



**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF HUMANITIES, LANGUAGE STUDIES,**  
**JOURNALISM AND COMMUNICATION**  
**DEPARTMENT OF ENGLISH LANGUAGES AND LITERATURE**

**ASSESSING FACTORS THAT AFFECT TEACHING READING SKILLS**  
**THE CASE OF GUDYA JARE SECONDARY SCHOOL (GRADE 9 IN**  
**FOCUS)**

**BY**

**TEMESGEN ASEBE**

**ADDIS ABABA, ETHIOPIA**

**AUGUST, 2024**



**ADDIS ABABA UNIVERSITY**

**COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM  
AND CUMMUNICATION**

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Advisor: DR. ABEBE G/T

A Thesis Submitted to the Department of Foreign Language and Literature in  
Fulfillment of Master's Degree in English Language Teaching

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**Approved by Board of Examiners**

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## **LIST OF ABBREVIATION AND ACRONYMS**

EFL:	English as foreign language
CO:	Compensation strategy
L2:	Second language
NAAL:	National Association of Adult Literacy
St1, St2:	Student 1, Student 2
T1, T2:	Teacher 1, Teacher 2
TL:	Target Language

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## **ABSTRACT**

*The general objective of this study was to investigate factors that affect teaching reading skills. Descriptive research design was employed to study the factors. To carry out the study, the werer used simple random sampling and availability sampling techniques respectively to select 150 grade 9 students and 5 teachers of the same grade from Gudaya Jare Secondary School. The data were collected from primary and secondary sources. The primary sources were collected through EFL teachers' interview, classroom observation and students' questionnaire. Both qualitative and quantitative research approaches were used to triangulate the data obtained through the above mentioned instruments. The qualitative data were analyzed thematically while the quantitative data were analyzed through frequency and percentages. Accordingly, the study investigated that insufficient textbooks, teachers' pperception of teaching reading skills teachers' failure to encourage students to practice reading, students' unable for comprehension skills and lack of parental involvement were the factors that affect teaching reading skills. The study also investigated that the factors were related to teachers, students, school, Oromia Educational Office of and parents. Encouraging students to practice reading, giving interesting and life-related reading activities and giving frequent reading tasks for students were some of the strategies that EFL teachers use to minimize the factors. Likewise, practicing reading and developing interest of reading were the strategies that students use to minimize their reading problems. Finally, based on the findings, it was recommended for teachers to give reading tasks and activities so that students practice them in their day to day learning.*

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

English Language is the language that links the world population together. Crystal (1997) argues that English is the language that bonds world people together as globally as possible regardless of their color, race, status and belief. It is the medium through which technological, social, political and cultural information is transmitted. The current status of English as an international or global language is also manifested by its wide use in a range of fields such as education, politics, diplomacy, trade, industry, commerce, science, technology, media, information, culture and communication (Crystal, 2003). Similarly, in Ethiopia, English has been used as a medium of instruction beginning from secondary schools to universities. All subjects except mother tongues like Afan Oromo, Amharic and Tigrigna are taught in English in secondary schools of Ethiopia. Therefore, it has become the instructional medium beginning from secondary schools to higher institutions.

Reading is one of the four major English Language skills and the most important skill in academic and non-academic contexts because most individuals learn a second language especially English through reading. According to Anderson (1991), reading proficiency plays a great role in understanding any written statement accurately and efficiently. Reading serves as an important tool in every field of professional service. In many situations, it is considered to be the indispensable channel of communication in an ever-widening world. It is mainly an effective means of developing students' general language command (Hung & Ngan, 2015). Besides, reading has a paramount importance where English is used as a medium of instruction like Ethiopia. This is because the ultimate academic success or failure of students is largely based on their ability to read and comprehend the textbooks and notes they take in the different subject areas they study.

Teachers have an important role to play in the learners' reading improvement. McDonough and Shaw (1993) and Stern (1983) list teachers' related factors that affect students' language learning. These include: attitude toward teaching the skills, beliefs about language teaching, language teaching experiences, knowledge of subject matters, and language teaching methods. Some teachers are lagging behind in their approach to teaching reading skills and

comprehension. There are also cases when teachers fail to realize the presence of differences among students with regard to their style of learning. The effects are poor performance among students. Harmer (1991) depicted teachers as managers of knowledge, mediators of learning, disciplinarians, supervisors, examiners, leaders, organizers, resources and so on. Students must develop their own skills, but we as a teacher make them aware of reading. The skills students learned during their junior school may be less efficient than they should be. In order to restore the skills, they lost at the junior school, further guidance and training must be given. Hotter (1997) also explains that guiding students in or out of class reading as a teacher is very important. In fact, teaching reading is not only relying on the shoulder of the English Language teachers. The other subject school teachers should also be the teacher of reading skills. They can teach reading regarding the contents of their courses or they can give their learners reading assignments.

Lack of reading skills limits learners and non-learners with and without disabilities from different benefits. For example, reading difficulties are the major problems within the United States for both children and adults. According to the National Association of Adult Literacy (NAAL), 30 million adults, aged 16 and above, need help to complete a job application. Besides, 50% have higher hospitalization rates due to an inability to understand health information, and one in five is unable to access or use the Internet (U.S. Department of Education, 2003). Poor literacy skills can also impact a person's perception of job opportunities in the USA. Fifty-seven percent of adults with disabilities believe that job opportunities are limited due to their poor reading ability to avoid this, all teachers in general and English Language teachers in particular play a crucial role in fighting against reading problem.

One of the ways to improve knowledge of foreign language is to read texts written in English extensively. To do this, students taught how to read texts. Otherwise, it is a cause for them to perform poorly in class and this normally results in getting poor grades in their examination (Nation, 2005). The current researcher has been teaching English at secondary school for a minimum of eight years. As a result of this, students' reading problems especially their reading comprehension problems have been frequently observed when they try to do exams in English. As far as the current researcher's experiences and observations are concerned, EFL teachers in Gudaya Jare Secondary School rarely teach reading skills. There might be a factor or factors that affect the teaching of reading skills. Therefore, the researcher is motivated to select this research topic and want to assess factors that affect

teaching reading skills with special reference to Gudaya Jare Secondary School (grades 9 in focus).

## **1.2. Statement of the Problem**

Reading serves as an important tool in every field of professional service. In many ways, it is considered to be the indispensable channel of communication in an ever-widening world. It is mainly an effective means of developing students' general language command. Besides, reading has a paramount importance where English is used as a medium of instruction like Ethiopia. This is because the ultimate academic success or failure of students is largely based on their ability to read and comprehend the textbooks and notes they take in the different subject areas they study (Karami, 2008).

However, EFL teachers in Gudaya Jare Secondary School do not consider themselves responsible for teaching reading skills. Besides, the teachers rarely play their roles to improve the students' reading skills and comprehensions in the classroom. As a result, the secondary school students are lack in their reading comprehension performances. For example, an action research conducted by the present researcher on the same school showed that majority of the school's students failed in the reading comprehension part in the final examination of the 2022 academic year. The researcher believes that one of the reasons why students fail to comprehend reading texts is because of relatively little attention is being given to reading skills by EFL and other teachers.

A lot of studies with regard to reading in general and factors that affect teaching reading skills in particular have been done in and out of Ethiopia. To begin with the international researches, Pretorius (2007) conducted a survey on high school teachers' level of teaching reading comprehension. The researcher found out that lack of teachers' willingness to support learners reading competency and large class size were found to be the common challenges to teach reading skills. On top of this, Tarchi (2010) investigated the relationship between teachers teaching of reading skills and secondary school students reading performances. It was found out that the way teachers think and understand instruction influences their classroom practices. However, according to the study, teachers' classroom practice did not always correspond to their perceptions. There were mismatches between what they perceived and what they actually practiced in the classroom.

Related studies have also been done in local context. To the present researcher's knowledge, Abera (2013) has conducted research on factors that affect teaching reading skills. His finding showed that EFL teachers have good understanding of the importance of reading skill but they encountered difficulties in implementing it practically. Hence, the result from the investigation showed students' poor background knowledge, lack of interest and motivation, less teachers' application of reading techniques and teachers' unwillingness to support learners reading competency and large class size were the most challenges. Achamyeleh (2011) and Megersa (2011) also investigated the factors that affect the teaching of reading skills. Their findings have shown that teachers face different difficulties in teaching reading like large class size, not giving due attention to reading tasks and lack of interest.

Even though, a number of studies have been conducted internationally and locally by different researchers, the problem still persists. This is because teaching and learning reading skills is affected by different factors. For instance, EFL teachers do not teach with appropriate reading strategies whenever they teach reading skills. They may also not provide reading tasks and activities that help students develop reading comprehension skills.

The difference between the above researches and the current research is that: the current research does not focus only on the factors but also whether the factors are related to teachers, students or others. Besides, the research tries to find out the means that teachers use to minimize the effect. Even there is a setting and grade level difference between the other researches and the present research. Therefore, the present study tries to fill the gaps that are mentioned above by triangulating instruments of data collection namely: Students' questionnaire, classroom observation and teachers' interview. Accordingly, the following research question will be needed to be answered to fill the aforementioned gap.

- 1) What are that affect teaching reading skills?
- 2) To identify if the factors are related to teachers, students or others?
- 3) What strategies do teachers use to minimize the factors?

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

#### **1.3.1. General Objective**

The general objective of this study was to assess factors that affect teaching reading skills in EFL classes at Gudeya Jare Secondary School (grade 9 in focus).

### **1. 3.2. Specific Objectives**

The specific objectives of the study are:

1. To identify factor that affects teaching reading skills.
2. To find out whether the factors are related to teachers, students or others
3. To investigate the strategies that teacher use to minimize the factors.

### **1.4. Significance of the Study**

Reading is a skill that is needed to be developed both in and out of school and appropriate reading instruction is essential to improve factors that affect teaching reading skills. Therefore, the study may contribute for: teachers, students and other researchers.

Firstly, the finding of the study may help teachers to get more insights and fundamental backgrounds about teaching reading skill, to enhance reading strategies, and to encourage learners to be effective readers. The study might give teachers some useful insights or implications to adapt suitable strategies and develop effective approach to tackle problems related to teaching reading skills.

Second, this study is helpful not only for EFL teachers but also for students. The students are encouraged to be conscious of several reading strategies, and create a more suitable learning environment appeal to the reading strategies. Consequently, they can also improve and monitor their learning and become autonomous learners. The study also serves as a stepping stone for other interested researchers in the area. They may study issues related to the title under discussion using different research method and design.

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

The study focused on assessing factors that affect teaching reading skill. In relation to this, whether the factors are related to teachers, students or others and the way the factors are minimized was focused. The study was conducted in government school in East Wollega Zone, Oromia Regional State, Ethiopia. The school is called Gudaya Jare Secondary School. Only grade 9 English Language teachers and students were focused and taken as a study sample. This school is selected purposefully based on its convenience to the present researcher. It does not cost the researcher much time, energy and money as the researcher is teaching in the school. Besides, it is believed that the staff members helped the researcher with necessary data including frequent classroom observation permission.

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

A more reliable and comprehensive result would be achieved if the study included a number of secondary schools in the zone or in the country. However, this is practically impossible because of constraints of time, money and energy. Apart from this, the researcher faced one basic problem. The problem was that EFL teachers were not teach reading activities. Rather, they taught other skills like grammar, vocabulary and writing. That created a problem for the researcher not to observe the reading classroom as continuously as possible. The reason that the teachers suggested for not teaching reading skill was that they have never taught reading skills before. That means, they usually skip over the reading tasks as they think it time taking. However, discussions were made with the teachers so many times to arrange a reading classroom for observations. As a result, the researcher accomplished all the procedures by being flexible and a man of purpose. Finally, it is hoped that the study is conclusive although the above limitation has its own impact.

## **1.7. Organizations of the Thesis**

The first chapter deals with the introductory section that contains background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, limitation of the study, organization of the study and operational definitions. The second chapter deals with review of related literature where the present researcher reviewed the previous works that are meant to provide background information on teaching and learning reading skills. Chapter three is all about the methodology of the study. In this chapter the researcher addresses issues related to the research design, study area, data sources, sampling technique, data gathering tools, data analysis techniques and ethical issues in the research.

## **1.8. Operational Definitions of Key Terms**

**Reading-:** is an active process which deals with understanding, comprehending, interpreting and evaluating of a written text (Hudson, 2007).

**Reading Comprehension-** constructing meaning from what has been read (Pretorius, 2007)

**Reading Skills-** refers to the way students read the text, understand the text, interpret the text, and the process of extracting meaning from written text and associate it with their prior or knowledge (David, 2005).

**Reading Strategy:** It is a conscious means or procedures of understanding of written texts based on the reader's purpose of reading (David, 2005).

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. Introduction**

Reviewing related literature is very essential to design relevant research instruments and to make the finding of the study more comprehensive. Accordingly, this chapter presents the review of related literature and scholarly experiences concerning teaching reading skills. In view of this, the chapter reviews the previous works that are meant to provide background information on the teaching/learning reading skills. It presents, explains, quotes and analyzes some of the journals, articles, researches and books written in relation to reading.

#### **2.2. The Concept of Reading**

Different scholars define the word reading in their own world outlooks and fields of specializations. For instance, Allison (1989) defines reading as more than just knowing words and grammar. It is a cognitive process that involves decoding symbols to arrive at meaning. Hudson (2007) also defines reading as an active process of constructing meanings of words. Miller & Groff (2008) explains reading as an interactive process in which the reader's prior knowledge of the world interacts with the message conveyed directly or indirectly by the text. It is a process that passes through various stages (before, during and after reading) at which different tasks need to be performed.

Skilled readers understand the process and employ different strategies automatically at each stage. Content area teachers can enhance a student's ability to understand the process and employ effective reading skills through classroom activities referred to as instructional scaffolding. Reading is interactive. The mind of the reader interacts, conducts a dialogue, and actively engages with the text to decode, assign meaning and interpret (Tarchi, 2010).

Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. Although the reasons for reading may vary, the primary purpose of reading is to understand the text (Fitirisia, 2015). Reading is a thinking process. It allows the reader to use what he/she may already know, called prior knowledge. During this processing of information, the reader uses strategies to understand what they are reading, use themes to organize ideas, and use textual clues to find the meanings of new words (Karami, 2008). As to the scholar, each of the three components of reading is equally important. Let us take a look at the components. To derive meaning from print, for it to make sense beyond mere

"decoding," the reader must have a knowledge base, or "mental schema," in order to make associations with the concepts presented in the text. A person in the act of reading is actively, if unconsciously, engaged in a dialogue with the text, figuring out its meaning, linking it with known material or world experience, perhaps questioning or challenging the ideas presented on the page.

To sum up, reading is a mental or cognitive process that involves readers to follow and respond to message from writer who is distant in space and time. Reading is an interactive process between the reader, the text, and the writer. It should not only be receiving information, and it is a process of understanding texts through evaluating the opinion and the intention of the writer. Reading cannot occur without the reader understanding his own world and the world expressed in text. It involves multiple cognitive, emotional, and social abilities, each of which influences the beginning reader's success. Therefore, it is an interactive process between the reader and the writer.

### **2.3. The Importance of Teaching Reading**

The purpose of reading determines the way the reader reads. Regarding this, Hedge (2000) explains that one text may be read in variety of styles and that reader will have different purpose at each stage of reading process and will apply appropriate strategies. In addition to this, Nuttal (1996) said that we read because we want to get something from the writing. However, in the reading process a reader might not comprehend the message that the writer want to transmit. Nonetheless, the process is clear enough for us to say that reading is the means of getting out of the text as nearly as possible the message the writer put in to it. Therefore, the main purpose of reading is to get message from the writer. Based on the above citation one can understand that the purpose of reading can affect the strategy of reading to be applied by the reader.

Though it is vast to list all the advantages of reading, some can be put as follows. It is true that one has to read to know historical past events to relate with existing situation and to forecast. Similarly, nowadays, because of developments in technology, the ability to read is becoming an activity of business life. This is because throughout the world, very essential and current scientific facts, instructions (warning, notice, rule and regulation) and entertainment are being distributed usually through a script. Thus, being able to read especially in the English language is to benefit a lot (Miller & Groff, 2008).

This is also true of school community. For instance, teachers need to read for updated and relevant knowledge sources. So that their learners can exploits ample experiences. Moreover, Tarchi (2010) states that being able to read skillfully and flexibility is important use of language. Frazer (2007) also noted that understanding a written text means extracting the required information from it as effectively as possible. From this it can be understood that the ability to comprehend a written text requires a special skill of reading and this is the most important issue that the study concentrated on.

#### **2.4. Stages of Teaching Reading**

Reading is a process that involves recognizing messages that leads to the development of comprehension. According to David (2005), reading is a process that negotiates the meaning between the text and its reader. The reading process involves three stages. The first is the *pre-reading* stage, which allows the reader to activate background knowledge, preview the text, and develop a purpose for reading. A strategy for students to utilize during this stage is to look at the title of the selection and list all the information that comes to mind about the title. In short, it is a stage at which learners devise their reasons of reading, answer questions that activate their background knowledge about the topic, and explore their expectation and prediction about the text they are going to read (Hudson, 2007).

The second stage occurs *while reading*, when the reader makes predictions as they read and then confirm or revise the predictions. While-reading is a stage of reading that requires reading silently and slowly. It also involves reading for gist and detail. Students silently and quickly read the passage and answer gist questions that require an understanding of the general purpose of the text. They read silently and more slowly to answer a number of questions designed to develop more detailed understanding of the text and infer meaning of new words from context. The final stage occurs *after reading* and allows the reader to retell the story, discuss the elements of a story, answer questions and/or compare it to another text. For example, students can create summaries, where they take a huge selection and reduce it to its main points for more concise understanding (Ozek, 2006 & Simon, 2010)

#### **2.5. Teaching Reading Skills**

According to Fitirisia (2015) and Karami (2008), there are at least four distinctive approaches to the teaching of foreign language reading. Firstly, grammar translation is an approach that students may be taught to read texts written in the foreign language by translating them in to the native language. As a result meaning is taken at the sentence level with less attention paid to the meaning of the text as a whole and meaning is constructed

through the native language, not directly from native language. Secondly comprehension question and language work in an approach that focuses on teaching textbook containing short passages that demonstrate the use of foreign language word or part of grammar. These texts are short enough to encourage students to read them word by word and followed by comprehension questions and exercises. Thirdly, skills and strategies in an approach that the teacher has to prepare for the students to read one or two page passage from a text book by providing any background knowledge needed for a comprehension. This preparation may include pre teaching vocabulary that appears in teaching passages. Students then read the passage silently while keeping in mind two or three while reading questions. Finally, extensive reading which is a key approach helps students become willing and able readers in a foreign or second language. From this, one can infer how much teaching reading skills are creative for students understanding the strategies to be applied in and outside the classroom.

## **2.6. Roles of Teaching Reading Skills**

The way teachers think, understand and value instruction influences their practice in teaching. According to Bell (2001) and David (2005), research on teachers' perception consists of three basic assumptions. The first one is the teachers' perceptions influence their judgment. Second, perception plays role in how information on teaching is translated into classroom practices. Third, understanding teachers' perception is essential to improve teaching practices and teachers educational program. Because teachers are critical factors in implementing appropriate approach, their values, attitudes and perceptions about their classroom practices affects their teaching reading skills. Besides, classroom practices are based on a logical system of perceptions. Yet past researches on teachers' practices has focused little attention on the thought and perception teachers have about their practices (Nation, 2005). Similarly, according to Hotter (1997), teachers' perceptions are central to the instructional strategies they implement. They become one of the foremost important factors in driving teachers' action in class and contributing to the effectiveness of teaching learning. Therefore it is essential to have teachers' perception system, in order to begin to identify and understand the variable that mediate the difference between teachers' understanding of teaching strategies and their classroom practices (Anderson, 1991). From this, one can conclude that, teachers' perception have its own role in addressing effective strategies of teaching reading to the students and supporting students on the bases of their weakness in teaching learning process.

## **2.7. Factors that affect Teaching Reading Skills**

According to scholars like: Allison (1989), Nation (2005), Pretorius (2007) and Simon (2010), there are different factors that can affect the teaching of reading skills. Some of the factors are discussed below.

### **2.7.1. Environmental related factors**

One of the biggest problems faced by EFL teachers in teaching reading in developing countries like Ethiopia is the quality and quantity of learning resources available to each student like desks, textbooks, and other teaching and learning supplies (Achamyeleh, 2011). Large classroom can negatively affect two significant and inter related aspects of teaching practices: instructional time and classroom management. Regarding the former, there is a research that suggests teachers in large class devote too much on instruction and integrated reading and writing tasks (Nation, 2005). Other research indicates that teachers in smaller classes are more likely cover arrange of subjects. Large classes take a toll on the teachers' ability to manage time to be devoted to instructions, task management and behavioral management.

Similarly, Simon (2010) also report that larger classes are noisier and that pushing crowding and hitting occur more often in large class than smaller. Class size may also impact teachers' motivation and job justification. The scholar constructed the conceptual model that considered the impact of class size on teachers' morale and enjoyment of their profession which in turn impact on students' engagement. From this one can understand the physical constraint can affect teaching reading.

### **2.7.2. Students' Comprehension Skills**

Comprehension involves constructing meaning from what is being read. Reading truly has no purpose without comprehension (Pretorius, 2007). In order to comprehend text, a reader must actively and intentionally think about and analyze meaning while reading. Good comprehension requires strong abilities in all four of the other fundamental literacy skills. Students must consider many bits of information while reading to comprehend the text such as genre, text structure, the author's purpose and familiar and unfamiliar words. Strong comprehension encourages self-directed learning and lifelong reading. According to Ling (2011), comprehension involves getting meaning from what has been read by connecting it to what the reader already knows and thinking about what has just been read, until it is understood. It is the goal of reading instruction. It has also been determined that systematic

and explicit instruction is the most reliably effective approach in teaching the foundational skills. Systematic instruction refers to a carefully thought-out step-by-step approach, where skills and concepts are taught in a very specific sequence. Explicit instruction refers to how the skills are presented in a very direct way. Students are given clear objectives and then lots of practice to master each new skill (Ozek, 2006).

### **2.7.3. Students' Background Knowledge**

Background knowledge plays an essential role in reading comprehension. In an effort to comprehend a text, students rely on their background knowledge to link what they already know to the text they are reading. Background knowledge includes both the reader's real world experiences and literary knowledge. Drawing parallels between background knowledge and texts helps students become active readers, improving their reading comprehension (Nation, 2005 & Hudson, 2007). Most readers relate what they've read to what they know. So it's important for kids to have background or prior knowledge about the world when they read. They also need to be able to "read between the lines" and extract meaning even when it's not literally spelled out. For example, a child is reading a story about a poor family in the 1930s. Having knowledge about the Great Depression can provide insight into what's happening in the story. The child can use that background knowledge to make inferences and draw conclusions (David, 2005).

### **2.7.4. Students' Lack of Vocabulary**

Vocabulary involves gaining meaning from words while reading. Essentially, a student cannot comprehend or construct meaning from text without understanding the words within the passage. A child with strong vocabulary knowledge is able to read more fluently and with more purpose. As to Bell (2001), a child's vocabulary grows daily through conversation, reading, direct instruction and life experiences. Reading aloud to children every day and explicitly teaching selected words help nurture strong vocabulary knowledge (Harmer, 1991). Tarchi (2010) argues that the way students have mastered vocabulary skills affects their reading comprehension. Students must be able to comprehend a familiar word and its relationship with other words within a text. Mastering vocabulary includes recognizing a word's part of speech, definition, useful context clues, and how it functions in a sentence. These vocabulary strategies can help improve comprehension.

### **2.7.5. Teachers' Related Factors**

Teacher related factors are more of professional matters. For example, teachers' failure to activate learners' schemata leads to students' reading difficulty. This strengthens the idea

that most teachers are uncertain about helping students with language preparation (Bell, 2001). According to him, they also lack knowledge for selecting or devising reading comprehension tasks. Besides, their excessive help prevent students from developing the necessary reading skills. Oversimplification decreases students' dependency rather than independency. In short, teachers' little idea about how to teach reading yields students reading problem (Simon, 2010).

In teaching reading, teacher-student interaction allows teachers to recognize the need of individual students and customize instruction and assignments. Teachers know the students better and can recognize problems and what they need specially. Students are more likely on task and less likely to talk among themselves. They create fewer discipline problems and engage in allowing teachers to devote more time to instruction and less to controlling the class. Harmer (1991) finds out in his study that large classes bring difficulties to both teachers and students in the process of teaching learning. It is difficult for teachers to contact with the students sitting at the back and for students to get the individual attention, and it is even impossible to organize dynamic and creative teaching and learning sessions (Allison, 1989). From this, it can be concluded that effective teaching is influenced by the importance of giving attention not only to the class at large, but also to the individual learners. This means paying attention to individual learner can help teachers to identify students' in terms of their intelligence, interest and learning style. Learning is achieved when students are exposed to varieties of learning styles and preferences.

This could have implication for the methodology of teaching (Frazer, 2007).

#### **2.7.6. Foreign Language Reading Anxiety**

According to Tarchi (2010), foreign language reading anxiety is claimed to intervene in the reading process and turns reading into unpleasant experience for students. It leads learners feel frustrated and anxious while reading. Students became anxious when the cultural content the text has some futures of reading course they are taking. Due to these situations they become closer to say 'I can't' while they are reading. Furthermore students can develop serious anxious about covering the set of reading specially, if they feel they are obliged to read and note from cover to cover (Bell, 2001). As to Bell (2001), some misconceptions aggravate reading anxiety. This misconception is considering reading is just answering the comprehension questions, reading is private act and reading it is a linear process. Therefore, it becomes obvious that language anxiety takes up processing capacity and diminishes the amount of attention that the students have to give the reading task.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOG**

#### **3.1. Research Design**

The research design is prepared by the researcher after the formulation of research problem, reviewing of literature and developing of hypothesis or research questions (Daniel, 2004). Accordingly, a descriptive research design especially cross-sectional survey research type was used to conduct this study. Cross-sectional surveys help to gather information from a relatively large number of populations at a distinct time based on a limited number of subjects. Geoffrey (2005) stated that a cross-sectional survey research design is used when an investigator desires to research into the performances or behaviors of a limited number of subjects. Therefore, a cross-sectional descriptive survey design was prepared with an object of collecting relevant data with the minimum efforts and with minimum of expenditure, just to control wasteful expenditure to answer the research questions raised in this study.

#### **3.2. Research Method**

Both methods were used because the combination of the two methods is essential to substantiate the weakness of one method with the strength of the other (Kothari, 2004). On top of this, the mixed approach of the two methods is very essential to secure the internal and external validity of the study (Geoffrey, 2005). The data that was obtained through questionnaire was tabulated, changed to percentages and analyzed quantitatively. On the other hand, the data that was obtained through classroom observation and interview was analyzed qualitatively. That means, the responses were organized based on their thematic relationships. Similar responses were categorized under the same heading based on the traits they were intended to measure or based on the basic research question they were intended to answer.

#### **3.3. Study Population**

The population of this study was Gudaya Jare Secondary School of English language teachers, students and schools principals. The rationale for selecting this secondary school was that having served as a teacher for a number of years in the school; the researcher has been acquainted with the educational practices in the target school in relation to teaching reading skills. This can give the researcher both administrative convenience and good insight into the actual research concern.

### **3.4. Types and source of data**

To achieve the objective, the study was used both primary and secondary data sources. The primary data sources of the study were obtained from grade 9 English language teachers and students collected through questionnaire, classroom observation and interview. Secondary data for this study were gathered from a variety of sources. The general objective of this study was to assess factors that affect teaching reading skills.

### **3.5. Sample Design**

The success of the research study is largely based on proper identification of the sample to be selected for the study. The method for selecting is normally known as sample design. It is a sample plan already decided before data is collected from a given population. The accuracy of research findings largely depends upon the way the study selected sample. Sampling, therefore, is the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group. A sample is a subgroup of the population you are interested in. Consequently, sampling procedure, a sample and sample selection for the study was involved multistage sampling technique. The study was employed both random sampling or probability sampling and non-random/non-probability sampling designs selecting a predetermined sample size. Three stages were followed to select sample students.

#### **3.5.1. Sample School Selection Techniques**

In a bid to cater for all languages and assign responsibility to each, there is a need for language planning, policy development and implementation. To this end, a National Policy on Education Training was formulated in 1991 (Revised in 2002/3 and 2012/13). Based on this education policy, there are two secondary schools (grade 9 and 10) and two preparatory schools (grade 11 and 12) in Gudeya Bila district. From these two secondary schools, Gudaya Jare Secondary School (grade 9 and 10) was selected using convenience sampling techniques because the researcher has been working in the school for the last eight years. Moreover, to the researcher's best knowledge factors affecting teaching language skills has been scarcely investigated from the point of view of teaching reading skills in Gudaya Jare Secondary School. This was allowed the researcher to conduct the research well with minimum cost in Gudaya Jare Secondary School that enrolled large number of grade 9 students.

### **3.5.2. Sample Teachers Selection Techniques**

As it is indicated above, the participants of the study were grade 9 EFL teachers and students. The total numbers of the EFL teachers teaching grade 9 are 5. Thus, in this study all grade 9 English language teachers were selected using purposeful sampling technique. This technique involves deliberate selection of sample which represents the whole universe. Therefore, as the EFL teachers are manageable in number, the current study was wanted to include the whole grade 9 English language teachers available in the school.

### **3.5.3. Sample Students Selection Techniques**

To determine the sample size, grade 9 students were included in order to get different ideas of students learnt from different teachers in different grade level. Hence, out of 748 total students in grade nine, 150 (20%) of the population were determined as sample size based on Kothari (2004) principle. As to Kothari (2004), 20%-30% of the total population can represent the total population, and it is possible to generalize to the entire population.

Finally, from each of sample sections per grade level, 150 sample students were selected using simple random sampling technique. As this sample is probability, there is every equal chance for all the items of the universe to get selected.

## **3.6. Instruments of Data Collection**

The instrument of data collection to be used is based on the research objectives and questions. According to (Salkind, 1991), if an incorrect instrument is to be used, the validity of the study will be worthless. Therefore, the present researcher used EFL teachers' interview, classroom observation and students' questionnaire as instruments of data collection. Each of the instruments is discussed below.

### **3.6.1. Interview**

Interview was the major data gathering tools for the study for two reasons. First, as it is indicated earlier, the study was descriptive in which interview is the relevant tool. Second, the participants with whom the interview was conducted were few in numbers. As a result, the present researcher could gather data as thoroughly as possible. Therefore, semi-structured interview was conducted to collect pertinent information from 5 EFL teachers. A semi-structured interview was employed as it allowed a wider freedom to ask further questions, and to control the direction of the interview so that the participants were elicited the desired data.

In this study, five questions were developed from review of related literature in line with the

basic research questions and the research objectives. The interview was conducted in the form of face-to-face that can enable respondents to address matters in their own terms and words. The interview was conducted after the classroom observations were over to avoid respondents' biases.

### **3.6.2. Classroom Observation**

Classroom observation is important in descriptive and other qualitative research for collecting genuine data on teachers' and students' behaviors in the actual teaching learning setting (Geoffrey, 2005). Thus, it helps the present researcher to obtain practical data on how teachers teach reading skills in the classroom, and to identify the problems that teachers may face in teaching reading. The checklist contained 10 items which were designed in the form of "Yes" or "No" items. Two sections were selected randomly and observed two times each to gather data on the three research questions. The observation was based on the permission of the EFL teachers. The observation was carried out within one-week interval in each classroom. Each observation was lasted for one period (40 minutes).

### **3.6.3. Questionnaire**

Questionnaire is an important tool which is often used to gather and elicit the responses of participants to specific factors in their learning process (Dörnyei, 2007). As to the scholar, questionnaire is among the most efficient and comprehensive ways to assess language teaching and learning factors. Besides, questionnaire is easy to construct, extremely versatile and uniquely capable of gathering a large amount of data from large number of respondents quickly. The data obtained through questionnaire can easily be numerically coded and entered to a computer data base. Questionnaire consists of 22 statements was designed based on the five points Liker scale ranging from 1 (strongly disagree) to 5 (strongly agree) were developed to assess factors that affect teaching reading skills. It is important to remember that the Liker scale does not measure attitude per se. It does help to place different respondents in relation to each other in terms of the intensity of their attitude towards an issue. Therefore, in this study it was shown the strength of one respondent's (student's) view in relation to that of another and not the absolute attitude.

To triangulate with the above, 3 open-ended items was designed to give to get idea expression for students. The study was mostly adapted and modified questions that developed by Hudson (2007), Tarchi (2010), Pretorius (2007) and Karami (2008) to answer the three research questions. These research questions were designed to solve problems

related to reading in general and factors that affect teaching reading skills in particular. Little modification on the questions was held to answer the specific research objectives. Before distributing the questionnaire to respondents, a pilot study was carried out on Bako Secondary School students to check the effectiveness of the questions and to make any necessary improvements on the translations (only the Afan Oromo version of the questionnaire was piloted). Therefore, five judges (Afaan Oromo major teachers) was given their opinion on the validity of the questionnaire inquires.

Distribution of the questionnaire was held during English language period after obtaining permission both from the school and the subject teacher. The researcher distributed copies of the questionnaire to sample respondents that were taken around 30 minutes.

### **3.7. Procedures of Data Collection**

The data for this research was collected through questionnaires, interviews and classroom observation. All sample subjects (EFL teachers and grade nine students) of the target school was identified. The researcher was not administered all data gathering tools at the same time. To begin, the researcher was prepared the questionnaire and distributed it to the sample students. This was followed by the observation of teachers and students' interaction in the classroom. At the end of observation, the researcher was conducted semi-structured interview with sample English language teachers. Then, the views of respondents, which was obtained from interviews and questionnaires were collected and identified. Finally, the problem that was collected using aforementioned gaps was analyzed and interpreted.

### **3.8. Data Analysis Techniques**

In research process after the data is collected it is required to analyze the meaning of objective. The collected data is processed through various operations. So in order to make raw data meaningful these operations were helped us to draw proper conclusions. Moreover, the way you analyses the information you collected largely depends upon the type of information (descriptive, quantitative, qualitative or attitudinal); and the way you want to communicate your findings to your readers. Therefore, in this study the data that was gathered through the three data collection instruments was analyzed differently but triangulated.

To analyze data collected from students, first the questionnaires was filled in by the students, and then questionnaires were collected and checked for completeness. The items were tallied carefully. As a result, descriptive statistics such as frequency and percentages were computed

to see the results of the questionnaires. On the other hand, the data that was obtained through teachers' interview and classroom observation was thematically categorized and analyzed.

After each research question, the researcher will go further for drawing of general inferences so that he will arrive at making of statement. The ability of any research is largely based on its capacity of making general statement. Accordingly, scores that lie on scales '*strongly agree*' and '*agree*' were interpreted as '*agree*'. Whereas, scores that lie on '*strongly disagree*' and '*disagree*' were taken as '*disagree*'. This is because the difference of the level of agreement between each pair was not believed to significantly affect one's actual judgment in the real practice of teaching and learning processes. Then, interpretations were given to make the data clearer and understandable.

The qualitative data that was collected through teachers' interview and classroom observation was thematically interpreted. Finally, all the data that were collected through the three instruments were triangulated to arrive at sound conclusions regarding factors that affect teaching reading .

## **CHAPTER FOUR**

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

#### **4.1. Introduction**

This chapter deals with the presentation, analysis, interpretation and discussion of the data Obtained through and teachers' interview, classroom observation and students' questionnaire. The data collected through EFL teachers' interview and classroom observation were categorized according to their thematic relationships and interpreted qualitatively. Whereas, the data collected through the administration of students' questionnaire was tallied, tabulated, changed to percentages and analyzed quantitatively. Separate section was given for the analysis of the data obtained through each instrument but they were triangulated with each other in the result and discussion section.

#### **4.2. Analysis of Teachers' Interview**

As mentioned in chapter 3, 5 English Language teachers were selected through availability sampling technique for interview. Accordingly, they were asked five questions each to get additional data.

The 5 EFL teachers were asked as an introductory question whether they teach reading skills or not. Some of them responded that they teach reading skills for some extent. They reported that they provide reading activities by contextualizing them to different existing situations or by encouraging them to practice what is given in the textbook or outside the textbook to some extent. The reading activities they gave include: sentence completion, filling in charts, guessing the meanings of key words contextually, comprehension questions, reference questions, report writing, summary writing etc. However, the interviewees suggested that giving frequent reading activities for students was a big challenge in teaching English.

In response to the challenges, the teachers were asked to suggest their views regarding the factors that affect teaching reading skills. Most of them revealed that they experience problems in teaching reading in their English classroom. Almost all of the interviewees commonly agreed that there were different factors that affect the teaching of reading skills of Gudeya Jare Secondary School.

T1 said:

There are different factors that affect teaching reading skills at Gudeya Jare Secondary School. Among these, insufficient reading sources are one. There are not sufficient English reading books in our schools. There was no enough reading book in the library as well. The above reflection showed that there were insufficient English reading books in their schools. There were no enough reading books in the library and even there were no sufficient student textbooks in the school. The teachers strongly argued that reading materials really affected the reading potentialities of our learners, and the efficiency of the teachers as far as teaching English reading is concerned.

T2 said that:

Different factors, even there are no sufficient student textbooks in the school. There is lack of resources like tape recorders, photocopy machines, posters, flip charts, reading rooms and other resources that support the teaching of reading. Ministry of Education should provide those materials depending on the above reflection the factor was lack of resources that are used to facilitate the teaching of reading skills in the school. The teachers stated that there were no tape recorders, photocopy machines, posters, flipcharts, reading rooms and other resources that support the teaching of reading. The school did not get enough material support from the Ministry of Education. They suggested that if Ministry of Education provides those that facilitate the teaching of reading, the standard of teaching and learning reading will definitely be improved.

T3 said:

The number of students in the class is very large. Thus, it is very difficult to teach reading skill as it needs practice. It affects not only the teaching of reading but also students' engagement and practice of reading. The other thing is insufficient text books and reading materials in the library.

The third factor that was mentioned above by teachers was large class size. As to the teachers, the impact of large class size on the teachers' morale and enjoyment of profession was immeasurable. It affected not only the teaching of reading but also students' engagement and performance.

T4 said:

As I personally think, some of the English teachers in my school have poor perception regarding teaching reading skills. Some teachers gave less value to teaching reading skills;

rather they gave due attention to teaching grammar and vocabulary. Thus perception is the main factor for me.

The fourth factor as some of the teachers mentioned above was poor perception of teachers regarding teaching reading skills and strategies of reading. Some teachers give less value to teaching reading skills; rather they give due attention to teaching grammar and vocabulary.

T5 said that:

For me, students' poor comprehension skills are factors. Students were ineffective in comprehending reading tasks and activities. They do not understand the text after two or three times reading.

The other factor mentioned above was students' poor comprehension skills. Reading comprehension, which involves constructing meaning from what is being read, is not an easy task as far as the participants were concerned. This was why students were ineffective in comprehending reading tasks. This finding was similar with that of the finding obtained by Pretorius (2007) that reads: most secondary school students were ineffective in comprehending reading activities as it requires strong abilities in all fundamental literacy skills. In addition to this, teachers' failure to initiate the students to practice reading better is another factors listed to the above factors. Accordingly, most teachers are uncertain about helping their students with language preparation and achievement. Their reluctance prevents students from developing the necessary reading comprehension skills. The teacher also stated that teachers' lack of parental involvement was another factor. He assured that parents were very weak in following their children to read their textbooks and practice reading at home.

The teachers were also asked whether the factors were related to teachers themselves, students or other factors. All of them confirmed that the factors were related to teachers, students, school, ministry of education and parents. The teachers were not teaching reading skills as to the standard. Few of them were teaching reading skills without applying all the methods, strategies and without following steps of teaching reading skills. Students, as stated above, were poor and ineffective in comprehending reading tasks. Ministry of education was not effective in making the school productive by providing all the necessary reading resources. Schools should not try its best to convince parents through teacher-parents' meeting to buy reading books for their children as suggested during the teachers' interview. As learners spend more time at home than at school they could be guided more by their parents by strengthening the foundation of reading skills. Parents should be actively involved

in developing those skills through guided reading at home after school. Their assistance is valuable in adding up to the knowledge gained at school.

The teachers were also asked to mention the strategies they use to minimize the factors that affect the teaching of reading skills. They forwarded that motivating and encouraging the students to practice reading in and out of the classroom is very important. They also recommended that making the reading activities interesting and life related is essential because the students can possibly share experiences and produce more English. The teachers also suggested that giving frequent activities and tasks for students to practice can minimize their reading problem. Finally, advising the students to enjoy and value reading is very important because it helps them in their future life.

In general, the data obtained from teachers interview is : insufficient reading materials in the school, lack of resource to facilitate teaching of reading skill ,poor perception of teachers regarding teaching reading skill ,students poor comprehension skill, students poor background knowledge and large class size are the factors affecting reading skill investigated in this study.

The other thing is in order to minimize the factor; motivating, encouraging the students to read in and out of school and making reading life related are the issue obtained.

The obtained result has similarity with the previously studied but the difference is also the factors were related to teachers, students, school and ministry of education as a whole.

### **4.3. Analysis of Classroom Observation**

As it was mentioned under the methodology part, the observations were carried out eight times within all sections. They were conducted at one week interval to establish the recurrence or frequency of teaching reading skills.

**Table 1: Observation checklist**

No.	Items to be observed	Observed Sessions							
		1	2	3	4	5	6	7	8
1	Giving different reading tasks and activities	√	√	√	√	√	X	√	√
2	Giving clear instruction at each reading stages to the students.	X	√	X	x	√	√	X	X
3	Coming to the class with text book (both teachers and students)	√	X	√	x	√	X	X	√
4	Moving around and monitoring what students are doing while reading	√	√	X	√	√	X	√	X
5	Supplementing the lesson with teaching aids and materials.	X	X	X	x	X	X	X	X
6	Participating in reading process actively	√	√	X	x	X	√	X	X
7	Encouraging students to read in English class and to present their view freely	√	X	X	x	X	X	X	X
8	Involving students in reading lesson	√	√	X	x	X	X	X	X
9	Passing through the three stages of reading	X	X	X	x	X	X	X	X
10	Using different reading strategies	√	√	X	x	X	X	X	X

In the first day observation, the researcher familiarized himself with the classroom situations and collected some background information concerning reading lessons. All of the observed teachers tried to give reading tasks and activities. However, the teachers did not give instructions for students especially on how to read, and what type of reading strategy they use. Most of the reading lessons were not silent and individual because some of the students were without textbooks. As a result, few students read aloud and the others listened to the readers. This kind of reading was not good because reading is a cognitive and silent process. Therefore, absence of sufficient textbooks as reported during the teachers' interview was one factor that hinders the teaching of reading skills.

The reading lessons were not supported by teaching aids. For example, one reading text observed was a poem about Scorpion. Most of the language structures and the words were very difficult for the students to guess and visualize. That means, they may not easily guess

the meanings of the key words because it was not related to their background. As a result of that the students' participation was minimal.

In all the observations, it was observed that there were no inviting reading sessions. A classroom without inviting reading task does not encourage learners to read on their own and therefore, they do not acquire reading skills as expected. It was noticed that the students faced shortages of reading books (textbooks). It was observed while books were shared and rotated among the learners when reading. Most learners were not observed having textbooks therefore, they did not practice reading. Few students stood in front of the other students and read the text as loudly as possible. Overcrowded classes were discovered in the school. With overcrowding, combined with reading book shortages, the development of reading in English became nearly impossible. As to the researcher's experience, overcrowding in a class, obviously results in poor reading achievement, disciplinary problems, poor classroom Management.

The observed sections did not meet some of the required benchmarks of reading in English classroom. For example, questions were answered without comprehension of the text; reading was not silent and not individual; no stages of reading like pre-reading, while reading and post reading followed; no observable reading strategy used by students. Good reading habit by learners was not demonstrated adequately as they only read for decoding. Reading for understanding information and enjoyment as well as fluency were done only by few fast readers and most read at slow pace. As far as the observation was concerned, the EFL teachers did not give opportunities for their students to practice reading in English in the classroom. At the same time, students were not highly motivated to practice reading from the bottom of their heart.

#### **4.4. Analysis of the Questionnaire**

In order to analyze the data obtained through questionnaire; the items in the questionnaire were grouped according to the traits they were intended to measure. After considering the contents of the items, names or labels were assigned to each factor of teaching reading skills. Scores that lie on scales 'strongly agree' and 'agree' were interpreted as agree and scores that lie on scales 'strongly disagree' and 'disagree' were taken as 'disagree' . This is because the difference of the level of agreement between each pair is not believed to significantly affect one's actual engagement in the real practice of teaching and learning processes.

**Table 2: Large class size**

No	Items	Levels of Agreement									
		Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
		No	%	No	%	No	%	No	%	No	%
1	It is very difficult for my English teacher to teach reading skill as the class is very large.	28	18.7	23	15.33	8	5.33	43	28.66	48	32
2	We cannot practice reading individually because there are large students in the class	24	16	31	20.7	11	7.3	51	34	33	22
3	The number of students in my class are very large to practice reading	27	18	29	19.33	13	8.7	37	24.66	44	29.33

As it is seen in table 2, Item 1 asked the students whether it is very difficult for their English teacher to teach reading skill as the class is very large or not. Accordingly, 91 (60.66%) of them agreed while 51 (34.03%) of them disagreed with the statement. Very few of the respondents, 8 (5.33%) of them were undecided regarding the item. Similarly, In the same table Item 2 asked the students whether they cannot practice reading individually because there are large students in the class or not. More than half of them, 84 (56%) of them, agreed while 55 (36.7%) of the respondents disagreed with the idea. Few number of the respondents, 11 (7.3%) of them, answered that they were undecided with regard to the item. In the same table (Item 3), the students were also asked whether the number of students in their class is very large to practice reading or not. As such, 81 (53.99%) of them agreed while 56 (37.33%) of them disagreed regarding the item. Few numbers of the respondents, 13 (8.7%) of them, were undecided concerning the item.

From the above data one can conclude that large class size is a factor that affects the teaching of reading skills. More than half the respondents, (56.11%) of them, confirmed that large

class size affects the teaching of reading skills. Besides, large class size hindered the students not to practice reading comprehension.

**Table 3: Teachers perception of teaching reading item**

No	Items	Levels of Agreement									
		Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
		No	%	No	%	No	%	No	%	No	%
4	I think my English teacher has negative attitude towards teaching reading skills	35	23.3	36	24	6	4	31	20.7	42	28
5	My English teacher has never taught me reading skills	37	24.7	34	22.7	9	6	35	23.3	35	23.3
6	My English teacher has never given me any reading task	29	19.33	41	27.33	11	7.33	48	32	21	14
7	My English teacher does not encourage and advise me to practice reading.	26	17.33	33	22	14	9.33	38	25.33	39	26

As it is reflected in the above table 3 (Item 4), the students were asked to show their levels of agreement whether they think their English teacher has negative attitude towards teaching reading skills or not. Neat to half of the respondents, 73 (48.7%) of them, agreed while 71 (47.3%) of them disagreed regarding the idea. Very few number of the students, 6 (4%) of them, were neither agreed nor disagreed.

Similarly, Item 5 in the same table requests the students whether their English teacher has never taught them reading skills or not. Accordingly, 70 (46.6%) of the students were in state of agreement while 71 (47.4%) of them were disagreed with the statement. Few of the students, 9 (6%) of them, were undecided. By the same token, Item 6 of the same Table presents the students with the statement that reads “My English teacher has never given me any reading task.” Thus, 69(46%) of them showed their agreement while 70(46.7%) of them were in state of disagreement. Few number of the respondents, 11 (7.3%) of them were undecided as to the statement.

According to the information given on Item 7 in the same table, 77 (51.33%) of the

respondents showed their agreement that their English teacher does not encourage and advise them to practice reading. On the other hand, reasonable number of the respondents 59 (39.33%) of them were in disagreement with the statement. Few number of the respondents, 14 (9.33%) of them, responded that they were undetermined regarding the item.

The above data in the three paragraphs are evident that almost half of the English Language teachers in Gudaya Jare Secondary School have negative attitude towards teaching reading skills in English classroom. Around 49.27% of the respondents confirmed that their English teachers have neither given them any reading task nor have encouraged and advised them to practice reading. Half of the students stressed that their teachers jump over the reading tasks and activities.

**Table 4: Lack of Teaching Aid**

No.	Items	Levels of Agreement									
		Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
		No	%	No	%	No	%	No	%	No	%
8	Lack of teaching aids and visuals hinder me not to comprehend reading text	16	10.7	20	13.33	0	0	61	40.66	53	35.33
9	Lack of reading materials and textbook in my school affects my reading skills	19	12.66	22	14.66	4	2.7	54	36	51	34
10	There is no sufficient reading source in our library	19	12.7	26	17.33	8	5.33	47	31.33	50	33.33
11	Lack of sufficient English textbooks hinder me not to practice reading	16	10.7	23	15.33	18	12	38	25.33	55	36.66

Table 4 Item 8 presented whether lack of teaching aids and visuals hinder them not to comprehend reading texts or not. Accordingly, most of the students, 114 (76%) of them, agreed while 36 (24%) of them disagreed regarding the statement. By the same token, the students were asked whether lack of reading materials and textbooks in their school affected their reading skills or not. Most of the students, 105 (70%) of them, responded that they were

in agreement with the statement while 41 (27.32%) Table 4 Item 8 presented whether lack of teaching aids and visuals hinder them not to comprehend reading texts or not. Accordingly, most of the students, 114 (76%) of them, agreed while 36 (24%) of them disagreed regarding the statement. By the same token, the students were asked whether lack of reading materials and textbooks in their school affected their reading skills or not. Most of the students, 105 (70%) of them, responded that they were in agreement with the statement while 41 (27.32%) of them disagreed. Insignificant number of the students, 4 (2.7%) of them were under them disagreed. Insignificant number of the students, 4 (2.7%) of them were under undecided. Item 10 in table 4 presented the students whether there was no sufficient reading source in their library or not. Accordingly, 97 (64.66%) of the participants agreed with the statement while 45 (30.03) of them disagreed. Very few of the students, 8 (5.33%) were undecided. To triangulate with Item number 4, the students were asked whether lack of sufficient English textbooks hinder them not to practice reading or not on item number 11 of the same table. Consequently, 93 (61.99%) of the participants reported their agreement while 39 (26.03%) of them disagreed with the statement. Reasonable number of the students, 18 (12%) of them were undecided. Therefore, it is reasonable to conclude that lack of teaching aids and reading sources affected the teaching and learning of reading comprehension skills to large extent. Most of the students, (68.23%) of them, assured that lack of teaching aids and lack of reading sources like textbooks, reference materials and others affected teaching reading skills.

**Table 5: Parental guidance**

No.	Items	Levels of Agreement									
		Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
		No	%	No	%	No	%	No	%	No	%
12	I do not have parental guidance and tutorial program of reading at home.	14	9.33	21	14	6	4	59	39.33	50	33.33

Item 12 in table 5 presented the respondents whether they did not have parental guidance and tutorial program of reading at home or not. Accordingly, most of the students, 109 (72.7%) of them agreed while 35 (23.33%) of them disagreed regarding the statement. Insignificant number of the students 6 (4%) were undecided concerning the idea. Therefore, it is possible

to conclude that grade 9 students of Gudaya Jare Secondary School did not have parental guidance and tutorial program of reading at home.

**Table 6: Unfamiliarity of reading text**

No.	Items	Levels of Agreement									
		Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
		No.	%	No	%	No	%	No	%	No	%
13	The reading texts in my textbook are not familiar to my life and culture	34	22.66	39	26	10	6.7	36	24	31	20.66
14	I cannot understand the reading text when the topic is not familiar to my life	27	18	21	14	16	10.7	44	29.33	42	28
15	I try to understand the meaning of every word in reading text.	26	17.33	29	19.33	14	9.33	42	28	39	26

Table: 6 Item number 13 shows whether the reading texts in the students' textbooks are not familiar with their life and culture or not. Accordingly, near to half of the students, 73 (48.7of the respondents showed their disagreement regarding the statement. However, 67 (44.66%) of them were in state of agreement with the statement. Few number of the respondents, 10 (6.7%) of them, were not in a position to express either their agreement or disagreement. In relation to this idea, students were also asked whether they cannot understand the reading text when the topic is not familiar to their life or not. Thus, more than half of the students, 86 (57.5%) of them, agreed while 48 (32.08%) of them disagreed. Considerable number of the respondents, 16 (10.42%) of them, were undecided. As far as Item 15 is concerned, 81 (54%) of the respondents agreed that they try to understand the meaning of every word in reading text. Whereas, 55 (36.7%) of the respondents disagreed while 14 (9.33%) of them were undecided regarding the statement.

Therefore, it is possible to conclude that almost half of the students in grades 9 of Gudaya Jare Secondary School cannot understand the reading text when the topic is not familiar to their

background. Around (52.08%) of the students confirmed that unfamiliar reading texts can affect their reading comprehension skills. Thus, English language teachers should adapt reading texts and tasks based on students' background and experience. As a coping strategy to the factors that affect the teaching of reading comprehension skills, the students were asked a number of questions.

**Table 7: Strategies to be used**

No.	Items	Levels of Agreement									
		Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
		No	%	N	%	N	%	N	%	No	%
16	My English teacher advises me to practice reading in and out of the classroom	13	8.66	20	13.33	18	12	55	36.7	44	29.33
17	Getting varieties of reading materials and reference books improves my reading skills	24	16	19	12.7	11	7.33	39	26	57	38
18	My English teacher should provide me with different reading tasks and activities	20	13.33	26	17.33	21	14	37	24.7	46	30.66
19	My English teacher should help me in providing me reading assignments	14	9.33	8	5.33	0	0	67	44.7	61	40.66
20	My school has to provide a necessary support to teach me reading skills	20	13.33	19	12.7	14	9.33	55	36.66	42	28
21	Public libraries should be established in my town	17	11.33	22	14.7	11	7.33	50	33.33	50	33.33
22	The school library should be open at any time	22	14.7	33	22	23	15.33	41	27.33	31	20.66

Item 16 of table 7 above presented the students whether their English teachers advise them to practice reading in and out of the classroom or not. Accordingly, most of the respondents, 99

(66.03%) of them agreed while 33 (21.99%) of them disagreed with the statement. Few of the respondents, 18 (12%) of them were, undecided concerning the item. Besides, the respondents were required to express their levels of agreement on the statement that reads, “Getting varieties of reading materials and reference books improve my reading skills” on Item 17 of the same table. As a result, 96 (64%) of them agreed while 43 (28.7%) of them disagreed with the statement. Few of the respondents, 11 (7.3%) of them, were undecided concerning the item. Item 18 of the same table also asks the students whether their English teachers should provide them with different reading tasks and activities or not. As a result, 83 (55.36%) of them agreed while 46 (30.66%) of them disagreed. Significant number of the respondents, 21 (14%) of them, were undecided. Similarly, Item 19 of the same table presented the students whether their English teacher should help them in giving reading assignments or not. Accordingly, most of the students, 128 (85.36%) of them agreed while 22 (14.66%) of them showed their disagreement.

The above paragraph confirms that most of the students would like to use reading comprehension problem strategies. Averagely, around 66.03% of the respondents assured that their reading comprehension skills are improved when they practice reading in and out of the classroom, when they are provided with varieties of reading materials and reference books, and when they are provided with different reading tasks, activities and assignments.

Similarly, Item 20 of the same table presented the students whether the school has to provide a necessary support to teach them reading skills or not. Accordingly, most of the students, 97 (64.66%) of them agreed while 39(26.03%) of them showed their disagreement. Few of the students, 14(9.33%) of them, were undecided regarding the Item. Item 21 of the same table also asked the students whether public libraries should be established in their town or not. As a result, most of them, 100 (66.7%) of them, agreed while 39 (26%) of them disagreed. Significant number of the respondents, 11 (7.3 %) of them, were undecided concerning the idea. Finally, the students were asked whether the school library should be open at any time or not. As a result, 72 (48%) of the respondents were in the state of agreement while 55 (36.7%) of them showed their disagreement. Reasonable number of the students, 23 (15.3%) of them, were undecided regarding the Item.

Therefore, it can be concluded from the above paragraph that students have to be provided with necessary supports to teach them reading comprehension skills. Around 60.28% of the students confirmed that they should be provided with productive learning environment. As to

the respondents, public libraries should be established in their town and the school library should be open at any time.

In addition to the close-ended questions, three open-ended questions were provided for the students not only to get additional data but also to allow them greater freedom of expression in relation to the three basic research questions. Accordingly, Item number 1 asked them how often they practice reading in English in the classroom. This question is not directly framed from the basic research questions but it leads the researcher to that direction. Few of them responded that they practice reading in English classroom but the frequency of their practice varies. On average, they can used to practice reading twice a month. Thus, they are given little practicing time to improve and develop their reading skills. This limitation by itself has its own impact on the students' confidence of developing reading skill.

The students were also asked to mention factors that affect the teaching of reading skills. Although the respondents listed various factors that affect the teaching of reading skills using their own language, the researcher categorized the responses in to four factors based on their thematic relationships. First, they mentioned that English language teachers were not interested to teach reading skills. They had less interest to teach reading in English classroom. Second, some of the students assured that lack of parental encouragement to practice reading was another major factor that hindered the learning of reading skills. Third, large class size was also a factor that affected the teaching of reading skill. Fourth, almost all of them illustrated that their teachers did not play an important role in advising and encouraging them to value and appreciate reading skills.

Keeping the factors that affect the teaching of reading skills in mind, the students were also asked how to reduce the factors. Some strategies were forwarded by the students, but only the more frequent ones were taken in to consideration. The first one was to practice reading in and out of the classroom. The second one was getting reading materials and reference books in order to improve their reading comprehension skills. The third one is getting help and support from their English language teachers especially regarding frequent reading tasks and activities. Finally, the students agreed that they need to be motivated to value and appreciate reading skills.

## **4.5. Result and Discussion of the Study**

The purpose of the study was to investigate factors that affect teaching reading skills. In relation to that, whether the factors were related to students, teachers or others and strategies to be used to minimize the factors were investigated.

### **4.5.1. Factors that affect Teaching Reading Skills**

Teachers' interview, classroom observation and students' questionnaire were used to gather data on the factors that affect teaching reading skills, whether the factors were related to teachers, students or others and the coping strategies that both students and EFL teachers use to minimize the factors. The items in the questionnaire were grouped according to the traits they were intended to measure.

The first research question asked the respondents to assess the factors that affect teaching reading skills. The data obtained through the three instruments of data collection showed that there were different factors that affect the teaching of reading skills. The first one was insufficient English reading books in the school. The teachers' interview and the students' questionnaire showed that there were no enough reading books in the library and even there were no sufficient student textbooks in the school. About 68.23% of the students confirmed that there were no sufficient reading sources including students' textbooks in the school. The teachers also strongly argued that reading materials really affected the reading potentialities of their learners, and the efficiency of the teachers. Similar with the shortage of reading materials, there were lacks of resources that are used to facilitate the teaching of reading skills in the school. The respondents stated that there were no reading aids, photocopy machines, posters, flipcharts, reading rooms and other resources that support the teaching of reading. The school did not get enough material support from the Ministry of Education and other stakeholders.

The second factor that was obtained through the three instruments of data collection was large class size. As to the teachers, the impact of large class size on their morale and enjoyment of their profession was immeasurable. It affected not only the teaching of reading but also students' performance regarding reading comprehension skills. By the same token, more than half of the students, 56.11% of them assured that large class size affected their learning concerning reading classes. This finding agrees with that of the finding obtained by Nation (2005) that argues large classroom can negatively affect two inter related aspects of teaching reading practices: instructional time and classroom

management. Therefore, large class size affects not only the teaching of reading skills but also the way the class is managed.

The third factor as most of the students and teachers mentioned was poor perception of teachers regarding teaching reading skills. It was reported that the value that English teachers give to teaching reading comprehension skills was below the standard. Good attention was rather given to teaching grammar and vocabulary. Almost near to half of the students (49.27%) showed their agreement that their teachers ignore teaching reading skills. However, the teachers complained on their part that students' poor comprehension skills affected their teaching of reading skills. They assured that grade 9 students in the school were ineffective in comprehending reading tasks. They argued that the students were poor in comprehending what they already know with that of the ideas raised in the reading text. This finding was similar with that of the finding obtained by Pretorius (2007) that reads: most secondary school students were ineffective in comprehending reading activities as it requires strong abilities in all fundamental literacy skills.

As few of the teachers and students, teachers' knowledge of text selection was the fourth factor that hindered the teaching of reading skills. The teachers lack knowledge of selecting and devising appropriate and interesting reading comprehension tasks. The students assured that almost half of them in grade 9 of Gudaya Jare Secondary School cannot understand the reading text when the topic was not familiar to their background. Around (52.08%) of the students confirmed that unfamiliar reading texts can affect their reading comprehension skills.

In relation to the above idea, teachers' failure to advice and initiate the students to practice reading more and more was the fifth factor. Even some of the teachers argued that most teachers are uncertain about helping their students with language preparation and achievement. Their reluctance prevents students from developing the necessary reading comprehension skills. Related to this, lack of parental involvement was another factor. The teachers agreed that parents were very weak in following their children to read their textbooks and practice general reading at home. Most of the students (72.92%) do not have parental guidance and follow up of reading at home. Thus, the researcher believes that parents should encourage their children to practice reading independently at their home. Other minor factors were like poor teaching methods, insufficient teachers' and learners' interactions, inadequate training for teachers teaching English language reading skills were roughly listed by the participants of the study.

#### **4.5.2. Whether the Factors were related to Teachers, Students or Others**

Basic research question number 2 asked the participants whether the factors were related to teachers themselves, students or others. The three instruments of data collection confirmed that the factors were related to teachers, students, school, ministry of education and parents. To begin from the teachers, they were not teaching reading skills as to the standard. As to the classroom observations in particular, few of the teachers were teaching reading skills without applying all the methods, strategies and without following steps of teaching reading skills. Students, as stated by teachers, were poor and ineffective in comprehending reading tasks. Ministry of education was not successful in making the school fruitful by providing all the necessary reading resources.

Schools also should try its best to convince parents through teacher-parents' meeting to buy reading books for their children and follow up their learning as suggested during the teachers' interview. The researcher believes that learners spend more time at home than at school. Therefore, they could be guided more by their parents. Parents should be actively involved in developing their children's reading skills.

#### **4.5.3. Strategies that both Teachers and Students use to minimize Reading-Related Factors**

The last basic research question is all about the strategies that teachers and students use to minimize the factors that affect the teaching of reading skills. Most of the students and some teachers in particular forwarded that motivating and encouraging students to practice reading in and out of the classroom is very important. They also recommended that making the reading activities interesting and life related is essential because the students can possibly bring their prior knowledge and experience. It was also suggested that giving frequent activities and tasks for students to practice can minimize their reading problems. The students should also be interested and motivated to practice reading. Finally, advising the students to enjoy and value reading is very important because it helps them in their future life.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Summary**

The general objective of this study was to investigate factors that affect teaching reading skills. In relation to the factors, whether the factors were related to teachers, students or others and the coping strategies that both teachers and students use were investigated. To carry out this, both primary and secondary data sources were used. The primary data sources were collected from grades 9 students and EFL teachers through teachers' interview, classroom observation and students' questionnaire. About 150 students were provided with 25 questions each (22 close-ended and 3 open-ended) to be responded as critically as possible. About five questions were also provided for 5 EFL teachers to get additional data. Whereas, the secondary data sources were reviewed from related literatures like: books, articles, journals, researches and scholarly summaries that are written in relation to reading in general and factors that affect teaching reading skills in particular. Descriptive research especially survey research design was used to study the factors that affect teaching reading skills.

Both qualitative and quantitative research approaches were used to strengthen the weakness of one instrument of data collection with another. The school, Gudaya Jare Secondary School, was selected purposively while simple random sampling and availability sampling techniques were used respectively to select samples of grade 9 students and EFL teachers from the school.

Accordingly, the data obtained through close-ended questionnaire was tallied, tabulated, changed to percentages and interpreted. On the other hand, teachers' interview, classroom observation and open-ended questionnaire for students were analyzed and interpreted based on their thematic relationships.

From the data obtained, it was investigated that insufficient reading materials in the school, lack of resources that are used to facilitate the teaching of reading, large class size, poor perception of teachers regarding teaching reading, students' poor comprehension skills, poor students' background knowledge, poor teachers' knowledge of reading text selection, teachers' failure to initiate the students to practice reading, lack of parental involvement, poor teaching methods, insufficient teachers' and learners' interactions and inadequate training for

teachers teaching English language reading skills were the major factors that affect teaching reading skills. It was also investigated that the factors were related to teachers, students, school, ministry of education and parents. Regarding the strategies that both teachers and students use to minimize the factors that affect teaching reading skills, it was found out that motivating and encouraging students to practice reading, making the reading activities interesting and life related, giving frequent activities and tasks for students, and advising students to enjoy and value reading were the major strategies to be used by both teachers and students.

## **5.2. Conclusions**

Reading is one of the four major English Language skills and probably the most important skill in academic and non-academic contexts. The ultimate academic success or failure of students is largely based on their ability to read and comprehend the textbooks and notes they take in the different subject areas they learn. However, EFL teachers in Gudaya Jare Secondary School rarely played their roles to improve their students' reading comprehension skills in the classroom. As a result, the students were poor in their reading comprehension performances. Therefore, the general objective of this study was to investigate factors that affect teaching reading skills. In relation to the factors, whether the factors were related to teachers, students or others and the coping strategies that both teachers and students use were investigated.

Based on the findings of the data obtained through the three instruments of data collection, there were different factors that affect teaching reading skills. The first factor was lack of sufficient reading books in English including students' textbooks in the school. There were not enough English textbooks and other reading references in the library. In relation to that, there were lacks of resources that are used to facilitate the teaching of reading skills in the school. It was argued that there were no tape recorders, photocopy machines, posters, flipcharts, reading rooms and other resources that support the teaching of reading. The second factor was large class size. As to the respondents, the impact of large class size on the teachers' teaching of reading skills and students' learning was really a big problem. It affected both the teaching of reading skills and students' reading performance.

The third factor, which was highly stressed by students and some EFL teachers, was poor perception of teachers regarding teaching reading skills. It was confirmed that EFL teachers have given less value to teaching reading skills; rather they have given due attention to teaching grammar and vocabulary. However, the teachers on their part complained the

students' poor and ineffective reading comprehension skills. Similar with this, it was also investigated that students' poor background knowledge regarding reading texts was another factor. The students were poor in connecting what they already know with that of the ideas raised in the reading text.

The fourth factor was ineffective teachers' knowledge of reading text selection and adaptation. Most of them lack knowledge for selecting and devising suitable and interesting reading comprehension tasks and activities.

The fifth factor as the teachers themselves listed was their failure to initiate the students to practice reading continuously. Most of the teachers were uncertain about helping their students with language preparation in general and reading skills in particular. Their lack of enthusiasm prevents the students from developing the necessary reading comprehension skills.

The sixth factor was lack of parental involvement in the process of developing students' reading skills. The teachers confirmed that parents were very weak in following their children to read their textbooks and practice reading at home. Other minor factors were poor teaching methods, insufficient teachers' and learners' interactions, inadequate training for teachers teaching English language reading skills.

The teachers and students were also asked whether the factors were related to teachers themselves, students or other factors. All of them confirmed that the factors were related to teachers, students, the school, ministry of education and parents. The teachers were not teaching reading skills as to the standard. Few of them were teaching reading skills without applying all the methods, strategies and steps of teaching reading skills. Students were poor and ineffective in comprehending reading tasks. Ministry of education was not effective in making the school productive by providing all the necessary reading resources.

Schools should not tried its best to convince parents through teacher-parents' meeting to buy reading books for their children. The participants were also asked to mention the strategies they use to minimize the factors that affect the teaching of reading skills. Teachers forwarded that motivating and encouraging the students to practice reading in and out of the classroom is very important. They also recommended that making the reading activities interesting and life related is essential. Students should be motivated to enjoy and value reading because it helps them in their future career and life.

### **5.3. Recommendations**

Based on the results of the finding, the researcher would like to recommend the following.

- English Language Teachers in Gudaya Jare Secondary School have good understanding of the importance of teaching reading skill, but they failed to implement it practically. Therefore, the teachers should provide their students with a maximum of reading tasks that students practice. They should also adapt reading texts and tasks based on students' background, interest and experience.
- There was lack of sufficient reading books including students' textbooks in the school. Therefore, the school and other stakeholders should work together to make the textbooks and other reading materials available for learners.
- Large class size was a factor that affected the teaching of reading skills in the school. Therefore, additional classrooms have to build to prevent the overcrowdings of classrooms. This will help maintain the correct teacher learner ratio to facilitate effective reading progress.
- Schools should convince other concerned body to buy additional reading books for the students. This will minimize the problem of lack of reading materials in the school and encourage the students to practice reading independently
- Finally, reading is the skill that every individual in general and students in particular need to develop.

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## Appendix A:-Interview Questions for Teachers

### Addis Ababa University

#### College of Humanities, Language Studies, Journalism and Communication

#### Department of Foreign Languages and Literature

Name of the interviewee: \_\_\_\_\_ Sex: \_\_\_\_\_

Qualification: \_\_\_\_\_ Age: \_\_\_\_\_

Teaching Experience: \_\_\_\_\_

Thank you for your willingness for the interview. I have some questions to ask you regarding *factors that affect teaching reading skills*. Therefore, I honestly request you to react to the questions accordingly. Your responses will be kept confidential as they are used only for this research purpose.

1. Do you teach reading skills? How often?

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2. What are the factors that affect teaching reading skills?

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3. Who do you think is the cause for this factors?

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4. What would you suggest in order to reduce the factors?

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5. What is your overall suggestion regarding teaching reading skills?

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## Appendix B: - Classroom Observation Checklist

Addis Ababa University

College of Humanities, Language Studies, Journalism and Communication

Department of Foreign Languages and Literature

Name of teacher to be observed: \_\_\_\_\_

Date of observation: \_\_\_\_\_

Section to be observed: \_\_\_\_\_

The reading topic observed: \_\_\_\_\_

### Checklist Tips:

No.	Items to be observed	Observed session	
		yes	No
1.	Giving different reading tasks and activities.		
2.	Giving clear instruction at each reading stages to the students.		
3.	Coming the class with textbook (both teachers and students)		
4.	Moving around and monitoring what students are doing while reading.		
5.	Supplementing the lesson with teaching aids and materials.		
6.	Participating in reading process actively.		
7.	Encouraging students to read in English class and to present their view freely.		
8.	Involving students in reading lesson.		
9.	Passing through the three stages of reading.		
10.	Using different reading strategies.		

## Appendix C: - Students' Questionnaire (English Version)

Addis Ababa University

College of Humanities, Language Studies, Journalism and Communication

Department of Foreign Languages and Literature

*Dear Student,*

The purpose of this questionnaire is to gather information concerning factors that affect teaching reading skills. You are expected to put your level of agreement or disagreement with each statement in the following table. Having this in mind, you are kindly requested to read each statement and indicate your true feeling which would be very important to the success of this investigation. Therefore, put '√' under the level that best describes your reaction. To answer each item, use the following ranking key

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

No	Statement (Item)	Levels of Agreement				
		1	2	3	4	5
1	My English teacher teach reading skill as the class is very large					
2	We cannot practice reading individually because there are large students in the class					
3	The number of students is large to practice reading					
4	I think my English teacher has negative attitude towards teaching reading skills					
5	My English teacher has never taught me reading skills					
6	My English teacher has never given me any reading task					
7	My English teacher does not encourage and advise me to practice reading.					
8	Lack of teaching aids and visuals hinder me not to comprehend reading text					
9	Lack of reading materials and textbook in my school affects my reading					

	skills						
10	There is no sufficient reading source in our library						
11	Lack of sufficient English textbook hinders me not to practice reading						
12	I do not have parental guidance and tutorial program of reading at home						
13	The reading texts in my textbook are not familiar to my life and culture						
14	I cannot understand the reading text when the topic is not familiar to my life						
15	I try to understand the meaning of every word in reading text.						
16	My English teacher advices me to practice reading in and out of the classroom						
17	Getting varieties of reading materials and reference books improve my reading skills						
18	My English teacher should provide me with different reading tasks and activities						
19	My English teacher should help me in giving me reading assignments						
20	My school has to provide a necessary support to teach me reading skills						
21	Public libraries should be established in my town						
22	The school library should be open at any time						

**Part III: Give your genuine and honest answers for the following questions.**

1. Does your English teacher teach you reading skills in English classroom frequently? How often per week? Please give your reason frankly.

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2. Are there factors that affect teaching reading skills? If any, mention the factors that affect the teaching of reading skills?

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3. What strategies do you think you and your English language teachers should use to minimize the factors?

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## Appendix D: -Students' Questionnaire (Afan Oromo Version)

### Yuunvarsiti Addis Aababaatti

#### Inistituutii Qorannoo Afaanotaa Fi Gaazexeessummaa

#### Muummee Afaanota Biyya Alaa Fi Og-Barruu

#### *Gaaffilee Qorannoo*

Kayyoon qorannaa kanaa hudhaalee dandeettii dubbisuu barsiisuuf barsiisaa danqan adda baasee furmaata itti kennuuf waan ta'eef deebii *haqa-qabeessa* ati kennitu qorannoo kana bu'a qabeessa taasisan Yaada kee tartiiba armaan gadii keessaa filadhu.

1. Cimseen morma
2. Nan morma
3. Yaada hin kennu
4. Nan deeggara
5. Cimseen deeggara

*Waan nagargaarteef, durseen sigalateeffadha!*

Lak.	Himoota(Yaadolee)	Sadarkaa waliigaltee				
		1	2	3	4	5
1	Barattoonni daree keessa waan baayyataniif, dandeettii dubbisuu barsiisuun ni ulfaata.					
2	Barattoonni daree keessa waan baayyataniif, dhuunfaan dubbisuu shaakaluun ni ulfaata.					
3	Barattoonni daree keessa waan baayyataniif, dubbisuu shaakaluun ni ulfaata.					
4	Barsiisaan Ingliffaa koo dandeettii dubbisuu barsiisuurratti ilaalcha gaarii hin qabu.					
5	Barsiisaan Ingliffaa koo dandeettii dubbisuu gonkumaa na barsiisee hin beeku.					
6	Barsiisaan Ingliffaa koo dandeettii dubbisuurratti tasa gilgaala na kennee hin beeku.					
7	Barsiisaan Ingliffaa koo akkan waa dubbisu na gorse ykn na kakaasee hin beeku.					
8	Hanqinni meeshaa deeggarsa barnootaa dandeettii dubbisuu koo ni hir'isu.					
9	Hanqinni kitaabilee mana barumsaa koo keessa jiru dandeettii dubbisuu koo ni hir'isu.					
10	Mana kitaabaa keenya keessa kitaabni ga'aan hin jiru.					
11	Hanqinni kitaabilee mana barumsaa keessa jiru akkan dubbisuu hin shaakalle na godha.					
12	Mana jireenyaa kootti akkan dubbisuu shaakalu maatiin koo gargaarsa					

	naa hin godhan.					
13	Dubbisni kitaaba Ingliffaa keessa jiru jireenya koo fi aadaa koo wajjin wali hin fakkaatu.					
14	Dubbisni naaf dhiyaatu jiruu fi jireenya koo waliin wal hin simu taanaan , hin hubadhu.					
15	Yeroon waa dubbisu hiika tokkoo tokkoo jechootaa hubachuufan yaala.					
16	Barsiisaan Ingliffaa koo akkan dubbisuu shaakalu na gorsa.					
17	Maddoota dubbisuu adda addaa argachuun dandeettii dubbisuu koo naa fooyyeessa.					
18	Barsiisaan Ingliffaa koo akkan dubbisuu shaakaluuf gilgaalota naa kennuu qaba.					
19	Barsiisaan Ingliffaa koo abbaltii dubbisuurratti xiyyeeffate naa kennuu qaba.					
	Manni barumsaa koo dandeettii dubbisuu akkan guddifadhuuf haala naa mijeessuuqaba.					
20	Magaalaaani keessa jiraadhu keessati manni kitaabaa uummataa jiraachuu qaba.					
22	Manni kitaabaa mana barumsaa koo yeroo hunda banaa ta'uu qaba.					

***Gaaffilee Armaan Gadiif Deebii Dhugaa Kenni.***

1 .Barsiisaan Ingliffaa kee dandeettii dubbisuu si barsiisaa? Torbanitti si'a meeqa si barsiisa ?

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2. Dubbisuu akka hin baranneef waantoonni gufuu sitti ta'an jiruu? Mee maal maal fa'idha?

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3. Gufuuwwaan dubbisuu irratti hudhaa sitti ta'an akkamiin xiqqeessita?

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## **Appendix E: Transcription of Teachers' Interview**

**Researcher:** Thank you for your willingness for the interview. I have some questions for you regarding factors that affect teaching reading skills: the case of Gudaya Jare secondary school Grade 9 in focus

### **Q1: Do you teach reading skills? How often?**

**T 1:** Positively speaking, I do not teach reading because of different factors. Students themselves do not like reading. They are poor in English. Teaching reading is time consuming.

**T 2:** Yes, I teach reading skills for some extent but the students are not motivated to learn reading. I provide reading activities by contextualizing them to different existing situations.

**T 3:** Of course I teach reading but not frequently. Sometimes I encourage them to practice reading given in the textbook.

**T 4:** Sometimes, I try my best by encouraging students to practice what is given in the textbook or outside the textbook to some extent. I can say I try but not as stated in the textbook.

**T 5:** Yes, I teach reading. I also give the students assignments to develop their reading skills.

### **Q2: What are the factors that affect your teaching reading skills?**

**T 1:** There are different factors that affect teaching reading skills at Gudaya Jare Secondary School of Grade 9. Among these, insufficient reading sources are one. There are not sufficient English reading books in their schools. There were no enough reading books in the library as well.

**T 2:** Different factors, even there are no sufficient student textbooks in the school. There is lack of resources like tape recorders, photocopy machines, posters, flip charts, reading rooms and other resources that support the teaching of reading. Ministry of Education should provide those materials

**T 3:** The number of students in the class is very large. Thus, it is very difficult to teach reading skill as it needs practice. It affects not only the teaching of reading but also students' engagement and practice of reading.

**T 4:** As I personally think, some of the English teachers in my school have poor perception regarding teaching reading skills. Some teachers give less value to teaching reading skills; rather they give due attention to teaching grammar and vocabulary. Thus, perception is the main factor for me.

**T 5:** For me, students' poor comprehension skills are factors. Students were ineffective in comprehending reading tasks and activities. They do not understand the text after two or three times reading. Not only this but also Students have poor background knowledge regarding reading comprehension. The students were poor in linking what they already know with that of the text. They read line to line rather than extracting meaning even when it is not literally interesting.

**Q3: Are the factors related to you, students or others?**

**T 1:** As I mentioned before, the factors are related to teachers, students and other factors. The teachers are not teaching reading skills as some of us mentioned before.

**T 2:** The factors are related to teachers, students and school. The teachers' part is mentioned by my friend. To add the students' part, they are poor in comprehending reading tasks.

**T 3:** Ministry of education and parents are also factors. Ministry of education is not effective in providing all the necessary reading resources.

**T 4:** Schools are not in a position to try their best to encourage parents through meeting to buy reading books for their children.

**T 5:** In fact teachers, students and parents are factors. But as learners spend more time at home than at school parents could be the major factors.

**Q4: What would you suggest in order to reduce the factors?**

**T 1:** Teaching reading skills and encouraging students to practice reading.

**T 2:** Motivating and encouraging the students to practice reading in and out of the classroom is very important.

**T 3:** One good strategy is making the reading activities interesting and life related so that the students can possibly share experiences and produce more English.

**T4:** Giving frequent activities and tasks for students to practice

**T 5:** Advising the students to enjoy and value reading in and out of the class.

**Interviewer:** Thank you very much for your genuine cooperation!