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**ASSESSING THE PRACTICE OF TEACHING ENGLISH
READING WITH REFERENCE TO STUDENTS'
PREFERRED LEARNING STYLES:- GRADE 9 IN FOCUS**

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Abstract

In this study an attempt was made to assess the practice of teaching reading with reference to grade nine students' preferred learning styles.

The required data for the study were collected using questionnaire, classroom observation and interview. Eight Grade 9 English teachers from Kolfe and Millennium Schools completed the teachers' questionnaire. To cross check the information given by the teachers, questionnaire was administered to 243 students. Among the Eight subject teachers, five voluntary teachers were observed (each three times) to see how they actually match their teaching styles with their students' preferred learning styles.

Then, using frequency and percentage, descriptive analysis was employed to analyze the responses given to each item in the questionnaire and the findings of the classroom observation. The result revealed that there has been a mismatch between the teaching practices of reading implemented by the teachers and the students' preferred learning styles.

It is recommended that in order to develop teachers' awareness's of using the appropriate teaching styles based on students' learning preferences, officials at the Ministry of Education, school administrators, department heads and the teachers themselves should take responsibilities to organize practice-based in-service professional trainings and perfect multisensory reading classrooms which has: firstly reading materials on many levels in multiple genres, secondly noise reduction headphones and audio books available for students who want or need to use them and thirdly areas where students can: sit quietly and read, move around while they read, work alone, & work together as groups in those schools. Besides, since the sample teachers seemed to have heterogeneous classes (the four types of learners mixed in the same class), they are also recommended to adapt the reading lessons that include multiple sensory learning style techniques.

CHAPTER ONE

1.0. Introduction

In this chapter background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, limitation of the research and operational definitions of terms were discussed briefly.

1.1. Background of the Study

According to Dallman (1982), the ability to read is the most important skill for one to excel in other subjects as far as academic work is concerned. This means the ability to read is important if one is to succeed in school. This is due to the fact that the comprehension of everything that is learned in school depends on the learners good reading skills. Because of this fact all grade nine students in all secondary schools in Addis Ababa have been taught reading skill during their first school years to be able to assimilate new knowledge and skills in future. So they should have to be able to understand the concepts that they are taught as they progress in their education. But most students in those schools reach as far as this grade level still having poor performance of reading or without the ability to read that their level demands. Most of them read below from what was expected of their grade level while some of them were not able to read any single sentence and even a word at all. This condition may sometimes cause them to repeat an academic year or drop out from school due to their poor performance and their negative attitude towards the school they developed.

As a result, it is very important that students get as much teaching as possible which is adapted to their reading styles as researches like Reid, (1995) show that this improves the individual's academic results and improves their attitude towards learning. But it seems that not much is known about teaching/learning styles that they are serious causes of reading disability especially in the case of most high school students in Addis Ababa for these styles have been given little or no focus in most university courses or in almost all in-service trainings as the researcher experienced so far. Due to this, researchers have paid great attention to discover students' learning styles. Teachers should also not disregard the importance of choosing the appropriate teaching methods to suit students' learning styles, as both teaching and learning styles play a crucial role in language learning development and

achievement (Reid, 1995).

So the researcher also believes that the improper use of teaching styles and strategies without being aware of students' learning styles is one of the many factors that can cause reading disability in most high school students in Addis Ababa. As a result this research is intended to whether teachers' styles of teaching reading matches with grade nine students' learning styles at Kolfe and Millennium secondary schools.

1.2. Statement of the problem

By the time students reach at grade nine, they are expected to be reasonably good in reading because reading skills have been taught during the past eight years of their primary education in the Ethiopian context they are in. But there are many children that encounter reading problems at different secondary schools of this country to the extent to which some of them might complete eight years of primary education without the required ability to read to the extent to which their grade level demands from them.

Of course the causes of their difficulties in learning to read vary from child to child. As a result, researchers have given a great deal of attention to the way individuals learn or understand new information and as well as their preferred methods of learning. However, it was found that students' learning styles have been disregarded by teachers and have been considered a minor component in the learning process (Reid, 1995).

All these facts are also true and have been observed in most governmental schools in Addis Ababa as the researcher himself has experienced so far. As a consequence this issue has motivated the researcher to conduct this research with the title of "Assessing the practice of teaching English reading with reference to students' preferred learning styles.

There are different local researches done in relation to different reading difficulties. However, the researcher has tried all her best to get any local study which was conducted exactly or closely related to the teaching/learning styles of reading and to look through its findings, but he couldn't get even one at all. So even if the researcher hardly says that there is no any research which is conducted closely or nearly related to the field, she hopes that this research could serve as a stepping-stone for further researches that will be done accordingly. Anyhow, the following are (except the first one which is from global ones) some local researches that were capable to find and were conducted unlikely of the teaching/learning styles.

Roger Spires' (1983) research looked at whether training teachers about learning styles would affect reading and maths achievement for students in kindergarten through sixth grade. The students in the study took a learning styles inventory to determine which learning style they preferred, and the teachers took a teaching style inventory that showed which preference they used while teaching. Their teachers used the results of these inventories to determine instructional methods that they could use to teach the students. This inventory showed that the higher-grade level teachers were more likely to use traditional teaching styles than the lower-grade level teachers. Throughout the year, the teachers learned different strategies that they could use for their instruction during in-service trainings and implemented the ideas in their classroom. Spires' study showed that the subjects achieved significantly more with word attack, reading comprehension, and mathematics concepts than the control group who were not taught using these strategies.

MelkamuDumessa (2002) examined teachers' reading lesson presentation in relation to the introduction of the new course at secondary school level. He gathered the necessary data using questionnaires and observation. As to him, the result of his study showed that the teaching procedures suggested in the new textbook were rarely or not practiced at all and the traditional teaching approach was dominantly practiced in teaching reading. As a result he concluded that there was a mismatch between the prescribed procedures in the new teacher's book and the teachers' practice of presenting reading lessons in the actual classroom.

EdasoMulu (2007) explored factors affecting students' reading comprehension at preparatory level in Sidama zone. In order to gather the data for his study, he held a semi-structured interview with teachers and distributed closed ended questionnaire among students. According to Edaso's study, the factors that affect students' reading comprehension were the size of the class, lack of interest (on both teachers' and students' part), lack of availability of materials in the library, family background in terms of finance as well as education, lack of the techniques and strategies of reading comprehension.

Dereje Wondimeneh's (2008) master thesis investigated students' perception of motivational techniques teachers use for reading lessons at secondary school level. To collect the required data for the study, he used classroom observation and questionnaires as an instrument. According to the result of his study, the majority of the students had perceived that the

teachers' role: in using motivational techniques, in providing classroom activities that students prefer to be involved in and assisting them accordingly and in using relevant additional reading materials to the textbook when teaching reading lessons was inadequate.

Mesfin Derash (2008) completed a master's thesis in which he investigated how students learn to read English and teachers teach reading skill at primary level. He used observation, teachers' questionnaire, teachers' and students' interviews and a reading comprehension test to gather information for the study. His study's result found that inappropriate reading techniques and procedures were used and teachers were observed using the traditional way of teaching reading approach which was dominated by reading aloud. Besides, techniques of reading such as pre- and post- reading were not used at all, so he concluded that the consequence of wrong reading practices used had resulted in students' weak performances in their reading ability.

Samuel Moges (2011) studied factors that affect reading comprehension ability of students at secondary school level. Students' questionnaire, classroom observation, teachers' interview and text book analysis were used to gather the required data. The findings of his study were students' improper as well as insufficient reading practices, failure to read extensively and poor reading habits as factors that affect students' reading comprehension ability.

As it is already said, all the local researches that were capable to find were conducted on different reading difficulties unlikely of the teaching/learning styles. But if we can look through the first research which is taken from the global ones, it proved that teaching students using different teaching styles/strategies based on their learning styles is more helpful for students to learn reading better than the traditional styles of teaching. However, the gap this research intended to fulfill is to check whether this way of teaching is implemented in Addis Ababa secondary schools to help students be benefited from it.

1.3. Objective of the Study

The general objective of this study is to assess the practice of teaching reading with reference to grade nine students' preferred learning styles. The Specific objectives are to:

1. Identify the learning styles of students.
2. Describe the practice of teaching reading.
3. Explore the relationship between the teaching practice of reading and students learning style.

1.4. Research Questions

1. What are the learning styles of grade nine students?
2. To what extent are teachers aware of the teaching/learning styles of reading?
3. Is there a relationship between the teaching practice of reading and the students' preferred learning style?

1.5. Significance of the Study

The result of this study will be significant to students, teachers, and school administration as well as to syllabus and module designers. It will provide the students an opportunity to assess their learning preferences especially in learning reading. As a result, students will develop a sense of responsibility towards their own learning and at the same time they may want to implement other learning styles to suit and also to prepare themselves for advanced learning at the higher grade levels.

The findings from this study will also benefit English teachers as it will provide a platform to understand their students' learning styles much better, as it will make them conscious of various learning styles or learning preferences that exist in their classrooms. In addition, it will supplement teachers' teaching styles as they will approach their lessons differently by using appropriate instructional activities and materials that will complement students' learning styles. Knowing the students' learning styles will lead to a successful teaching and learning process, as this is the main predictor of students' success.

Moreover, the school administration / syllabus and module designers will also find this study to be beneficial as it will apprise the variety of learning styles that students adopt in learning reading. The information can aid them to conduct courses, activities or prepare instructional materials that complement students' learning styles. Furthermore, the findings will also enable them to realize that there is a need for them to pay more attention to the problems regarding the students' performance in reading and to find suitable measures to resolve the learning problems.

1.6. Scope of the Study

The general focus of this study is assessing the practice of teaching reading with reference to students' preferred learning styles. The study involved 243 grade nine students and all their eight English teachers which were selected as sample populations from Kolfe and

Millennium Secondary Schools in Addis Ababa. Teachers were the major subjects of the study whereas students were used to get additional data for the purpose of data cross-check during data analysis of this research.

1.7. Limitation of the Research

The result of the study would have been generalizable if the study had included more number of sample population and subject schools. The study was limited to eight teachers and 243 students in two governmental high schools in Addis Ababa because of the factors like: lack of sufficient time due to the researcher's regular work and delaying of the budget financed for the research.

In addition to the above limitations, the small number of the English teachers that were found in both sample schools, the absence of willingness on some of the sample teachers' part to be observed and interviewed as it was intended to be done and, incapability of finding adequate reference books and a standardized teaching style inventory and observation checklist from different sources were also other limitations encountered by the researcher.

1.8. Operational definitions of terms

- Learning style:- is a preference for the way a person learns and remembers what he or she has learned (Grasha, 1996).
- Teaching style:- refers to a loosely connected set of teaching techniques. Teachers have their own preferences in terms of the teaching styles that they may want to practice and call upon throughout the lesson in order to enhance group movement and learning (Brown, 2003).
- Learning styles inventory : - is designed to assess a person's general approach to learning and is a clear indication of his/her overall style preferences Oxford, (1995).
- Multiple sensory learning style techniques: - which are more beneficial for students with the four learning styles in a class. (Carbo, Dunn and Dunn 1986).
- Perfect multisensory reading classroom:- are more suitable for the implementation of
- Multiple sensory learning style techniques in a class of having the four Sensory learning styles together.

CHAPTER TWO

Review of Related Literature

2.1. Introduction

Teaching normally starts with the smallest and easiest things and children learn to read and write longer and more complicated things as time goes by (Wilhelm, 2004). Learning to read is a gradual process. Today, a child will learn to read letters in the alphabet, the next day the child will be able to read words, then sentences and so on. However, it is clear that students have their own personality and their own particular background. No student is the same as the one sitting next to him or her. It is very common in a classroom situation to find both slow and fast learners. Some are good in reading while others are poor readers. In this kind of situation, it all depends on the teacher to use the appropriate styles of teaching reading on the basis of individual learning styles to help these poor readers.

Unfortunately, most of the teachers do not have adequate knowledge on how to help such learners with special needs being aware of their learning styles. Most pupils require close supervision if they are to perform better in academic work. As a result, even when the teacher knows that a particular pupil is a poor reader, s/he is not in a position to help (Wilhelm, 2004)

From this fact, one can say that, teachers use the same method of teaching for all pupils ignoring students learning styles in a classroom despite one being a good or poor reader. All the necessary materials can be in place but this will not help improve the skills of poor readers as long as the teacher, who is the key person in this whole process, is not competent enough to help the poor readers (Wilhelm, 2004). This means that the poor readers are not given a chance to improve themselves where reading is concerned. The good readers have an advantage in this case and the poor readers are left out of the learning process.

Besides the methods of classroom approaches to reading, such as the 'look and say' method, resulted in most learners in both primary and secondary schools' level of reading in English to be inadequate for learning to take place (Wilhelm, 2004). So it is not doubtful that teachers should update themselves with different modern methods of teaching reading in line with students learning styles to help them learn reading. And the following are basic extracts or reviews from different scholars that all teachers should bear in mind and use in the classroom to help their students learn reading. The review is subdivided into the following categories-

- i. Causes of learning difficulties in reading
- ii. Learning styles
- iii. Learning style preferences and academics
- iv. Identifying students' learning style preferences
- v. What is reading?
- vi. Learning Styles and Reading
- vii. Reading style and its connection to learning style
- viii. The connection of foreign language learning and reading
- ix. Teaching styles and reading

2.2. Causes of Learning Difficulties in Reading

(Based on the Dunn and Dunn Learning Style Model)

According to Carbo, Dunn and Dunn (1986) learning styles model, there are 21 different factors which affect successful learning. These factors are divided into five different elements.

2.2.1. Environmental Elements

Environmental elements are important in that roughly 70 % of students are affected by such things as light and furniture. Many students prefer to be comfortably seated and to be in an environment with softer lighting. It has also been proved that the temperature of the room affects learning. Furthermore, many students improve their results if they are allowed to listen to music (Carbo, Dunn and Dunn, 1986).

2.2.2. Emotional Elements

Emotional elements help explain why some students are not motivated to learn at all while others do their work right away. Some need something to strive for whereas others may even work to satisfy someone other than themselves like a parent or a teacher. Some students need to take several breaks while working. There is also a difference in how much structure each student needs, an aspect which is related to how responsible the student in question is. The student's ability to adapt to different settings and assignments is also an important factor (Carbo, Dunn and Dunn, 1986).

2.2.3. Sociological Elements

Sociological elements account for the finding that about 13 % of students prefer to work alone. About one third of students need support from their teacher or some other authority figure. Some prefer to work with a friend or in a group. Some students are dependent on firm routines while others need to vary their way of working (Carbo, Dunn and Dunn, 1986).

2.2.4. Physiological Elements

Physiological elements are related to the student's perceptual factors. Everyone learns in a different way. Students may be auditory, visual, tactile or kinesthetic. Some want, indeed need, to eat and drink while studying and some need to take quick breaks. The time of day the learning takes place is also an important factor. Most students find the time between 10 a.m. and 2 p.m. to be the best time to learn (Carbo, Dunn and Dunn, 1986).

2.2.5. Psychological Elements

Psychological elements concern a person's individual ways of processing information. Some are holistic, meaning that they need to assimilate the whole before they go in to details. An analytical person on the other hand needs initial facts and details to be able to grasp the whole. Impulsive students want to get going right away while reflective students require peace and quiet for task engagement. Most teenagers and adults are holistic learners (Burke & Dunn, 2005-2006). The psychological elements are the elements which are most difficult to define and also the elements which are closest to being a strategy instead of a learning style. Not all of these elements need to be satisfied for each individual to achieve successful results. Most people have between 6-14 elements which are crucial for their learning (Carbo, Dunn and Dunn, 1986).

2.3. Learning Styles

A learning style is a preference for the way a person learns and remembers what he or she has learned (Grasha, 1996). Human development and cultural experiences of home, school, and society forms learning style; a composite of psychological, affective, and cognitive behaviors, which is a relatively reliable indicator of how a person responds to, interacts with, and perceives the learning environment. A person's learning style creates ways of thinking and of representing information (Reid, 1995). A person acts differently than other people because his or her behavior is an external reflection of how that person understands situations; because

learning style is part of what makes a person the person s/he is (Burke & Dunn, 2005-2006). Learning styles in Dunn & Dunn, are also defined as “how an individual approaches, processes and retains new and difficult material. There is no learning style which is better than another. According to Dunn & Dunn (1978), a learning style reflects generally how an individual works cognitively, affectively and physiologically. A learning style is therefore an expression of the individual’s whole personality; it is primarily biological and consequently difficult to change. Everyone learns more through their own learning style than that of the teacher or the tutor and if students’ learning styles and preferences are accommodated, they are more likely to perform successfully.

Every individual has a learning style and learning preferences. Besides the differences between learning styles within a group are as varied as those between groups since everyone comes from different backgrounds. Over three-fifths of a person’s learning style is genetic, which means that it is based on psychology, physiology and stamina (endurance). The remainder is learned behavior (Olsson, 2006). Regarding learning styles, as Olson stated, the Dunn and Dunn learning style model has been estimated by independent evaluations to have the best validity and the highest reliability. This research is based on the Dunn and Dunn’s modality learning style theories more closely.

The perceptual preferences, which are part of the physiological elements listed in the previous subsection, are the central part in the Dunn and Dunn learning style model. The following are the four main perceptual sensory learning styles (Olsson, 2006).

2.3.1. Auditory Learners

Auditory learners are based on hearing. They prefer to learn by verbal (oral) instructions from themselves or others (Kolb, 1985). Thus, discussions, “thinking out loud,” and listening are their favorite learning approaches (Kolb, 1985). They enjoy someone reading aloud while they follow the text. Students who are auditory in their learning style are good at listening to a story and then retelling it reading (Olsson, 2006). It is also good if they can read out loud to themselves. Phonics is often a good method to teach auditory beginning readers (Dunn, 2006). When engaged in learning, auditory learners tend to use animated voices. Having some white noise or quiet music playing helps auditory learners concentrate (Carbo, Dunn, & Dunn, 1986). When using imagery, they tend to sub vocalize and think in sounds. The specific details are not important (Barbe&Swassing, 1979). Auditory learners typically get in

trouble in class because they talk out of turn and argue. Sounds easily distract auditory learners (Hutton, 2006). About ten percent of all students prefer the auditory learning style while about thirty percent of educators prefer the auditory learning style (Kolb, 1985). Auditory people are relatively well suited for the traditional school system. Teachers with auditory preferences tend to lecture, ask questions, and include discussion, audio tapes, and reading aloud as part of their classroom activities (Kolb, 1985). Some teaching styles/strategies that educators can use to help auditory learners include having them record themselves reading things they have to memorize; encouraging them to put important facts and data into songs or poems; and having them reading along with books on tape (Clark, 2008).

2.3.2. Visual Learners

Visual students have sight as their primary sense. They often like to read and write. It is of great importance that they can clearly see what they are to learn. Students who are visual can easily read and follow written instructions. Visual students like to use the computer to create texts. They also like to watch television and movies to aid their learning (Olsson, 2006). Visual people often learn quickly and are well suited for the traditional school system. Visual learners prefer to learn by seeing and watching demonstrations (Clark, 2008). Thus, observations, examinations, and reviews are their favorite learning approaches (Clark, 2008). When engaged in learning, visual learners tend to work quietly but intensely. They often doodle while they are listening (Burke & Dunn, 2005-2006). Highlighting, creating graphs, and drawing pictures are some of their preferred learning activities (Clark, 2008). When using imagery, visual learners tend to think in pictures and visualize in detail (Barbe&Swassing, 1979). Visual learners typically get in trouble in class because they use visual, non-verbal expressions and passive-aggressive behavior (Clark, 2008). Visual learners tend to be organized and noticed detail (Hutton, 2006). Visual disorder and movement easily distract visual learners (Clark, 2008). About thirty-five percent of all students prefer the visual learning style while about forty percent of teachers prefer the visual learning style (Kolb, 1985). Teachers with visual preferences tend create a calm, academic environment in their neat, organized, attractive classrooms. They demonstrate, write, and draw on the board as part of their classroom activities (Kolb, 1985). Some strategies that teachers can use to help visual learners include having them use highlighters to underline or circle words in texts; encouraging them to take notes and make lists; and showing them how to make outlines of

information in reading material (Burke & Dunn, 2005-2006).

2.3.3. Tactile Learners

Tactile learners prefer to use their hands in many ways. They prefer to learn by touching and by converting physical inputs into emotions (Barbe&Swassing 1979). To touch and feel is often very helpful. Tactile learners learn best when they incorporate their sense of touch and when they involve their emotions and feelings (Grasha, 1996). They want to explore subtle physical and emotional distinction in their learning. When engaged in learning, tactile learners use excited facial expressions as they mirror the students around them. Tactile learners will learn vocabulary best if teachers introduce it to them with tactile resources before reading (Carbo et al., 1986; Dunn, 2006). When using imagery, tactile learners tend to prefer imagery related to emotions, colors, and moods instead of sights and sounds. Tactile learners typically get in trouble in class because they withdraw or complain about what is unfair (Clark, 2008). Emotional conflicts, temperature changes, and changes in moods easily distract tactile learners (Clark, 2008).

Tactile students prefer to use concrete materials. They can develop their reading while illustrating the text and they also often doodle while reading or working. It has been shown that using computers can help tactile students to learn better (Olsson, 2006) about 15 percent of all students prefer the tactile learning style while about twenty-five percent of teachers prefer the tactile learning style (Clark, 2008). Teachers with tactile preferences tend to focus on self-esteem, social skills, and self-expression. They work to create warm classroom environments where students can work together. Some strategies that educators can use to help tactile learners include having them use manipulative; encouraging them to type their notes, essays, or vocabulary words; and having them make emotional connections with their learning (Clark, 2008).

2.3.4. Kinesthetic Learners

Kinesthetic learners prefer to learn by doing and direct involvement (Hutton, 2006b). Kinesthetic learners learn best when they incorporate movements using their large or gross motor muscles. This type of learner is always moving, often prefers to learn in a single style, and struggles to convert what he or she has learned into writing (Grasha, 1996). Younger kinesthetic learners often have trouble remembering what others tell them or show them unless given frequent reminders (Carbo, Dunn, & Dunn, 1986). Exploring, manipulating

items, building and playing games are their favorite learning approaches (Kolb, 1985). When engaged in learning, kinesthetic learners tend to use animated gestures and move around the room. Kinesthetic learners have a hard time making pictures in their minds as they tend to think that imagery is not important unless action is involved (Barbe&Swassing, 1979; Grasha, 1996). Kinesthetic learners typically get in trouble in class because they act out physically through body movements and gestures, and they are often mislabeled as having ADHD (attention deficit hyperactivity disorder). Because they are not interested in visual or auditory presentations, kinesthetic learners often seem distracted (Grasha, 1996). About forty percent of all students prefer the kinesthetic learning style while only about five percent of teachers prefer the kinesthetic learning style, so teachers have a harder time relating to the problems that the students are having (Burke & Dunn, 2005-2006).

Teachers with kinesthetic preferences have very active classrooms, and they tend to use actions to discipline (Kolb, 1985). These teachers prefer projects and group work for classroom activities. Some strategies that teachers can use to help kinesthetic learners include having them put information on cards and walk around as they memorize; allowing them to bounce their feet, twirl their pens, or squeeze a ball while they learn; and breaking up instruction for them into 20-30 minute sections (Clark, 2008).

Kinesthetic students want to be physically active while learning or reading. Students of this learning style can often not sit still for a long period of time. This can be difficult to combine with learning and especially reading and therefore it is a good thing to plan many breaks for this type of student. Kinesthetic students often prefer to do things themselves, for example by experimenting. Kinesthetic people are those who are the least suited for the traditional school system. Around 15 per cent of the population are strongly kinesthetic and about 30 per cent are a combination of kinesthetic and tactile. These perceptual preferences are the main focus of the Dunns' learning style model (Dunn and Dunn, 1986).

2.4. Identifying Students' Learning Styles

Some of the ways that teachers can identify students' learning style preferences are by listening to them talk, watching them work, and having them take an assessment. Students will often use verbs that indicate their preferred learning style (Grasha, 1996). A person who prefers a kinesthetic learning style uses much action, touching, or feeling words. This child might say, "That touched me," "That moved me," or "That doesn't feel right."

A person who prefers a tactile learning style also uses touching and feeling words, but they are more likely to involve the hands. This child might say, “I can grasp that,” “I can wrap my hands around that,” or “That feels cold.” A person with a verbal learning style will use auditory type words. She might say, “I hear you,” “That sounds good to me,” or “That clicked.” A person who prefers a visual learning style uses camera type words that create a visual picture. This child might say, “I’m looking for answers,” “I get the picture,” or “I see.”

Listening to the types of verbs a child uses can tell a teacher what type of learner a particular person is. Likewise, watching students can help teacher determine learning style. A student who is always wiggling in his or her seat and who uses many gestures when speaking might be a kinesthetic learner. A student who interrupts class with little comments and has trouble being silent might be an auditory learner. A student who is always nicely dressed and has trouble remembering verbal directions might be a visual learner.

2.5. Learning Style Preferences and Academics

One thing that all of the learning style theories have in common is the idea that students will learn best when they are taught using strategies that fit well with their learning styles. When learning style is accommodated, academic achievement is enhanced (Barbe&Swassing, 1979). These same studies show that when teachers present lessons only in students’ less preferred learning styles, performance declines. Dunn & Dunn (1978) believed that if teachers would use techniques that address learning style preferences, there would be significant increases in reading and math achievement. If teachers consistently taught using strategies that are opposite to the strategies that a learner with a strong, specific learning style uses, that student must use part of his or her energy to shift approaches before concentrating on the skill (Burke & Dunn, 2005-2006). Using different strategies that engage students with different learning styles encourages students to become more balanced and diverse in their learning (Oxford, 1990).

However, when a teacher’s learning style preference dominates the classroom environment, students whose styles match do assignments easily– sometimes without any deep thinking while students whose styles are different become disengaged and unmotivated. For example, as Hutton (2006) suggests visual learners learn primarily with their eyes. So teachers can use chalkboards, posters, books, magazines, drawings, pictures, films, and computer monitors if available. Auditory Learners learn with their ears. Teachers can use lectures, discussions,

records, tapes, radio, and television in their courses. The teacher should give precise oral directions and explanations (Clark, 2008). According to Grasha (1996), tactile/ kinesthetic Learners need to see, hear and do to learn. Teachers should have touchable and movable materials for such students. Students should be able to plan, demonstrate, report, and evaluate by using models and real objects and the teacher should encourage written, graphic, and computer records of information (Grasha (1996).

In *The Differentiated Classroom: Responding to the Needs of all Learners*, Tomlinson (1999) stated that the “one-size-fits-all” system of education has failed because that system ignores differences in the way students learn. Heilman (1982) also stated that the search for the “best” method to teach students leads to failure for those who have a learning style that does not accommodate that method.

Learning style theory would say that expecting any single method or approach to work with all learners is unrealistic. To read the board, study their books, create written reports and take written tests, students must process information through visual channels. Standardized tests and even classroom tests are usually in a written format, which is easier for a person with a visual learning style. Hutton (2006) stated that because the majority of teachers have visual preferences, the traditional educational system favors visual learners.

But researches have shown that students with kinesthetic and auditory learning styles are more likely to underachieve in school because they have limited opportunities to use their style strengths in the classroom (Burke & Dunn, 2005-2006). When there is a difference in a student’s learning style and the way that the school system teaches and tests him or her, there is a mismatch of styles; this causes academic problems (Grasha, 1996).

Designing lessons with opportunities for students to use their preferred learning styles gives students powerful tools, especially if the concept or skill is a difficult one, because the students will learn faster and easier (Dunn & Dunn, 1978). Kinesthetic, tactile, and auditory learners who do not efficiently use the imaging techniques that visual learners use have slower, less efficient recall even if they have studied the materials. They have slower recall because they are trying to access the information that they have learned through their individual learning preferences and then translate that information into a visual format even at the time of a test.

The following three tables summarize the observable characteristic indicative of the four learning styles. They provide informal means of assessing students' preferred approach to learning and the lesson planning task guidelines for students of different learning styles.

Table-1a- A summary of students' preferred approach to learning.

Modality	Visual	Auditory	Kinesthetic(Hands-on)
Learning Style	Learns by seeing or watching demonstrations	Learns through verbal instructions from self /others.	Learns by doing and direct involvement.
Spelling	Recognizes words by sight; relies on configurations of words.	Uses a phonics approach has auditory word attack skills.	Often is a poor speller; writes words to determine if they "feel" right.
Reading	Likes description; sometimes stops reading to stare into space and imagine scene; intense concentration.	Enjoys dialogue and plays; avoids lengthy descriptions; unaware of illustrations; moves lips or sub-vocalizes.	Prefers stories where action occurs early; fidgets while reading; not an avid reader.
Handwriting	Tends to be a good, particularly when young; spacing and size are good; appearance is important.	Has more difficulty learning in initial stages; tends to write lightly.	Good initially, but deteriorates when space becomes smaller; pushes harder on writing instrument.
Memory	Remember faces, but forgets names; writes things down; takes notes.	Remembers names, but forgets faces; remembers by auditory repetition.	Remembers best what was done, but not what was seen or talked about.
Imagery	Vivid imagination; thinks in pictures; visualizes in detail.	Sub-vocalizes; imagines things in sounds; details are less important.	Imagery not important; images that do occur are accompanied by movement
Distract-ability	Unaware of sounds; distracted by movement.	Easily distracted by sounds.	Not attentive to visual or auditory presentation so may seem distracted.
Problem Solving	Deliberate; plans in advance; organizes thoughts by writing them; lists problems.	Talks problems out; tries solutions verbally or sub-vocally; talks self through problems.	Attacks problem physically; impulsive; often selects solution involving greatest activity.
Response to Periods of Inactivity	Stares or doodles; finds something.	Hums, talks to self, or talks to others.	Fidgets or finds reasons to move.
Response to new situation	Looks around or examines structure.	Talks about situation; discuss pros and cons of what to do.	Tries things out; touches, feels or manipulates.

Adapted from learning style survey by Oxford, R. L. (1995).

Table-1b - Summary of students' preferred approach to learning

	Kinesthetic	Visual	Tactile	Auditory
Are natural at:	<ul style="list-style-type: none"> • Work on hands on projects • Participation in adventures competitions & challenges • Dancing, running, jumping, leaping, rolling, & swimming • Using large motor muscles 	<ul style="list-style-type: none"> • Using Interpersonal Skills • Anticipate people's feelings • Understand non-verbal communication • Fine motor activities like graphics, crafts, & calligraphy / decorative writing • Write in cursive letters 	<ul style="list-style-type: none"> • Extemporaneous speaking without preparation • Noticing sounds • Remember names of people but forget faces • Working with languages • Noticing small shifts in voice intonation 	<ul style="list-style-type: none"> • Remembering details & Colors • Reading, spelling, proof reading • Remember faces/ forget names • Create mental images • Dressing well
Solve Problems by	<ul style="list-style-type: none"> • Taking action • Attack problem physically • Seeking solutions that involve physical activities • Working individually or in small groups • Explore with trial & error 	<ul style="list-style-type: none"> • Thinking • Talking to people • Choosing a solution because it feels right • Go at their own pace 	<ul style="list-style-type: none"> • Talking about Pros & cons • Talking about options • Ask others they would do • Verbalize/speak possible solutions & repeat problem aloud during discussing 	<ul style="list-style-type: none"> • Read information, list problems • Preparing Graphic organizers • Using flow charts • Visualize solutions
Reading & Study habits	<ul style="list-style-type: none"> • Reading on the floor or bed • Studying for short periods 	<ul style="list-style-type: none"> • Studying in pleasant surroundings • Studying with people 	<ul style="list-style-type: none"> • Subvocalize internally & listen to music while reading/studying • Use mnemonics/ easily remember techniques 	<ul style="list-style-type: none"> • Reading rapidly • Require quiet during studying or reading
Reading preferences	<ul style="list-style-type: none"> • How to books • Action oriented books • Reading to learn instead of for pleasure • Read short plays, books 	<ul style="list-style-type: none"> • Reading for pleasure • Reading at their own speed • Select their own books like historical, romantic novels, or biographies 	<ul style="list-style-type: none"> • Read dialogues & plays • Discuss content with others • Sound out words phonetically/ in the way it sounds rather than dictionary spelling 	<ul style="list-style-type: none"> • Read for pleasure • Be able to spend a long time studying or reading
Difficulties	<ul style="list-style-type: none"> • Interpreting non-verbal communication • Effectively using verbal skills • Listening for more than a few minutes • Spelling • Using cursive handwriting • Stick with one activity & sit for long periods 	<ul style="list-style-type: none"> • Staying on task when feelings are hurt • Succeeding without Teacher approval/respect • Working in uninteresting classroom • Work in groups if unsure of other people's feelings 	<ul style="list-style-type: none"> • Reading quickly when not allowed to vocalize • Reading silently for Prolonged periods of time • Following written directions • Focusing on illustrations • Taking time regulated tests • Living with enforced silence 	<ul style="list-style-type: none"> • Work in a noisy environment • Listen lectures without pictures/graphics • Deal with diverting/distracting appearances • Work in drab/dull classrooms • Work in stimulating visual classrooms

Adapted from learning styles model in adult education by Reid, J. (1995).

Table -2- The lesson planning task guidelines for students of different learning styles.

learning styles	Learning tasks
Visual	Diagrams, charts, videos, films, graphs, posters, concept maps, pamphlets, textbooks, drawing, (creating mental pictures), collages, color highlighting
Auditory	Discussion, group work, pair work, debates, interviewing, expositions, presentations, writing notes and essays, improvisations, listening to guest speakers, mnemonics, poems, sketches, stories, reading
Kinesthetic/ Tactile	Dart, role-play, dance, model making, simulations, ‘show me’ cards, freeze-frames, field trips, improvisation, associating ideas with movements, human graphs, human sentences or timelines, , games, competitions

Adapted from Learning Style Survey by Kolb, (1985).

2.6. What Is Reading?

Heilman stated that “all reading has to take place somewhere”, “every reader knows that where we read also affects how we read: with what joy, concentration and with what profit.” (Heilman, 1982). Besides, Heilman emphasizes that reading is not only a question regarding place but also about the book we are reading, the mood we are in, what attitude we have towards reading, how much time we have and whether or not we are going to be disturbed.

The support a young reader receives from grown-ups is also important. Young readers need role models and someone who can support them in their development. To have a parent in this role is preferable, but a teacher can also fill the position. The most important question is why do we read? Is it for fun or because we have been told to? All of these aspects come together and determine the success of our reading. If a teacher is to be able to help his/her students to read and develop into interested readers, then he/she needs to know how to create a reading environment that enables the students to develop their reading skills. According to (Heilman, 1982) reading is something which has its own particular behavioral pattern.

Evidence suggests that it will be easier for the students to read if there are special places for them to read in. The ability to read and understand what you are reading is crucial for how students cope with school in general. There is a connection between students who are not good readers and drop-out statistics (Olsson, 2006). However, people do not read in the same way. There are different learning styles and there are also different reading styles.

2.7. Learning Styles and Reading

If students are not learning in the way we teach them, we should teach them in the way that they learn. The reading process is primarily visual because a student must look at a word and understand all of the meanings within the use of that word (Barbe&Swassing, 1979). Even after moving beyond word recognition, visualization continues to be a major part of the reading process. Wilhelm (2004) stated that being able to create images and mental models is an essential element of reading comprehension. The need to create images and mental models puts auditory, kinesthetic, and tactile learners at a disadvantage (Barbe&Swassing, 1979). There are teaching styles/strategies that teachers can use to help auditory, kinesthetic, and tactile learners succeed with the visual skill of reading. For kinesthetic learners, teachers can allow students to use their fingers to point to words as they read (Barbe&Swassing, 1979). Finger pointing helps them to focus on specific words or passages.

For auditory learners teachers can focus on word attack skills that rely on the sounds of letters. For example, phonics instruction is more helpful for auditory learners than the look-say method. Teachers should allow, and even encourage, auditory learners to move their lips when reading even though lip movement can slow down their reading. Auditory, kinesthetic, and tactile learners may also have trouble reading because of the way they deal with imagery (Barbe&Swassing, 1979).

Many readers never picture an event or setting in a book. Many never use their imagination to put themselves into books by “talking, living, dressing, and thinking like a character” (Grelet, 1990). If a teacher asks the class to close their eyes and picture a sunset, some students will not see anything. In *Reading is Seeing*, Wilhelm (2004) describes a student, Scott, who did not see anything when he read; so Wilhelm had Scott work with graphic novels and picture books to understand how to make pictures in his head. Wilhelm had Scott draw pictures and maps to represent what he was reading. These kinesthetic activities helped Scott bridge the gap into visualizing what he was reading.

As research shows there is a significant relationship between kinesthetic, auditory, and visual sensory learning styles and reading comprehension, so students would benefit from reading lessons that include multiple sensory learning style techniques. According to Carbo, Dunn and Dunn (1986) these techniques could include asking the kinesthetic and tactile learners to do some tactile activities that teach a concept the day before they will learn the concept and

asking the auditory and visual learners use the activity to reinforce what they learn after they are taught the concept. It could include asking visual students to read about a new subject before it will be taught and asking auditory learners to read about the subject after it is taught.

To facilitate this multiple sensory learning style techniques, it would be very helpful to establish a perfect multisensory reading classroom which would have: - reading materials on many levels in multiple genres, - areas where students can : - sit quietly and read, - move around while they read, -work alone, -work together as groups, - noise reduction headphones and audio books available for students who want or need to use them, - a teacher who was comfortable with students wiggling and moving their bodies as they sit in their seats, - lesson plans that incorporate kinesthetic, tactile, auditory, and visual activities from the introduction of each concept through its assessment.

It may not be possible for every reading teacher to create the perfect multisensory classroom, but adding multisensory activities might be one way to help struggling readers. Tactile and kinesthetic strategies help learners to form lasting connections between concepts and applications because the students will be more likely to internalize the information (Oxford, 1995). Allowing students these choices would mean that a teacher would need to help students learn about their own learning style and then offer choices on when students should complete assignments for specific lessons. In fact, Grasha, (1996) believe that it is a good idea to teach students about their learning styles so that they can help themselves learn.

There are many ways that teachers can incorporate learning styles activities to help improve students' learning. For example, a teacher can teach students to create study activities that match their learning styles. Kinesthetic learners might learn to tape pages of information around a room so that they move around as they study. Tactile students might learn how to make task cards, which are index cards that the students have written information about the specific topic and have cut into irregular shapes that can only fit together. Auditory learners might learn to create mnemonics, chants, or songs. Visual learners might learn to create charts or graphs and to visualize information as they study.

A teacher can also teach explicit lessons using learning style activities. For example for an explicit lesson on how to use the visualizing reading strategy, a teacher might provide a reading activity that the students can choose to read before or after the lesson. The lesson might start with the teacher reading a children's picture book without showing the students

the pictures and having all of the students draw pictures of what they are hearing. The class can discuss the difference between the various students' pictures and the pictures in the book. The lesson could continue with a mini lecture while the students take notes. It might continue with the students having a choice of writing descriptions to go with a picture or drawing a picture to go with a writing example. Throughout the year, the teacher could reinforce the activity by reminding the students to visualize as they read and by having the students draw what is in their book or write about what they see when they go places.

For kinesthetic or tactile students, lessons should begin with kinesthetic or tactile activities. For example, an explicit lesson on sequencing might begin with a game that requires the students to follow the steps exactly to get to the end of the game. The teacher could then provide a mini lecture while the students take notes. After the lesson, the students could pair up and write recipes for how to make peanut butter and jelly sandwiches. Next, the pair groups write their recipes, they could read them aloud and follow the exact steps to create the sandwich. They can discuss steps they missed and then add those steps in the proper order to have a completed recipe. Finally, students can read passages on their reading level and create charts showing the sequences in those passages.

Most students would benefit from the inclusion of kinesthetic, tactile, and auditory teaching and testing techniques. These techniques could include creating assessments that include choices for the students. For example, students could create a song or poem, draw a picture or cartoon, write or act out a play, design a game or puzzle, design a web page or collage, or explain or teach the concept verbally to show that they understand the concept.

2.8. Reading Styles and Its Connection to Learning Styles

Now it is time to consider if there is any connection between learning styles and reading. As mentioned earlier, the perceptual preferences are the most central part in the whole learning style model, and thereby it is also the most important factor when it comes to reading styles. Today there is a lot of emphasis on the combination of method and environment when it comes reading education. It has also been shown that if the students reach success in reading, it will also affect in other subjects at school positively.

The concept of reading style is a way to try to describe what different individuals need to learn in order to be able to read or develop their reading as efficiently as possible. Reading which is adapted to each student's reading style and individual strengths will lead to better

results. A person's reading style correlates very closely with his or her learning style and perceptual preferences. A reading style describes a person's strengths and preferences during the reading process (Olsson, 2006). Reading style is about how a person's reading is affected

by its: 1. Immediate environment and feelings

2. Social preferences, physical needs and ways to process information.

That means there are always two matters that affect whether or not an experience will be positive or negative. He refers to them as inner and outer conditions. Inner conditions are the mixture of intellectual and emotional attitudes while outer conditions are the physical surroundings and how conducive these conditions are to the activity at hand. For example, a group of people can be very excited about a picnic (inner condition) but it can be completely ruined if it rains (outer condition). Inner conditions carry more importance than outer, but both form our attitude towards whatever it is we are about to do.

The activity of reading is not different from this. If we enjoy reading and expect something positive to come out of it, then it probably will be a positive experience. In the same way, if we are forced to read we are also likely to find it boring. Reading success is enhanced if you are seated comfortably and if the surrounding environment is comfortable in general. The definition of comfortable is an issue which can only be answered by each individual.

According to Dun and Dun (1978), most students learn how to read well regardless of the methods used in schools. But for about 20-30% of students, it is crucial to provide an environment which suits their reading style.

Many students today lose their interest in reading due to teaching based on a learning style which is not suited for them. Once someone's reading style is satisfied it will be both easier and more fun to read for that student and thereby s/he will be more likely to become a good reader who reads frequently. Even if reading needs to be easy and fun to maintain the student's interest, it also needs to be a challenge. Every student needs to be 'stretched' towards a higher level of reading.

2.9. The Connection to Foreign Language Learning and Reading

Olsson describes reading in a foreign language as an active process which is very important as skills in reading help the student develop his/her skills in the other fields of English

learning as well such as writing and speaking (Olsson, 2006). According to Olsson, school is not the ideal place for reading at all, instead reading should be done at home or in whatever setting the student chooses. A developed ability to read means that you can manage to read different types of text in different ways. To develop this ability quantity is important, you have to read extensively to develop your skill; what type of literature you read is not necessarily as important. Literature should always carry a certain standard, yet the quality of the literature is not necessarily as important as the quantity, especially in the early stages of language learning. As a learner it is important that you get as much teaching as possible which is adapted to your reading style as research shows that this improves the individual's academic results and improves their attitude towards learning. It has also been shown that the less success a student has within theoretical subjects, the more important the focus is on his or her learning style. This is of course not only important to the teaching and learning of foreign language but also to all subjects in schools.

2.10. Teaching Styles and Reading

Is it of vital importance that the teacher is proficient in the content area of which the instruction is being presented? According to Burke & Dunn, (2005-2006).being proficient is not enough. The teacher must also possess personality traits that show an image of caring, trust, and genuine concern for the individual student. A teacher should possess the following three specific areas of knowledge: knowledge of the content specific to the instruction, knowledge of the learners, and knowledge of the teaching methods to be used (Burke & Dunn, 2005-2006).

Teaching style, according to Brown (2003), refers to a loosely connected set of teaching techniques which is believed to share the same goals and views of language learning. Teachers have their own preferences in terms of the teaching styles that they may want to practice and call upon throughout the lesson in order to enhance group movement and learning. The effectiveness of the teaching and learning process depends on the excellence of the teacher in class which means that the teacher is the one who is responsible in ensuring and determining the success of their teaching and in ensuring that the students understand their lesson well. There is also a need to change the educational conditions in order to meet learning style preferences of the students. This action could produce statistically significant improvements in grades and attitudes of the students.

By expanding and varying the teaching style, language teachers can provide opportunities for their students with different learning styles to increase their learning (Burke & Dunn, 2005-2006). A recommendation has been made by Burke & Dunn, (2005-2006) to teachers to identify the learning styles of their students as well as their teaching styles and then vary their teaching methods to meet the range of learners' preferences.

CHAPTER THREE

Research Methodology

3.1. Introduction

Information on learning styles is extremely helpful, as it will help teachers to become more aware of the different learning styles that their students manifested in the ESL classroom. Thus, this study attempts to address the research questions of the study, which were to assess whether grade 9 students are being taught reading with reference to their preferred learning styles or not in governmental schools and if students themselves and teachers are aware of the teaching/learning styles of reading. This chapter describes the research type, the research design comprising the population and sample, the sample selection, instrumentation, administration of instruments and the data collection as well as the data analysis procedures.

3.2. Research Design

In this study descriptive research type was used because it is used to describe a phenomenon without having to conduct an experiment (Selinger and Shohamy, 1989). Regarding to descriptive research type, Belay and Abdinaser (2015:68) defines “Descriptive research is a systematic investigation that is conducted to examine the extent and forms of occurrence of a certain behavioral ,social and cultural ,educational or economic phenomena” .Moreover, since descriptive study is concerned with the development of generalizations, the researcher assumed this research type to be more appropriate for the analysis of the issue under investigation.

The researcher employed mixed research method (i.e. qualitative as well as quantitative approaches) for this study. This is because “no single method can give the subtle variations in ongoing human experience” (Denzin& Lincoln, 1994:12). Mixed research methods provide strengths that compensate the weaknesses of both quantitative and qualitative research. It also helps answer questions that cannot be answered by qualitative or quantitative approaches alone. This approach is “practical” in the sense that the researcher is free to use all methods possible to address a research problem. It is also “practical” because individuals tend to solve problems using both numbers and words, they combine inductive and deductive thinking, and they employ skills in observing people as well as recording behavior. Quantitative research is effectively used in this research as to collect raw data through classroom observation and two

set of questionnaires. Qualitative approach is also used to assist the researcher to collect verbal data other than numbers (Fraenkel et al, 2008:423).

3.2.1. Population of the Study

The main study has been conducted in two secondary schools which are both located at kolfe keraniyo Sub-city in Addis Ababa. The two sample schools are Kolfe and Millennium Secondary Schools. The reason why the researcher happened to decide on conducting the research in these schools was due to the fact that: 1. giving priority to teachers with long years of experience in these schools would be more helpful in getting better result in the research, 2. for theirs being very near to the researcher's residence, and 3. the researcher is familiar enough with some of the staff members in the schools and as a result it was thought that it would be a bit easier for the researcher to collect the necessary data from teachers of these schools.

The study involved grade nine students and all their English teachers which were selected as sample population from both sample Schools. This is because; 1/ the researcher has observed students' reading difficulties and their low achievements in reading skill in the schools where he worked in the previous years in Addis Ababa, 2/ the following year, these students are supposed to be in grade ten to write and read all of their subject matter in English without any body's help. Of course, this new grade level may be a bit challenging for them for English is an instructional media of all subjects unlikely the lower grades. However, they are expected to be competent in reading by the time they reach at grade ten.

Cohen stated that sampling solves the dilemma of getting representative subjects of a given study (Cohen and Manion, 1994). The sample size depends on the type of investigation. For descriptive research ten to twenty percent (10%-20%) of the total population is often enough (Cohen and Manion, 1994). Based on this fact, the total number of grade 9 students participated as a sample population in the main study from both sample schools were 243, which is twenty percent of the total number of all students from both sample schools. There are 18 sections of grade nine students at kolfe Secondary School and nine sections at millennium Secondary School having an average of 45 students in each section. A total of eight Grade nine English teachers from both sample schools were participated in the research. Teachers were the major subjects of the study whereas students were used to get additional data for the purpose of data cross-check during data analysis of this research.

3.3. Sampling Techniques

According to Fraenkel et al, (2008) sampling refers to the process of selecting a group of people (students, teachers, administrators and so on) to participate in the research. For this study, the researcher chose to work with systematic sampling procedure, in which a researcher will be able to select every fifth name on each list of 27 sections to select a sample of 243 names of students from both sample schools. All of the eight Grade nine English teachers from both sample schools will also selected for the current research.

3.4. Data Gathering Tools (Instruments)

Quantitative tools alone are insufficient to establish the effectiveness and usefulness of a learning style instrument, particularly in the case of non-native speakers (Dunn & Dunn, 1978). A triangular approach utilizing a questionnaire, interviews, and participant observations presents a full picture of instrument validation (Dunn & Dunn, 1978). Thus, since this research is descriptive in its nature; the study used three methods of data collecting tools (instruments): questionnaire, interview, and classroom observation, each of which will be discussed in detail latter. The data of the study were analyzed qualitatively and more of quantitatively using tables and percentages .This section deals with the data collection instruments and procedures of the study

3.4.1. Classroom Observation

According to Selinger and Shohamy (1989), observations have always been considered as a major data collection tool to study language teaching and learning processes in the classroom. Therefore, the main purpose of the classroom observation in this study was to get supplementary mechanism of looking into the classroom practices how teachers are helping students learn reading based on their preferred learning styles. Classroom observations were conducted in the English periods particularly in the periods when reading lessons were carried out. Five of the sample teachers from both sample schools were observed three times each.

Even if it was difficult to find a standardized checklist of teaching styles from different sources, the researcher had carefully designed an observation checklist which was used to record the events and the teachers' teaching styles in teaching English reading classes. The observation checklist and its items (see appendix-4) were extracted from different theories

and researches related to the facts about the teaching/learning styles of reading which are briefly discussed in the review of related literature. These items were also categorized into four elements based on the students preferred learning styles. A four point scale was used in analyzing the observations: 3 = Yes, 2 = Somehow, 1 = No, 0 = Inapplicable/unfit. These values were given to each item based on the frequency of its occurrence in the class.

When making each observation, the researcher took a position that did not create any problem to the process of teaching and learning. The observations are made on voluntary teachers to be selected and the classroom on random basis.

3.4.2. Questionnaires

In order to collect data on the phenomena, which are not easily observable, questionnaires are mostly used in second language acquisition (Selinger&Shohamy, 1989).

So in this research, a number of techniques were used to collect data through questionnaires. The Likert scale is one of them and using this technique individuals respond to statements between two extremes on a continuum representing their ideas (opinions), concepts, actions or attitudes. Thus, the Likert scaling technique assigns a scale value to each of the five responses (Best and Kahn, 1993:247). The advantage of the Likert technique of scale construction is that it is the most widely used method of summated ratings because it is easy and takes much less time to construct. In addition, it uses fewer statistical assumptions.

The students' questionnaire (see appendix-1) which was translated to Amharic (see appendix-2) with a total of 50 questions has two parts. The first part of students' questionnaire enables the researcher to identify their preferred learning styles. It was prepared based on Oxford Learning Style Inventory with a slight modification to suit the current study. This Learning Style Inventory aimed at finding out to what degree an individual is a visual, auditory, or tactile/kinesthetic learner (Oxford, 1995). There are 30 questions and the Learning Style Inventory uses choice of five Likert Scale responses for each of the preferences described: almost never (0), seldom (1), sometimes (2), usually (3), and almost always (4). Items 1-10 refer to visual learning, items 11-20 refer to auditory learning and items 20-30 refer to tactile/kinesthetic learning.

The second part of students' questionnaire consisted of a total of 20 questions that enable to elicit students' attitude on the supports they got from their teachers to help learn reading in

line with their preferred learning styles. The preparation of the questionnaire is based on the above three sensory learning styles. The teachers' questionnaire (see appendix-3) which has a total of 37 questions grouped under three sections was presented to them in English language. There are a total of six teachers in kolfe Secondary school and two teachers in millennium Secondary school who are currently teaching English in grade nine and filled in the questionnaire for the main study.

The second technique used in this research was piloting both the teachers' and students' questionnaires before they were used in the main study to maintain its validity and reliability. The researcher had carried out a pilot study with the purpose of trying out the instruments of the research (Selinger and Shohamy, 1989). The study was carried out among six high school English language teachers who teach grades 9-10 at kolfe secondary school. Fifteen grade nine students of millennium secondary school were also made to participate in the pilot study. The respondents of the pilot study were not used again as a sample population in the main study. The questionnaires were prepared separately, i.e., for the teachers, and the students. But both were designed in a way suitable for comparison between them.

3.4.3. Interview

For the qualitative portion of the study, short interviews were conducted for teacher respondents to investigate their choice of preferences in teaching English reading. The usage of interview was crucial in this study as to validate the students as well as the teachers' responses in the questionnaires. There are four types of interviews, which include structured interview, semi-structured interview, unstructured interview and non-directive interview.

A structured interview is also known as a standardized interview. The same questions are asked of all respondents with the same wording and in the same sequence. The aim for giving the respondents similar context questions is to make sure the respondents receive similar interview stimulus as all the others and also to make sure interviewees' replies can be aggregated (Bryman, 2001:107). In a structured interview, the researcher has full control over the topics and the format of the interview.

For this study the researcher used a structured interview, where four teachers from both sample schools were asked questions related to the students' learning style preferences and the appropriate teaching styles in a reading class. Four teachers were chosen to be interviewed as to acquire in-depth clarification on their responses in order to support the

research questions. The researcher used similar questions from the questionnaire as the interview questions for teachers. The technique used in this instrument is voluntary sampling because it helps to “collect information from the subjects (samples) that are conveniently available and willing to cooperate for providing information” (Koul, 1984). This study has used a summary method for reporting the information from the interviews. Tape recorder is used to have a full record of the information from the interview.

3.5. Data Analysis Methods

The researcher used both qualitative and quantitative analysis method. For the qualitative analysis, the researcher read through all scripts many times in order to get a total understanding for them. After that, the researcher condensed the responses to make briefs more succinct or concise and meaningful, without distorting the participants’ ideas. The responses were summarized, in line with the principles stated by (Creswell 2008).

The result of students' and teachers' questionnaires was analyzed quantitatively based on percentage. The results of the interviews and the classroom observations were analyzed qualitatively. The first step in doing the present research was to develop a reliable and valid instruments for assessing students' learning style preferences and their attitudes to the teaching styles of reading in the students’ part and teachers’ reflection on their teaching styles in the two schools.

3.6. Validity and Reliability

According to Johnson (as cited in Rukya, 2007) “Triangulation means looking at something from more than one perspective.” However, as Creswell stated, all instruments have their own weaknesses and strengths (Creswell, 2008). But by using different kinds of instruments, the weakness of one can be compensated by the strength of the other. Therefore using the different types of data sources in this study can realize the validity and reliability of the study.

3.7. Ethical Considerations

Working with humans requires us to consider some ethical issues. As a result the following ethical principles will be considered:

1. Consent: the data was collected after the consent of the participants was obtained.
2. Confidentiality: the respondents’ identity was kept hidden; their names and identity was not exposed.
3. Participants’ control: the participants keep control of the research. Any change resulting from the research should be kept in the hands of those who live with it.

CHAPTER FOUR

Data Analysis and Discussion

4.1. Introduction

In this chapter the presentation and analysis as well as interpretation of the data collected from the sample schools through various instruments are discussed briefly. A descriptive study was employed where much of the study is qualitative and some parts are quantitative. The data collected through the above indicated instruments are presented below using tables and are preceded by narrations.

4.2. Description and Analysis of Students' Questionnaire

The questionnaire was administrated to grade nine students at Kolfe and Millinium secondary schools in Addis Ababa. A total of 243 copies were distributed to systematically selected students from both schools and the responses were collected to be analyzed. The students' questionnaire was made up of two sections having a total number of 50 items. The first section with a total of 30 questions was mainly designed to provide data about students' preferred learning styles and the second part which has a total of 20 items is prepared to elicit their attitude to the teaching styles teachers use in reading classes.

4.2.1. Students' Learning Styles

As research shows a person's reading style correlates very closely with his or her learning styles and perceptual preferences. According to Dunn and Dunn (1986), there is a significant relationship between kinesthetic/tactile, auditory, and visual sensory learning styles and reading comprehension, as a result students would benefit from reading lessons that include multiple sensory learning style techniques. So to be able to adapt reading lessons to each student's reading style and individual strengths, it's very important for teachers to identify their students' preferred learning styles first. This questionnaire helps the researcher to find out something about what learning styles are grade nine students behaved. The result is believed to add some value for data cross check during data analysis and interpretation.

For this study the researcher identified the modality of the sample students by making them indicate how often the sentence applied to them on the line in front of each statement according to the chart they were provided with in the Students' Learning Styles Questionnaire

adapted from Oxford (1995). The scores were added up for each of the three sections and recorded as shown the example below for each of the sample students. See a sample student's learning style in appendix-1 and the following score as an example.

Items 1-10 score: **31** (Visual learner) = (2+1+4+2+4+4+4+4+3+3)

Items 11-20 score: **18** (Auditory learner) = (4+4+1+3+4+1+0+1+0+0)

Items 21-30 score: **15** (Kinesthetic/tactile learner)= (0+2+1+0+0+3+0+2+4+3)

The modality type with the highest score indicates the students' preferred learning channel. The higher the score, the stronger the preference would be. For example, the above score shows that the sample student is a visual learner. If a student has relatively high scores in two or more sections, s/he probably has more than one strengths. If the scores in the sections are roughly equal, s/he probably does not have a preferred learning channel; s/he is a multisensory (multimodal) learner (Oxford, 1995).

Therefore, based on this fact, the total number of grade nine students with different perceptual learning preferences at both sample schools is counted and shown in the table below.

Table - 3 - Result of Students' Learning Styles Questionnaire for both sample schools

NO	Types of learners	Total Number of Students	Percent (%)
1	Visual	70	28.8
2	Auditory	37	15.2
3	Kinesthetic/tactile	119	49
4	Multimodal	17	7
Total		243	100

So in this part, the sample students from both sample schools were asked to respond to the learning styles questionnaire in order to discover the types of their perceptual learning styles using percent analysis. According to the result of the data collected from all sample students (243) and showed in table -3 above, the kinesthetic (movement oriented) learners who learn best by moving around as they learn ranked first (49%), next are visual learners (28.8%) who mostly prefer to learn by seeing and looking, then tactile (touch oriented) learners (17.3%) who learn by touching and doing, after that auditory learners (15.2%) who learn best by hearing and listening and finally multimodal learners (7%) who display two or more equally

or near equally predominant learning preferences.

As the result showed, it seems that teachers in the sample schools have heterogeneous classes in which all types of learners are found in a class mixed together. In this case English teachers should be skilled enough to help these different types of learners learn reading better by using different teaching styles/techniques of reading discussed in the review of related literature. For example, it may require to establish perfect multisensory reading classrooms which might have: 1. noise reduction headphones and audio books available for students who want or need to use them, 2. reading materials on many levels in multiple genres, 3. areas where students can: - sit quietly and read, - move around while they read, - work alone, and - work together as groups, 4. a teacher who is comfortable with students wiggling and moving their bodies as they sit in their seats, 5. a teacher who adapts reading lessons that include multiple sensory learning style techniques, and 6. lesson plans that incorporate kinesthetic, tactile, auditory, and visual activities from the introduction of each concept through its assessment.

After knowing the students way of learning here, items in the following parts seek to have an idea whether teachers notice differences exist between learners in terms of their learning styles and teach English reading using different teaching styles accordingly.

4.2.2. Students' Perceptions to their Teachers' Teaching Styles/ Techniques of Reading

This section contains twenty (20) statements divided into three main sections according to the three sensory learning styles and the possible teaching styles for such learners which are: the teaching styles for visual learners, auditory learners and kinesthetic/tactile learners. The analysis done here is based on the total number of responses replied for each rating scale & its percentage parallel to the items listed under the three sections of this part instead of making narrations for all items one by one. That means a total of 243 respondents from both sample schools responded to each item parallel to the given five rating scales as shown in the following tables. And the sum of all respondents of one rating scale for all items in each section points out whether teachers in both sample schools practice the different teaching styles/techniques of reading with reference to their students' perceptual learning styles or not. It is also tried to categorize the five rating scales as 'weakened' and 'strong' to add more clarity and convenience in analyzing the more summarized and condensed data given in the following tables.

Table - 4 - Result of Students' questionnaire about teachers' teaching styles/techniques of reading for visual, auditory and kinesthetic/tactile learners

No. of items	Teaching styles/techniques	Weakened						Strong							
		Never		Rarely		Some times		Total		Usually		Always		Total	
		Respo	%	Respo	%	Respo	%	Respo	%	Respo	%	Respo	%	Response	%
1	Ask students make outlines of information in reading material & illustrate texts for the reading lesson	27	11.1	56	23.1	71	29.2	154	63.4	62	25.5	27	11.1	89	36.6
2	Teach reading lessons in the form of diagrams, pictures, charts or use contexts.	43	17.7	54	22.2	51	21	148	60.9	56	23.1	39	16.1	95	39.1
3	Reduce distracting visual stimuli in the classroom.	58	23.9	28	11.5	63	25.9	149	61.3	55	22.6	39	16.1	94	38.7
4	Let students watch demonstrations, TV& movies to aid learning	84	34.6	43	17.7	51	21	178	73.3	38	15.6	27	11.1	65	26.7
5	Encourage students take notes& make lists for the reading lessons they have learnt	70	28.8	60	24.7	46	18.9	176	72.4	34	14	33	13.9	67	27.6
6	Use highlighters to underline or circle words in texts & let them use as well.	60	24.7	46	18.9	45	18.5	151	62.1	55	22.6	37	15.3	92	37.9
7	Ask students read about the lesson before it will be taught	27	11.1	41	16.9	53	21.8	121	49.8	69	28.4	53	21.8	122	50.2
8	Make students create/write notes, essays, poems, sketches, stories & texts using computer/their hands	78	32.1	44	18.1	49	20.2	171	70.4	34	14	38	15.6	72	29.6
Total responses of each rating scale and its percentage for visual learners		447	23	372	19.1	429	22.1	1248	64.2	403	20.7	293	15.1	696	35.8
9	Let students listen to a story & follow the text while someone reads & then retell it reading	61	25.1	62	25.5	37	15.2	160	65.8	40	16.5	43	17.7	83	34.2

10	Ask learners to read about the lesson after it is taught	65	26.7	49	20.2	60	24.7	174	71.6	39	16.1	30	12.3	69	28.4
11	Allow and even encourage learners to move their lips when they read.	74	30.5	44	18.1	45	18.5	163	67.1	33	13.6	47	19.3	80	32.9
12	Use gestures to reinforce what is being said.	56	23	55	22.6	50	22.6	161	66.3	45	18.5	37	15.2	82	33.7
13	Avoidance of asking students to listen & write notes at the same time.	60	24.7	53	21.8	49	20.2	162	66.7	39	16	42	17.3	81	33.3
14	Provide students with copied lesson notes when necessary.	67	27.6	45	18.5	53	21.8	165	67.9	47	19.3	31	12.8	78	32.1
Total responses of each rating scale and its percentage for auditory learners		383	26.3	308	21.1	294	20.2	985	67.6	243	16.6	230	15.8	473	32.4
15	Let students explain their ideas by acting them out in role plays	66	27.2	44	18.1	56	23.1	166	68.3	39	16.1	38	15.6	77	31.7
16	Allow students to use their fingers to point to words as they read.	82	33.7	47	19.3	38	15.6	167	68.7	45	18.5	31	12.8	76	31.3
17	Let students work with graphic novels & picture books/draw pictures & maps for a text to help develop visualizing what they read.	61	25.1	57	23.5	46	18.9	164	71.6	50	22.6	29	11.9	79	32.5
18	Encourage students learn by imitating/ demonstrating skills/processes.	62	25.5	45	18.5	68	28	175	72	37	15.2	31	12.8	68	28
19	Teach vocabulary introducing it with tactile resources before reading & let them write it over & over with translation	52	21.4	47	19.3	45	18.5	144	59.3	55	22.6	44	18.1	99	40.7
20	Break up instructions into short time sections (20- 30'')	49	20.2	39	16.1	60	24.7	148	60.9	50	22.6	45	18.5	95	39.1
Total responses of each rating scale and its percentage for kinesthetic/tactile learners		372	25.5	279	19.1	313	21.5	964	66.1	276	16.6	218	15.8	494	33.9

Items from 1-8 listed in table-4 are some teaching styles or techniques of which teachers are advised to use when they teach English reading in helping visual learners learn reading better. But according to the result found for items related to the teaching styles for visual learners in table-4 above, the English teachers hardly meet their students' preferred learning styles when they teach English reading. Out of the 64.2% of respondents, 23% said that visual learners had never been taught in the way they want to learn, 19.1% said that they had rarely been taught, and 22.1% said sometimes.

But according to item-7 in table-4 above, half percent of the responses showed that there are also teachers who were conscious enough in asking learners to read about the reading lesson before it will be taught.

A large proportion of the total number of responses of each rating scale & percentage for the items listed from 9-14 again showed that teachers have problems in meeting auditory learners preferred learning styles when they teach English reading. 67.6% i.e. 26.3%, 21.1% and 20.2% of the total respondents for the six items of this section explained that teachers teach auditory learners based on their learning preferences sometimes, rarely and never respectively.

Items from 15-20 in table-4 are some other teaching styles/techniques which are recommended by different scholars to be used in teaching reading to help kinesthetic/tactile learners learn reading better. But when we look their applicability in both sample schools, we need to refer to the result of students' questionnaire showed across the row of 'total responses of each rating scale & percentage in table-4. According to this result, the English teachers in the sample schools again have limitations in meeting the preferred learning styles of kinesthetic/tactile learners when they teach reading. As in the previous sections, more than half of the total respondents (66.1%) expressed that their teachers sometimes, rarely and never teach kinesthetic/tactile learners in the way they prefer to learn reading.

4.3. Analysis of Teachers' Questionnaire

This questionnaire is administered to all grade nine teachers who are currently teaching at Kolfe and Millinium Secondary Schools in Addis Ababa. Eight copies were distributed to eight teachers from both sample schools and their responses were collected to be analyzed.

The questionnaire is made up of three sections of a total number of 37 questions which aim mainly to provide teachers with the opportunity to express their opinions about students' preferred learning styles and their teaching styles they use to meet their students' learning preferences in teaching reading. The sections in the teacher' questionnaire are about:

1. Teachers' personal information,
2. The teaching/learning styles, and
3. The practice of teaching styles/techniques in teaching reading.

4.3.1. Personal Information

This section contains six questions which mainly represent teachers' personal profile. It attempts to give a general overview about the teachers' gender, age, qualification, number of years they have been teaching English language and the in-service trainings they have attended. The numerical data and its percentage are summarized in the table below.

Table -5 - Result of teachers' questionnaire about their personal information

Item No.	Profiles					Participants in number & percent						
						Male		Female		Total		
	No.	%	No.	%	No.	%						
1	Participants	Sex				4	50	4	50	8	100	
		Qualifications	B.A.	Major	English	4	50	4	50	8	100	
				Minor	Amharic	3	37.5	4	50	7	87.5	
			civics		1	12.5	-	-	1	12.5		
2	Teaching Experience	a. in general				5 years	1	12.5	-	-	1	12.5
						9-15 years	3	37.5	2	25	5	62.5
						36-40 years	-	-	2	25	2	25
						Total	4	50	4	50	8	100
		b. in teaching English Language				5 years	1	12.5	-	-	1	12.5
						6-10 years	3	37.5	2	25	5	62.5
						14 years	-	-	1	12.5	1	12.5
						20 years	-	-	1	12.5	1	12.5
						Total	4	50	4	50	8	100
		c. in teaching English for grade 9				1-5 years	4	50	1	12.5	5	62.5
						7 years	-	-	2	25	2	25
						11 years	-	-	1	12.5	1	12.5
						Total	4	50	4	50	8	100
3	Have you ever attended any in-service training related to teaching / learning styles?				Yes	4	50	3	37.5	7	87.5	
					No	-	-	1	12.5	1	12.5	
					Total	4	50	4	50	8	100	

4	<i>Attended in-service trainings</i>	1. Summer course, ELIP & Workshops	6 years & 15days	-	-	1	12.5	1	12.5
		2. Workshops & ELIP	25 days	-	-	1	12.5	1	12.5
		3. Seminars & ELIP	13 days	1	12.5	-	-	1	12.5
		4. Only ELIP	10 days	3	37.5	1	12.5	4	50
		Total		4	50	3	37.5	7	87.5
5	<i>Do you think the training is sufficient enough to develop the necessary skills in relation to teaching/ learning styles?</i>		Yes	1	12.5	-	-	1	12.5
			No	3	37.5	3	37.5	6	75
			Total	4	50	3	37.5	7	87.5
6	<i>Do you feel the training helps you to meet your students' preferred learning styles using the appropriate teaching styles of reading?</i>		Yes	3	37.5	3	37.5	6	75
			No	1	12.5	-	-	1	12.5
			Total	4	50	3	37.5	7	87.5

Table -5 showed that out of the eight sample teachers, half of them are males while the remaining are females. All the sample teachers have obtained their first degree in English language.

As to their teaching experience in general, one teacher stated that he taught for five years and the other five teachers explained that they taught for 9-15 years. The rest two teachers taught for 36-40 years.

Out of these total years of teaching experience, one teacher taught English language for five years and the other five teachers explained that they taught English language for 6-10 years. The remaining two teachers taught English language for 14 and 20 years respectively.

The sample teachers were also asked about the years they taught English for Grade 9. Five teachers replied that they taught it for 1-5 years, and the other two teachers taught it for 7 years; whereas the remaining one teacher taught for 11years. The teachers' responses showed that they are experienced enough in teaching grade 9 English for the times that can be counted in years.

The teachers' responses to items 3 and 4 which dealt with in-service teacher training conveyed that seven of the eight teachers had attended a two weeks work-shop and ELIP trainings related to the teaching/learning styles. In addition, responding to items 5 and 6 which were the extensions of item 3, those six teachers who attended the above trainings commented that the trainings were not sufficient enough in order to develop the necessary

skills in relation to teaching/learning styles/techniques. However, the seven sample teachers explained that the training helped them to meet their students' preferred learning styles using the appropriate teaching styles of reading.

Thus, from the responses given by the teachers, we can conclude that most of the teachers are experienced enough in teaching English language but teaching English reading using different teaching styles that fit well with their students' learning preferences has not been adequately supported by different in-service teacher trainings. Teachers seem to be underprivileged of the opportunities, which enable them to upgrade their knowledge and skills. According to scholars like Palmer (1993) as cited in Taye (2008), providing continuous in-service training opportunities for teachers is vital for the attainment of objectives of a planned curriculum. Otherwise, teachers might find it difficult to adapt the new discoveries into their previously established classroom routines and behaviors.

4.3.2. Teaching/Learning Styles of Reading

This part contains six questions; it states the views of grade nine English teachers from both sample schools towards teaching styles teachers should use to help students learn reading, the ways their learners learn English reading, whether they notice differences in terms of students' learning styles, and why learning styles are important for L2 teachers to understand. The numerical data of the responses collected from both sample schools and its percentage is summarized in the table below.

Table - 6 - Result of teachers' questionnaire about the facts of the teaching/learning styles

Item No.	Items		Responses	%	
1	Do you know your students' learning styles?		Yes	6	75
			No	2	25
			Total	8	100
2	If you say no for no.1 above, please describe why?	a. I believe that it is impractical in the case of our school situation even if I agree with the need of identifying students' learning styles.	1	12.5	
		b. 'b' & 'c'	1	12.5	
		Total	2	25	
3	If you say yes for no.1 above, which learners are more dominant among your students?		a. visual	1	12.5
			b. auditory	3	37.5
			c. kinesthetic	1	12.5
			d. multimodal	1	12.5
			Total	6	75
4	Which learners do you think are more advantageous with reading process?		a. visual	3	37.5
			b. auditory	1	12.5
			c. kinesthetic	3	37.5
			d. tactile	1	12.5
			Total	8	100

5	How do you teach students with different learning styles in a reading class?	a. I teach them as they are mixed in their class with no differentiation of classroom settings & learning preferences	2	25
		b. I teach grouping them according to their learning styles in a class.	2	25
		c. I teach in a class which has areas where students can: - sit quietly and read, - move around while they read, - work alone, & - work together as groups.	2	25
		d. 'a' & 'd'	1	12.5
		e. 'b' & 'c'	1	12.5
		Total	8	100
6	In which one do you think that students learn reading more?	a. through their own learning styles.	1	12.5
		c. when they are provided with reading lessons that include multisensory learning styles or techniques.	2	25
		d. using a single best method or approach which is expected to work with all learners	2	25
		e. if they are taught reading lessons in accordance with their learning styles which are suited for them and are made be interested in reading as well.	2	25
		f. 'c' & 'd'	1	12.5
		Total	8	100

By expanding and varying the teaching style, language teachers can provide opportunities for students with different learning styles to increase their learning (Burke & Dunn, 2005-2006). As a result teachers should identify the learning styles of the students as well as their teaching styles and then vary their teaching methods to meet the range of learners' preferences (Burke & Dunn, 2005-2006). So item 1 under section-4.3.2 was intended to find out whether teachers are conscious enough of their learners' perceptual learning styles or not. Six of the eight sample teachers reported that they know their students' perceptual learning styles. The first teacher of the two teachers who responded 'No' for item-1 described his/her reason for the question 'why?' under item-2 as it is impractical with the current situation of the school even if s/he agree with the need of identifying students' preferred learning styles whereas the second teacher mentioned that in addition to the reason mentioned by the first teacher s/he was very loaded with different school works although there is a willing to do so.

When we look at the responses of item 3 which was the extension of item 1, three teachers who responded 'Yes' for item-1 explained that visual, auditory and multimodal learners are the more dominant ones among their students and the other two teachers said that the number of auditory learners is greater than those of other learners in their classes. The remaining one teacher reported that s/he has more kinesthetic learners leading their classes in number. However, if we look through the result obtained from the sample schools and showed in table -3 above, the kinesthetic (movement oriented) learners ranked first (49%), followed by visual learners (28.8%), next tactile (touch oriented) learners (17.3%), then auditory learners (15.2%) and finally multimodal learners (7%). So it seemed that all teachers from both

sample schools except one teacher responded 'Yes' for item 3 in section 4.3.2 without identifying the real learning preferences of their students.

In relation to item 4 of this section, three teachers explained correctly saying that visual learners are more advantageous with reading process. Of course here the teachers seem that they know well about the facts related to the learning styles. According to different scholars, the reading process is primarily visual because a student must look at a word and understand all of the meanings within the use of that word (Barbe&Swassing, 1979). Wilhelm (2004) also stated that being able to create images and mental models is an essential element of reading comprehension. So the need to create images and mental models puts auditory, kinesthetic, and tactile learners at a disadvantage (Barbe&Swassing, 1979). The rest teachers from both sample schools responded incorrectly saying that auditory, kinesthetic and tactile learners are more advantageous with reading process.

Regarding item 5 which referred to the way of classroom settings in making it to be more suitable for the students with different learning styles, two teachers stated that they teach the different learners as they are mixed in their class with no differentiation of classroom settings & learning preferences while the other two teachers indicated that they teach grouping them according to their learning styles in a class. Moreover two teachers said that they teach in a class with sufficient areas to sit quietly and read, to move around while reading, to work alone, & to work together as groups. On the other hand one teacher expressed that s/he teaches the different learners as they are mixed with no differentiation of classroom settings & learning preferences but s/he teaches in a class which has sufficient areas to sit quietly and read, to move around while reading, to work alone, & to work together as groups. Similarly the remaining teacher mentioned that s/he teaches grouping students according to their learning preferences in a class which has reading materials on many levels in multiple genres.

But whatever teachers responded as to the extent to which they taught reading lessons considering their students' preferred way of learning in both sample schools, there appeared to be a contradiction between their responses for item 5 in this section and the responses they gave for the interview questions. As can be seen under section 4.5, almost all the teachers from both sample schools claimed during the interview that they never have special group arrangements, adequate materials and suitable multisensory reading classrooms that favor their students with different learning preferences.

Nevertheless a developed ability to read means that you can manage to read different types of texts in different ways. The ability to read and understand what students are reading is crucial for how students cope with school in general. So evidences suggest that it will be easier for the students to read if there are special places for them to read in. However; according to Carbo, Dunn and Dunn (1986), school is not necessarily thought to be the ideal place for reading at all, instead reading should also be done at home or in whatever settings students choose.

But as it is already said, what matters above all is the use of perfect multisensory reading classrooms which have: - reading materials on many levels in multiple genres, - areas where students can : sit quietly and read, move around while they read, work alone & work together as groups, - noise reduction headphones and audio books available for students who want or need to use them, - a teacher who is comfortable with students wiggling and moving their bodies as they sit in their seats, - a teacher who adapts reading lessons that include a multisensory learning style techniques, - lesson plans that incorporate kinesthetic, tactile, auditory, and visual activities from the introduction of each concept through its assessment. However it may not be possible for every reading teacher to create the perfect multisensory classroom, but adding multisensory activities might be one way to help struggling readers. (Carbo, Dunn and Dunn, 1986)

In this regarded, teachers of the sample schools never denied that there is no even a single multisensory reading classroom which has all the above conditions when they were responding to the interview questions. But here again, three teachers gave contradicting responses saying that they teach reading in a perfect multisensory reading classroom which has all the above conditions.

The teachers were also asked about the way students could learn reading better based on their preferred learning styles (item 6). Five teachers selected the right ways or teaching strategies from the suggested answers that could help students learn reading more. Although these respondents seem to have enough knowledge in accordance with students' learning styles and the related aspects, they were not efficient enough in implementing the appropriate teaching styles that can address learners of different learning preferences as it was proved during classroom observations and the result found in the previous sections. Moreover the rest teachers also declared that students could learn reading better if teachers use a single best

method or approach which is expected to work with all learners. But Tomlinson (1999) stated that the “one-size-fits-all” system of education has failed because that system ignores differences in the way students learn. Another scholar, Brown (2003) also stated that the search for the “best” method to teach students leads to failure for those who have a learning style that does not accommodate that method. That means expecting any single method or approach to work with all learners is unrealistic.

Generally the data in this section implies that the teachers may not have the 'right' conceptions of using the different teaching styles of reading with reference to students' learning preferences or may become careless of considering their students' way of learning due to different unknown reasons that they might have. Besides the researcher also proved this limitation when he was making classroom observations that their teaching procedures seemed to be more of the traditional ones.

4.3.3. Practice of Teaching Styles of Reading

The teachers' questionnaire in this section is consisted of questions concerning the way teachers teach reading and what considerations they take to students' styles of learning reading, and other related questions to their teaching styles. There are twenty (20) statements divided into three sub-divisions according to the teaching styles of reading related to visual learners, auditory learners, and kinesthetic/tactile learners. The total result and the percentage of the responses of each sub-section are calculated and presented in different tables below.

Table -7 - Result of teachers' questionnaire about the teaching styles of reading for visual, auditory and kinesthetic/tactile learners

No. of items	Teaching styles/techniques	Weakened						Strong							
		Never		Rarely		Some times		Total	Usually		Always		Total		
		Respo	%	Respo	%	Respo	%		Respo	%	Respo	%			
1	Ask students make outlines of information in reading material & illustrate texts for the reading lesson.	1	12.5	3	37.5	3	37.5	7	87.5	1	12.5	-	-	1	12.5
2	Teach reading lessons in the form of diagrams, pictures, charts or use contexts.	1	12.5	3	37.5	3	37.5	7	87.5	1	12.5	-	-	1	12.5

3	Reduce distracting visual stimuli in the classroom.		2	25	1	12.5	12.5	5	62.5	2	25	2	12.5	3	37.5	2	12.5	3	37.5
4	Let students watch demonstrations, TV & movies to aid learning		-	-	1	12.5	12.5	5	62.5	3	37.5	2	12.5	-	-	3	37.5	3	37.5
5	Encourage students take notes & make lists for the reading lessons they have learnt		1	12.5	-	-	1	12.5	25	4	50	2	25	2	25	4	50	6	75
6	Use highlighters to underline or circle words in texts & let them use as well.		3	37.5	1	12.5	2	25	6	2	25	2	25	-	-	2	25	2	25
7	Ask students read about the lesson before it will be taught.		-	-	2	25	3	37.5	5	2	25	1	12.5	3	37.5	1	12.5	3	37.5
8	Make students create or write notes, essays, poems, sketches, stories and texts using computers/ by hands.		5	62.5	2	25	1	12.5	8	-	-	-	-	-	-	-	-	-	-
Total responses of each rating scale and its percentage for visual learners			13	20.3	13	20.3	19	29.7	45	15	23.4	4	6.3	19	29.7				
9	Let students listen to a story & follow the text while someone reads & then retell it reading.		-	-	4	50	2	25	6	2	25	-	-	2	25	-	-	2	25
10	Make students write notes, essays, poems, sketches, stories, reading texts		1	12.5	2	25	4	50	7	1	12.5	-	-	1	12.5	-	-	1	12.5
11	Ask learners to read about the subject after it is taught.		2	25	2	25	3	37.5	7	1	12.5	-	-	1	12.5	-	-	1	12.5
12	Allow and even encourage learners to move their lips when they read.		1	12.5	-	-	2	25	3	3	37.5	2	25	5	62.5	3	37.5	5	62.5
13	Teach in a slow & distinct manner/ simpler language, using simple vocabulary rather than only repeating.		-	-	1	12.5	4	50	5	2	25	1	12.5	3	37.5	1	12.5	3	37.5
14	Use gestures to reinforce what is being said.		-	-	1	12.5	3	37.5	4	4	50	-	-	4	50	-	-	4	50
15	Avoidance of asking students to listen and write notes at the same time.		-	-	3	37.5	2	25	5	1	12.5	2	25	3	37.5	-	-	3	37.5
16	Provide students with copied lesson notes when necessary.		-	-	2	25	2	25	4	4	50	-	-	4	50	-	-	4	50

Total responses of each rating scale & its percentage for auditory learners		4	6.3	15	23.4	22	34.4	41	64.1	18	28.1	5	7.8	23	35.9
17	Let students explain their ideas by acting them out in role plays	-	-	3	37.5	4	50	7	87.5	1	12.5	-	-	1	12.5
18	Allow and even encourage students to use their fingers to point to words as they read.	5	62.5	3	37.5	-	-	8	100	-	-	-	-	-	-
19	Let students work with graphic novels & picture books/draw pictures & maps for a text to help develop visualizing what they read	2	25	4	50	2	25	8	100	-	-	-	-	-	-
20	Encourage students learn by imitating / demonstrating skills / processes.	1	12.5	1	12.5	4	50	6	75	2	25	-	-	2	25
21	Make students write words over and over (translate to other lang.)	3	37.5	3	37.5	1	12.5	7	87.5	1	12.5	-	-	1	12.5
22	Break up instructions into short time sections (20''-30'').	4	50	1	12.5	2	25	7	87.5	-	-	1	12.5	1	12.5
23	Teach vocabulary introducing it with tactile resources before reading	-	-	2	25	3	37.5	5	62.5	2	25	1	12.5	3	37.5
24	Help students illustrate texts for the reading lesson.	1	12.5	-	-	4	50	5	62.5	2	25	1	12.5	3	37.5
25	Get students type their notes, essays, or vocabulary words using computers/ with their hands	1	12.5	-	-	2	25	3	37.5	4	50	1	16.7	5	33.3
Total responses of each rating scale & its percentage for kinesthetic/tactile learners		17	23.6	17	23.6	22	30.5	56	77.8	12	16.7	4	5.6	16	22.2

The first eight sample items in this section of the teachers' questionnaire were devised to elicit information about the practice of the teaching styles of reading related to visual learners only. So according to the result obtained from the teachers' responses & indicated in table-9 above, 70.3% of the respondents claimed that they sometimes, rarely or never use the teaching styles of reading to satisfy the learning needs of the visual learners. However; as teachers also responded for items 3 & 5, the researcher had observed that two teachers especially one teacher was better in making efforts to help students learn reading by letting them take notes & make lists for the reading lessons they have learnt.

Responding to items 9-16 of this section, 64.1% of the teachers explained that they have limitations in using different teaching styles for auditory learners when they teach English reading. However, these teachers were successful enough in allowing and even encouraging learners to move their lips when they read and in avoiding of asking students to listen and write notes at the same time.

Items from 17-25 in table-7 above are some other teaching techniques which teachers are advised to use them to help kinesthetic or tactile learners learn reading better. As the responses for these items showed, 77.8% of the total respondents replied that they sometimes, rarely and never used the above teaching styles of reading to help kinesthetic/ tactile learners learn reading better.

4.4. Analysis and Discussion of Classroom Observation

The observation was carried out during the second semester of the academic year 2010 E.C. at Kolfe and Millinium Secondary Schools in Addis Ababa. This observation involves five grade nine English teachers from both sample schools. The observation of these teachers was made by observing three times each at different sessions. The observation was only focused on checking whether the teaching styles listed in each sub-section were practiced and how often practiced by teachers or not. The classroom observation checklist contains twenty five (25) statements divided purposely into three main sections. They are the teaching styles for visual learners (items 1-8), auditory learners (items 9-16), and kinesthetic/tactile learners (items 17-25).

Table - 8 - Describing classroom observations of the teaching styles for visual, auditory and Kinesthetic/tactile learners.

Item No.	Teaching styles / techniques	Yes		Some how		No		Unfit		Total	
		sessions	%	sessions	%	sessions	%	sessions	%	sessions	%
1	Ask them to make outlines of information for the reading text.	-	-	5	33.3	10	66.7	-	-	15	100
2	Teach reading lessons in a form of diagrams, pictures, charts or using contexts	-	-	4	26.7	11	73.3	-	-	15	100
3	Reduce distracting visual stimuli in the classroom.	15	100	-	-	-	-	-	-	15	100

4	Let them watch demonstrations, TV & movies to aid learning	-	-	-	-	15	100	-	-	15	100
5	Encourage students to take & make lists for the reading lessons they have learnt.	3	20	5	33.3	7	46.7	-	-	15	100
6	Use highlighters to underline /circle words in texts & let them use as well.	-	-	-	-	15	100	-	-	15	100
7	Ask them to read about a new subject before it will be taught	-	-	12	80	3	20	-	-	15	100
8	Ask students use computers to create different texts.	-	-	-	-	15	100	-	-	15	100
Total sessions of each rating scale & percentage for visual learners		18	15	26	21.7	76	63.3	-	-	120	100
9	Let students listen to a story & follow the text while someone reads & then retell it reading	-	-	7	46.7	8	53.3	-	-	15	100
10	Make students write notes, essays, poems, sketches, stories, reading texts	-	-	4	26.7	11	73.3	-	-	15	100
11	Ask learners to read about the subject after it is taught.	-	-	-	-	15	100	-	-	15	100
12	Allow & even encourage learners to move their lips when they read.	-	-	15	100	-	-	-	-	15	100
13	Teach in a slow & distinct manner/ simpler language, using simple vocabulary rather than only repeating.	3	20	7	46.7	5	33.3	-	-	15	100
14	Use gestures to reinforce what is being said	-	-	9	60	6	40	-	-	15	100
15	Avoidance of asking students to listen & write notes at the same time.	-	-	3	20	12	80	-	-	15	100
16	Provide students with copied lesson notes When necessary.	-	-	--	-	15	100	-	-	15	100
Total sessions of each rating scale & percentage for auditory learners		3	2.5	45	37.5	72	60	-	-	120	100
17	Let them explain their ideas by acting them out in role plays	-	-	-	-	15	100	-	-	15	100
18	Allow them to use their fingers to point to words as they read	15	100	-	-	-	-	-	-	15	100
19	Let them work with graphic novels & picture books/draw pictures & maps for a text to help develop visualizing what they read	-	-	-	-	15	100	-	-	15	100
20	Encourage students learn by imitating others/demonstrating skills /processes	-	-	2	13.3	13	86.7	-	-	15	100
21	Make students write words over and over (translating into other language)	-	-	-	-	15	100	-	-	15	100
22	Break up instructions into short time sections (20-30”).	2	13.3	7	46.7	6	40	-	-	15	100

23	Teaching vocabulary introducing it with tactile resources before reading.	-	-	5	33.3	10	66.7	-	-	15	100
24	Helping students illustrate texts for the reading lesson.	-	-	-	-	15	100	-	-	15	100
25	Get students type their notes, essays, or vocabulary words using computers or with their hands.	-	-	-	-	15	100	-	-	15	100
Total sessions of each rating scale & percentage for kinesthetic/tactile learners		17	12.6	14	10.4	104	77	-	-	135	100

As can be seen in table-8 above, 63.3% of classroom observation sessions in relation to items 1-8 showed that teachers in the sample schools failed to match their teaching styles to the learning preferences of the visual learners. In almost all observation sessions in both sample schools, the reading classes always ended up by the production of possible answers to the comprehension questions either by the teachers themselves or by the students. On the basis of these results, it is possible to say that the teaching of reading comprehension in Grade 9 is restricted to some individual and routine classroom activities. Some students may perform well in those activities but they may not be competent in their reading abilities to other real situations.

However there was a teacher in kolfe secondary school who was being observed in most sessions when she was making great efforts to encourage her students to take notes & make lists for the reading lessons they have learnt even if she made all her efforts without having consciousness of helping especially visual learners learn reading better.

According to the results of the classroom observations for items 9-16, teachers were not observed when they teach reading in the way that auditory learners to be taught throughout 60% of the classroom observation sessions. But there were very few teachers in kolfe secondary school who were struggling to teach in a relatively slow & distinct manner/simpler language, using simple vocabulary rather than only repeating to help these learners learn reading better. Consciously or unconsciously, these teachers were also using gestures to reinforce what is being said.

As the result showed in relation to items 17-25, students were free of using their fingers to point to words as they read and teachers were somehow good in breaking up instructions into short time sections (20-30''). But students' use of their fingers to point to words as they read didn't seem due to teachers' encouragement being aware of its benefit rather it seemed that

they did it unconsciously as they usually did. However, 77% of classroom observation sessions showed that teachers in the sample schools failed to match their teaching styles to the learning preferences of the kinesthetic/tactile learners.

To sum up, what the researcher proved from the result of all classroom observation sessions is that there were great limitations in considering students' learning preferences when teachers teach reading in both sample schools. As it is observed most teachers teach the reading sections whenever they feel the lessons are interesting, or may be as time filling activities. They tended to apply only their own experiences and perceptions they already developed in the past. The researcher recognized this from the teachers themselves when he was asking them their willingness to be observed at the time of teaching reading. This in turn leads to the idea that teachers are reluctant to teach reading comprehension as an element of the language teaching process being conscious of the teaching/learning styles of reading. Even teachers themselves agreed when they were responding to teachers' questionnaire and interview questions that they were not seem implementing the appropriate procedures so as to meet their students' learning preferences when they teach reading in their actual classes.

4.5. Analysis and Discussion of Teachers' Interview

The sample teachers were also interviewed to obtain in-depth clarification on their responses in order to support the research questions. The interview questions replicated the questionnaire items because the researcher wanted to validate the results found in the questionnaire. The questions were developed aiming at seeking answers for the research questions and were analyzed thematically having categorized the seven interview questions based on the following core points.

1. Identifying students' learning styles (items 3, 6, & 7).
2. Teachers' awareness's to the teaching/learning styles (items 1 & 2).
3. The practice of teaching reading based on students' learning styles (items 4 & 5)

4.5.1 Identifying Students' Learning Styles

Although the interviewees theoretically confirmed that it is very important to identify students' learning preferences, they should have performed what they claimed in the previous section. However, two teachers admitted that they had never identified their students' learning styles due to large class size and time constraints. But the other two teachers tried to convince as if they had identified what learner types they had. Identifying students who are visual,

auditory, kinesthetic and tactile learners and identifying students with visually impaired and the ones with hearing impairment and giving solutions as well for such students like bringing them to the front of the classroom are not the same.

What teachers should bear in mind is that without identifying students' learning preferences, how can it be possible for teachers to talk about students' learning styles and meet their learning needs? Scholars recommended that teachers should identify the learning styles of the students as well as their teaching styles and then vary their teaching methods to meet the range of learners' preferences (Burke & Dunn 2005-2006).

Besides all the teachers also explained that it is important to make students be aware of their learning styles so as to make them help themselves understand their lessons in an easier way when they learn or study it and as well as to facilitate the instructional.

It was also possible to understand from their responses that all teachers hadn't identified their students' learning styles and didn't teach them accordingly. As a result both the teachers themselves and the students were not aware of these learning styles. Teaching students about their learning preferences means telling them the ways they should follow to identify their learning styles or it is the teacher who is responsible to tell students their learning styles and the learning preferences they should follow when they study or learn individually or in groups.

4.5.2. Teachers' Awareness's to the Teaching/ Learning Styles/Techniques

As it is defined by different scholars, a learning style is a preference for the way a person learns and remembers what he or she has learned (Grasha, 1996). Learning style in Burke & Dunn, (2005-2006) is also defined as "how an individual approaches, processes and retains new and difficult material. Having said this it is also good to look through the following fact about how a teacher should behave. A teacher should possess the following three specific areas of knowledge: knowledge of the content specific to the instruction, knowledge of the learners, and knowledge of the teaching methods to be used (Burke & Dunn, 2005-2006).

In this regard, according to the responses of the interviewees, all teachers seemed that they have adequate knowledge in relation to students' learning styles even if this does not mean that they are practical enough in using their knowledge about the different teaching styles of

reading in the actual classroom as it is proved by the researcher during classroom observations. Scholars like Burke & Dunn, (2005-2006) also stated that a teacher could be very knowledgeable, creative, caring and enthusiastic, but s/he might be incapable to facilitate learning and to acknowledge or address students' strengths or learning styles by the appropriate teaching styles/strategies in the classroom. Results of students whose learning styles do not match those of their teachers, may not be very good or even not up to the level and therefore frustration and de-motivation would build up (Burke & Dunn, 2005-2006).

In addition to this, all the teachers also agreed with the fact that teachers should identify their students' preferred learning styles and broaden their knowledge they should have about their learners before they start teaching at the beginning of the year. Of course yes. It is very important for teachers and students to identify and understand their learning preferences, respect others' styles and respond to different learning styles by accommodating some strategies that could help promote learning. For teachers and students to become aware of their preferred teaching and learning styles, a learning style questionnaire or an assessment tool should be administered once the students start the course. Teachers and students should familiarize themselves with the different learning styles by addressing their strengths and weaknesses, likes and dislikes in relation to how they learn best. The identification of the learning styles would help teachers and students select and implement more effective instructional methods and materials (Burke & Dunn, 2005-2006).

4.5.3. The Practice of Teaching Reading Based on Students 'Learning Styles

As it is already mentioned, in relation to the first point of discussion, items 4 and 5 (see appendix E) were categorized in this part. When the interviewees were asked about the way they teach reading and meet their learners' needs, they all responded differently with respect to what is expected to be answered. For example, one teacher said that teachers should respect their students' ways of reading approaches like skimming, scanning, contextual understanding and the likes to help students learn reading better. The second teacher explained that a teacher can be helped by pictures or audio materials transferred through plasma. The other two teachers also expressed that teachers can use different teaching aids or materials and different teaching methods to address their students' preferred learning styles in teaching reading.

All the teachers also confirmed that the schools have no any suitable environment or multisensory reading classrooms which have noise reduction and audio books, reading materials on many levels in multiple genres the likes which are very important to help students with different learning preferences learn reading better.

Nevertheless, in addition to fulfilling the above situations, a teacher should be skilled enough to help visual learners learn reading best by using pictures, films, diagrams, and charts. By using spoken and written information, phonics instruction and by letting them to express verbally what they learnt, a teacher can also help auditory learners learn reading better. It also demands teachers to involve kinesthetic (movement oriented) and tactile (touch oriented) learners in active participation experiences such as: drama, role play, moving around as they learn (Carbo, Dunn and Dunn, 1986).

So from the result discovered here, it is possible to say that teachers at both sample schools were in trouble in helping their students learn reading better without knowing how to develop reading lessons that include multiple sensory learning style techniques and without having established any one of these suitable environment or multisensory reading classrooms that facilitate students' learning especially in heterogeneous classrooms. This was also proved by the data analyzed previously under the other data gathering instruments.

4.5.4. Summary of Teachers' Interview

Generally, by using this instrument, the researcher wanted to know if teachers teach reading based on their students' learning styles, if teachers are aware of the teaching/learning styles of reading and if teachers identify their students' learning styles or not. Primarily this instrument was used to triangulate of the data gathered through other instruments.

So according to the responses given by the interviewees, most teachers showed their awareness's about the importance of identifying students' learning styles and teaching students to be aware of it. But the responses of the interviewees portrayed that most of the teachers had no clear information about teaching/learning styles and ways of identifying them. In addition to this, it also proved that they were impractical in identifying their students' perceptual learning styles and then in using the different teaching techniques that fit well with their students' learning preferences when they teach reading.

The result obtained by using this instrument proved that the results found by teachers'

questionnaire and classroom observations were confirmed and that teachers were teaching reading without considering of their students' perceptual learning preferences in helping them learn reading accordingly. It had also been observed during classroom observation sessions that most of the teachers had only a fixed traditional way of teaching based on the exercises given in the textbook, not on the students' learning style preferences.

CHAPTER FIVE

Conclusions and Recommendations

This chapter deals with the conclusions drawn from the findings of the study. It also presents possible recommendations forwarded by the researcher based on the conclusions.

5.1 Conclusions

This study aims at assessing the practice of teaching reading with reference to grade nine students' preferred learning styles. To achieve this target, three research questions were formulated. These were:

1. What are the learning styles of grade nine students?
2. To what extent are teachers aware of the teaching/learning styles of reading?
3. How are teachers teaching reading with reference to their students' learning styles?

So in order to answer these questions, the data gathering tools such as questionnaire, classroom observation and teachers' interview were used. The target group of the research was grade nine students and all their English teachers at Kolfe and Millinium secondary schools selected systematically during the academic year of 2010 E.C. Finally, after the data was analyzed in frequencies and percentages, the results obtained from these data gathering tools helped the researcher to draw the following conclusions.

1. As the overall result of the analyzed data showed, the kinesthetic (movement oriented) learners ranked first (**49%**), in both sample schools which are followed by visual learners (28.8%), next tactile (touch oriented) learners (17.3%), then auditory learners (15.2%) and finally multimodal learners (7%). It seems that teachers in the sample schools have heterogeneous classes in which all types of learners are found in a class mixed together. So here English teachers of the sample schools should have been skilled enough to help these different types of learners learn reading better by using different teaching styles/techniques of reading like using the multiple sensory learning style techniques having established a perfect multisensory reading classrooms and other techniques discussed under the review of related literature.

2. Even if all teachers from both sample schools claimed (in section 4.2.3, item 1) that they know their students' perceptual preferences, they never identified the students' learning styles as it can be seen from what they responded to item 3 in section 4.2.3 and to item 3 in section 4.5.3; and as a result it is possible to conclude that they aren't aware of it at all and this shows that English teachers in the sample schools are hardly teaching reading in the way their students prefer to be taught.

3. Students may show differences in the way they process information. For instance, there may appear learners who prefer information written on the board, others may rely on visual input, and some others may also learn through moving and doing.

Although most of the teachers described that they identified their students' learning styles and are aware of their learning preferences, they were not seen presenting the reading lessons adapting them to include multiple sensory learning style techniques. They were not observed when they teach in the way their students prefer to be taught and that they teach in the way they themselves see as the most suitable method regardless of their students' learning preferences and hence few types of learners can take a profit from their teachers' methods.

In fact, the teachers' use of single method in the sample schools does not respond to all kinds of learners that exist in the classroom since teachers depend on one method that may seem appropriate for some learners but others do not react to it. So in this case, teachers must change their philosophy about their current teaching method and start to think about the way their students prefer to be taught since the teachers' knowledge of how the learner learns will determine their styles/ techniques, and classroom procedures and design appropriate lessons, activities, and tasks to accommodate the different learners' needs and preferences.

According to the teachers report, the reason why they insisted on teaching reading through the traditional ways is that the innovative process was not accompanied by any considerable in-service trainings as required. But no one could deny that teachers must have both subject knowledge and professional education/training for effective teaching to take place.

5.2 Recommendations

Based on the above conclusions the researcher would like to forward the following recommendations.

1. Teachers should be more committed and motivated to make their own personal efforts to upgrade themselves with recent language teaching theories and practices by reading in the area and sharing experiences among themselves. They should engage themselves in action research in order to find out the possible ways of executing the prescribed teaching materials and teaching methods so as to meet students' preferences in learning reading. In addition to this, teachers should also get-up-and-go to teach their students about the way they learn or understand new information and as well as their preferred methods of learning or their own learning styles to enable them; firstly plan and manage their language learning activities better, secondly find suitable activities that suit their learning preferences which will enhance their performance in English, thirdly assist them to enhance and take advantage of their natural skills and preferences and finally be benefited from the entire language learning process well.

2. The school principals should organize further and adequate in-service trainings, practice based workshops and seminars to upgrade teachers' awareness's and help they make a paradigm shift from their traditionally established practices to exposing their learners to different materials, teaching styles/techniques, methods, activities, and tasks to respond to the learners' pedagogical needs as well as to enable them reaching the desired goal of proficiency.

3. The Ministry of Education should also make effort to provide resource centers, for example internet service, newsletters, journals, forums, etc. that supply information about research and teaching materials or teaching styles. These are important for keeping teachers informed about developments and can frequently lead the teachers to new ideas subsequently being developed. In addition, the school libraries should be equipped with alternative teaching materials and current reference books on language teaching styles or techniques. Moreover, the condition of multisensory reading classrooms which might have: 1. noise reduction headphones and audio books available for students who want or need to use them, 2. reading materials on many levels in multiple genres, 3. areas where students can: - sit quietly and read, - move around while they read, - work alone, and - work together as groups,

4. a teacher who is comfortable with students wiggling and moving their bodies as they sit in their seats, 5. a teacher who adapts reading lessons that include multiple sensory learning style techniques, and 6. lesson plans that incorporate kinesthetic, tactile, auditory, and visual activities from the introduction of each concept through its assessment should be taken into consideration by the Ministry of Education, by school administrators and other stake holders.

4. Students should consider that it is very important to know their learning strengths as a foundation of developing their personal study habits and improving and educating themselves to learn reading as well as other subjects in different ways.

5. Finally, the researcher believes that further research should be conducted to find out why the teachers failed to be aware of their students' learning preferences and to match their teaching styles/techniques with their students' perceptual learning styles.

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APPENDIX I
ADDIS ABABA UNIVERSITY
COLLEGE OF HUMANITIES, LANGUAGE STUDIES,
JOURNALISM AND COMMUNICATION
DEPARTMENT OF FOREIGN LANGUAGE AND
LITERATURE

Students' Questionnaire

Dear student:

Currently, I am conducting a study on “Assessing the practice of teaching English reading with reference to students’ preferred learning styles.” This questionnaire is presented to you only for a study purpose. It has no any sort of evaluation intention and you are not evaluated based on the response you give to the questions. The success of the study depends on the will and genuine responses you give to the questions. Thus, I kindly request you to respond to all the questions frankly and honestly.

Thank you very much for your cooperation!

Part -1 : Students' Learning Styles Questionnaire

There are 30 major activities that reflect your learning style. When you read the statements, try to think about what you usually do when learning. Do not spend too much time on any item. Indicate your immediate feeling and move on to the next item. For each item, circle the response that represents your approach. Each statement is followed by five numbers: 0, 1, 2, 3, and 4. Each number means the following :-

0 = Never, 1 = Rarely, 2 = Sometimes, 3 = Often, 4 = Always

The following is a sample student's learning style questionnaire

No.	Characteristics	Never	Rarely	Some times	Usually	Always
1	I remember something better if I write it down.	0	1	2	3	4
2	I take detailed notes during lectures.	0	1	2	3	4
3	When I listen, I visualize pictures, numbers, or words in my head.	0	1	2	3	4
4	I prefer to learn with TV or video rather than other media.	0	1	2	3	4
5	I use color-coding to help me as I learn or work.	0	1	2	3	4
6	I need written directions for tasks.	0	1	2	3	4
7	I have to look at people to understand what they say.	0	1	2	3	4
8	I understand lectures better when teachers write on the board.	0	1	2	3	4
9	Charts, diagrams, and maps help me understand what someone says.	0	1	2	3	4
10	I remember peoples' faces but not their names.	0	1	2	3	4
11	I remember things better if I discuss them with someone.	0	1	2	3	4
12	I prefer to learn by listening to a lecture rather than reading.	0	1	2	3	4
13	I need oral directions for a task.	0	1	2	3	4
14	Background sound helps me think.	0	1	2	3	4
15	I like to listen to music when I study or work.	0	1	2	3	4
16	I can understand what people say even when I cannot see them.	0	1	2	3	4
17	I remember peoples' names but not their faces.	0	1	2	3	4
18	I easily remember jokes that I hear.	0	1	2	3	4
19	I can identify people by their voices (e.g., on the phone).	0	1	2	3	4
20	When I turn on the TV, I listen to the sound more than I watch the screen.	0	1	2	3	4
21	I prefer to start doing things rather than checking the directions first.	0	1	2	3	4
22	I need frequent breaks when I work or study.	0	1	2	3	4
23	I need to eat something when I read or study.	0	1	2	3	4
24	If I have a choice between sitting and standing, I'd rather stand.	0	1	2	3	4
25	I get nervous when I sit still too long.	0	1	2	3	4
26	I think better when I move around (e.g., pacing or tapping my feet).	0	1	2	3	4
27	I play with or bite on my pens during lectures.	0	1	2	3	4
28	Manipulating objects helps me to remember what someone says.	0	1	2	3	4
29	I move my hands when I speak.	0	1	2	3	4
30	I draw lots of pictures (doodles) in my notebook during lectures.	0	1	2	3	4

The Learning Style Survey is adopted from Oxford, (1995)

Items 1-10 score: **31** (Visual learner) = (2+1+4+2+4+4+4+4+3+3)

Items 11-20 score: **18** (Auditory learner) = (4+4+1+3+4+1+0+1+0+0)

Items 21-30 score: **15** (Kinesthetic/tactile learner)= (0+2+1+0+0+3+0+2+4+3)

So this student is a visual learner.

No.	Characteristics	Never	Rarely	Some times	Usually	Always
1	I remember something better if I write it down.					
2	I take detailed notes during lectures.					
3	When I listen, I visualize pictures, numbers, or words in my head.					
4	I prefer to learn with TV or video rather than other media.					
5	I use color-coding to help me as I learn or work.					
6	I need written directions for tasks.					
7	I have to look at people to understand what they say.					
8	I understand lectures better when teachers write on the board.					
9	Charts, diagrams, and maps help me understand what someone says.					
10	I remember peoples' faces but not their names.					
11	I remember things better if I discuss them with someone.					
12	I prefer to learn by listening to a lecture rather than reading.					
13	I need oral directions for a task.					
14	Background sound helps me think.					
15	I like to listen to music when I study or work.					
16	I can understand what people say even when I cannot see them.					
17	I remember peoples' names but not their faces.					
18	I easily remember jokes that I hear.					
19	I can identify people by their voices (e.g., on the phone).					
20	When I turn on the TV, I listen to the sound more than I watch the screen.					
21	I prefer to start doing things rather than checking the directions first.					
22	I need frequent breaks when I work or study.					
23	I need to eat something when I read or study.					
24	If I have a choice between sitting and standing, I'd rather stand.					
25	I get nervous when I sit still too long.					
26	I think better when I move around (e.g., pacing or tapping my feet).					
27	I play with or bite on my pens during lectures.					
28	Manipulating objects helps me to remember what someone says.					
29	I move my hands when I speak.					
30	I draw lots of pictures (doodles) in my notebook during lectures.					

Part -2 : Students' Perceptions to Teachers' Teaching Styles of Reading

In relation to students' preferred learning styles, there are 20 major activities (teaching styles) presented to you in the table below. When you read the statements, try to think about what teaching styles your English teacher usually uses when teaching reading. Then indicate whether the listed activities are being performed or not by circling the numbers that represents your response. Each statement is followed by five numbers: 0, 1, 2, 3, and 4.

Each number means the following :- 0 = Never, 1 = Rarely, 2 = Sometimes, 3 = Often,

4 = Always

No.	Styles	Never	Rarely	Sometimes	Usually	Always
1	Asking students to make outlines of information in reading material and to illustrate texts for the reading lesson.	0	1	2	3	4
2	Teaching reading lessons in the form of diagrams, pictures, charts or using contexts.	0	1	2	3	4
3	Reducing distracting visual stimuli in the classroom.	0	1	2	3	4
4	Letting students watch demonstrations, television & movies to aid their learning	0	1	2	3	4
5	Encouraging students to take notes and make lists for the reading lessons they have learnt.	0	1	2	3	4
6	I use highlighters to underline or circle words in texts & let them use as well.	0	1	2	3	4
7	Ask students to read about a new subject before it will be taught	0	1	2	3	4
8	Making students create or write notes, essays, poems, sketches, stories, reading texts using computers or with their hands.	0	1	2	3	4
9	Letting students listen to a story and follow the text while someone reads and then retell it reading	0	1	2	3	4
10	Ask learners to read about the subject after it is taught.	0	1	2	3	4
11	Allow and even encourage learners to move their lips when they read.	0	1	2	3	4
12	Using gestures to reinforce what is being said.	0	1	2	3	4
13	Avoidance of asking students to listen and write notes at the same time.	0	1	2	3	4
14	Providing students with copied lesson notes when necessary.	0	1	2	3	4
15	Letting students explain their ideas by acting them out in role plays.	0	1	2	3	4
16	Allow students to use their fingers to point to words as they read.	0	1	2	3	4
17	Letting students work with graphic novels and picture books or draw pictures and maps for a text to help them develop visualizing what they read.	0	1	2	3	4
18	Encouraging students learn by imitating others or demonstrating skills or processes.	0	1	2	3	4
19	Teaching vocabulary introducing it with tactile/tangible resources before reading and making students write the words over and over (translating into other language).	0	1	2	3	4
20	Breaking up instructions into short time sections (20-30 mints).	0	1	2	3	4

APPENDIX II

በኢዲዮሎጂ ባዮኒኮርሲቲ

በቋንቋችንና ስነ-ጽሁፍ ፋካልቲ

የእንግሊዝኛ ቋንቋ ሥነ-ጽሁፍ/ክፍል

ለተማሪዎች የቀረበ የጥናትና ምርምር የጽሁፍ መጠይቅ፤

ውድተማሪዎች፡

በአሁኑ ወቅት ከተማሪዎች የመማር ፍላጎት/ዘዴ (Learning Style)

አኳያ የመምህራን የንባብ አስተምህሮና አተገባበርን መዳሰስ”

በሚል ርዕስ ጥናትና ምርምር እያካሄድሁኑ፡፡ ይህ ለእናንተ የቀረበ ላላችሁ መጠይቅ ለዚህ ጥናትና ምርምር መረጃ ለማሰባሰብ ብብ ቻን እንጂ ከዚህ የተለየ ሌላ ምንም ዓይነት ዓላማ የለውም፡፡ የዚህ ምጥናትና ምርምር ስኬታማነት በእናንተ ቅንነትና በምትሰጡት ምትክ ክለኛ መልስ ላይ የተመሰረተ ነው፡፡ ስለዚህ ውድተማሪዎችሁ ሉን ምጥያቄዎች በእውነተኛነትና በታማኝነት እንድትመልሱ ቸው በአ ክብርት እጠይቃችኋለሁ፡፡

ለምታደርጉት ቀናቀል ጣፋት ብብርሁ ሉክል ብአ መሰግናለሁ!

ክፍል-1:- የተማሪዎችን የመማር ፍላጎት (ባህሪያት) ለመለየት የቀረበ የጽሁፍ መጠይቅ

ቀጥሎ ባለው ሰንጠረዥ ውስጥ ከተማሪዎች የመማር ዘዴ ጋር የሚያያዙ ሠላሳ ተግባራት ቀርበዋል፡፡ እያንዳንዱን ተግባር በምታነቡ በትንቢት ከክፍል ውስጥ በመማር ላይ እያላችሁ የምታደርጉትን ተግባራት እያሰባችሁ ናው ዲያው ምንም ሲሆን ስንት ተግባር ግለመመለስ ሞክሩ፡፡ በየተግባራቱት ይዩ ከቀረቡት ምንም አምስት አማራጮች ውስጥ በመልሳችሁ ረድፍ ያለውን ቁጥር በማክበብ አመልክቱ፡፡ በእያንዳንዱ ተግባር ትይዩ ምንም አምስት ቁጥሮች ቀርበዋል፡፡ ትርጉማቸው ምን ያህል ከተለው ነው፤ 0 = ፈጠራ አላደርግም, 1 = አልፎ አልፎ አደርጋለሁ,

2 = አንዳንድ ጊዜ አደርጋለሁ, 3 = ብዙ ጊዜ አደርጋለሁ, 4 = ሁል ጊዜ አደርጋለሁ

ተራቁጥር	ተግባራት (ባህሪያት)	ፊልሞ	አልፎአልፎ	አንዳንድጊዜ	ብዙጊዜ	ሁልጊዜ
1	አንድንነገርከገፍኩትበደንብአስታውሰዋለሁ	0	1	2	3	4
2	መምህርገለጻበሚያደርግበትጊዜዝርዝርማስታወሻይዘለሁ	0	1	2	3	4
3	በማዳምጥበትጊዜስለማዳምጠውነገርምስሎች፣ቁጥሮችናቃላቶችበዓዕምሮዬውስጥይታዩኛል (ይከሰቱልኛል)	0	1	2	3	4
4	ከሌሎችየማስተማሪያዘዴዎችይልቅበቴሌቪዥንናበቪዲዮመማርንእመርጣለሁ	0	1	2	3	4
5	የበለጠለመማርወይምየትምህርትሥራዎችንለመስራትይረዳኝዝንድበማስታወሻጽሁፊውስጥቃላትንወይም ዓረፍተነገሮችንበተለየቀለምማስመርወይምማክበብደስይለኛል	0	1	2	3	4
6	በትምህርትወቅትለሁሉምየክፍልናየቤትስራዎችየጸሁፍመመሪያ (ትዕዛዝ) አፈልጋለሁ	0	1	2	3	4
7	ሰዎችየሚሉትነገርየሚገባኝእያየኋቸውበሚናገሩበትጊዜነው	0	1	2	3	4
8	መምህርየሚያስተምረውንየገለጻትምህርትበሰሌዳላይእየጻፈየሚያሥተምርከሆነየበለጠይገባኛል	0	1	2	3	4
9	ቻርቶችይዲያግራፎችናካርታዎችአንድሰውየሚለውንነገርየበለጠአንድረዳውይረዳኛል	0	1	2	3	4
10	ሰዎችንከስማቸውይልቅመልካቸውንአስታውሳለሁ	0	1	2	3	4
11	አንድንነገርከሰዎችጋርከተወያየሁበትየበለጠአስታውሰዋለሁ	0	1	2	3	4
12	አንድንትምህርትእያነበብሁከምማርይልቅመምህርገለጻሲያደርግበማድመጥመማርንእመርጣለሁ	0	1	2	3	4
13	በትምህርትወቅትለሁሉምየክፍልናየቤትስራዎችየቃልመመሪያ (ትዕዛዝ) አፈልጋለሁ	0	1	2	3	4
14	በቀስታየሚሰማድምጽየበለጠበጥምናማሰብአንድችልይረዳኛል	0	1	2	3	4
15	ሥራስሠራወይምሳጠናሙዚቃማዳመጥእወዳለሁ	0	1	2	3	4
16	ሰዎችሲናገሩባላያቸውምእንኳየሚናገሩትንመረዳትእችላለሁ	0	1	2	3	4
17	ሰዎችንከመልካቸውይልቅስማቸውንአስታውሳለሁ	0	1	2	3	4
18	የምሰማቸውንቀልዶችበቀላሉአስታውሳቸዋለሁ	0	1	2	3	4
19	ሰዎችንበድምጻቸውመለየትእችላለሁ፤ (ለምሳሌ፤በሥልክንግግርጊዜ)	0	1	2	3	4
20	ቴሌቪዥንበምከፍትበትጊዜምስሎችንከማይይልቅድምጹንማዳመጥየበለጠይቀናኛል	0	1	2	3	4
21	በትምህርትወቅትየክፍልናየቤትስራዎችሲሰጡንመመሪያውን (ትዕዛዝን) ከማንበብይልቅበቀጥታስራውንእጀምራለሁ	0	1	2	3	4
22	ሥራስሠራወይምሳጠናበተደጋጋሚዕረፍትማድረግእፈልጋለሁ	0	1	2	3	4
23	ሳጠናወይምሳነበየሆነነገርሙበላትእፈልጋለሁ	0	1	2	3	4
24	አንድቆምወይምአንድቀመጥምጫቢሰጠኝመቆምንእመርጣለሁ	0	1	2	3	4
25	ለረጅምጊዜከተቀመጥኩበጣምእሰሳጫለሁ	0	1	2	3	4
26	ወዲያናወዲህስንቀሳስ (እግሬንእያወዛወዝኩስቀመጥ) የበለጠበጥምናማሰብአንድችልይረዳኛል	0	1	2	3	4
27	መምህርበገለጻበሚያስተምርበትጊዜበእስክሪፕቶዩመጫወትወይምእስክሪፕቶዩንበአፌመንከስይቀናኛል	0	1	2	3	4
28	ነገሮችንመነካካትሰዎችየሚሉትንለማስታወስይረዳኛል	0	1	2	3	4
29	ስናገርእጆቼንማንቀሳቀስእወዳለሁ	0	1	2	3	4
30	መምህርበገለጻበሚያስተምርበትጊዜበማስታወሻደብተሬላይስዕሎችንእስላለሁወይምየሆነነገርእሞነጫጭራ ለሁ	0	1	2	3	4

ክፍል -2 :-

በመምህሩ/ርቲዮክንግሊዝኛንባብአስተምህሮላይየተማሪዎችንአስተያየትለመዳሰስየቀረበየጽሁፍመጠይቅ

ውድተማሪዎች፡ከተማሪዎችየመማርፍላጎትወይምዘይዳካንድየእንግሊዝኛመምህርንባብንለማስተማርሊጠቀምከሚችሉ ችውተግባራትውስጥሀያዎቹቀጥሎባለውሰንጠረዥውስጥተዘርዘረዋል።እያንዳንዱንተግባርበምታነቡበትጊዜበክፍልውስጥ ንባብንበመማርላይእያላችሁየትኞቹተግባራትበመምህሩሲተገቡሩእንደነበርናአንዳልነበርእንዲሁምሲተገቡሩከነበረምድግግ ሞሹንእያሰባችሁለመመለስሞክሩ።በየተግባራቱትይዩክቀረቡትምአምስትአማራጮችውስጥበመልሳችሁረድፍያለውንቁጥር በመክብብአመልክቱ።በእያንዳንዱተግባርትይዩምአምስትቁጥሮችቀርበዋል።ትርጉማቸውምእንደሚከተለውነው፤ 0 = ፈፅሞአይተገቡም, 1 = አልፎአልፎይተገቡሉ, 2 = አንዳንድጊዜይተገቡሉ, 3 = ብዙጊዜይተገቡሉ, 4 = ሁልጊዜይተገቡሉ

ተራቁጥር	ተግባራት	ፊዎ?	ጌላጋጃ	ዘገገገ	ብዙጊዜ	ሁልጊዜ
1	ተማሪዎችየዕለቱንየንባብትምህርትዋናጭብጥበቃልምሆነበጽሁፍበአጭሩ፤በምሳሌናበንጽጽር እንዲያብራሩበማድረግምንባቡንእንዲረዱትያግዛቸዋል	0	1	2	3	4
2	የንባብትምህርትንበዲያግራሞች፣በስዕሎች፣በቻርቶችናአገባባዊትርጉምንበመጠቀምያስተምራል	0	1	2	3	4
3	መምህሩበክፍልውስጥየእንግሊዝኛንባብንሲያስተምርየተማሪዎችንትኩረትየሚያዘቡናበዓይን የሚታዩነገሮችንበመቆጣጠርያስተምራል	0	1	2	3	4
4	የተማሪዎችንየመማርሂደትለማገዝይረዳዘንድስርቶማሳያዎችን፣ቴሌቪዥንናፊልሞችን እንዲከታተሉበማድረግያስተምራል	0	1	2	3	4
5	ተማሪዎችስለተማሩትየንባብትምህርትዝርዝርማብራሪያዎችንወይምማስታወሻዎችንእንዲይዙያበረታታል	0	1	2	3	4
6	መምህሩየሚያስረዳውንበስሌዳላይሲጽፍአስፈላጊየሆኑነጥቦችንወይምቃላትንለማስመወደም ለማክበብየተለየቀለምይጠቀማል፤ተማሪዎችምእንዲጠቀሙያበረታታቸዋል	0	1	2	3	4
7	ተማሪዎችአንድንየንባብትምህርትከመማራቸውበፊትአስቀድመውአንበበውትእንዲመጡያደርጋል	0	1	2	3	4
8	ተማሪዎችከዕለቱንየንባብትምህርትጋርየተያያዙቃላትን፣ማስታወሻዎችን፣ድርሰቶችን፣ግጥሞችን፣ንድፎችን፣ታሪኮችን፣የተለያዩየ ንባብጽሁፎችንበከምፒዩተርወይምበእጃቸውአውጣጥተውእንዲጽፉያደርጋል፤ያበረታታቸዋልም	0	1	2	3	4
9	አንድንጽሁፍለላስውሲያነብላቸውካዳመጡበኋላይህንሲነብላቸውያዳመጡትንጽሁፍእነሱደግግመልሰውእያነበቡመናገርለ ሚፊልጉተማሪዎችዕድልይሰጣቸዋል (እንዲናገሩትያደርጋል)	0	1	2	3	4
10	ተማሪዎችአንድንየንባብትምህርትከተማሩትበኋላበድጋሚአንበበውትእንዲመጡያደርጋል	0	1	2	3	4
11	ተማሪዎችአንድንምንባብሲያነቡከንፈራቸውንበማንቀሳቀስማንበብለሚፊልጉይፈቅድላቸዋል፤ ያበረታታቸዋልም	0	1	2	3	4
12	መምህሩአንድንየንባብትምህርትሲያስተምርተማሪዎችየሚናገረውንቶሎእንዲረዱትለማገዝ የተለያዩየምልክትቋንቋዎችን(የንግግርምልክቶችን) ይጠቀማል	0	1	2	3	4
13	መምህሩሲያስተምርየሚያስረዳውንእያዳመጡበተመሳሳይሰዓትማስታወሻዎችንምእንዲጽፉአያደርግም	0	1	2	3	4
14	መምህሩላስተማረውንየንባብትምህርት (ምሳሌ፣የንባብክሂሎች) እንዳስፈላጊነቱማስታወሻዎችን በማዘጋጀትለተማሪዎችኮፒአድርጎይሰጣቸዋል	0	1	2	3	4
15	ተማሪዎችሀሳባቸውን (መልሳቸውን) በእንቅስቃሴእየከወኑእንዲገልጹዕድልይሰጣቸዋል	0	1	2	3	4
16	ተማሪዎችአንድንምንባብሲያነቡበተገቢነትንበታብጣታቸውይዘው(እያመለከቱ) ማንበብለሚፈልጉይፈቅድላቸዋል፤ያበረታታቸዋልም	0	1	2	3	4
17	በዕለቱየሚማሩትንምንባብበንድፍ፣በስዕልወይምበካርታመልክእንዲገልጹትበማድረግተማሪዎችለሚያነቡትነገርበአዕምሮአቸ ውውስጥምስልመፍጠር(መከሰት) እንዲችሉያደርጋል፤ያግቸዋዘልም	0	1	2	3	4
18	አንድንየንባብክሂሎትወይምሂደትከሌሎችተማሪዎችበማየትአስመስለውእንዲከውኑትወይምበድጋሚሰርተውእንዲያሳዩትበማ ድረግእንዲማሩትያደርጋል፤ያበረታታቸዋልም	0	1	2	3	4
19	መምህሩአንድንየንባብትምህርትከማስተማሩበፊትከምንባብየጠቃላትንተጨባጭናግልጽበሆኑምሳሌዎችወይምመርጃመሳሪ ያዎችያስተዋውቃል (ያስረዳል)	0	1	2	3	4
20	፤እንዲሁምድጋሚመውእንዲጽፉቸውናወደሌላምቋንቋእንዲቀይሯቸውበማድረግእንዲያውቁቸውናየቃላትዕውቀታቸውምእንዲ ጨምርያግዛቸዋል	0	1	2	3	4
20	መምህሩበገለጻየሚያስተምረውንትምህርትከ20-30 ደቂቃባልበለጠጊዜውስጥአስረድቶይጨርሳል	0	1	2	3	4

APPENDIX - III

ADDIS ABABA UNIVERSITY

COLLEGE OF HUMANITIES, LANGUAGE STUDIES,

JOURNALISM AND COMMUNICATION

DEPARTMENT OF FOREIGN LANGUAGE AND

LITERATURE

Teachers' Questionnaire

Dear teacher,

Currently, I am conducting a study on "Assessing the practice of teaching reading with reference to students' preferred learning styles." This questionnaire is prepared to collect relevant information for the study. The success of the study depends on the will and genuine responses you give to the questions. Thus, I kindly request you to respond to the questions frankly and honestly. I would like to confirm you that the information you give will never be used for any other purpose.

Thank you very much for your cooperation!

Part-1: Write about your personal information

1. Sex _____ Qualification _____ Major _____ Minor _____

2. Teaching experience: a) Teaching experience in general _____

b) English language teaching experience _____

c) English language teaching experience in Grade 9 _____

3. Currently, you are teaching in Grade 9. Have you ever attended any in-service training related to teaching/learning styles or teaching methods or the like? a) Yes b) No

4. If you have attended in-service training, please indicate the type of the training and its duration in the table below. You can also write any comment you might have under remark.

No	Training type	Duration	Remark
1	Summer course		
2	Workshops		
3	Seminars		
4	Conference		
5	ELIP		

5. Do you think that the training is sufficient enough in helping teachers develop the necessary skills in relation to teaching/learning styles? a) Yes b) No

6. Do you feel the training helps you to meet your students' preferred learning styles using the appropriate teaching styles in your classes? a) Yes b) No

Part-2: Answer the following questions by putting a tick (✓) mark in the circle given or write your justification where necessary.

1. Do you know the preferred learning styles of your students?

Yes - No -

2. If you responded "No" for the above question, please describe why? Because

Circle the letter(s) of the suggested responses with which you agree.

A/ I disagree with the importance of identifying students' learning styles at all, so I am discouraged to do that.

B/ I believe that it is impractical in the case of our situation even if I agree with the need of identifying students' preferred learning styles.

C/ I am very loaded with different school works even if I am willing to do so.

D/ I don't know what learning style mean and how to identify it.

E. Or if you have any other, please mention here. _____

3. If you responded "Yes" for question number -1 above, which learners are more dominant among your students?

a. visual b. auditory c. kinesthetic d. tactile

4. From the learners listed under (i.) above, which learners do you think are more advantageous with reading process? _____ .

5. How do you teach reading to your students who have different learning styles in a class?

Circle the letter(s) of the suggested responses with which you agree.

a/ I teach them as they are mixed in their class with no difference of classroom settings.

c/ I teach grouping them according to their learning styles in a class.

d/ I teach in a class which has reading materials on many levels in multiple genres.

e/ I teach in a class which has areas where students can : - sit quietly and read, - move around while they read, - work alone, & - work together as groups.

f/ I teach in a class which has noise reduction headphones and audio books available for students who want or need to use them.

g/ I teach preparing lesson plans that incorporate kinesthetic, tactile, auditory, and visual activities from the introduction of each concept through its assessment.

h/ or mention any other way please: _____

6. In which one do you think that students learn reading more? They learn more _____

Circle the letter(s) of the suggested responses with which you agree.

a. through their own learning styles.

b. through the teacher or the tutor's preferred teaching style.

c. when they are provided with reading lessons that include multiple sensory learning style or techniques.

d. using a single best method or approach which is expected to work with all learners.

e. if they are taught reading lessons in accordance with their learning styles which are suited for them and are made be interested in reading as well.

f. or if you have any other, please mention here: _____

Part-3:-To what extent do you practice the following teaching styles or strategies when you teach reading? Please put a tick (√) mark parallel with the options of your responses in the table given below.

Item No.	Items	Never	Rarely	Sometimes	Usually	Always
1	Asking students to make outlines of information in reading material.					
2	Teaching reading lessons in the form of diagrams, pictures, charts or using contexts.					
3	Reducing distracting visual stimuli in the classroom.					
4	Letting students watch demonstrations, television & movies to aid their learning					
5	Encouraging students to take notes and make lists for the reading lessons they have learnt.					
6	Using highlighters to underline or circle words in texts & letting them use as well.					
7	Ask students to read about a new subject before it will be taught					
8	Asking students to use computers to create different texts.					
9	Letting students listen to a story and follow the text while someone reads and then retell it reading .					
10	Making students write notes, essays, poems, sketches, stories, reading texts					
11	Ask learners to read about the subject after it is taught.					
12	Allow and even encourage learners to move their lips when they read.					
13	Teaching in a slow and distinct manner or simpler language, using simple vocabulary rather than only repeating.					
14	Using gestures to reinforce what is being said.					
15	Avoidance of asking students to listen and write notes at the same time.					
16	Providing students with copied lesson notes when necessary.					
17	Letting students explain their ideas by acting them out in role plays.					
18	Allow students to use their fingers to point to words as they read.					
19	Letting students work with graphic novels and picture books or draw pictures and maps for a text to help them develop visualizing what they read.					
20	Encouraging students learn by imitating others or demonstrating skills or processes.					
21	Making students write words over and over (translating into other language)					
22	Breaking up instructions into short time sections (20-30 mints).					
23	Teaching vocabulary introducing it with tactile/tangible resources before reading.					
24	Helping students illustrate texts for the reading lesson.					
25	Getting students type their notes, essays, or vocabulary words using computers or with their hands.					

Thank you

APPENDIX IV

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JOURNALISM AND COMMUNICATION
DEPARTMENT OF FOREIGN LANGUAGE AND
LITERATURE

Classroom Observation

This checklist is intended to investigate the practice of teaching reading on the basis of students' preferred learning styles at grade nine. The practices will be recorded by putting a tick (✓) mark as they happen in the classroom. Three teachers from both sample schools were observed three times each.

School _____ Section _____ Period _____ Time _____ Observation day _____

Item No.	Teaching Styles	Yes	Some	how	No	unfit
1	Asking students to make outlines of information in reading material.					
2	Teaching reading lessons in the form of diagrams, pictures, charts or using contexts.					
3	Reducing distracting visual stimuli in the classroom.					
4	Letting students watch demonstrations, television & movies to aid their learning					
5	Encouraging students to take notes and make lists for the reading lessons they have learnt.					
6	I use highlighters to underline or circle words in texts & let them use as well.					
7	Ask students to read about a new subject before it will be taught					
8	Asking students to use computers to create different texts.					
9	Letting them listen to a story and follow the text while someone reads and then retell it reading					
10	Making students write notes, essays, poems, sketches, stories, reading texts					
11	Ask learners to read about the subject after it is taught.					
12	Allow and even encourage learners to move their lips when they read.					
13	Teach in a slow and distinct manner or simpler language/vocabulary rather than only repeating.					
14	Using gestures to reinforce what is being said.					
15	Avoidance of asking students to listen and write notes at the same time.					
16	Providing students with copied lesson notes when necessary.					
17	Letting students explain their ideas by acting them out in role plays.					
18	Allow students to use their fingers to point to words as they read.					
19	Letting students work with graphic novels and picture books or draw pictures and maps for a text to help them develop visualizing what they read.					
20	Encouraging students learn by imitating others or demonstrating skills or processes.					
21	Making students write words over and over (translating into another language)					
22	Breaking up instructions into short time sections (20-30 mints).					
23	Teaching vocabulary introducing it with tactile/tangible resources before reading.					
24	Helping students illustrate texts for the reading lesson.					
25	Get them type notes, essays, or vocabulary words using computers or with their hands.					

APPENDIX V

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DEPARTMENT OF FOREIGN LANGUAGE AND

LITERATURE

Interview Questions for Teachers

1. What does learning style mean to you?
2. Do you think teachers should identify their students' learning styles before they start teaching at the beginning of the year?
3. If you think so, have you identified your students' perceptual learning styles?
4. How can a teacher meet students with different learning styles when s/he teaches reading?
5. Are there classes in your school which have:-
 - a/ noise reduction head phones and audio books available for students who want or need to use them?
 - b/ areas where students can: sit quietly and read, move around while they read, work alone, & work together as groups?
 - c/ reading materials on many levels in multiple genres?
6. Is it worth to teach students be aware of their styles of learning? Why?
7. So have you ever tried accordingly?

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Sample Responses of Interview Questions for Teachers

Item No.	Teacher	Responses
1	A	“It is the way students gain a certain knowledge.”
	B	“It is the way students gain a certain knowledge.”
2	A	“Of cours they should.”
	B	“Yes of course. If teachers identify or know their students’ learning preferences, they can help their students and can achieve the objectives of the lessons very easily. ”
3	A	“Of cours I did. The first thing I did at the beginning of my lesson is asking my students by which learning difficulties they are in trouble; like those who have visual impairments, hearing impairments etc. and then I try to solve their problems accordingly. As far as I know I can say that most of my students are visual learners.”
	B	“No, not at all. I have never identified my students’ learning styles because of different reasons; such as : the highest number of students in a class, shortage of time, and the likes. So what we simply focus on is portion coverage. ”
4	A	“Most of the reading lessons are given in the students’ text book. There is also a text presented in the students’ book in which some example students are explaining their way/style of reading like understanding a text contextually, like skimming / scanning, like using a dictionary, etc. I also just give them some instances based on their book. And most of my students told me that they would like to learn reading visually.”
	B	“We can be helped by pictures and audio materials like the ones transmitted through plasma.”
5a	A	“No.”
	B	“No.”
5b	A	“Of course without this there is no any safe place for reading. But I use my own teaching style. Once I knew students’ interest I just respect their reading approach. The class is very democrat.”
	B	“No, students are already assigned to sit only in a one to five group arrangement. No student can sit anywhere out of his/her group. So there is no other option for students to sit and also for teacher to teach with out using this group arrangement. ”
5c	A	“Of course no. Everything is just done based on their textbook.”
	B	“No, we simply focus on the different reading texts found in the students’ book.”
6	A	“Yes. Because it helps to facilitate the teaching/learning process. In the other way it helps the students themselves to learn their reading lesson faster. ”
	B	“Actually it is good to aware students to know about their learning styles. Because if students know about their learning styles, they can understand things very easily. ”
7	A	“I still have been teaching different learning styles. I shouldn’t have to be depend on only the textbook. I download any learning style which benefits my students from different intrnet sources and provide to the students. Then I let them to tell me which one is their learning preference.”
	B	“No, I have never taught my students be aware of their learning styles.”