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**A STUDY ON: STUDENTS' READING ATTITUDES, READING  
INSTRUCTION AND READING PERFORMANCES: IN THE CASE OF  
GRADE 10 STUDENTS OF ENTOTO AMBA SECONDARY SCHOOL**

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A study on: Students Reading Attitude, Reading Instruction and Reading Performances: in the case of Grade 10 students of Entoto Amba Secondary School

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This is to certify that the thesis prepared by Nardos Hailu, entitled: **A study on: students reading attitudes, reading instruction and reading performances: in the case of Grade 10 students of Entoto Amba Secondary School** and submitted in fulfillment of the Requirements for the Degree of Master of Arts in Teaching English as a Foreign Language compiles with the regulations of the University and meets the accepted standards with respect to originality and quality.

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## ABSTRACT

*An Exploring Study of Students' Attitudes towards Reading Skills*

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*The main objective of the study was to explore students reading attitude, reading instruction and reading performances. A descriptive research design which consisted of first collecting quantitative data and then collecting qualitative was used to investigate the attitude of learners towards reading skills. That is, both quantitative and qualitative data analysis techniques were employed to analyze the data collected. There were four main measurement tools employed in this study: 1) a questionnaire, 2) an interview, 3) a class room observation and 4) a reading test. These tools were used to measure the attitudes of the students towards reading skills. The subjects of the study were selected from Entoto Amba secondary school that is in grade 10. Ninety one students who were selected using stratified sampling technique filled in the questionnaire and took the reading test. Six students were randomly selected from the group for interview. Three teachers were chosen by using purposive sampling technique and they were observed. After the administration of the data gathering tools, the data were collected and analyzed. The quantitative data was analyzed using frequency count and percentage. The qualitative data was thematically analyzed. Attempts were made to triangulate the qualitative and quantitative data. Thus, the results of the questionnaire, individual interviews, class room observation and the reading test showed that most students held positive attitudes towards reading skills in most aspects even if they were not committed to do reading tasks. The results of the interview and the class room observation revealed that reading was not taught effectively. Students did not get adequate reading practices. In addition to this, the results of the interview revealed that majority of the students agreed that the class room teacher was better in teaching reading skills than the plasma teacher. The performance of the students in the reading test was also found to be average. Finally, the results of the study also revealed that the reading instruction and the students' reading performance were significantly interconnected. The study concluded that the weaknesses that the students show in reading in English are mainly rooted in the method of teaching reading. It is, thus, suggested that the teaching of reading in Entoto Amba secondary school needs a thorough revision in terms of the methodology used in the teaching of reading. Teachers also use the process and communicative approaches of teaching reading*

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# CHAPTER ONE

## 1.1 BACKGROUND OF THE STUDY

Reading plays a very important role in our lives. It is so much a part of everyday living that one can hardly imagine a life without it. In the age of the Internet and information technologies, reading retains its importance as an essential skill for learners of any language (Alderson, 2000).

Reading is amongst the most crucial determinants in developing an individual's vision that shapes his or her personality and that makes him or her become closer to other individuals. It makes individuals truly free and protects them from ignorance and false beliefs (Ünal, 2010). Also, skills in reading enable individuals to benefit from educational activities, and to participate fully in the social and economic activities in which they take part (ibid).

Thus, reading has been described in a variety of ways to explain the process of what happens when one reads and how one comprehends a text. Reading is not an activity that takes place individually but one that encompasses many events and situations (Ünal, 2010). Quite large number of reading specialists view reading as an interactive process.

According to Fatma (2011: 46), "the reader's mental processes occur at different levels when he or she engages themselves in an interaction with the print to create meaning". So reading involves both comprehension and interpretation of a text by using questions formulated by the reader and various levels of cognitive processes are required for efficient reading process. As Carrel cited in Gemechis (2011: 20), "reading is a complex process of making meaning from a text, for variety of purposes and in a wide range of contexts." Thus reading is one of the complex skills in learning language, especially, EFL/ESL.

In our context, Ethiopia, English is being taught as a subject starting from grade one up to the preparatory school. Reading lessons are included in English text books starting from grade 1 up to 12 (see English text book from 1-12). Accordingly, it is presumed that students learn reading

skill in these grades. However, most of high school students, as the researcher have observed as English teacher, are deficient in their reading abilities. One reason for this is because English is taught as a foreign language with its confined to schools and few institutions. From the researcher experience and observation, English is not used for communication purposes outside class rooms. As a result, students' ability to use the language is very limited.

Secondly, high school students do not learn reading skills well (Bola Margaret, 2014). The researcher observation and experience also evidenced that reading skill is not taught in a communicative way so that most high school students face difficulties in comprehending a written materials. However, as Nima and Dariush quoted Peregoy and Boyle (2014: 285), "in the reading process, effective readers should use their background knowledge about the text's topic and structure along with their linguistic knowledge and reading strategies to achieve their purpose for reading."

There is thus an essential interaction between language and thought in reading. Therefore, the poor reading practice students received through their schooling have an impact on their attitude towards the skill. Kara as cited by Gökhan (2012) stated that attitudes towards learning besides opinions and beliefs have an obvious influence on students' behaviors and consequently on their performance. It is argued that those students who possess positive beliefs about language learning have a tendency to increase more positive attitudes towards language learning. Conversely, negative beliefs may lead to class anxiety, low cognitive achievement.

Meanwhile, the controversial concern is why some EFL students attain higher grades in English language exams than others who are under the same conditions and situations. The concern on the learners' attitudes towards the target language was emphasized by Gardner. As he quoted by Fatma (2011) stated, the learners' attitudes towards learning another language play a key role in enhancing and motivating them to learn that language. This, in turn, affects on their performance, too.

Quiet large numbers of studies have also revealed the deficiency of high school students in reading skill. Some of the researches conducted with regard to reading skill will be reviewed below.

One of the local researches is Yohannes Tefera in 2011. He designed to investigate 'Secondary School Students' Reading Strategy Use, Teachers' Perceptions and Practices: the Case of Grade Nine. The findings were designed in a quantitative model: instrument used to collect data was a questionnaire. The finding suggests that teachers perception of reading strategies was high level but students' reading strategy use as well as teachers' reading strategies instruction is of 'moderate' level to a large extent. In this research it is also revealed that factors such as, influence of mother tongue and teachers teaching methods greatly hampered high school students' reading comprehension skill.

The other one is Michael Daniel in 2003, who studied on 'The effect of primary English readers on reading skills in Ethiopia'. He employed a comparative study in two government schools. His finding reveals that there has been no significant increase in the students' reading abilities. It is also reported that the country's socio-economic situation in general and the children's backgrounds do not encourage the habit of reading.

The research conducted outside the country in the areas of attitude and language learning is also focused. Research entitled 'EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students' was carried out by Mohamad in 2012. The main objective was to determine Libyan secondary school students' attitudes towards learning English in terms of the behavioral, cognitive and emotional aspects. It also explored whether there is any significant difference in the students' attitudes towards English language based on their demographic profiles i.e., gender, field and year of study. The finding shows that regarding the three aspects of attitude i.e., cognitive, behavioral, and emotional, the participants showed negative attitudes towards learning English. On the demographic profile, there were statistically significant attitudinal differences regarding gender and field of study but not year of study.

Based up on the above mentioned researches and other reviewed researches, it can be deduced that high school students both in Ethiopia and outside Ethiopia have serious difficulties towards reading skills. Thus, the present researcher is interested to explore grade 10 students' of Entoto Amba secondary school reading attitudes to fill a gap. In the first place, investigating learners' attitude is an important issue that really uses as an 'engine' in learners' education in general and language learning in particular. Secondly, to my best knowledge, there is no adequate local research conducted on grade 10 Entoto Amba high school learners' attitudes toward reading skills in accordance with their reading performance and reading instruction. Lastly, it is significant to deal with differences and relationships of the present study with that of the previous and to show the gap the present researcher is going to fill.

## 1.2 Statement of the problem

In the instructional process, students are expected to accomplish different kinds of academic reading tasks during their stay at schools, and to carry out these tasks effectively, they should have the required reading competency. But many students, particularly in Ethiopia, are reported lacking reading skill necessary to meet their academic reading requirement (Meredith,M.(2012), Abinet, M.(2011), Leul, E. (2000), Genene G.(2011) &Atakilti. G .(2011)).

Similarly, the researcher, as a high school English teacher, has observed the seriousness of students' reading problems. From the researcher's observation, most high school learners have poor reading abilities. They have a great problem in reading print materials properly let alone comprehending the message from the material.

Thus, as it is explained in the introductory part, investigating learners' attitude of the teaching and learning of reading skills is significant to improve learners' attitudes and, hence, their activities in the process.

As Bola Margaret quoting Blair, Jones and Simpson (2012) attitude exerts a great influence on reading, language learning and general academic work. Blair, Jones and Simpson as quoted by Bola Margaret (2012)also maintain that if learners have a positive attitude about teachers and like school work, they will most likely experience some success and through reinforcement, will work more effectively and achieve more nearly to their capacity. Conversely, a negative attitude usually signifies that their interests and energies are aimed elsewhere.

However, as Lawel cited in Bola Margaret (2014:3) revealed, "Most learners, particularly those at the secondary school levels have negative attitudes towards reading especially to an extensive reading skill." Majority of them focus on intensive reading which is carried out mainly for examination purpose. Hence, Lawal submit that the generality of learners and indeed, adults read only for the achievement of a desired objective—success in examination or job procurements (2014).

Similarly, from the researcher's teaching experience majority of Ethiopian high school students focus on intensive reading which is carried out mainly for examination purpose. In addition, from the researcher's observation and local researches, high school students have serious reading difficulties and their reading performance is influenced by their attitudes towards it.

Even though the paper mainly focuses on grade 10 Entoto Amba learners' attitude towards reading skill, it also highlights the teacher's approach and methodology to teach the designed curriculum. Learners' reading attitude is determined by the way they taught the skill. Learners who are not equipped with the necessary input usually have reading problems which invariably lead to the development of negative attitude towards extensive reading through which learners develop intellectually. Thus the way teachers carry out instruction and the techniques they employ influence the success of making learners' competent in using the language for reading purposes.

In addition, the approaches and techniques teachers' use in the class room determine the effectiveness of the lesson (Ebabu, 2013). Therefore, reading instruction is included in this study as it has its own influence on the attitude and performances of learners. This would in turn influence the way learners learn, and eventually their success. Furthermore, in this study, students' reading performance will be assessed since learners reading performance could be influenced by their attitude.

In addition, to my knowledge, in Ethiopian context, there has not been a research conducted on grade 10 learners reading attitudes in particular attention to their reading instruction and their reading performance in Entoto Amba high school.

## **1.3 Objectives of the Study**

### **1.3.1 General Objective**

The main objective of this research was to explore high school learners' attitude towards reading skills.

### **1.3.2 Specific Objectives**

Specifically this study aims to:

- Investigate the attitude of learners towards learning reading skill and doing reading tasks.
- Find out the performance level in reading comprehension of the students.
- Assess how reading skills is currently taught.
- Assess the major challenges that learners' face in doing reading tasks.
- Assess the relationship between reading instruction, students' attitude and their performance.

### **1.4 Research Questions**

- What are the students' attitudes towards learning reading skill?
- What major challenges do learners face in doing reading tasks?
- How is reading skills currently taught?
- What is the performance level of the students in reading comprehension skills?

### **1.5 Scope of the Study**

The research area is on grade 10 students of Entoto Amba high school. The delineation of the research scope to this school is to look into the study with more focus. The fact that the researcher worked in this school for four years enables the researcher to have frequent communication with participants during data gathering.

Since the main purpose of this study was to explore learners' attitudes towards reading skill and to assess, the study needs length of time. So the study was confined to grade 10 students. Focus is given to grade 10 students. This is because it is the level where university preparatory schooling laid its foundation. Furthermore, students start to realize the significance of reading than other skills for the academic purpose in their Preparatory and university education. The majority of learning teaching process would take place through reading in preparatory schools and in the university education. So learners have big responsibilities to read with understanding.

## **1.6. Limitations of the Study**

This study has got some limitations. Primarily, it is worth keeping in mind that the sample size of the study was limited to only 3 teachers and 91 students selected from Entoto Amba secondary school. For this reason, it can be said that the study is limited to only one high school teachers and students, which makes it difficult to generalize the results to all educational setting. The researcher also felt that demonstrating all aspects of attitude in English language teaching and learning could not be carried out within a short period of time, and will require an intensive study which reflects all aspects of attitude in English language teaching and learning process. Therefore, data gathering instruments were limited to raise only the attitude of learners towards reading skills. The small number of the English teachers that were found in Entoto Amba secondary school was also a limitation encountered by the researcher. If there had been some more English teachers, the researcher could have gotten ample information.

## **1.7. Significances of the Study**

As this study explores high school learners' attitude towards reading skills from different variables, namely, from teachers' instruction and from their reading performance, the result of the study will be useful for both teachers and students in improving the teaching learning process in relation to reading skills. Besides, knowing the attitudes of learners about EFL reading skill will be useful for curriculum developers in a way that they will learn a lot about students' attitude towards reading skill. In addition, this study will help teachers to adjust the teaching of reading skill in accordance to the students' attitudes. Furthermore, it will be useful to know whether or not reading is taught effectively. The way teachers teach affect learners' competency.

Moreover, the attempt which is to be made to establish a relationship between learners' reading attitudes, reading instruction and reading performance will show the area of success or failure of the learning process. It has a pedagogical value.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

#### **2.1 Concepts of Reading Comprehension**

Reading is one of the four basic skills in language learning. Reading provides the learners with a source of comprehensible input and serves to facilitate communicative fluency in other language skills. According to Hesham (2005), reading is a complex phenomenon, consisting of both cognitive and linguistic processes which develop within a broad socio-economic and cultural context.

Reading ability is not only about the ability to decode the written word but also involves other skills such as comprehension and interpretive skills and these are interactive and simultaneous (Grabe, 2009). This means that during the reading process readers are not passive but continuously construct meaning as they read. The reading goal is to read for meaning or to recreate the writer's meaning. By definition, reading involves comprehension. When readers do not comprehend, they are not reading (Chastain as quoted by Gokam (2012)).

Thus, reading skills are acquired through practice and constant reading (Julian, 2009). He points out that these skills cannot be "isolated" as they are "a complex and tightly interrelated set of cognitive and psychomotor skills and sub skills" (ibid).

Scholars of reading believe that reading is a dynamic process which is varied from reader to reader and from text to text and that the key factor in understanding this process is the interaction between readers and text variables. Therefore, according to Alderson (2000) reading-related research has been commonly divided into two different factors: the reader and the text. Reader's knowledge constitutes one highly significant reader variable. The nature of the knowledge brought to the reading process by the reader affects the way the text is processed and understood to a great extent. Moreover, the reader's linguistic knowledge, especially, vocabulary size and meta linguistic knowledge are important factors.

In addition, reading is affected by affective factors like attitudes, motivations and interests. This means that every reading act, to a greater or lesser extent, engages our senses and emotions.

### **2.1.2 Reading Academic Texts**

As Hunt quoted by Julian (2009: 20), “reading is a process shaped partly by the text, partly by the reader's back ground, and partly by the situation the reading occurs in.” Reading an academic text does not simply involve finding information on the text itself. Rather, it is a process of working with the text. When reading an academic text, the reader recreates the meaning of the text, together with the author. In other words, readers negotiate the meaning with the author by applying their prior knowledge to it (Heshem, 2005). But this process is only possible if the reader uses a series of categories of analysis, some of which are specific to each academic discipline. Thus, working with a text and recreating its meaning entail both non discipline and specific strategies. The expert reader has incorporated these categories and applies them almost intuitively.

Thus understanding the context helps students understand the background, environment, and circumstances in which the author wrote the text. This familiarity with the context becomes very helpful in understanding the written texts.

In addition to this, in academic reading, students need to be taught how to identify the author’s thesis, main claims, and arguments dealing with the issues they are interested in (Julian, 2009). As Julian quoted Bean (2009) recommends, an activity where students are asked to write what a paragraph says and what it does help students to identify the purpose and function of academic texts.

### **2.1.3 Phases in Teaching and Learning of Reading Skills**

Reading is not only a receptive skill, but also an active one in that it primarily includes the cognitive abilities such as predicting and/or guessing. In the prediction process learners are asked to talk about the title of the text or comment on some illustrations (pictures) if provided any to set the scene. Therefore, language teachers should improve their students’ ability to infer through the use of systematic practice and questioning techniques. Doing so will encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs (Hesham, 2005).

Reading as we know involves a number of cognitive processes. Reading has a communicative value and functions as an active skill as cognitive processes are working during reading. The reader both reads and tries to work on the information in the reading itself. For this reason, foreign language teachers should design and prepare meaningful exercises, which will lead to assist communication between the writer and the reader. The activities should be flexible and varied. Therefore, Contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post- reading stages. These phases are discussed briefly as follows.

### **2.1.3.1 Pre reading phase**

As Zhang quoted by Hesham briefs that comprehension is facilitated by explicitly introducing schemata through pre-reading activities (2005). Thus the pre-reading stage helps in activating the relevant schema. Most teachers tend to neglect the pre-reading procedure claiming that there is not enough time (ibid). In fact, pre-reading activities motivate students before the actual reading takes place. For example, teachers can ask students questions that arouse their interest while previewing the text.

With regard to pre reading tasks Drucker (2003) suggests the following procedure teachers can take before reading a text: relate the passage students are going to read to something that is familiar to them. Next, provide a brief discussion question that will engage the students and, after that, provide an overview of the section they are about to read. Name the selection, introduce the characters, and describe the plot (up to, but not including, the climax). Last, direct the students to read the story and look for particular information.

Similarly, Abraham (2002:6) states that an interactive approach “demands that the teachers activate the students’ schema” during the pre-reading phase by helping “students recognize the knowledge that they already have about the topic of a text”, i.e. through discussion of titles, subheadings, photographs, identifying text structure, previewing, etc.”

In short, a pre reading phase in reading skills attempts to:

- improve students' interest in the topic, and motivate them,
- provide some predicting/guessing activities for the reading passage,

- make use of students' background knowledge about the topic,
- prepare the students for the context of the reading passage,
- build a bridge between the reading passage and the learners' background Knowledge, and interests.

### **2.1.3.2 While reading phase**

The aim of while reading stage or interactive process is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. Hedge (2003) argues that although some oppose the interactive activities carried during the while-reading phase, there are only few research studies that show the "effects of intervention and their outcomes". Moreover, "many students report positively on the usefulness of while-reading activities" (ibid, 210). On the contrary, as Paran cited by Hesham (2005) believes that modern interactive reading models enable ESL readers to be "less reliant on top-down processing" and enable them to achieve "greater reliance on bottom-up strategies as they become more proficient".

Even though scholars have different views about interactive reading models, it seems that teachers should use a balanced approach to teaching reading by incorporating both top-down and bottom-up processes, provided they are given flexibility in choosing the reading tasks.

Thus, according to Arif (2002) a while reading stage aims to improve:

- students' understanding the writer's purpose, the language structure and the logical organization in the reading text,
- developing and helping comprehension for the reading text content,
- helping students use their own inferring and judging abilities,
- reminding the students of the importance of vocabulary for contextual clues for meaning and guessing the meaning of unfamiliar words,
- helping students make use of cross-cultural elements,
- helping students develop their linguistic and sociolinguistic knowledge,
- learning to generalize on the issue under discussion,
- reading consciously,
- skimming (looking for general information),
- scanning (looking for specific information).

### **2.1.3.3 Post-reading Stage**

During post reading stage students articulate and process their understanding of what they have read and think critically about the validity of the text. According to Arif (2002) the aims of post-reading work are:

- to help students use their acquired knowledge in similar readings,
- to help them integrate their reading skills with the other language skills: listening, speaking and writing,
- to help them integrate with the foreign culture,
- to make use of key words and structures to summarize the reading passage,
- to extract the main idea of a paragraph or a reading text,
- to interpret descriptions (outlining and summarizing),
- to make use of classroom games for reading.

In general, throughout the three phases during reading practice two major areas of knowledge play a decisive part. These are schematic knowledge and language knowledge. Schematic knowledge refers to the prior knowledge of the children. It could be what they have already known about their environment locally or the knowledge they have about the world as a whole. Prior knowledge can be gained from both informal sources such as family and the environment as well as from previous reading and education.

Thus, readers should bring their prior knowledge to the text as they read and writers of texts should consider students' prior knowledge in preparing reading texts.

## **2.2 Concepts of Attitude**

The concept of attitude is an issue that is often studied in educational environments. According to Eagly and Chaiken quoted by Nima and Dariush (2014: 288) attitude is “a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor”. They also point out that attitude is an internal situation that is acquired and has an effect on the selection of behavior. Based on these definitions, attitude can be defined as a cognitive manner that has emotional and sentimental side and affect on the person's decision regarding doing something or not.

According to Masarogulları and Kocakgöl as quoted by Gokham (2011) concept of attitude is made of three components which are affective (feelings, emotions), cognitive (personal, evaluative beliefs) and behavioral. The first one is the emotional that is made of emotional reactions towards the attitude. The second one is cognitive component that is made of ideas and believes that the individual has about the attitude object. The third one is behavioral component that involves behaviors towards attitude.

It is studied that positive attitude facilitates learning. If the learner is reluctant to learn or he/she does not have a positive attitude, he/she does not produce any result. Language learning is affected by the attitude and motivation. As Elko (2005) stated motivated and demotivated students have different perceptions of their class, teachers and curriculum. Their perceptions are responsible for their attitudes. An individual's perception of the class, perception of the teacher, peer group, syllabus and his/her awareness for future needs affect his/her attitude to language learning.

### **2.2.1 Attitudes and Reading Skills**

Attitudes refer to the “psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor” (Day and Bamford, cited by Fatma (2011: 208)). Perceptions refer to what a person believes regarding a given phenomenon. Attitudes seem to be generated by perceptions since attitudes appear to be a reaction based on how one perceives a phenomenon.

Attitudes are emphasized heavily in studies of reading. Sainsbury (2004) stresses that reading education has two fundamental objectives: developing reading skills and positive attitudes toward reading. Studies of reading should emphasize attitudes, since attitude towards reading skill is a variable that predicts academic achievement (Elko, 2005). Reading attitude is an important factor that affects students' reading achievement and in-class reading activities, and determines whether they will become independent readers or not (Mohammed, 2012).

As Fatma cited Meissner and Yun (2011), reading ability is the act of thinking and constructing meaning before, during, and after reading by integrating the information presented by the author with the reader's background knowledge. Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and

thinks about all of this information until it is understood. When students determine a purpose for reading and incorporate reading with their former experiences, they increase their reading success.

Effective readers are aware of their own thinking processes, and they make conscious decisions to use different comprehension strategies as they read, especially when they detect problems in understanding what they are reading (Fatma, 2011: 291). Thus, developing a positive reading attitude can be effective on the students' development towards becoming good reader.

Studies indicate that attitudes facilitate a performance related to any situation. Attitudes also help recurrence of personal experiences). Gokham (2011: 38) maintained that "Educators have been interested in attitudes because of their possible impact on learning, and while attitudes have not been convincingly linked to achievement, they have been long considered an important outcome of education."

The effect of attitudes on reading has been an important topic of debate just as much as the effect of attitudes on education. Numerous studies have established that positive attitudes toward reading have an effect on reading education. As Fatma (2011) stated, many studies revealed that students with positive attitudes towards reading tend to become successful readers. However, Mathewson (2004) provocatively proposes that measuring attitudes seems irrelevant in research as it takes a greater influence to achieve reading behavior than simply positive/negative attitudes per se. This "greater influence" is the intention to read/continue to read. He argues that students can have positive attitudes but, without the intention to read/continue reading, they will not engage in leisure reading.

Nevertheless, it is possible that a bi-directional relationship may exist between affect and reading ability in that attitudes to extensive reading may indirectly reflect a student's reading ability. It seems that attitudes and perceptions influence individual life experiences. This suggests that reading is an individualistic experience that seems to be shaped by one's attitudes; it seems that so-called negative attitudes to reading affect students' desire to read during their leisure time, with the sad consequence that their reading ability deteriorates with time (Elko, 2005). The lower the reading ability is, the lower the desire to read. The effect is that, over time, reading ability is

weakened. The point is that the less extensive reading one does, the fewer the benefits in terms of reading skills and ability.

The common theme emerging from above points is of the direct relevance to the current study. One such theme is that reading attitude is an acquired predisposition; it is shaped by readers' individual experiences. Therefore, we can expect reading instruction to influence learners' attitudes. Another is that attitude is one of the factors that influence the decision to read. We can expect that good reading instruction can foster a positive attitude, and then it can further enhance learners' reading achievement thereby.

### **2.2.2 Reading Attitude and Reading Instruction**

In order to read in a second language, students need the guidance of their teachers. In fact, Julian (2009) pointed out that there is plenty of work for the language teacher to do; for instance, she/he could make use of appropriate texts and activities that focus the learner's attention on the text itself. Julian also stressed the fact that learners should be given techniques so that they develop reading skills (2009). Thus, the teacher's job signifies providing learners with the applicable tools in their potential reading situations out of the classroom. The teacher needs to be a reading guide in the learner's process of becoming thriving independent readers.

Applegate, A. cited by Erin, S. (2009) stated the process of reading is extremely complex and involves cognitive skills, but it is important for teachers to realize that there is an affective component involved -attitudes. Harris and Sipay cited by Michael Daniel (2003:26) argue, "A successful reading program must not only develop children who can read but also children who do read". For students to have the desire to read, they must have a favorable attitude toward reading. They also suggest, "Even for the fluent reader, poor attitude may occasion a choice not to read when other options exist, a condition now generally known as literacy" (2003:13).

Recent research asserts that reading attitude is seen as part of the broader topic: motivation to read. Not only is it important for readers to read more, but to accelerate reading in struggling readers it is necessary for them to read interesting texts of their choice (Elizabeth, 2013). When engaged in reading texts of their choice students develop a sense of enjoyment of reading and their reading level and fluency are consequently improved. Motivation to read is key to increase

reading skills for struggling readers. Lazarus and Callahan (2000: 2) assert "Reading attitude fulfills a pivotal role in the development and of lifelong reading skills".

The implementation of reading models in a classroom has the ability to affect student reading attitudes. It is important that students are able to develop an appreciation for reading through experiences in instruction and in the classroom. This will encourage students to read often and by choice. The only way for students to improve their reading abilities is to read each and every day while being an active part of the process of reading. According to leaders in literacy education, Irene Fountas and Gay Pinnell cited by Andrejs Geske (2008) believe that reading instruction which fosters the love and enjoyment of reading will result in students meeting high expectations set by the state and teachers will see increased levels of achievement in their classrooms.

Thus, there are specific characteristics of effective reading instruction which are repeatedly proven to increase student engagement, reading attitudes, and overall reading abilities.

According to Lucy M. Calkins, professor of English education at Columbia's University's Teachers College, quoted by Elko, "building positive reading attitudes can motivate students to pick up a book and read. Allowing students to read something he or she chooses, as well as having access to a variety of text, will improve enthusiasm for reading and increase the likelihood that a child will read outside of school" (2005:52).

A second factor that is evident in effective reading instruction is one that places an emphasis on reading accurately. The ability to read accurately requires work-attack, decoding, and word-recognition skills. In order for students to stay engaged in a text and be able to read for enjoyment, they must have ability to experience high-success reading (Allington, 2012). The ability to learn to read takes a considerable amount of time while developing skills to read accurately along the way. Therefore, early intervention for students who are struggling with accuracy while reading, will help them be able to reach achievement at a better rate and also encourage reading for enjoyment (Dombey, 2010). When students are able to read for enjoyment, it will impact their overall attitude about reading.

As teachers build excitement about reading, students will develop the same enthusiasm. It is necessary that instructional approach for reading allow for active literacy. This is when students have the opportunity to talk, write, or respond to what they are reading (Dombey, 2010). To be

able to do this, students need to understand what they are reading, also known as the ability to comprehend. In order to promote comprehension skills in the classroom, an instructional approach to literacy should be one that allows students to talk and discuss what they are reading (Allington, 2012).

Therefore, it is extremely important to analyze reading instruction carefully before choosing what to implement in the classroom. When determining effective reading instruction, it is key to identify factors that contribute to the levels of student engagement. This will directly affect student's attitudes about reading that can ultimately effect overall student achievement.

### **2.2.3 Reading Attitudes and Reading Achievement**

As Sharon quoted Michaelowa and Wechtler (2012), Student achievement is a central focus for education across the world. Teachers everywhere have students in class who struggle academically. Reading fluently and accurately is vital to completing everyday activities successfully, such as following the steps in a recipe or choosing an item from a restaurant menu, and is the foundation of all other academic content areas.

The development of positive attitudes toward reading in children produces adults who continue to engage in sustained reading throughout their life (Fatma, 2011). Even if the relationship between attitudes toward reading and reading achievement has been well established, the causal relationship between these constructs remains unclear (Alexander & Filler, McKenna & Kear, cited by Sharon (2012). Reading attitudes develop through repeated success or failure with reading activities. Students with well-developed reading skills are likely to have positive attitudes toward reading, while students with poor reading skills often have to overcome negative reading attitudes to improve their reading skills (ibid).

Here, achievement and attitude in reading do not appear to reflect a simple association, but instead are influenced by a set of direct and indirect factors such that achievement attitudes and reading experiences appear to mutually reinforce one another with a bi-directional influence. However, it may only be after repeated failure that attitude and achievement become more closely linked (Sharon, 2012). Despite the controversy regarding the direction of causality, empirical findings do show that successful readers normally possess more positive reading attitudes than poor readers.

## **2.2.4 Importance of Students' Attitude**

Reading attitude is how the student feels about what they read, and the desire a student has for reading a book at a later time. Researchers constantly maintain that reading instructions that emphasize active, learner-centered approaches prove to be effective. According to Ajzen and Fishbein theory of reasoned action, as quoted by Nima and Dariush (2014: 289), “attitudes are a function of beliefs”. Based on this theory, believing that performing a task will result in mainly positive outcomes results in taking a favorable attitude towards the task. On the other hand, mistrust of the success of performing a task will lead to taking an unfavorable attitude.

Therefore, if students believe that, for example, teachers' teaching methods will have a significant effect on their reading comprehension, then this method will be to their benefit. Attitudes, once formed, can shape the way students think, understand, feel, and behave. “Attitudes and beliefs are a subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive a person 's actions” (Richardson, as cited in Nima and Dariush (2014: 290)). Thus, the evaluation of students' attitude may provide new insights into the way these attitudes may hinder or facilitate learning.

So, since the present study focuses on the attitude of learners towards reading skills, the research explores whether reading instruction and students reading performance influence the attitude that students hold towards learning reading.

## **CHAPTER THREE**

### **3. RESEARCH METHODOLOGY AND DESIGN**

In this research the researcher used pragmatism as a theoretical base for the research design, data collection and data analysis. Pragmatism deals with mixed method and it allows researchers to use both qualitative and quantitative methods in the same study (Cresswell, 2009). So mixed method was employed in this study since using both qualitative and quantitative methods is helpful to address the research questions best.

In short, mixed method was used because the research questions that are designed cannot be answered using either qualitative or quantitative alone. That is, the 1<sup>st</sup> research question which asks about the students' attitude towards reading skills was addressed using attitudinal questionnaire, i.e, quantitative method. Thus Likert scale questionnaire, as Dornyei, (2007) states deals with questions which are used to find out what people think, covering attitudes, opinions, beliefs, interests, and values was developed to explore learners' attitude. The 2<sup>nd</sup> question which asks about the performance level of the students in reading skills was also addressed quantitatively, that is, through testing.

In contrast, the research questions about the actual teaching and learning process of reading skills and about the challenges that students face in learning reading skill were addressed by quantitative and qualitative methods, which is through questionnaire and in depth interview.

#### **3.1 Research Design**

In this study descriptive research design which aims to get data about the current status of phenomena was used. According to Selinger and Shohamy as quoted by Ebabu Tefera (2013), descriptive research is similar to qualitative research in that it is concerned with providing description of phenomena that occur naturally, without intervention of an experiment. However, it also differs from qualitative research in that the research process of descriptive research begins with a pre existing hypothesis or research questions.

Thus in this research as it is discussed in chapter one, the following questions were formulated to attain the main objective of the research.

**Question One:** What are the learners' attitudes towards reading skills?

This question is designed to find the attitude of learners towards reading skills. To this effect, a questionnaire was used for the learners. This is because the questionnaire helps to discover the students' attitudes towards the learning of EFL reading skills.

**Question Two:** what major challenges do learners faces in learning reading skills?

This question was designed to assess the major problems that hinder learners reading comprehension ability. Thus the questionnaire which was administered to the students and the interview which was made with teachers helped to get an appropriate data for this question.

**Question Three:** How is reading skills taught?

The purpose of this question was to study the ways in which reading is currently taught in aforementioned school and to investigate whether or not reading skills is effectively taught by the plasma TV. In addition, this question helps to see whether or not learners' attitudes and performances are influenced by the actual practice in reading instruction. For these reasons, a classroom observation and interview with teachers was held.

**Question Four:** What is the performance level of the students in reading comprehension?

This question is set to investigate whether or not there is a possible link between the learners' attitudes and their reading performances. It will also help the researcher to find whether or not the reading instructions are effective in enabling students to read and comprehend in English. Thus, reading comprehension test was administered to the students.

## **3.2 Subjects of the Study and Research setting**

### **3.2.1 Subjects of the Study**

As it is explained earlier, the objective of this study was to find out high school students' attitude towards reading skills. So in this study the subjects were grade 10 English language teachers and grade 10 students of Entoto Amba high school. Three teachers and ninety one students were participated in this study. The selection of the teachers was purposive because it is believed that purposive sampling helps researchers to ensure teachers' willingness for the observation.

Similarly, from all grade 10 sections at Entoto Amba secondary school, 91 students were selected using stratified sampling techniques.

### **3.2.2 Research Setting**

The research area of this study was Entoto Amba high school. This school was chosen because it was convenient for the researcher as the researcher worked there for several years and unlike, other many secondary schools; it is not frequently visited by university researchers.

### **3.3 Methods of Data Collection**

In this study four ways of data collections were used. One of these ways of data collection was the questionnaire, which was used to collect data related to exploring attitudes of learners towards reading skills. Interview is the other method of data collection which was used in this research. Moreover, additional instruments like observation, testing were used to collect data related to learners' performance and other aspects (components) of the study. A brief discussion of these data collection instruments is stated below.

#### **3.3.1 Questionnaire**

A questionnaire with a rating scale can be used to collect data on phenomena which are not easily observable like attitude and belief. Accordingly, in this study students' attitude questionnaire was used. To collect data about the students' attitude towards reading, learning reading and doing reading tasks, an attitude questionnaire was used. As Best and Kahn quoted by Julian (2009) an attitude questionnaire is used as a data gathering instrument regarding participants' attitudes. Attitudes are not directly observable but can be inferred from verbal or overt behaviors. In other words, although it is difficult to measure an attitude, it is possible to deduce it from what an individual says or acts. The students' questionnaire had two parts. Part one contained close ended items in which respondents decide if they: strongly Agree (SA), Agree (A), or Strongly Disagree (SD) or Disagree(D). Part two had open ended items and students will respond to this items by writing their feelings freely. The open ended items were included with the assumption that they would help to get additional data. The validity and the reliability of the questionnaire was pilot tested.

### **3.3.1.1 Validity and Reliability of the Questionnaire**

The idea of validity to questionnaire refers to the steps taken by the researcher to ensure clarity, wording and ordering of the questions. Thus to ensure the validity of the questionnaire, it is necessary to ask sample students and teachers questions which are written precisely and clearly. Moreover, words used in the questionnaire should have specific and clear meanings to all respondents so that they could give similar responses to the items given. To achieve these purposes, a questionnaire should be tried out. If this is done, a number of items that are ambiguous can be identified. One measure of validity as described by McBurney and White (2007) is face validity. They stated that “face validity is researchers attempt to support the interpretation of the measurement and its connection to the construct will seek professional judgment that there is a plausible connection between the surface features of the measure’s content and the constructs as theoretically defined.” So the researcher requested five English teachers from Entoto Amba secondary school and the researcher’s advisor to read the questionnaire to get suggestions. Then based on the suggestions given, items that seemed to be ambiguous were rewritten clearly during the pilot study.

Content validity of the questionnaire was achieved by submitting the questionnaire to my advisor, who is an expert in the field of teaching English as a foreign language, to examine and evaluate the content and format of the questionnaire before the final version was distributed among the participants. In addition, the questionnaire’s reliability, especially their internal consistency was checked through the pilot study. Internal consistency is a measure of reliability of items of a questionnaire which are intended to measure the same construct. The researcher checked if all the items in the students’ questionnaire could serve the purposes they were meant to serve. Then, the items that would not contribute to the objectives of the questionnaire were discarded.

### **3.3.2. Observation**

Observation was also used to collect data about the teaching learning process of reading skills. As Ehabu cited Selinger and Shohamy (2013) employing observation to gather data helps to investigate an event while it is actually being done. Thus to conduct observation, a check list was prepared.

### **3.3.3 Interview**

An interview is a process of communication in which the informant gives the required information verbally (Dornyei, 2007). An interview helps to get information by actually talking to the subject and enables the researcher to get data in depth. In this study, a semi structured interview was employed. Because a semi structured interview allows making participants express their feeling more freely and it helps to get in depth data.

### **3.3.4 Reading Test**

To gather data about students' reading performance a reading examination was administered. Actually, one of the objectives of this study was to investigate the students' EFL reading performance. For the purpose of the study, an achievement test was used. An achievement test is used to measure students' current performance in terms of the subject they have learnt. Accordingly, twenty students who were selected for the pilot study took the reading examination and, similarly, 100 students that were chosen for the main study took the reading examination. But, among them, those who took the exam and filled the questionnaire properly were only 91 students. The test took in to account what students had learnt in 10<sup>th</sup> grade.

#### **3.3.4.1. Validity and Reliability of the test**

Validity is concerned with the extent to which the data gathering instruments measure what they are supposed to measure (McBurney and White, 2007). There are different components of validity, but face validity and content validity were considered in the present study. According to McBurney and White (2007), face validity is about the idea that an examination looks to outsiders as if it tests what it is intend to test. If a test looks to other testers, and teachers, it has face validity. Accordingly, the test items were given to three English teachers, who taught in grade 10 in Entoto Amba secondary school and two grade 10 English teachers in Betelihem secondary school. The questions which were chosen by the majority of the teachers and the types of questions that most teachers recommended to be included in the test were used for the reading exam. This shows that an attempt was made to ensure the test's face validity.

Content validity refers to the degree to which the test items actually measure the traits which the test was designed to measure (McBurney and White, 2007). Accordingly, to achieve the content

validity of the test, five English teachers (three grade 10 teachers and two grade 9 teachers) were selected from the sampled school to comment on the contents of the test items. Two grade nine teachers were added with the assumption to get more feedbacks. The selection of these two teachers were held by the vice director based on their good performances in the teaching and learning process of English language. Therefore, the five teachers were made to evaluate the 17 test items on the rating scale 3 to 1 (3= high suitable, 2= average suitable, 1= low suitable) to assess the suitability and familiarity of the items. The result showed that the five English teachers evaluated each item and gave their judgment. Based on their judgments, most of the items (15) were rated high and average suitable. Only two items (the 1<sup>st</sup> and the 3<sup>rd</sup> questions) were rated as low since the questions were not written appropriately.

Moreover, to increase the content validity of the test, the researcher took in to account the contents of the reading passages of grade 10 English text book.

### **3.4 Procedures of the study**

In the attempt to find answers to the research questions posed in this study, the following procedures were followed.

- a) For exploring learners' attitude towards reading skills: in the attempt to obtain data related to the attitude of learners, the attitudinal questions set for this purpose was given out to the students to give their responses.
- b) For exploring reading instruction: the researcher recorded the reading classes and at the same time as the recording takes place, observation using the guide line was made.
- c) For assessing the reading performances of the learners: in this case, the learners were given a reading comprehension test. This test will help to compare and contrast the learners' attitude against their performances and against the reading instructions.

Finally, it should be noted that this study was made in two phases. The first phase was a trial stage where the instruments set were investigated to see, whether or not, they are valid in enabling to get the required data. This stage enabled the researcher to see the relevance and clarity of the designed questions and to see whether or not the allotted time is enough to complete the questionnaire. Later, by making the necessary changes and improvements, they were administered, again, to gather the main data for the study.

### **3.4.1 Pilot Study**

It is known that pilot study is the trial phase where the research instruments like questionnaires and reading test questions were tested for their reliability and validity to carry out the main study. Selinger and Shohamy as quoted in Alamirew (2005: 129) stated “trying out the instrument before the administration of the real study is as important as the use of adopted and revised procedures as it is with ready- made procedures.”

To this effect, then, the questionnaire for the students and the reading test questions were tested by taking a few samples from students randomly.

## **3.5 Sampling**

### **3.5.1 Sample size**

This study targeted grade 10 students of Entoto Amba secondary school. From the total population of the students, a sample of students was selected using sampling techniques. This was done with the help of teachers’ mark list to take appropriate samples based on the students’ achievements in English language.

As Mertler quoted by Abinet Mengiste (2011) for descriptive studies, a common recommendation is to sample approximately one third of the total population. Hence from a total of 350 students 100 students were selected using stratified sampling techniques to fill the questionnaire. In addition to this, since there were only three English language teachers in Entoto Amba high school all of them were used for the research.

### **3.5.2 Sampling Techniques**

In this research purposive sampling technique was used to select teachers for the observation. According to Cress well (1994:56) “purposive sampling is a type of sampling techniques in which the researcher selects participants who can offer the best evidence to attain the purpose of the study; the researcher will only choose those individuals who are willing to participate in the study.” Thus, purposive sampling was employed since it helped the researcher to ensure teachers’ willingness for the observation.

The researcher also used stratified sampling technique to select students to complete the questionnaire. In stratified random sampling, the study population is classified into categories, and then a sample is chosen randomly as well as proportionally from each category (Dornyei, 2007).

Stratification was made with the assumption that students have different abilities/ performances. Since learners have different abilities, stratified sampling technique was preferable in this study so as to choose samples that have different abilities in English language. To select participant students, first, all the students of each class were listed depending on their abilities. Then, from each class participant students were selected randomly using a lottery system.

## **CHAPTER FOUR**

### **4. DATA PRESENTATION, ANALYSIS AND DISCUSSION**

This chapter deals with the presentation and analysis as well as the interpretation of the data gathered from the sample school through various instruments. As it is mentioned in chapter one, the objectives of this study are to investigate the attitude of learners towards learning reading skill and doing reading tasks , to find out their performance level in reading comprehension, and to assess the efficacy of the classroom teacher’s role in teaching reading skills.

To this end, a descriptive study was employed where the study mainly involve quantitative and qualitative data. The data collected through the above mentioned instruments are presented below, some with tables and other in a narrative form.

#### **Research question 1**

The first research question was “what is the students’ attitude towards reading skills?”

This research question addressed the learners’ attitudes towards learning reading skills. This element was examined mainly by the quantitative analysis of the questionnaire data and an additional individual interview.

#### **4.1. Analysis of Students’ Questionnaire Results**

The main objective of the study was investigating the attitude students have towards EFL reading skills. Accordingly, the research questions asked in relation to this objective is: What is the students’ attitude towards reading skill?

To achieve this objective the main data gathering instrument employed was students’ attitude questionnaire. Out of 100 sampled students, only 91 respondents properly completed the questionnaire. To analyze the data obtained from the questionnaire, frequency count and percentages have been carried out. The analysis was made for each single items based on the sample students.

Table 1 Summaries of close ended items of students' attitude questionnaire

No	Item statements	Responses									
		Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
		NR	%	NR	%	NR	%	NR	%	NR	%
1	Learning English reading skills well enables me to learn my education in a better way.	10	10.98	48	52.75	15	16.48	18	19.79	-	-
2.	Being good at reading skills will help me study other subjects well.	5	5.49	46	50.56	10	10.98	20	21.98	10	10.99
3.	I feel happy when I do reading exercises.	8	8.79	30	32.97	-	-	48	52.75	5	5.49
4.	It entertains me to read variety of English texts.	-	-	5	5.49	11	12.08	50	54.96	25	27.47
5.	I want to practice reading skills with my class mate who reads well.	10	10.98	46	50.56	7	7.69	18	19.79	10	10.98
6.	I expect good marks in reading exams.	7	7.69	23	25.28	10	10.98	39	42.86	12	13.19
7.	Studying reading skills well makes me have more confidence in my	12	13.2	37	40.66	-	-	30	32.96	12	13.18

	future education.										
8.	I feel frightened when I am asked to read a passage in English.	25	27.48	40	43.95	5	5.49	21	23.08	-	-
9.	I prefer to learn the other skills in English class than reading skills.	16	17.55	47	51.65	-	-	16	17.58	12	13.18
10.	I want to put off my reading home works as much as possible.	17	18.69	29	31.86	-	-	40	43.96	5	5.49
11.	Studying reading skills is wastage of time because it does not help me to improve my language skill.	-	-	13	14.29	15	16.48	48	52.75	15	16.48
12.	If it were up to me whether or not to learn reading skills, I would not learn it.	-	-	-	-	31	34.06	8	8.79	52	57.15
13.	I dislike reading in English.	15	16.49	28	30.77	8	8.79	31	34.06	9	9.89
14.	Frankly, I practice reading tasks just for exam purpose.	10	10.98	60	65.94	-	-	21	23.08	-	-

NR= Number of Respondents

As indicated in Table 1, Question 1 was used to determine whether learning reading skills well help learners to learn their education in a better way. the results revealed majority of the respondents 10(10.98%) and 48 (52.75%) replied that they strongly agree and agree respectively that learning reading skills well help their education to learn in a better way while 18(19.79%) disagreed with the statement. From this data it is possible to say that learners know well the importance of learning reading skills in enabling them to learn in a better way if they are taught properly.

Question 2 was intended to see if being good at reading skills will help students to study other subjects well. As can be observed from Table 1, a large number of respondents 46(50.56%) and 5(5.49%) replied agree and strongly agree with the statement respectively. While 20(21.98%) and 10 (10.99%) of learners claimed disagree and strongly disagree respectively that reading skills did not help them to study other subjects well. Only 10(10.98%) of the participants replied undecided. Based on this information we can conclude that most of the students were aware of the importance of good reading skill for studying other subjects as well.

As the responses to Question 3 showed a large number of respondents 5(5.49%) and 48(52.75%) responded strongly disagree and disagree respectively that they didn't feel happy in doing reading tasks. In contrary, 8(8.79%) and 30 (32.97%) of all the students reported strongly agree and agree that they felt happy in doing reading tasks. What can be inferred from the data is that students didn't like working reading tasks. In line with this, from the student interviewees, it can be inferred that learners' poor experience in learning and practicing reading skills seemed to lead them to dislike doing reading tasks.

Question 4 was designed to investigate if learners were entertained in reading varieties of English reading texts. As it is indicated in the above table, a large portion of the participants 25(27.47%) and 50(54.96%) forwarded that they didn't read English books for pleasure. Only 5(5.49%) of them reported that they liked reading Variety of English reading texts. 11(12.08%) responded undecided. From this data we can say that a lot of students of Entoto Amba secondary school didn't have the habit of reading different reading materials.

Question 5 was intended to collect information whether students liked to practice reading comprehension tasks with a better student in their classes. From the above table, a big portion of

the respondents 46(50.56%) and 10(10.98%) were interested in practicing reading tasks with others, while 10(10.98%) and 18(19.79%) of them strongly disagree and disagree respectively that they didn't make practices with a student who read well in their classes. Only a few number of respondents 7(7.69%) were unable to decide. Hence we can say that a very great number of the students were interested in practicing reading skills with their fellow learners. In addition to this, during class observation, it was observed most students were keen to carryout reading tasks with their fellow students even if there were some reluctant students.

Question 6 was intended to assess whether students expect good results in reading examinations. Here, almost all of the participants 12(13.19%) and 39(42.86%) responded strongly disagree and disagree respectively. Only 7(7.69%) and 23(25.28%) of students replied strongly agree and agree respectively. But 10(10.98%) replied undecided. Here it is possible to observe that myriad of students of the school did not have positive expectations in reading exams. In line with this as the instruction of reading skills was observed, this negative attitude seems to be basically rooted in the poor reading instruction that they have received. That means the reading training and experience students receive in the teaching and learning process of reading determine their attitude of reading. as Britton quoted by Ebabu (2013) points out that when students prepare to comprehend a reading text what is used as a resource is what is in their mind as a background knowledge and skill which they get through learning and practicing.

As the responses to Question 7 revealed a big number of respondents 12(13.2%) and 37(40.66%) reported strongly agree and agree respectively that studying reading skills well increase their confidence in their future education. While 12(13.18%) and 30(32.96%) responded strongly disagreed and disagreed respectively that studying reading skills well didn't increase their confidence in such a way. Thus from this data it is possible to say that most of the students at Entoto Amba have a positive attitude towards the use of reading skills in such a way.

The responses to Question 8 in the above table showed the majority of the participants 25(27.48%) and 40(43.95%) reported they strongly agreed and agreed. In contrast to this, 21(23.08%) of the respondents replied disagreed, while 5(5.49%) of them replied undecided. From the data we may say a large number of students' were not practicing reading tasks since they were very frightened to read in English class rooms. In accordance with this, most students

in the open ended attitude questionnaire mentioned apprehension as one of their major problems in doing reading tasks in the class room.

Question 9 in the above table depicts a big number of respondents 16(17.55%) and 47(51.65%) responded they strongly agreed and agreed correspondingly, while 16(17.58%) and 12(13.08%) of the replied strongly disagreed and disagreed respectively. Thus this data revealed that most students preferred speaking and listening particularly in comparison with reading skills. The English teachers who were interviewed were also confirmed that most students liked to learn speaking and listening than reading and writing because they believe that reading and writing are more difficult than other language skills. This implies that most students believe reading skill is a more challenging skill for them. And this belief may determine the effort students put to learn and develop the skill. That is, students who take reading skills as most difficult skill to learn will not try to learn and develop it.

As the responses to Question 10 showed that a significant number of students 17(18.69%) and 29(31.86%) replied strongly agree and agree respectively, while another proportional number of students 5(5.49%) and 40 (43.96%) reported that they strongly disagree and disagree with the statement. Hence from this data it is possible to say that the responses of the students who replied agreed and disagreed is almost proportional. Thus even if it is difficult to know the attitudes of the majority of the students in this aspect, as the teachers interviewees confirmed the students were less motivated to do reading tasks since they didn't have adequate reading practices.

As indicated in Table 1, Question11 revealed majority of the students 15(16.48%) and 48(52.75%) replied strongly disagreed and disagree correspondently that learning reading skills is not considered as wastage of time , while 13(14.29%) of the respondents responded that they agreed. The remaining 15(16.48%) of them replied undecided. According to this data it can be said that most of the students have a positive attitude towards the use of reading skills in improving their language skill. Most students during the interview also confirmed that reading skill is very important for them to improve their English language ability even if they weren't successful in improving their reading comprehension ability due to their teachers' ineffective ways of teaching reading skills.

As the responses to Question 12 revealed almost all of the respondents 52(57.15%) and 8(8.79%) replied they strongly disagreed and agreed respectively that they would learn reading even if the decision on what to learn is up to them. The remaining 31(34.06%) replied undecided. Thus from this data it is possible to say that a large number of the students want to learn reading skills even if the decision was on their hands.

Question 13 was designed to assess whether the participants hated to read in English. As Table 1 shows, a big number of respondents 15(16.49%) and 28(30.77%) responded they strongly agree and agree, while 31(34.06%) and 9(9.89%) of them replied they strongly disagree and disagree respectively. Only 8(8.79%) of the participants were unable to make decision regarding this point. Similarly, most interviewed students and some teachers confirmed that students' poor background of a reading habit in both vernacular language and English language and teachers' poor reading instruction led students to develop negative attitude towards reading English texts.

Finally, the last statement was aimed to elicit information if the participants were practicing reading skills only to pass examinations. As the data in Table 1 shows, a very large number of respondents 60(65.94%) and 10(10.98%) replied agree and strongly agree accordingly that they were practicing reading tasks for examination. Only 21(23.08%) of them replied disagreed. From this data we can understand that grade ten students of Entoto Amba secondary school were mainly practicing reading tasks for exam purpose. Teachers also confirmed that students mainly practice reading tasks for the sake of getting good results, not with the aim of improving their reading ability. They assured that students were reluctant to do the tasks because they thought that comprehending a written text by nature is difficult. Thus, the data analysis indicated that students do not have intrinsic motivation. Meaning, they learn the skill not to improve their reading ability, but to get good results or to fulfill the school requirements.

#### **4.1.1 Analysis of the first question of part II of Students' Attitude Questionnaire**

This part of the students' attitude questionnaire main objective was to get data about the teaching and learning process of reading skills. It included two items which were about the amount of

reading practices students made during learning English and to get data about the major problems they faced in doing reading tasks.

In the first question of part II of the students’ questionnaire, students were asked whether they thought they had got sufficient chances of practicing reading or not. Their responses are indicated in the following table.

Table 2 Students’ attitudes about the reading practices they got

Item	Response	Number of respondents	Percentage
1. Do you think you have got sufficient opportunities of participating with reading tasks?	Yes	6	6.5
	No	85	93.5

As it can be seen from the above Table, a large number of respondents 85(93.5%) responded to this item by saying ‘No’. only 6(6.5%) of students replied ‘Yes’. That is, almost all of the respondents believe that they didn’t get sufficient chances of practicing reading activities.

Respondents were also asked to provide justifications for their responses (why they said ‘Yes’ or ‘No’) and most of the students who replied ‘No’ to the item indicated in Table 2, explained that they were not accustomed with reading activities. In addition, some of the respondents claimed that they didn’t do reading assignments and tests as a result they assumed that they didn’t get adequate chances to practice reading. For instance, one the respondents states, “when we reach at reading session our teacher frequently skip it by saying do it as a home work.” To add more, most respondents replied that they believe they didn’t get adequate chances because they were not given any reading assignments and tests in the class. Thus, as it can be seen from these

examples, almost all of the respondents thought the reading practices they made weren't adequate.

In addition, from the respondents' responses it can be inferred that the students were not at the level that they are expected in reading ability with reference to the required reading ability at their level.

On the other hand, respondents who replied to the above item 'Yes' gave a similar response. Almost all of them reported that they had got adequate chances of practicing reading since they were given three or more reading home works. But it is difficult to say that these amounts of reading tasks are sufficient to develop students reading competency. To conclude, many students said that they did not make sufficient reading practices mainly because they didn't get the opportunity.

## **Research question 2**

The research question was "what major challenges do learners faces in learning reading skills?". This question was answered in the open ended items of the students' questionnaire and an additional individual interview.

### **4.1.2 Analysis of the second question of part II of the Students' Attitude Questionnaire**

Respondents were also asked about the major problems they face while they were doing reading comprehension activities (see appendix D). Based on this, as a significant number of respondents responded their major problems were lack of vocabulary knowledge, teachers' poor teaching methods and lack of students' interest were the major ones.

In relation to students reading problems, as the researcher observed and as it is confirmed during teachers' interview, teachers were not effective in teaching reading skills. It can be said that teachers support to enhance learners' vocabulary knowledge while they were doing reading tasks were insufficient. In addition, as it is evidenced during class room observation, teachers didn't provide students with the appropriate reading activities [pre reading, while reading and post reading] that were helpful to arouse learners' interest and to develop learners' reading skills.

## 4.2 Analysis and Discussion of Students' Interview Responses

Most of the interviewees expressed their positive attitude towards learning reading skills. Here are some of the responses given by some of the interviewees while they were asked whether or not they liked to learn reading skills.

- Yes
- Yea, I like it.
- I like learning reading but I am poor at reading.
- For me I like it but most students don't think so.

They, however, expressed that they are very poor in EFL reading skills, and, therefore, prefer grammar and speaking to reading skills. The situation of these students proves Wittrock's belief. Because reading was not either taught properly or not taught at all, their ability in reading is low, and, thus, they tend to shift to grammar and speaking. In addition to this, most of the interviewees confirmed that most students didn't like to learn reading skills because they are not accustomed with reading tasks.

Most of the interviewees know well that learning English language in general reading skills in particular are important in their future lives- they know that it is useful to continue their education in colleges and universities. They are also aware that reading skill is important for their future education. The following are some of the responses given by the interviewees when they are asked about the importance of learning English language in general and reading skills in particular.

- Yes, it is important
- Very important, in my future education (at preparatory and universities) teachers will give us more presentations and to have a good presentation, we need a good language skill
- In higher education most of the subjects are given in English language. Because of this, it is very important

- In my opinion, reading skills is very important because I believe that it is the base to succeed in other subjects.
- Learning English language in general and reading skills in particular help us to express our views, to communicate with foreigners and above all it helps us to develop our vocabulary.

With respect to the use of plasma television in the teaching and learning of reading skills, most of the interviewees responded that they didn't learn any subject through plasma TV properly in the year that this data was collected. This was mostly because, as the students interviewees explained and as the administrators admitted, there was a problem in the electric supply and there was a frequent installation problem which lasted for a long time. This lead them not to had adequate exposure to learn by the plasma teacher. But from a few days that they learnt reading skills by the plasma teacher, they replied that they always ran out of time and couldn't do the given tasks. In addition, as they explained understanding the TV teacher's pronunciation was very problematic for them. Thus they preferred to be learnt by the regular teacher than the plasma.

As Grabe (2009) stated the attitude and the exposure that one has towards something has an effect on the selection of behavior. Their belief seems to have a proof here as well. These students, as explained above, did not get sufficient exposures to be learnt through plasma especially in 10<sup>th</sup> grade. Below are some of the responses given by the interviewees when asked what they think about the TV lessons.

- The regular teacher is very good but the plasma teacher is very quick
- The plasma teacher is very fast
- The regular teacher ( prefers to be taught)
- For me the plasma is good but most students prefer the teacher
- Both of them have their importance, but in our level I prefer the class teacher because the class teacher knows our background

In relation to the plasma TV, as the researcher observed and as the school administration admitted, both grade 9 and 10 students 2008 entries were not learning through the plasma properly. They learnt for only a few days by the plasma because of frequent power interruptions. Besides, as most teachers told me even when the power works, students used to cut off the electric wires so that they wouldn't learn by the plasma.

From the responses of the student interviewees regarding the use of plasma television, it can be said that the students developed a negative attitude towards the use of plasma television.

Most of the respondents feel that they have poor vocabulary knowledge and have poor experience in learning reading skills and due to these they have a very poor skill in EFL reading. They generally believe that they have a poor reading ability when they were asked about their reading ability.

To sum up, it appears evident these students have a negative attitude towards their reading abilities. One could assume that if they were taught and if things were favorable, the students might develop a positive attitude. Generally, one can say that the students are very much used to learning and practicing grammar, not reading.

### **Research question three**

The second research question was “how is reading currently taught”

This question addressed the teaching and learning process of reading skills in the sampled high school. This question was examined by the qualitative research data, data were collected mainly using class room observation and with additional semi structured interview with English teachers.

### **4.3. Analysis of the Class room Observation Data**

To investigate teachers' teaching procedures of reading skills, the best instrument is class room observation. Thus continuous observations were made in the selected sample school from March 1, 2016 to March 30, 2016.

In this study classroom observation is the main tool to gather data regarding the instruction of reading skills. Thus, a carefully designed check list was used to observe the teaching learning

practices of reading skills. Accordingly, from the sample school, there were three grade 10 English teachers and all of these teachers were observed three times as they taught reading. The performances of all of the teachers were checked against the items in the check list prepared based on the literature review. The observations were audio recorded and transcribed.

Thus, the practices of teaching reading stated in the checklist are checked against the teacher's performance could be classified in to the three phases of teaching and learning reading. To that end item 1- 5 refers to the pre reading phase in the reading practice. Likewise- 6 -15 were on while reading and post reading phases (see appendix G).

What is obviously seen from the observation checklist is teachers do not use pre reading phase activities at all to draw the attention of students towards the text they were going to read. In other words, students were not made to activate their prior knowledge so as to gain new information. Many writers tell us that pre reading activities are significant for the actual reading practices. Harmer as quoted by Abinet (2011) says "teachers should give students hints so that they can predict what is coming too."

However, all of the observed teachers failed to do so in almost all the pre reading items except the item stated on number 5 about the introduction of new vocabulary which was performed by one teacher on the first observation days (See appendix F). Because of this, it turned out to be impossible to change the "yes" "no" observations in to likert scale that ranges from "always" to "never" since the practices were not totally taking place.

Unlike the pre reading phase in which the three teachers failed to perform any of the practices, the teachers performed somehow differently in the while reading phase. Accordingly, the performances and procedures of the three teachers are discussed below.

### **First Observation day- Teacher 1**

The teacher started the class by greeting and asking about what the students learnt on the previous day. She then wrote the title and page number of the reading passage. After that she called students name randomly and made them to read aloud. This is actually a while reading activity. The pre reading phase was skipped all together. She then let many students to read aloud turn by turn. In this case, from the while reading activities mentioned in the check list, only

reading aloud was performed. According to Elizabeth (2013) a teacher that starts a lesson by simply telling students to open their books on certain page and let them start reading is unlikely to motivate his/ her students.

As they read, students were corrected on the spot for wrong pronunciation and other mistakes they made. More than half of the students read the same text turn by turn. They were then made to read the questions aloud and answer them in the same manner. The teacher frequently used to give corrections and asked questions while the students were reading aloud.

As many as more than half of the class was checked to read one by one on the same paragraph. After half of the period had gone, they were made to answer questions by reading. As the teacher read the questions, the students gave answers one by another. Here also, the students were not made to answer questions while they were reading rather they were made to answer after they had completed reading aloud. According to Hesham (2005) while reading is done silently and answers for questions are done at the time of reading. This was what the teacher was practicing to teach reading throughout the three days when she was observed. However, the other teachers used some how different methods in the three different periods.

### **First Observation day- Teacher 2**

The teacher, as observed on the first day started the reading lesson by writing the topic on the black board in the same way like the first teacher. However, the teacher behaved differently from the previous one in such a way that he read the reading text himself before he let students to do so. After he had finished reading, he sorted out some difficult words from the poem and wrote them on the black board and tried to explain their meanings in Amharic. After that he gave the students the chance of reading aloud turn by turn. After many of them got the turn to read, the teacher ordered them to do the comprehension questions. The exercises were done orally and the class was over after a while. No written exercise was carried out.

As it could be observed from what the two teachers performed, it seems that the practice adopted by the second teacher is far better than the first one regarding the while reading stage despite its drawbacks. In fact the appropriateness of the while reading activities is also questionable.

### **First Observation day- Teacher 3**

The teacher entered the class and wrote the title of the passage on the blackboard, and then he ordered some students to come to front and read passage loudly turn by turn and paragraph by paragraph. As I have observed some four or five students in the class out of which many of them are in the first row who brought their text books looked at the passage and sometimes at the reader in front. And the others without text books merely watch the readers or sit idle.

After the students finished the reading the teacher himself tried to explain the already read paragraphs. But the students seem not to have heard what he explained. The teacher, then, tried to translate some parts of the paragraph in to Amharic or summarized the paragraph in Amharic. The students seem motivated now. From this it is understood that the students did not develop the habit and skill of reading. Besides, unlike the other observations, there were only 2 text books in the class and a few of students were looking at the passage forming curved shape and sometimes circle. But most of them were sitting idle as they didn't have text books. In addition to this, the teacher left the class before he made the students do the comprehension questions on the text book as the 42 minutes allocated was over during reading the passage.

### **Second and Third Observation day of Teacher 1**

The teacher used the same procedure in all the three days. She started her class by greeting students. She then wrote the topic of the skill to be practiced on the black board i.e. "reading comprehension". Then she let individual students read the passage one by one. Many of the students read aloud. The students were very careful to correctly pronounce each word in the passage and the teacher gave more significance to the appropriate way of the students pronouncing words. The teacher gave correction on the spot for every error students committed. However Ur as quoted by Mesfin (2008) states errors that do not create comprehension problem should not be corrected. Regarding speech practice, she explains explicitly that the errors that should be corrected are those which create uncomfortable situation for the hearer.

From the practices observed in all the three days, reading for this teacher was mainly pronouncing words correctly and was to be done aloud at a reasonable speed and appropriate time. This is what has been confirmed by the teacher's involved during the interview.

### **Second Observation day- Teacher 2**

The teacher as observed on the second day started by writing the topic on the black board as usual. However he did differently from the first day in such a way that students were not made to read aloud. Despite not being briefed about the topic, they were made to read silently. The silent reading however, neither lasted long nor was followed by while reading exercise. It was soon followed by the usual reading aloud where many students took turns to read. However, according to the responses of teachers and students during individual interview, silent reading, though not usually done in a reading period is practiced some times.

The questions found after each reading passage were also treated orally even when there appears writing instruction. The pictures in the text book at the side or above the passage were not used during the reading practice. As Yamashita (2002) states information given in written language can be matched with pictorial information and these activities can be carried out at all grade levels.

### **Third Observation day – Teacher 2**

On the third day the teacher started the lesson as usual. He wrote the topic on the blackboard and he read the passage himself aloud after instructing the students to follow him. Then the students were made to read silently for a while. The silent reading did not take more than three minutes. Reading aloud followed and many of the students were given the opportunity of reading one by one. After about three fourth of the class has read paragraph by paragraph, the teacher drew their attention to six vocabularies taken from the passage and wrote them on the black board. The teacher then told the meaning of the words orally in Amharic to the students. Having finished the meaning of the vocabularies, the teacher told his students to work on the written exercises as home work and at last he announced that the class for English was over as soon as the bell rang. From this observation, it is possible to say that the teacher was mixing the process of reading skills. That is, the vocabularies that he explained after the students read the passage were neither a pre reading vocabulary nor a post reading discussion.

### **Second and Third Observation days of Teacher 3**

This teacher acted differently in his second and third observation days in such a way that he started the lessons by revising the previous topics. Following this, he asked volunteer students to read directly the passages loudly turn by turn without any pre reading activities.

After the volunteer students read the passages, as the other teacher, he started explaining the meaning of some words from the passage. It was not really clear why he did that. It was neither a pre reading vocabulary teaching nor explanation of the passage. Therefore, it seemed that the teacher was confused of the process that he should follow to teach reading comprehension.

In addition to this, when the teacher finished explaining the meaning of some words, he started asking the comprehension questions which were provided in the text book to some individuals. Here the discussion was mainly conducted in Amharic. He didn't encourage his students to speak in English. Rather he himself was mixing Amharic to explain his ideas. As the researcher has observed these two lessons, the teacher wasn't teaching reading comprehension rather he was using the translation method.

## **Discussion on the results of the days of observation**

As far as the continuous observations are concerned, it seems that the teachers are not practicing the appropriate methods of teaching reading. Students are not given the opportunity to read by themselves silently and comprehend the message. They were rather taught reading aloud throughout. However, the current English syllabus for grade ten states that “students read the passage independently and silently.” (English syllabus guide for grade ten. Federal Democratic Republic of Ethiopia: MoE).

It also explains the application of group work and pair work which have never been carried out during the observations. Similarly, the contemporary techniques and procedures of practicing reading i.e. pre reading, while reading and post reading procedure were not employed. The methods of acquiring reading skills such as interpreting, analyzing, sequencing and the like have not been made use of based on the level of the students. Even though reading aloud has its own importance, it is a silent activity in the real situation. Students were not trained for this very nature of reading as it was observed. On this point scholars have said a lot. As Adebisi cited by Ebabu (2013) explained a child is not reading if he/ she merely says the words aloud without understanding their meaning. Thus, all reading sessions should not be dominated by reading

aloud. As Nuttal quoted by Abinet (2011) stated in everyday life, it is not normal to read aloud. In elaborating this idea, the writer says most readings such as reading books, letters, advertisements and the likes are done silently. Therefore, I think students should practice real life reading i.e. silent reading as well.

As it has been confirmed by the findings with other instruments that will be discussed later on, the teachers understanding of teaching reading and how students gain the reading skill is minimal. They feel that students reading ability is improved when they are reading aloud with correct pronunciation and at an appropriate speed. The advantage of reading aloud is when it is done purposefully in such away as creating relationship between sound and its written system (Adebisi as quoted by Ebabu (2013)). Having stated the usual attempt of teachers in teaching reading, Adebisi as quoted by Ebabu (2013) explains the draw backs of reading aloud as follows:

- In reading aloud students are more concerned in pronunciation than understanding.
- Reading aloud slows the pace. Our aim is to help children read faster silently than they can read aloud.
- The teacher does not know whether students have understood or not.
- Most children in the class are passive while the teacher or one of the other children is reading aloud.

To this end, it seems that teachers are not following the actual reading method according to the observations made in the nine days.

Similarly the importance of pre reading seems to have been neglected according to what has been observed. However, pre reading is a very useful technique in teaching reading. The main purpose of pre reading is to create a positive attitude in the minds of students so that they will be initiated to read the text. It is also to activate their prior knowledge so as to gain new information. Most of the teachers observed however, were unable to understand this fact and not used pre reading activities. While reading activities were also dominated by reading a loud that is not advisable in the practice of reading comprehension.

#### 4.4. Analysis of Teachers Interview Responses

In this sub section, I will try to give a very general picture of the feelings and beliefs of the majority of the interviewees. In Entoto Amba secondary school there were only three grade ten language teachers, and, thus, three of them were included in this study. Thus their responses were analyzed as follows:

Most of the teachers seem to be aware of the process of teaching reading skills. But equally, they accept that they were not properly teaching the reading skills. They said that they did not have the time to go through each step. Instead, as is given in the text book, they usually give them the reading activities as home works. This is believed to be of little help to the students to improve their reading skills. The following responses prove that teachers themselves believe that they have not been giving attention to the teaching of reading skills:

- To tell you frankly, I cannot say I am effectively teaching
- Our aim is to prepare students to the national examination so we need to focus on grammatical aspects
- The reading passages in the text book are too long and the contents of the passages are not as such attractive

As it is clear from their responses, teachers do not teach reading skills or do not give due attention. This could be because reading skill is not totally tested in their tests or it is because only a few reading questions are asked in national exams. Most of the teachers also confirmed that they mostly use reading aloud technique while they are teaching reading skills because they believe that it is when readers read aloud can improve their pronunciation and reading speed. This is in line with Drucker (2003) belief, which says that teacher's beliefs in learning affect their class behaviors.

However, all of the interviewees believe that they can help students become better readers if interesting reading materials are available in the school libraries and if the passages in the text book are up to the levels of the students. From the teachers responses we can understand that teachers have the confidence to enable their students acquire the reading habit if there could be favorable situations. In relation to this, as Clerk and Peterson quoted by Alamirew (2005) believe

that teachers' activities could be either facilitated or impaired by many other factors, other than teachers' thoughts and beliefs.

Besides, the teachers seem to have the same feeling about their students' inability in reading English texts. For this, they suggest that the reading skill should be emphasized both at the lower grades and higher grades. They believe that elementary school English teachers should be well trained about the teaching of reading skills and they should develop the reading habits of the students starting from early grades. This sounds acceptable. The culture of reading in both the vernacular and English language should be given due attention and emphasis.

Thus, when asked about the reading ability of the students, all of the teachers agreed that their students reading performance is very low. Here are some of their responses

- Most of the students are poor in English language in general and in reading comprehension ability particular
- They do not want to read because they don't want to suffer. They believe that to read and comprehend English texts is very challenging

Teachers, as it seems clear from the responses given above, know that their students are not good in reading skills. One of the reasons for the low performance of the students could be the teachers themselves because they are not making learners acquire the skill by using appropriate strategies and processes. As Clark and Peterson quoted in Alamirew (2005) stated that teachers have a lion share in the success or failure of their students. Thus, big part of the blame goes to teachers.

On the other hand, the teachers also suggested that the reading texts in textbooks should be interesting, short and precise and should consider the context and language level of the students. This seems acceptable. In relation to what could be done to improve the teaching of EFL reading skills, the following responses were given by the teachers.

- As we all know most of our students are not exposed to reading. If they had the custom of reading, they can really improve their comprehension ability. But here some of the contents of the reading passages in the text book aren't as such attractive. In addition, in the library we do not get adequate English fiction books.

- The time given for the English class must be improved. The other is the lessons are too much and they are only given by one teacher. So there should be a well trained English teacher who can only teach reading and writing skills in an integrated way like some private schools.

The teachers also said that students do not like to read in English. This could be mainly, as explained above, due to the lack of reading practice. This culture is not developed in our students. As Wittrock cited by Ebabu (2013) stated learners' background knowledge and their practice in using the strategies influence their perceptions about the teaching and learning. Thus this results in low performance.

As far as the teaching of reading skills by plasma TV is concerned, almost all of the interviewees responded that they do not totally accept or reject the use of plasma TV. They believe that it has its own good and bad sides. Most of them said that since there is shortage of time for the students to perform tasks, it didn't help learners much. The following are their responses:

- I can say the plasma screen has some good and bad sides. One of the weak side is it is one way communication. The plasma teacher only teaches what she wants to teach. The other is the time given for the exercise is not sufficient.
- It has its own advantages and disadvantages. The advantage is when it teaches, it teaches properly, it shows different pictures related with the reading passage. The bad side is it doesn't give ample time for students to do the exercises and it doesn't consider the background of the students. They (the TV teachers) don't take the language level of the students in to consideration in any subjects.

To sum up, from the teachers interview, it is understood that they have the confidence to teach reading skills if there is a favorable environment. We also understand that teachers know very well that they are not properly teaching EFL reading skills due to the above mentioned problems. They also believe that the practice of in class room tests has an important influence in the teaching and learning of reading skills.

Besides, we realize that the plasma TV does not seem to be much help to the students in making them learn to read. It doesn't know the performance of students. In addition, the students do not get enough time to do the tasks given by the plasma TV.

Thus, the researcher intends to conclude that reading is not being effectively taught at the present time so as to make the students able in the reading skills.

#### **Research question four**

The fourth question was “what is the performance of the students in reading skills?”

The research question four was answered using a reading comprehension test. The result of the test was analyzed and discussed as follows.

### **4.5 Analysis of the Reading Comprehension Test**

To investigate the reading ability of grade ten students of Entoto Amba secondary school, a reading comprehension test was prepared and administered to 91 students. The sample students were purposely selected from each grade ten section.

Table 3 Descriptive statistics of grade ten English comprehension test

Total number of students	Maximum score out of 17	Minimum score	Mean	Standard deviation
91	15	0	7.3	23.1

As it can be observed from the above Table, the maximum score is 15 and the least score is 0. Among 91 students who took the test, only 2 of them scored 15. 4 students scored 0. Accordingly the mean score is 7.3 and the standard deviation is 23.1. Regarding the percentile, 48.6% of the students scored average, 38.2% low and 13.1% high marks respectively. Thus large amount of the students scored average and below average results. Only a few of students scored highest mark. This result is low and show that most of the students need appropriate guidance from teachers to improve their reading performances.

## **Discussion on the Students Reading Comprehension Test Achievement**

The result achieved reveals that the majority of the students scored average and below average. The reading questions were divided in to four sections. The first part consisted of three True/ False items from the reading passage. The second part had three multiple choice items. The third part comprised eight matching items which were aimed to test learners' understanding of the main points in each section of the paragraphs. The last section had three word completion questions from the passage. The reading passage was less complex to understand when it is compared to the passages which are found in their text books. To conclude, as far as the observation is concerned, the reason for the students' inability of reading comprehension undoubtedly is lack of appropriate reading practices.

## **CHAPTER FIVE**

### **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter is meant to summarize the steps followed to conduct the study and to state the result found in brief. It also deals with what should be done to solve the problem indicated.

#### **5.1. Summary**

In this section, the summary of both qualitative and quantitative data analysis results and discussions will be presented.

As it has been mentioned in this paper, this study focused on the attitude of students towards reading skills at secondary school with a special focus on grade 10 students of Entoto Amba secondary school. It was also intended to investigate whether or not reading instruction and reading performance influence the students' attitudes. To this end, a methodology of conducting the study was designed in which different instruments were employed. Students' attitude questionnaire, interview for both teachers and students and class room observations and reading comprehension test were carried out.

The qualitative data analysis results revealed that reading skills was not taught as the skill requires. It has been observed that the reading instruction in grade 10 is mainly dominated by reading aloud where pre, while and post reading activities are not implemented. On top of this, a silent reading activity is never practiced and the teachers' knowledge about the importance of practicing silent reading has been minimal. The teachers' interview proved that the teachers assume the best way of teaching reading is through reading aloud. The reading comprehension test also confirmed that the reading ability of grade 10 students is below what is expected of them. Post reading activities are not practiced at all except question and answer activities carried out between the teacher and the students at the end of the reading aloud activities.

In the students interview it was revealed that the majority of the students were unable to comprehend what they read. The results found from class room observations, teachers' interview triangulates with what was found from the students reading comprehension test result and the students' interview.

The students also expressed that they prefer speaking and listening than reading skills. This was found to be due to the absence or insufficiency of practice in reading. They believe that they have poor vocabulary knowledge to be able to comprehend the written texts. They, however, know that reading skill is important to continue their education in colleges or universities and know that it is important for their future lives.

In addition to this, during the individual interview students expressed their disappointment in relation to the use of plasma television. They say that they have less exposure to plasma lessons and the pace of the lessons is too fast to do the tasks as required.

As it was vividly explained by the students and teachers interview factors that challenge their reading ability is multifaceted ranging from lack of interest on the part of the students to do reading tasks because of ineffective teachers' teaching methods to their background education of reading skills.

The psychological characteristics of learning also contributed to students' poor performance in reading. The study aimed to find out the attitude students hold about reading skills. Both the close ended and open ended items data results of the students attitude questionnaire showed that majority of the students have positive attitudes towards reading in most aspects. But, most student interviewees mentioned that reading is difficult as compared to speaking and listening. This is believed to have influenced their efforts to learn reading and to develop their reading skills. They, however, thought that reading can be learnt through practice and having reading experience determines one to successfully learn it.

In contrary to the students' attitude responses, teachers during the individual interview think that most students have negative attitudes towards learning reading and especially doing reading tasks. Here, the two observations seem to contradict. Nevertheless, it is possible to understand that although students seem to have positive attitudes towards reading in general, they lack the motivation to do reading tasks and to put efforts to develop their reading ability.

In relation to the students' reading performance, the students reading test showed that the mean value score is 7.1. According to Bandura as quoted by Mesfin (2008) the score of 50 and scores nearer to 50 are moderate. Thus, based on the reading test data, 48.6% of the students scored 50 %. This implies that the majority of the students reading scores are moderate or average.

However, a significant number of students also exhibited lower level in reading comprehension. In other words, 38.2% of the students who took the test scored below 50%, which is a very low mark for the students to perform satisfactorily in reading works.

The last objective of the study was to find out the relationship between the reading instruction, students' attitudes and performance of reading skills. The qualitative data analysis indicated that reading is not taught effectively. The observation and individual teacher's interview revealed that teachers predominantly employed reading aloud technique to teach reading which is not appropriate all the time to develop the skill. The examination data also revealed that the majority of students had average and below average performance in reading. This clearly showed that there is a direct relationship between reading instruction and students' performance of reading.

In the same vain, the students' attitude data indicated that though students seemed to have positive attitudes towards reading skills in general, they showed lack of motivation to do reading tasks which implies that students' reluctance to do reading tasks could be resulted from ineffective teaching learning process of reading skills.

Generally, it is possible to conclude that the reading instruction, students' attitudes and their performances in reading skills show relationship in most cases.

## **5.2. Conclusions**

Based on what has been found as a result of the research study and the summary stated above, the following conclusions are drawn.

The study showed that reading is not taught in a manner that helps students to develop the skill. It is given less practice. The teachers' method of teaching reading seems to be traditional where no current methods such as briefing on the topic and activating prior knowledge of the students are being carried. In other words, the process and communicative approaches of teaching reading skills are not employed. Therefore, it is possible to conclude that the reading instruction is not meaning oriented and cannot help students to develop their ability in reading skills.

The teachers' assumption of teaching reading seems to be wrong since they assume that students learn reading better when they read aloud. Thus it is possible to conclude those grade ten

teachers who are assigned to teach English do not have appropriate training for teaching English language in general and reading in particular.

The study also demonstrated that because students are not exposed to the appropriate procedures of learning reading and have not been given the opportunity to practice reading tasks, they have exhibited low motivation to accomplish reading tasks. From the analysis made on learners' attitudes although students know how much reading means to them, they have less confidence and motivation to develop the skill on their own. This shows that students need the help of teachers through the use of appropriate methodologies such as the process and the communicative approaches.

We also understand that most students have a negative attitude towards learning reading through the plasma teacher. It appears to conclude that students' less exposure to the plasma TV, the pace of the lessons, and the limited time given for reading activities led them to develop a negative attitude.

All teachers believe that for students to be good readers in EFL, they need to have the practice of reading starting from lower grades. This seems to be an important remedy in improving the students' reading ability.

### **5.3 Recommendations**

Based on the research findings of this study the following recommendations are made:

- EFL teachers should give due attention on the teaching strategies and processes of reading skills. They should give adequate practice to help students develop the skill and confidence in reading in English. In addition to this, the teachers should be given on job trainings on the current teaching and learning methods of reading skills.
  
- The reading lessons should also be taught properly from the elementary school so that students would develop the culture of reading that would, through time, help them to develop the skill.

- The students reading ability was observed to be low. Therefore, the fact that reading is silent in the real situation, students should be given more training in silent reading though reading aloud should not be totally abandoned.
- Students should be taught to read and comprehend the meaning and message of the text and teachers have to take care of this fact while teaching reading.
- For the students to develop a positive attitude towards the plasma lessons: the tasks should be to the level of the students and the students should be given enough time to do the tasks.
- The method of group work and pair work in teaching reading should be emphasized as students learn from each other and language is better learnt in groups than individually.

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## **Appendix A**

### **Interview questions for teachers**

1. What procedures do you follow in teaching reading skills?
2. What do you think are the factors that contribute to the success/ failure of students in reading skills?
3. What do you feel about the actual performance of students in reading skills?
4. What do you think should be done to improve the students reading performance?
5. What are the strong and weak aspects of teaching reading skills in plasma TV?
6. How do you compare the teaching of reading skills with that of plasma TV?

### **Interview questions for the students**

1. Do you like to learn to read in English?
2. How do you like to learn reading skills?
3. How do you see the importance of learning reading skills?
4. Do you think English reading is important for your education?
5. In which do you prefer to learn reading skills? Through plasma TV or by the regular teacher? Why?
6. What are the good and bad sides of learning reading skills by Television?

## Appendix C

### Observation check list

Reading lesson practice	Rating frequency					
	Day One		Day Two		Day Three	
	yes	No	yes	No	yes	No
<b>Pre Reading phase</b>						
.-does the teacher give brief introduction about the reading text?						
-are the reading topics familiar to the students?						
-are the students allowed to work in pairs/groups and brain storm on the topics to be read?						
-is discussion used as a way of helping students to get ideas?						
Does the teacher sort out difficult words from the texts and discussed with the students?						
<b>2. while reading phase</b>						
-are the students made to read the written text silently?						
-are the students made to read the written texts loudly?						
-does the teacher goes around in class to assist students in their reading?						
-are the students helped to use contextual clues for difficult words?						
-are the students advised to assist each other when they have questions while they are reading?						
<b>3. post reading phase</b>						
-are the students made to answer questions orally?						
-are the students made to answer questions in writing?						
-are the students made in pairs/groups to reflect on what they have read?						
-does the teacher give practical activities for the students to demonstrate?						
-does the teacher try to integrate the reading lesson with other language skills?						

## Appendix D

### Graduate Studies Program

### Department of Foreign Language

### Questionnaire on students' reading attitudes

#### Instruction

Dear student!

This questionnaire is aimed to get data on your attitude towards reading skills. The data gathered will be used for a research purpose. Therefore, your genuine responses to all the items is highly beneficial to the quality of the research and thus, for the teaching and learning process of reading skills. Note that your response to the questionnaire has no any mission beyond research purposes. There is no need to write your name.

Thank you in advance!

#### General Information

1. School\_\_\_\_\_
2. Grade and Section\_\_\_\_\_
3. Sex\_\_\_\_\_

**Part I:** the following statements are close ended questions which are designed to know your attitudes towards reading skills. Please show to what extent you agree or disagree with the statements.

Put an [X] mark in the box

No	Items	Strongly Agree	Agree	Neither Agree nor Disagree	Strongly Disagree	Disagree
1	Learning English reading skills enables me to learn my education in a better way.					
2	Being good at reading skills will help me study other subjects well.					
3	I feel happy when I do reading exercises.					
4	It entertains me to read variety of English texts.					
5	I want to practice reading skills with my class mate who reads well.					
6	I expect good marks in reading exams.					

7	Studying reading skills well makes me have more confidence in my future education.					
8	I feel frightened when I am asked to read a passage in English.					
9	I prefer to learn the other language skills in English class than reading skills.					
10	I want to put off my reading home works as much as possible.					
11	Studying reading skills is wastage of time because it does not help me to improve my language skill.					
12	I dislike reading in English language.					
13	If it were up to me whether or not to learn reading skills, I would not learn it.					
14	Frankly, I practice doing reading tasks just to pass the exams.					

**Part II:** Open ended questions (use the space provided for your answers)

2. Do you think you have got sufficient opportunities of participating with reading tasks?  
Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What major problems do you face in doing reading tasks? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**አዲስ አበባ ዩኒቨርሲቲ**

**የውጪ ቋንቋዎችና ስነ-ፅሁፍ ትምህርት ክፍል**

**የድህረ ምረቃ መርህ ግብር**

**የተማሪዎች መጠይቅ**

**ውድ ተማሪዬ**

ይህንን መጠይቅ ለመሙላት ፍቃደኛ ስለሆንሽ/ክ አስቀድሜ ላመሰግን እወዳለሁ። የመጠይቁ አላማ የእንግሊዘኛ ቋንቋ የንባብ ትምህርት ላይ ያለህን/ሽን አመለካከት ለማወቅ ነው። ስለሆነም በዚህ መጠይቅ ውስጥ ማንኛውም ምላሽህ/ሽ ለተገለፀው አላማ ብቻ የሚውል ሆኖ በሚስጥር የተጠበቀ ይሆናል። በመሆኑም ተአማኒነት ያለውን የአንተን/ችን ምላሽ ትሰጥ/ጭ ዘንድ በትህትና እጠይቃለሁ። ስም መጻፍ አያስፈልግም

*ስለትብብርህ/ሽ በቅድሚያ አመሰግናለሁ።*

**አጠቃላይ መረጃ**

- ትምህርት ቤት \_\_\_\_\_
- ክፍል \_\_\_\_\_
- ያታ \_\_\_\_\_
- ተራ ቁጥር \_\_\_\_\_

መመሪያ 1:- ቀጥለው የቀረቡ ጥያቄዎች የእንግሊዘኛ የንባብ ክህሎት ትምህርት ላይ ያለህን/ ያለሽን አመለካከት ለማወቅ የተጠየቁ ናቸው። በመሆኑም ከተሰጥኦቹ 5 አማራጮች (በጣም እስማማለሁ፣ እስማማለሁ፣ አልወሰንኩም፣ በጣም አልስማማም፣ አልስማማም) ውስጥ የአንተን /አንቺን ምርጫ በያዘው ቦታ ላይ የ “X” ምልክት በማድረግ መልስህን/ሽን ስጥ/ጭ ።

ተ. ቁ	ዝርዝር ጉዳዮች	በጣም እስማማለሁ	እስማማለሁ	አልወሰንኩም	በጣም አልስማማም	አልስማማም
1	የእንግሊዘኛ የንባብ ክህሎት ትምህርትን መማሪያ ትምህርቱን በተሸለ መልኩ እንድከታተል ያደርገኛል።					
2	በእንግሊዘኛ የንባብ ትምህርት ላይ ጎበዝ መሆኔ ሌላውን የትምህርት አይነቶች በደንብ እንዳጠና					

	ይረዳኛል።					
3	የእንግሊዘኛ የንባብ ክህሎት መልመጃዎችን ስሰራ ደስታ ይሰማኛል።					
4	የተለያዩ የእንግሊዘኛ ዕፎችን ማንበብ ያዝናናኛል።					
5	ከክፍሌ ውስጥ በደንብ የእንግሊዘኛ ምንባቦችን ከሚያነብ ተማሪ ጋር አብሮ መለማመድ እወዳለሁ።					
6	በእንግሊዘኛ የንባብ ክህሎት ትምህርት ላይ ጥሩ ውጤት እንደማመጣ እጠብቃለሁ።					
7	በደንብ የእንግሊዘኛ የንባብ ትምህርትን መማሪያ በወደፊት ትምህርቴ ላይ ጥሩ የራስ መተማመን እንዲኖረኝ ያደርገኛል።					
8	የእንግሊዘኛ ምንባቦችን አንብብ/ ቢ ስባል በጣም እፈራለሁ።					
9	በእንግሊዘኛ ክፍለ ጊዜ ከንባብ ክህሎት ትምህርት ይልቅ ሌሎን ክህሎቶች ብማር እመርጣለሁ።					
10	በተቻለኝ አቅም ከእንግሊዘኛ ቋንቋ ከንባብ ትምህርት የሚሰጡ የቤት ስራዎችን መስራት አልፈልግም።					
11	ለእኔ የእንግሊዘኛ ክህሎት ትምህርትን መማሪያ የእንግሊዘኛ ቋንቋ ክህሎቴን እንዳሻሽል ስለማያደርገኝ መማሪያን እንደ ጊዜ ማቃጠል ነው የምቆጥረው ።					
12	ምን መማር እንዳለብኝ እና እንደሌሎብኝ የምወስነው እኔ ብሆን ኖሮ የእንግሊዘኛን የንባብ ክህሎት ትምህርትን አልማርም ነበር።					
13	የእንግሊዘኛ ጽሁፎችን ማንበብ					

	አልወድም።					
14	እውነቱን ለመናገር የእንግሊዘኛ የንባብ ተግባሮችን የምለማመደው ፈተና ለማለፍ ብቻ ነው።					

**መመሪያ 2:-** ከዚህ በታች ለቀረቡት ጥያቄዎች የየራሳችሁ ማብራሪያ በመስጠት መልሱ መልሳችሁን በባዶ በታዎቹ ላይ ጻፉ

1. በአንተ / በአንቺ አመለካከት በእንግሊዘኛ የንባብ ክህሎት ተግባራቶች ላይ ለመሳተፍ በቂ ጊዜ አግኝቻለሁ ብለህ/ሽ ታስባለህ/ሽ ? ለምን ? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. የእንግሊዘኛ የንባብ ክህሎት ትምህርትን ስትማሩ ከሚያጋጥሟችሁ ችግኝ ዋና ዋናዎቹ ምንድናቸው? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix F

Addis Ababa University

Graduate Studies Program

Department of Foreign Language and Literature

### Reading Comprehension Exam

Dear student!

This exam is designed to get data on your reading performance. The data gathered will be used for a research purpose. Therefore, you are kindly requested to give answers to all of the questions properly. There is no need to write your name. Thank you in advance.

Instruction: write your roll number and section on the space provided.

Roll Number\_\_\_\_\_. Section\_\_\_\_\_.

**General Direction:** the reading exam has one reading passage and it is followed by a number of questions. You are expected to answer all of the questions from the passage on the basis of what is **stated** or **implied**.

### Reading passage

#### Job Employment in Kenya

A. Every year, when employment of new graduates and school leavers begins, major cities in Kenya are flooded with students looking for a job. Wearing suits for the first time, they run from one interview to another. The season is crucial for many students, as their whole lives may be determined during this period.

B. In Kenya, lifetime employment is commonly practiced by large companies. While people working in small companies and those working for sub-contractors do not in general enjoy the advantages offered by the large companies, there is a general expectation that employees will in fact remain more or less permanently in the same job.

C. Unlike in many Western countries where companies employ people whose skills can be effective immediately, Kenyan companies select applicants with potential who can be trained to become suitable employees. For this reason, recruiting employees is an important exercise for companies, as they invest a lot of time and money in training new staff. This is basically true both for factory workers and for professionals. Professionals who have studied subjects which are of immediate use in the workplace, such as industrial engineers, are very often placed in factories and transferred from one section to another. By gaining experience in several different areas and by working in close contact with workers, the engineers are believed, in the long run, to become more effective members of the company. Workers too feel more involved by working with professionals and by being allowed to voice their opinions. Loyalty is believed to be cultivated in this type of **egalitarian** working environment.

D. Because of this system of training employees to be all-rounders, mobility between companies is low. Salaries are set according to educational background or initial field of employment, ordinary graduates

being employed in administration, engineers in engineering and design departments and so on. Both promotions and salaries increases tend to be tied to position, though some differences may arise later on as a result of ability and business performance. Salaries are paid monthly, and the net sum is usually paid directly into a bank account. As well as salary, a bonus is usually paid twice a year.

**E.** Many female graduates complain that they are not given equal training and equal opportunity in comparison to male graduates. Kenyan companies generally believe that female employees will eventually leave to get married and have children. It is also true that, as well as the still-existing belief among women themselves that nothing should stand in the way of child-rearing, the extended hours of work often do not allow women to continue their careers after marriage.

**F.** Disappointed career-minded female graduates often choose to work for foreign firms. Since most male graduates prefer to join Kenyan firms with their guaranteed security, foreign firms are often keen to employ female graduates as their potential tends to be greater than that of male applicants.

**G.** Some men, however, do leave their companies in spite of future prospects, one reason being to take over the family business. The eldest sons in families that own family companies or businesses such as stores are normally expected to take over the business when their parents stop working. It is therefore quite common to see a businessman, on succeeding to his parents' business, completely change his professional direction by becoming, for example, a shopkeeper.

**H.** On the job, working relationships tend to be very close because of the long hours of work and years of service in common. Social life in fact is frequently based on the workplace. Restaurants are always crowded at night with people enjoying an evening out with their colleagues. Many companies organize trips and sports days for their employees. Senior staff often plays the role of mentor. This may mean becoming involved in the lives of junior staff in such things as marriage and the children's education.

(Source: [www.ets.org/questions/reading.com](http://www.ets.org/questions/reading.com))

**Section I: write true if the statement is correct and false if the statement is incorrect in the space provided.**

\_\_\_\_\_ 1. Life time job employment is a commonly practice in large companies of Kenya.

\_\_\_\_\_ 2. Kenyans employment system is as same as Westerns' employment system.

\_\_\_\_\_ 3. Both female and male graduates are given equal job opportunities in Kenyan Companies.

**Section II. Select the correct answer based on the passage and write the letter of your choice in the space provided.**

\_\_\_\_\_ 1) Company training in Kenya

A. is not important

B. is for factory workers only

C. is for professionals only

D. is for all staff

- \_\_\_\_\_2) Foreign firms are keen to employ Kenyan women because
- A. the women are more intelligent than men
  - B. the women that apply are more capable than the men that apply
  - C. the women will be only short period employees
  - D. the women prefer guaranteed protection
- \_\_\_\_\_3) The word **egalitarian** (paragraph 3 line 11) means
- A. repressive
  - B. restricted
  - C. democratic
  - D. partial

**Section III. The reading passage has eight paragraphs A-H. Match the correct headings for each paragraph from the list of headings given under column B with the given sections of the passage under column A and write your answers in the space provided.**

Column A	column B
____1. Section A	A. how new employees are used in a company
____2. Section B	B. women and Kenyan companies
____3. Section C	C. why men sometimes resign from Kenyan firms
____4. Section D	D. permanency in employment in Kenya
____5. Section E	E. recruiting season: who, when and where
____6. Section F	F. the social aspect of work
____7. Section G	G. the salary structure
____8.section H	H. the recruitment strategy of foreign firms
	I. Kenyan people after retirement

**Section IV: Complete the sentences below with the words taken from the reading passage. Use NO MORE THAN THREE WORDS for each answer and write your answers on the space provided.**

1. Kenyan employers believe that moving professionals with in Companies and listening to workers' view leads to \_\_\_\_\_.
2. Employees receive their salaries monthly and a bonus\_\_\_\_\_.
3. Kenyan workers often form close personal relationships and older staff may even become a\_\_\_\_\_ to junior staffs.

## Appendix G

### Teachers' performance in the pre reading phase

Below are statements of reading lesson practices that refer to the pre reading activities with “Yes” and “No” columns indicating data relating to the three observation days.

no	Items	Teacher 1						Teacher 2						Teacher 3					
		Day1		Day2		Day3		Day1		Day2		Day3		Day1		Day2		Day3	
		yes	no	Yes	no	Yes	No	Yes	No	y e s	n o	y e s	no	yes	no	yes	no	ye s	No
	<b>Pre Reading phase</b>																		
1	-does the teacher give brief introduction about the reading text?		X		x		X		x		x		x		x		x		X
2	-are the students made to predict about what they are going to read?		X		x		X		x		x		x		x		x		X
3	-are the students allowed to work in pairs/groups and brain storm on the topics to be read?		X		x		X		x		x		x		x		x		X
4	-is discussion used as a way of helping students to get ideas?		X		x		X		x		x		x		x		x		X

5	Does the teacher sort out difficult words from the texts and discussed with the students?		X		x		X	X			x		x		x		x		X
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## Appendix H

### Teachers and students interview transcript

#### Teacher's interview (tape script)

##### Teacher 1

Interviewer- well come to this session, I have got some question regarding my research work. When we see the teaching/ learning of reading skills what procedures do you follow in the teaching of reading skills?

Teacher1- Well, we do not usually do all the reading activities; we select only few passages and let students to work them usually individually.

Interviewer - Ah. When you do those reading tasks what procedures or ways do you follow?

Teacher1- Well, in teaching reading skill, there are pre reading, while reading and post reading activities. But, honestly speaking, I don't usually use these procedures because of the size of the text book. I usually use reading aloud technique when I teach reading skills because it help students to improve their pronunciation.

Interviewer- Ok. Now what do you think are the factors that contribute for the success or failure of students in reading skills?

Teacher1- Well, mostly the students are not exposed to reading activities due to the size of the text book and the reading passages, lack of interest, the difficulty of the reading passages and we are running after completing the syllabus instead of paying attention to students reading comprehension ability. The success is if students have a frequent exposure to reading tasks.

Interviewer- But why don't students get exposure to reading activities?

Teacher1- I think... ammm it is because most teachers skip reading tasks and give emphasis to grammar tasks thinking that grammar is most important for their national examination. Plus as I believe our aim is to prepare our students for the national exam and most questions are taken out from other language aspects due to these we give emphasis to the grammatical aspect of language.

Interviewer- So, do you think that you are effectively teaching reading skills? What would you say?

Teacher1- Actually ... I cannot say I am effectively teaching because as I have said earlier due to the size of the text book, difficulty and length of the passages, most students are not motivated, and, as a result, we run out of time without doing anything. But if the time given for the English period is improved and if the reading passages in the students text book take students language ability in to consideration, we (English teachers) can teach not only reading skills but also the whole language aspects effectively.

Interviewer- Ok, what do you feel about the actual performances of students in reading ability now?

Teacher1- As I have tried to see... ammm reading as I think...most of them are very poor... I can say.

Interviewer- You are a senior teacher, what do you think should be done to improve the students reading ability?

Teacher1- Well, I think it is better if we give them more chances and exposures always... practice based on what they know and encourage them even though they make mistakes in their reading.

Interviewer- But what kind of chance they should be given?

Teacher1- We have to encourage them to read different materials other than the passages in the text book.

Interviewer- Do you make your students read other materials other than the text book?

Teacher1- I sometimes tell my students to read not only the text book... they also have to read different books written in English.

Interviewer- are these reading texts available in the library?

Teacher1 - Somehow yes.

Interviewer- Right. How do you see the effectiveness of the plasma television in teaching reading skills?

Teacher1- I can say, this plasma screen, I don't object it completely... it has some good and bad sides.

Interviewer- What are the strong and weak sides?

Teacher1- Let me start from the bad sides. One... there is no communication between the students and the screen teacher. The screen teacher does not have feedback. Just the television teacher says what she wants to say. The other is the time given for exercises is not enough. For example, to read a passage of three or four paragraph two minutes is not enough for a student even for a teacher. And before the students do the exercises they finish the exercises, since the time given is very short. In the case of reading, even if the presentation of the reading activities is good, the problem lies as I said in the students understanding. In short, the presentation from the screen is good. If the students had been native speakers, the plasma lessons would have been understandable for our students. For our students at least it is a little bit fast a head of their standards.

Interviewer- Ok. What do you think is the attitude of students towards learning reading by plasma?

Teacher1- as I see, most of the students did not listen to instructions and did not do what they are told to do. Sometimes they lose hopes because what is to be written from the screen... erased... the time runs so fast so they begin despair.

Interviewer - so do you think they like learning reading skills through plasma television?

Teacher 1- If we talk only about reading skills I... I don't think most students like it because of many reasons. One of the major reasons might be, in my opinion especially this two years (2007 &2008 E.C) there were a frequent power supply problems and frequent installation problems and thus students didn't get sufficient exposures to learn by the plasma. Second in the times the plasma works, the time and the language of the television teacher was very headache for them.

Interviewer- So what do you think should be done to make the reading lessons more effective than it is now?

Teacher1- I think the TV lessons should basically consider the actual language ability of government students.

Interviewer- Thank you very much for giving me a lot of information on the teaching learning process of reading skills.

## **Teacher 2**

Interviewer – thank you for coming to this session, I've got some questions regarding the teaching of reading skills. What procedures do you follow to teach reading?

Teacher2 – well, I usually introduce the topic and do some vocabulary words before they read then I will allow them to read turn by turn. Then after, we'll do the comprehension questions from their text book.

Interviewer – what do you think are the factors that contribute for the success or failure of students in reading skills?

Teacher2 – well, of course we don't usually guide our students to read a variety of texts. That is our problem. The other factor that hinders students to be competent reader is their background. At the elementary school, they are not properly given what they are supposed to learn. Besides, the reading passages in their text book is too long and unattractive. These are the major problems.

Interviewer – ok. If you see the way you are teaching reading, do you think you are effectively teaching the skill?

Teacher2 – well, I am not satisfied with what I am teaching. To tell you frankly, I am not doing it well because I am not satisfied with what they are doing. The problem is when we try asking them to do reading tasks; they don't usually do it properly because of their inability or because of simply negligence. So I don't usually impose myself to work reading activities.

Interviewer – well, do you think you can make weak students become better readers in accordance to your teaching?

Teacher2 – if there were good environment and if the reading texts were interesting, I can do it. But the problem is, number one, we have time constraint; we should cover the portions. What we do is we usually rush to cover the portions.

Interviewer –ok, right, what do you think are the current problems in the teaching of reading skills?

Teacher 2- the problem is from the students , teachers and the text book itself. When we the students most of them are not interested to do reading tasks and they have a very poor background of English language. I can also say that most teachers in the elementary school don't have the capacity to teach in its proper way. Students who come up from such teachers will fail in English language in general and reading skills in particular. In addition, some of the passages in the text book are very long and the contents are beyond their level.

Interviewer – so, what do you feel about the actual performance of the students in reading?

Teacher2 – they are very poor.

Interviewer – what should be done to improve students' reading ability?

Teacher 2- well, I think it is better if we give them a chance always based on what they know and encourage them when they do reading tasks.

Interviewer – what do you think are the weak and strong sides of using plasma TV in teaching reading skills?

Teacher2 – the plasma has its own advantages, especially the students can get real knowledge from native speakers like pronunciation and the visual aids help students to learn easily. But, the problem that we really face is the students' command of the language is very low and it is very difficult to teach them through it because most of them don't understand anything from it. Again the TV lessons are speedy.

Interviewer – what do you think is the attitude of the students being taught by TV?

Teacher2 – I ask students about their feeling about the TV lessons and most of them prefer the class teacher rather than the screen even when the transmission stops, students yell, “oh, it's good, thank God...”

### **Teacher 3**

Interviewer – thank you for coming to the interview. I've a few questions to ask you with respect to the teaching of reading; what procedures would you follow in teaching reading skills?

Teacher3 – I inform my students to read the passage in the class room and then to do the comprehension questions as a class work.

Interviewer – ok, what do you think are the factors that contribute to the success/ failure of students in the teaching of reading?

Teacher3 – mostly the students aren't exposed to reading activities due to the size of the passages, and the book we have, we are running after completing the syllabus instead of paying attention to the skill in reading. The success is if it at least students practice reading twice a week. I hope most of them will succeed if they get this chance.

Interviewer – as far as the teaching of reading is concerned, what do you think are the current problems?

Teacher3 – the current problems are: the curriculum gives more detailed grammatical aspects rather than giving equal chances to reading skills. The other is the students are not motivated to do reading and writing tasks and we time constraint.

Interviewer – how do you feel about the actual performance of students reading ability?

Teacher3 – most of them are low.

Interviewer – how do you see the importance of television in the teaching of reading skills?

Teacher3 – the plasma lesson has its own good and bad sides. The good side is, when it teaches, it teaches properly. But the weakness is it is very fast, it doesn't give ample time for students. The students used to say "ah" as if the TV teacher will repeat.

Interviewer – what do you think is the attitude of students towards being taught by plasma TV?

Teacher3 – I asked some students and they don't have an interest to learn by it.

### **Students interview transcript**

Interviewer- thank you for coming to this session, I have a few questions to ask you related to your attitudes towards reading skills. Do you like learning reading skills?

Student1 – yes, I do. Reading is very important.

Interviewer- how do you like to learn reading skills?

Student1- in my opinion reading is very important. I sometimes read English fiction books and to understand the theme in the books, I have to be good in reading skills. I want to learn it every day.

Interviewer- ok, do you think your class teacher is teaching reading effectively?

Student1- our teacher teaches well but the problem is some of the passages in the text book are difficult and most of them are beyond our level.

Interviewer – right. Ok. What do you think is the importance of learning reading for your future education?

Student1- I believe that reading is the base even for other subjects. When we join university we'll be given more assignments and to do these assignments we need to have good reading ability.

Interviewer – what do you feel about your actual performance in reading?

Student1 – I am medium

Interviewer – ok, in which way do you prefer to learn reading skills. By the plasma teacher or the class teacher?

Student 1 – I prefer the class teacher at this level. The plasma teacher is too fast. We cannot follow her normally. But the class room teacher is not fast. He tries to make us understand the passage by repeating again and again.

Interviewer – what do you think are the good and bad sides of learning reading by TV?

Student1 – learning reading through plasma is very bad. Since she is fast, we cannot follow her. If we cannot follow her it means we are not learning. The other bad side is since she is a native speaker we can't understand her pronunciation. So it is difficult to cope up with her.

Interviewer – what you mentioned above are the weaknesses, what about the strengths?

Student1 – I don't see any of its importance for students like us. I mean, it is not useful for students who have a very low background on English language.

**Student 2**

Interviewer – ok thank you for coming. I want you to answer some questions related to reading skills. Do you like learning reading?

Student2 – I don't like it.

Interviewer – why don't you like it?

Student 2- because it is very difficult. We don't practice it everywhere

Interviewer- so, because it is difficult, you don't like it?

Student 2- yes.

Interviewer – don't you like to develop an interest because if you don't like something, it will be difficult to learn?

Student2 – I would like to develop my reading ability. I'll try to improve it but it is difficult. I prefer listening.

Interviewer – why don't you like reading?

Student 2- my vocabulary knowledge is very poor.

Interviewer – do you think you can read a passage and comprehend the message?

Student 2 – I will try but I am afraid to do that.

Interviewer – ok, you have a fear and therefore you don't like it?

Student 2- yeah.

Interviewer – how do you compare your reading ability with other students?

Student 2- I am low.

Interviewer – how do you see the importance of learning English in general and reading in particular?

Student 2 – English is an international language. We have many problems in English language but it is very important.

Interviewer – in what way it would be important?

Student 2 – for example, university.

Interviewer – in which way do you prefer to learn reading? By the plasma teacher or by the class teacher?

Student2 – I prefer both because both are important. From the plasma teacher I like to see the demonstrations and she follows the four skills orderly and from the class teacher he uses simple language to our level and he is not fast. So I like to be learnt by both.

Interviewer – ok, right, you prefer to be taught by TV as well as the class teacher, what do you think are the good and bad sides of using TV?

Student2 – most of it is good but the time is not enough.

### **Student 3**

Interviewer – Ok thank you for coming. Do you like learning reading?

Student3 – yeah.

Interviewer – how do you like to learn reading?

Student3 – since the other subjects that we are learning need reading, it is the base to be successful in all subjects. In addition, teachers will give us more presentations in universities and to have a good presentation, we have to have good reading ability.

Interviewer– Right. How do you think you should improve your reading?  
student3 – it is through practicing.

Interviewer – Good, how do you feel about your actual performance in reading?

Student3 – if you ask me in reading skill only, I am an average student.

Interviewer – do you think your teacher works hard to improve your reading ability?

Student3 – I don't think so because he usually focuses on grammar and listening than the others. He usually tells us to do reading and writing activities as a home work.

Interviewer – ok, how do you like to learn reading? By plasma teacher or the class teacher?

Student3 – actually we don't usually learn by the plasma because of frequent power problems. From the days we learn through plasma, it is very fast. We cannot even ask questions on the spot, we have to wait until the lesson end. I prefer the class teacher. Because, unlike the plasma teacher, the class teacher knows easily whether we understand the passage or not by looking our faces and she will clarify it. In addition, our class teacher takes our background in to consideration in her teaching.

Interviewer – ok, what do you think are the good and bad sides of plasma lessons?

Student3 – the good sides is we see different pictures and demonstrations in the TV. But the bad sides are the plasma is very fast, it doesn't allow us to ask questions on the spot, it doesn't consider our background of English language.

Interviewer – ok, thank you very much.

#### **Student 4**

**Interviewer** – welcome to this interview, I have some questions to ask you related with reading skills. Do you like learning reading?

Student4 – yes.

Interviewer – what problems do you have in reading in English?

Student4 – I have so many problems like knowing meaning of words, pronouncing difficult words and understanding the main ideas. In general, for most of us, it is very difficult to understand the passages in our text book.

Interviewer – what strategies does your teacher use to overcome such problems?

Student4 - actually, in English class we mostly do grammar activities not reading activities. Our teacher mostly skips reading tasks saying that the passages are difficult for this level. When we rarely do reading tasks, our teacher doesn't do anything except either telling us to read loudly in the class or to do the tasks as a homework.

Interviewer - ok, what do you feel about your current performance with respect to reading?

Student4 – am good at listening not reading. I am not good at reading skills.

Interviewer – how do you see the importance of learning English in general and reading in particular?

Student4 – I see it in many ways. When I join university, I must express myself in English.

Interviewer – what other uses do you think it would help you?

Student 4 – To communicate with foreigners and to broaden my knowledge. Generally, to do these all things I have to read a lot. So reading is very essential.

Interviewer – ok, how do you like to be taught by plasma TV?

Student4 – in our level I like to be taught by good class teacher because I believe that class teachers knows well our language level so they'll understand us. But the plasma doesn't consider our level, her language is very difficult for us to understand, the time given for reading and writing activities is too short. Because of these most students prefer the class teacher.

Interviewer – so, you like to be taught by the class room teacher?

Student4 – yes.

Interviewer – what do you think is the good and bad sides of to be taught by television?

Student4 – by the way, on this year we don't learn by the plasma problem. We don't get adequate exposures to be taught by the TV because there were recurrent installation problem and signal problems. From the times we learn, the plasma is very fast and quick. We couldn't follow her and the time given for reading tasks is very short. The only good side of it is we see pictures and diagrams.

Interviewer – so, what should be done to improve your reading ability?

Student4 – I hope I can improve my reading by reading different magazines and newspapers.

### **Student 5**

Interviewer – welcome to this session. I would like to ask you a few questions. First of all, do you like learning reading?

Student5 – I like English subject in general but I am not good at reading.

Interviewer – why do you like learning reading?

Student5 – I am interested in learning reading. As you know, reading is very important to succeed not only in English subject but also with other subjects.

Interviewer - ok. How do compare yourself with other students with regard to reading skill?

Student5 – I am somehow medium.

Interviewer – how do you like learning reading? I mean do you like learning reading by the plasma or by the teacher?

Student5 – for me it depends on the skill.

Interviewer – what do you mean by that?

Student5 – I prefer the plasma for learning speaking. But for other skills I prefer the class teacher. As you see the text book, most of the passages are too long, and, thus, finishing reading such passages within the time given by the plasma teacher is unthinkable. In addition, some of the passages are not attractive. Here, our class teacher uses to replace some of the passages with other simple and attractive texts from other sources. So I really prefer the class teacher.

Interviewer – ok, what do you think are the good and bad sides of plasma television?

Student5 – the only thing that I like from the plasma teacher is I like her pronunciation even if I sometimes get difficulty in understanding what she says. She helps us to speak fluently and her grammar is good. The major weaknesses are, the television doesn't consider our level, it is very fast, and above all since we don't have frequent exposure to it, getting accustomed with it is very difficult for us. So I prefer to be taught reading by our class teacher.

### **Student 6**

Interviewer – thank you for coming to this session, I've got some questions related to my research work. Do you like learning reading?

Student 6- yes, I like it but I have no good reading skill.

Interviewer – do you think you can read in English?

Student 6- not that much.

Interviewer – what do you lack?

Student6 – the main problem is my background in reading is very low.

Interviewer – what do you feel about your current performance in reading skills?

Student 6 – I am an average student.

Interviewer – how do you see the importance of reading skills?

Student 6- it is very important.

Interviewer – in what ways do you think it is important?

Student 6 – for example, to know and use modern technologies I should have a good reading ability. In addition to this, in preparatory school and university, we'll be asked to do different assignments and presentations so to do such things we need to read and comprehend the written texts a lot.

Interviewer – ok. Do you like learning by the plasma?

Student 6- actually we don't have sufficient exposure to the plasma lessons mostly because of power supply problems and signal problem. We are not as such accustomed with plasma television.

Interviewer – if you were up to choose, which one do you prefer, the TV teacher or the class teacher to learn reading?

Student 6- I prefer the class teacher because unlike the TV teacher, the class teacher considers our background.

Interviewer – as you said you are mostly taught by the class teacher, but from the days that you learnt by the plasma, what do you think is the strength and weakness of the plasma TV?

Student 6- the plasma is very fast. Most students do not hear what she says. It doesn't also consider our background. The only good side that I observed is the plasma use time effectively even if it runs so fast.

Interviewer – thank you a lot for your cooperation.

## DECLARATION

I, the undersigned, declare that the thesis comprises of my own work. In compliance with internationally accepted practices, I have dully acknowledged and referenced all materials used in this work. I understand that non-adherence to the principles of academic honesty and integrity, misinterpretation/ fabrication of idea/ data/ fact/source will constitute sufficient ground for disciplinary action by the university and can also evoke penal action from the sources which have not been properly acknowledged or cited.

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Signature

Nardos Hailu

Name of the student