

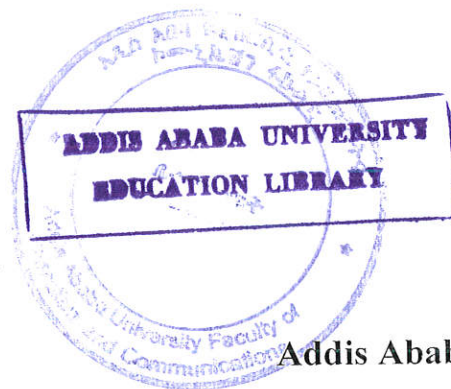
Addis Ababa University

**College of Humanities, Language studies, Journalism
and Communication**

Department of foreign Languages and Literature

**Exploring Teachers' Perceptions on Teaching Reading
Skill: Grade 10 Chitu Secondary School in Focus**

Chali Fikadu Gose



Addis Ababa University

Addis Ababa, Ethiopia

August, 2018

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**A Thesis Presented to the Department of Foreign Languages and
Literature In partial Fulfilment of the Requirements for the Degree of
Master of Arts (Teaching as a Foreign Language)**

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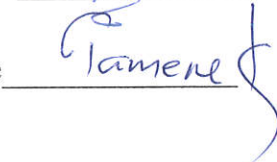
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BIOGRAPHICAL SKETCH

The author was born in September 4, 1979 EC in West Wollega, Ayira Woreda. He attended his elementary school (Grades 1-6) at Terkanfi Ethiopia Elementary School and Senior Secondary (Grades 7-12) at Lalo Ayira Secondary School (LASS). Then, in 1998 he joined Mekelle University Department of English. After he graduated with BED in English with Afan Oromo minor in 2000 EC, he employed by ministry of education to South West Shoa Wonchi Woreda in 2001 EC. After he served for 6 years, he joined Addis Ababa University school of Graduate Studies and received his MA degree in TEFL in 2010 EC.

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ABSTRACT

The study explored teachers' perception and techniques they used to teach reading in Chitu secondary school grade ten. In this study, descriptive research design was used with the mixed research methods. To achieve objective of the study, the target school was selected for it is convenient for the study. With this, the researcher used all four EFL teachers available along with 171 students of grade ten out of 300 students. The students were selected through sampling technique formula proposed by Slovincs 1960. Three data gathering instruments were used to collect data. They were questionnaire for students, interview for teachers and class room observation. The quantitative and qualitative data gathered through these instruments were processed, analyzed and presented using descriptive statistics. The result of the study indicates that teachers' classroom practice and students' response does not reflect their perception of reading. The result also revealed that teachers frequently used only two types of techniques which imply reading techniques advocated in the literature were not effectively implemented by the target school teachers. Based on the findings and conclusion of study recommendations were forwarded for EFL teachers and other responsible bodies.

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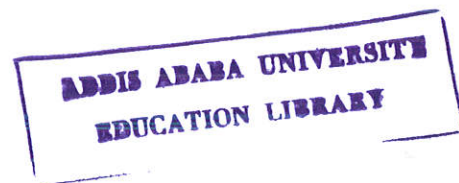


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CHAPTER ONE

1. Introduction

This chapter will discuss background of the study, statement of the problem, objective of the study, research questions, scope of the study, significance and limitation of the study.

1.1. Background of the Study

Reading is one of the effective means of extending the command of language. It has considerable place in language learning programs. It determines learners' success in academic studies and personal development. It also enhances learners' language proficiency. Nuttall (1996) states that, reading if implemented effectively, can lend itself to the development of other language skills. Most importantly, in educational setting where a foreign language serves as a medium of instruction at high school level, as in the case of Ethiopia, the role of reading skill is significant in the students' academic career. Furthermore, Nuttall (1982) and Wallace (1992) argue that reading can mean the ability to understand or interpret a text. With strengthened reading skills, students will make greater progress and attain greater development in all academic areas.

Teachers' perceptions regarding reading instruction is one of the most influential on what is done in classrooms and ultimately on what students learn. Hall, (2005) points out that what teachers do in the classroom is governed by what they perceive to work best and these perceptions often serve to act as filters through which instructional judgments and decisions are made. Borg (2003), Grabe (2004) point out that there is need to understand, and account for the underlying belief of language teachers and the impact these have on their classroom practices.

Teachers' perceptions about instruction of reading comprehension strategies influence their classroom actions. To effectively facilitate reading, teachers need to know students difficulties when reading different genres and provide appropriate step by step guided practice to improve their reading proficiency.

Given this state of affairs, it is necessary that teachers give attention to understanding the factors affecting success in reading (Kamhi-Stein, 2003). This should be the case because the main goal of reading is comprehension and without comprehension, reading would be a meaningless exercise. To facilitate comprehension, English language teachers should aid learners' understanding by equipping them with reading techniques that would help them read efficiently (Yigiter, et al., 2005). When learners are taught reading strategies, they are equipped with the tactics to reflect, analyse, clarify the meaning of what they read and determine what is relevant to the assignment from what is irrelevant. Further, they are able to critically evaluate, compare and contrast new learning with old knowledge and support it and appropriately apply the lessons learnt. The ability to do all this increases their motivation to read and the role of the teacher remains that of a facilitator and guide, (Macaro, 2001).

In support of motivation to read, Birch, (2007), Jagar (2002) and Oxford, (2001) point out those effective readers are aware of the reading strategies they use and at the same time they use these strategies flexibly and efficiently and this ability creates a love for reading. Research findings have shown that reading strategies can be taught to struggling learners so that they can become more successful in language learning and use. Pan (2004:11) states reading strategies ... are especially important for language learning because they are tools for active, self-directed progress, which is essential for developing reading proficiency. Therefore teachers should consider assisting learners in using effective reading strategies and more important showing them how to utilize the techniques.

As explained before, reading is an important skill in English as secondary students who possess a good reading skill will be able to make a great progress in most academic areas. Therefore, English language teachers must facilitate things for their students to learn how to develop their reading skills. Understanding the main ideas, predicting outcomes, guessing vocabulary from the context are some of reading skills that students need to acquire. In order to teach students these skills, first of all teachers need have good perception. Because, perception plays significant role in how information on teaching is translated into classroom practices. Then teachers need to use effective techniques during reading lesson. Reading is a complex process that largely demands the use of various techniques which are vital in increasing comprehension. There seems to be general agreement that a reading technique is a procedure that facilitates

comprehension and knowledge acquisition. Thus, failure to employ appropriate reading techniques greatly hampers comprehension, and this in turn could adversely affect students' academic performance at large. Recent research on the reading strategies used by successful and less successful readers indicated that most of the comprehension activities of efficient readers take place at the Meta cognitive level (Hudson, 2007). Meta cognitive awareness, or Meta cognition, refers to one's ability to understand, control, and manipulate cognitive process to maximize learning.

In other words it entails readers' knowledge of strategies for processing texts, the ability to monitor comprehension, and the ability to adjust strategies as needed (Pressley, 2002). This has offered great insights as to how learners manage their cognitive activities to achieve comprehension before, during, and after reading. Cognitive strategies, on the other hand, are one type of learning strategies that learners use in order to learn more successfully such as making prediction, summarizing, translating, and guessing meaning from context, repetition and using imagery for memorisation (Oxford, 1990). All of these strategies involve deliberate manipulation of language to improve reading.

According to Grabe and Stoller (2002) the most common way for students to learn new information is through reading. Therefore, students must be able to understand what they read and do something with it. Students have to know the reading skills and techniques to achieve the reading comprehension. Grabe and Stoller (2002) stated that reading comprehension is the ability to understand the information and interprets appropriately. Thus, teachers play essential roles in developing the basic reading skills in every student. According to Rasiniski and Padal (1996) teacher's roles are to make reading meaningful and enjoyable for students. Koda (2004) points out that strategic reading can not only compensate for learners' comprehension deficiency but also develops their critical thinking. So, teachers need to be familiar with various reading techniques and demonstrate those techniques to help their students in reading.

Therefore, it is essential to see teachers' perceptions, find out how teachers teach reading in the class room and the strategies they use to achieve the aim of teaching the English language. In view of this, the purpose of this study is to explore teachers' perception and their techniques of teaching reading.

1.7. Limitation of the Study

This study was limited to one school due to the limited sample of the population of the study and time to address all grade students of the target school. In addition, in availability of reference material and lack of internet access in a work place limits the researchers. In spite of these challenges, the researcher has done his best to collect information by visiting libraries of universities.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter reviews empirical and theoretical literature related to the topic of the study. It presents about reading, purpose of reading, characteristics of effective readers, teachers perceptions, teachers roles, reading strategies and their importance.

2.1. Definition of Reading

Reading is one of the most important skills and this has supported by many scholars. Nation (2005) has noted that reading is one of the most important academic skills needed by students. He adds that reading is the source of knowledge and source of enjoyments. Different scholars define reading differently. For example Nunan (1989) defines reading as the process of decoding written symbols working from smaller unit to larger one in order to arrive at meaning. In this process the readers try to look at and understand the idea of graphic scripts in the absence of writing. Good man (1982) defines reading as a psycholinguistic guessing game that involves an interaction between taught and language. Reading process are cycles of sampling, predicting, tasting and confirming.

Reading should not only be receiving information, and it is a process of understanding texts through evaluating the opinion and the intention of the writer. It cannot occur without the reader understanding his own world and the world expressed in text. Therefore, it is an interactive process between the reader and the writer. On the other hand, Nuttal (1982) described different views of term "reading" in different ways and much confusing from consequent misunderstanding. Hence it is found worthy discussing the meaning of reading and indicating its meaning as used in this study. Furthermore, Nuttal (1982) and Wallace (1992) noted that reading can be defined in terms of ability to identify words from a page as the ability to read aloud can also be the definition of reading.

The definition and meaning of reading depend, largely, on the purpose of the reader, on the text and textual contents, on the attitude of the readers towards the text, on the reading materials and on the experience and schemata of the reader. However, experts have tried to define it

differently, in their own way of observation and thought. Some argue that reading is a conceptual and thinking process through print, and the process is interpretative. Widdowson (1979) is of the same opinion that reading is the “process of getting linguistic information via print.” Ransom (1978: 14-15) defines reading as ‘a conversation’ between the writer and the reader. He states that like someone who is talking, “the writer is trying to convey some message to another person.” Shaw (1959: viii) also states that reading is the communication of thoughts, moods, and emotions through which one receives ‘from others their ideas and feelings’. Nuttall (1996: 4) regards reading as the process of “getting out of the text as nearly as possible the message the writer put into it.” Williams (1996: 2) states reading as ‘a process’ through which one looks at and understands a written text. Goodman (1967) defines reading as a ‘psychological guessing game’, and Patricia Carrel et al (1988) define reading as an ‘interactive process’ where readers employ their background knowledge and past experience to make sense of the text.

According to the above authors, reading “is the process of receiving and interpreting information encoded in language form via the medium of print.” Reading is not a passive skill. It requires frequent practice and exercise. According to Rauch and Weinstein (1968), “Reading improvement is possible and probable provided you work at it. There are no shortcuts, gimmicks, or panaceas that will cure all reading problems. Frankly, reading improvement is hard work”, but they assure that it is ‘gratifying’. In short, the more one reads, the better they will read, and the better one reads, the faster they will read (op. cit.). To be an effective reader, one should make a logical link between the language of the text and his mental perception.

Therefore, the language should suit the level and perception of the reader and, “should enable a student to enter inner worlds which become real to the perceiver.” (Rolaff, 1973) These ‘inner worlds’ of the reader and of the text and their structure play vital role in understanding the text. Students should enable themselves to enter the world of the text without seeking the help from the traditional teaching method of comprehension checks. “Instead they could be more actively engaged in negotiation for potential meaning, both individually and with other students. Interest in the activity can sustain interest in the text or be fuelled by interest in the text.” (Greenwood, 1998: 89)



The first and prime thing required for reading is the ability to recognize the written forms of the words. Then come to the perception and internalization of the meaning or message that a text contains.

Reading is not just an act of going through the text. It involves certain attitudes and reactions towards the text a reader is reading. According to Grellet (1996: 8), reading “constantly involves guessing, predicting, checking and asking oneself questions.” Rauch and Weinstein (1968) comment that reading “involves more than the ability to recognize and pronounce words correctly.” It involves knowledge of language, the processing of messages the text carries, guessing power of the reader to a certain extent, perception, psychomotor movements and emotional response. In one of the best-known papers on reading, Goodman (1967) argues that syntactic, semantic and pragmatic knowledge are involved in the reading process. Urquhart and Weir (1998:18) argue that reading is a language activity, and it involves, at some time or another, “inference, memory, relating text to background knowledge, as well as decoding, and obvious language aspects as syntax and lexical knowledge.”

Reading is interactive between reader and text. It requires sufficient knowledge of language, and sufficient knowledge of the world and a topic. When readers have sufficient knowledge of a given text and language, they may discover their own strategies to understand the meaning of text (Hayashi, 1999). According to Shaw (1959: viii), reading involves ‘re-creating’ the thought and experience of the author, ‘forming’ images produced by the printed letters, and increasing vocabulary. It requires organizing and retaining ideas and impressions gained from the printed page. Nuttall (1996: 41, 62, 78) states that effective reading involves ‘word attack’ skill, ‘sentence attack’ skill and ‘text attack’ skill. To her, reading involves not only looking at sentences and words and going through them at random but also recognizing and understanding them intellectually. It helps students pick up new words, syntax and style of writing.

Shaw (1959) have said

a ‘complete reading’ involves four steps: recognition of the written symbols, understanding the meaning or message of the text, reaction of the reader after completing reading and integration of the whole process.

2.2. Purpose of Reading

The purpose of reading determines the way the reader reads. Regarding this Hedge (2000) explains 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 (1982) Ur (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 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 method of reading to be applied by the reader.

Though it is vast to list all the advantage 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, now a day 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 information, instructions (warning notice, rule and regulation) and entertainment are being distributed usually through a script so being able to read especially in the English language is to benefit a lot. 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. Similarly, Students' required being good reader in order to cope with the difficulties they face in their academic lives. Moreover, Williams (1984:125) states "being able to read skilfully and flexibility is important use of language." Grellet (1981) 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 was the most important issue that the study concentrated on.

2.3. Characteristics of Effective Readers

Research has generally shown that the effective reader knows how to use reading strategies that works for him / her. According to Wassaman and Rinsky (1993) an effective reader needs an

understanding of the reading process and how to go different types of printed information. In this way a second language learner can practice techniques that can help to succeed in becoming effective reader. Besides they pointed out to ingredients for an effective reader. The willingness to change reading habits that limits the learners reading ability and the willingness to practice. Apart from this there are factors helping foreign language reader to become effective which include organizing properly for reading and study which focus the readers to understand the importance of discipline study so that they can appropriately time to devote to reading and study: improving concentration which is important to learning in general and reading in particular for the fact that reader need to comprehend the printed information .maintaining confidence that leads to confident reading which is chiefly the result of preparation. Without this readers can't become the effective readers. Therefore to have effective readers, teachers are expected to apply the aforementioned strategies of reading inside the classroom.

Good readers use two strategies. The first kind is activated before reading actually begins. For instance, before reading a text, good readers use what they know about the topic, the type of text, the author's purposes, and their own purposes to make predictions about the content of the text. This demands strategic behaviour. That is, the reader must have a plan for making those predictions, and these plans must be adapted to each situation since the topic, text structure, and purposes change from text to text(Duffy & Roehler, 1987)

2.4. Teacher's Perception

The way teachers think, understand and value instruction influences their practice in teaching. According to Johnson, 1994, research on teachers' perception consists of three basic assumptions. The first one is the teachers' perception influences their judgment. The second perception plays role in how information on teaching is translated into classroom practices. Thirdly, understanding teacher's perception is essential to improving teaching practices and teacher's educational program. Because teachers are critical factors in implementing appropriate approach, their values, attitudes and perceptions about their classroom practices.

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 (Garner 1987). Consequently, according to Abelson (1979), teachers perception 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 teacher's 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. 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.

2.5. The Role of Teachers' Perceptions in Teaching Reading

As a matter of fact, the way teachers' think about, understand, and value instruction influences their practice. According to Johnson (1999), research on teachers perceptions consist of three basic assumptions: that, (1) teachers' perceptions influence their decisions and judgment, (2) teachers' perceptions play a role on how information on teaching is translated into classroom practices, (3) understanding teachers' perceptions is essential to improving teaching practices and other education practices. Since teachers are the critical factor in the implementation of appropriate instructional methods, their values, attitudes, and perceptions about classroom practices are important. Classroom practices are based on a logical system of opinions, however, past research on teacher practices in regard to strategy use in reading has given little attention on the thoughts and perceptions teachers hold about their practice (Garner 1987).

Since teachers' perceptions are central to the instructional strategies they implement, these perceptions become one of foremost important factors in driving their actions in class and contributing to the effectiveness of teaching and learning (Johnson (1999); Grisham (2000); Garner (1987). It is important, therefore, to have an understanding of teachers belief systems, in order to identify and understand the variables that mediate the difference between teachers' thinking and practices.

The relationship between teachers' perceptions and their classroom practices is that the teachers' actions can cause students to learn. Teacher perceptions are related to students' learning through something that the teacher does in the classroom. According to Borg (2006).

teachers' decisions in teaching are influenced by a set of complex and conflicting cognitions about language, learning in general, L2 learning and learners current behaviour, attitudes towards the language and their motivation to read.

2.6. Teacher's Role during Reading Lesson

First of all the teacher has the opportunity to put reading on the agenda. This can be done by encouraging pupils to read, helping them select adequate books, and by making time for reading at school. Creative teachers will certainly find numerous ways to promote reading if they want to. In addition to putting reading on the agenda, the teacher functions as a role model. Research shows that pupils read more when they see that other people are reading (Krashen 2004, p. 84). This means that if the teachers read, it sends positive signals to the pupils as well. They will be motivated to read by seeing that others do it, especially if it is a role model.

Reading comprehension strategies employed by teachers in secondary content classes should focus on providing access to content through self-monitored comprehension of read material, additionally, teachers must be certain to be explicit in their instruction and usage of the strategies they chose to utilize to improve comprehension. Meaning that simply providing students with tools such as graphic organizers to fill in or complete is not enough; teachers need to instruct the students about the reason for why the strategy is important and how it can help them understand the material. Teachers need to tell students why they are doing what they are doing. When students understand the strategies and how they work; they can more readily use those strategies independently in future interactions with content specific texts. Therefore, teachers need to involve their students in discussion of the specifics of the content they are reading and allow them to ask and use content specific vocabulary in discussion Providing opportunity for students to analyze content specific material in discussion, oral or written, allows them to gain familiarity with the subject matter leading to greater comprehension of content specific material Teachers need to be cognizant of the idea that students need guidance not only of the material but how to access the material taught in their classrooms.

2.7. Reading Strategies

Reading strategy may be defined as an action or series of actions employed in order to construct meaning (Garner 1987). Strategic reader can promote reading comprehension and failure to be strategic in reading may result from either development in ability or poor reading (Paris et al., 1983). Learning reading comprehension strategies help students in becoming independent and confident learners. As a result of this, students become more motivated as they begin to understand the relationship between their use of strategies and success in learning reading comprehension (Cohen 1998). Foreign language learners should be encouraged to learn and use a broader range of language learning strategies that can be tapped throughout the learning process. This approach is based on the belief that learning will be facilitated by making students become aware of the range of strategies from which they can choose in the context of language teaching and learning (Cohen 1989). Knowledge of different strategies is very important. These strategies widen the understanding level of the learners. Learners should get enough explanation and practice on different types of strategies. There are different types of strategies that students should know which are suggested by different scholars but all of them have similarity. However, for this study the researcher focused on the strategies very common in student's text book and its actual practice in the class room.

2.8. The Importance of Techniques in Teaching Reading Skills

According to Oxford (1990), strategies are important because of two reasons. Firstly, they are tools for active, self-directed involvement, which is essential for developing communicative competence. Second learners who have developed appropriate learning strategies have great self-confidence and learn more effectively. There are various features of language learning strategies. To list them, firstly, they contribute to the main goal of language learning which communicative competence is. Secondly, they allow learners to become self-directed learners who can take responsibility for learning. Thirdly, they increase the role of teachers as facilitator of students' language learning. Finally, they support learning directly and indirectly for the entire improvement of learners' language skills. This discussion implies that the knowledge of teaching reading strategies is crucial because it makes the teaching learning effective and

efficient by motivating students. It paves the way to student-centred teaching approach which allows the learner to promote self directing learning rather than watching teachers.

Reading is one of the most important skills a person has to deal with throughout his life time. It needs a lot of practice, and experience to understand a passage and the information conveyed in it. The matter become complicated when the text appears in a foreign language in which the reader not practice enough. As Wallace (1992) said “There are two things which we all know about reading: first that we use it for a purpose, second that it only makes sense in context that is a part of a larger text or in a situation”. It is not always easy to understand a passage carefully without using certain strategies. Strategies are defined as “ specific methods of approaching a problem or task, models of operation for achieving a particular end, planned designs for controlling and manipulating certain information “ by Brown (1994). Researchers found that readers need to utilize a wide range of strategies while reading a text and specially in reading comprehension, because in reading comprehension process readers should utilize several of conscious and unconscious strategies to solve their problem in order to construct meaning from written message /messages. As it can be understood from the definition, strategies are not easy to explore and use specially in a foreign language. This is where the language teachers come on to the stage. The duty of a teacher is then to guide and teach learners how to be effective readers in a foreign language.

2.9. Techniques in Teaching Reading Skills

Reading comprehension strategies are seen as comprehension processes that enable the readers to construct meaning from printed pages most effectively. In other words, these strategies show how reader deal with a reading task, how they interpret their reading what they do when they want to comprehend. Different researchers categorized reading strategies in similar ways. For example, Brantmeier (2002) emphasized the role of prior knowledge in reading for their categorizing and introduced effective strategies as skimming, scanning and guessing. However, there are differences in their classification. For example Nuttall (2000) summarizes reading strategies which may involve skimming, scanning, guessing, recognizing word families, reading for meaning, predicting activating general knowledge, making inferences, following references and separating main idea from supporting ideas.

Furthermore, reading strategies involves evaluating content such as agreeing, disagreeing, making an association with prior knowledge or experience asking and answering question, looking at key words using sentence structure analysis such as determining the subject verb or object of the sentences, skipping and reading. However, all strategies have no equal effectiveness due to various types of reading texts and tasks and reading strategies used by each reader.

According to Brown (1990) identified five strategies that students can use to read efficiently and quickly. First the strategy of previewing which deals with reviewing title, sections heading to get a sense of the structure and content of a reading selection. Second, the strategies of predicting which is using about the knowledge of subject matter to make prediction about content and vocabulary and check comprehension using knowledge of texts type and purpose Third, skimming and scanning are the vital strategies which using a quick survey of text to get the main idea, identifying the main structure and specific information, and confirm prediction. Fourth, guessing from context as a reading strategy is about using prior knowledge of subject and the ideas in the text as clues to the meaning of unknown words. Finally, paraphrasing is a strategy which is used to check comprehension by restarting the information in a text.

Based on the above discussion, EFL teachers have to do much to adjust their students reading to deal with varieties of reading purposes by sustaining them to develop use of different strategies and match appropriate strategies to each reading contexts. Moreover, the strategies are effective if the teachers' facilitate and enhance students' reading.

2.10. Types of Reading Techniques

Teachers need to use different strategies of reading based on the purpose of reading. Students must be familiar with strategies or techniques of reading. It helps them what is to be read and in which techniques it should be read. Teaching Reading demands the knowledge of various kinds of strategies and their requirements. Most of the techniques dealt with this part are as follows.

2.10.1. Skimming

Nuttall (1996: 49) has defined skimming as: glancing rapidly through a text to determine its gist, for example in order to decide whether a research paper is relevant to our own work ...or to keep ourselves superficially informed about matter that are not of great importance to us. Grellet (1996: 4) explains that skimming is the reading for gist. Skimming helps them by saving their times, but people who are “unable to skim material would find [that] they spend their entire day reading.” Nuttall (1996) explains that it enables “the readers to select texts, or parts of texts, that are worth spending time on.

About the purpose of skimming Williams (1996: 96-97) seems to be very explicit. She states that the purpose of skimming is “simply to see what a text is about. ...The reader skims in order to satisfy a very general curiosity about the text, and not to find the answer to particular questions.”

2.10.2. Scanning

It is a surface level process of reading, and mainly ‘reader-driven’. In scanning there is a rapid inspection of a text with occasional closer inspection. Pugh (1978: 53) states that scanning is to find a ‘match’ between what the reader seeks and what the text supplies. In scanning, very little information is processed for long term retention or even for immediate action. According to Nuttall (1996) explains that scanning is “glancing rapidly through a text either to search for a specific piece of information (e.g. a name, a date) or to get an initial impression of whether the text is suitable for given purpose”, and Grellet (op. cit.) supports it. Williams (1996: 107) states that scanning is “reading for particular points of information.” It is a selective reading, and its purpose is to achieve very specific ‘reading goals’. Scanning involves looking for specific words/phrases, figures, names or dates of a particular event, the capital of a country etc. Jordon (1980) has mentioned a variety of texts suitable for scanning indexes, dictionaries, maps, advertisements, reference materials etc.

2.10.3. Anticipation

Anticipation is the process of forming an idea about the contents of a text and expecting the intended items from it before starting reading. Grellet (1996) mentions that anticipation in reading motivates the readers to read. She further states that readers start reading a book in order to find a number of things in it– specific information, ideas, answers to a number of questions etc. They expect that the book will be able to provide them with the intended things. This ‘expectation’ is inherent in the process of reading ‘which is a permanent interrelationship between the reader and the text’ (Grellet 1996: 18).

The anticipations or expectations of a reader start in the pre-reading stage and they are modified and increased in the while-reading phase. And finally these expectations are established or corrected and modified in the post-reading stage. So, anticipation is a process that continues throughout reading. Anticipation is of great importance for the readers. It is the anticipation (about what will happen next) that urges the students to read a text to the end. While emphasizing on the importance of anticipation, Watson (1991: 137) states that anticipation should be practised “in order to aid the readers’ overall understanding, thus allowing the teacher to concentrate on new items of language.” It also enables students to think about the content of the text, focus on the new items, relate them to their previous knowledge, discuss and prepare themselves for reading the expected text. Anticipation need not be correct or accurate all the time. Sometimes it may be correct, sometimes it may lead to a wrong interpretation. Whatever the output is, the process acts as a useful aid for the students.

To ensure better output students need develop this skill. Grellet (1996: 18) has suggested the following ‘possibilities in the exercises’ to enhance their anticipation:

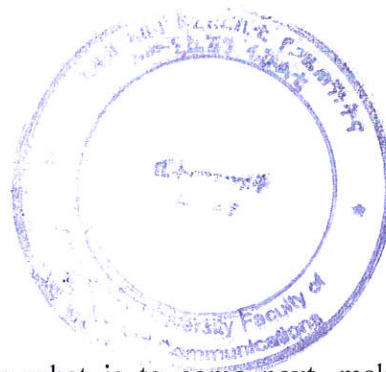
- Psychological sensitizing aimed at making the students think about the subject of the text and ask themselves questions.
- Using the title and pictures to talk about the various ways the text may develop.

2.10.4. Inference

Inference refers to making the use of a syntactic logical and cultural clue to discover the meaning of unknown element. Therefore students should be encouraged to make guess at the meaning of words they don't know rather than looking them up in a dictionary. It is important because readers frequently face unknown words and phrases in reading texts. This means one cannot master of all words or phrases in a foreign or native languages (Hunt (1992). Hunt argues that if we don't know or cannot infer the meaning of different words in a text, we are going to have a serious problem in understanding it. Students should not also be allowed to look every new element words in dictionary since this act yield slow reading which result in poor understanding (Nuttal, 1996).

Sometimes, a text suggests something indirectly rather states it directly. It is the responsibility of the reader to infer this information. So, inference is the process of reconstructing the writer's unstated presuppositions. Grellet (1996: 14) has defined inference as "... making use of syntactic, logical and cultural clues to discover the meaning of unknown elements." It is also the process used by the reader to draw a certain conclusion from facts, points in an argument etc. supplied by the text (Nuttall 1996: 114). While inferring, readers manipulate their thinking power to interpret the text– not only explicitly but also implicitly. It should be noted that inferring is not necessarily of certainty– it is about probabilities. But these possibilities may gradually turn into certainties when the reader meets a word more frequently and understands it more explicitly. Inferring affects the interpretation of a text to a large extent. It is, therefore, an essential but 'tricky' skill (Nuttall 1996: 114). Inferring is a powerful aid for the students to comprehend a text, and it ultimately helps them to read books more quickly. Moreover, it can make the text more enjoyable because "its problem-solving character appeals to most people and it challenges students to make use of their intelligence" (Nuttall 1996: 114).

In order to infer a piece of information of a given text effectively, students may and should make use of common sense, power of reasoning, knowledge of the world and relevant schemata.



2.10.5. Prediction

Prediction is ‘the faculty of predicting or guessing what is to come next, making use of grammatical, lexical and cultural clue’ (Grellet 1996: 17). According to Greenall and Swan (1986: 3) prediction is to know what information is new to the reader and what information s/he already knows about as s/he goes to read the text. Nuttall (1996: 13) explains that prediction is a kind of sharing of presuppositions of the writer, and a reader who shares these presuppositions most will be able ‘to think along with the writer and use his own experience to resolve difficulties’. Efficient readers always depend on their ability to predict what comes next. They use minimum clues from the text in order to reach the appropriate meaning of the text.

Therefore, a successful reading does not require going through each and every line in the text. Instead, the readers depend largely on the prediction from “the syntactic and semantic clues and their previous knowledge” (Hedge 1985). As stated earlier, the reader brings his/her own knowledge and experience to the text, which makes the text easy and smooth for the reader to make out the meaning. The knowledge or experience that a reader has, helps him/her to predict what the writer is going to say next. Nuttall (op. cit.) points out that activated schemata which are ready for use can help the reader to understand the text more easily, and the importance of prediction lies in the fact that it activates his/her schemata. While reading the reader calls into mind any relevant experiences and associated knowledge that s/he already has, and it helps him/her interpret the text more clearly. Prediction also helps the reader to make sense of sentences. Thus, the ability to predict what comes next often increases with the development of the reading skills. Prediction begins with the title of a textbook and continues throughout the whole process of reading. Sometimes prediction may be wrong, yet it makes the readers think about the topic and so on, because prediction, according to Nuttall (1996: 119) need not be ‘successful’ all the time ‘to be useful’. Nuttall (op. cit.) explains that prediction involves a variety of input– the schemata about the way stories work, the way texts are constructed, the way people tend to think, clues etc. For this reason, it is a good activity for integrating many of the reading skills already discussed.

Prediction focuses reading by limiting the range of things to look for, and thus it enables the reader to read more efficiently. Developing this skill is to ensure the feeling of a reader that while reading s/he is not overloaded with too much information. It also ensures the reader's active involvement with the text. This skill may be developed by giving the students unified passages to complete or by going through a text little by little or by stopping after each sentence in order to predict what is likely to come next (Grellet: 17).

2.10.6. Previewing

Unlike predicting, previewing is a very specific reading skill. It is a very quick technique to find out where the required information is likely to be (Grellet 1996: 17- 18). It involves using the title of a text, the table of contents, the index, the appendix, the preface of the author or publisher, headings or subtitles of chapters and paragraphs, information in the back cover, acknowledgement etc. This skill is useful for the students in many ways. It not only leads the students towards intended and specific information, but also saves their valuable time. They can naturally apply this technique in locating an article in a newspaper or in an edited book, or having a few minutes to get an assumption or idea of a book through the text on the back cover and the table of contents etc.

2.10.7. Presupposition

Presupposition is a guessing power that enables the students to understand what connections between facts are left untold in a text. Students who are not aware of the unstated facts may likely to fall in difficulties to deal with the message of the author. But students who are "aware of the potential problem are halfway to solving it; they can scrutinize the text for unstated assumptions and try to identify the mismatch that has produced difficulty" (Nuttall 1996: 8). Nuttall (1996: 112) has divided presupposition into two groups:

- the knowledge and experience that the writer expects the reader to have.
- the opinions, attitudes, emotions that the writer expects the reader to share or at least to understand.

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So, the correct interpretation of a text rests mostly on the reader's sharing the view of the writer. While following a writer's train of thought from one sentence to the next, the readers may find that there is no connection between them. Presupposition helps the readers to connect them using some tools like inferring, schemata etc.

2.10.8. Activating Background Knowledge

Activating back ground knowledge is one of the strategies in teaching reading. According to Anderson (1999), background knowledge or schemata refers to all experience that students bring to text while they read. For instance, their life experience or previously learned materials. While students read the text, they will relate the text with the previous knowledge they have about the topic to help them in understanding the text. Students are making sense of what they read or the new information they get with past experiences they have. Teachers need to encourage students to use their back ground knowledge to predict the meaning in the text. Through this they will be able to comprehend the information within the text they read. Carrell (1988) stated that, several approach and methods for facilitating reading through activation of back ground knowledge have been proposed in the literature. Activating students' back ground knowledge will help the students comprehend the text better. This strategy is suitable for all levels of students in understanding the meaning in the text. Prior knowledge is the sum of all the knowledge that readers have acquired, experienced, and stored in a memory or schema. Schema theory (Anderson and Pearson, 1984) proposes that knowledge is organized in a net work of structures such as fiction and none fiction. When a readers activate their schema (prior knowledge) they link to this net work of information.

As readers interact with a text, they continually relate what they are reading to their prior life and reading experiences. Readers' interest in what they are reading influences the links they continue to build in their schema which is one reason why motivation increases comprehension.

The relationship between prior knowledge and reading is obviously reciprocal. Prior knowledge enhances comprehension by enabling readers to comprehend text better, to make connections, to predict, and to develop inferences as they are reading. As readers learn more from reading, they are also expanding their knowledge, which is then stored in memory and connected to schemata, which are activated at a later time as background or prior knowledge.

Activating background for proficient readers happens quite naturally as they preview a text before reading, browsing through the text, reflecting on the author, and noting information in the book jacket or other visuals. What do I already know about this topic or type of text? What have I experienced or read about this topic?

Good or efficient reading requires that in order to comprehend a text, a reader should connect new text with past experiences in order to interpret, evaluate, synthesize and consider alternative interpretations. While doing this task, students need some strategies to help them make their reading comprehension easy. This study sought to establish whether teachers of English help learners to activate or create relevant schema to connect new experience to old experience through use of appropriate reading strategies.

Almost all reading researchers agree that background knowledge plays an important role in reading comprehension. It is well documented that readers comprehend texts better when texts are culturally familiar or when they relate to well-developed disciplinary knowledge of a reader. More generally, background knowledge is essential for all manner of inferences and text model construction during comprehension. It is also important for disambiguating lexical meanings and syntactic ambiguities. The complications appear to arise with texts that present relatively new information or information from fields for which readers have no special expertise. In many cases, these are informational texts requiring the learning of new information by students. The limited role of background knowledge for comprehending new topics was clearly documented by Bernhardt (1991), and additional studies reviewed in Alderson (2000) present conflicting evidence on the role of background knowledge on reading assessment. Nonetheless, background knowledge appears to provide strong support for comprehension in many contexts (Grabe, 2004).

2.10.9. Intensive and Extensive Reading

In intensive Reading, the labels indicate a difference in classroom procedures as well as a difference in purpose. Intensive reading involves approaching the text under the guidance of a teacher or a task which forces the student to focus on the text. The aim is to arrive at understanding, not only of what the text means, but of how the meaning is produced. The 'how' is as important as the 'what', for the intensive lesson is intended primarily to train strategies

which the student can go on to use with other texts. In extensive reading, it is often assumed that in order to understand the whole (eg. a book), we must first understand the parts (sentences, paragraphs, chapters) of which made up.

Moreover, longer texts are liable to get forgotten in the classroom, since it is easier to handle short texts which can be studied in a lesson or two. But the whole is not just the sum of its parts, and there are reading strategies which can be trained only by practicing on longer texts.

Scanning and skimming, the uses of a contents list, an index similar apparatus, are obvious ones. More complex and arguably more important are the ability to discern relationships between the various parts of a longer text, the contribution made by each to the plot or argument, the accumulating evidence of a writer's point of view, and so on. These are matters which seldom get much attention expect in the literature class, but they apply to reading any kind of book. They cannot be ignored if students are to become competent readers. But class time is always in short supply and the amount of reading needed to achieve fluency and efficiency is very great – much greater than most students will undertake if left to themselves. So we need to promote reading out of class. (Nutall 1996)

2.10.10. Search Reading

This differs from skimming in that the purpose is to locate information on predetermined topic(s), for example, in selective reading for writing purposes. It is often an essential strategy for completing written assignments. The process, like skimming, is rapid and selective and is likely to involve careful reading once the relevant information has been located. Unlike skimming, sequencing is not always observed in the processing of the text although it is likely to be more linear than scanning. The periods of closer attention to the text tend to be more frequent and longer than in scanning. It normally goes well beyond the mere matching of words to be found in scanning activities.

2.10.11. Summarizing

Summarizing involves identifying the main idea in a paragraph or composing a concise statement of the central concepts from a longer passage, either orally or in writing. As a

strategy performed either during or after reading, summarizing helps readers to focus on main ideas or other key skill concepts that have been taught and to disregard less relevant ones. It may encourage deeper engagement with a text and encourage students to reread as they construct a summary. Summarizing taught either alone or as one of several strategies Brown, 1984) has been shown to improve comprehension and memory for what was read (National Reading Panel, 2000). Summarizing is a complex activity that involves paraphrasing and reorganizing text information. Research indicates that students, particularly struggling readers, benefit from explicit instruction on identifying main ideas as a step in the process of constructing a summary.

2.10.12. Teaching How to Tackle Meaning

It has been already stated that meaning of a text is not 'inherent'. It is the reader who brings meaning with him/her. For this reason, the same text can be interpreted in different ways though the writer may have only one idea while writing the text. For this reason, learners should be taught how to reach the proper meaning of the text. If they fail to guess or understand the meaning a text implies, all the efforts and techniques to teach reading to the students will end in smoke. It is now obvious that the teaching of meaning is the most important task for the teacher. Text-based outlook of the students should be changed. Students should be trained properly so that they may be able to associate the textual meaning to their experience. According to Dechant (1982: 37) "Proficient readers are those who...have an adequate knowledge base that allows them to bring meaning to the printed page." So, proper association between the textual words and the experience or knowledge is essential for a better understanding. Meaning can be associated with the printed word only by associating the word with the experience, whether real or vicarious, or by associating it with another symbol which fits the context.

2.11. Classroom Procedures for Teaching Reading

Classroom activities are very important for the development of teaching reading skills. Teachers should help and encourage the students to read effectively in the class. To perform the job, teachers have to design effective activities for teaching reading in the class, because, a

successful teaching of reading in the class depends largely on the proper planning of reading lessons. Teaching techniques should be designed according to the level of the perception of the students. An experienced and efficient teacher knows well when a particular technique should be followed and how. However, in the teaching of reading, there are some tested teaching techniques by recommended experts, and these techniques can be followed in the classroom. Grellet (1996: 10) states that practising reading in the classroom is ‘a silent activity’.

He, therefore, suggests that students should not read aloud in the class, because, “it is an extremely difficult exercise, highly specialized (very few people need to read aloud in their profession) and it would tend to give the impression that all texts are to be read at the same speed.” (Grellet, op. cit.) Moreover, reading aloud tends to prevent the students from developing ‘efficient reading strategies’.

In order to develop effective reading skills among the students, the teacher should help the class how to approach a text meaningfully. The following procedure, according to Grellet (1996: 10-11), is ‘very helpful’ for the students:

- a) Considering the text as a whole, its title, accompanying picture(s) or diagram(s), the paragraphs, the typeface used, and making guesses about what the text is about, who wrote it, who it is for, where it appeared, etc.
- b) Skimming through the text a first time to see if the learners’ hypotheses were right and then asking a number of questions to themselves about the contents of the text.
- c) Reading the text again, more slowly and carefully this time, trying to understand as much as possible and trying to answer the questions asked by the learners themselves.

2.12. Phases of Reading

Williams (1996) has suggested that for effective teaching of reading in the classroom, the lesson should be divided into three consecutive phases. They are pre reading, while-reading and post-reading phases.

2.12.1. Pre-reading

Pre-reading stage is important because it can 'whet' the students' appetites to read. Greenwood (1998: 15) states that it can provide a "need to read to complete an activity or confirm an idea; and it can persuade the students that as far as perception or hypothesis is concerned there are no right or wrong answers, only different ones." In pre-reading stage, teacher should carefully design the activities that prepare the students mentally to accept what he/she is going to teach in the next stage. Urquhart and Weir (1998: 184) have suggested some pr-reading activities. They are

- ✓ thinking about the title
- ✓ checking the edition and date of publications
- ✓ reading appendices quickly
- ✓ reading indices quickly
- ✓ reading the abstract carefully
- ✓ reading the preface, the forward and the blurb carefully.

Aims of this phase, according to Williams (op. cit.), are to introduce and arouse interest in the topic, to motivate learners by giving a reason for reading and to provide some language preparation for the text.

2.12.2. While-reading

In the while-reading phase, "Students must be taught how to read and respond to books." (Greenwood 1998: 59) During this phase students should be involved in activities which enable them to respond cognitively, emotionally and imaginatively to imaginative writing. The teacher should conduct some useful activities in this phase for the better output from the students in the next stage. The activities in this stage should be designed according to the level and standard of the students. The following are some of the while-reading activities. They are-

- guessing meaning from context,
- analysing sentences,
- surveying text structure,
- extracting specific information,

- getting detailed information,
- answering pre-set questions,
- matching texts with picture, diagrams etc.,
- guessing meaning of unfamiliar words,

The while-reading phase is significant. It is the most active stage among the three, because, proper activities in this phase, according to Williams (1996: 38), enable the students to understand the writer's purpose, to understand the text structure and to clarify text content.

2.12.3. Post-reading

This stage is designed to evaluate what the teacher has taught in the while-reading stage. In the post reading stage the teacher may ask the students to know their reaction to the text, for example, the students may answer whether they have liked and enjoyed it, or found it useful or not. If the text is found useful, the meaning and content of it may be extended to the students' known social phenomena, personal interests and knowledge or experience. In short, activities at this stage do not refer directly to the text, but 'grows out' of it. This stage is also important since this stage is supposed to evaluate and examine the output of and feedback from the students. In addition to that, post-reading phase enables the students, according to Williams (1996: 39), to consolidate or reflect upon what has been read and to relate the text to the learners' own knowledge e, interest, experience or views.

2.13. Vocabulary

According to Stahl (2003) students learn vocabulary gradually through repeated exposure, therefore, students should be offered multiple opportunities to establish familiarity and meaning for new words. Explicit vocabulary instruction strategies that incorporate the use of simple definitions prior to reading, examples and non-examples, and visuals all lead increased vocabulary retention and comprehension. Vocabulary instruction being essential for all content areas, schools should consider the implementation school-wide initiatives geared toward increased vocabulary instruction.

2.14. Motivation

According to Morgan and Fuchs (2007) poor readers lack general motivation in terms of reading. Students who have experienced consistent failure, especially those students with learning disabilities, in the area of reading can gain distaste for reading, which can lead to a lack of reading comprehension (Morgan & Fuchs, 2007).

Melekoğlu and Wilkerson (2013) argue that motivational strategies should be a part of reading instruction, which goes hand in hand with the correlation alluded to by Morgan and Fuchs (2007) between lack of motivation to read and poor reading comprehension. Boardman et. al. (2008) suggest teachers provide hands on interactions for students to engage in during reading instruction including creating brochures, posters, and short videos after reading a selected text. Teachers should also allow for students to have a degree of autonomy over their reading activities, for instance, permit students to choose the reading material or chose their partners or group members, or maybe even allowing the students to chose what product they will produce after reading, i.e. essay, poster, board game, or skit. Creating a classroom environment that generates an atmosphere for enjoyment of reading may lead to increased student motivation because students who enjoy reading tend to seek out others who enjoy reading and share their reading experiences.

2.15. Comprehension

The ability to understand written language being the ultimate goal of literacy instruction at all levels; teachers should make efforts to ensure that students are provided instruction in the use of strategies for improving comprehension. According to Watson et al. (2012) students need to establish a coherent picture of the task at hand to help foster the development of their working memory. Students need to create a sizable amount of prior knowledge in content specific material to gain a deeper understanding of the material presented at the secondary level (Watson et al., 2012). Teachers who employ strategies that incorporate previewing activities can help students activate prior knowledge in the secondary classroom. Empowering students to access known schemata can be an essential key to success in content classes. Students'

inability to access texts that are laden with complex vocabulary and increasingly difficult concepts can lead to students experiencing difficulties in success as they grow older.

Therefore, teachers should try to create opportunities for students to garner skills in self-monitoring in terms of comprehension. Students who can recognize and fix problems with their comprehension will become better readers and experience greater success. Specific techniques for accessing content specific texts are fundamental to student success. For example, social studies can engage learners in activities such as graphic organizers to help organize specific information from a speech or create timelines to practice sequencing, fostering comprehension in the content area. Another helpful practice for teachers to use in terms of accessing content texts is summarizing; students can bind the concepts in content areas together through summarization techniques. When content teachers focus on reading comprehension and content literacy they can ensure the likelihood for student success even when students are struggling.

2.16. Review of Related Studies in the Local Context

In Ethiopia, where English is used as a medium of instruction in secondary and tertiary level of education, reading is outlying the most important of the four skills in academic area. Since English is a medium of instruction and nearly all materials are written in this language, students' academic success or failure by large depends up on their ability to read and comprehend the academic materials. However, Hailemichael (1984) shows that education in Ethiopia is abridged because of the gap between students' reading comprehension and the reading difficulty level of an assigned text books. Atlabatchew (2015) pointed out that most studies done in Ethiopia on the field of reading shows that most students are poor in their comprehension skill. Researchers such as Gebremedhin (1993); Mendida (1998) carried out researches concerning reading problems of students in university levels. The studies indicate that students' reading comprehension skill is below what is expected of them. The same problem was also confirmed by some of local researchers of government high schools. For example, Gebrie (2012) suggested that text related factors impede students reading comprehension practice in English class room at Harar senior secondary school grade nine in focus.

CHAPTER THREE

3. RESEARCH METHODOLOGY

This chapter presents the research design, Participants of the study, sampling techniques and sample size, data gathering instruments and methods of data collection and analysis.

3.1. Research Design

In this study, descriptive research was used to obtain information about teachers' perception on reading skill. The nature of the problem and research objectives allowed the researcher to use research method. The design helped in collecting a complete and possibly accurate data from the research subjects which was used for the detailed analysis and which led to the important recommendations that were made. Data collection was guided by the objectives of the study. The research was supplemented by views of qualitative data in the form of selected respondents' opinions and comments on the various themes the study had raised. It also used descriptive statistical methods to analyse and present quantitative data.

The study used qualitative method because it involves analysis and presentation of data in forms of descriptive nature (data obtained are expressed in words). For qualitative data, the researcher used classroom observation and semi-structured interviews for teachers and quantitative data for questionnaire for students. Quantitative method of data collection was employed because it used descriptive statistical methods to present and analyse data in frequencies, percentages and mean.

3.2. Participant of the Study

To perform this study, the researcher used English language teachers and a sample of grade ten students as the participants. The school is selected because the researcher has been teaching in there for more than eight years. The other reason for the selection is due to anticipation to get cooperation and necessary support in gathering valid and reliable data. The rationale for selecting the grade level is the researcher's observation while teaching this grade level.

3.3. Sample Size and Sampling Techniques

There are four English teachers and three hundred students (300) in the target school. All of the teachers and one hundred seventy one (171) students from grade ten (10) were taken as a sample from the total number of students. Teachers were selected because of their availability while random sampling method to select students as a part of the study. The researcher used a sample technique formula proposed by Slovin in 1960 to get number of sample students. Which is:

$$n = N/1 + (Ne^2) \text{ where}$$

n= number of sample students, N= total number of students, e= error tolerance level (0.05)

$$n = 300/1 + (300 \times 0.05^2) = 300/1 + (300 \times 0.0025) = 300/1.75 = 171.4 = 171$$

3.4. Data Gathering Instruments

Three instruments were used to collect information. These are questionnaires, semi- structured interview and classroom observation.

3.4.1. Questionnaire

Questionnaire was widely used to collect data in this study. Questionnaire is popular for gathering descriptive information. The researcher used questionnaire as a data collecting tool to collect the data related to techniques teachers use to teach reading and their actual practice. The questionnaire was constructed and translated to students' mother tongue by professional language teachers especially by those who have MA degree in English, Afan Oromo, as well as Amharic and completed by students in their mother tongue Afan Oromo but the teachers answered the questionnaire using English language.

3.4.2. Interview

Semi- structured interview was the second data collecting tool for this study because this type of interview helps to get different kinds of information. Data from the interviews sought views regarding perceptions, instructional practices. It helped seek for explanations on discrepancies

between stated perceptions and observed practices. To triangulate the information collected through the questionnaire, all English teachers of Chitu secondary school were interviewed face to face.

3.4.3. Classroom Observation

Observation is useful tool to provide direct information and it is the best data collecting technique for gaining insight into the subject in a natural environment. Classroom is as a something like a black box which gives the fact about what goes in language learning when observers are present. It was the primary data gathering method to be used in the study. Because it helped the researcher to obtain practical data on how teachers teach reading skill, to what extent they implement the reading techniques advocated in the literature. The researcher beliefs if classroom observation is appropriately designed and supported by check list, observation will be one of the effective tools of data collecting in descriptive educational research. For this reason, the researcher prepared observation checklists and observed the techniques teachers use to teach reading. Then the researcher has checked whether teachers' classroom practices reflected their perceptions as well as matched the techniques advocated in the literature. The observation was made two times for four teachers in different sections.

3.5. Data Collection Procedure

The data for this research were collected through questionnaires, interviews and classroom observation. All sample subjects EFL teachers and grade ten students of the target school were identified. The researcher does not administer all data gathering tools at the same time. To begin, the researcher prepared the questionnaire and distributed it to sample of students. This was followed by conducting semi structured interview with English language teachers. Then the researcher administered the data collected through interview and questionnaire. Later, the researcher observed the techniques teachers used in the classroom. Finally, the detailed information about the techniques teachers used to teach reading in EFL class room was collected using the aforementioned instruments and analyzed and interpreted.

3.6. Data Analysis Procedure

In this study, quantitative and qualitative data analyzing method were employed. The data which gathered through semi-structured interview and classroom observation were qualitatively analyzed and the data which was gathered through questionnaire analyzed by using quantitative data analyzing methods. The researcher believed that crossover analysis would guide him to go back and forth many times and present analysis of data gathered through different tools thematically. This implies the data collected through questionnaires were compared with semi-structured interview and classroom observation data. While analyzing the data, the researcher integrated points that were generated through the given tools and the data induced for interpretation to reach on the relevant conclusions. Besides, interpretation was given after analyzed item/s. Finally, based on the analysis of the data, the researcher summarized the research findings, put conclusions from the findings and suggested recommendations.

CHAPTER FOUR

4. RESULTS AND DISCUSSION

In this chapter, findings of the research instruments are presented and discussed. As already mentioned under the method of data collection in chapter three, each of the data collection instrument was used to address the leading research questions raised under the objectives of the study in different ways. For example, questionnaire was answered by students, the interview questions were answered by teachers and classroom observation was completed by the researcher.

4.1. Summary of the Data Obtained through Interview Concerning Teachers' Perceptions on Teaching Reading skill

This section sought to the summary of data collected to find out teachers perceptions on reading skill and the use of techniques for comprehension. This includes teachers' opinions on meaning of reading, the importance of reading skill, perceptions about reading techniques and their importance in reading lesson.

Below is the sample of responses obtained from the interviewees concerning the definition of reading:

Reading is the interaction between the reader and the writer. Reading means understanding the message of the writer and interpreting. In addition, reading is a vital skill which is used to develop other skills. (T 1)

The other teacher on his part stated that:

Reading is a process through the reader obtains information from the written materials. It is a process of communicating with a text book, magazines, newspapers, etc and understanding their ideas. (T3)

The findings from the interviewed teachers concerning their perceptions on reading revealed that reading is the interaction between the learner and the writer. Besides, they said that reading is the way to understand and construct meaning from a text. Further, this finding confirmed by

Hudson (2007) Allen and Bruton, (1998) opinion that reading is a process of making meaning from a text, for variety of purposes and in a wide range of contexts. This implied that teachers understood reading as understanding interacting with the written materials, and interpreting.

In addition, the interviewees were asked about the values of reading skill for the students and majority of them replied that reading is very important. Below is the response obtained from one of the interviewees:

Reading is very important because, without having knowledge of reading skill student cannot be successful in any subject. It helps students to develop writing skill, vocabulary knowledge and grammar which lead to achieve better result. (T-2)

The other teacher forwarded his idea as follows:

I believe that reading is very important because it encourage students to know new words and develop their writing skill. Not only this, it helps students to understand the message of the text and score good result on a national exam. (T-3)

As can be seen from the responses, teachers stressed that reading skill is very important to develop knowledge of vocabulary, grammar, writing and speaking skills. Also they confirmed that reading is important for the students' success in academic studies.

Regarding the importance of teaching reading techniques, out of four interviewees three of them replied that techniques are very important because they help students to practice different questions easily. They also confirmed that reading techniques or strategies have great values to motivate students during reading lesson. In connection to this, teacher 1 replied as follows:

As I think having knowledge of reading techniques helps students answer the given activities easily. If not, they may kill their time to read all passage and feel boring. Without applying necessary reading techniques it is difficult to understand message of the writer. (T- 1)

Garner, (1987) confirmed the responses of the teachers by saying strategic reader can promote reading comprehension and failure to be strategic in reading may result from either development inability or poor reading.

Brown (1994) suggested that students need to utilize a wide range of strategies while reading a text and specially in reading comprehension, because in reading comprehension process students should utilize several of conscious and unconscious strategies to solve their problem in order to construct meaning from written message /messages. On the contrary, to the question about types of techniques they use during reading lesson and how they teach, more than half of the interviewees mentioned techniques such as asking students to read quickly for specific information (scanning) and letting students to read for general information (skimming) and they could not mention other reading techniques. (See appendix- D)

The researcher interviewed about the role of motivation and about the challenges in the reading lesson. Then all the interviewees responded that motivation is very important. They said if not motivated, student feels boring and neglect the lesson. Therefore, teachers need to arouse students' interest as much as possible. (See appendix –D).

Concerning the challenges during reading lesson, the interviewees raised about shortage of time, broadness of passage to be read, unwillingness of students to come with a text book, large number of students in a class and less attention from students.

Generally, the result of data revealed that although teachers' perception seems good on reading and its importance for students, there is a gap of knowledge on teaching reading techniques. The finding of the study confirmed that their understanding was limited to small in number of techniques such as scanning and skimming only. This implied that teachers did not use various types of techniques in their classroom practice which affected students' reading ability.

4.2. Summary of the Role of Teachers on Student's Motivation

This session used to triangulate teachers' responses with students' answer concerning students' motivation.

Table: 1. Frequency, percentage and mean of teachers' encouragement in the reading lesson

No.	Items	Freq & %	4	3	2	1	Total	Mean
	How often your teacher:	####	#####	####	####	####	###	####
1	encourage you to read silently?	Fre	49	73	37	12	171	2.92
		%	28.7	42.7	21.6	7.0	100	
2	make the reading lessons enjoyable?	Fre	32	19	72	48	171	2.20
		%	18.7	11.1	42.1	28.1	100	
3	encourage you to read in the class room?	Fre	85	44	24	18	171	3.14
		%	49.7	25.7	14	10.5	100	
4	encourage you to do reading activities in the class room?	Fre	19	19	79	54	171	2.01
		%	11.1	11.1	46.2	31.6	100	
5	encourage you to use techniques reading during reading lesson?	Fre	25	19	91	36	171	2.19
		%	14.6	11.1	53.2	21.1	100	
6	ask you question before read a text?	Fre	12	37	74	48	171	2.07
		%	7	21.6	43.3	28.1	100	
7	ask you question when read a text?	Fre	24	73	62	12	171	2.63
		%	14	42.7	36.3	7	100	
8	ask you question after you read a text?	Fre	19	31	108	13	171	2.32
		%	11.1	18.1	63.2	7.6	100	

Key: 4= always, 3= sometimes, 2= rarely, 1= never

One of the questions (item no.1) was asked to get information on how often teachers encourage students to read silently. As shown in table above significant number of respondents (71.4%) replied that their teachers always or sometimes encouraged them to read silently.

From item 2, more than half of the respondents (70.2%) responded that their teachers rarely or never made reading lesson enjoyable. On another hand, from item number 3 over three quarters of respondents (75.4%) answered that their teachers always or sometimes encouraged their students read in the class.

The result from questions number 4,5,6, more than half of respondents depicted that teachers rarely or never encouraged students do reading activities in the classroom, encouraged use reading technique and asked questions before reading.

When the responses are described in terms of mean, the mean value item 1 and 3 are nearest to 3 and above three respectively. This confirmed that majority of the respondents responded that their teachers encouraged them read silently in the class room. Whereas the mean values of item 2, 4 and 5 are nearest to 2 which implied that majority of the respondents replied that their teachers rarely or never encouraged their students.

From item 6 (asking question before reading), around three quarters of respondents (71.4%) replied that their teachers rarely or never asked their students. Likewise, from item 8 more than half of the respondents (70.8%) answered that their teachers rarely or never asked questions after reading.

On contrary, from item 7 over two quarters of the respondents answered that their teachers asked question while reading a text.

The mean value of items 6 and 8 which is nearest to 2 realized that before reading and after reading activities were not practiced well whereas the mean value from item 8 which is nearest 3 confirmed that during reading activities were practiced by the teachers.

Literatures say motivation is a part of strategies to be implanted by the teachers. Teachers should allow for students to have a degree of autonomy over their reading activities, for instance, permit students to choose the reading material or chose their partners or group members, or maybe even allowing the students to choose what product they will produce after reading, i.e. essay, poster, board game, or skit (Boardman et. al. (2008). Creating a classroom environment that generates an atmosphere for enjoyment of reading may lead to increased student motivation because students who enjoy reading tend to seek out others who enjoy

reading and share their reading experiences. However, the finding of the study showed that teachers did not motivate their students.

In addition, scholars stressed that pre-reading stage is very important because it encourage student to read. Greenwood (1998: 15) states that it can provide a “ *need* to read to complete an activity or confirm an idea; and it can persuade the students that as far as perception or hypothesis is concerned there are no right or wrong answers, only different ones.” In pre-reading stage, teacher should carefully design the activities that prepare the students mentally to accept what he/she is going to teach in the next stage.

The purpose of post-reading strategies is to examine or appraise the purpose of the reader and how well s/he achieved the stated purpose at the pre-reading stage. In addition, the instructional activities in the post-reading phase assists in review and evaluation of the reading strategies used. Nevertheless, the result of the finding stressed that teachers did not efficiently practice pre-reading and post-reading in their actual practice.

Furthermore, the researcher triangulated data obtained from students’ questionnaire, teachers’ interview and their actual practice through classroom observations. He confirmed that motivation in the classroom was very low and there was mismatch between teachers’ perceptions and their class room practice i.e. teachers did not encourage their students during reading lesson. They simply advised students read silently without teaching how to read the given material. Thus, it is possible to conclude that mismatch of teachers’ perception and their actual practice, inability of using various techniques in teaching reading affected students’ reading ability.

4.3. Summary of Data Collected Concerning the Influences of Teachers’ Perception on their Classroom Practice

This session is about the influences of teachers’ perceptions on their classroom practice. As clearly discussed under point 4.1, majority of the teachers defined reading that it is the interaction between the learner and the writer. Besides, they said that reading is the way to understand and construct meaning from a text. Hudson (2007) Allen and Bruton (1998) confirmed opinion that reading is a process of making meaning from a text, for variety of

purposes and in a wide range of contexts. In addition, teachers explained about the importance of reading, example of techniques used to teach reading as well as the importance of motivation.

However, during the classroom observation the researcher did not see good practice of teaching from the target school teachers. For instance, although majority of the teachers defined reading as the way of understanding and constructing meaning from the text, they did not check student understanding in their actual practice. Similarly, most of the teachers reported that they prepare pre-reading questions and let students to guess the meaning of unfamiliar words. In spite of this, the researchers observed that majority of the teachers simply advised their students read and do the given exercises at home.

William (1996) has suggested that for effective teaching of reading in the class room, the lesson should be divided into three consecutive phases. They are pre-reading, while reading and post reading. Because, all most all techniques of teaching reading incorporated into these reading phases. However, there were no activities related to pre-reading and post-reading seen during teachers' actual practice. To some extent they focus on while-reading activities.

To sum up, the discrepancy between theory and practice displayed here and insufficient use of reading techniques from teachers points out to the fact that students' reading skill was affected. So, teachers need to have a clear procedural knowledge in order to merge theory into their classroom practices.

4.4. Summary of Data Collected to Explore the Types of Techniques Teachers used to Teach Reading

Table: 2. Frequency, percentage and mean of teachers' use of techniques

No.	Items	Freq & %	4	3	2	1	Total	mean
	How often your teacher:	#####	#####	#####	#####	#####	###	
1	ask you to preview the text?	Freq	7	20	66	78	171	1.74
		%	4.1	11.7	38.6	45.6	100	
2	ask you to scan a text?	Freq	24	73	62	12	171	2.63
		%	14	42.7	36.3	7	100	
3	ask you to guess the meaning of unfamiliar words?	Freq	12	24	111	12	171	2.14
		%	7	14	64.9	7	100	
4	ask you to infer the unstated message?	Freq	12	9	48	102	171	1.59
		%	7	5.3	28.1	59.6	100	
5	ask you to predict what would come next?	Freq	20	19	60	72	171	1.92
		%	11.7	11.1	35.1	42.1	100	
6	ask you to read for detail information?	Freq	19	31	97	24	171	2.26
		%	11.1	18.1	56.7	14	100	
7	ask you to skim a text?	Freq	24	80	61	6	171	2.71
		%	14	47.4	35.7	3.5	100	
8	ask you to use previous experience or background knowledge to understand a text?	Freq	8	19	114	30	171	2.02
		%	4.7	11.1	66.7	17.5	100	
9	ask you to summarize a passage?	Freq	7	6	50	108	171	1.4
		%	4.1	3.5	29.2	63.2	100	

Key: 4 = always 3 = always 2 = rarely 1 = never

This session focuses on exploring the techniques teachers used to teach reading. As indicated in table 2, over three quarters of respondents (84.2%) answered that their teachers rarely or never asked their students to preview the text. Previews helped the reader to select the information

they would want to read. Previews helped in activation of prior knowledge. Nevertheless, significant number of teachers did not ask their students to preview a text.

Concerning item 2, more than half the respondents (56.7%) replied that their teachers always or sometimes asked their students to scan a text. This implied that teachers encouraged their students scan a text during reading lesson. In connection with skimming the text (item 7), over half of the respondents (60.8%) responded that their teachers asked their students to skim a text. In support of this, Nuttals (1982) suggested unless encouraging the students to skim and scan to read some text with appropriate, relevance, they may never deal so. Thus, training students to scan or skim over a text before they look at it in detail encourages fast and fluent reading

As Hunt (1992), students should be encouraged to make guess at the meaning of words they don't know rather than looking them up in a dictionary. It is important because readers frequently face unknown words and phrases in reading texts. This means one cannot master of all words or phrases in a foreign or native languages. In contrast to this idea, from item 3 over three quarters of the respondents (78.95) replied that their teachers rarely or never asked them to guess meaning of unfamiliar words contextually. Similarly, from item 4, significant number of respondents (87.7%) responded that their teachers rarely or never asked their students to infer unstated message.

As Nuttal (1996), prediction helps the reader to make sense of sentences. The ability to predict what comes next often increases with the development of the reading skills. Prediction begins with the title of a textbook and continues throughout the whole process of reading. Sometimes prediction may be wrong, yet it makes the readers think about the topic and so on. In contrast to this, from item 5, more than three quarters of respondents (77.2) replied that their teachers rarely or never asked their students to predict what would come next. The answer given to item 6 was also similar with question 5.

Prior knowledge enhances comprehension by enabling readers to comprehend text better, to make connections, to predict, and to develop inferences as they are reading. As readers learn more from reading, they are also expanding their knowledge, which is then stored in memory and connected to schemata, which are activated at a later time as background or prior

knowledge. However, from item 9 over three quarters of the respondents (84.2%) replied that their teachers rarely or never asked their students use prior knowledge. This implied that teachers did not let their students to make connection what they read to the knowledge they had.

From item 9 very large numbers of respondents (92.4%) responded that their teachers rarely or never asked their students to summarize a passage. But summarizing helps readers to focus on main ideas or other key skill concepts that have been taught and to disregard less relevant ones. It also encourages deeper engagement with a text and encourages students to reread as they construct a summary.

When the response are described in terms of mean, the mean value items number 1,4,5 and 9 is below 2 (the rarely point). Thus, it can be concluded that techniques such as asking to preview, asking to infer unstated message, asking to predict what would come next as well as asking to summarize the passage were hardly practiced by the teachers. Whereas the mean values of techniques such as scanning and skimming with 2.63 and 2.71 respectively show that teachers asked students to practice.

Concerning teaching techniques of reading, literatures say that learners should get enough explanation and practice on different types of reading strategies. Foreign language learners should be encouraged to learn and use a broader range of language learning strategies that can be tapped throughout the learning process. This approach is based on the belief that learning will be facilitated by making students become aware of the range of strategies from which they can choose in the context of language teaching and learning (Cohen, 1989). Knowledge of different strategies is very important. These strategies widen the understanding level of the learners.

In general, although many techniques were advised to use by different scholars, the result of the data gathered through different instruments revealed that teachers of the target school did not use various techniques to teach reading skill. This implied that one of the causes of students' low reading ability was inability of teachers to use different reading techniques during reading lesson.

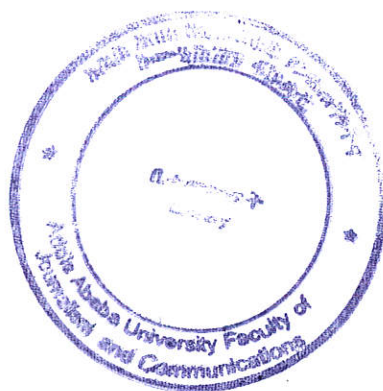
4.5. Summary of Data Collected to Determine Whether Teachers' Techniques Matched with the Techniques Advocated in the Literature

As clearly indicated in the table 2, majority of the teachers used techniques such as scanning and skimming most of the time but they rarely used guessing unfamiliar words, predicting what would come next, previewing the text, and back ground knowledge. Likewise, the result showed that majority of the teachers never used techniques such as inferring unstated statement and summarizing the text. Nevertheless, different scholars strongly remind that teachers need to use different techniques to teach reading. Also they advice that students must be familiar with the techniques of reading.

As indicated in review of related literature, there are different types reading techniques. However, this study explored that teachers of the target school used scanning, skimming and silent reading only.

In relation to this, it is necessary to see what scholars said. For instance, Brown (1990) identified five strategies that students can use to read efficiently and quickly. First the strategy of previewing which deals with reviewing title, sections heading to get a sense of the structure and content of a reading selection. Second, the strategies of predicting which is using about the knowledge of subject matter to make prediction about content and vocabulary and check comprehension using knowledge of texts type and purpose Third, skimming and scanning are the vital strategies which using a quick survey of text to get the main idea, identifying the main structure and specific information, and confirm prediction. Fourth, guessing from context as a reading strategy is about using prior knowledge of subject and the ideas in the text as clues to the meaning of unknown words. Finally, paraphrasing is a strategy which is used to check comprehension by restarting the information in a text. Nuttal (1996) also said that students should not be allowed to look every word in dictionary since this act yield slow reading which result in poor understanding. However, the result of this study indicated that teachers advised their students to use dictionary which is not advisable.

Generally, what teachers do is a reflection of what they know and perceive as feasible. From the result of data and related literature, it is possible to understand that techniques teachers used during reading lesson were not enough as the techniques advocated in the literature. Therefore, it is possible to generalize that teacher's techniques does not matched with the techniques written by different scholars because teachers did not consider other necessary techniques which are very necessary in teaching reading skill. Thus, EFL teachers have to do much to include other techniques to the techniques they are using during their teaching practice.



CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter includes summary, conclusions and recommendations. First, a summary of the study is presented. Second, conclusions are made and finally, recommendations are forwarded.

5.1. Summary

5.1.1. Teachers Perceptions about Teaching Reading skill

Based on the findings and discussions of this study, the following major findings about teachers' perceptions about teaching reading and strategy use in reading were made. This study revealed that reading was construed be the construction of meaning which is the main purpose of any reading exercise. Construction of meaning is facilitated by use of reading techniques. In addition, teachers understood that reading strategies are essential techniques that readers should use to assist them in their reading so as to achieve a set purpose. Teachers' views illustrated that learners need to be taught purposeful reading strategies in order to prepare them to read for comprehension.

From the discussion of the interpreted data, it was apparent that the most commonly used strategies were skimming and scanning which are very useful when reading for a gist of the reading selection but which were not supported by other skills and taught adequately.

Teachers' reasons for teaching reading and use of reading strategies were that reading strategies help learners in preparing learners when reading for examinations. Equally important was the fact that use of reading strategies helps save time.

It was important to establish what teachers thought about their classroom practices in regard to teaching use of reading strategies. Teachers reported that they encouraged learners to look for the main idea from the reading selection in order to get the gist of the text.

From these findings, it is apparent that teachers' perceptions about teaching appropriate reading strategies for enhancing and supporting the development of learners reading proficiency were

limited. The lack of knowledge about a variety of reading strategies posed challenges to them which they consciously or unconsciously were aware of.

5.1.2. Influences of Teachers Perception on their Class Room Practice

Through classroom observation, the researcher assessed whether or not teachers' classroom reflected their perceptions in two ways. At the beginning the researcher understood that teachers were not committed to change their theoretical assumption in to practice. They responded that reading means understanding and interpreting but they did not support in their actual practice. The teacher is expected to check his students' understanding while as well as after the reading lesson. In spite of this, the researcher did not see when they check students' understanding effectively. In addition, they forwarded that motivation and techniques of reading are very necessary however they did not confirmed with their actual practice.

Generally, findings in this study demonstrated that teachers' classroom practices did not always correspond to their perceptions. Sometimes they practised what they believed works for the learner but at certain times they did not. To some extent, their classroom practices were based on their perceptions and cognition. On the other hand, their perceptions were not reflected. The perceptions of the teachers' in this study were affected by a variety of factors such as time constraint, broadness a passage to be taught in a lesson, unwillingness of students to come with a text book, and less attention from the students during reading lesson.

5.1.3. Techniques Teachers used to Teach Reading

In relation to the types of techniques teachers used to teach reading, the result of all instruments depicted that majority of the teachers used techniques such as scanning, skimming and silent reading. Nevertheless, they rarely or never used other techniques such as guessing the meaning of new words, predicting what would come next , previewing the text, activating back ground knowledge, summarizing the passage etc to teach reading and rarely encouraged their children to practice the afro mentioned techniques during reading lesson . Not only this, the result of the data showed that teachers taught reading lesson without dividing into three phases such as pre-reading, while-reading and post-reading. Thus, it can be summarized that students' reading ability affected by the ways teachers delivered the reading lesson. Because although different

types of techniques are advisable in a reading comprehension, majority of the target school English teacher did not use various types of reading techniques except the aforementioned to teach reading.

5.1.4. Teachers' Techniques in Relation to the Techniques Advocated in the Literature

Literature says that knowledge of different strategies or techniques is very important because techniques of reading helps to grow the understanding level of the learners. Learners should get enough explanation and practice on different types of reading strategies. For instance, Brown (1990) identified five strategies that students can use to read effectively and quickly. First, the strategy of previewing title, sections, heading, content of a reading selection etc. Second, the strategies of predicting which is using about the knowledge of subject matter to make prediction about content and vocabulary and check comprehension using knowledge of texts type and purpose. Third, skimming and scanning are the vital strategies which using a quick survey of text to get the main idea, identifying the main structure and specific information, and confirm prediction. Fourth, guessing from context as a reading strategy is about using prior knowledge of subject and the ideas in the text as clues to the meaning of unknown words. Finally, paraphrasing is a strategy which is used to check comprehension by restarting the information in a text. In addition, other scholars confirmed that teachers need to divide reading lesson into three phases because all necessary techniques are included in the three phases of reading. However, the result of this study revealed that teachers of the target school did not use much of the techniques advocated in the literature in their classroom actual practice. This implied that teachers did not teach techniques of reading as advocated in the literature.

5.2. Conclusion

This study explored that although teachers' perceptions look good regarding definition of reading and its importance, result of the finding confirmed that there is a gap of knowledge on reading techniques as well as their actual practices. Besides, theories and practice did not match in teachers' actual practice. Teachers did not teach as they theorized. Inconsistencies were observed between teachers' perceptions and their classroom practices. i.e. there was mismatch in what teachers perceived as the best practice and what they actually did in class. Although various reading techniques were recommend to use for the reading comprehension,

teachers used only scanning and skimming techniques in their different reading lessons. This indicated students' reading ability was affected by the mismatch of teachers' perceptions and their actual practice as well as limitation of reading techniques.

5.3 Recommendations

Following the findings in this study the following recommendations need to be taken into consideration by language teachers, teacher educationists and education policy makers if quality in reading proficiency has to be attained and performance in English improved at all levels

- To improve students' reading competence, it is necessary for teachers to be sensitized on the differences between their perceptions and their practices and think of ways to improve student reading proficiency by providing them instructions on use of reading strategies
- Teachers should upgrade their own theoretical knowledge about reading strategies and they should be made aware of effective reading strategies.
- Teachers should encourage students by teaching different types of reading strategies explicitly and implicitly.
- Teachers have to encourage students to practice reading strategies in the classroom.
- Teachers should encourage their students to come with their text book and make the reading lesson enjoyable.
- Students should give enough attention to the reading lesson.
- Short and long term programmes need to be organized for English language teachers by ministry of education to solve the problems teachers have concerning teaching reading lesson. Besides, the responsible body should supervise and give necessary comment based on the teachers teaching practice.
- Furthermore, the appropriateness of the reading lessons of the grade ten English textbook in cultivating the reading techniques of our students needs to be assessed.

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APPENDECIES

Appendix- A

Students' Questionnaire

Addis Ababa University

College of Humanities, Languages studies, Journalism and communication

Department of foreign Languages and Literature

Questionnaire to be field by students

Dear Students,

First of all I would like to thank you for your cooperation to respond to this questionnaire. This questionnaire is designed to explore strategies teachers use to teach reading in EFL class room. Thus, I kindly request you to give the required information. Your contribution is highly important for the success of this study. The researcher would like to assure you that all the responses you give will be kept *confidential* and used only for the research purpose. The question has four options. You are going to use one of those options as an answer for a single question. As a further assurance, you don't need to write your name.

Thank you in advance for your valuable time and co-operation.

The researcher

PART 1: Personal Information

Direction 1: Please give information about *yourself for* each of the categories below. Put a tick (✓) mark in the appropriate box where necessary.

1. Name of the school _____

a) Male

b) Female

PART II: Items 1-17 in the table below are accompanied with four options: Always, Sometimes, Rarely and Never. Respond to these items by putting a tick mark (✓) in the appropriate box.

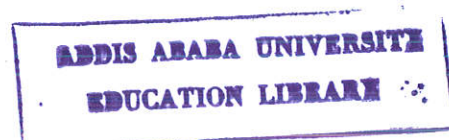
Keys: - 4 = Always 3 = Sometimes 2 = Rarely 1 = Never

Thank You!

The researcher

No.	Teachers' Encouragement in the Reading lesson	Scales			
	Items	4	3	2	1
	<i>How often your teacher:</i>				
1	encourage you to use reading strategies during reading lesson?				
2	encourage you to read silently?				
3	ask you pre- reading questions?				
4	Ask you while- reading questions?				
5	Post reading –questions?				
6	make the reading lessons enjoyable?				
7	encourage you to read in the class room?				
8	encourage you to do reading activities in the class room?				
	Techniques Teachers use during reading lesson				
1	How often does your teacher ask you to preview the text?				
2	How often does your teacher ask you to scan a text?				
3	How often does your teacher ask you to guess the meaning of unfamiliar words?				
4	How often does your teacher ask you to infer the unstated message?				
5	How often does your teacher ask you to predict what would come next?				
6	How often does your teacher ask you to read for detail information?				
7	How often does your teacher ask you to skim a text?				
8	How often does your teacher ask you to use previous experience or background knowledge to understand a text?				
9	How often does your teacher ask you to summarize a passage?				

Key: 4 = always 3 = always 2 = rarely 1 = never



T.L	Gaaffilee	4	3	2	1
A	Barannoo dubbisuu keessatti kaka'umsa barsiisaan taasisu				
1	Barsiisaan kee yammuu barannoo dubbisuu barsiisu tarsiimowwan addaa addaatti akka fayyadamtuuf hangam si jajjabeessa.?				
2	Barsiisaan kee callisaan akka dubbistuuf hangam si jajjabeessa?				
3	Barsiisaan kee shaakala dubbisa duraa gaafachuu irratti hangam xiyyeeffata?				
4	Barsiisaan kee shaakala yeroo dubbisaa gaafachuu irratti hangam xiyyeeffata?				
5	Barsiisaan kee shaakala dubbisa boodaa gaafachuu irratti hangam xiyyeeffata?				
6	Barsiisaan kee barannoo dubbisuu yammuu barsiisu hangam hawwataa taasisa?				
7	Barsiisaan kee daree keessatti akka dubbistuuf hangam si kakaasa?.				
8	Barsiisaan gilgaalawwan addaa addaa akka hojjettu hangam si jajjabeessa?				
B	Barannoo dubbisuu keessatti tarsiimowwan barsiisaan daree keessatti fayyadamu				
1	Oggaa dubbisa dubbistu fakkii waliigala dubbisa sanaa akka argattuuf barsiisaan kee hangam raawwatee si agarsiisa ?				
2	Dubbisa saffisaa fayyadamtee odeeffannoo ijoo ta'e akka argattuuf barsiisaan kee hangam si gaafata?				
3	Barsiisaankeen hiika jechoota haaraa dubbisa keessatti si quunnaman akka tilmaamtu hangam si taasisa.				
4	Dubbisa keessatti yaada barreessaan hin ibsine kana jettee akka tilmaamtu barsiisaan kee hangam si taasisa?				
5	Oggaa dubbisa dubbistu yaadni itti aanee dhufu maal akka ta'e akka tilmaamtu barsiisaan kee hangam si taasisa?				
6	Odeeffannoo gadi fageenyaa argachuuf akka dubbistu barsiisaan kee hangam si barsiisa?				
7	Dubbisa saffisaa fayyadamtee odeeffannoo walligala dubbisichaa akka argattuuf barsiisaan kee hangam si kakaasa?				
8	Muuxannoo kanaan dura qabdu fayyadamtee ergaa dubbisichaa akka hubattu barsiisaan kee hangam si taasisa?				
9	Yaada ykn ergaa dubbisichaa cuunfitee akka dhiyeessitu barsiisaan kee hangam si jajjabeessa?				

Furtuu: 4 = yeroo hundaa 3 = darbee darbee 2 = yeroo xiqqoo 1 = gonkumaa

Appendix - C

Addis Ababa University

College of Humanities, Languages studies, Journalism and communication

Department of foreign Languages and Literature

Interview questions for English Language teachers.

1. What is reading for you?
2. How much is reading skill is valuable for grade 10 students?
3. Do you think reading techniques are important to teach reading? Why?
4. What types of techniques do you use when you teach reading? How?
5. Do you check students' understanding when you teach reading?
6. What do you think about role motivation for students during reading lesson? Why?
7. What challenge did you face in teaching reading lesson?

Appendix -D

Addis Ababa University

College of Humanities, Languages studies, Journalism and communication

Department of foreign Languages and Literature

Interview transcription

Ref: R: Researcher

T: Teacher

Teacher - 1

R: Thank you very much! I would like to take may be 10-15 minutes. The first question is:

R: What is reading for you?

T: Reading is interaction between the reader and the writer or understanding the message of the writer and interpreting. In addition, reading is a vital skill which helps to develop other skills.

R: ok, how much is reading skill valuable for students?

T: reading skill is very important. For example, it helps students to know different new words, develop other skills such as speaking, writing, knowledge of vocabulary and speaking. It is also important to score good grade on national exam.

R: well, do you think that teaching reading techniques is important?

T: yes, it is important

R: Why?

T: As I think having knowledge of reading techniques helps students answer the given activities easily. If not, they may kill their time to read all passage and feel boring. Without applying necessary reading techniques it is difficult to understand message of the writer

R: all right, what techniques do you use when you teach reading skill?

T: First, I divide the reading lesson in to pre-reading, while-reading and post-reading and ask them some questions. Then, I let students to identify specific information as well as general information.

R: what else?

T: I group my students and advise them to read silently.

R: Do you check students' understanding during reading lesson?

T: yea, I do it to some extent because it is too difficult to finish all the given activities in a one period given.

R: What do you think about the role of motivation for students during reading lesson?

T: Motivation has a great place in a reading lesson

R: ok, how you motivate your students?

T: I encourage my students through different ways. For example, by asking pre-reading questions, giving bonus points for active participants, advising to use different reading strategies.

R: What challenges did you face during reading lesson?

T: shortage of time, low participation and unwillingness to come with the text book, large number of students in a one class.

R: Ok, thank you very much!

T: take it easy.

Teacher -2

R: Thank you for your willingness. I have the some questions. The first one is:

What is reading for you?

T: Reading is a process of understanding the message of the writer, getting general as well as specific information from the written material.

R: ok, how much is reading skill valuable for students?

T: It is very important because, without having knowledge of reading skill student cannot be successful in any subject. It helps students to develop writing skill, vocabulary knowledge and grammar which lead to achieve better result.

R: ok, do you think teaching reading technique is important?

T: No doubt, it is important.

R: Why?

T: As I think, before letting students to read passage teachers need to teach their students about reading techniques and how to use. That is why reading techniques encourage students to achieve the intended message easily and quickly.

R: what techniques do you use when you teach reading skill?

T: I use techniques such as scanning and skimming.

R: Do you check students' understanding?

T: Of course, I ask them specific as well as general questions, I give class work and check it.

R: What do you think about the role of motivation for students during reading lesson?

T: I think motivation is very important. Most of the time students want to learn grammar rather than other skills. If not motivated, student feels boring and neglects the lesson. Therefore, teachers need to arouse students' interest as much as possible

R: fine, how do you encourage your students?

T: As myself, I encourage my students: by selecting and giving copy of attractive passages from other materials, by teaching different reading strategies, by giving definition of new words first.

R: Ok, what challenges did you face in your reading lesson?

T: Most of the time students want to learn grammar part. They do not give attention to reading. The other problem is shortage of time given.

R: I have finished my questions, thank you very much!

T: No problem.

Teacher – 3

R: First of all I would like to say well come. I have the some questions. The first one is:

What is reading for you?

T: Reading is a process through a reader obtains information from the written materials. It is a process of communicating with a book, news papers, magazines etc and understanding their ideas.

R: ok, how much is reading skill valuable for students?

T: I believe that reading is very important because it encourage students to know new words and develop their writing skill. Not only this, it helps students to understand the message of the text and score good result on a national exam.

R: alright, do you think teaching techniques of reading is important for students?

T: Yes, it is important.

R: why?

T: T: It is a good question, if the teacher teaches students how to read a passage at the beginning, students will not kill their time to read all the given passage without achieving their purpose. Having knowledge of techniques helps students to comprehend, analyze, and interpret a text.

R: well, what techniques do you use when you teach reading skill?

T: Depending on the given activities there is a time when I teach my students reading for specific information, general information, predicting or guessing the meanings of new words from the passage.

R: Do you check whether or not your students understood?

T: yes, I check their class work and ask some oral questions

R: What do you think about the role of motivation for students during reading lesson?

T: I think it is very important to arouse their interest by telling them different jocks, asking pre-reading questions, teaching different techniques to do the given activities. Unless, they may neglect reading.

R: What challenge did you face during reading lesson?

T: Teaching reading is not easy as other skill such as grammar. It takes long time as well as participation of students. Therefore, time constraint, broadness of the passage, large number of students in a classroom etc are the core challenges.

R: Ok, thank you very much!

T: Thank you!

Teacher -4

R: What is reading for you?

T: For me, reading is a vital skill because a man who read can learn new words, grammar, writing procedures and develop his/ her reading ability.

R: How much is reading skill valuable for students?

T: As to me, reading skill is important because it helps the learners to be successful in their lives. For example, students' academic progress depends on the understanding, analyzing, and applying information shared through reading.

R: Do you think teaching reading techniques important for students?

T: I think it is important.

R: Why?

T: Because if student do not know how to read, they cannot answer the related questions effectively. Thus, teachers need to teach first how to read then advice students to do the given activities.

R: fine, what techniques do you use when you teach reading skill?

T: Most of the time I teach how to get specific as well as general information.

R: Do check your students understanding?

T: sometimes I check their understanding by asking oral questions. But most of the time I give the reading questions as a home work because it is impossible to do activities in a one period given.

R: well, what do you think about the role of motivation for students during reading lesson?

T: Motivation is important but the reading text itself is not attractive. It is very broad, difficult and not much localized.

R: As yourself how can you motivate your students?

T: Most of the time use some pre-reading question and encourage them to be free when they read.

R: What challenges did you face?

T: Students do not want to learn reading and they do not carry English text book. It is also difficult to manage since you teach large class size.

R: I have finished my questions thank you for your cooperation!

T: Take it easy.

Appendix -E

Summary of Observation check lists.

The purpose of this observation check list is to observe teachers' actual practice in the classroom in relation to teaching reading skill.

No.	Items	Days	Yes				No			
			T1	T2	T3	T4	T1	T2	T3	T4
1	include reading lesson in his/her weakly lesson plan?	D-1	√	√	√	√				
		D-2	√	√	√	√				
2	ask pre-reading activities?	D-1	√					√	√	√
		D-2		√			√		√	√
3	ask while-reading activities?	D-1	√		√	√		√		
		D-2	√	√		√			√	
4	ask post -reading activities?	D-1					√	√	√	√
		D-2					√	√	√	√
5	encourage students to read silently?	D-1	√	√	√					√
		D-2	√	√	√	√				
6	check reading comprehension?	D-1		√			√		√	√
		D-2	√					√	√	√
7	teach how to get specific information?	D-1	√	√	√	√				
		D-2	√			√		√	√	
8	teach how know the meaning of new words?	D-1			√		√	√		√
		D-2	√					√	√	√
9	teach how to get general information?	D-1	√			√		√	√	
		D-2	√			√		√	√	
10	teach summarizing the text?	D-1					√	√	√	√
		D-2					√	√	√	√
11	encourage students to use their prior knowledge?	D-1	√					√	√	√
		D-2		√			√		√	√
12	teach how to Predict unstated message?	D-1					√	√	√	√
		D-2					√	√	√	√

Key: T= Teacher D: Day