

**ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY**

**SCHOOL OF HUMANITIES AND LAW**

**DEPARTMENT OF ENGLISH**

**POSTGRADUATE PROGRAM**

**MA IN TEFL**

**ASSESSING THE PRACTICE AND CHALLENGES OF TEACHING READING SKILLS IN  
EFL CLASSES: THE CASE OF GRADE 9 AT LALO SECONDARY SCHOOL**

**BY: CHALA GABAYEHU AMENTE**

**SEPTEMBER, 2017**

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**ADVISER: Dr. JEYLAN AMAN (PhD)**

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APPROVAL OF THE EXAMINATION BOARD

NAME	SIGNATURE	DATE
<u>Prof. Ken Aman (PhD)</u>		<u>02/15/2017</u>
ADVISER <u>Tamere Kidanemariam (PhD)</u>	<u>Tamere</u>	<u>02/20/2017</u>
EXTERNAL EXAMINER <u>Dr. Tesfome Gola (PhD)</u>		<u>01/10/2017</u>
INTERNAL EXAMINER		

### **Declaration**

I, hereby, declared that this MA thesis entitled “Assessing the Practice and Challenges of Teaching Reading Skills in EFL Classes: The Case of Grade 9 at Lalo Secondary School” has been carried out by me under the guidance and supervision of my Adviser Dr. Jeylan Aman. The thesis is original and has not been submitted for the award of any degree or diploma to any institutions or University. All sources that I used or quoted were indicated and acknowledged as complete reference.

Name: Chala Gabayehu

Signature: \_\_\_\_\_

Institution: Adama Science and Technology University

Submission Date: September, 2017

## Abstract

*The main objective of this study is to assess the practice and Challenges of teaching reading skills in EFL classes of Lalo Secondary School. It is also to find out procedures and techniques of teaching reading employed by English teachers and identify challenges teachers and students face in the reading skills classes. To collect data on the above main objectives, Classroom observation, students' questionnaire and students' and teachers' interview have been used. Furthermore, one hundred sixteen grade nine students were selected from Lalo Secondary School using simple random sampling and four English language teachers were selected purposively. Data from questionnaire and classroom observation were analyzed quantitatively using tables and percentages whereas, interview data were analyzed qualitatively. In order to understand the phenomenon in-depth, classroom observation checklist of 20 statements and questionnaire consisting of closed-ended and open-ended statements were used. Ten students and four teachers of nin<sup>th</sup>-graders were interviewed. The interview result of four teachers and students' questionnaire showed that teachers rarely divided reading lesson into stages. Meanwhile, the teachers present reading lesson by writing date, subject, and topic followed by discussing it in English and Afan Oromo. As a result, the findings depicted that all of the teachers rarely or never present reading lesson in line with the procedures and techniques of teaching reading. With regard to challenges teachers face in the reading classes, the result of four teachers' interview indicated that students' fear of reading, poor vocabulary knowledge of students, large class size, mismatch of reading content with background knowledge of students ,uncontrolled use of mobile phone, and students' misbehavior remain the major problems of teachers. On the other hand, concerning to challenges students faced in the reading classes, as students' questionnaire and interview data pointed out fear of pronouncing wrongly, poor word power, and variety of English words pronunciation at the beginning of different words are some of major problems of students. The study suggests that English language teachers are expected to work to overcome the problems and give due attention to the techniques and procedures of teaching reading.*

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## CHAPTER ONE: INTRODUCTION

### 1.1 Background of the Study

English language teaching methodology has been developed very rapidly. It has been subject to changes and controversies since twentieth century. Communicative approach to teaching and learning English has been a significant development; at present, it is used worldwide especially in EFL classroom and ESL situations. English language is currently taught as a foreign language in over hundred countries. In addition, it is emerging as a chief foreign language and gain acceptance over French language in the schools of different countries. Furthermore, it is apparently recognized as the most crucial language to learn by the international community. In line with this, English language is serving as a medium of a great deal of the world's knowledge especially in such areas as science and technology (Genc,B & Bada, E, 2010; Goldenberg, (2011). This indicates that English has various roles in law courts, media, politics, commerce, technology, science and education.

In Ethiopia, the beginning of teaching and learning English as a foreign language dates back to the emergence of modern Education in the 1941. The new education and Training policy of 1994 states that English should be taught as a subject commencing from grade one and should be used as medium of instruction in secondary and tertiary level of education. The major reason is that the language serves as a vehicle in the world of work. Furthermore, document issued by Ministry of Education (2001:v) explained that English language has been retained in the educational system because it is vital to/for the economic development of Ethiopia. It has also been used as the medium for scientific researchers, international business, diplomatic relations and transfer of information. Since it gives such a wide services, the effort to improve its teaching and learning has been given much attention from time to time.

As it has been mentioned above, paying attention to the contribution of the language in Ethiopian context, there is inspiration to lay foundation for secondary school level learners to be competent in the language. In order to acquire the language students are expected to internalize the four major skills of language. Among these, reading skill is the major skill which serves as a gate way to success in other academic areas.

In the World Book Encyclopedia, (2001), among the four skills of language, reading is the most important skill which helps students grasp the meaning of written texts. It is the basic skill that readers apply in order to get meaning from printed texts. Above all it is being used as a key to unlock the message or theme of written text. In order to develop students' reading ability, improving the practice of teaching reading skill in English is very crucial. This is because teaching language is a process of mastering students' language skills using well designed procedures and techniques to enable learners use the target language. Specially, reading skill provides effective and adequate ways of learning language. More importantly, Careful selection of activities, methods, and procedures will be a base for secondary school students.

As Tayye (1999) asserts, countries where English is taught as a second or foreign language, teaching reading is very essential for learners whether or not they speak or write. The students are required to read for a variety of purposes. Wells (2007) explained that reading plays crucial role in promoting learning and serving as instrument by which students could study subjects in the curriculum. In the contemporary world with the availability of written materials, reading remains the major means of introducing new information, developing concepts, providing review and stimulating thoughts. The works of Cullinan,( 2000) reveals that the reading ability has many practical purposes in the real world after school. The amount of free reading done outside of school has consistently been found to relate to growth in vocabulary, reading comprehension, verbal fluency and general information. This means, reading has economic, social, political and cultural consequences. Reading has various roles in the secondary as well as post secondary education. The works of (Levine et al.,(2000) show the ability to read academic text is considered as one of the most important skills that high school and university students of English as a second language and foreign language need to acquire. As (Ministry of Education, (2001) pinpointed students' general educational achievement particularly at grade 9 and 10 depends mainly on their ability to read. Any reading can be done for many reasons, but understanding it is the main purpose and is one of the most essential things to life. If people have the ability to comprehend what they read, they are able not only to live safely and productively, but also continue to develop socially, emotionally and intellectually. In other words, having good knowledge of reading skill equips oneself with basic necessity of day to day life inside and outside of academic world.

In Ethiopian context, though many students are provided with a lot of opportunities to learn in English beginning from grade one, many of the students do not have clear idea about the importance of reading. Therefore, teaching reading skill needs special attention from experts and teachers for a meaningful teaching and learning in Ethiopia. In spite of this, most learners cannot read texts. From his experience of five solid years, the researcher deduced that Lalo Secondary School students show marked differences in reading English text. Even in large classes very few students participate in the reading classes. Generally, as experience shows, there is controversy among teachers and society at large about the students' reading proficiency. Some people say that students did not acquire reading proficiency. There are a lot of students who cannot read and understand instruction. Unlike other subjects, English teachers told that students are not reactive and participant in the reading classroom. The implication of this reality is that assessing the practice and Challenges of teaching reading skill in EFL classroom should be important and a critical research issue. It is with this understanding that this study has been proposed .The study was aimed to assess how teachers employ procedure and techniques of teaching reading lesson in EFL classes.

## **1.2 Statement of the Problem**

Though reading is one of the macro-skills of language to be practiced in the language classes, students' reading problems have become deep-rooted in EFL classroom. Reading skills help learners in the educational activities particularly in the student-centered approach. Similarly, students need to practice reading in order to develop their phonemic awareness, phonics, fluency, vocabulary and comprehension. Mastery of reading skills will grant learners access to increasingly complex knowledge in other academic subject areas. On top of that, reading in non-academic and academic areas particularly the acquaintance of reading skill in the English classroom is the corner stone of all other subjects. The students should acquire reading ability so as to interact with the text independently.

There are a lot of researches conducted on reading skills in the local and global context. The study conducted by Al-Bekay &Reddy (2015) on, "Investigation of reading Interests of Arab Students English Reading Skills" in Libya showed that Arab students were challenged learning of effective reading skills in different script of English because of limited access to English text at home, lack of parental and community support and inappropriate teaching approach.

Another study was conducted, in Zambia on Teachers' Practices in the Teaching of Reading and Writing towards supporting Learners with Reading Difficulties at lower Primary. A Case Study of Teachers for Fourth-graders in Monze District- Zambia. In order to understand the phenomenon in depth, a qualitative approach was used with case study design. Six teachers of fourth-graders in three types of schools: rural, peri-rural and urban were interviewed. The interviews were supported by a document analysis followed by classroom observation. The findings showed that there were differences in the background and realities of the teachers. The results further showed that the assessment procedures used to identify learners with reading difficulties only worked to further widen the gap between slow and fast learners. As the research work of Do Minh Hung & Vo Phan Thu Ngan (2015) on Investigating reading strategies used by EFL students at Dong Thap University reveals a questionnaire related to reading strategies was delivered to both first year and third-year university students. The results showed that first year students frequently used those strategies of skimming, scanning translating, highlighting, relevant thinking, especially cooperating and assistance seeking. Meanwhile, third-year students no longer frequently used translating, resourcing and highlighting.

Another researcher Rahmann (2007) studied Evaluation of the teaching of reading skill of English in Bangladesh. The findings of this study showed that students' present level of reading was not up to date.

There seems no shortage of research devoted to the topic of reading skills but most students are suffering from reading difficulty. Among the local studies conducted in the area of reading skills, (Solomon Abera, 2014, Dereje Bekuma, 2013, Tarekegn Wondimu, 2012, Mesfin Derash,2008, Dereje Wendimeneh,2008, Melkamu Dumessa,2002 and Taye ,1999) are few of them to be mentioned. For example, Mesfin (2008) conducted study entitled as The Practice of Teaching Reading in English at First Cycle Primary School and the finding pinpointed that inappropriate reading technique and procedures were used in the grade level mentioned. As research conducted by (Tarekegn,2012) on A comparative study of reading comprehension skills between the government and non-governmental preparatory school students of Jimma: grade 12 in focus showed that support given by parents and teachers contributed to the success of students. On the other hand, the research work of Dereje,2013 revealed that teachers hardly engage their students in reading comprehension strategies practice except a few strategies favored by teachers.

On top of that, Melkamu (2002) conducted study on " Investigation of English Language Teachers Reading Lesson Presentation in terms of the new course book for grade 9 in some selected government secondary schools in Addis Ababa." The study revealed that most of the subjects rarely or never present reading lessons in line with the procedures prescribed in the new books. In a study of 'Status and Determinants to reading skill development ' (Solomon, 2014) found out that reading and comprehension is a difficulty children are facing at grade four, even if instruction is mother tongue based. Though all these local studies gave emphasis to reading ability of students at primary, and secondary school, their findings concluded that reading ability of students has been declining. The students perform well on their study only if they become able reader in English language. In spite of such broad coverage given to English language as a subject and medium of instruction, the students' proficiency in the language is not adequate to meet the demands of their classroom. Especially most of the students at secondary schools have problems with reading skills. Although students face difficulty on the four skills of language, the problem of reading skill is worth mentioning.

With regard to the Practice of teaching reading in English as a foreign language, despite his attempt to find one, the researcher found very few students able to read English fluently. Thus, his assumption is that, this study will give some sort of clue to way of teaching reading and cause of students reading problems at secondary school. Besides, the researcher wanted to identify why most students are unable to read English texts.

From his experience of five solid years, the researcher very concerned that Lalo Secondary School students show marked differences in reading English text. Very few students participate in the reading classes. Therefore, conducting this research on Assessing the Practice and Challenges of teaching reading skills in EFL Classes is timely and vital. Although there are local studies conducted like the one mentioned above, the researcher's experience shows that the problem of reading still exists in the real classroom. For this reason, this study is needed to fill this gap through assessing the practice and Challenges of teaching reading skills in EFL classes of Lalo Secondary School.

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

#### **1.3.1 General Objective of the Study**

The general Objective of this study was to assess the practice and challenges of teaching reading skills in the EFL classes of Lalo secondary school.

#### **1.3.2 Specific Objectives of the Study**

More specifically, the research is intended to:

1. Find out how teachers present the reading lessons.
2. Identify the extent to which teachers employ techniques and procedures of teaching reading lessons.
3. Assess the challenges teachers face in the reading classes.
4. Identify the problems students face during reading lesson.

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

The present study could provide teachers with important insights about their students' academic behavior of reading practice. Besides, the researcher believed that the findings of this research would be of paramount significance for the betterment of teaching reading skills in general and other skills in EFL classes in Ethiopia, in particular.

The study would help EFL teachers to understand causes of students' reading difficulty and expected solutions. Moreover, the study may help English Language teachers in order to change their teaching reading practice. Lastly, the study could be a base for other researchers who want to conduct further study on the area.

### **1.6 Delimitation of the Study**

Delimiting the scope of the study is very important to have good insight and triangulate the data on the research problem. Furthermore, it is better if the researcher conduct the study on many secondary schools in Ethiopia. However, the researcher thought that using various data gathering tools in the context of this time gap had various drawbacks. The study is restricted to Assessing the Practice and challenges of Teaching Reading Skills in EFL Classes: The Case of Grade 9 at Lalo Secondary School. The researcher selected only one secondary

school among four secondary schools found in Lalo Kile Woreda because other schools have very limited resource and English Language teachers. Similarly, the researcher selected grade 9 students because they have long contact hours with English language teachers. Besides, most students find it difficult as a beginner of secondary school classes. The study emphasized on one hundred sixteen students selected using simple random sampling method and four grade nine English Language teachers selected purposively.

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

It would have been better to increase the number of subjects from different corner of Ethiopian secondary schools and more tools of data gathering. However, the researcher thought that using other tools in the context of this research had various drawbacks. In order to avert this methodological drawbacks, the researcher limited this study to ‘assessing the practice and challenges of teaching reading skills in EFL classes of grade nine students and four English Language teachers selected from Lalo Secondary school. The researcher used Classroom observation, interview and questionnaire for gathering data. In conducting this study, as it is customary in other research, the researcher has encountered various constraints. The first one is related to getting back the questionnaire items administered to students in time. Some respondents were too reluctant to respond to the items of questionnaires and give back to the researcher on time for various reasons. The commonly cited reasons were: time constraints, boredom in responding to a researcher’s questionnaire, time and again the last one might be giving it less attention.

Secondly, some respondents were so reluctant to give back the filled questionnaire items on time. The researcher spent longer time until all items were returned. The only option was to entreat such respondents repeatedly until they gave back the filled items of the questionnaire to the researcher. The other constraint was carelessness of some respondents to carefully read and respond especially to the open-ended items of questionnaire properly. Some responses given to the open-ended items were written with scribbled hand writing and consisted of lots of deletions and vaguely written words and sentences that the researcher could not easily figure out what they were meant to.

Third problem was related to the observation sessions. Some teachers cut or missed classes due to their own different valid reasons. As a result, the time allotted for observation session needed to be extended. This in turn, resulted in delaying of distributing the questionnaires,

conducting the interview and analyzing the whole raw data according to the schedule set earlier. In order to avoid this problem, the researcher attempted to extend the time for observation session from one month to one month and half and use only those data observed.

In addition to the above constraints, there were other drawbacks which troubled the researcher during interview. To begin with, the researcher encountered few teachers and students who were not willing to be interviewed. Some teachers were found to be resistant not to be interviewed even after agreement ahead of an interview. Though the researcher has attempted to explain the main purpose of the interview, the teachers assumed as if the purpose of the research was to search for weaknesses pertaining to teaching/learning of reading lesson and put them into risky situations.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Definition of Reading

Many scholars have defined reading in different ways. Their definitions share similar concepts. Among the scholars, Grellet,(1981) defines reading as a process of extracting and understanding the required information from a text. Reading is active skill where the guessing, predicting and checking as well as questioning oneself are entailed. This approach engages students in the continuous activity of working with written text. Pressley cited in Grellet,(1981) states reading as a hierarchy of skills, from processing individual letters of words and their associated sounds to word recognition to text processing competencies. This definition implies that reading begins from the first day of readers' identification of a single letter. The readers' acquaintance of this skill helps them construct meaning from words made up of letters.

According to Davis (1955) reading is a mental process in which a reader interact with the message in a text. The term interaction in reading refers to readers inner motives to comprehend the message in the text with their prior experience.

From what have been discussed above, the practice of reading is not a passive activity even if the readers interpret, analyze and interact with the message in the text with slight difference across readers. Thus, students are considered to be reading when they look at a written word, sentences, phrases, and know what it means. In addition to that reading is active process where students deal with the written materials in guessing and predicting in relation to his or her prior knowledge.

#### 2.2 The Importance of Reading

The ability to read in English is very crucial in our day to day life. According to Bright and McGregor (1972) the major language skill that enables learners to grasp ideas, facts, concepts and thoughts is reading. This is to mean reading enables people to access information from different books. It also improves language proficiency of students at all levels. McDonough and Shaw, (1993,p.89) note the following "As a skill, reading is clearly one of the most important; in fact many instances around the world we may argue that

reading is the most important foreign language.” This implies that it is only possible to learn the language if we acquire reading skills ability. Another scholar Sesunan(2003) stated that reading skill is accepted as essential for survival in the modern world. We are in the globalized world where we can access information from the internet so that anyone who can read can understand the social and economic situation of the world and their environment.

From scholars view point we can see that reading is not only the most important language skill that enables learners but also it plays great role in developing other language skills. Education is practical when students acquired reading ability. According to Nuttal(1996) the very reason to learn foreign language is to get better jobs, access to literature, etc and reading ability is necessary for these activities. Thus, if reading is as important as this, it needs to be developed as early as possible in the secondary school.

### **2.3 Approaches to Reading**

Readers might have questioned themselves what approaches yield good result on reading. Before we read any material, we need to ask ourselves question such as what to read, why and how we read. If we have completed this decision in advance, then our reading is fruitful. Based on this, Bright and McGregor (1972, P.65) pointed out some strategies. These are:

#### **2.3.1 Top-down Approach**

As we can understand from the topic, readers use this approach in order to relate information stored in the mind with what author is tried present on the written text. The reader uses his/her prior knowledge in order to comprehend information in the passage (Ibid). Other scholars Urquhart and Weir (1998) state “the readers put their prior knowledge in to consideration, and may omit chunks of irrelevant points from text based on their purpose.”

On the other hand, readers rely on the intelligence and experience or information stored in the schemata to comprehend or give meaning to the text. They make conscious use of it in order to discern the overall purpose of the text or rough idea of the writer's argument (Ibid).

Readers' expectation play important role in this process. The reader brings his/her personal experiences and views with him/her, and those aspects largely affect the way of interpreting a text. Goodman (1977) explained these approaches as "viewing reading as precise sequential identification."

### **2.3.2 Bottom up Approach**

Bottom up approach begins with the stimulus i.e. the text or bits of the text. The reader works out the meaning from the written text. According to Nuttal (1996, p.17) "the reader builds up the meaning from the black marks on the page; recognizing letters and words and working out sentence structure." In this approach, the readers consciously depend on the contextual meaning and they do not need any background knowledge. There is clear-cut distinction between top-down approach and bottom-up approach. While bottom up approach is text driven, top-down approach uses the meaning brought by the reader, 'reader driven'. Parry (1987) shone light on bottom up process in which graphemes are perceived as building blocks of words, words as building blocks of sentences, sentences as forming paragraphs and so on. Here we can understand that bottom up approach start from the meaning readers arrive at after going through series of sentence constructed in the written text.

### **2.3.3 Interactive Reading**

As the title indicates interactive reading explains interaction of readers with the text, and interaction of reader's prior knowledge with what is transcribed on the material. Experts argue that none of this approach (namely top-down and bottom-up) stands alone for effective reading. The combination of top-down and bottom up approach is called interactive approach. It is actually appropriate and efficient for reader to use either to shift according to the demand of the reading strategy.

Nuttal,(1996) suggest that readers use top-down approach to predict the probable meaning, and then move on to bottom up approach to check whether that is really what the writer says. Carrell (1988) explained that efficient and effective second language requires both bottom up and top-down strategies in a different combinations for a different purposes. In interactive reading, a pattern is synthesized based on information from several source (Ibid). This means both the reader and the text have their respective shares.

From the above definition it is obvious that a reader cannot reach the proper meaning of a text if the readers solely depend on information in the text. Better understanding of the text depends on both cues supplied by the text and schemata of the reader. Shahidullah(1996) stated that the reader has to relate information from the text to already existing background knowledge.

According to Coady (1979, p.7) interactive process involves three factors: conceptual abilities, background knowledge, and process strategies. So, for a successful reading, reader should possess basic reading intellectual ability. This ability is used to make a proper relation between the textual information and information in the schemata, proper knowledge of a word, and familiarity with the phonology, graphemes, and lexicon of a language. Shahidullah (1996) argue that interactive reading process has deeper implication for reading class. Teaching program according to him should make sufficient opportunity for the students to read a lot in order to increase their knowledge and skills significantly. The teacher should use appropriate materials so that students' real needs and interest matches with what they are currently reading.

Thus, interactive reading can be fruitful for the students to improve their present reading skills up to a considerable level of satisfaction.

## **2.4 Types of Reading**

Reading skills as a major component of language can have different classification. Scholars divide reading into two kinds based on the purpose of the text; the length of the text and the classroom procedure as well as the very objective of the text is prepared for. Accordingly, the two types of reading are called intensive and extensive reading. These are complementary and learners should be exposed to both types of reading (Nuttal,1996).

### **2.4.1. Intensive Reading**

Intensive reading is one type of reading mainly used by readers. Readers read texts intensively under the guidance of teachers. Hedge (2000) stated that intensive reading dealt with looking at a text carefully for the purpose of choosing precise words or phrases. In addition to that as Thompson cited in N'Namida (2005) says that intensive reading is a kind of reading short texts for comprehension.

From the definitions given above, we can deduce that secondary school students should read short text which is meant for comprehension. The fact that, Secondary School is a level where students is exposed to all subjects in English. Thus, in order to interpret sentences, the emphasis should be intensive type of reading. However, this does not mean that the other types of reading should never be carried out at this level. The reason is that, most students

need teachers help and intensive reading helps students understand the theme of the text by breaking arrangement of thought in the text.

In this way, students learn by integrating skills in such a way that they will have the opportunity to associate written words with speech or pronunciation of words. In line with this, according to Thompson cited in N’Namida (2005) in early stage of reading for comprehension, reading aloud is recommended. On the other hand, in the secondary school where students read longer texts, reading practice activities should focus on developing reading skills. At this level reading aloud may not help since people tend to read silently in the real situation. Thus, students should be instructed not only to avoid reading aloud but also get rid of mouthing the words, pointing to the words and moving the head every time (Ibid).

Sticking oneself to the above rule helps readers of any grade level in developing silent reading in the future. Intensive reading has its own role in teaching. Wilgam(1981) explained that intensive reading facilitates way of discussing difficult structure and develop knowledge of vocabulary and idioms.

From the above discussion, it is possible to understand the essential role of intensive reading in enhancing students’ reading ability and language skills.

#### **2.4.2. Extensive Reading**

As the topic itself indicates, it refers to the types of reading readers engage in for extended period of time. Different writers have explained it in different ways. For instance, Sesunan(2003) explains it as a type of reading a text in a widely manner but not deeply where the aim is for pleasure and entertainment in which the written texts are not studied in detail.

According to this scholar, it seems that extensive reading is a usual kind of reading that takes place out of classroom in most cases. Nuttal(1996) explains that extensive and intensive reading are not contrasting types of reading rather they are complementary and both are important and necessary in the practice of teaching and learning reading. Extensive reading texts should be selected in accordance with the reading pace and ability of the student so that extensive reading could be practiced in the secondary school level. The purpose of extensive reading is to let students practice reading without the help of teacher at home or elsewhere. So, it is equally important to the secondary school students who have already had some sort

of reading skills. Krashen (1982) in support of the importance of extensive reading says that extensive reading helps to improve second language without the support of teachers and other people.

From the above view points, extensive reading let students read texts or materials privately and apply their gained knowledge of English for their own interest and enjoyment.

## **2.5 Stages in Teaching and Learning Reading**

Classifying things are useful to make things manageable and practical. Grabe (1991 as cited in Rosa,1999), explains that the instructional outcome of interactive models of reading is the outcome in terms of a three phase approach: pre-reading, while reading and post reading. Another scholar Zewiers(2010) expresses that if we can get students to build the habit of actively processing text in all three stages, comprehension will improve. Comprehension increases drastically when students develop their pre- and post reading habits, which are teachable and need to be taught. Zewiers clarified that the teacher introduce focal lesson, concept, important words and terms that provide motivational hooks for reading and make connections for prior lesson content, activities and reading.

There are three main stages in teaching of reading in the classroom: Pre-reading, while reading and post reading (Abbot and Wingard,1981; Williams,1984; Nuttal,1996; Richards,2007;Bycina and Dubin, 1991).

### **2.5.1. Pre-reading Stage**

It is obvious that teaching cannot be introduced to students haphazardly. It has where to start and where to finish. Likewise, teaching reading has its own stages. In order to carry out reading activities, the performer should be ready and have awareness on the activity to be done.

Pre-reading phase aims at introducing the reading text and developing framework for reading. It also targets to construct and activate students' relevant prior knowledge about the topics, concepts, issues, and vocabulary contained in the text to be read (Williams, 1984;Nuttal,1982 and Wallace, 1992).

As Nuttal(1982) states before students begin to read the text the teachers are expected to do many things to make their task more explicit and their way of tackling it more effectively.

They need to consider the following points in order to initiate their students for reading of any text.

**i. Introducing the text.** The teacher should introduce the topic of the text and ask some questions to explore the students' background knowledge of the topic. This prepares them for what they are going to read, creating expectation and stimulating their interest in the reading text (Konare, 1994). If teachers get students engaged in the task, there is a much better chance that they will read with commitment and concentration. Teachers can get students engaged by talking about the topic, by showing a picture for prediction, by asking them to guess what they are going to see on the basis of a few words or phrases from the text, or by having them look at the headlines or captions before they read the text (Harmer, 2001).

**ii. providing a reason for reading.** It is essential to encourage students to read with their purpose in mind. Nuttal, (1982, p.153) explained that having a framework of reason for reading enables readers to judge how detailed their understanding will be. Thus, it is helpful to give students imaginary purpose for reading, to help them decide what they can skim over, and scan or read for specific information according to their relevance to their purpose.

**iii. Dealing with new language.** Teachers need to select a few words or expression from the text to pre-teach or review very quickly. The students can first search for the meanings of words and phrases and then predict what a text with such words is likely to be about.

**iv. Breaking up the reading text.** Breaking up the task has various importance. It is easier to work in a thorough and organized way on a short section than on a complete long text. Besides, it is easier to hold the students' interest if teachers handle a short section at a time. Teachers can deal with one section fully and then move to a fresh one. Furthermore, handling a text in sections can lead to more effective learning. Teachers can ensure more thorough understanding because when the first section has been dealt with, it helps the students interpret the second and so on, which in turn helps students develop the important skills of anticipation and prediction (Ibid).

The objective of this stage is to arouse the interest of the readers and activate their prior knowledge on the topic. In this stage, students will be made to think and discuss the topic to be read so that their background knowledge of the message in the text can be recalled. As Thompson cited in N'Namida (2005) states the possible activities of the pre-reading stage

could be predicting of the text or story by simply looking at the title or picture if a picture is offered within the text. In addition to that Williams (1984) further explained that the purpose of this stage is to introduce and arouse interest on the topic, give reasons and to provide some language preparation for the text.

As it is discussed earlier, this stage shed light on the readers' prior knowledge visa-vis the text. It is stage where stored information in the mind could be made use of. Therefore, pre-reading stage is very essential in order to carry out reading tasks.

### **2.5.2. While Reading Stage**

While reading stage is the second stage of teaching reading. According to Wallace (1992) the main aim of while reading stage is to encourage students to be flexible, active and reflective readers. This stage requires teachers' guidance to ensure that students assume active questioning approach to the material. Such guidance can be supplied by a number of while reading tasks (Bycina and Dubin, 1991). For instance, students can be asked to mark characters in story, cohesive devices in the text, adjectives which tell about the feelings of characters in the story, etc (Davies,1995).

Here, the readers are made to read silently in order to answer questions already set. It is the phase of reading practice where they try to grasp main points and answer questions. Richards (2007) pointed out that students engaged in reading and answering questions simultaneously. Here students may do different reading tasks. Furthermore, Zewiers (2010) stated that during while reading stage teacher coaches, model and build strategies and engage students in collaborative learning.

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

- Students extract the main ideas and supporting details, identify specific information and infer information contained in the text.
- Students transfer information in the text into tables, graphs, etc
- Students fill in the blank space with the required information
- Students guess new words from context, paraphrase and interpret texts.

Furthermore, the teacher helps students how to organize and retain information. In a nutshell, this stage is very decisive for students to incorporate themselves into task.

### **2.5.3. The Post Reading Stage**

The post reading stage is the third stage of teaching reading. On this stage, readers are asked to check the questions with their answers based on their understanding. In the post reading stage, there are questions for exact meaning, questions for inferred meanings and questions related to students' own experience which teacher address using appropriate teaching methods. Post reading stage aimed to incorporate the students into text evaluation, reconstruction of the writer's opinion, summarizing the text and feelings (Bycina and Dubin,1991; Williams,1984). Vaez (2006) states that students need to reflect on what they have read in order to extend their thinking. By talking and writing in response to reading, students become more engaged in reading and develop a deeper understanding and appreciation of various texts. From this suggestion it can be clearly seen that this stage invite students to be in the ocean of authors idea and their understanding in relation to their prior information stored in the schemata.

According to Grellet(1981);Williams(1984); Rivas(1999); Howath(2006); Crilly(2002); Saricoban(2002) and Vaez (2006) post reading can take the form of various activities. To mention some, students can express their feelings, relate the text with their prior knowledge, summarize and evaluate the text, encouraged to do any writing activity related to the passage, discuss in group, having debates or arguments and oral summary and appreciate, and state any other emotional responses to the author's ideas or feelings.

As William (1984) states, this stage can be carried out by arranging small group discussion that could be followed by whole class discussion. It can also serve as a stage where the teacher checks whether students have understood the text or not (Ibid). During post reading stage, the teacher model different ways of summarizing and synthesizing information and allow students to apply to their own lives. It is necessary to help students to reflect on the reading and bring closure to the pre-reading and post reading stages. Brown (2000) recommends that the teacher has to divide his/her techniques into pre-reading, while reading and after reading stages when teaching reading. He argues that as it is tempting at intermediate and advanced levels to tell students "Okay now class read the next two pages

silently.”He expresses that a good rubric to keep in mind for teaching reading is the following three part framework.

- 1) **Before you read:** spend sometimes introducing a topic, encouraging skimming, scanning, predicting and activating schemata. Students can bring the best of their knowledge and skills to a text when they have been given a chance to ease into the passage.
- 2) **While you read:** not all reading is simply extensive or global reading. There may be certain facts or rhetorical devices that students should take note of while they read. Give students a sense of purpose for reading rather than just reading because you ordered it.
- 3) **After you read:** comprehension questions are just one form of activity appropriate for post reading. Also consider vocabulary study, identifying the author’s purpose, discussing the author’s line of reasoning, examining grammatical structures or steering toward a follow-up writing exercise (p.315).

In addition to the above points, the three phase procedures to teaching reading bases on the following five methodological stages.

**Stage1.** The teacher introduces the topic and explores the students’ prior knowledge.

**Stage2.** The teacher sets the tasks that the students will have to perform during and after reading (the nature of tasks determines which specific sub skills of reading are practiced). This means learners have a reason for reading.

**Stage3.** Students read silently and performs the task, e.g. they answer the questions set

**Stage4.** The teacher gives feedback on the learners’ performance of the task (stage 2 to 4 can be repeated).

**Stage5.** The teacher gives follow-up tasks related to the text (Khand,2004).

The three phase approach to reading presupposes a learner-centered classroom situation. In such learning situation learners take responsibility for their learning and the teachers play the supportive role.

From the above, one can understand that the post reading stage helps teachers understand how students engaged in the task and what information or concepts they brought from the reading taught. In other words, it helps teachers to measure the understanding level of students on the reading practice. By doing so, teachers tried to know learners’ where about through their reaction to different questions.

## **2.6 The Role of the Teacher**

Teacher plays great role in the students' acquisition of language skills and ultimately for the success of the learners. The role of the teacher is to be responsive to the varied needs of each student ( N'Namida, 2005). Thus, the teacher has to present appropriate topics and activities according to the level of students involved. McDonough and Shaw (1993) insist on the use of authentic materials as opposed to traditional types of text used in most cases. According to the above scholars, the teacher should bear in mind whether or not the reading text interests the learners they teach. Similarly, in Nuttal(1996) the following roles and responsibilities of the teacher in teaching a reading lesson are stated. On the first case, language teachers should enjoy and value reading by showing that they read a lot. Teachers are expected to allow students read and understand and discuss how language conveys meaning. On top of that teacher should identify what skills students lack and work out ways to develop these skills. Second, teachers should choose effective tasks and suitable texts on the basis of students' educational level and age. Besides, teacher should make sure that every student work productively by encouraging students promote text focused discussion and enable them interpreted the text themselves.

There are different roles teachers should play while teaching reading. The teacher observes the progress of students reading individually or in group without interrupting students' time and progress. Not only this, the teacher is expected to give feedback after students have tried their best in the time allocated. The feedback can be given in the form of question and answer method (Harmer,2001).

Equipping students with habit of reading is not easy task. Teachers are sole contributor in encouraging students to have good attitude towards reading intensively and extensively. The teachers should supply authentic materials so that students will make extensive reading part of their language learning ability in general. According to Sesunan (2003) letting students to listen to interesting story being read aloud in the classroom and show them how exciting the books are means of initiation.

In a nutshell, the roles of teacher in the reading lessons is decisive in both the development of students' reading skills and in creating interest of reading in the students' day to day life. The teacher should be role model. This means if the teacher is seen to read with concentration to

enjoy reading and to make use of book, magazines, newspaper and so on, the students are more likely to act out what the teacher urges them to do.

## **2.7 Principles of Teaching Reading**

Teaching reading has its own principles. Among many writers, Harmer (2003) provides six short and precise principles for teaching reading. The principles of reading according to this writer are as follows:

### **Principle 1: Reading is not a passive skill**

When we say reading is not a passive skill it wants to tell us how students engaged in reading and interact with the text. This means reading is active occupation. Therefore, readers should understand the meaning of words, see pictures, understand the arguments and take position to agree or not. If students do not do these things while reading then they are only scratching the surface of the text and there will be a tendency of forgetting it quickly.

### **Principle 2: Students need to be engaged with what they are doing**

According to this principle students should be engaged to read the text. This helps them to be active participant in what they are doing and benefit much from it. In other words, readers should engage in reading actively so as to extract meaning from the text.

**Principle 3:** Students should be encouraged to respond to the content of a reading text, not just to the language. Reading skill is not only helpful in consolidating students' understanding of the language features, but also practicing reading allows students to get meaning and theme of the text. That is why giving chance to students to respond to the meaning and message of the text is very important.

### **Principle 4: Prediction is a major factor in reading**

By their nature readers have different level of understanding. Some readers have ability to comprehend written text while other readers need to get clues to aware contents of reading text. Readers glance at book covers, photographs, headlines, contents, and titles to get hints of what is in the book before we read a single word. Our brain begins predicting what we are going to read. We build expectation and the active process of reading takes place. Therefore, teachers should give hints so as to help students predict what they are going to read.

**Principle 5: Match the task to the topic**

Once students are given a reading text to read, an appropriate task should be designed. The right kind of questions and other activities that involve students into task should be prepared. Teachers are expected to avoid or discard inappropriate questions that can make interesting text boring and unattractive. If the task matches with the topic and the students' level of performance, the fruit of the lesson will be more than expected outcome.

**Principle 6: Good teacher exploits reading text to the full**

Any reading text is full of words, sentences, ideas, description, etc. It does not make sense to students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences using topic for discussion and further tasks using the language for study.

Generally, the literature review in this paper began by defining reading which is followed by the importance of reading and approach to reading. Then types of reading were discussed thoroughly. Next, the phase of teaching reading was explained. The roles of teacher have also been presented in detail. The last part of this chapter has dealt with principles of teaching reading. In all the discussions an attempt has been made to support the study on teaching reading at secondary school.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3. Introduction

As the aim of this study is to assess the Practice and Challenges of Teaching Reading Skills in EFL classes at Lalo Secondary School, descriptive survey type of research was employed to assess what techniques and procedures teachers employ in the reading classes. Besides, the study tried to find out challenges teachers and students face in the reading classroom. This chapter comprises research design, Study Site, Population and Sampling Techniques, Data Collection Tools, Procedure of Data collection and Methods of Data Analysis.

#### 3.1 Research Design

The preparation of a research design for study helps in establishing directions in which to proceed and in recognizing exactly what has to be accomplished at every stage. The research design helps in providing direction to the computation and interpretation process to arrive at solutions and recommendations (Singh, 2006). Based on this, this study employed a descriptive survey method on the assumption that it helps to assess Lalo Secondary School teachers Practice in teaching reading skills in EFL classes. The method was selected since it is favorable to assess techniques and procedures of teaching reading skills in line with teachers' practice of teaching reading skills. Thus, the researcher used both qualitative and quantitative data to compensate for disadvantages that come from using only one type.

#### 3.2 Study Site

The study was conducted in Kelem Wollega Zone, Lalo Kile *Woreda* particularly at Lalo secondary school. Lalo Kile *woreda* is 551 kilometers far from Addis Ababa. The researcher selected this area in order to seek solution for recurring problem of students' reading ability and teacher's practice of teaching reading. The present state of students' reading ability and the teachers' Practice of teaching reading skills at Lalo secondary school were emphasized.

#### 3.3 Population and Sampling Techniques

The subject of the study was Lalo secondary School Teachers and students. To make the study manageable, the researcher has taken sample from Lalo Secondary school which is found in

Oromia Regional State, Kellem Wollega Zone, Lalo Kile Woreda. According to the information obtained from 2016-2017 academic year of grade nine students' enrollment, 319 males and 239 females totally 558 grade nine students were enrolled and distributed to ten sections. In order to choose target population, the researcher employed simple random sampling technique. Ruane (2005) stresses that the most basic probability sampling is the simple random sampling because it helps the researcher construct a good sampling frame. Singh (2006) also elaborates that a simple random sampling is one which each element of the population has equal and independent opportunity to be included in the sample.

Dornyei (2007) suggested that magic sampling fraction with a minimum of hundred participant mentions between the ranges of 1% to 10% of the population. In line with this understanding, sixty-eight male students and forty-eight female students were selected from the target population which is twice of the magic fraction. From these sections twelve students from each class were randomly selected except one section using lottery method. Then, one hundred sixteen grade nine students were selected using simple random sampling and four English language teachers purposively.

The researcher excluded grade 10 students from the sample for two reasons: they might have been busy working and covering portions since they take national exams not later than two months from the time of data collection.

### **3.4 Data Collection Tools**

Several types of data collection methods can be used to collect data. Classroom observation, questionnaire, and interview were used to collect data. The following subsections give details on the methods and instruments of data collection.

#### **3.4.1 Classroom Observation**

This data gathering tool was used to collect first hand information on the spot because the researcher thought that the practice of teacher in real setting would be observed and checked against the list of activities that have been taking place. Observation was selected as a major tool for this study for the following reasons. Bryman(2004), reasons out that first, observation is systematic description of events, behaviors and artifacts in the social setting chosen for the study. Secondly, it provided researcher with ways to check for nonverbal expressions of feelings, determine who interacted with whom, get insight how participants

communicated with each other, and checked for how much time was spent on various activities. Observation is the more preferable tool to collect data which would give detailed information about implementations and process in particular. Kothari, (2004) states another merits of observation as: subjective bias is eliminated in observation. This method is independent of respondents' willingness to respond because it does not demand any active co-operation from the respondents. Thus, classroom was observed three times for each teacher. Accordingly, grade 9 classes were selected considering the teacher and topic to be taught. After negotiating with school principal and English department, four teachers were observed three times each using observation checklist consisting of 20 statements.

### **3.4.2 Questionnaire**

Questionnaire is a popular method of collecting data. Students' questionnaire consists of nineteen statements with likert scale like always (4), frequently (3), Sometimes (2), rarely (1) and never (0) and three open-ended questions. Questionnaires for students were translated to L1(Afan Oromo) to avoid confusion. In order to prepare the questionnaires, the researcher used the theoretical background review and objective of the study. This method of data collection was employed in order to find out how reading lesson is presented and challenges students and teachers face during teaching/learning practice. Before administering the questionnaire all the respondents were approached by the researcher at their school and brief orientation was given to them. During the course of investigation, the questionnaire papers were distributed to the respondents with a request to answer the questions. The respondents were given ample time to read each statement at their convenience and filled in their genuine responses appropriately.

### **3.4.3 Interview**

Interview was another tool of data collection. One of the major reasons was that interview is one of the widely used research tools in qualitative research to access people's experiences, perceptions, attitudes and feelings of reality. Franklin (2012) contends that interview items would secure data that could not be secured through observations and questionnaire. Another point is that interviews are highly interactive and responsive to the language and concepts used by the interview (Fontana and Frey, 1994). Among the various types of interviews, for the purpose of this study, semi-structured interview was used because it is flexible during

interviewing sessions so that the respondents could have more opportunity for free thinking and reacting to questions in a more relaxed way.

Students' interview consisted of nine questions. Interview questions were translated into Afan Oromo so as to avoid confusion. On the other hand, the interview questions for teachers were designed in English since they can understand the language easily. The researcher discussed the questions with informants why the researcher wanted to conduct the interview, and requested for their valuable data. After negotiation, the researcher went to the spot and administered the interview. The interview was conducted in Afan oromo with ten students. The interviewer jotted down main points.

### **3.5 Procedure of Data Collection**

In order to conduct the study, the following procedures of data collection were followed. Above all, the researcher established a rapport with director, unit leader, English department head and teachers of the respective sections to facilitate the research activities. The necessary information about the number of students in each section and the arrangement of time was done in collaboration with the school administrators and English teachers.

To elicit the adequate information from the subject of the study, first, the purpose and importance of the research was explained to the subject of the study briefly. Then, observation was conducted when the actual teaching learning process of reading lesson was going on. Secondly, the questionnaires prepared for students were administered following the observation of reading lesson. After that, the questionnaires were collected in the same manner. Finally, interview with teachers and students were made at the end after identifying possible issues that were not addressed through the questionnaires and observation.

### **3.6 Methods of Data Analysis**

The data which were gathered from teachers and students through Classroom Observation, Questionnaire and Interview were analyzed, interpreted and discussed accordingly.

The majority of the data (data from Classroom Observation and Questionnaire) are quantitative. But the interview gives forth a considerable amount of qualitative data. For this reason, both quantitative and qualitative methods of analysis were used. The quantitative data were first tallied. Then, it was organized into frequency tables where the responses were

presented in the form of sum and percentiles. Finally, the sum and percentiles were compared with each other and analyzed. The qualitative data was discussed at length in connection with the quantitative data because most of the quantitative data contained further explanations, reasons and evidence to the information given quantitatively.

The presentation of analysis followed the order in which the questions are presented. All the items were analyzed and discussed beginning from the first question one after the other. After all the data were analyzed, conclusions and recommendations were made based on the results.

### **3.7 Pilot Study**

Before administering the questionnaire, a pilot study was conducted on Adare Haro secondary school and Serba secondary school students with their respective English language teachers. The purpose of the pilot study was to make the questions easily understandable or to improve the standard of questions in the questionnaire. In order to gather data, fifty students were selected randomly for questionnaire. Students were given a few days to answer the questionnaires. In the meantime the researcher contacted the respondents regularly and collected the questionnaires response. Then, the researcher went through questionnaire and rejected three questions from questionnaire. Finally, questionnaires were edited and modified based on the problems that challenge respondents in answering the questionnaires. The questionnaires were finalized for the study.

## UNIT FOUR

### DATA ANALYSIS AND DISCUSSION

#### 4. Introduction

This chapter dealt with presentation, analysis and interpretation of the data collected on the study entitled: “Assessing the Practices and challenges of Teaching Reading Skills in EFL Classes: The Case of Grade 9 at Lalo Secondary School” through various tools. The study was conducted at Lalo Secondary School of Lalo Kile Woreda. For the study three data gathering tools were used. These were classroom observation, questionnaire and interview. The objective of this study were: to find out how teachers present reading lessons, assess techniques and procedures of teaching reading skills and see what challenges teachers and students face in the EFL classes. To this end, descriptive study was employed where much of the study is qualitative and some parts are quantitative.

The data collected through the above methods of data gathering were presented, some with tables consisted of data expressed in number and percents and others in a narrative form. This chapter begins with the presentation of the data collected through classroom observation. The observation was conducted on four reading lessons. The data from classroom observation was aimed to find out how teachers present reading lessons and identify what techniques and procedures they employ in the reading classes. Titles of the observed reading lessons were ‘Cities of the Future, Ghana Cultural Food, Japanese Tea and Parts of Animals’. The activities of these reading lessons were almost similar.

#### 4.1. Presentation of Results Obtained Through Class Observation, Questionnaire and Interview

Classroom observation can be considered as the best instrument to investigate the techniques and procedures of teaching reading. Thus, continuous observations were made in the school selected where the ideal point of observations started from whether the teachers started the reading lesson by providing necessary steps.

#### **4.1.1. Presentation of Classroom Observation Results**

Classroom observation is the main tool for this study. Thus, carefully designed checklist was used to observe the teaching practices in the reading lessons. Accordingly, grade 9 classes had been selected and four teachers were observed three times while they were teaching reading.

The performances of each teacher were checked against the items in the checklist. This practice could be categorized into three stages of teaching reading. To that end, statements 1-5 refer to pre-reading stage. Likewise, statements 6-14 was while reading stage and statements 15-18 was post reading stage. The last two statement i.e.19-20 dealt with extensive reading.

Below are statements for assessing the reading lesson practices that refer to the pre-reading, while reading and post reading activities with ‘yes’ and ‘No’ columns indicating data related to observation days in Lalo secondary school

**Table 1: The observed frequency of Teachers' reading lessons Presentation Practices**

No	Statements of teachers' reading lesson practices	English Teachers Observed																							
		Teacher 1						Teacher 2						Teacher 3						Teacher 4					
		D1		D2		D3		D1		D2		D3		D1		D2		D3		D1		D2		D3	
		yes	No	yes	No	yes	No	yes	No	yes	No	yes	No	yes	No	yes	No	yes	No	yes	No	yes	No	yes	No
1	The teacher explains the background of the reading text and relate it with the students' experience		✓		✓	✓			✓		✓		✓	✓			✓		✓		✓		✓		
2	The teacher gets students to discuss the topic before they read		✓		✓	✓			✓		✓		✓	✓			✓		✓		✓		✓		
3	The teacher divides reading lesson into pre-reading, while reading and post reading activities	✓			✓	✓			✓	✓			✓	✓			✓	✓			✓	✓		✓	
4	The teacher has rapport relationship with students during teaching	✓			✓	✓			✓	✓			✓	✓			✓	✓			✓	✓		✓	
5	The teacher gives the meaning of new words before reading text	✓		✓		✓			✓	✓			✓	✓			✓	✓			✓	✓		✓	
6	The teacher encourages students to read silently		✓		✓	✓			✓	✓			✓	✓			✓	✓			✓	✓		✓	
7	The teacher arranges students into group throughout the reading classes	✓			✓	✓			✓	✓			✓	✓			✓	✓			✓	✓		✓	
8	The teacher makes sure that each students read in the class and develop reading habit	✓			✓	✓			✓	✓			✓	✓			✓	✓			✓	✓		✓	
9	The teacher sorted out words, read the text and explain it for the students		✓	✓		✓			✓	✓			✓	✓			✓	✓			✓	✓		✓	
10	The students find meaning of words using contextual clues		✓		✓	✓			✓	✓			✓	✓			✓	✓			✓	✓		✓	
11	The teacher asks various types of questions from the reading text	✓			✓	✓			✓	✓			✓	✓			✓	✓			✓	✓		✓	
12	The teacher tries to integrate the reading skills with other language skills		✓		✓	✓			✓	✓			✓	✓			✓	✓			✓	✓		✓	
13	The students read for specific information		✓		✓	✓			✓	✓			✓	✓			✓	✓			✓	✓		✓	
14	The students skim through the text		✓		✓	✓			✓	✓			✓	✓			✓	✓			✓	✓		✓	
15	The students predict what the content of the texts or reading passage is all about.		✓		✓	✓			✓	✓			✓	✓			✓	✓			✓	✓		✓	
16	The teacher focuses on the theme in the reading text		✓	✓		✓	✓			✓	✓			✓	✓			✓	✓			✓	✓		
17	The teacher uses cloze procedure for teaching reading		✓		✓	✓			✓	✓			✓	✓			✓	✓			✓	✓		✓	
18	Students are appreciated for their response	✓			✓	✓			✓	✓			✓	✓			✓	✓			✓	✓		✓	
19	The teacher allows students to read in the class	✓			✓	✓			✓	✓			✓	✓			✓	✓			✓	✓		✓	
20	Students are encouraged to read other reading materials		✓		✓	✓			✓	✓			✓	✓			✓	✓			✓	✓		✓	

**Key:** ✓ under 'Yes' = observed      D1= Day One      D2= Day Two      D3= Day Three

✓ under 'No' = Not observed

As it can be seen from the above checklist, regarding statement one all the teachers did not explain the background of the reading text except one teacher (teacher 3). On the second statement, except one teacher (teacher 4) all the teachers did not assign students to discuss on the topic before they read.

As we can see in the checklist above, among four teachers (teacher 1 & teacher 4) classified reading lessons into stages to involve the students into the task and conducted reading lesson kept its procedures. In other words students were not made to activate their prior knowledge so as to gain new information. Many authors tell us that pre-reading activities are important for the actual reading practices. Harmer (2001,p.70) states “ teachers should give students hints so that they can predict what is coming to.” However, both teachers failed to do so in almost all the pre-reading stages. All the teachers had rapport relationship with the students. In contrast, all the teachers did not give meanings of new words except one teacher (teacher1). Unlike the pre-reading stage in which teachers failed to perform any of the practices, the teachers performed differently in the while reading stages. Accordingly, the performances and procedures of the four teachers are discussed below.

**I. First Observation day:** the teachers started the lesson by greeting the students and writing the date on the chalkboard. Then, they wrote the subject and topic instruction and ordered students to read on their own. All the teachers did not encourage students to read silently. This is actually a while reading activity. The pre-reading stage was skipped. A few minutes later the teacher let students read aloud turn by turn. In this case, statements in the checklist read as: **The teacher arranges students into group throughout the reading classes and the teacher makes sure that each student read in the class and develops reading habit** has not been accomplished. Except one teacher (teacher one), all the teachers did not arrange students into group. Among the four teachers only teacher 1 made sure that each student read in the class. According to Gourd and Veit (2007) reading needs active engagement of students in interpreting words, past experience of readers with reading and life.

More than half of the students read the same text turn by turn. They were then made to read aloud and answer the question in the same manner. Concerning statement nine: **The teacher sorts out words, reads the text and explains it for students.** Only one teacher (teacher 3) sorted out words, read and explained it for the students. The teacher frequently used to give corrections and asked questions while the students are reading aloud. He also appreciates

students on all occasions even when they did not read appropriately. On top of that, all the teachers did not help students on how to get meanings of new words using contextual clues.

As many as more than half of the class was asked to read one by one the same paragraph. After half of the period had gone, students were made to answer question by reading. One student was asked to read question and another was made to answer the question. Here also statement number eleven that read as: **The teacher asks various types of questions from the reading text**, has not been observed except (teacher2) since they were made to answer questions after they had completed reading aloud. Thompson cited in N’Namida (2005) noted that while reading is done silently and answers for questions are done at the time of reading. Regarding statement 12, all the teachers did not integrate reading with other language skills. Only two teachers (teacher 2&3) allowed students to read for specific information. Concerning statement 14&15, all the teachers did not help students predict content of reading text and skim through the text. During teaching, only two teachers (teacher 2&3) focused on the theme of the text. All the teachers did not use cloze procedure for teaching reading. On the other hand, all the teachers allowed their students to read in the class and appreciated for their response. But, only one teacher (teacher1) encouraged students to read other materials.

**II. Second observation day:** on the second observation day, three teachers started the lesson by writing the topic on the chalkboard. Except (teacher 3) all the teachers did not explain the background of the reading text. But (teacher 4) helped students discuss on the topic while other teachers did not do so. He read the passage himself before he let students to do so. All the teachers did not divide reading lesson into stages (except teacher 2). Among four teachers only (teacher 2) gave meanings of new words. After he had finished reading he gave the students the chance of reading aloud one by one. After many of them got the turn, the teacher wrote some of the vocabulary on the chalkboard and explained the meaning. Even though all the teachers did not encourage students to read silently, they had rapport relation with the students. Regarding statement eight and ten that read as: **“The teacher makes sure that each students read in the class and develop reading habits and the students find meaning of words using contextual clues”** have not been observed. Only (teacher 1) arranged students into group. All the teachers sorted out words and gave its meanings orally. Except (teacher 2) all the teachers asked various types of questions. All the teachers did not try to integrate the reading skills with other language skills. Despite the fact that (teacher 3)

helped students read for specific information, all the teachers neither helped students skim through the passage nor students predicted the contents of reading text. Only (teacher 4) focused on the theme of the reading text. During ongoing reading lesson all the teachers did not use cloze procedure for teaching reading. The reverse is true here that all the teachers allowed students to read in the class and appreciated for their response. Except (teacher 4) all the teachers did not encourage students to read other materials. Questions were discussed orally and the class was over after awhile. No written exercise was carried out.

As could be observed from what four teachers in the school performed, practice adopted by the teachers have jumbled stages of reading and most of the statements of reading practices were not put into consideration.

According to the responses of teacher and students during individual interview, pre-reading, while reading and post reading are important. Because it allows students know the meanings of new concepts. The questions found after each of the reading paragraphs are also treated orally even when there appears in writing instruction. The teachers didn't allow students to look at the picture and predict what the passage is about. William (1984) states that information given in written language can be matched with pictorial information and these activities can be carried out at all grade levels.

**III. Third Observation day:** on the third observation day, all the teachers started the lesson as usual. They wrote the topic on the chalkboard. (Teacher 2) started by discussing some background information after instructing students to follow him. However, (teacher 4) did not help students discuss on the topic. All the teachers did not divide reading lesson into stages except (teacher 2). Though all the teachers had rapport relation with students, only (teacher 4) gave meanings of new words. Among four teachers, only (teacher 1) arranged students into group and encouraged students to read silently. Opposite of this, all the teachers did not encourage students into individual reading and arrive at meanings of words using contextual clues. Only (teacher 4) gave meaning of new words. Teachers refrained from asking various types of questions. All the teachers did not try to integrate the reading skills with other language skills. Teacher (1 &2) helped students read for specific information.

Then, students were made to read silently for some time though silent reading did not take more than five minutes. All the teachers neither helped students to skim through the text nor predicted the content of reading text. Despite teachers' (2&3) emphasis on the theme of the

texts, all the teachers did not use cloze procedure. Reading aloud was given ample time and many students took the opportunity to read one by one and appreciated. While doing this, the teacher assigned students who read aloud from the group assigned. After about three to four students had read from their groups paragraph by paragraph, the teacher drew their attention to vocabulary from the passage and discussed it orally. Except (teacher 4), all the teachers did not encourage students to read other materials. Having discussed some questions orally with students, the teacher ordered students to do written exercises as homework and announced that the class for English was over as soon as the bell rang.

#### **4.1.2. Discussions of the Classroom Observation Data**

As far as the three continuous observation days are concerned, the data gathered showed that the teachers are not practicing the appropriate method of teaching reading. To this end, it seems that teachers are not following the actual reading method. Similarly, the importance of pre-reading seems to have been neglected according to what has been observed. However, pre-reading is a very useful technique in teaching reading. As the works of Harmer (2003) indicated good teachers play decisive role in order to integrate the reading text into interesting class sequences using topic for discussion and further tasks using the language.

The main purpose of pre-reading is to arouse readers' interest and create a positive attitude in the minds of students so that they will be initiated to read the text. It is also useful to activate their prior knowledge so as to help them relate new information with what they have in their mind. As research works of Shahidullah (1996) pointed out the reader has to relate information from the text to already existing background knowledge. The teachers observed however, were unable to understand this fact and slightly used pre-reading activities.

Reading aloud dominated class period. Students were not given enough time to read by themselves silently and comprehend the message. They were rather taught reading aloud throughout the period. However, Nuttal (1982, p.5) states, "most of our reading is done silently, unless there are special circumstances such as reading aloud will be a skill you use quite a lot." This means we should read silently in order to grasp main point of written text if situation does not influence us to read aloud.

In addition, the contemporary techniques and procedures of teaching reading i.e. pre-reading, while reading and post reading procedures were not employed. The methods of acquiring

reading skills such as interpreting, analyzing, sequencing, synthesizing and the like have not been made use of based on the age and grade level of students. In light of this, Brown, (2000,p.315) revealed that teachers should spend sometimes introducing the topic, encouraging skimming, scanning, predicting and activating schemata. Even though students read aloud at this level, reading is a silent activity in the real situation. But students are not trained for this very nature of reading as it was observed. Different scholars have explained the purpose of silent reading in different ways. For instance, Nuttal (1996) states that reading aloud is important in the early stages in order to learn spelling and pronunciation of words. She further explained that naturally we rarely need to read aloud. In support of this, Thompson cited in N’Namida(2005) explained that it is not normal to read aloud in everyday life. Here grade nine students should equip themselves with the ability to interact with the written text and get meaning from it independently. In elaborating this idea the writer says most reading such as reading books, letters, advertisements and the like are done silently. Therefore, students should practice real life reading as well.

As confirmed by the findings with other instruments that will be discussed later on, the teachers understanding of teaching reading and how students gain the reading skill is minimal. They feel that students’ reading ability is improved when they read aloud with correct pronunciation and appropriate speed. The reverse is true. Nunan (1991) stated students should have clear purpose in mind before they participate in actual reading. At secondary school level, students should read and react to the written text for certain goal or purpose.

#### **4.2.1 Presentation of Students’ Questionnaire Results**

This section is concerned with analysis of questionnaire data. The students’ questionnaire was designed to assess Procedures and techniques of teaching reading and identify the problems students face during reading lessons. Questionnaire data validate information gained through classroom observation and interview as they have the experience and knowledge about their teachers’ actual classroom practices.

The research objectives that dealt with techniques and procedures of teaching reading in grade nine was looked into through classroom observation and students’ questionnaire. Students’ questionnaire was distributed to a total of one hundred sixteen students who were selected using simple random sampling. Out of one hundred sixteen respondents, one hundred eleven students filled in and returned the questionnaire. In the students’

questionnaire, there were some other issues that are considerably significant to the study. Among these are the part of the questionnaire that dealt with general awareness of the students in following the teacher and how students felt about learning reading.

**Table 2: Responses of the students to the questionnaire**

No	Statements about teachers' practice of teaching reading skills	Rating Frequency scale					Always(4)	Percent	Percent unattended	Total percent
		Never (0)	Rarely (1)	Sometimes (2)	Frequently (3)					
		Respondents	Respondents	Respondents	Respondents	Respondents				
1	The teacher introduces the reading text briefly	13	28	36	14	20	40%	60%	100%	
2	The teacher encourages students to relate the topic with their experience	6	30	36	20	19	43%	57%	100%	
3	The students read for specific information	28	34	27	14	8	29%	71%	100%	
4	The teacher makes instruction clear to the students	16	33	22	23	17	38%	62%	100%	
5	The teacher encourages students to read closely or intensively to know detail of a text.	8	11	18	27	47	57%	43%	100%	
6	Students get proper feedback from their teacher	12	15	26	34	24	48%	52%	100%	
7	Students are provided with various reading materials	8	23	32	26	22	46%	54%	100%	
8	Students comprehend the content of reading text by working through the passage and identifying main idea and supporting details.	12	20	31	26	22	45%	55%	100%	
9	The teacher moves from group to group and checks the students' performance and gives advice when necessary.	14	24	24	13	36	46%	54%	100%	
10	The teacher divides reading lesson into pre-reading, while reading and post reading activities	34	35	20	11	11	20%	80%	100%	
11	The teacher arranges class into group or pair in order to find meaning of text through discussion.	16	18	27	19	31	20%	80%	100%	
12	The teacher encourages students to read the text on their own.	17	18	30	24	22	46%	54%	100%	
13	The teacher encourages slow learners as to improve their performance	14	18	37	27	15	43%	57%	100%	
14	The teacher helps students on how to overcome their reading problems.	23	15	20	33	20	42%	58%	100%	
15	Students consult dictionary to get meaning of unfamiliar words	20	19	28	19	25	42%	58%	100%	
16	The teacher asks comprehension question and helps students summarize reading text after each reading.	15	22	32	16	26	43%	57%	100%	
17	The teacher asks you various questions in English to relate textual information to the reader's personal experience or background knowledge.	19	11	31	31	19	44%	56%	100%	
18	The teacher integrates reading skills with other language skills.	15	16	25	23	32	47%	53%	100%	
19	The teacher appreciates students	12	10	25	19	45	54%	46%	100%	

Key: Aggregate result of item 1-6= $255/6=42.5\%$  Aggregate result of item

7-13= $299/7=42.7\%$  Aggregate result of 14-19= $272/6=45.33\%$

From the table above, it can be observed that from item number one 40% of students responded that the teachers first introduced the reading text briefly. Whereas 43% of the respondents replied that the teachers encouraged students to relate the topic with their experience. The overall result shows that 29% of students responded that when they read, they read to obtain specific information which means 71% did not. With regard to whether the teacher makes instruction clear to the students, 38% of the students agreed that the teacher gives clear instruction during reading. Regarding teachers' effort to read intensively to know the detail of the text, 57% of students responded that teachers encouraged students to know the detail of the text. As aggregate result of the above data clearly showed 43% of students (less than half) responded that teacher teach reading lessons by introducing briefly and encouraging students to get detail information which means 57% of the task did not.

On one hand, 48% of them answered that the teachers give appropriate feedback while 46% of students claimed that teachers provided students with various reading materials. Concerning the statement eight, 45% of students responded that they comprehend the content of reading text by working through the passage and identifying main idea and supporting detail. On top of that, 46% of students responded that teachers moved from group to group and checked students' performance and gave necessary advice. According to the information in the table above, 54%) of the teachers did not do the roles.

With regard to statement ten: Out of the total students, 20% of the respondents replied that the teachers divided reading lesson into different stages. Likewise, 20% of students answered that the teacher arranges students into group or pair in order to find meaning of text through discussion. As one can understand from statement of the above table, 80% of the respondents replied that the teacher neither arranged students into group or pair in order to find meaning of text nor divided reading into three stages. As can be seen from statement twelve, 46% of respondents said that the teachers encouraged students to read the text on their own. On the other hand, 43% of respondents replied that slow learners are encouraged to improve their performance. The overall result shows that 43% of the students responded that teachers divided reading into stages, arranged classes into group and encouraged slow learners to improve their performance. From these one can conclude that 57% of students replied that the teachers did not do the aforementioned tasks of teaching reading.

As it can be seen from statement 14 of the table above, students were asked how teachers helped their students overcome reading problems. As a reaction, 42% of the respondents said

that their teachers helped students on how to overcome their reading problems. On the other hand, 42% of the respondents answered that students consult dictionary to get meaning of unfamiliar words. Regarding statement 16, 43% of students responded that the teachers asked comprehension question and helped students summarize reading text after each reading. Besides, Statement 17 refers to teachers' effort to ask various questions to relate textual information to the students' experience, 44% of the respondents responded that the teacher asked various questions in English to relate textual information with reader's personal experience or background knowledge. Statement 18 refers to teacher's effort to integrate reading skills with other language skill in EFL classes. In reaction to this, 48% of the respondents answered that the teachers integrated reading skills with other language skills. In response to teacher's appreciation of students, 54% of students replied that teachers appreciated students for their participation. The overall result showed that 45% of students reacted to different questions and consulted dictionary to get meaning of new words which means 55% of students did not take part in the activities mentioned above.

Regarding open-ended statements on number twenty, Eighty respondents or 72% of the respondents said that the teacher started the class by writing date, subject and topic of reading lesson to be taught while sixteen respondents or 15% of the respondents said that the teacher started the class by greeting and then move on to the lesson with reading task. Concerning to how students recall their prior knowledge, eighty three or 75% of them replied students recalled their previous experience from what the teacher talked orally. In addition to that ninety-four respondents answered that the teacher allowed them to read turn by turn while the other informants said shy students can leave or skip turns of their reading.

#### **4.2.2 Discussion of the responses of the students' questionnaire on classroom procedure**

According to what has been provided as responses by one hundred eleven students involved, many of the responses directly matched with the practices observed during class observation. To begin with, the item about introducing the reading text briefly and help students relate their experience (40%) of the respondents done it. It was not done at all during the observation or if done it took only a few minutes. Moreover, 38% of respondents replied that the teachers give clear instructions. However, the necessity of introducing the reading text as clearly as possible is paramount in the teaching and learning of reading. Duke and Pearson (2002) contend that teachers can assist pupils to acquire the strategies and processes used by good readers and this improves learners' comprehension. Besides, Brown (2000) states that

teachers should spend sometimes on introducing the topic, encouraging skimming, scanning, predicting and activating schemata. However, teachers observed seem to give less emphasis to the discussion of topics to be read before the reading activity is on progress. Likewise, the discussion of the topic in relation to their experiences is also significant but only few teachers made use of it during observation. All these activities are part of the pre-reading tasks and as it has been discussed earlier the teachers who were observed failed to carry out the tasks. In this manner, the responses of students in the questionnaire mismatched with what was observed in the classroom at the beginning of the class. However, these activities are important not only to introduce and arouse students' interest but also to motivate learners by giving a reason for reading and to provide some language preparation as (William,1986).

Regarding the idea of helping students read for specific information, and detail information, 45% of them comprehend the content of reading text. But students more exposure to any kind of learning will improve their language skills. By doing so, they can enhance their techniques of learning reading. Brown (2000) explains scanning as quick searching for some particular piece of information in a text. The purpose of scanning is to extract specific information without reading through the whole text. As far as teachers practice of teaching are concerned, teachers should involve students into real task. Next to that the activity of giving clear instruction, engaging students into different tasks are very decisive but the teacher did it haphazardly as the result of interview with the teachers indicated. The activity of encouraging students to read various materials should be done most of the time but the teacher should have distributed the material to individual or group of students. In line with this, 80% of students answered that teachers did not divide reading lesson into stages. In support of this idea, Harmer (2003) pinpointed that effective teachers integrate the reading text into interesting class sequences using topic for discussion and further tasks using the language for study. Though the students read sometimes the way the teacher address the students are not uniform as observed in the class.

As far as the statements referring to while reading are concerned, there was some variation between what was observed in the classroom and what the respondents replied. Many of the responses fit the observation result. The statement that deals with whether the students comprehend the text was responded 45% of students which is exactly in line with what has been observed in the class. Nevertheless, it seems that students should be exposed to reading tasks.

Regarding teachers movement around the class, 46% of respondents responded that teachers move around the class and give support for students, which matches with what was observed in the class. Ad-Heisat et al (2009) recommends that some reading strategies employed by teachers are pre-reading, while reading and post reading strategies. With sufficient practice, pre-reading strategies assists students to overcome the common urge to begin reading a text closely right away.

At the beginning the teacher read the text for the whole class once. Then the teachers gave turns to students to read aloud for the whole class. So, reading aloud was observed to be the most dominant activity. Teachers felt that students learned reading through reading aloud in the large class. These views of the teachers were also conveyed during individual interview. Teachers 'always' arranged students into group or pair. However, there were two teachers even arguing against teacher dividing students into group or pair in favor of reading turn by turn. However, reading aloud is meant for other purpose of language practice not for reading classes. On this particular issue, Wilgam (1981) states that pronunciation of words based on spelling could be a problem when students are reading silently where their attention is meaning rather than form. Thus, students should be offered opportunities to read aloud and silently in order to comprehend and react to author's idea so that their correct pronunciation and reading skills progress could be checked and maintained.

The activity of encouraging students to read the text on their own was done in the form of homework which was conveyed during individual interview. According to Duke and Pearson (2002) good readers determine, construct, revise and question the meanings they make as they read. As it can be understood from the data collected on individual interview and students questionnaire, the teachers tried to help slow learners 'sometimes' and help them overcome their reading problems 'frequently' in the form of tutorial class though it lacks continuity and uniformity among the teachers. This means it is limited to some teachers of English in the school.

Regarding dictionary use, the respondents borrowed the dictionary from the library and use it 'sometimes'. In addition to that the teacher 'sometimes' asks comprehension question during while reading stage. According to Ermias (2010) for EFL students who have to read in order to grasp information through the foreign language, successful dictionary use is particularly important. As proved from individual interview they argued that the teachers introduce the topic, ask various questions from the text and leave reading task as homework. As Harmer

(2003) states teachers are expected to avoid or discard inappropriate questions that can make interesting text boring and unattractive. The teachers integrated reading skills with writing, listening and speaking. During interview they responded that the teacher introduced the topic, read the text and gave them writing exercises for homework. This matched with the result of questionnaire. It is obvious that, the teachers appreciate students' response and give them moral to go ahead. As it can be seen from the data, 72% of the respondents replied that the teachers taught actively while 85% of the respondents answered that the teachers first introduced the topic and then followed by the presentation of ideas. According to Krashen (1982) reading needs active engagement of readers into task. Most of the time, the teacher uses storytelling, discussing the topic and asking leading questions in order to arouse the interest of readers. In fact, the students participate in the reading task turn by turn as it was observed in the class.

### **4.3 Teachers' and Students' Individual Interview**

The other tools of data gathering used for data collection as mentioned in the methodology of the study was interview for both teachers and students. Interview was conducted with teachers and students in order to identify what challenges teachers and students face during teaching and learning reading lessons. In addition to that it was meant to consolidate the information gathered through classroom observation and questionnaire. Most of the interview items were similar to the items of classroom observation and questionnaire. To get important information, ten interview items for teachers and nine interview items for students were designed based on review literature (see Appendix 3/5 and 6). From ten sections of grade nine students, ten students (from the sample students) were randomly selected and four English teachers purposively.

Accordingly, a total of ten students and four teachers were interviewed separately. Interview responses and discussions are presented hereunder.

#### **4.3.1 Presentation of Teachers' Interview**

The four teachers from Lalo secondary school were interviewed turn by turn. The following are teacher's responses to each item.

In the first question, the teachers were asked if they like teaching reading skills and how they teach it.

Three (Tr1,Tr2&Tr4) of the respondents said that they liked teaching English and they were assigned to teach English in accordance with talents they have towards the subject. However, one teacher said that he doesn't like teaching English because students are not willing to work on the subject. One teacher (Tr3) said as follows:

*I personally like teaching English and I have taught English for many years but I don't like teaching this subject nowadays as students are reluctant to read even on exam. They look here and there to cheat from other students. It is legal to use (mobile phone) short messages in the exam room. As I think this has negatively affected students on their learning. I am afraid this will be a big burden on the prospective life of students, guardians and country as a whole.*

Concerning question two and three, teachers were asked how students perceive the content of the reading text and how they present reading text in the reading classes. All teachers responded that they teach reading taking the lion share. They reason out that teaching reading is quit challenging. Students do not have interest to read in the class.

With regard to question four, teachers were asked how they encourage their students in the reading class. In order to solve this problem three of them said that they provided students with short texts taken from the passage to be read in the class. All of the teachers depend on reading lessons on the textbook because they said that most students perceive reading classes as idle task and they put their eye on the active students. Thus, in order to present reading lesson in the class, they are expected to read first on their own and then engage students into the task turn by turn. All the teachers replied that they skip unwilling students.

Regarding question five: **the major problem teacher face in teaching reading,**

Three of the teachers (Tr1,Tr2&Tr3) said as follows:

*The ability of students is declining from time to time in English and other subjects. Students cannot read and comprehend sentences. Teachers are forced to wait for long period of time until one student finish reading a paragraph. Their behavior is also getting worse. They have full freedom to leave or continue. Especially in large class size like ours it is very difficult to involve each student in the reading task and if you want to involve all the students into task, you will lag behind one or two periods and criticized for portions uncovered.*

Teacher 3 explained as: “The textbooks are very bulky. The contents of reading text and reading topics are not real life. Besides, students are addicted to mobile games. They tap their mobile and browse things which are not related to academic issues.”

Teacher 4 said:

*Teaching English is very difficult in our context. First of all, reading texts are very far apart from innate knowledge students have. Besides, topics we teach under reading lessons are difficult to relate with students’ prior knowledge. For instance, when I teach “Ghana Cultural Food” I cannot explain it clearly for students except what I have grasped from the reading text. In my opinion the incompatibility of knowledge students acquired and input given in the reading lessons caused this problem. Another major problem is that students browse their mobile in the class.*

In the question six: What could you suggest in order to improve learner's reading ability? In reaction to this item, one teacher replied as follows:

*In order to improve students reading ability it is advisable if teachers try to relate the topic and idea given under the topic with students’ prior experience. Students should not use mobile phone in the reading classes. But when students get confused with reading task, responsible individuals had better explain the ideas clearly. Most of the time you should divide the text into different components as to help students read it bit by bit for easy comprehension.*

The other two teachers suggested that in order to improve students’ reading skills, the reading topics should be related to students’ experience and environment. One of the teachers said as follows:

*As a language teacher I believe reading any materials pushes the boundary of one’s knowledge. But when you think on the behalf of grade nine students, it is very difficult to help students relate their background knowledge with the culture of Ghana and Japanese tea. Here, what the students are previously exposed to is different from what is presented in the reading text. You cannot help students understand theme of the text by just telling the overview of the passage. The content of reading text should be familiar to students’ experience.*

On question seven: How do your students understand the theme of the text? Four of the teachers said that only able students read and answer the questions. Sometimes, the teachers

give list of words with their meanings on the chalkboard which matched with what was observed in the class. However, three teachers said that they help students answering questions under reading text after reading aloud turn by turn.

One teacher said hereunder:

*As a language teacher I am very eager to teach students how to get theme of a text. Most students are afraid of reading on their own especially when you help them search for information from the text. Furthermore, you cannot get influential students who always want to dig out information from texts. You get very few students who follow you attentively. As to me this has affected negatively my English teaching practice.*

Question eight and nine in the interview was intended to know how often teachers divide reading lesson into pre-reading, while reading and post reading and help students find out required information from the text. Three of the respondents said that they do not clearly divided reading lesson as pre-reading and while reading except post reading where they ask questions and wind up the class with home work.

However, one teacher said:

*I present reading lesson with date, subject and topic written on the chalkboard. Next, I write list of words on the chalkboard with meaning discussed orally. Then, I instruct my students to read and try answering questions. Thus, I engage my students into reading tasks sometimes and help them read for specific information about name of places. I haven't divided reading text into stages.*

On the last question, apart from what they said above, teachers were also asked how students participate in the reading classes. Three teachers said that the participation of students is very low in the reading classes. When we talk about reading English in particular, the teachers confirmed that a few of the students are good at reading and the rest of the students depend on upper group students or high achievers to pass from class to class.

One teacher said, "Disparity of students in their ability of reading is also a problem. In additions, students do not want to be busy with work and glance at written materials."

### **What are the challenges Teachers face in the reading Classes?**

According to teachers' response, there are various challenges that teachers have been facing in the reading classes. To mention some:

All the teachers teach reading lesson taking the lion share because students are reluctant to reading classes. According to the response of all the teachers, the negative attitude of students towards reading lessons, the declining ability of students from time to time, students' misbehavior, large class size, wide content of book, incompatibility of reading topics with students background knowledge, uncontrolled use of mobile, and unlimited freedom of learners in the reading classes are the major challenges of teachers.

### **To alleviate students' reading problem according to the teachers:**

- School should work cooperatively with parents to make students read a lot and the class manageable with the number of students.
- Incompatibility of students prior knowledge with some reading topics incorporated should be revised.
- Students should be assessed on reading task
- Reading topics should be related with students background knowledge and topics in other subjects
- Teachers should facilitate how students can get textbooks.
- Students should stop using mobile phone in the reading classes
- Students should avoid disruptive behavior

### **4.3.2 Students Interview**

As it has been indicated above, ten students were chosen randomly from the sample students and interviewed in Afan Oromo turn by turn. Students' interview was meant to get in-depth information on what problems students face in the reading lessons and consolidate the information gained through teachers' interview, classroom observation and questionnaire. Interview items were similar to the items of the classroom observation and the questionnaire. To gather the required data, nine core interview items were designed for the study based on review of related literature (see Appendix 3 or 5). As students need some sort of elaboration and treatment, care was taken to elicit genuine responses.

Here, the following questions are forwarded to each of them:

**Question 1 &2:** Do you like reading classes? If so, why? How do you read?

**Student 1,3,5,6&9:** “Yes. All subjects are taught in English. The reason is that you can only develop your reading ability if and only if you attend reading classes.”

**Student 2&10:** *Undecided. First, when I attend reading class I cannot pronounce English vowels and consonants as we do in Afan Oromo. When I come across unfamiliar words in the reading text I always get confused with theme of the text. Second, English words are taken from different languages. Third, English consonants are not pronounced as in Afan Oromo. For instance, consonant ‘C’ in the English Alphabet pronounced as /si/ but at the beginning of the word ‘Cow’ consonant ‘C’ pronounced as /Ka/.*

**Student 4,7&8:** “Of course. But I am afraid of reading in the classroom. As I think this has affected my reading skills ability. I like reading in group because I practice word pronunciation from friends’ reading.”

Eight of the students said that they like reading English. Three of them said that they like reading in groups so that they learn difficult words to pronounce. They reason out that grade nine is different class from elementary class because all subjects have been given in English. Three students responded that they are afraid of reading aloud in the class because they thought that students would laugh at them when they committed slip of tongue or errors. Seven respondents reported that they are afraid of pronouncing a new word and understand its meaning. However, they confirmed that their teacher presented the lesson by explaining meaning of words or concepts in Afan Oromo. Three of them said that teachers’ presentation of new words on the chalkboard and discussing its meaning has facilitated their understanding of the reading text.

**Question 3:** How does the teacher present reading text during teaching?

**Student 1,5,6,8&9** said, “ teachers seldom ask questions before reading and order us to read passage. We read the passage turn by turn.”

**Student 2,3,4,7&10** said, “The teacher try to explain the topic first and give list of new words. I listen to the teacher and write what the teacher jot down on the chalkboard. We read the topic and take homework. ”

Five of them said that the teacher presented reading text ‘rarely’ based on the question before the reading passage. The other interviewees said that they only listen to teacher’s explanation and write what the teacher put on the chalkboard.

**Question 4:** Do you predict the content of reading text? How do you predict the content of the reading text?

All Students reported that they sometimes read the text in order to answer comprehension questions. It is difficult to predict English reading text.

**Student 2, 4, 6&8:** said as follows:

*For me it is difficult to say I predict content of the reading text. Our textbook consisted of different passages taken from different countries with their respective culture and life style. For example, If you consider ‘Ghana Cultural Food’ I know nothing how Ghana prepared their food and how they celebrate. In this case, it is difficult to predict this issue.*

Five of them said that they predict reading ‘rarely’ based on the question before the reading passage. The other interviewees said they only listen and write what the teacher put on the chalkboard.

**Question 5:** How does your teacher give real life to the reading text in your reading classes?

**Student 1,2,3,4,7&8:** “The teacher give real life to the reading by explaining the concept of the reading in Afan Oromo.”

**Student 5,6,9&10:** “The teacher gave highlight information and discuss theme of the passage. They gave meanings of difficult words. Students read the text turn by turn.”

Concerning question five, interviewees said that the teacher sometimes give real life to the reading text by explaining the concept of the reading text in Afan Oromo and engage students into the task of reading by giving chance. Four interviewees said that the teacher give highlight information, and meanings of new words and leave comprehension question for homework.

**Question 6:** How does your teacher engage you in reading classes?

**Student 1:** “The teacher encourages us to read in group.”

**Student 2&3:** “The teacher makes conducive environment for reading section. He told us related story or topics with reading text. But, the textbook is very bulky. The teachers always worry about finishing portion rather than what students get from the lesson.”

**Student 5,6,9&10:** “The teacher first tells us objectives of the lesson and activate our prior knowledge. After that we read and try answering the questions.”

**Student 4, 7&8:** “The teacher tell us what we should do before, while and after the lesson. But sometimes, we cannot go with time since students are overcrowded.”

As the respondents tried to expose, the teachers first tell students objective of the lesson and encourages them to read the reading text in group. The teacher facilitated reading classes by forming attractive environment and sequence of tasks before, while and after reading though the tasks are suspended because of time.

**Question 7:** What difficulties have you ever faced mainly in reading classes?

**Student 1&3:** “I usually pronounce new words wrongly. But I try to correct it after the teacher read for us.”

**Student 2,9 &10:** I am not confident in reading English words because, one English word can be pronounced in different ways. For example, the word ‘often’

**Student 4,5,6 &7:** “I do not have English language clues. I don’t like reading lessons. I do not participate in the class because students are overcrowded and may laugh at me.”

Regarding the difficulties students faced in reading classes, eight respondents said that they have pronunciation difficulty in reading classes and reluctant to read in the class. On the other hand, the other interviewees replied that they dislike reading because they are not familiar with variety of English words and English alphabet pronunciation at the beginning of different words.

On question eight and nine: How does your teacher help you comprehend the content of reading text? How does your teacher help you in developing your reading habit?

Nine interviewees said that only able students have better understanding of how to comprehend content of reading text and develop the habit of reading extensively while few respondents said that they don’t worry about reading and develop their reading habit.

One of the student said, “I have interest to read English but I don’t have any other English reading materials except English textbook and I read it whenever homework is given. So, I don’t think I can improve English reading ability in such away.”

### **Students Related Problems**

Regarding the difficulties students faced in reading classes, seven respondents reported that they have pronunciation difficulty and reluctant to read in the classes. Next to that students do not have general awareness on how to pronounce variety of English words and English alphabet in different words. Moreover, students fear of pronouncing English words wrongly remain the major problem of students.

#### **4.3.3 Discussion of the Teachers’ and students’ Interview Data**

As one can deduce from the response of teachers and students, four teachers presented reading by writing date, subject, topic followed by explaining the concept of the lesson in Afan Oromo. As five students reported the teachers rarely presented questions before the reading text in order to predict the content of the lesson. Six students said that the teacher explained the contents of reading text in Afan Oromo.

As it can be seen from the interview responses of teachers and students above, the problem that hinders students reading progress are multifaceted.

Regarding the difficulties students faced in the reading classes, three teachers and seven respondents (students) reported that there are problems such as large class size, students’ poor vocabulary knowledge, pronunciation difficulty, reluctance in the reading classes, the wide content of the book, incompatibility of Content of reading text with students’ prior knowledge and mobile phone made students to be reluctant and careless towards their lessons.

As Solomon (2014) stated effective teachers show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. However, teachers’ inability to incorporate all students into reading task was reflected as most of them emphasize on turn by turn reading aloud and ignore silent reading. Three teachers said that they do not clearly divided reading lesson into stages. Classifying reading lessons into stages has its own merits on the teaching practice of reading.

Moreover, according to the teachers' responses to interview questions, teachers' lack of cooperation with students, student parents and mismatch of reading text with students' background knowledge has resulted in a negative impact in the language performance of students in general and in their reading ability in particular. On top of this, as far as students response is concerned, the practice of reading aloud by limited number of students hinder the other students not to think of grasping the message of the text as the teachers are pushed ahead to cover the portion on time. It has also been confirmed that some teachers don't like teaching as the behavior of students is getting worse over time. Nine students reported that only able students have better understanding of how to comprehend content of reading text and develop the habit of reading extensively. Two teachers explained that in order to improve students reading skills, the reading topics should be related to students' experience and environment.

In addition, students depend too much on active students and reluctant to reading lessons. This seems to be harmful practice for the teaching and learning process. If teachers are not encouraged to teach, they may not put the best of their efforts into practice.

Regarding difficulties students faced in the reading classes, the response of the four teachers and eight students to the interview questions revealed that students have serious pronunciation difficulties, variety of English words and lack of interest.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study has assessed the practice and challenges of teaching reading Skill in EFL classes. As it has been mentioned in this paper, this study focused on assessing the practice and challenges of teaching reading skills in EFL classes with especial focus on Lalo secondary school grade nine. The major objectives of the study were four. Firstly, the study found out how teachers present reading lessons in grade nine. Secondly, the study tried to identify techniques and procedures teachers employed in the reading lessons particularly grade nine. Thirdly, the study tried to assess challenges teachers face in the reading classroom and the last objective was to identify the problems students face during reading lesson.

To collect relevant data regarding to the above issues, the researcher used classroom observation, students questionnaire and teachers and students interview. Classroom observation was the major instrument followed by students' questionnaire, and teachers and students interview. Interview for both teachers and students were also conducted in order to identify challenges of teaching and learning reading and get inner feelings in order to triangulate the data from class observation and students questionnaire.

#### 5.1. Summary

The findings of the study are summarized as follows:

##### **Procedures and techniques of teaching reading and related problems**

As has been observed, teaching reading in grade nine is dominated by reading aloud turn by turn where procedures and techniques of teaching reading are not fully implemented. Three teachers responded that they do not divide reading into stages. As can understand from classroom observation data that teachers used teachers centered approach more often than participatory way of teaching.

On top of this, silent reading is rarely practiced and the teachers' awareness on the importance of practicing silent reading has been minimal. The teachers' interview confirmed that the teachers assume reading silently is time consuming and push the portions back. Post reading activities are not practiced at all except the teacher stabilizes reading lessons at the

end of classes in the form of question and answer. Moreover, tasks of post reading were given as homework for students. The stages of reading skills are not treated well.

### **Challenges teachers faced during teaching**

Based on the interview data collected from teachers and students the following challenges are given hereunder:

- Students cannot read and comprehend reading text.
- The full freedom of students either to participate or ignoring the reading classes are the common one.
- Uncontrolled use of mobile phone and students' misbehavior during class activity and assessment time.

### **Students Related Problems**

- Limited participation of students in the reading lessons are multifaceted ranging from lack of interest, fear of pronouncing words wrongly, poor vocabulary knowledge, large class size, tapping mobile games in the reading classes and dependency of students on their peers are the major.
- Wide content of book, incompatibility of students' prior knowledge with some reading topics, fear of committing errors and students' poor vocabulary knowledge made students reluctant on reading.
- Students are not reinforced either individually or in group.
- Students were not triggered to learn in line with the procedures and techniques of teaching reading.
- Students did not acquire in-depth understanding of how to pronounce variety of English words and English alphabet particularly at the beginning of a word.

## 5.2. Conclusions

This study was conducted with the aim of assessing the practices and challenges of teaching reading skills in EFL classes which was designed to identify the practices of teachers particularly in reading skills classes of Lalo secondary school grade nine. In order to achieve the objectives of the study, data gathering tools like classroom observation, students' questionnaire, and teachers' and students' interview were used. Based on this data gathering tools, the following conclusions and recommendations were drawn.

- ❖ Concerning teaching reading Skills, as the analysis of classroom observation showed both teachers and students indicated that the practice of teaching reading was found to be ineffective in the sample school as a few procedures were used. Even, it seems as if teachers have not understood the importance of the procedures and techniques of teaching reading because all the teachers started the class by writing the date, subject and topic on the chalkboard. Except one teacher, all the teachers neither explained the topic and pictures or symbols nor asked question as to make students reacted to the topic. Shahidullah (1996) pointed out the readers have to relate information from the text to already existing prior knowledge. Students should read independently and comprehend the message. The teachers read aloud first and allow students to read aloud turn by turn. This cannot encourage students to read, interact with the text, pictures and symbols and predict what the passage is about. Information and activities given in written language matched with pictorial information in line with clearly introduced topic and questions to explore the students' prior knowledge resulted in effective teaching (William, 1984; Negash, 2008).
- ❖ Regarding the importance of pre-reading, while-reading and post-reading stages, these are seemed to be neglected according to what has been observed. Though all the stages of teaching reading are important, pre-reading stage is the first and very important stage in the teaching of reading skills. The works of Harmer (2003) indicates good teachers play decisive role in order to integrate the reading text into interesting class sequences using topic, pictures, graphs, etc for discussion and further tasks using the techniques. Among the four teachers observed, only one teacher gave meanings of new words and arranged students into group and encouraged students to read silently. Brown (2004) revealed that teachers should spend sometimes introducing the topic, encouraging skimming, scanning, predicting and activating schemata. Even though teachers frequently give correction and

ask various questions on the topic, all teachers neither help students on how to get meanings of new words using contextual clues nor used cloze procedures and ordered learners to read other materials. Among four teachers, two teachers helped students to read for specific information and theme of the text.

- ❖ Concerning students' questionnaire, 40% of students said that the teachers explained the text briefly and allowed students to read the text intensively. Likewise, 80% of students' questionnaire and observation result depicted that students do not comprehend the text and do in group or pair. According to the responses of students' questionnaire, 54% of students responded that students always appreciated for their response and work on integrating reading skills with other skills.
- ❖ As the data on teachers' and students interview showed, despite teachers' effort students are reluctant, perceive reading as idle task and keep their eye on active students. According to the response of all teachers, students' misbehavior, large class size, students' fear of pronouncing words wrongly and unlimited freedom of learners in the reading classes remained the major challenges of teachers. Furthermore, wide contents of textbooks, incompatibility of reading topics with students' real life experience, uncontrolled use of mobile phone in the reading classes and disparity of students reading ability are the major obstacles of teaching reading. As the result of data collected showed disallowing mobile use in the school compound, and choosing reading content familiar with students' prior knowledge can improve their reading ability.
- ❖ The result of the students' interview revealed that five students like reading lesson. They reason out that it is decisive to acquire reading skills because all subjects are given in English. On one hand three students reported that they like it though they are afraid of pronouncing complex English words. All students responded that the teachers first explain the topic and create conducive environment for the students. In line with this concept, classroom observation, questionnaire and interview results indicated that teachers always engage their students into reading aloud. Regarding the difficulties students faced in reading classes, seven respondents reported that they have pronunciation difficulty and lack general awareness about how to pronounce variety of English words and English alphabet in different words.

### 5.3. Recommendations

Based on the above conclusions the following recommendations could be made:

- ❖ It is unquestionable that Changing procedures and techniques of teaching reading can bring change we aspire for in line with the current innovations made in the language teaching and learning.
- ❖ English language teachers should select appropriate techniques and procedures.
- ❖ Teachers should create interest by providing students predictive tasks and interesting activities and activate their prior knowledge before reading.
- ❖ Furthermore, it is important to encourage students to read with their clear purpose in mind. According to Nuttal (1982) providing framework of reason for reading for learners help them to judge how detailed their understanding will be.
- ❖ Teachers should not only give emphasis to few procedures and techniques such as presenting vocabulary, activating prior knowledge and engaging learners into task, etc but also it is mandatory to provide different real life tasks such as reading to get specific information and general information so as to help students engage in phases of reading with the respective techniques and procedures.
- ❖ Teachers should incorporate pre-reading, while reading and post reading activities in their reading lesson presentation.
- ❖ Teachers should work hard to overcome the challenges that come from students, environment, and other third parties.
- ❖ Language teachers and other concerned bodies should organize panel discussions, and seminars on how to present reading lessons in line with the suggested procedures. In addition, educational stockholders should work cooperatively with teachers to help students have good attitudes towards education at home and at school.
- ❖ Teachers should make their own effort to cope with the current theory and practices in language teaching in general and teaching reading in particular.

Above all, further research should be conducted to find out why teachers are reluctant to apply the prescribed procedures in the reading skills classes.

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## Appendices Appendix-1

### Classroom Observation Checklist

Name of the school \_\_\_\_\_ Name of the teacher \_\_\_\_\_ Class observed \_\_\_\_\_ Total student present \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_ Time From \_\_\_\_\_ to \_\_\_\_\_ A.M or P.M

No	Statements of teachers' reading lesson practices	English Teachers Observed																	
		Teacher 1				Teacher 2				Teacher 3				Teacher 4					
		D1		D2		D3		D1		D2		D3		D1		D2		D3	
		yes	No	yes	No	yes	No	yes	No	yes	No	yes	No	yes	No	yes	No	yes	No
1	The teacher explains the background of the reading text and relate it with the students' experience																		
2	The teacher gets students to discuss on the topic before they read																		
3	The teacher divides reading lesson into pre-reading, while reading and post reading activities																		
4	The teacher has rapport relationship with students during teaching																		
5	The teacher gives the meaning of new words before reading text																		
6	The teacher encourages students to read silently																		
7	The teacher arranges students into group throughout the reading classes																		
8	The teacher makes sure that each students read in the class and develop reading habit																		
9	The teacher sorted out words, read the text and explain it for the students																		
10	The students find meaning of words using contextual clues																		
11	The teacher asks various types of questions from the reading text																		
12	The teacher tries to integrate the reading skills with other language skills																		
13	The students read for specific information																		
14	The students skim through the text																		
15	The students predict what the content of the texts or reading passage is all about.																		
16	The teacher focuses on the theme in the reading text																		
17	The teacher uses cloze procedure for teaching reading																		
18	Students are appreciated for their response																		
19	The teacher allows students to read in the class																		
20	Students are encouraged to read other reading materials																		

**Key:** ✓ under 'Yes'= observed      D1= Day One      D2= Day Two      D3= Day Three

✓ under 'No'= Not observed

Researcher's note on teacher's actual practices of teaching reading skills

1. How does the teacher present reading skills? \_\_\_\_\_
2. How does the teacher involve students into actual reading classes?  
\_\_\_\_\_
3. What are the techniques and procedures teacher employ? \_\_\_\_\_
4. How does the teacher react to challenges of teaching reading skills? \_\_\_\_\_

Observation date \_\_\_\_\_ observation date \_\_\_\_\_ observation date \_\_\_\_\_

## APPENDIX -2

### STUDENTS' QUESTIONNAIRES

Dear informants, the main aim of this questionnaire are to collect data for the study entitled as, ' Assessing the Practice and challenges of Teaching Reading Skills in EFL Classes.' There are statements with five rating scales. Each statement has five options to choose from. These options are provided in the right columns and are represented by number ranging from 1-5 as follows.

- |                               |                                 |
|-------------------------------|---------------------------------|
| 0. means, I "never" do it.    | 1. means, I do it "rarely"      |
| 2. means, I do it "sometimes" | 3. means, I use it "frequently" |
| 4. means, I use it "always"   |                                 |

Please, read each statement carefully and put a tick ( ✓ ) against each statement to indicate how often do your teacher do the activity described by the statement. In addition to that there are three open-ended questions you can freely discuss in detail. The success of the study is directly dependent on the care and genuineness of your answer to each item. Since your answer will be treated with proper care feel free to give whatever information you think is important for the study. Dear informants! There is no right or wrong answer, and you are not evaluated based on your responses.

No	Statements of the reading Practice	Rating Frequency scale				
		Never(0)	Rarely(1)	Sometimes(2)	Frequently(3)	Always(4)
1	The teacher introduce the reading text briefly					
2	The teacher encourages students to relate the topic with their experience					
3	The students read for specific information					
4	The teacher makes instruction clear to the students					
5	The teacher encourages students to read closely or intensively to know detail of a text.					
6	Students get proper feedback from their teacher					
7	Students are provided with various reading materials					
8	Students comprehend the content of reading text by working through the passage and identifying main idea and supporting details.					
9	The teacher moves from group to group and checks the students' performance and give advice when necessary.					
10	The teacher divides reading lesson into pre-reading, while reading and post reading activities					
11	The teacher arranges class into group or pair in order to find meaning of text through discussion.					
12	The teacher encourages students to read the text on their own.					
13	The teacher encourages slow learners as to improve their performance					
14	The teacher helps students on how to overcome their reading problems.					
15	Students consult dictionary to get meaning of unfamiliar words					
16	The teacher asks comprehension question and helps students summarize reading text after each reading.					
17	The teacher asks you various questions in English to relate textual information to the reader's personal experience or background knowledge.					
18	The teacher integrates reading skills with other language skills.					
19	The teacher appreciate students response					

Dear informants! You can give your suggestions in detail.

20. How does the teacher teach reading text in the class?

21. How do you recall your prior knowledge while reading?

22. How often do you participate in the reading class activities?

### Appendix-3

#### STUDENTS' INTERVIEW

Dear informants, the main aim of this interview is to collect data for the study entitled, "Assessing the Practice and challenges of Teaching Reading Skills in EFL Classes." The success of the study is directly dependent on the care and genuineness of your answer to each question. The researcher will appreciate your cooperation in providing him with your genuine response for the following interview questions.

1. Do you like reading classes? If so, why? \_\_\_\_\_
2. How do you read? \_\_\_\_\_
3. How does the teacher present reading text during teaching?  
\_\_\_\_\_
4. Do you predict the content of reading text? How do you predict the content of the text? \_\_\_\_\_
5. How does your teacher give real life to the reading text in your reading classes?  
\_\_\_\_\_
6. How does your teacher engage you in reading classes?  
\_\_\_\_\_
7. What difficulties have you ever faced mainly in reading classes?  
\_\_\_\_\_
8. How does your teacher help you comprehend the content of reading text?  
\_\_\_\_\_
9. How does your teacher help you in developing your reading habit?  
\_\_\_\_\_

**Thank you for your Cooperation!**

## APPENDIX-4

### STUDENTS' QUESTIONNAIRES ( AFAN OROMO VERSION)

Kabajamaa/tuu deebistoota bar-gaaffiilee (questionnaires), Kaayyoo guddaan bar-gaaffii kanaa qorannoo 'Assessing the Practice and challenges of Teaching Reading Skills in EFL Classes ' jedhu irratti odeeffannoo funaanuuf qophaa'ee dha. Milkaayinni qorannoo kanaa deebii sirrii dha jettee himoota kennamaniif ati kennitu irratti hundaa'a. Deebiin kee sirriitti waan si eegamuuf odeeffannoo ni fayyada jettu walaba ta'ii deebisi. Hima tokkoof filannoowwan shan (1-5) of jalaa qaba. Isaanis:

1. Jechuun mala kana gonkumaa(never) hin fayyadamu
2. Jechuun mala kana darbee darbeen(rarely) fayyadama.
3. Jechuun mala kana yeroo tokko tokko( sometimes) fayyadama.
4. Jechuun mala kana yeroo hedduu (frequently) fayyadama.
- 5 .Jechuun mala kana yeroo hundaa(always) fayyadama.

Egaa hadaraa kee, himicha erga sirriitti dubbistee booda maloota himoota kanaan ibsaman hammam akka itti fayyadamtu fuuldura isaatti mallattoo(✓) kaa'uun agarsiisi. Qorannoo kanaaf odeeffannoo ati bar-gaaffii keessatti kennitu murteessaa waan ta'eef hirmaannaa keef ni galateeffamta. Itti dabalees, gaaffiilee banaa sadii gadiitti kennamaniif deebii bal'aa barreeffamaan kennuu dandeessu. Jaallatamoo deebiistoota gaaffii kanaa, Deebiin kun sirrii dha yookaan sirrii miti jedhamtee waan ittiin madaalamtu kan hin qabne ta'uu hubadhu!

Lakk	Himoota/gaaffii	Madaaltuu hanga deddeebi'a fayyadamaa				
		0	1	2	3	4
1	Barsiisaan dubbisa haala ifa ta,een dhiyeessa					
2	Odeeffannoo murtaa'oo argachuuf baratootni sakataan dubbisu.					
3	Baratootni mata duree dubbisaa muuxannoo isaanii waliin akka firoomsan ni gargaara					
4	Barsiisaan dubbisaa fi kaayyoo isaa sirriitti ibsaaf					
5	Ergaa dubbisa tokkoo hubachuuf gad-fageenyaan nan dubbisa.					
6	Yaada waliigalaa hubachuuf dubbisa qabiyyee bal'aa qabu gaadfageenyaan ni dubbisa					

7	Barsiisaan barruulee garaagaraa akka dubbifnu nu jajjabeessa				
8	Barsiisaan kee shaakala dubbisa duraa, yeroo dubbisaa fi dubbisa boodaa jedhee qoqoodee ni barsiisa				
9	Qabiyye dubbisaa hubachuuf yaada ijoo fi himoota callaa keeyyataa akka adda baasnu barsiisaan nu gargaara.				
10	Barsiisaan barattoota gidduu asii fi achi adeemuun sochii barataa adda baasuun deggersa barbaachisu kennaaf				
11	Barsiisaan kee gareen ykn cimdii isin qoodee ergaa yookaan yaada dubbisa tokkoo gareen mari'attanii akka argattan isin gargaara.				
12	Barsiisaan kee rakkoo ati dubbisa irratti qabdu dhiluun si gargaara.				
13	Hiika jechoota hormaa kuusaa jechootaa keessaan argadha.				
14	Barsiisaan akkan qofaa dubbisuu na deeggara.				
15	Hanqina dubbisaa koo barsiisaan adda baasee natti hima.				
16	Barsiisaan duub-deebii sirrii ni kenna				
17	Barsiisaan gaaffiilee firoommii muuxannoo barataan walqabatan hedduu Ingiliffaan ni gaafata				
18	Barsiisaan dandeettii dubbisuu fi dandeettiwwan afaanii kan biroo walbira bikkuun nu barsiisa				
19	Barsiisaan kee deebii kennituuf si hamileessa.				

Kabajamoo Deebistoota gaaffii kanaa gaaffii kanaaf yaada bal'aa kennuu dandeessu.

1. Daree keessatti barsiisaan Dandeettii dubbisuu akkamitti barsiisaa?

---

2. Dandeettii dubbisuu yogguu barattuu muuxannoo duraan qabdu akkamitti yaadattaa?

---

3. Dalagaa baruu fi barsiisuu keessatti ta'u irratti akkamitti hirmaattaa?

---

**Tumsa na gootaniif guddaa galatoomaa!**

## Appendix-5

### STUDENTS' INTERVIEW( AFAN OROMO VERSION)

Kabajamaa/tuu deebiistoota af-gaaffii kanaa, odeeffannoo qorannoo matadureen isaa, "Assessing the Practice and challenges of Teaching Reading Skills in EFL Classes" jedhu yogguu ta'u, galma gayiinsi qorannichaa odeeffannoo bilchaatoo ati kennitu irratti waan hundaa'uuf deebii kennituuf ni galateeffamta. Af-gaaffiwwaan deebisuun ayata qorataa waliin uumteef qorataan si galateeffata.

1. Barannoo mala dubbisuu ni jaallattaa? Deebiin kee "Eeyyee" yoo ta'e akkamitti dubbistaa?

---

2. Barsiisaan kee dubbisa tokko akkamitti dhiyeessaa?

---

3. Barsiisaan qabiyyee dubbisaa akkamitti ibsaa?

---

4. Barsiisaan kee akkamitti barannoo mala dubbisuu qabatamaa taasisaa?

---

5. Deebiin kee 'eeyyee' yoo ta'e, akkamittii? \_\_\_\_\_

6. Barannoo dubbisaa irratti akkamitti hirmaattaa?

---

7. Barsiisaan kee amaleeffannaa dandeettii dubbisuu kee akka gabbifattuuf akkamiin si gargaaraa?

---

8. Dubbisa irratti rakkoo akkamiitu si mudatee beeka?

---

9. Dubbisa keessatti walitti hirkatiinsa yaadaa hubachuu irratti barsiisaan kee akkamitti si gargaaraa? \_\_\_\_\_

**Tumsa naa Gootaniif Guddaa Galatoomaa!**

## APPENDIX-6

### TEACHERS' INTERVIEW

The main objective of this interview is to gather information on the study entitled, "Assessing the Practice and challenges of Teaching Reading Skills in EFL Classes." First of all, I would like to thank you for your willingness for this interview. Without your genuine answer this study cannot achieve its target. So, feel free and give your answer. The researcher will appreciate your cooperation in providing him with your genuine response for the following interview questions.

1. Do you like teaching reading skills? If so, how do you teach?  
\_\_\_\_\_
2. How do the students perceive the content of the reading text?  
\_\_\_\_\_
3. How do you present reading text in your reading skills classes?  
\_\_\_\_\_
4. How do you encourage your students in the class?  
\_\_\_\_\_
5. What are the major problems of teaching reading?  
\_\_\_\_\_
6. What could you suggest in order to improve learner's reading ability?  
\_\_\_\_\_
7. How do your students understand the theme of the text?  
\_\_\_\_\_
8. How often do you divide the reading lesson into pre-reading, while reading and post reading activities? \_\_\_\_\_
9. How often do students find out required information from the text?  
\_\_\_\_\_
10. How do you see your students' participation in the reading class?  
\_\_\_\_\_

**Thank you for your Cooperation!**