



ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

**CHALLENGES OF TEACHING AND LEARNING READING SKILL IN
EFL CLASSES: THE CASE OF GRADE 12 AT SOKORU PREPARATORY
SCHOOL.**

BY

SISAY BEKELE

**THESIS SUBMITTED TO ADAMA SCIENCE AND TECHNOLOGY
UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENT
FOR THE AWARD OF THE DEGREE OF MASTERS IN TEACHING
ENGLISH AS A FOREIGN LANGUAGE (TEFL).**

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**A Thesis Submitted to Adama Science and Technology University
in Partial Fulfillment of the Requirement for the Award of the Degree of
Master in Teaching English as A Foreign Language (TEFL)**

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Adama, Ethiopia



DECLARATION

I hereby affirm that my research work entitled “*Challenges of Teaching and Learning Reading Skill in EFL Classes: the Case of Grade 12 at Sokoru Preparatory School*”. A Thesis Submitted for the partial Fulfillment of the Requirement for the Award of the Degree of Masters in Teaching English as a Foreign Language (TEFL) is my own original work and has not been submitted for any assessment, degree, diploma or award at ASTU or any other Universities or Institutions.

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COUNTERSIGN

This is to certify that the above declaration by the candidate is true, the thesis embodies results of original work, and studies are carried out by the student himself to the best of my knowledge as advisor to the candidate.

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Date: - 15/01/18



Department of English

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Acronyms

ASTU = Adama Science and Technology University

EAEC = East Africa Examination Council

EFL = English as a First Language

NBDC= National Book Development Council

NECO= National Examination Council

Abstract

The objective of the study was to investigate the challenges of teaching and learning of the reading skills in EFL class with particular reference to Grade 12 students at Sokoru Preparatory School. To achieve this purpose four objectives were developed. These objectives were, then reformulated in the form of research questions to guide the study. In order to answer the research questions, a descriptive research design having mixed research approach was employed by using both quantitative and qualitative methods. The populations of the study were grade 12 English teachers and students at Sokoru Preparatory School. In order to collect the necessary data for the study, both closed and open questionnaires, interviews, classroom observations, and textbook analysis had been employed as data gathering instruments. The data obtained from various sources were analyzed both quantitatively and qualitatively so as to generate some findings. The findings of the study concerning teacher problems revealed that teachers were not encouraging the students to become active and efficient readers and participants in the classroom reading lesson. Teachers' presentation of the reading lesson was not following the basic procedures needed for it. The findings also showed that the reading lesson was largely missing the uses of active teaching method for reading. The findings of the study concerning students' problems showed that because of students' poor language background, they were not interested in learning the reading skill properly. Besides because the reading lesson was poorly organized, students were not motivated to read both in classrooms, at the library and outside the school. In addition the findings of the study concerning the reading materials indicated that the languages and the activities included in the textbooks were beyond students' capacity and these caused problems in students' attitude to read effectively. Based on these findings, some conclusions were drawn and recommendations were also forwarded for concerned stakeholders.

CHAPTER ONE

INTRODUCTION AND BACKGROUND

This chapter deals with the introductory part of the thesis. It is concerned with presenting the background of the study, statement of the problems, objectives of the study, research questions, and significance of the study. It also presents scope and the limitation of the study, organization of the thesis and operational definition of the terms used in this work.

1.1 Background of the Study

Reading, as one of the macro skills of a language, is considered to play a great role in the teaching and learning of English and other classroom subjects. People read a text for a purpose and it occurs within and outside the context of learning. Reading is also considered as an important language skill because it is through reading that students obtain information during teaching and learning process. Goodman (1970: 201) emphasizes by that stating by the importance of reading that even today, reading remains the major skill in the learning classroom due to the benefits it provides learners with additional ideas to the subject matter they learn. Moreover, Van EK and Alexander (1980: 6) suggest that reading could shape the personality of individuals and it helps them develop proper thinking, get new ideas and create awareness about the world.

In the early days of English language, teaching reading was taken as an important skill. For example, when the Grammar Translation Method was in place, reading skill was not taught as an explicit skill in the language classroom, but it tended to be taken as an incidental skills that had been generally developed through exposure to written texts (Smith, 1982). Furthermore, Wallace (1993) suggests that, in the past, the reading skill was considered as a hierarchy of skills learned through drills, rules, memorization and categorization.

However, at present, the view about the value of reading skill and the approach used for teaching the reading skills has changed significantly. In view of this, the materials and approach is used for teaching English and for the teaching of reading skill and in particular have been given due attention based on the ways that help students make efforts to read and to acquire information

form texts. According to Goodman (1967: 23), reading is an interaction between the reader and the written script through free communication and is a matter of highlighting interaction between the text and the reader. He also showed that how the readers draw meaning from the reading text by using three cueing systems such as the word type, its grammar and meaning making aspects.

The teaching and learning of the reading skill on the bases of the appropriate procedures and techniques is considered essential as it is a key to the development of the other three macro skills. For instance, Khan (2004) explains that reading is one of the most important of the four skills because it serves as an important tool in every field of professional and educational service. In many situations, it is considered an indispensable channel of communication in an ever-widening world.

Furthermore, in the academic sphere, students read to do home works, and class works and to study other school subjects while for non-academic purpose students may read texts for enjoyment or for pleasure and for passing time. It is, therefore, necessary to consider why students are taught to read, they are taught to read since they can develop their language skill and improve their understanding of the meaning a text conveys. Nuttal (1996:30) states that students need to learn how to read because language improvement is a natural by-product of reading. Besides, reading has a paramount importance where English is used as medium of instruction like Ethiopia. The academic success or failure of students is largely based on their ability to read and comprehend the text books and the notes of different subjects they study.

Thus, reading being one of the most important language skills, teachers should consider employing a teaching method that goes in line with the needs and purposes of students and methods that promotes the development of their reading proficiency. Students also need to consider how best they can learn to read and improve their reading skill by trying to acquire ways of improving their reading skill from the classroom language instructions. This is because students' reading proficiency is mainly affected by the teaching methods employed and by the way, students make efforts to learn reading in the classroom (Cunningsworth, 1995).

In line with the above idea, the current English for Ethiopia teacher's guide book and student textbooks for secondary schools have sections that deal with how teachers should present the reading skill based on the appropriate procedures to teach and also contain the appropriate

procedures so that students could make exercises on reading activities and make practices to read various texts in the classroom. However, at Sekoru Preparatory School it is observed that various problems, which could be related to the teaching and learning of the reading skill, exist widely. The challenges in teaching reading skill were related to different factors pertaining to teachers' ways of handling teaching reading skill and students' ways of learning in the reading classroom.

Therefore, this study was conducted to assess the practice of the teaching and learning of the reading skill at Sokoru Preparatory School and to identify problems affecting the teaching and learning of the skill by providing insight to concerned bodies about the problem.

1.2 Statement of the Problem

The pedagogical significance of teaching the reading skill in language classroom is not disputable. Reading is considered helpful to students in various ways. For example, in English language classes, reading helps students improve their English and to be proficient in reading. It is also helpful to students to better understand those subjects they learn at any level of education for academic success. Reading as an aid to teaching and learning in the language classrooms, serves learners to meet their academic demands. Reading can also modify the personality of an individual and it can help develop personal thinking skill and ideas (Traven, 1990).

According to Van EK and Alexander (1980:12), reading is used as availability of visuals in the classroom practice. This helps to guide the students in the reading skill practice. They also believe that reading is a vehicle for teachers to teach properly, for students to learn effectively, and for educators to discover the new ideas around the world. This shows that reading is an essential tool for students' critical development in the classroom and the outside world anytime. In spite of this, there are challenges related to the practice of the teaching and learning of the reading skill at Sokoru Preparatory School.

Challenges, which were observed during the teaching and learning of the reading skills, are serious and have impacts on the academic performances of students in the school. For instance, English teachers who teach at Grade 11 and 12, often talk about their students' poor reading performances and poor reading skill proficiency in English language. The challenges of teaching

the reading skill in the EFL classroom are increasing everyday as students seem to dislike to do practices on the skill and they had little motivation to learn the skill in class.

The present researcher had also noticed that students' reading skills are far less than the expected level because the students demonstrated poor reading skill in English. The students themselves also reveal that the reading texts contained difficult activities as comparing to other skill exercises in their textbook to do class works, home works and examinations. Additionally, other teachers who were teaching reading skill complained that students were not interested in learning the reading skill because they found it difficult to learn in the classroom.

Concerning problems on the teaching and learning of the reading skill, various studies have been carried abroad and in Ethiopia at various times. For example, a study by Arony and Ogbadu (2011) had found out that the causes to students' poor reading performances were in part due to the low government financial support to schools to build libraries and to equip libraries with reading materials and low level school physical facilities. Davey (2005) had also investigated the problems and challenges of teaching reading strategy and he found out that students only knew limited amounts of reading strategies. According to his report, the classroom reading lessons were offering very little practices on reading skill strategies.

Locally, studies were also carried out on challenges of the teaching and learning of the reading skill in Ethiopia. For example, Mulugeta (2002) conducted a study on the practice of teaching reading in English in second cycle of primary schools at grade eight. The possible causes for students' poor reading, according to the study were lack of parental support, students' pre-school background, free promotion policy, the living conditions of the students and lack of reading materials. A study conducted by Josef (2005) compared the methods of teaching reading skill via plasma TV and classroom teacher instruction at Hawassa town focusing on the case of grade 11 students at two Senior Secondary Schools.

. The method of teaching reading skill employed by the plasma teacher was found to be relatively different from the classroom teacher teaching reading skill. That is, the plasma teacher used teaching reading skill methods by providing enough opportunity for students to interact

with the text freely in pairs or in groups whereas the classroom teacher employed poor methods of teaching reading skill in the classroom.

Although a number of studies were conducted in the teaching and learning of the reading skill, there was no particular local study carried out which directly dealt with assessing challenges in teaching and learning reading skill in Sokoru Preparatory School. The focuses of the studies were on only reading problems related to students' participation in reading. However, in the present study, the aim was to assess the reading skill problems related to classroom contexts by focusing at the practices and activities carried out for the reading lesson to students' motivation. Therefore, this study was conducted to find out the challenges that were obstacles to the teaching and learning of the reading skill among students of Grade 12 at Sekoru Preparatory School.

1.3 Objectives of the Study

To address the problems discussed above, the following general and specific objectives were designed for the study.

1.3.1 General Objective

The general objective of this study was to assess the major challenges experienced by EFL teachers in teaching reading skills with particular reference to students of grade 12 at Sokoru Preparatory School.

1.3.2 Specific Objectives of the Study

The specific objectives of the studies were to:

- 1, Identify teachers related challenges in teaching the reading skills in English classes.
- 2, Assess the problems student related challenges in learning the reading skill in English classes.
- 3, Find out textbook related challenges in the teaching and learning the reading skill in classroom.
- 4, Explore how the teachers were dealing with the challenges of teaching reading skills.

1.4 Research Questions

In order to achieve the above objectives, the following research questions were formulated.

- 1, What were the challenges teachers faced in teaching the reading skills in English classes?
- 2, What were the problems students faced in learning the reading skill in English classes?
- 3, Were there textbook related challenges that affected the teaching and learning of the reading skill?
- 4, How were teachers dealing with the challenges of teaching reading skills?

1.5 The Significance of the Study

This finding was expected to be helpful to English language teachers, students, English language material producers and researchers about the teaching and learning of the reading skill in English classrooms.

First, it considered that the finding of the study would create awareness to the teachers and student about how to address the problems contained in the reading texts. The finding of the study was also considered to inform English language teachers to employ reading strategies with which students can read effectively. Second, the finding was also hoped to help teachers by indicating ways which would assist them improve the instructional practice so that they could help students develop interests and motivation in learning the reading skill by making active and responsive participation in the classroom.

Third, the finding of the study would show students' way concerning the difficult areas they faced problem in reading and how they could attempt to improve the problems and how they could participate in the reading in the classrooms at the library and home. Finally, the finding of the study could be used as a basis for further research studies on the same topic and to continue on the point where this research has stopped concerning the challenges that affect the students reading skill in Sokoru Preparatory School or at other areas.

1.6 Delimitation (Scope) of the Study

This study would have been of very much importance if had been carried out throughout preparatory schools found in the Zone. Nevertheless, due to lack of various aspects, the study could not include the other preparatory school. So, the study was delimited to be carried out only to specific area and specific population. That is, the study was delimited to Sokoru Preparatory School in Jimma Zone, Sokoru Warda. It was delimited to two sections of Grade 12 students although in the school there were several sections and grade levels. The study was delimited to assessing challenges teachers and students were facing during the teaching and learning of the reading skill. The study was also delimited to using such research instruments as questionnaire, interview and classroom observation.

1.7 Limitations of the Study

During the course of the study, different problems were encountered. Among them, the research faced problems: lack of time, lack of internet access, lack of getting reference books, transportation problems to go to Jimma and Adama university libraries to get reference books and research works, the academic workload of researcher in the school were the major problems encountered during the study. The other limitation encountered during the study was that some of the questionnaire and interview respondents were not interested in providing data because the respondents could not be open to share ideas in a way researcher needed to do so during fieldwork.

1.8 Organization of the Study

This thesis was organized into five chapters. The first chapter was concerned with background, statement problem, objectives and research questions, delimitation and limitation and definitions of key terms. Similarly, the second chapter presents review of related literature which was on the reflection of different writers' point of view about the teaching and learning of the reading skill. The Third chapter had focused on the methodology of the study. This chapter briefly discusses the research design and procedures followed for sampling and for research instruments, for data collection and analysis procedures. Next, Chapter four deals with data presentation and discussion of the data analyzed. The final part of this thesis is Chapter Five. The focus of this

chapter is on providing summary and conclusion concerning the procedures and major activities carried out during the study followed by recommendation based on the finding of the study

1.9 Operational Definition of Terms

This section presents working definitions to some of the basic terms and concepts used as per the contexts they were used in the study.

Achievement: - successful production gained through a studies skill or it is a development of mental, social, behavioral, intellectual changes, increscent of skill practice.

Assessing: - the term assessing refers to judging, evaluating, deciding and determining a particular thing or activity.

Attitudes: - is behavioral change that is reflected in increasing or decreasing interest or motivation towards a certain kind of task.

Challenges: - are those problems or obstacles teachers and learners encountered during the teaching and learning of the reading processes, such as, difficult words and complexity of reading texts, which requires greater effort and determination.

Context: - refers to the context in which words, sentences or text are found in and it refers to the words sentence or text before and after them which help make its meaning clear.

Interests: - Refers to the feeling that the anyone including students have when they want to know or learn more about information through reading or referencing different written information.

Motivation: - refers to the processes that arouse sustained and regular human interest or behavior to be engaged in activity or task.

Reading skills: - recognizing the script of a language, understanding the explicitly stated information, conceptual meanings, factions of sentences and utterances. It also refers to the process of skimming, scanning and the basic reference skills employed.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. Introduction

This chapter deals with the provision of review of related literature and studies related to the teaching and learning of the reading skill in English. Thus, first, attempts are made to provide definition to reading and challenges of the reading skill. It also deals with taking ideas related to reading as a hobby, the purpose of the teaching reading skills, challenges in planning lesson for reading skill, the role of reading in the language classroom and reading theory in the context of language teaching and other related topics to the study.

2.1 Definition of Reading

Reading like the other language skills is a cognitive process. Curzon (1999:67) define that reading tends to be a cognitive processes. It states that reading was a ways of looking at written words or texts with having signs and symbols. In addition, other scholar was claiming to say that reading like as if communicating with best friends eating meals and sitting round the table. Curzon added that reading was an important activity and it had taken during free time in the classroom or any other quiet place. He justified that reading skill also practiced by civilized people such as place where the students, teachers, and other educators presence in the community.

Atkins et al (1996) define reading in that it fosters the readers' cognitive domain and that reading is a ways of interacting with written frameworks. This helps the readers foster or develop their cognitive domain, especially for intellectual growth and for acquiring basic knowledge in the school. Sex (1974) also explains that reading is a skill that involves with the eyes falling on the printed page and it tended to series of blows taking in the meaning with eyes fall. Goodman (1967) had also defined reading in that reading had been considered an active rather than a passive process of constructing meaning.

2.2 The Challenges of Different Techniques of Reading in the Reading Classroom

In the coming sections, attempts are made to discuss the challenges faced while using the reading skill during the classroom instruction.

2.2.1 The Problems of Slow Speed-Reading

Grellet (1981) reported that students could be held back during their study by slow reading speed. He also noted that since some read no more quickly read by themselves, then they do it aloud. He add that the secret of successful reading lies in having variety of reading ways, such as, speeds for extensive reading, slow for poems and for skimming pages to get an impression or find a reference. The main causes of slow reading are failures in technique. Heywood (1987) had compared reading as much to the skill of blacksmithing. If readers were to try, the blacksmith's work they would take much longer to produce the tools they make and the quality of their work would almost certainly be inferior to his. If they cannot judge the correct temperature at which the metal responds most, their work would also be poorer than that of the skilled blacksmith because they lack the skill to hit the metal at just the right point.

Sex (1974) had also been clarifying that cognitive could be included during the recall or recognition of facts, procedural patterns and concepts that could serve in the developmental and in intellectual abilities and skills. Due to this patterns, description of facts that are included in the reading skill were silent reading, word or phrase recognition, slow speed-reading, low readers, guessing meaning of words and important details of meaning conveyed. Curzon (1999) claim that problems and challenges of reading skills also enable the readers to turn writing into meaning and readers to achieve the goals of independence upon reading skill in the classroom.

Brown (1983) tends to collect the verbal reporting, which had been used in second language acquisition studies. He collected verbal reports on how expert formulate written summaries of reading texts. Mann (1983) elicited subjects' self-reports in order to identify problems in reading in L1, and readers' attempts to solve them. Olshavsky (1977) had also been investigating the problems and challenges of reading strategy, which had been obtained in the verbal reports from the readers.

2.2.2 Understanding Critical Reading Skill

Williams (1984) define that critical reading means questioning the opinions of the writers. Readers could agree or disagree with writers opinions. Critical reading abeles the readers to see relationship of ideas through critical readings and to discovered specific aims in written text whether it had been written formally and informal ways. Meanwhile it helped to read with meaning and fluency. Similarly, the readers want to influence the way they taught and saw the world. William acknowledged that readers had the right to agree, or disagree others writers' opinions. That was to say that readers could identify whether the reading text based on fact or opinions, whether he or she agreed with the authors viewpoints and whether personal skill involved evaluating authors point of views. Critical reading is an individual's communicative ability which person takes on his/her point of view understanding from widespread of the massage from the written massage.

2.2.3 Understanding of Scanning Skill

According to Grellet (1981) scanning stands with ways of reading skill that one person takes in the classroom or other areas. This type of reading is tended to look for specific information. As he listed in his finding, that the scanning ways of reading was including date, places, lists of names, and page number. He also added that it is a quick ways of reading. Readers tended to go in the written text quickly and get specific derail or information as soon as possible. Readers concentrate on particular items and look quickly through a film review, news headlines and topics of that reading only. In these case readers ignore their information until they could come to the specific items they were looking for.

2.2.4 Understanding of Skimming Skill

Skimming is also another ways of the reading skill suggested by the scholars that had practiced in the reading classroom. Heywood (1977) pointed out that skimming is a technique which is used during the reading of a written text quickly. It helps the readers see the information whether it is interesting to read or not. He suggests that it is a reading for the gist or for main idea to get information effectively. It is also an effective way of evaluate reading quickly and understand the gist or the central massage of the reading by looking at the main aspects of reading. For example,

it helps the readers to read the title, the name of the book, the introduction, pictures and conclusion of the central message. This assists the readers in order to get general understanding of the reading skill. The readers can predict what the author is trying to say about it. Getachew, (1996) had claimed that general understanding for reading skill mean it is not stopping for every word, not analyzing everything that the writers or speaker included in the written materials. But it simply helped the readers to get the gist from the written materials.

2.3 Taking Reading as a Hobby

Bloom (1956) discovered that the techniques of reading suggested for personal enjoyments. Reading as a hobby is another type of reading and had been exercised by many people, taking as their daily activity to refresh their mind and entertaining oneself during their pass time. They tended to chose attractive texts that motivating to read in their spare time. This had taken as enjoyment but it was not deep reading for finding information. These activities tended to help entertaining themselves in their reading experience. Bloom also described that what other people do in the community which they had chosen to do rather to read and improve personal skills now-a-days.

Children who ignore reading in their free time were likely low performers and were likely to get low results in the classroom. He stated students who were motivated watching different programmer rather than to read newspapers, book, and other written materials for their own work profession in their community. He also believed that it was not mean they were not learning from those types of authentic materials so far. Reading tended reinforce readers to discovered new information from different writers' perspective up to date their minds and change their views with the accessibility technology in these world.

2.4 The Purpose of the Teaching Reading Skills

Reading can be used for research work and for specific duty. It was a goal-oriented type. That means readers were reading to achieve their own specific information. Teachers read their texts and reference books for teaching purpose and other educators read text in order to make their work acknowledgeable and sufficient, as well as the researcher read selected topics to overcome for addition information. Caiko (1980) explains that students could read nonfiction book to pass

their test or exam, and they could maintain their reading for farther information on their field of study and they may be finding facts, new ideas and meeting with new luck in the community where they live in. Johnson (2003) admitted that also during his designing language teaching tasks. This tended to be different reasons for reading skill. One reason was to get information and other reason was to find correct answer, fill empty spaces or for enjoyments. Each of this practice needed an appropriate texts or selective texts so that children motivated those texts, which attract their attention to read and practice different ways of reading skills in their studies.

2.5 The Challenges Planning Lesson for Reading Skill

Kikborn and Coorreman (1987) indicated that challenges of preparing reading skill could be related to formal and informal ways. The formal approach to reading skill tended to seen as a skill that mastered as soon as possible. According to these scholars the challenges related to preparing lesson for reading skill needed additional time and human power in order to lead well in the classroom as well as outside their classroom. The implication of these two people was that these two skills should be taught separately. Moreover, the lessons should be prepared and taught which use the best means and possible ways for teaching children to read and to give to other students as much as possible to practice for improving their skill.

On the contrary, informal approach to reading is also seen as total context of learning and therefore the skill that was driven from a learning environment is aimed at making language for communication to flourish and which is literacy grown out of personal need and purpose. Caiko (1980) demonstrated variations in the reading of individuals that might be developed during communicative skills of language classrooms. That being so informal methods is made more of these facts than formal methods of teaching reading and they made more effort to stimulate a desire in the child to read before trying to teach him to read (Farrant, 1980:172). The demonstration of Farrant maintains that it would work out in schools today. He tends to concluded that it had done through telling story orally and reading storybooks practical ways. So that readers could be motivated to read and they could come simply associated with flexible books to practice their reading skill with both intensive and extensive reading types in their fieldwork

2.6 The Role of Reading in the Language Classroom

The following section discusses the various roles carried out for reading in English language classrooms.

2.6.1 The skills Involved in the Reading Classroom

Wallace (1993:90) provides the role of reading he had discovered as follows. He put three main ideas by referring that reading could help know the past, the present and future events. He had also suggested that skills involved in reading in that he demonstrated that readers needed to follow beyond written instruction or directions by using variety of clues to understand what the writers or speaker was implying or suggesting in his / her description in order to convince the others. When the readers read the texts, they had to follow certain descriptions. Taylor et al (1996) also listed that the following descriptions in that the skill of reading which involves recognizing the script of language as follows. Reading helps:

- Understanding the explicitly stated information such as its conceptual meaning, functions of communicative sentences and understanding the values of the communicative language (functions)
- Deciding the meaning of unfamiliar words and recognizing indicators in discourse
- Guiding, to distinguish the main ideas from supportive details and guessing words meaning from the context (clues) and by making inferences.
- Predict or guess what is coming next and to understand the relation between sentences and to understand text organizations

At the end reflecting the text whether it is subjective (opinion) or objective (facts) and whether the text had written in a specific ways.

2.6.2 The Characteristics of Teaching the Effective Reading Skill

Smith (1982) listed that the following effective characteristics of teaching reading skills in the English language classrooms.

- These readers read for clear purpose and they tend to read silently.

- They read phrase by phrase, rather than word by word and they concentrated an important bit and skip the rest
- They tended to use different speeds and strategies of reading, and they could perceive the information in the target language and they could guess the meaning of new words from the context.
- They tend to use background information to help understanding the text.

2.6.3 The Stage Practiced in Teaching Reading Skill in Language Classroom

There are different stages that reading skill takes to improve persons reading abilities. Nuttals (1982) claim that there are three stages or activities in teaching reading skill. She describes the three activities such as pre-reading, while reading and post reading activities that should be practiced in the reading classroom. The brilliant teachers needed first to think the processes of the reading or the stages and ways of reading process in the reading classroom. When the readers read, they read for a purpose and then the reading has been used as common language in daily life that in order to communicate with writers' point of views and it occurs in the readers' context work.

2.6.3.1 The Implementation of Pre-Reading Tasks

Simon and Swan (1991) the purpose of pre-reading skill is to prepare students for next stages (steps) of reading. These types of reading was also called leading in practice this could prepare for the while reading activities. It helped to facilitate at the very begging of teaching reading exercise in the classroom. These activities included directions signs at the airport/rail ways stations, telephone directory, and personal letter from friends. Readers' would have had different reasons for reading above message. However, the common goals for each activity would have understood a message. Predicting interims of the title, vocabulary and based on the true / false question in general texts during lesson presentation.

2.6.3.2 The Implementation of while-Reading Tasks

This phase of reading deals with reading for main idea or for detail information. It takes deep activities in order to find the effect of the message. This stage of reading is intended to focuses on the process of understanding rather than the results of reading. Akijdu (1993) indicates that

the idea of while reading skill tends to be taken as information transfer activities, understanding references, making inferences and reading skill questions. At this stage, readers tend to read the question or the passage silently to find the answer from the text. Example re-writes the sentences find differences, camper and contrast the information and make an arrangement of the given passage had exercised.

2.6.3.3 The Implementation of the Post-Reading Tasks

These activities stand with over all skill questions. (Tomlinson and Ellis, 1989) observed that the post-reading skill activates is desired to provide for the students who had an opportunity to relate what they had already read and what they had already known or to connect what they felt with their actual lessons. In additional to these issue or tasks it could help for the students to produce language based on what they had learned. Example discussing questions, reproducing the text, role-play, writing report, and reading aloud were involved in these stages. This means that psychomotor domain had been used hear in order to convince the others. The psychomotor domain includes physical movement's, coordination, and use of the motor skills area requires to practice it and it was measured in terms of speed, precision, distance, and procedures or techniques could be listed under these stages. Moreover, reacting, reproducing, responding are achieved under these activities.

2.6.4 The Implementation of Bottom-Up and Top-Down Ways of Teaching

Williams (1986) acknowledged that the two ways of processes of the readings, such as Bottom-up and Top-down ways reading. Bottom- up processes of readings is those readings that could take stimuli from the outside world. For example, latter and word for reading and it is the taking of information with little recourse to higher-level knowledge. He also added the Top-down processes ways of reading is intended to start from uptake of information. It tends to guide by an individual's prior knowledge and expectations. Bothe processes of readings formally work together.

Grant (1987) discussed that ways of reading process and according to him, reading should be taken top-down and bottom-up processes. And each process had its own ways of reading approach. So, Grant implications was that Top-down processing make the readers to get a general views of the reading by using slow ways absorbing the overall picture. This can help if

the readers' schemata allow them to have appropriate expectations of what they were going to come across in their experiences. While during Bottom-up processing stage, the readers is focused on individual words, phrases, and they could achieves ways of understanding by stringing that detailed elements together to build up a whole for examples readers could get clear general picture of what the text was about (saying) in the teaching respective skills (Booim, 1959:63). When teachers or educators were setting tasks to develop reading skill, it would be extremely important to vary the levels of thinking require to them that should be answered and give clear information relating the various different levels of thinking.

2.7 Reading Theory in the Context of Language Teaching

There are various theories of reading in the context of language teaching. Each of them are discussed briefly next.

2.7.1 Psycholinguistic Theories of Reading

Psycho linguistic theory of reading approach of early reading instruction is one of the reading theories. Martin, McPherson and Russel (2001) criticize this theory in that although it is the building blocks or bottom–up approach. They claimed that the theory focuses to see meaning rather those structures of as all important. According their view reading has been considered an active rather than a passive process of constructing meaning and meaning had created through the interaction of the reader with the written text. Goodman (1967) postulates that highlighting that interaction of text and reader. As Goodman suggested that readers draw on three cueing systems as they read such as the grab phonic (word sounds and symbols), the syntactic (language structures and grammar) and the semantic (meaning making aspects).

2.7.2 Social Theories of Reading

The social theory of reading suggests that psycholinguistic models had focused on individual interaction between the reader and the text. It does not take to an account, which reading was a social as well as a psychological activity. Dakain (1972), Brooks (1964) and Brown, et al (1984) described that social reading emphasize that reading had to do with human relations and purposes and it focused on the way people derived the meaning based on their interpretations of their issue, where the people are looking for it.

2.7.3 Social and Communicative Aspects of Language Teaching

Chomsky (1970) claim that social environment becomes focus of interesting alongside with the cognitive approach. He stated that communicative language teaching focused initially on the ability to use the function and notions of language. This was a newer language teaching methods, such as the 'process approach' and the general based approach' had developed from the sociolinguistic interest.

2.8 Approaches to Reading

In the early twentieth century structural, linguistic emerged in reaction to traditional linguistics. Bottom-up approach tended to be set of building blocks of language learning. This was the behaviorist approaches to language learning regarded the learner as an empty vessel (Tarvin, et al. 1990; Kassler and Mquina 1987; Denzin, 1978; and Allwright, 1988). These scholars intended to include in there repot writing that language macro-skills should be introduced in the fixed order of listening, speaking, reading, and writing. This had been used a repetition and response methods the roles of teachers and students in the teaching and learning of the reading skill in the language classroom.

2.8.1 The Role of Teachers Teaching Reading Skill in Language Classrooms

The role of teacher in reading classroom is setting tasks related to the reading lesson. They are categorized into different group or levels for learning in the classroom. Teachers are expected to set tasks, supervise the tasks and their implement in the classroom. They are expected to help their students by using the different methods of teachings. They should encourage their students to have quick ways of looking at the text before they get into the main processes of teaching reading skill. Teachers should give detail ideas about overall the readings. They should help their student get general understanding of what it was reading all about the massage in context. The teachers have to give the lesson of the reading and what the learners have been taught in the light of context or the gist of the reading. Teachers have to help their students to use their ability to process or to get more about the reading massage during class work. They should teach the basic language skills and they are expected to shaping their students.

2.8.2 The Role of the Students Learning Reading Skill in the Language Classroom

The students are expected to practice different ways of reading in the language classroom. They should learn to read. Students can acquire basic reading skill through daily practice. Students need to have the ability how to recognize and to develop their skills by acquiring knowledge of reading and writing in the classroom. They should develop the strategies by interacting with the construction of meanings. They should find facts from the printed sources and expanding range of reading techniques of texts, as well as expanding variety of contexts, vocabulary, and they should be trying to improve their predictive skills, speeds reading skills and fluency. They are also expected to develop the skills involved in skimming texts for the gist and analyzing texts for detailed information or implicitly meaning. They are also expected to learn about social and cultural values associated with different kinds of texts. They should ask to read and to answer questions and they should respond and participate in the reading classroom.

2.8.3 The Role of Instructional Materials in Language-Teaching Classroom

The role of the instruction material in the reading skill language-teaching classroom helps get information and find correct answer to questions by using appropriate texts or selective texts, such as, students textbooks, teachers guide books, and other classroom objects could help develop the reading skill of the students. The texts can motivate the students to read and answered the given questions. Materials are designed to help the learners. The role of the instructional material is to promote reading skill in the language classroom. They are two types of materials that play great role in the language classroom. The first one is text based materials which are used to help the learner and teachers. These are textbooks designed to direct and support in reading language classroom. Secondly, there are task-based materials which have variety of the texts that are used to help the learners read and enjoy themselves, such as, fiction books, story books and reference books which are prepared to help develop the learners' skills.

2.9 The Flexibility and Appropriateness of Reading Materials

The reading materials may be more abstract to students and may contain larger pages. Martin and McPhersons (2001) acknowledged that in high school and collage the reading materials become more abstract and contain large pages and they are having more technical vocabulary. As a

result, students may be expected not only to acquire new information but also they may be analyzing the text critically based on difficulty of the materials and the purpose of the reading. The goal of the reading is helping to understand message from work of the others written material, to evaluate it and to use it for one's needs. In other words, as reading is extracting messages out of a written text as effectively as possible, students cannot do this effectively.

McDonough and Show (2006) described that in order to read, one must follow a sequence of characters, which are arranged in a particular special order. For example, English flow from left to right, Hebrews from right to left, and Chinese from top to bottom. Reading is thus knowing the patterns and using it consistently. Therefore, reading expose people to accumulated wisdom (knowledge) of human civilization. Kessler and Quinoa (1987) stated that the reading process involved much more than decoding from print to sound; it also involves cultural, social and personal knowledge and the ability to bring this knowledge to their sampling of the text and their understanding of its meaning.

2.10 Evaluating Relevance or Balance of the Teaching Reading Skill Materials

Johnson and Morrow (1981) suggested that evaluating relevance or balance of the reading materials during the communicative reading skill language teaching in the classroom is essential. They believed that it should be evaluated interims of the content appropriateness and the instruction fit for the specific instructional objectives or domain definitions as well as the instructional materials used by examinees and it was also taxonomic levels should be evaluated and it should be evaluated whether it is written for an appropriate intellectual levels or what levels are focused in the items.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3. Introduction

This part of the study focuses on research methodology employed during the course of the study. It include the research design, the participants of the study, the sample and sampling techniques, data collection instruments, data collection procedures and methods of data analysis.

3.1 Research Design

The aim of the study was to investigate problems teacher and students faced during the teaching and learning of the reading skill. To achieve this objective, the researcher employed descriptive research design. The aim of a descriptive research is to describe situations as they are or as they occur. In relation to this, Bloom (1992) says that a descriptive survey is helpful to identify present conditions and points to present needs. Therefore, since the aim of the study was to assess and report what actually happened during reading the teaching and learning of the reading lesson in the classroom, a descriptive survey research was used.

The descriptive research design used in the study employed mixed research methods. Because employing mixed research methods helps collect both quantitative and qualitative data within the same study. Therefore, in the study with the help of mixed methods, both quantitative and qualitative data were collected to increase the quality of the results of the research, to clarify and illustrate the obtained data from one method with the use of another, and to answer the research questions appropriately. According to Mulugeta (1990), mixed research method is appropriate to address the objectives of the study, and to help strengthen the assessment of the issues by supplementing one approach with the other. So, mixed method research which involved the use of both qualitative and quantitative data was employed to collect data using these research instruments. That is, quantitative data was collected through questionnaire, observation and text review while qualitative data was collected using interview.

3.2 Sampling

Under this section, attempts are made to show how the study site, participants of the study were sampled and what sampling techniques were used.

3.2.1 The Research Setting

The research area was at Jimma Zone, Sokoru Woreda particularly at Sokoru Preparatory School. Jimma is located at south west of Oromo Regional State found three hundred fifty five Kilo meter away from Addis Ababa. That means, altogether it is four hundred fifty five kilo métier away from Nazareth or Adama Town. The town where this study was conducted a small town with a population of five thousand inhabitants. The town has three schools, which include primary, secondary and preparatory schools. The study area is at Sokoru Preparatory School. This preparatory school as founded in 1994 E.C with the help of the regional people. Currently, the school has 400 (four hundred) students in both grade 11 and 12 with 15 (fifteen) teachers of whom three of them were English language teachers while the other 12 teachers were teaching different subjects. The total number of sections for grade 11 and 12 were eight and sections for each grade were four.

3.2.2 Participants of the Study

The participants on this research were English language teachers and grade 12 students and two sections of grade 12 at Sokoru Preparatory School. Totally, there were three (3) English teachers who were teaching English in grade 11 and 12. There were also 120 students attending in four sections of grade 12 as of the 2009 E.C academic year. That is, in each section of grade 12, there were 30 students with a total of 120 students. Of them twenty- four (24) students were used as participants of this study. Then, from the total four sections (sections A to D) of grade 12, two sections, that is, sections A and B of grade 12 were used to sample the 24 student participants. Among these 24 students of grade 12, half of the participant students were males while the other 12 participants were female students.

3.2.3 Samples and Sampling Techniques

The researcher selected the specific research site or area of the study, which was Sokoru Preparatory School, was selected using purposive sampling because the researchers observed the problem in this school and because he works in this school he believed that he would have easy access to respondents. The researcher also selected English language teacher and grade 12 student population for the study.

The main participants for this research were the three (3) available English subject teachers in the school, and grade 12 twenty -four (24) students. The process used to select the students was that at first out of the four sections of grade 12, only two sections or classrooms were selected using simple random sampling. To do this, the four sections of grade 12 (sections A to D) were written on a piece of paper and two lots were drawn to get two sections, namely section A and B were sampled.

Next, to get student samples for the study, all the 60 students of grade 12A and 12B were taken to select 24 students. To do this, first, from the 60 students of the two sections, the names of students were separated according to their gender or sex (male/female) and were written on a piece of paper. Second, to get 12 male and 12 female respondents, probability-sampling technique, that is, lot drawing method was used. As a result, from these twenty- four student samples two small groups, such as, twelve boys (12) and twelve (12) girls were obtained as representative samples for the study.

The researcher used such small number of the participants because he believed that the sample size was sufficient to study the challenges of teaching and learning reading skill and related problems in the classroom in detail. Hence, for the sake of getting rich data (information) and deeper understanding of the problem, all EFL teachers and the 24 students were taken as the sample in this study using available and systematic probability sampling techniques.

3.3 Data Collection Instruments

For the study the researcher used research instruments, such as, questionnaire, interview and classroom observation. The detail how this research instruments were selected and prepared is given next.

Such as, the list of instruments that tended to employed for this data collection. These had closed and open ended questions, these were pre-open interview, semi-structured interview, post interview and open observations, structured observation for selected classroom and textbook analysis. Closed and open questionnaires, pre-open interview, semi-structured interview and post interview had tended to be main source of instruments. The tools were almost ample to gather qualitative and quantitative data from the participant that in title to challenges of teaching and learning reading skill. While other open observations, structure observations and textbook analysis were helping to substantiate results and to get more data alternatively during data gathering.

3.3.1 Questionnaire

In this study questionnaire was the main instrument for data collection. According to Bloom (1992), questionnaire is a helpful research instrument in order to collect large amount of data from large samples within a short time and it is also useful to triangulate information obtained from different instruments. The questionnaire was used to collect data from selected student samples about the problem raised in the study. It had both closed and open ended types of questions.

The questionnaire was prepared for students and had 20 questions items in two parts. The first part which had ten close-ended question items was prepared to assess students' classroom participation during the reading lesson. The second section which also had ten open ended items was prepared to assess the challenges or problems students were facing during the reading lesson. The question items were prepared based on literature review, the research objectives and questions to deal with the classroom lesson on the leading skill.

The questionnaire items, which were prepared in English, were translated into Amharic so that students would be able to understand and give their responses appropriately. Thus, the items of the questionnaire were translated by the researcher and were showed to friends or teachers from the departments of Amharic for comments. After comments were received from teachers, the instruments were reshaped and were used for the study.

3.3.2 Interview

To get first hand and genuine information from teachers and students, the researcher had used semi-structured interview for data collection instrument. Brown (1981) says that interviews are used to get in depth data from respondents concerning their views and attitudes toward the problem studied. Mann (1983) notes that this instrument can permit the researcher to collect data in-depth information and it allows free response to participants and it help collecting flexibility data from respondents that cannot be obtained by other procedures. Therefore, the researcher used semi-structured interview to both teachers and students to collect qualitative data about the teaching and learning of the reading skill, the practices used during the lesson and the motivation and interests of students and teachers towards English language reading and towards reading comprehension in the lesson.

Finally, the researcher used ten question items in both teacher and student interviews. The student interview was translated to Amharic and was administered to students according to the language they preferred. But teacher interview was prepared in English and was administered to the sampled teachers.

3.3.3 Classroom Observation

The third instrument in the study was classroom observation with the help of a checklist. According to Leo (2002), the use of classroom observation with the help of checklist has the advantage of providing data from real life situations rather than self reports or without asking questions. Therefore, observation checklist used in the study had three parts containing 30 items. That means each part had ten question items to be filled by the researcher. Items of the first part were on teachers' practice of presenting the teaching of the reading skill while the second part was students' classroom behavior during the teaching and learning of the reading lesson. The

third part was prepared to collect data on the teaching method used by the teacher for the reading skill. Items of the observation checklist were prepared based on literature review and the other research instruments. Finally, the observation was conducted during regular classroom of the three sampled English teachers reading lesson until the required data were gathered.

3.3.4 Textbook Review

The fourth instrument used by the researcher was document review. The focus of the document review was to assess the student textbook. Broun et al, (1984) indicate that document review is a technique which generates both valid and reliable information from documents. Therefore, using document review, grade 12 students reading textbook was assess concerning the appropriateness of tasks included in it.

The textbook review was done based on the self-prepared checklist that was adapted from Leo (2002) model. The results obtained were analyzed descriptively with answers to the research question “What were the textbook related factors (challenges) in the teaching and learning reading skill in the grad 12 textbook”. The was carried out to assess the specific organization of reading exercise, home works, class works, reading scripts and story related reading texts and the ways of teachers presenting the reading lesson (Johnson, 1984).

3.4 Procedures of Data Collection

Procedure refers to the actual process of data collection. During the procedures of data collection, validity and reliability are very important issues to be considered. According to Selinger and Shohamy (1989:184), reliability provides information on the extent to which the data collection procedure elicits the accurate data; validity provides information on the extent to which the procedure really measures what it is supposed to measure.

This refers to the fact that the proposed data collection procedure ensures that data of the best quality was obtained. Having taken care of the issues of validity and reliability, the researcher started collecting the necessary data in this way. During the first week of data collection, questionnaires were distributed to sample students of the study and collected after they were completed. Second, grade twelve English language teachers were informed about the interview

and the purpose of classroom observation. Then, interview and classroom observations were carried out using interview guide and observation checklist the following week.

During the third week of data collection, student interview and student textbook reviews were carried out to identify whether or not the procedures and techniques of presented the reading lesson were appropriate and what problems or challenges affected the classroom reading lesson. Interview with sampled students was carried out in teacher staff room. Document review data was obtained from grade 12 students textbook by the researcher himself using the format prepared by Leo (2002).

3.5 Procedures of Data Organization and Analysis

Before conducting the data analysis, the researcher carried out data cleaning and data coding. That means the researcher tried to check whether the data collected from the four instruments were properly collected or not. Then, the data from each instrument were entered into the summary format prepared for them. In this way, the data from the close-ended item of the questionnaire, the classroom observation and the document review were changed into numerical forms using frequency and percent. However, the data from the open-ended questionnaire items and the interview were prepared using themes for qualitative analysis.

As a result, descriptive statistical analysis using frequency, percent, mean and tables were used to analyze the quantitative data. However, thematic analysis, such as, statements and discussions were used to analyze the qualitative data. Next, according to the mixed study nature of the study, the data from the quantitative and qualitative data sets were mixed for comparison and for contrast and for data interpretation. Finally, based on the data interpretation carried out, the findings of the study were indicated.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This chapter deals with the presentations, analysis and interpretation of the information collected through various instruments. To do so, the process of data analysis and interpretation were carried out in view of the objectives and research questions of the study. Therefore, first, data from student-related challenges in reading skills classes is presented. Second, data from teacher related challenges in teaching reading skills is discussed. Third, the data on textbook related challenges in teaching and learning the reading skills and finally, the data on teacher coping strategies with challenges in teaching and learning reading skill are presented.

4.1 Data from Students-Related Challenges in Reading Skills Classes

Various instruments were used to collect data for student related challenges in learning the reading skills and they are discussed hereunder.

4.1.1 Data from Students-Related Challenges of Learning Reading Skill

The challenges in the students is often reported by the respondents as whether the students met variety of challenges in the reading skill practice in the course of learning and teachers were also encourage the students to understand the function of the reading. It is considered in questions 7, 9, and 10, of the questionnaires and in the students' interview questions 1, 6, 7, and 8.

The open questionnaires in Table 1 below assessed students' personal experience in the reading skill, which were occurred during various activities. These were assessed from twenty- four students' personal views (self-concepts) whether they had practiced these conditions during reading skill in the classroom. Therefore, the first question was whether the students could list three things about the challenges learning reading skill in their classroom during the lesson presentation. Regarding the first question, the responses the students provided was that 9 (75%) participants suggested that word stress, finding words context clues and motivation to read were problems while the other 11 (92%) stated the difficulty of predicting words, destruction to read and having difficulty to answer reading passage from the context clues.

Table 1: - Students' Response to the Challenges of Learning Reading Skill

No	Questions items		Responses	Grade		Total
				12 A	12 B	
1.	List two things that challenge you most to learn reading skill during your lesson?	A	Words/context/motivation	5	4	9
				42%	33%	75%
		B	Predicting, distraction answering,	6	5	11
				50%	42%	92%
2.	What are the problems you encounter in the reading skill practice during presentation of the lesson?	A	Destruction of the class	7	5	12
				58%	42%	100%
		B	Class size	5	7	12
				42%	58%	100%
3.	What are the reading obstacles that you ought to describe from your personal experience in the reading classroom?	A	destruction	9	3	12
				75%	25%	100%
		B	Lack of word power	3	2	5
				25%	17%	42%
4.	What are the challenges you faced while doing the activity provided in the reading exercises?	A	Instructions	5	7	12
				42%	58%	100%
		B	get the message	8	4	12
				67%	33%	100%
5.	What difficulty do you find in doing the reading exercises in the reading passage?	A	Author's purpose	10	2	12
				83%	17%	100%
		B	It is ok or manageable	2	4	6
				17%	33%	50%

Similarly, the second question had assessed whether the students had discovered problems when they had encountered to do reading skill in the classroom. Due to this question 12(100%) participant (students) claimed that destruction of the class was problem while other 12(100%) participants (students) revealed that the class size of the students was problem.

On the other hand, the third question was aimed to find out whether the students ought to describe the obstacles of reading skill in the personal experience in the reading classroom. Thus, 5 (42%) of the students said that there were some noise destructions. Similarly, the fourth question had assessed what challenges the students discovered in the classroom during the reading lesson. Thus, the students had indicated by 12 (100%) that one of the challenges they found during the reading activity was that the difficult to follow the instructions and while other 12(100%) participants admitted that they had the difficulty of getting the message or the idea of the information to follow in an easy way.

On the contrary, the fifth question was aimed at assessing whether the students find any difficult doing the reading exercises in the reading passage. Thus, 12(100%) participants suggested that the difficult to find out author's purpose was a problem while other 6(5%) participant said that the reading tasks were manageable to do during the reading exercise in the classroom.

4.1.2 The Students' Motivation to Participate in the Reading Class

Question items in this section were used to assess students' motivation to participate in the reading activity carried out in the classroom as given in Table 2 below.

Table 2: - Response of the Students Showing Motivation for Reading

No.	Questions Items	Responses in Frequency (Fr.) and Percent (%)					
		Yes		No		Total	
		Fr.	%	Fr.	%	Fr.	%
1.	Do you participate in the reading class?	13	54	11	46	24	100
2.	Do you read in the library during your free time?	9	38	15	62	24	100
3.	Do you escape the reading exercise in the classroom?	19	79	5	21	24	100
4.	Are you happy taking a reading exercise in the classroom?	7	29	17	71	24	100
5.	Do you like reading your notes after school at home?	7	29	17	71	24	100

As indicated in Table 2 above, regarding the first question, 13 (54%) of the students showed that they participated in the reading classroom while other 11 (9.2%) students had responded that they were not participating in the reading classroom because of classroom situations already they had from learning experience.

In the second question, students were asked to discover whether the students had been reading different texts in the library or not during their free time. As a result, 9 (38%) students revealed that they were reading in the library while 15(62%) of the students implied that they had not done reading in the library during their free time because of lack of reference book, poor organized situations in the library and poor library service they already had encountered from the experiences.

The third question was although aiming to discover whether the students skip the reading exercise or not doing the reading classroom. Therefore, 19(79%) of the students claimed that they escaped the reading part of the exercise in the reading classroom while the other 5(21%) students notifying response by saying 'No' to questions three.

Furthermore, the fourth question was also aimed to discover whether the students were happy or not taking (following) the reading part of the exercise in the classroom. As a result, from the respondents 17(71%) of the students had responded 'No' to questions number four to show that they were not happy taking reading exercises in the classroom because of difficult reading words and the length of the reading passage were hard for the students to follow the reading part of the script whereas the rest 7(29%) students were responding their answer by saying 'Yes' to question number four in that they were happy taking reading exercise in the reading classroom.

In addition, the fifth question was asked to discover whether the students like reading their notes or not after school as well as at home during free time. Thus, 7 (29%) of the students claimed that they had liked reading their notes after school and at home while other 17(71%) students were saying 'No' to fifth questions to show that they had blamed the work they do at home about the family regarding to home works.

4.1.3 The Attitudes of Students' on Critical Reading Skill Practice

Pre-open interviews questions that assessed twenty-four students in order to examine critical reading skill area of the students in the classroom. Regarding to these, the teachers and students report on the given reading skill practice assignments and activities to promote reading skill. The experiences/discussion made considered from reported response of items seven, eight, and nine in the questionnaire item 2 in the students' interview. Items 6, 7, and 10 in the teachers interview.

As given in Table 3 below, attempts were made to assess the students' attitudes on critical reading skill practice using the open interview questions. So, the first question was aimed to discover if the students wish to take note in the exercise book or not and five (5) students indicated that they did it. They showed to acknowledge that they read texts and they do like taking note in the exercise, when other nine (9) students answered with doubting by saying 'No' they didn't do that in the exercise unless the teacher force to do so and then ten(10) students said noting.

Table 3: - Clarifying the Attitudes of Students' on Critical Reading Skill Practice

No.	Questions asked	Responses given	Respondents from sections of grade 12...		
			A	B	Total
1.	When you read texts, do you like to take notes?	Yes I do	3	2	5
		No, I don't	5	4	9
		Say noting	4	6	10
2.	When you take note, do you focus on details in a reading text?	Yes I do	3	4	7
		No I don't	7	6	13
		Say noting	2	3	5
3.	How do you read in classroom? Do you read slowly/ aloud?	Slowly	8	7	15
		aloud	3	2	5
		Say noting	1	3	4

4.	Why do you read slowly and aloud?	To practice skill	5	4	9
		To improve speed & knowledge	4	6	10
		To Improve pronunciation	3	2	5
5.	When you asked to do so, do you compare your answer with your friends?	Yes we do	5	6	11
		No we don't	6	4	10
		Say noting	1	2	3

Similarly, the purpose of question number two was also intended to discover whether the students take note or not when they focus on details information in the reading text. Regarding the questions in this section, seven (7) students said 'Yes' they did. They had justified that when they take note they had focused on details information in the reading text, when the other thirteen (13) students had admitted 'No' justifying that they did not do anymore. They said that teachers had not yet given them activity, which enable them to take note in classroom so far while five (5) of them said nothing at all. Again the third pre-open interview question was aiming to assess and analyzed how the student read in the classroom at the same time whether the students practice both the reading aloud or slowly in the reading class. Therefore, fifteen (15) students had agreed to say 'Yes' they did. They had claimed to say that they practiced reading slowly, when the other five (5) students stated that they were reading noting. They stated they didn't know different ways of developing the reading skill practice in particular and other five (5) teachers were doing reading aloud in the classroom practice.

Regarding to fourth question had also assessed and analyzed the reason why the students read slowly and aloud in the reading classroom. Obviously, for that fourth question also nine (9) students were pointing out that to improve speed and knowledge while other ten (10) students were claiming to say to improve their pronunciations as well and the rest of five (5) teachers said noting to reading reason. Although the fifth question was tending to discover whether the students compared answer with friends at the time they were asked to do so. To this question eleven (11) students suggested by saying yes to fifth question whereas the other ten (10) students said no they did do to question five. For this question, they had indicated that they did not have

clear information sharing experience other than group discussions. While the rest three teachers were said nothing at all.

4.1.4 Students' Behavior in Variety of Reading Skill Practices

It was assessed the learning style in general in the reading classroom. This is to collect data on how learners maintain to contact (keep focusing) the teaching processes in English reading skill practice classrooms. This is also considered from reported responses item 6, 7, 8, and 10 in observation question and item 6 and 7 in the teachers interview, items 7 and 10 in the students interview, questionnaires also help additionally to observe the phenomenon (situation) how learner behave in the language class in general

In Table 4, the data from the students' checklist which was used to observe the learning behavior and motivation of the students in the selected reading classroom lesson is presented. It had sections which were classified to assess the learning style and interests of the students relating to reading skill in particular are given.

Table 4: - Items on Students' Behavior in Variety Setting of the Reading Skill

No.	Question Items assessing learning style	Responses in frequency (Fr.) and Percent (%)		
		Response	Fr.	%
1.	They maintain good eye contact with the teacher.	Yes	20	16.7
		No	35	29.5
2.	They made list of vocabularies in their exercise.	Yes	5	4.2
		No	45	37.5
3.	When the students read the passage in the classroom, the other students had given attention to the reader.	Yes	25	20.83
		No	35	29.5
4.	The students had kept focusing on reading materials.	Yes	25	20.83
		No	35	29.5
5.	The students have textbooks in front of the desks.	Yes	5	4.2
		No	45	37.5

Therefore, the first question was used to discover whether the students had maintained a good eye contact with the teacher or not, during lesson presentation in the classroom. However, 20(16.70) students were maintaining (followed) eye contact with the teacher, while 35(29.5%) was not having good eye contact to teachers presentation, because numbers of the students were doing other things in the classroom while the teacher was presenting the lesson in the classroom.

Similarly, the second question was aiming to discover if the students make the list of vocabularies in the exercise. Therefore, 5(4.2%) students had done the list of the vocabulary on the exercise while the 45(37.5%) students were not doing listing special word for the purpose of using it. Eventually the majority of the students had not found doing the list of the vocabularies in the exercise. Again, question number three was also aiming to discover whether the students read the passage in the classroom, and whether the other students had given attention to the readers behind of the readers. Therefore, 25(20.53%) students had given the attention to the other readers while other 35(29.5) students had not given attention to those who read in the classroom and the rest numbers of the students were opened their mobile behind of the others and they had been watching film and playing other tings under the chair.

Next, question number four were also aiming to find out if the students keep focusing on the reading material ether. However, 25(20.53%) students were kept focusing on the reading material while other 35(29.5%) students were dependant to others, because the majority of the students were not seemed to bring their text book in the classroom except two or three children did so.

Finally, question number five was aiming to discover whether the students, could have textbooks in front of the desks or not. However, 5(4.2%) students brought the texts and they had in front of the desks, while other 45(37.5%) students were having noting in front of the desks. In general the attitude of the students seemed to be reluctant and carless during observation made. They had not seemed to volunteers to bring texts what they asked to do so.

4.1.5 Educational Background Related Challenges to Students Reading Skills

Reading background is one of the factors that challenge reading skill of the students. That being so, the results achieved chiefly from questionnaire and interviews had discussed in line with

what the literature says. From the above data, it indicated that minority students read well while majority of students' have poor reading backgrounds. Moreover, the result obtained from teachers indicated that lack of good reading background tended to factor that challenge teaching reading skill of the students. In fact, the majority interviewees said that the poor reading background of the students in the high grades is a major problem that challenges the reading skill of learning classroom. Teacher 01 and 03 said that challenges tended to be ...not having good reading background experiences and Teacher 02 said: the students' poor reading practice from the background information at low-grade levels.

Teacher 02: They are poor in reading ... the time you give work related a simple paragraph they have ...limitation in reading to practice skill and understanding what that paragraph is about. They do not have motivated to improve their reading skill from the side of the students and their parents as well as lack of resources at home and in school.

All the English first language teachers described that the students lack good reading background to have a reading skill practice. Literature suggest that to have good reading background, students in the early ages should be encouraged to read by their elders (refer 2.9 and 2.6). According to Taylor, R., B. et al (1996) said that the skill of reading had involved by recognizing the script of language at early age. The additional issue that the teacher emphasized the case for poor reading ability is the policies, which forward free promotions of students. The students tend to be reluctant not only to reading but also to studying other subject

4.1.6 Individual Student Related Challenges with Reading Skills

The challenge analysis termed to students' related factors, teachers related factors, classroom environment related factors, and textbook related factors and family and library related factors in the reading skill.

4.1.6.1 Students Related Challenges in Learning Reading Skill

The challenges affecting students reading skill in the learning classroom had been listed in the following ways, such as, time, social environments related factors, workload at home, not feeling reading problems, awareness problems, and not putting effort to develop reading skills and tidiness, laziness and not using leisure time properly. Secondly, beside this also lack of

motivation and educational background of the students had listed. At the same time, students had relying more on teachers' presentation only rather to read and improve themselves, the age and the ability of the students and lack of obedience and acceptance had indicated. Additionally problems analysis indicate that not recognizing the script of the reading, the explicitly stated reading comprehensions, and distinguishing the main idea from supportive details, as well as unattractive situation in the village and the school surrenders not invite for reading.

4.1.6.2 Students Implications towards Reading

Reading is helpful to improve the problems of pronunciation and grammar. It is language of classroom. It takes place when someone to find information or to read to pass examinations. It exercised only when the reading lesson had given by the teachers. That means reading define as required exercise for academic discussion and it exercised though an adequate training. It practiced more during normal classroom only, when the teacher had given doing the exercise, home works, and class works. It helps to find truth out of the reading texts.

Students suggested this: We like reading. Nevertheless, the time we go home our mother and father keep us with housework. They do not allow us take time to read it. At evening we get tired and sleep earlier

4.2 Teachers Related Challenges in Teaching Reading Skill

This identified teachers related factors towards teaching reading skill in the classroom problem. These had identified, that teachers did not integrate the skills; they did not contribute different reading skills to students, and take seriousness-reading part of the lesson. They did not having organized, guide the skill and leading problems, carelessness and not stimulating the students to read in the classroom and escaping the reading part of the lesson as well as not encouraging the students to read in the classroom. In addition to this teachers do not follow the students in the classroom by putting reading schedules and providing activities relating reading, not help participating clubs, min-media. At the last, it was not keeping the school environments to make conducive for reading problems, not having health interaction and resources availability and to make use of materials in the school problems.

4.2.1 Teachers' Problems in Teaching the Reading Skill

The problems teachers had in various experience teaching reading skill in academic environments identified in the given reports. The problems promoting reading skill in the classroom response is given. The problems experienced is considered form reported responses item 1 in the questionnaire and item 6 in the students questionnaire item 7 and 8 in the students interview item 6 and 8 in the teachers interviews. These is helped to find out the obstacles of the reading skill practice

Table 5: - Teachers' Response on Problems of Motivation Teaching Reading Skills

No.	Interview Question Items	Responses	Respondents			
			01	02	03	
1	Could you say something about the obstacles that you find teaching to read in the reading classroom?	A	Students ability to read & time to go through reading		x	
		B	Distractions	x		
		C	Shortage of time			x
2	What did you usually discuss in the reading classroom?	A	Grammar(language items)	x		
		B	words formations		x	
		C	Vocabularies			
3	What do you mean by critical reading?	A	Careful reading, Interpreting reading		x	
		B	Predicting what the text about	x		
		C	Noting			x
4	Which reading approach had largely provided in the teaching reading skill textbook now days?	A	Knowledge of word formation, inferring new word, bottom up, and top down		x	
		B	Skimming to get general idea, scanning to get specific information	x		

		C	Student centered			
5	What do you feel about delivering a reading part of the lesson?	A	Challenging		x	
		B	Need independent time	x		
		C	Noting			

Table 5 shows the semi structure open interview question used to assess and analyze the data from the three teachers and the response are given accordingly in the following ways. The first question was aiming to discover and to identify if teachers could say something about the problems that they had found teaching reading skill in the reading classroom. Despite first question 02 teacher was answered the low level of the students acceptance and ability of student how it prevented delivering reading lesson and he said that it takes time to go through reading lesson and other 01 teacher had said the distractions of the classroom, while 03 teacher was also saying the shortage of time.

Similarly for the second question had also used to find out whether the teachers had information that anything usually had discussed in the reading classroom. Regarding to this question 01 teacher was listed reading the text and answering question, doing grammar(language focus) doing exercise, studying any figures, diagram as well as cloze text (gap filling) while other two 02 and 03 teachers were saying to guess the meaning of new words and vocabulary items

The third question was also used to assess and analysis, whether teachers had internal wisdom about the critical reading or about surface and deep approaches to reading processes. Regarding to this third questions 02 teachers had claimed to say careful reading and interpreting reading and other 01 teacher was insisting to say predicting what they read in the text book, while 03 teacher was saying nothing at all.

Moreover, question number four had been aiming to discover and to assess whether the teachers had the information regarding reading approach that had largely provided in the teaching reading skills textbook now a day related with the teaching program experience until now. Therefore for question number four 02 teacher had answered, by saying bottom up and top down approaches, knowledge of words formation, inferring new word formation or using contextual clues. They

had also added that saying reviewing question text, suggesting reading text, dictionary text, and the other 01 teacher was answered skimming to get general ideas, scanning to get specific information while 03 teachers was saying students centered approaches.

At the same time, the fifth questions was thinking to discover whether the teachers had found any differences between teaching strategies of reading skill used at classroom approach and related reading skill approach in located text book. Regarding to this question was also 02 teachers had said that challenging and it needs more time to processes it, whereas the other 01 and 03 teacher said need independent time to teach skills. In generally 02 and 01 teachers were highly participated answering questions than comparing the other 03 teacher. Two teachers were strongly admitted that problems of the distraction classroom and shortage of time to teach reading skill in the classroom.

4.2.2 Challenges Related to Teachers Help of Encouraging Students to Read

This is taken from the respondent response Item 2 students open questionnaires, items 1 and 4 teachers' interview had discussed. The minorities of the students go to library to read their exercise, but the majority students did not go into library. That means a serious hindrance to reading in Sekoru preparatory School seems the lack of encouraging and awareness on the part of EFL teachers. A number of the students did not know that a library exists in the preparatory School although students are not sure about the services they get from library.

Therefore, EFL teachers are responsible for taking the initiation by way of giving assignments to invite the students to the library in search of different materials. Thus, the key to developing teaching reading skill of the students is in the hands of teachers and the family members. These two bodies had better work together to ascertain students effort enhancement building a sustainable reading skill.

4.2.3 Teacher-Related Challenges in Teaching Reading Skills

These open-ended interview questions assessed the challenges of teaching reading skill related with teachers to discover the factors affecting teaching reading skill. As teachers and students reported on the given required information is considered from reported responses item 1, in the

questionnaire item 3 the students interview items in the teachers' interview 8 ,9 and 10 had also help to investigate the factors affecting teaching reading skill.

As can be seen in Table 6 below, the interview guide analysis presented for the three teachers who were selected for the research purpose. This was done with English teachers. The English teachers had role to play that part of the reading activities. That was way the researcher prepared instruments to collect tangible information from the three teachers. This information guide leading to find out the factors that hindered in the teachers teaching reading skill in particular ways. Regarding to this first question 02 participant (teacher) suggested that the students' background educational levels and other 01 participant (teacher) had talked about length of the reading passage inappropriateness delivering the reading lesson and the (03) teacher was saying vivid reading passage and the students' behavior. Similarly the second question was also discovered how the teachers were overcome the challenges related teaching the reading part of the lesson at present time.

Table 6: - Teachers' Response on Problems of Teaching Reading Skill

No.	Interview Question Items	Responses	Respondents		
			01	02	03
1.	What are they challenges you find organizing and delivering the reading part of the lesson?	Education background of the students	-	x	-
		Length of reading Passage	x	-	-
		Student behavior	-	-	x
2.	How do you overcome the challenges related teaching the reading part of the lesson?	Jigsaw reading	x		
		Giving to individual reading work, class works	-	x	-
		Advising the students	-	-	x
3.	What are they difficult you find in the active participation of the students willingness to practice during in your reading classroom	Shyness of the students and the skill	-	x	-
		Lack of the skill students	x	-	-

	lesson?	developed			
		Not willingness	-	-	x
4.	If they were not participated reading in the classroom, what are they factors do you think that affecting the students participation in the reading classroom	Class size and shyness	-	x	-
		Say noting	x		
		Not willingness to participate	-	-	x
5.	Do you find any challenges to integrate the skills in order to deliver your lesson?	Shortage of time	-	x	-
		Lack of acceptance	x	-	-
		Lack of materials	-	-	x

In the second question, teacher 01 indicated that the jigsaw reading. As he said that he gave the reading part of the lesson organizing group work and other 02 teacher was say by giving reading works individually to read and come out to practice it, while 03 teacher was said giving advice to students. Equally for the third question was also tending to discover whether teachers had encountered the difficulties that had found in the active participation of the students willingness that to practice during in their reading classroom lesson presentation. However 02 teachers was implied to say the shyness of the students and the lack of having poor reading skill, when other 01 teacher was talked strongly about lack of the students' skill to wards in the reading works while 03 teacher was saying about not willingness to follow in the classroom.

In addition, the fourth question was aiming to discoverer if the students were not participate in the reading work in the classroom, or to find out what they do about it in the classroom either. Therefore 02 teacher stated about the class size of the students and they added that also shyness of the students particular ways and other 01 teacher was said noting, while 03 teacher was said not motivate to do so only what they do was watching film in the Mobil.

Furthermore, the fifth question was also tending to discover if the teachers had found any challenges to integrate the skills in order to deliver the lesson. Therefore 02 teachers said that the difficult to integrate the lesson in the short period, when other 01 teacher said lack of acceptance. They also added the skills needed separate time and separate teacher independently to teach reading skills, while other 03 teacher had said shortage of materials to give the lesson an

appropriate ways. Generally, the three teachers were equally participated in the question given. The three teachers had talked strongly about students' behavior, shyness, not willingness of the students, and the problems of the class size in general.

4.3 Textbook Related Challenges in Teaching and Learning the Reading Skill

Text book related factors to practice reading skill was unattractive reading materials(font size), not stimulating for reading, too long reading size, difficult vocabulary used in the text, vividness of description in the reading materials, not matching with students level and the selections of reading script not done interims of local culture but interims of European culture. Additional library related factors was getting text quickly from the shelf, unsuitability of library, poor administration in the library, and the nature of reading area in the library environment and lack of resources.

4.3.1 Appropriateness of Texts to Stimulate & Guide Students to Read & Do Exercises

The textbook analysis was one of the technique in which generated both valid and reliable data from the sources. For these reasons Grad 12 students textbook were used to analysis by using the following tools. These tools were self-designed checklist that had been adapted from (Leo, M. 2002 pp 15). The results had obtained and analyzed following ways. These were tending find out the research questions that challenges (factors) related in the textbook. It also considered in the question 6, 7, 8, 9 and 10 helps to find out the quality of the textbook

Table 7: - The Text Book Analysis Guide Instruments

No.	Text book analysis, the organization, and effective to use it	1	2	3	4	5
1.	The effectively of educational technology and textbook organization	-	-	-	-	x
2.	The effectively using reading question in the text	-	x	-	-	-
3.	The neatness and the accuracy of reading lesson presentation in the text	-	-	x	-	-
4.	Whether specifications skill technical match on another and relate with the students level and their technical culture	-	x	-	-	-
5.	Appropriateness of the text to stimulate and guide the students to discover reading an easy way	-	-	x	-	-

In Table 7, the purpose of this instrument was aiming to discover the text book related factors in the reading scripts. It focused on organization, appropriateness, easiness and effective to use it. That being so the first question was aiming to discover whether the textbook had effective educational technology in the textbook organized to use it. Therefore, the researcher tick marks under five (5) columns. This means it was excellent. It was not need change at all. The purpose of the second question was also aiming to discover the effective reading question, which had used in the textbook. Eventually the researcher had decided to sign under the number two (2) columns that mean ok but more needed teachers proof texts and support of the teachers from the other related texts.

Moreover, the third question was also aiming to find out whether the textbooks were organized, neat and accurate for reading to present lesson in the textbook. Obviously, the researcher agreed to tick under number three (3) column. That mean it was good but it needed more teacher explanation as well as teacher effort to add on the top of that particular exercise. Similarly the fourth question was also tending to discover whether the text book had the specifications of the reading skills and other skills were technically match one another or not and whether it relate one another with the students reading level or not as well as their technical culture particularly. Therefore, researcher discussed that it needed great effort from the teachers. He decided to tick under number two (2) that means it was ok but still needed more teachers support to do it.

Furthermore, the purpose of question number five was also tending to discover the appropriateness of the text to stimulate and guide the students to discover reading an easy way. Regarding to this question was also researcher decided to tick less than one (1) column. That mean it was difficult to read easily because of the long size of reading script as well as the difficult vocabulary in the textbooks.

4.3.2 Responses to Challenges of Reading Skill Practice in the Textbook

Students' questionnaires, interview and teachers interview response to the distributed questions respondents report. This is considered from the frequency reported in questionnaire items 1, 2, 3 and 10 and teachers' interview items 1, 3, 4 and 6. This had indicated to the response of Barriers to teaching and to learning reading skill practice. It is considered from the barriers teaching and learning reading skill practice reported in question 3 and 6 participant report shyness, students'

skill, class size, students not willingness to participate, escaping and large quantity of the texts had considered in the respondent response.

According to the score of the questionnaires reading skill answer respondent response result the three teachers were tending to give their answer on first point that the relatively very high to those who were participate for the question, which had distributed to others. It was consists of 60 (50%) questions both having questions and interview which are distributed to teachers and students. Out of this total of question 30(25%) were given to the selected 3(2.5%) teachers. Teachers were highly agreed upon listed points such as the problems of class size, quantity of the text... and students' acceptance skill in the classroom. This is relatively 50(41.7%) agreed on the point of distributed question.

Eventually two teachers were justifying that the challenges of teaching reading skill in the course of interview. They had suggesting that they had challenged during organizing and guiding to deliver the reading skill lesson and they added that they were having challenges of conducting or instructing their students in the classroom. They find that problems varying their lesson plan putting in active learning system in the large classroom either (Broun, 1981). Again, out of the total 30(25%) question also had answered by the student. These are consists both questions and interview. The majority of the students were highly agreed on the distributed question. These are relatively 50(41.7%) answered by the students. they agreed 'Yes' to points such as, escaping reading passage, destruction...and low reading skill already they had. The rest 40(33.33%) were through observation and textbook analysis had considered.

4.4 Teacher Coping Strategies with Challenges in Teaching & Learning Reading Skills

How the teachers' give recognition to the challenge of teaching the script of reading skill in the academic environments is what the teachers and students report obtained. They said that they had kept busy preparing an adequate lesson by follow the stage implementation project. This had considered from reported responses item 1, 2, and 6, in the questionnaires and item 4 in the teachers' interview, items 7 and 10 in the teachers' interview, items 5, 7, 8, and 9 in the students' questionnaires also help to investigate the different techniques used by teachers had met the challenges of teaching reading skill.

Table 8: - How Teachers Dealt with Challenges of Teaching the Reading Skill

No.	Assess the teachers teaching method	Trs.	Responses			
			1	2	3	4
1.	How were you dealing with teaching reading skill in your classroom?	01	-	x	-	-
		02	x	-	-	-
		03	-	-	x	
2.	How do you usually administrate in your teaching reading skill part of the lesson during and after your lesson presentation?	01	-	-	-	x
		02	-	x	-	-
		03	-	x	-	-
3.	How do you actually organize (divide) and manage your time for an individual teaching reading sections of lesson presentation	01	x	-	-	-
		02	-	x	-	-
		03	-	-	-	x
4.	How do you usually group your students in your teaching reading lesson classroom?	01	x	-	-	-
		02	-	x	-	-
		03	-		x	-
5.	What do you do after you group your students in the teaching reading skill classroom?	01	-	x	-	-
		02	x	-	-	-
		03	-	-	-	-

Table 8 above indicates the sample of interview questionnaires assessed how the teachers dealt with problems of teaching and learning reading skill in teaching classroom experiences. Regarding to first questions how teachers were dealing with the teaching reading skill in their classroom. However 02 teacher say preparing an adequate participatory lesson plan adjusting tutorial program and giving to students while other 01 teacher was insisted to say keeping the students busy by organizing reading clubs, min-media clubs and drama clubs as well as social clubs and the rest 03 teacher was saying having well prepared material in order to lead the students.

The third question was also aiming to assess how the teachers usually administrate in the teaching reading skill part of the lesson during and after the lesson presentations. Therefore, 01 teacher was said number four. That means a teacher follows the stage implementation projects. In other words, he had well programmed planed and organized administrative center while other 02 teacher was saying noting and the rest 03 teacher said preparing an adequate participatory lesson. Third questions was also aiming to assess how the teachers actually organize (divide) and manage the time for an individual teaching reading sections of lesson presentations in general. Eventually 01 teacher indicates under number 01. That means he kept his students busy by having a good qualified reading resources center (library) and by making comfortable the school surrender and asked the students to bring text in the classroom, while other 02 teachers have claimed to say number two. That means organizing an adequate participatory lesson by having well organized classroom managements and the rest 03 teachers had also said following the stage implementation practice.

The fourth question was also aiming to assess how the teachers usually group the students in the reading class lesson. Hence 01 teacher locate under three that means the teacher was having well prepared teaching material and expanding well prepared qualified reading resource, when other 02 teachers was focused on under four. That means they followed the stages implementing projects such as improving first psychosocial environment, staffrooms, recreation rooms and pushing the students to read it while the other 03 teacher had said organizing well-prepared material.

The fifth question was also aiming to assess what the teachers do after they group their students during teaching reading skill in the classroom practice. Consequently, a 02 teacher had ticked under number four that means by following the stage implementation project. The teacher added that distributing well motivate reading material for an each groups, while 01 teacher was saying by keeping the students busy and the other 03 teacher said noting to the fifth questions.

Teachers suggested that the ways that they had dealt with the challenges of teaching reading skills practice. They said that the ways of adjusting tutorial program and giving to the students is one ways to do it. Secondly, teachers had suggested that organizing clubs, min-media clubs, drama clubs, and social clubs are other ways to do it.

The third was also expanding a good qualified reading resources center (library) by making comfortable to school surrender and then improving the first psychosocial environments such as staff rooms, recreation rooms, sits, tables, chalkboards, and classroom surrenders and minimizing anti-social problems. Additionally they had suggested having well programmed, planed and organized administrative center as well as establishing the school adviser or councilor or selecting one qualified teacher who could conduct counseling and lastly making the school environment conducive for reading and encouraging family members to advice the children in the learning program (Hsenfeld, 1981).

4.4.3 Teachers Implication toward Reading

Reading is traditional that someone can take after he/ she learns earliest time. It exercised by looking what others do in the community. Reading is an active movement process such as A- stands for Action, C- stands for Continuous, T- sand for Taking, I- Stands for Information, V- stands for Various and E- stands for Experience that person who had vision or wisdom to control his/her natural beings to exercise only for professional needs and wants . That mean according to the teachers implications reading means when action continuous taking information through various experience of reading and they added that reading should be taught separately and by separate teachers.

As one teacher said, 'An influence of reading comes from personal motivational concepts.' He added that giving reading work to the students important but the students not do and come to classroom except very few students do that given home works and class work. Advice to read is important.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5. Introduction

In this section of the paper, attempts are made to provide a brief summary of the major tasks carried out during the study. Next, conclusions drawn from the data analysis of the study is given. Finally, based on the findings of the study possible recommendations are discussed to concerned parties.

5.1 Summaries of Major Findings

The research topic of the study had been focused on assessing the challenges of teaching reading skills in EFL classes by taking the case of 12th Grade students at Sekoru Preparatory School. The general objectives of study was also to identify the major challenges experienced by EFL teachers in teaching and learning reading skills with particular reference to grade 12 at Sekoru Preparatory School. Then, the researcher had developed four objectives and based on these objectives, the appropriate research questions were designed.

These objectives of the studies were to identify the problems and challenges of teaching reading skills related to the teachers, to identify students related factors (challenges) learning reading skill, to find out textbook related factors in the teaching and learning reading classroom and to find out how the teachers had dealt with the challenges of teaching reading skills. Next, ample reviews of literature related to this title and to the objectives of the study were also reviewed.

The methodology used to conduct the study was also designed and different instruments were also employed. The research design was descriptive survey having quantitative and qualitative methods. The major instruments used for the study were questionnaire, interview, classroom observation and document review. Accordingly, the data collected were analyzed using quantitative and qualitative methods of data analysis. The result of the data analysis showed that what reading skill teaching and learning challenges teacher and students' participants had faced and the results obtained clearly showed teachers had poorly reinforced the reading skill to

students, and Grade 12 students also had poor reading skill practices but they had high motivation for the reading.

Similarly, the results also have showed that indicators of the teaching and learning reading skill had not almost practiced on the teachers and students side. Moreover, the analysis of findings had included with the challenges of teaching and learning reading skill related with teachers teaching. It was integrating the skills problems, lack of guidance skill, counseling problems and lack of interest to show it. It had showed lack of encouraging the students and not making participatory lesson plan. The findings of the study depict (expressed) the factors that challenged learning reading skill with students' were that not having motivations to read, students educational background, not putting efforts to read and develop skills, laziness and lack of sensitivity and shyness as well as access to different reading materials at school environment and at home surrender.

Totally, the results of the study indicate that teachers had no access to follow their students in the reading classroom, because of large size of the class, large size of the texts and not having enough resources availability. At the end, the result of the study has also revealed that the students had suffered with unsuitability classroom nature and long text size, difficult reading vocabulary and over load work at home. Generally, the finding of the study shows that EFL teachers did not initiate (support) students to make use of active and responsive reading practice in the classroom as well as outside the classroom.

5.2 Conclusion

Based on what have been found out from the data analysis and the summary stated and indicated above, the following conclusions are drawn.

1. Provided the detailed information of the educational background, many students were coming from uneducated family and they did not get varieties of reading materials which can help them as a reference book in addition to their text. Grade 12 students also were making less participation in the classroom during the reading lesson.
2. Students were not motivated to read in the classroom and outside the classroom. They spend much of time watching film in the mobiles. They only read during examination time so they

could not acquiring knowledge from the reading lesson. Students confined to read only their exercise books to answer questions for classroom practice, tests and exams.

3. Students did not practice critical reading, scanning reading, skimming reading, and other ways of reading. As classrooms have large student size, it was problem to do individual activities. Students also did not bring their English textbooks; they also had difficulty in vocabulary and have difficulty in understanding large size of written scripts.
4. Due to workload of the students, they did not have any negative implication to word reading. Nevertheless, they were only relaying on the teacher presentations.
5. The availability of material in the library, textbooks, reference books, sits and table were not comfortable to the students and librarians did not plan to meet students need.
6. Teachers did not integrate the skills. They had large number of the students. It was difficult to make participatory class and varying the lesson in active learning system
7. The difference between teachers' teaching classroom and the approaches indicated in the textbook was also a modeling difference of teaching reading skill. This was a bit different from ones found in the textbook regarding to teaching reading skill. The modeling ways was not similar with modeling ways located in the text.
8. Teachers did not stimulate and instruct the students to read in the classroom. In front of the students, there were not any textbooks during learning time. Teachers escape the reading part of the lesson. Only they reminded the students to read at home.
9. Teachers did not follow the students, in English clubs, min-media and not putting special reading time and had not organized and led the students. During free time, students did not go to the library to read and they go outside and spend much of the time talking with friends
10. The nature of the learning classroom seemed distracted during free time, over population of the students, noise and unsuitability organizations and not having reading schedules and resources availability for reading.
11. Teachers and administrators not keep school physical environments to make conducive for reading and not reducing the occurrence of distraction. Classroom buildings had not painted and clear attractive to students. It had built traditional ways. During the rain water comes through the roof.

12. The implementation systems also used in the classroom were not the same as the implementation in the located text while in the located text were asking to infer meanings of new words using contextual clues or the knowledge of word formation.
13. On the other hand, the instruction processing used in the classroom was different from that approaches in the located text. The assumptions used in the located texts different from the assumptions used in the classroom.
14. Library was not organized well. It was difficult to get text quickly form the shelf and it was unsuitable sits, chair, window and tables in the library and shortage of the resources and difficult nature librarian participations.
15. Students' family members were giving heavy work at home after school. Family did not encourage the students to read at home. They did not have awareness the value of reading and sensitivity to learning guide plan at home

5.3 Recommendations

Based on the research finding of the study stated above, the following recommendations were forwarded to concerned bodies.

The finding of the research emphasis that the challenges of teaching reading skill in EFL classes of 12th Grad at Sekoru Preparatory School was poor as the indicators of reading skill practice (experience) point out. As the result of this:

- Teachers and administrator of the school should draw up pupils' attention that related with issue of reading skill practice such as teachers informed to begin follow to implement the typical structure of reading exercise in the textbook.
- It is good for teachers to ask the students to practice reading aloud and quietly and they should instruct the students how to use the strategies of reading skills, such as, scanning, skimming and intensive ways of reading in the classroom.
- It would be good to prepare active participatory lesson plan in order to guide the students' by combining the four skills, leading the students to understand conceptual meaning and showing how to interpret the texts by showing through it.

As has been found in the study, the classroom physical condition, the organization and neatness of library and the school as a whole seemed unclean and unattractive. Therefore, the school principals, teachers and students should make efforts to avoid this problem. Thus,

- It would be better to keep clean in classroom, library and school environments painting the classroom with yellow color, organized students sit, replacing new blackboard, organizing school reading clubs, min-media, librarian clubs and school adviser
- Teachers and students good to have special class to practice pronunciation, vocabularies, punctuations, grammar, prediction ,stress and writing individuals in the classroom and teachers should have proper reading classroom with flexible time, space, and ordering programmed teaching reading classroom.

On the whole, school should draw a single policy in order to rearrange the school learning and reading program with the teachers together by association.

- Teachers and students good to read daily bases to refresh mind such as, for spiritual part of personal changes, for social interaction, to expand personal intellectual levels and to modifying personal emotional strategies in the society.
- Teachers and students should understand the reading skill and that reading was also tended to radius gossip movements of human behaviors. So that only solution for the teachers and students side to be practice-reading skill in order to reduce actual problems or challenges related reading skill in the classroom.
- Teachers should need to recognize that reading was helpful tools to obtain basic skills and this can help someone to manipulate knowledge and evaluate him, or herself who they are in the present world.
- Teachers should also learn how to link new information with daily events with their lesson and at same time, they may help their students to obtain that new information reference to reading skill practice.
- Additionally, the school had better draw single policy related to reading improvement and put efforts to follow on daily basis the improvement by showing their students how to use classroom and outside their classroom reading strategies.

The researcher had not discovered all the problems related in the readings. This would be opening door for other researcher for those whom would like to do the same thing like this researcher did in the future.

- This information may help for those who would like to read and solve the challenges relate reading skill in the school community and these would give information for person who would like to begin research with these topics in the future.
- Since the finding had showed that the challenges of reading were not solved at once but it may be solved through taking time-to-time or slow by slowly in the future.

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Appendix A

STUDENT QUESTIONNAIRE

Dear students,

I am conducting research on reading problems in this school. I would like you to give me some of the problems you found during your reading experience so that I could get tangible facts from your response. The data you provide for the study will be used to improve problems related to the classroom teaching and learning of the reading skill. So, that I am looking forward to your genuine participation in answering the questions given below.

Thank you for your cooperation.

Part I: - Close-Ended Question Items

Direction: - I would like you to indicate your answer by putting a tick mark under one of the column marked 'Yes' or 'No' to show the response you considered correct in the table below.

Items on Students Classroom Participation

No.	Items on student participation during the reading skill lesson	Yes	No
1.	Do you participate in the reading classroom?		
2.	Do you read in the library during your free time?		
3.	Do you escape the reading exercise in the reading classroom?		
4.	Are you happy taking reading exercise in the classroom?		
5.	Do you like reading your notes after school and at home?		
6.	When you read texts, are you able to understand explicitly state information from each reading?		
7.	Can you understand conceptual meaning of reading texts easily?		
8.	When you do your home works, you do not copy from others?		
9.	When you read texts, do you prefer to take note of unfamiliar words?		
10.	Do you read instructions before you do your home or class works?		

Part II: - Open Ended Question Items

Direction: - Complete the empty space for the 10 by providing short answers. The questions are prepared to assess what you have already been practicing in the reading classroom.

1. List three things that challenging you to learn reading skill during your lesson:

A. _____

B. _____

C. _____

2. What are they problems you discovered in the reading skill practice during presentation of the lesson? _____

3. What are the reading obstacles that you ought to describe from your personal experience in the reading classroom? _____

4. What are they challenges you discovered doing the activity provided in the reading exercises?

_____.

5. Do you find any difficult doing the reading exercises in the reading passage?

6. What do mean by critical reading? Have you ever found any difficult doing your critical reading in the passage provided to you? _____

7. What do you think should the aims of a reading program be and do you like your reading class? _____

8. Did you practice reading for gist in the classroom? And what the challenges you find it?

9. What do you mean by being an “efficient reader? And what are they main challenges to become an efficient reader?_____

10. Have you practiced reading for specific purpose? What are they problems you find reading for specific purpose? _____

Appendix B

STUDENT INTERVIEW

Dear students;

I am conducting a study on problems related to the classroom teaching and learning of reading skill. I would like you to cooperate with me by giving your answer that you already have experienced in your reading skill lesson in the classroom. So, that I am looking forward your participation answering below the quotations given.

1. When you read texts, do you like to take notes?

2. When you take note, do you focus on details in a reading text?

3. How do you read in classroom? Do you read slowly/aloud?

4. Why do you read slowly and aloud?

5. When you asked to do so, do you compare your answer with your friends?

6. How do you feel about your reading English classroom?

7. When you have given a reading passage are you happy to do alone?

8. What do you do when you encounter a word you do not know during your reading classroom?

9. When you had given reading home works, do you go to library to look for additional references (information)?

10. When you read in the classroom and encounters with unknown words, do you ask your teachers?

Appendix C

ENGLISH TEACHERS INTERVIEW GUIDE

At first, I would like to thank for you that you have cooperated to give answer the questions given below. I am conducting research on reading skill problems in our classroom. These interview questions are prepared to assess challenges of teaching reading skill related with the practice of teachers (factors affecting reading skill). So, I would ask you to give me answers to the problems or challenges you faced during your teaching of the reading skill. Each individual answer will be recorded.

1. What are they challenges you find organizing and delivering the reading part of the lesson?

2. How do you overcome the challenges related teaching the reading part of the lesson?

3. What are they difficult you find in the active participation of the students willingness to practice during in your reading classroom lesson?

4. If they are not participate reading in the classroom, what are the factors that affecting the students participation in the reading classroom?

5. Do you find any challenges integrating the skills in order to deliver your lesson?

6. What are the obstacles you find when you give practice reading skill for students to participate actively in the learning classroom?

7. What are the things that preventing you to conduct active learning system effectively?

8. How do you discover a new teaching reading methods used in our currently education system in the classroom?

9. Are there any factors affecting in the organization of students' text book, teachers guide, new technology and library organization and appropriateness in the school?

10. How do people do currently practice-reading teaching in the reading classroom?

11. In order to develop reading skills and what do you think people should do in their pass time?

Appendix D

CLASSROOM OBSERVATION CHECKLIST

School: - _____ **Year:** - _____ **Semester:** - _____

Grade level: - _____ **Section:** - _____ **Period:** - _____ **Duration:** - _____ minutes

Unit: - _____ **Topic:** - _____ **Page:** - _____

Teacher: - _____ **Observer:** - _____

Part I - Observation Items on Teacher Practice

No	Items to teacher' classroom behavior	Yes	No
1.	During the reading lesson, the teacher explains,		
	asks questions,		
	demonstrates,		
	organizes?		
2.	The teacher allows the students to read in the classroom?		
3.	Does the teacher keep presenting reading sections of the lesson to students?		
4.	Does the teacher give time to students to copy words/short phrases?		
5.	Does the teacher ask students to complete sentences using instructions?		
6.	The teacher teaches students to identify main idea from supportive details?		
7.	The teacher shows readiness in the reading classroom?		
8.	The preparations of schemes and lesson he/she had?		
9.	If the teachers asked, the students to use texts book in their classroom?		
10.	If the teacher is helping students by using guidebooks and handbooks?		

Part II: - Observation Items on Students Classroom Behavior

No.	Items on classroom learning style in general	Yes	No
1.	They maintain good eye contact with the teacher.		
2.	They make list of vocabularies in their exercise.		
3.	When the students read the passage in the classroom, the other students give attention to the reader.		
4.	The students keep their focus in reading materials.		
5.	You can remember what you read after you go home.		
6.	After he/she reads, a passage can explain it.		
7.	They read loud and it can hear at the back sit.		
8.	They feel to read novels, fictions, texts and other historical books.		
9.	They follow instruction and do the exercise by reading the topic without any explanations of the teacher		
10.	The participation of the students in teachers reading time, when the time teacher asks to do so.		

Part III: - Observation Items on the Teaching Method

No	The teachers teaching method.....		1	2	3	4
1	How were you dealing with teaching reading skill in your classroom?	01				
		02				
		03				
2	How do you usually administrate in your teaching reading skill part of the lesson during and after your lesson presentation?	01				
		02				
		03				
3	How do you actually organize (divide) and manage your time for an individual teaching reading sections of lesson presentation	01				
		02				
		03				
4	How do you usually group your students in your teaching reading lesson classroom?	01				
		02				
		03				
5	What do you do after you group your students in the teaching reading skill classroom?	01				
		02				
		03				
6	What were your main resources that you had used in your reading classroom?	01				
		02				
		03				
7	What were your official classroom reading skill practice policy related to doing home works, class works and for group works?	01				
		02				
		03				
8	How did you organize reading duties before and after your reading classroom?	01				
		02				
		03				
9	How did you help your students to become active and delicate readers in your reading classroom?	01				
		02				
		03				
10	How did you do with students low class reading achievers	01				
		02				
		03				

Key: - 1. Very Good 2. Good 3. Poor 4. Very Poor

Appendix F

TEXT BOOK EVALUATIONS CHECK LIST

School: - _____ Year: - _____

Semester: - _____ Grade level: - _____ Amount of Units: - _____

Subject: - _____ Evaluator: - _____ Date: - _____

Definition of the numbers in the table: -

- 1. Difficult to read easily
- 2. Ok but need more teacher support to do it
- 3. Good but need little teacher explanation
- 4. Very good (manageable)
- 5. Excellent (not need change)

Make a tick under the numbered 1 - 5 in the table below

No.	Items of text book evaluation	Evaluation Points				
		1	2	3	4	5
1.	The affectivity of educational technology and textbook organization					
2.	The affectivity reading question used in the text					
3.	The neatness and the accuracy of reading lesson presentation in the text					
4.	Whether specifications skills (reading) technical match one another					
5.	Appropriateness of the text to stimulate and guide the students					
6.	Challenges in the practical reading work and sentence organization					
7.	The size of the printed material and easiness to read					
8.	The length of the book motivated to read					
9.	The easiness of the vocabulary used and the style of reading story attractiveness to read					
10.	The use of the color in cover, use of pictures, and the way illustrated in the text book					
Total Response -						

Appendix J

አዳማ ሳይንስና ቴክኖሎጂ ዩኒቨርሲቲ

እንጊሊዘኛ ዲፓርትመንት

የውጪ ቋንቋዎች ጥናት ትምህርት ቤት

ለውድ ተማሪዎች

ይህ መጠይቅ የተዘጋጀው የተማሪን የማንበብ ችግር ወይም እንቅፋት የሆኑትን ችግሮች ለመለየት ሲሆን ይህ መጠይቅ አጥኚው የሚጠይቀው አንዱ የመረጃ መሰብሰብ መሳሪያው ነው። ስለሆነም ከዚህ በታች ለተሰጡት ጥያቄዎች ባደ በታ ተገቢውን ምላሽ እንድትሰጡ ስል በአክብሮት እጠይቃለሁ የናንተ ተሳትፎ ላጥኚው ከፍተኛ አስተዋጽኦ አለው። ስም መፃፍ ተገቢ አይደለም

1. መጽሃፍ ስታነቡ የሚቸግራችሁ ሦስት ዋና ዋና አብይ ችግሮችን ለዩ
 - A. _____
 - B. _____
 - C. _____
2. በክፍል ውስጥ መጽሐፍ ስታነቡ ወይ ስትማሩ እና ካነበባችሁ በኋላ ስለምትወያዩት ነገሮች ዝርዝር ፃፍ-----

3. ንባብ ስታነቡ የሚቸግራችሁ ነገሮች ምንድን ናቸው -----
4. የክፍል ሥራ እና የቤት ሥራ በምትሰሩበት ጊዜ የሚቸግራችሁ ነገሮች ካሉ ጥቀሱ-----
5. መጽሃፍ በማንበብ ጊዜ የሚገጥምህን ችግሮች ጥቀሱ-----
6. ጥልቅ ንባብ የምታነቡበት ጊዜ መቼ እና መቼ ነው -----
7. በንባቡ ውስጥ ያለው የንባብ አላማ ከራሳችሁ ችሎታ ጋር ይመጥናል ወይስ አይመጥንም
ሀ/ ይመጥናል ካልክ ምክንያት ስጥ _____
ለ/ አይመጥንም ካልክ ምክንያት ስጥ _____
8. ዘወትር በክፍል ውስጥ ስትማሩ አንድ በአንድ እየተነሳችሁ የምታነቡበት ጊዜ ካለ ፃፍ -----

9. አንድ ሰው አንባቢ ነው ሲባል በአይምሮ ውስጥ የሚመጣው ነገር ጥቀሱ-----

10. ስታነቡ ለአንድ አላማ ብላችሁ የምታነቡትን የንባብ ክፍል አንዱን ጥቀሱ-----

Appendix k

አዳማ ሳይንስና ቴክኖሎጂ ዩኒቨርሲቲ

እንጊሊዘኛ ዲፓርትመንት

የውጪ ቋንቋዎች ጥናት ትምህርት ቤት

ለውድ ተማሪዎች

በመጀመሪያ ጥሪዬን አክብራችሁ በዚህ ሰዓት ስለተገኛችሁ የላቀ ምስጋናዬን አቀርባለሁ እኔ አጭር የክፍል ውስጥ የማንበብ ችግር ፈቺ ጥናትና ምርምር በማድረግ ላይ እገኛለሁ ስለሆነም ከዚህ በታች ለምጣይቃችሁ ጥያቄ የራሳችሁን መልስ ለመስጠት እንድትተባበሩ ስል በአክብሮት እጠይቃለሁ። በዚህ መሰረት የናገተ የመማር እና የማንበብ ልምድ አኳያ ያለውን ችግሮች እንድትነግሩኝ እጠይቃለሁ

ከመስጋና ጋር

1. መፅሃፍ በምታነቡበት ጊዜ ኖት መያዝ ትፈልጋላችሁ?-----
2. አንብባችሁ ኖት በምትይዙበት ጊዜ ትኩረታችሁ በዋና ዋና ነጥቦች ላይ ነው ወይስ ሁሉንም ሀሳብ ነው በአንድ የምትይዙት?-----
3. በክፍል ውስጥ እንዴት ታነባላችሁ? የምታነቡበት በዝቅተኛ ድምጽ ነው ወይስ በከፍተኛ ድምጽ ነው?-----

4. ለምንድን ነው በከፍተኛ ወይም በዝቅተኛ ድምጽ የምታነቡት?-----

5. መምህሩ የሰጣችሁ የንባብ ክፍል ካነበባችሁ በኋላ ከጓደኞቻችሁ ጋር አወዳድሩ ስባል ስ አወዳድራችሁ ታቃላችሁ? -----
6. እንግሊዘኛ ንባብ ክፍለ ጊዜ ሲደርስ የሚሰማችሁን ስሜት ምንድን ነው ተናገሩ?-----

7. የማንበብ ሥራ የሚሰጥበት ጊዜ የተሰጠውን ሥራ ደስ ብሎህ ስርተህ ታውቃለህ?-----
8. አንድ አንድ ከባድ ቃላት የገጠመህ ጊዜ ምን ታደርጋለህ?-----
9. የማንበብ ሥራ በተሰጠህ ጊዜ ወደ ላይ-ብረሪ ገብተህ ተጨማሪ የማንበቢያ መጽሃፍ ጠይቀህ ታቃለህ-----

10. በክፍል ውስጥ ስታነብ አንዳንድ ከባድ ከባድ ቃላት ሲገጥምህ መምህርህን ጠይቀህ ታውቃለህ-----
