaching of reading focuses on content teaching rather than the intended reading skills. Most teachers' advice their students to read the passage at their home and come to the class with the answers of comprehension exercises to save their class time for comprehension work. Nevertheless, it was not sure whether the students really read the passage at home or they may come to class simply copying the questions or copy the answers from their friends. In general, while- reading lesson presentation was not practiced as suggested in the teacher's book.

In addition to the above issue, concerning word- guessing strategies through reading, some of the teachers engage their students to guess the meaning of new words in the passage using contextual clues or word- building processes as prescribed in teacher's guide. However, some of them mostly teach as vocabulary teaching. They write the new words on the blackboard and tell the meaning to the class. Then students listened and copied the meaning of word from the blackboard. Therefore, some of them didn't encourage their students to guess the meaning of the new words from the context or use their word- building knowledge. Furthermore, the data from the students' and classroom observation indicated that, teachers rarely draw their students' attention to the relationship between parts of the passage. For instance, the classroom observation data showed that the teachers were rarely and never make their students work through the passage paragraph by paragraph to comprehend the ideas of the text. They rarely made their students attention in the organizational patterns of the text and help them to see the relationship between the different parts of the passage so as to enable them grasp the main ideas of the text.

To conclude, the responses from questionnaires and class observation revealed, teachers focused to draw their students' attention to the vocabulary items written in bold letter and grammatical patterns that may cause comprehension difficulties. This kind of teaching method might show traditional method of language teaching that only focused on grammar teaching and vocabulary practice instead of applying recent procedures of teaching communicative language. They might prepare grade ten students for national examination by teaching grammar. In this way, the data indicated that teachers rarely or even never encourage their students to identify the logical organization of a text using references and cohesive devices to make the students comprehend the idea of the passage.

In the post-reading phase, the data from questionnaires and class observation indicated that teachers engage their students in individual writing to respond to the comprehension questions. This revealed that teachers rarely or never engage their students in pair /group work to discuss the comprehension activities in order to come up with various interpretations of the questions. Though, individual writing responds to the text is crucial part of reading lessons. Pair/ group work of students to discuss on the text and text-related tasks are also important and required aspect in reading lesson presentation.

Similarly, most of the teachers', the students' and the classroom observation data indicated that teachers rarely or never engage their students in pair/group discussion to compare and contrast their answers on the comprehension questions after reading. But the New Teacher's Book suggested that the procedures for the teachers on how to organize their students in pair/group work to compare and construct their answers on comprehensions at post-reading lesson presentation.

Concerning arrangement of group work, the teachers rarely coordinate their students' for group discussion and check whether the students communication is taking place in English and orderly. Similarly, from the data, it is possible to conclude that teachers rarely and never encourage the students to work in pair /group and ask them to report back what they have decided on the comprehension questions in their respective pairs/groups to the whole class discussion turn by turn. In the same way, the responses from this data revealed that teachers rarely and never give their students the general nature and aims of comprehension activities at all .This means they merely assign the students to work on the task without informing them the purpose of comprehension

activities. Nevertheless, teacher's guide informs that teachers should inform their students the general nature and beginning of each lesson.

Data on the post-reading table indicate that the teachers said that they engage their students in follow up activities such as completing tables, diagrams, writing compositions. But the data from the students' responses and classroom observation showed that English teachers rarely and never ask their students to summarize and comment on the main idea of the passage.

Moreover, the data from the students' responses and the classroom observation results confirmed that they rarely and never engage their students to express their views and opinions on the ideas reflected in the text. Therefore, this shows that teachers are not training their students in interpreting what they have read from their own viewpoints either supporting or opposing the ideas treated in the passage. The text book evaluation items responses indicates that pedagogical procedures are considered to teach reading skill in the Textbook.

5.2 Conclusions

From the results obtained the following conclusions are given below:-

- Regarding reading lesson presentation procedures, some English language teachers' reading lesson presentation in grade ten was dominated by traditional practices such as loud reading, content explanation, assigning the students to read at their homes,
- Concerning group discussion, most teachers didn't give opportunity for their students to discuss on exercises in pairs/groups to come to consensus on issues on the comprehension questions.
- Similarly, pedagogical methods which were indicated in the new syllabus and the new course book were not fully practiced to teach reading skill.
- As a result, this finding show that a gap between the pedagogical procedures suggested in the teacher's book for teaching reading lessons and the teachers' actual classroom reading lesson presentation practices.

Hence, it is possible to conclude from this study that there is no marked shift of paradigm in English language teachers' reading lesson presentation in relation to the introduction of the new course book in grade ten in Amigna Gesgar High School. That is to say, most of the teachers still insisted in the traditional methods of teaching reading. They did not put the changes in the course book in to practices

5.3 Recommendations

Based on the above conclusions the following recommendations are made:-

- Changing text book alone does not bring the change we aspire in line with the current innovations made in the language teaching and learning program. Therefore, the Ministry of Education and other concerned bodies should organize practice based on workshops, seminars and in service training or teachers related to how to present reading lessons in line with suggested pedagogical procedures that used to develop the current English language teaching reading skill. In addition, the Ministry of Education should make efforts to furnish school libraries with different materials teaching such as journals, books, cassettes, etc. These help the teachers to improve their way of teaching reading skills in the new course book and to develop students reading skill.
- Teachers should make their own personal effort to keep abreast with current theory and practices in language teaching in general and teaching reading in particular to familiarize themselves with appropriate methods of presenting reading lessons so that they could put in to practice the new course book effectively in the classrooms.
- Further research should be conducted to find out why teachers are reluctant, to put in the practice of the prescribed procedures in the new Teacher's Book for teaching the reading sections of the current course book in grade ten in Amigna Gesgar High School.

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APPENDIX-A

Teacher's Questionnaire

Dear Teacher,

This questionnaire is designed to find out the Pedagogical producers of English teachers about Reading lesson presentation teaching in the teaching of English as a foreign language (EFL). It is one of the instruments which the researcher uses to gather the necessary data for his MA Thesis in the teaching of English as a foreign language (TEFL).

Thus, I kindly request you to give the required information provided. Your contribution is highly important for the success of this study. The researcher would like to assure you that all the responses you give will be kept confidential and used only for the research purpose. As a further assurance, you don't need to write your name.

Thank you in advance for your co-operation

The researcher

PART 1: Personal Information

Direction 1: Please give information about yourself for each of the categories below. Put a tick (✓) mark in the appropriate box where necessary.

1. Name of the school _____
2. Age: a) 20-29 ☐ b) 30-39 ☐ c) 40-49 ☐ d) 50 and above ☐
3. Se x: a) Male ☐ b) Female ☐
4. Field of study: Major _____ Minor _____
5. Qualification: a) diploma ☐ b) BA ☐ c) MA ☐
 d) Other (specify) _____
6. Total years of teaching experience:
 a) Five and less than five years ☐ b) 6-10 years ☐ c) 11-20 years ☐
 d) More than 20 years ☐
7. Your teaching load in periods per week
a) 10 and less than 10 ☐ b) 11-20 ☐ c) 21-30 ☐ d) above 30 ☐
8. Average number of students in one class
a) 30 and less than 30 ☐ b) 31-40 ☐ c) 41-50 ☐ d) 51-60 ☐ e) above 60 ☐

Direction Two: Please read the following items carefully and put tick (✓) in the box indicating your practices

1. Do you use the teacher's book for teaching the new ELT course books?
2. If your answer to question № 1 is 'Yes' how useful have you found the book to present reading lessons?
 - a. Very useful ☐
 - b. useful ☐
 - c. moderately ☐
 - d. Hardly useful ☐
3. Do you follow the procedure suggested in the new Teachers book for presenting reading lesson?
 - a. Yes ☐
 - b. No ☐
4. If your answer to question number 3 is 'yes' how often do you use it?
 - a. Always ☐
 - b. Sometimes ☐
 - c. Rarely ☐
 - d. Never ☐

Direction Three: The following statements show reading lesson presentation practices, please, indicate the extent to which you carry out these practices in your reading lesson presentation in grade ten by putting a tick (✓) in one of the boxes against each statement.

'No	Practice	Rating Scale				
		Always	Often	Sometimes	Rarely	Never
1	I introduce the passage in brief to the students before reading					
2	I engage the students in pair /group discussion on pre-reading question					
3	I set purposes for each reading assignment and train the students to vary visual their speed accordingly					
4	I draw the students attention to the text's title, subtitles or other visual support in round the text for predicting the content before they read					
5	I make the students read the passage quickly for the gist or main idea of the text					
6	I make the students read the passage quickly to locate specific information in passage					

7	I engage the students in reading the passage silently and independently and ask them questions that follow					
8	I read the text first loudly and then let the students reading it turn by turn					
9	I read the text orally and explain the idea of the text to students and ask them do the comprehension question					
10	I assign the students to read the passage at their homes and do the comprehension question on their exercise books.					
11	I make the students guess the meanings of new words in the text from contextual clues.					
12	I make the students guess the meanings of unfamiliar word in the passage using their prior knowledge of word building or word formation process					
13	I draw the students' attention to the relationship between different parts of the passage.					
14	I engage the students to work through the passage paragraph by paragraph to enable them comprehends the content of the text.					
15	I draw the students' attention to some vocabulary items such as words in bold and other grammatical items that can cause comprehension difficulties.					
16	I encourage the students to identify a logical organization of the text such as references cohesive device etc.					
17	I engage the students in individual writing task to respond to comprehension questions.					
18	I engage the students in pair/group discussion to compare and contrast their answers on the comprehension questions for whole class discussion.					
19	I move from group to group and ensure that the students' discussions are going on in English in an orderly way.					

20	I select a group leader or make the students select their group leaders who moderate their group discussion on the comprehension questions.					
21	I guide and direct the students to work in their groups and come to consensus on one best answer on the comprehension questions.					
22	I give a general instruction about the nature and aim of the comprehension activity (i.e. to develop their spoken and written English skills)					
23	I provide advice only when necessary and encourage the students to decide on the answer of the comprehension questions their group					
24	I ask the students to express their group decision on the comprehensions as they finish their group activity for a brief whole class discussion turn by turn.					
25	I engage the students in some follow-up activities such as completing tables, diagrams and writing comprehensions etc.					
26	I let the students express their views and opinions on the ideas reflected in the passage either supporting or opposing.					
27	I ask the students to summarize and comment on the main points of the text					

Please write some points you like to comment about the teaching of the reading lesson presentation. _____

APPENDIX-B

Student's Questionnaire

Dear Students,

This questionnaire is designed to find out the Pedagogical producers of English teachers about Reading lesson presentation teaching in the teaching of English as a foreign language (EFL). It is one of the instruments which the researcher uses to gather the necessary data for his MA Thesis in the teaching of English as a foreign language (TEFL).

Thus, I kindly request you to give the required information provided. Your contribution is highly important for the success of this study. The researcher would like to assure you that all the responses you give will be kept confidential and used only for the research purpose. As a further assurance, you don't need to write your name.

Thank you in advance for your co-operation

The researcher

PART 1: Personal Information

Direction 1: Please give information about **yourself** for each of the categories below. Put a tick (✓) mark in the appropriate box where necessary.

1. Name of the school _____

2. Sex: a) Male ☐ b) Female ☐

Direction Three: The following table depends on what the teacher did during the practical reading lesson presentation, grade ten by putting a tick (✓) in one of the boxes against each statement.

№	Questionnaire item Your Teacher	Response				
		Always	Often	Sometime	Rarely	Never
1.	Introducing the passage in brief to the students					
2.	Engaging the students in pair/group discussion on per-reading questions					
3.	Setting purposes for each reading assignment and training the students to vary their reading speed accordingly					
4.	Drawing the students attention to the text's title and to enable the students predict the content of the passage in advance					

5.	Making the student read the passage quickly for the main ideas of the text					
6.	Making the students read the passage quickly to indicate specific information in a text					
7.	Engaging the students in reading the passage silently and independently and then asking them questions					
8.	Read the text first loudly to the students and letting them read it turn by turn					
9.	Reading the text orally and explaining the ideas of the text to the students and asking them to do the comprehension questions					
10.	Giving the students to read the passage at their homes and work the comprehension questions on their exercise book					
11.	Your English teacher help the students to guess new words in the text using contextual clues					
12.	Making the students to guess the meaning of unfamiliar words in the passage using their prior knowledge of word-building or word formation process.					
13.	Drawing the students attention to the relationship between different parts of the passage by using references connectives and organization patterns					
14.	Engaging students to work through the passage paragraph by paragraph to enable them comprehend the contents of a text					
15.	Drawing the students' attention to some vocabulary items such as words in bold face and other grammatical items that can cause comprehension difficulties					
16.	Encourage the students to identify a logical organization of a text focusing on references and cohesive devices					
17.	Engaging the students in individual writing task to respond to comprehension questions					
18.	Engaging the students in pair/group discussion to compare and contrast their answer on the comprehension questions for whole class discussion.					
19.	Moving from group to group and ensuring the students' discussions are going on in English and in an orderly way					
20.	Selecting a group leader or letting the students select their group leader to moderate discussion on the comprehension questions.					

21.	Guiding and directing the students to work in their groups and come to consensus on best answer to the comprehension questions.					
22.	Giving general instruction about the nature of the activity i.e. the aim of the tasks to develop the spoken and written English skills.					
23.	Providing advice only when necessary and encouraging the students to decide on the answers of the comprehension questions in their groups.					
24.	Asking the students to express their group decision on the comprehension questions as they finish their group activity for whole class discussion turn by turn					
25.	Engaging the students in some follow-up activities such as completing tables, diagrams and writing.					
26.	Allowing the students to express their views on the ideas reflected in the passage either supporting or opposing.					
27.	Assigning the students to summarize and comment on the points of the text.					

Please write some points you like to comment about the teaching of the reading lesson presentation. _____

APPENDIX-C

Checklist for Observation

This checklist is intended to investigate grade ten English language teachers reading lessons presentation practice in relation to the introduction of the new course book. These practices will be recorded in the category of Yes/No on the basis of whether they happened in the class of reading. In this way, each teacher will be observed four times. Finally, the Yes/ No category will be changed in to five-measure frequency in order to analyze the data collected. When the practical activities happens always it represents (4) often (3) sometimes (2) rarely (1) and never represents (0). According to this, if an event happens in four of the reading lessons of observation days it will be always (4), if it happens in three of the observation days it will be often (3) and so on.

No.	Practices	Yes	No
1	The teacher introduces the passage to the students briefly before they read		
2	The teacher engages the students in /group discussion on pre-reading questions		
3	The teacher sets purposes for each reading assignment		
4	The teacher draws the students' attention to the text's title, subtitle and or other visual supports in the texts for predicting the content of the passage before reading.		
5	The teacher assigns the students to read for the gist of the passage.		
6	The teacher assigns the students to read for specific information		
7	The teacher engages the students in silent and independent reading		
8	The teacher reads a text first loudly and then let the students read it turn by turn		
9	The teacher reads the text orally and explains the ideas of the text to the students.		
10	The teacher assigns the students to read the passage at their homes and do the comprehension exercises.		
11	The teacher makes the students guess the meanings of new words using contextual clues.		
12	The teacher makes the students inter the meanings of unfamiliar words using structural clues.		

13	The teacher draws the students attention to the relationship between different parts of the passage by 13.1 Using the organization patterns in the passage		
	13.2 Using the references and connectives		
14	The teacher helps the students to grasp the content of the text by 14.1 Working through the passage paragraph by paragraph		
	14.2 Identifying the main and supporting details of the paragraph.		
	15 Focusing the students' attention on some vocabulary and grammatical items in the passage		
15	The teacher engages the students in pair /group discussions to compare and construct their answers on communication questions after reading the passage		
16	The teacher moves from group to group and checks the students performances and gives advice when necessary		
17	The teacher lets the students choose their group leader or appoint one of them to lead the group.		
18	The teacher gives proper feedback and guidance on the students' comprehension activities		
19	The teacher gives the students the purpose of the comprehension activity.		
20	The teacher engages the students in pair/group discussion to gives various interpretations to the comprehension question rather than one correct answer only.		
21	The teacher asks the students to report back to the whole class the results of their group discussion		
22	The teacher engages the students in some follow up activities such as completing, diagrams, writing composition, etc.		
23	The teacher encourages the students in expressing their opinions about the text.		
24	The teacher asks the students to summarize and comment on the main points of the text.		

APPENDIX -D

Text Analysis

The following questionnaire items are designed to analyze grade ten English text how much it applies the pedagogical procedures for teaching reading class. Therefore, two units of the text will be analyzed by the researcher. In front of each item, there are Yes/No options. So put (✓) mark for what it observes.

No.	Questionnaire items	Yes	No.
1	The materials provide an appropriate balance of skills.		
2	The objectives in the books are clear.		
3	The reading passages are associated with pre-reading, while reading and post reading activities.		
4	The materials for reading passages are designed to equip learners for real life interaction.		
5	The comprehension activities encourage the students for sufficient communication.		
6	The text books satisfy the student's language learning interests.		
7	Pedagogical procedures in teacher's book are practiced in student text.		
8	Text is designed to encourage interaction amongst students through pair work, group work and whole class discussion.		
9	The comprehension questions in the text make the students to read the passage quickly to the main idea and locate specific information in the text.		
10	The text book guides the students to read the passage silently and independently to make them answer comprehension question.		
11	The designing of text book helps the students to infer the meaning of unfamiliar words using contextual clues.		
12	The exercises in the text designed to infer the meaning of new words using the students' prior knowledge of word building or word formation process.		
13	The reading passage in the text helps to teach grammars, vocabularies and using punctuations.		
14	The activities have completing sentences, diagrams, writing compositions etc. to improve language skill.		
15	The activities encouraging the students to express their opinions, feelings and suggestions about the reading text.		

APPENDIX -E

Yuunivarsitii Saayinsii fi Teeknoloojii Adaamaa

Muumme Afaan Ingiliffaa

Gaafannoo barattotaan Guutamu

Ingiliffa akka afaan alaatti barsiisuuf, sagantaa dubbisa dhiyeessuu barsiisuu keessatti seera tooftaa b/soota Ingiliffa addaan baasuf /argachuuf gaafannoo qophaa’edha.

Ingiliffa akka afaan alaatti barsiisuf, odeeffannoo barreeffama qorannoo digirii lammaffaaf barbaachisan funaanuf meshaalee qoratan itti fayyadamuu keessaa gaafannon isa tokkodha. Kanaaf, odeeffannoo barbaadame akka naaf kennitan isin gaafadha. Galma gahiinsa qorannoo kanaatif hirmaannan keessan baay’ee barbaachisaadha. Deebiin kennitan hundi itti amanamaafi kaayyoo qorannoo qofaaf ta’uu isaa ittin amana. Akkasumas maqaa keessan barreessuun akka hin barbaachifne ni amanama.

Hirmaannaa Keessaniif galatoomaa!

Kutaa 1- Odeeffannoo dhuunfaa

Kallattii-I- Gareewwan tokkoon tokko armaan gadiitif odeeffannoo kee kenni. Bakka barbaachisutti, saanduqa kenname keessatti mallattoo “√” kaa’i.

Saala a) dhi ☐ b) dur ☐

Kallattii-II- Gabatee armaan gadii, wanta b/saan yeroo sagantaa dubbisa gochaa dhiyeessu hojjatu irratti hundaa’a. Tokkoon tokko himaatif saanduqa tokko keessatti mallattoo √ kaa’i (barreessi).

Homaayyuu, ogguu takka, yeroo takka takka, yeroo baay’ee , yeroo hunda

Lakk.	Gosa gaafannoo:- Gochhalee armaan gadii barsiisaan keessan yeroo meeqa hojjetu jettee yaadda?	Deebii				
		yeroo hunda	yeroo baay’ee	yeroo takka takka	ogguu takka	homaayyuu
1	Bifa ifa ta’een dubbisa barattootaaf ni beeksisu					
2	Gaafii dur dubbisaa irratti cimdiin/gareen barattoota akka hirmaatan ni qindeessu.					
3	Haala faayidaa dubbisuu irratti hundaayun barattoonni saffisaan dubbachuun abbaltii hojjechuu leenjii ni argatu					

4	Yaada barattootaagara mata-duree dubbisaatti harkisuun qabiyyee dubbisaa caalatti akka tilmaaman gochuu.					
5	Barattoonni hima ijoo dubbisaa argachuuf saffisaan akka dubbisan gochuu.					
6	Barattoonni hima calla dubbisa keessaa argachuuf saffisaan akka dubbisan gochuu.					
7	Barattoonni callisaanifi of danda'anii dubbisuun gaafilee hubannoo dubbisaa akka hojjetan taasisuu.					
8	Jalqaba sagalee olkaasuun barattootaaf dubbisuun itti aansee dabaree dabareen akka dubbisan gochuu.					
9	Yaada dubbisichaa qomaan barattootaaf ibsuun barattoonni gaafilee achi keessaa bahan akka hojjeta gaafatu.					
10	Barattoonni dubbisa mana isaanitti dubbisanii gaafilee achi keessaa bahan akka hojjetan kennu.					
11	Barattoonni hiika jechoota harawaa dubbisa keessa jiran haala yaada					
12	Beekumsa duraatti fayyadamuun, barattoonni hiika jechhota harawaa haala ijaarsa jechootafi uumama isaanitti fayyadamuun akka tilmaaman godhu.					
13	Hariiroo dubbisa garagaraa gidduu jiru akka hubatan bakka bu'oota maqaatti, walqabsiistotafi haala qindeefama dubbisatti fayyadaman barattoota si'eessu.					
14	Barattoonni dubbisa keeyyata keeyyataan dubbisuun qabiyyee dubbisichaa akka qayyabachuu danda'an sirnaan hirmaachisuu.					
15	Rakkoo hubannoo hiika jechhota qub-guddeen barreffaman fi gosoota seer-lugaaddaa hubannoof gufuu ta'an irratti ni xiyyeeffatu.					
16	Bakka bu'oota maqaa fi walqabsiistotatti fayyadamuun barattoonni adeemsa ijaarsa barreeffamaa akka addaan baasan ni jajjabeessa.					

17	Barattoonni dubbisa dhuunfaa dubbisuun gaafilee hubannootif deebii akka kennan ni hirmaachisa.					
18	Marii garee keessatti barattoota hirmaachisuun, deebii gaafilee gilgaalotaa walbira qabuu fi madaaluu.					
19	Gareedhaa gareetti socha’uun marii barattootaa karaa sirrii afaan Ingiliffaa adeemsifamu mirkaneessuu.					
20	Gaafilee hubannoo dubbisaa irratti akka mari’achuuf tolutti dura bu’aa garee barattotaa filachuu yookin filachiisuu.					
21	Barattoonni deebii gaafilee hubannoo garee isaanii keessatti mari’achuun deebii waliigalaa irra akka gahan gorsuu fi qajeelchuu.					
22	Kaayyoo fi qajeelfama ifa ta’egilgaalota dandeettii Ingiliffaa barreessuu fi dubbachuu guddisu kennuu.					
23	Barattoonni gaaffilee dubbisa keessaa bahaniif deebii sirrii akka kennan ni taasisa					
24	Barattoonni akkuma hojii garee xummuraniin dabaree dabareen hunduu gaafilee gilgaalaa irratti mari’tanii akka ibsan gaafachuu.					
25	Gochawwan hordoffii kan akka gabatee guutuu, diyaagiraamii fi barreessuu irratti barattoota hirmaachisuu.					
26	Barattoonni yaada dubbisa keessatti ibsame irratti ilaalcha isaanii deeggaruun ta’e mormuun akka dhiyeessan heyyamuu.					
27	Yaada qabxii barreefamaa akka guduunfanii fi qeeqan barattoota ramaduu.					

Kutaa -II- Barreessuu

Yaadaa fi ilaalcha si’a barsiisaan Afaan Ingiliffaa dubbisa isin barsiisan qabdan yoo jiraate as irratti barreessaa.

APPENDIX -F

አዳማ ሳይንስና ቴክኖሎጂ ዩኒቨርሲቲ

እንግሊዘኛ ትምህርት ክፍል

በተማሪዎች የሚሞላ መጠይቅ

እንግሊዘኛ እንደ ዉጪ ቋንቋ ለማስተማር በምንባብ ክፍለ ጊዜ የ10ኛ ክፍል የእንግሊዘኛ መምህራኖች የሚጠቀሙባቸው የማስተማሪያ ስልቶች ለመለየት የቀረበ መጠይቅ ነዉ ::

ይህንን መጠይቅ አጥኚዉ ያቀረበዉ በምንባብ ክፍለ ጊዜ መምህራኖች የሚጠቀሙባቸው የማስተማሪያ ስልቶችን በጥናት የሁለተኛ ዲግሪ ፅሁፋቸውን ለሚሟላት ብቻ የቀረበ ነዉ ::

ስለዚህ ይህንን ጥናት ለማከናወን የናንተ ተሳትፎ ወሳኝ በመሆኑ በተገቢዉ ቦታ መረጃዉን በትክክል እንደምትሞሉልኝ በመተማመን ሲሆን ስማችሁን መጻፍ አስፈላጊ አለመሆኑን እገልጻለሁ ::

ለተሳትፎአችሁ ልባዊ ምስጋናዬን አቀርባለሁ ! አጥኚዉ

ክፍል:- 1 የግል መረጃ

መመሪያ አንድ :- ቀጥሎ ለቀረቡት መጠይቆች በተሰጡት ሳጥኖች ውስጥ “√” ምልክት በመስጠት ይመልስ ::

- የታ ወንድ ☐ ሴት ☐

መመሪያ ሁለት :- ቀጥሎ የቀረቡትን መጠይቆች መምህሩ በምንባብ ማስተማሪያ ክፍለ ጊዜ የሚጠቀሙባቸው ስልቶች ላይ ያተኮሩ ናቸዉ :: ስለዚህ ለመጠይቆቹ

- ሁል ጊዜ
- ምንም የሚሉ አማራጭ መልሶች
- አብዛኛዉን ጊዜ
- ስለአሉ ይህንን “√” በአንዱ ስር
- አለፎ አልፎ እና
- በማድረግ ይመልሱ ::

ተ.ቁ	ቀጥሎ ለቀረቡት መጠይቆች መምህራችሁ ለምን ያህል ጊዜ ይተገብራል ብላችሁ ታስባላችሁ	መልስ			
		ሁል ጊዜ	አብዛኛዉን ጊዜ	አልፎ አልፎ	ምንም
1	ምንባቡን ግልጽ በሆነ ሁኔታ ለተማሪዎች ያስተዋወቃል				
2	በቅድመ ምንባብ ወቅት ተማሪዎችን በጥንድ በቡድን ያወያያል ::				
3	እንደ እያንዳንዱ የንባብ ጠቀሜታ መልመጃዎችን በማዘጋጀት የተማሪዎችን የንባብ ፍጥነት መሰረት በማድረግ እንዲለማመዱ ያደርጋል ::				
4	ተማሪዎቹን ወደ ምንባብ ርዕስ በመሳብና የምንባቡን ይዘት እንዲተነብዩ ያደርጋል				
5	ለአብይ ሀሳብ ተማሪዎች ምንባቡን በፍጥነት እንዲያነቡ ያደርጋል ::				
6	ለዝርዝር ሀሳቦች ተማሪዎች ምንባቡን በፍጥነት እንዲያነቡ ያደርጋል ::				
7	ተማሪዎች በዝምታ እራሳቸውን ችለዉ በማንበብ ጥያቄዎችን እንዲመልሱ ያደርጋል ::				
8	ምንባቡን ተማሪዎች ድምጽን ከፍ አድርገዉ በማንበብና ተማሪዎች ተራ በተራ እንዲያነቡ ያደርጋል ::				

9	የምንባቡ ፍሬ ሀሳብ በቃል ለተማሪዎች በማብራራት ከምንባቡ የወጡ ጥያቄዎችን እንዲመልሱ ያደርጋል ።				
10	ተማሪዎች እቤታቸው አንበበው ከምንባቡ የወጡ መልመጃዎችን በደብተራቸው ላይ እንዲሰሩ ያደርጋል				
11	ተማሪዎች በምንባቡ ውስጥ የሚገኝ አዳዲስ ቃላት እንደ አገባባቸው ፍቺ እንዲሰጡ መምህሩ እገዛ ያደርጋል ።				
12	ተማሪዎች በምንባቡ ውስጥ የሚገኙ አዳዲስ ቃላት ቅድመ እውቀታቸውን በመጠቀም ከእርባታቸው በመነሳት ፍቺአቸውን እንዲገምቱ ያደርጋል ።				
13	ተማሪዎች አያያዦችን ተወላጠ ስሞችን በመጠቀም በምንባቡ ውስጥ የሚገኙትን አንቀጾችን ጽንሰ ሀሳብ ተገንዝበው ወደ ምንባብ እንዲሳቡ ያደርጋል ።				
14	ተማሪዎች ምንባቡን አንቀጽ በአንቀጽ በማንበብ ይዘቱን እንዲገነዘቡ ያደርጋል ።				
15	መምህሩ በምንባቡ ውስጥ ለግንዛቤ ችግር ምክንያት ሊሆኑ የሚችሉትን ጎልቶ ለተጻፉ ቃላትና ሰዋሰዋዊ አገባባቸውን ተማሪዎች በውል እንዲያጠኑ እገዛ ያደርጋል።				
16	መምህሩ የምንባቡ የሀሳብ ፍሰቱን ጠብቀው እንዲሄዱ ባደረጉት አያያዦችን ተወላጠ ስሞች ላይ ትኩረት ያደርጋል ።				
17	ተማሪዎች በተናጠል ምንባቡን አንበበው መልመጃዎችን እንዲሰሩ ያቀናጃል ።				
18	ተማሪዎች በጥንድ ወይም በቡድን የተወያዩባቸውን መልሶቻቸውን በክፍል ውስጥ በጋራ እንዲወያዩ ያደርጋል				
19	ተማሪዎች ወይይቱን በእንግሊዘኛ ቋንቋ በትክክለኛው መንገድ ስለማካሄዳቸው የሁሉንም ቡድን ያረጋግጣል።				
20	ከምንባቡ በወጡ ጥያቄዎች ላይ ለመወያየት እንዲመች የየቡድኑ ተጠሪ ተማሪዎችን ይመርጣል ያስመርጣል።				
21	ከምንባቡ በወሰጡ ጥያቄዎች ላይ ተማሪዎች በቡድናቸው ውስጥ ተወያይተው የጋራ ግንዛቤ ላይ እንዲደርሱ ይመከራል ያግዛል ።				
22	ተማሪዎች የእንግሊዘኛ ጽሁፍና ንግግር እንዲያሳድጉ ግልጽ መመሪያና ትእዛዝ ይሰጣል ።				
23	ተማሪዎች ከምንባቡ ለግንዛቤ ለወጡ ጥያቄዎች ትክክለኛ መልሶችን እንዲሰጡ ያበረታታሉ ።				
24	ተማሪዎች የየቡድናቸውን ወይይት እንዲበቁ የየቡድናቸውን የወይይት ውጤት ለየክፍሉ ተማሪዎች የቀርባሉ ።				
25	የድርጊት ክትትልን የሚያሳዩ እንደሰንጠረዥ መሙላት ዲያግራም በመጻፍ ተማሪዎች ያሳትፋሉ ።				
26	ተማሪዎች በምንባብ ውስጥ በተገለጹት ጽንሰ ሀሳቦች ላይ በመደገፍ ወይም በመቃወም ሀሳባቸውን እንዲያቀርቡ ይፈቅዳሉ ።				
27	ተማሪዎች በምንባቡ አንኳር ነጥብ ላይ ተወያይተው እንዲቋጩ ጥረት ያደርጋል ፡				

ክፍል ሁለት

በጽሁፍ የሚመለስ

የኢንግሊዝኛ መምህራችሁ በምንባብ ክፍለ ጊዜ በሚጠቀሙባቸው የማስተማሪያ 5 ስልቶች ላይ ተጨማሪ አስተያየት ካላችሁ ጻፍ/ፊ። _____