

# **ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES**

## **PERCEPTIONS OF TEACHERS TO STRATEGY BASED READING AND CLASSROOM PRACTICES OF READING COMPREHENSION.**

*(The case of grade nine English teachers of Dawro Zone  
in SNNPR).*

A Theses submitted to the school of Graduate studies of Addis Ababa  
University in partial Fulfillment of the Requirements for the Degree of Master of  
Arts in Teaching English as a Foreign Language (TEFL)

**BY KASSAHUN ABEBE**



**June, 2011**

**Addis Ababa**

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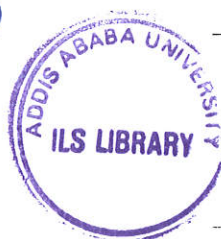
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## **Abstract**

This study aimed to explore how the perceptions of grade nine English teachers towards using the reading strategies in reading was and to investigate how their classroom practices were on using the strategies.

In order to accomplish this study, four high schools, "Waka Tercha, Mari, and Gendo" secondary school were chosen out of the total, 12, secondary schools of schools, in SNNPR. This four high schools were selected randomly of the total twelve high schools. The population of the study were 24 (21males and 3 females) grade nine English teachers. The sampling method was the availability sampling method.

The questionnaire was used to collect information about 'Teachers perceptions on the importance of using reading strategies' the class room observation was conducted to collect information about the practices of these strategies, and the interview was used to strategies, and the interview was used to strengthen the information which were found in both the questionnaire and class room observation.

The data from the questionnaire and class room observation were analyzed quantitatively and qualitatively. The results, which were obtained from the questionnaire about the importance of reading strategies and from the class room observation, how they practiced these strategies in the classes were explored. Findings indicated that teachers perceive that reading strategies play an important role in reading comprehension and it is necessary to teach reading strategy in reading classes. The metacognitive strategies, like "asking comprehension" questions and "monitoring" was the most important strategies and the linguistic knowledge strategies like, grammar, "vocabulary" and "reading "aloud were the least important strategies.

In addition to these "translation" "teaching grammar" and "vocabularies" were the most practiced strategies and "telling students how to read the passage", 'using visual aids', and asking pre-reading questions to arouse students interests' were the least practiced strategies in the class room. The results also revealed that there is inconsistency between teachers' perceptions and their classroom practices. So, it is better narrowing the gap between teachers' perceptions and their classroom practices of strategy based reading comprehensions.

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# CHAPTER ONE

## Introduction

Reading is considered as one of the most important skills which language learners should obtain, particularly as it helps to build vocabulary and leads to life long learning and improvement in the first and second language skills. (carell,1989), students can become efficient users of language when they can read what is written in the passage, extract the information they need, then integrate it with their previously acquired knowledge, and finally communicate that knowledge to others.

Such processes clearly need the appropriate uses of different types of strategies/techniques in reading instructions and the guidance of teachers on how to use these different types of strategies in reading comprehension to the text/passage. Before teachers guide their students how to use those strategies, it is necessary to explore how do they perceive and practice those strategies in the classroom. It is also important to compare and contrast their perceptions towards using the reading strategies and their practices in the classrooms.

Perceptions may be derived from other sources like established practices, teachers personality factors, educational principles, research based evidence, and principles derived from an approach or method (Richards and lock hart, 1996). Studies of teacher perceptions reveal that teachers have perceptions about all aspects of their work.

Calderhead (1996) , argues that there are five main areas in which teachers have been found to hold significant perceptions including perceptions about leaner's and learning, teaching. He also notes that these five areas are closely related and may well be interconnected. The structure of teachers' perceptions is by no means uniform or simple.

Different scholars have ideas about the perceptions of teachers perceptions to wards using reading strategies and their class room practice some of these are, “pace and powers” (1981), say that most scholars want to know how teacher perceive in classroom. But there is still a little amount of studies conducted on exploring teachers’ perceptions in the area of foreign/second language in teaching reading. Another scholar is Gatbonto (1999) in U.S.A, he says that teachers’ perceptions is mostly relating to the patterns of the language rather than teaching reading in striations.

Bustur kmenet.al (2004) suggesting that there is a difference between teachers’ perceptions and their classroom practices. They say that it is challenging to resolve the differences between teachers’ perceptions towards using different types reading strategies and their classroom practices. These differences are the results of some reasons.

These are, according to Richard and Lockhart (1996) and Calderhead (1999), established practices, teachers’ personalities, educational principles and the method of teaching.

In Ethiopia, reading is taught by teachers in schools. English is taught in schools as a foreign language. It is given as a subject in most primary schools, and it is also used as a medium of instruction in all secondary (high) schools.

It was a problem that getting the research which was conducted on the similar title of the current research title. So, the researcher couldn’t get any research which can give information about the perceptions of teachers to wards using different types of reading strategies and their classroom practices.

### **1.1 Statement of the problem**

An effective reading requires both the teachers’ and students’ contribution during the practices of reading instructions. Knowing teachers perceptions

towards using different types of strategies and practicing them in classroom is not a simple task.

Beliefs appear to be inter connected and multifaceted. Beliefs strongly influence both perceptions and behavior. They exist in commotion to other beliefs and may in fact contradict one another. (Breen, Hird et.al., 2001), reflecting the complexity of belief systems. Clark and Peterson (1996), agree that they are complex and Eclectic, and suggest that there are side variations in teachers' perceptions systems even among those who are committed to the same educational practices.

\* It is supposed that grade nine students would get good knowledge of reading strategies from their teachers and texts, and how they practice them in the classrooms. This section is the base and the beginning class for the secondary/high schools. It needs more focus than the next/higher classes to lie the knowledge of using different types of reading strategies. To do this, more priority is given to teachers.

When students are reading the passage, teachers are usually sitting down. Teacher are usually inactive and the surroundings in which studs read are quiet. Teachers do not seem to be doing anything. Yet reading is probably not the passive process it is tacked to be. It involves teachers in several ways (carter and long, 1991).

Reading in language classrooms is an activity which is inter active and mostly it is directed by teachers. They use different strategies /techniques to make reading activity much meaning feel and thus, it can be handled there phases to manage the task in much proper and effective way.

✓ In some situations, it can be seen that reading tasks can be handled as if they were too unnecessary to give importance when it is compared with grammar or writing activities. however, teaching reading requires its own specialization and it is not an easy task.

According to Gamez (2009), knowing and using different strategies of reading processes and activities which are special for effective reading and also applying these into classroom are very important parts of language classroom.

In that sense, this study tries to illustrate how grade 9 English teachers of Dawro zone perceive the importance of using reading strategies and to assess how those reading strategies are taught in the classrooms and to compare their perception and practices.

The researcher has taught in Dawro zone for many years and he knows that how teachers teach in the classrooms.

This, the researcher was initiated to under o because of the following three reasons. Most of English teachers in grade nine use a limited type of strategies (techniques) of teaching. The second one is, in reading lessons most teachers focus on leading the students to read the text again and again and the last one is, they give attention on language structures then teaching reading strategies.

To fulfill this research more specifically, the present research asks the following questions

1. How do grade nine English teachers perceive in using different types of reading strategies in reading instructions?
2. How are reading strategies taught in actual reading classrooms?
3. Are there similarities and/or differences between their perceptions and classroom practices?

## **1.2 Objectives of the Study**

The objectives of this study are to explore how grade nine English teachers perceive in using different types of reading strategies or techniques in reading instructions, to know how these teachers practice the reading strategies in

reading classrooms and to check whether there are similarities and differences between teachers' perceptions and classroom practices or not.

### **1.3 The Scope of the Study**

This study was focused on Exploring the grade nine English teachers' perceptions towards using reading strategies they were using while students were comprehending the text (passage) in reading instructions. It was difficult to cover the study in all 12 high schools because of time and financial constraints. These conditions limited the researcher to focus only on four schools ('Waka,' 'Tercha', Mari and 'Gendo' high schools) Regarding the sample size, the researcher used 24 English teachers only out of total 35 English teachers is those four schools.

### **1.4 The Significance of the Study**

- This study finds out how grade nine English teachers perceive the reading strategies and how they implement them in rereading instructions in the classrooms
- It also aims to see the similarities and differences between teachers, perceptions and their classroom practices.
- How teachers perceive in using the reading strategies can affect the students reading abilities. If teachers don not have the right perceptions of using reading strategies, they ca not provide the support they are supposed to. It indicates the way they teacher reading in the class room. A suitable approach and method of teaching reading is possible when teachers have the right perception of using different types of reading strategies.
- English language teachers can be benefited from the result of the study by gaining awareness of using different strategies for comprehending the text thus, the result of this study is significant for teaches, students, and all concerned bodies contribute for better awareness of reading in striation in grade nine.

## **1.5 Limitations of the Study**

The research was limited to study on the perceptions of English teachers towards using the reading strategies while teaching students in comprehending the text/passage in reading instructions.

To carryout this study, of twelve high schools only the four high schools were taken as study area. In addition to this, regarding the sample size, only twenty-four (24) grade nine English teachers were selected of the total number of (35) population. All these are limited the research because of time, financial and the presence of distance among the schools.

## **1.6 Definitions of terms**

For the purpose of the study, the following words and phrases have meanings as set out below.

### **Reading strategies**

It is the ability of the reader to use a wide variety reading techniques. (Alderson, 2003) they require less teacher direction and control than the reading skills.

### **Teachers' perceptions of reading**

The way how reading is understood or seen by teachers to implement the strategies.

### **Reading skills**

- Skills involving flexibility of techniques, variations in reading rate, skimming, scanning, study reading, etc. (Nutall, 1982).
- They involve lower level cognitive processing, are specific in nature “are more or less automatic routines” (Dole, Duffy and Pearson, 1991).
- They require more control and direction of the teacher than reading strategies.

## **CHAPTER TWO**

### **2. Review of Related Literature**

#### **2.1 Definition of Reading**

Different people define “reading” in different ways and much confusion can arise from consequent misunderstandings “(Nutall, 1982:1). Therefore, it was found worth discussing the meaning of the term and indicating the meaning used in the study. In this regard, Nutall (1982:2) and Wallace (1992:4) note that reading can be defined in terms of ability to see words for example, from a page or a board. As they say. Ability to read aloud (decode) words can also be a definition of reading. In addition, Williams (1984), defines reading, it is a process of decoding symbols; looking at words and understanding what has been written. Harmer (1983) also says that reading is an exercise dominated by the eyes and the brain. Accordingly, reading is a psychological process that requires a reader to activate his/her mental ability if they have to understand or perceive written elements effectively. This indicates that according to him reading means interpreting the written elements. From the above definition of reading. The one that involves understanding or interpreting is the most important (Nutall, 1982:3 or 1996:138) writes reading means decoding, translating written symbols into corresponding sounds.

#### **2.2 Reading -Strategies**

##### **2.2.1 Reading strategies of comprehension**

Learning strategies, according to Weinstein and Mayer (1986), they are learning facilitation as good as and are intentional on the part of the learner. They state the goal of strategy use is, to affect the learner’s motivational or affective state, or it is the way in which the learner selects, acquires, organizes, or integrates new knowledge (Weinstein and Mayer, 1986,p-315).

Brown (1993), states, strategies are those specific “attacks” that we make on a given problem, they are the moment by moment techniques that we employ to solve problems solved by second languages in put and out put. Strategies are also explained by Nutall (1982), he explains, strategies involve the ways of processing text which will vary the nature of the text, the reader’s purpose, and the context of situation.

Reading strategy is defined by Anderson (2003), strategy of reading is the ability of the reader to use a wide variety of reading techniques to accomplish a purpose for reading (p.68). This definition is supported by oxford (1990) by giving example. She (oxford) lists a large number of strategies which have been shown to correlate positively with those who use reading successfully to learn language. Among those, she lists the following strategic for reading: “repeating”, or “saying or doing something over and over”, formally practicing with sounds (pronunciation, intonation, register, etc) in a variety ways.

According to Wallace (1992), strategies are ways of presenting text which will vary with the nature of the text, the reader’s purpose and the contexts situations.

### **2.3 Importance of Reading Strategies**

There are many benefits to using strategy based reading instruction some of these are, according to carter and long (1991:16) the first, to share in the world the writer has created; This occurs as result of the imaginative leaps we make in order to fit the created world with the world we know. The second to relate the experience of the text to experiences we ourselves have undergone or can imagine ourselves undergoing: This occurs as a result of an active shutting back and forth between the ‘functional’ world and the ‘read’ world. Thirdly, to interpret what the texts might mean: the literary representation of experience is not a direct one it is frequently indirect, this forces the reader to make connections, to read between the lines, to seek for

explanations and meanings. In literary texts such meanings are rarely stated directly.

Reading strategies instruction can help learners to be aware of their effective (and ineffective) use of strategies and can build reading skills.

Brown (2001) states that “For most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies” (P. 291).

## **2.4 Types of Strategies to Reading Comprehension.**

Learning strategies have been differentiated depending on the level or type of processing involved (o’Mallye et. al 1985).

### **2.4.1 Metacognitive Strategies**

In a metacognitive reading strategies there is advance organization of making a general but comprehensive preview of the organizing concept or principle in anticipated learning (reading) activity. This strategy ignores irrelevant distracters and gives attention for general learning tasks (reading). It gives selective attention in deciding in advance to attend to specific aspects of language input or situational details that will cue the retention of language in put. It focuses on self management, functional planning, self monitoring and self evaluation of the reading activates (Brown, 1993). Flavell’s theory of met cognitive (Living Stone, 2003) compliments and supports strategy based reading instruction, Met cognitive refers to a higher-order of thinking in which individuals have control over the cognitive processes in which they are engaged. Met cognitive reading strategy is helpful for readers to be able to monitor their inner conversation while they are reading. By actively engaging with the text. They are aware of how well they understand what they are reading (Living stone, 2003).

Besides explicitly teaching strategies, Qian (2005) discusses the need to develop learners’ metacognitive awareness of how and when they use

strategies. Such awareness can help to foster learner autonomy and prepare students for self access learning.

Metacognitive strategies the awareness of one's own thinking and learning strategies. A process approach is strongly associated with the principle of metacognitive and can be exploited in the class room in various ways. For instance, encouraging learners to predict the continuation of a text while articulating the linguistic and schematic resources on which they draw. However the metacognitive approach has tended to focus on thinking and learning behavior in an individualistic way (Wallace, 1992:36)

#### **2.4.1.1. Monitoring Comprehension**

Monitoring, can be described as being aware of what one is doing or bringing one's "mental process under conscious scrutiny and thus more effectively under control" (Nisbet and Shuck Smith, 1986, p.7).

Good readers use monitoring for their understanding and repairing faulty comprehension. Frequently students will read page after page without stopping to monitor their understanding. During that time reader's mind can wander. If teachers explicitly teach problem-solving strategies to use when students get stuck on unknown words. Confusing passages, etc. then students will be able to better comprehend texts. Listening one's inner voice while reading helps one keep track of his or her thinking, clarify confusion, and allow one to stop, think and react to the information they read (Harvey and Goudvis, 2007)

Monitoring is in Anderson's (1983) view is a response to ambiguity in comprehending language where an individual selects a best guess of the message's meaning based on available information. Monitoring that needs to be addressed more explicitly in a theory concerned with comprehension processes is the cues to which individuals attend that assist learning. For example, Markman (1981) has identified internal monitoring signals, such as

perceived absence of structure and perception of inconsistencies, that learners can use in detecting failure to comprehend verbal materials.

Nisbet and Shucksmith (1986) suggest that monitoring is the key process that distinguishes good learners from poor learners. In their view monitoring is the ability to analyze the demands of the task and to respond appropriately, that is, to recognize and manage the learning situation.

#### **2.4.1.2 Questioning**

This strategy is that good readers use is asking questions of themselves, the author, and the text while they are reading. According to (Harvey, 2007), schools have focused for too many years on the answers to questions, rather than promoting and fostering students' own question. Questions are the heart of teaching and learning because it is how human beings make sense of their world. This why it is important to teach students to generate questions before, during, and after reading in order to construct meaning from what students are reading (Harvey, and Goudvis, A.2007)

#### **2.4.2 Cognitive Strategies**

In cognitive reading strategies, a language model is limited, like over practice and silent rehearsal, in target language is used as reference material. There is translation from a target language to the first language not taking, writing down the main ideas, important points, outline, or summary of information presented orally or in writing. In cognitive reading strategies students read texts consciously by applying rules to produce or understand the second or foreign language (Brown, 1993), word recognition and decoding skills are transferred from the first to the second language (eg Koda, 1988;1989). Some researchers suggest that cognitive skills transferred from first to second language reading are influenced by the readers' first language (Eg Koda,1998,2000 Akomatsu, 2003).

Cognitive strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself (Brown, 1993). There

is transference of knowledge from previously acquired linguistic and/or conceptual to a new language learning task (Brown, 1993).

Effective strategy and reading instruction can assist in the transfer of cognitive and comprehension skills while also helping the reader to develop new skills. Cognitive strategy is important for beginning learners.

#### **2.4.2.1 Inferring**

According to (Harvey, S. 2007) inferring is used during and after the students read the passage. Inferring is read between the lines, and for many students, it is a difficult strategy to master. Inferring involves drawing a conclusion or making an interpretation that is not explicitly stated in the text.

#### **2.4.2.2 Determining Importance**

A good reader uses his or her ability to determine importance. Good readers are able to identify key ideas or themes as they read they can distinguish between important and unimportant information (Zimmerman, M. C. & Hutchins, C; 2003). Harvey and Goudvis point out that determining what is important in a text may not be easy for students (Harvey, and Goudvis, 2007). By explicitly teaching students how to determine what is important, students will have an easier time comprehending texts.

According to Brown (1993), he suggests that when the passage/texts is read. Selective attention is important to decide in advance to attend to specific aspects of language input or situational details that will cue the retention of language input.

#### **2.4.2.3 Synthesizing**

Good readers use their ability to synthesize information within and across texts when readers are able to synthesize information, they are able to see the bigger picture as they read. "When readers synthesize, they reach a more complete understanding" (Harvey, S. & Goudvis, A. 2007) p.19. Readers are

able to track their thinking as it involves during reading, to get the over all meaning (Harvey, S. & Goudvis, A. 2007).

#### **2.4.2.4 Skimming**

Skimming: It is a technique of reading, which is 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 (not just to determine its field, which we can find out scanning), or in order to keep ourselves superficially informed about matters that are not of great importance to us (Nutall, 1982).

#### **2.4.2.5 Scanning**

Scanning: It is a technique of reading which glancing rapidly through a text either to search for a specific piece of information (Eg. a name, a date) or to get an initial impression of whether the text is suitable for a given purpose.

**2.4.2.6 Intensive reading:** Intensive reading is used to read shorter texts. It usually happens in the class room activities. According to Hedge (1995), intensive reading practice is used to answer comprehension questions because it requires critical reading.

### **2.5 Incorporating Effective Reading Strategies in to the Foreign Language Class room**

To Encourage students to use effective strategies when reading in a foreign language, the teacher can develop simple exercises to elicit information via targeted strategies. These exercises can be divided by the stage of reading at which they occur.

#### **2.5.1. The Pre-reading Stage**

It is a warm-up, into, before-reading activities introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata (Carter and Long, 1991:16). Pre viewing a text with students should arouse the interest and help them approach the text in

a more meaning and purposeful manner as the discussion compels them to think about the situation or points rose in a text. This idea is also supported by Williams (1984), he states that, the aim of pre-reading stage is 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.

Abot and Wingard (1981) also suggest that the aim of pre-reading is doing any class work with learners before they begin to read a text and is help to create a positive attitude in their minds towards the text to be read. In this phase, teachers ask some questions before the students read the passage because it help them to bring their background knowledge to the text they are reading. Atkins (1996), has also the same idea to the above one, i.e. the teacher introduce the topic of the passage, tell the students the reason for reading a passage and they learn some vocabulary.

Pre-reading activities include: discussing author or text type, brain storming, reviewing familiar stories (students review Cinderella before reading Cinderella). Considering illustrations and titles, skimming and scanning (for structure, main points, and future directions).

### **2.5.2 While-reading Stage**

“The while-reading” (during, through reading) exercises help students develop reading strategies, improve their control of the foreign language, and decode problematic text passage. According to Atkins (1996) in the while-reading stage, students and teacher have their own rules related to reading the passage. The teacher sets one or two questions. These questions which require an understanding of the general purpose of the text. The students read the passage and quickly in order to answers comprehension questions. They compare their answers with others in their sitting row. Williams (1984) supports Atkins. For instance, idea for instance, he asserts that it is good to establish general comprehension first. This enables the learners to work towards the objectives of improving reading speed and developing awareness

of text structure. So, first, they are supposed to read quickly to answer the pre-reading questions. Having finished the first silent reading, they can compare their answers with their group members.

The second silent reading requires an intensive reading which involves students to read more slowly to answer a number of questions designed to develop more detailed understanding of the ideas in the text students attempt to answer the questions individually and in groups. This time, the teacher circulates to help either, individually or in group if they have any difficulty.

Helping students to employ strategies while reading can be difficult because individual students control and need different strategies. Nevertheless, the teacher can pinpoint valuable strategies, explain which strategies individuals most need to practice, and offer concrete exercises in the form of "guided-reading" activity sheets. Such practice exercises might include guessing word meanings by using context clues, word formation clues, or cognate practice; considering syntax and sentence structure by noting the grammatical functions of unknown words, analyzing reference words, and predicating text content; reading for specific pieces of information; and learning to use the dictionary effectively.

### **2.5.3 Post-reading Stage**

According to Atkins (1996), the post reading stage requires students to do activities after reading the passage. The teacher asks them some general questions on the passage, to evaluate the passage, to relate the passage to their own experience and to imagine themselves in the situation in the text.

The post reading stage (after, follow-up, beyond reading) exercises first check students' comprehension and then lead students to deeper analysis of the text, when warranted (Ibid :16). Because the goals of most real world reading are not to memorize an author's point of view or to summarize text content, but rather to see into another mind, or to mesh new information into one

already knows. Foreign language reading must go beyond detail eliciting comprehension drills to help students recognize that different strategies are appropriate with different text types. For example, scanning is an appropriate strategy to use with news paper advertisement where as predicating and following text cohesion are effective strategies to use with short stories. (By discussing in groups what they have understood, students focus on information they did Mesh-network, space.)

Did not comprehend, or did not comprehend correctly. Discussions of this nature can lead the student directly to text analysis as class discussion proceeds from determining facts to exploring deeper ramifications of the texts.

“Follow-up” exercises take students beyond the particular reading text in one of two ways; by transferring reading skills to other texts or by integrating reading skills with other language skills (Phillips, 1985). This point is also supported by Williams; he states that the post-reading stage also provides learners with further activities to be performed individually and in groups. Further, it is the stage where other skills-writing, listening and speaking are integrated with what has been read. However, the teacher should know that the three phase, of a reading lesson should not be followed rigidly in every case, but they after the teacher a frame work of over coming problems (Williams, 1984).

## **2.6 The Effective Teacher of Reading**

It is generally accepted that the teacher plays a major role in determining the effectiveness of a reading instructional program. Duffy-Hester (1999) perhaps stated it best when she noted the role the teacher played in helping students learn to read. She was convinced that the teacher is more important and has a greater impact than any single, fixed learning program, method, or approach (P.492). The effective teacher of reading focuses on, what teaching

strategies must teacher of reading be able to perform and how are these strategies effectively applied in teaching students to read?

Recognition of the significant role of the teacher is not new. Early studies on effective teaching, however, yielded little specific information about exactly what teachers do in the classroom and how what they do makes them effective (Bliar, T. et, al, 2000).

Good and qualified teachers are essential for efficient instructing functioning of educational systems and for enhancing the quality of learning. Research supports this notion that a good teacher and actions to be taken on his part in the class room play a vital role in provoking effective and efficient learning on the part of the students (Markley, 2004).

### **2.6.1 Common Features and Instructional Component of Effective Teachers**

A set of common, important instructional features associated with effective teachers of reading. These common and repeatedly Emphasized features stress the “what’ and “how” of effective reading instruction and the use of each of these instructional components and how they contribute to effective reading instruction are discussed as follows.

#### **2.6.1.1 Reading Assessment**

The ability to teach students what they need to know requires that reading teachers continually use a blend of formal and informal measures to identify students’ strengths and weaknesses in interacting with text (Barentine, 1999). With out the teacher’s pervasive concern for knowing and responding to students’ needs, reading instruction can be irrelevant and mindless drudgery for all concerned. This pervasive concern about assessment can be related to the fundamental concept of effective teaching: Teachers should provide instruction that reflects the students level of reading development.

Effective teachers use assessment to select instructional strategies appropriate to the desired students' learning outcomes in relation to the students' existing reading capabilities. Instructional tasks that are too difficult for students limit their chances of successful learning. Teachers who pace their instruction by progressing in small, closely related steps to maximize students' success in literacy activities increase students' chances of success. ongoing assessment that focuses on students' literacy strengths and weaknesses enables teachers to identify in procedures that increase success.

### **2.6.1.2 Explicit Instruction**

Research on effective teaching has clearly shown that effective teachers explicitly teach students what they need to know (Rosenshine;1995 Taylor, Peterson, pearson, & Rodriguez, 2002). Although it seems simplistic and obvious, teachers of reading “teach”; that is students do not become independent learners through maturation alone. Explicit instruction means importing new information to students through meaningful teacher-student interactions and teacher guidance of student learning. They key to explicit instruction is the active communication and interaction between teacher and student. The type of learning to be accomplished determines the degree of directness or structure.

Skills involve lower level cognitive processing, are specific in nature, and “are more or less automatic routines “(Dole, Dufy, Roehler, and pearson, 1991). Examples of reading skills include the specific elements in phonics, structural analysis, and contextual analysis, specific comprehension skills such as recognizing text sequence, fact versus opinion, and stated main idea; reading study skills such as using an index and interpreting a bar graph; and writing skills such as capitalization, punctuation, and spelling strategies for comprehension require higher level five processing, are less specific in nature than skill, and “emphasize intentional and deliberate plans under the control of the reader” (Dole et al. 1991). Examples of cognitive strategies

applied to reading include making predictions, summarizing a story, reacting critically to what is read, inferring main ideas, and revising and Editing a piece of writing. Such reading comprehension capabilities benefit from teachers' use of higher level questioning, modeling, and coaching (Taylor et al, 2005). There is still explicit instruction, but the role of the teacher changes to a facilitator that guides and supports students' reading (Rosenshie and Meister, 1995).

Each type of learning requires a different degree of directness and control by the teacher. Skill learning requires more control and direction by the teacher than does strategy learning, which requires less teacher directness and is more under the control of students. However, teaching is neither wholly direct nor indirect on a continuum, a given teaching lesson is only more or less direct than another. The teaching of both skills and strategies is important, and both types of lessons should be included in a teacher's repertoire.

### **2.6.1.3 Opportunity to Learn**

Opportunity to learn refers to whether students have been taught the skills relevant to the areas for which they are assessed. Teachers who specify reading behaviors to be achieved prior to teaching and who teach content relevant to these out comes often have students who achieve at a higher reading level than do teachers who do not (Rupley, Wise, and Logan, 1986). Opportunity to learn is a variable associated with Explicit instruction. Teachers could Employ structure and Explicit instruction, but if the instruction does not relate to an assessed learning task or a valued benchmark or out come, then students have not had an opportunity to learn that which has been deemed important. For Example, students who do well in learning isolated reading skills as a result of intensive instruction, but who do poorly in actual reading, may lack the opportunity to lean how to apply such skills in reading for the meaning. Alington (1983) reported that low achieving readers receive different instructional emphasis then high

achieving students. Low achieving students spent more time on work sheets rather than whole-text reading and on isolated word-recognition activities rather than comprehension activities.

Providing students with opportunity to apply their reading skills and strategies in meaning full content areas appears to be Extremely important; however, teacher must be sure to use materials that students can handle. In addition, students must be willing to read the materials because they find them interesting and at a level where they can succeed. The more time students spend on actual reading in which they can be highly successful, the more they probably will learn; while the more they are involved in actual reading tasks that limit success, the less likely they will be to enhance their learning.

Opportunity to learn is not equal to coverage of materials and topic. Opportunity to learn, on going assessment, structure, and explicit instruction are related. The reading instruction that is offered must relate to assessment data, desired out comes or benchmarks, instructional format, and application in actual reading tasks. Opportunity to learn should reflect the desired learning out comes, not simply cover the content.

#### **2.6.1.4 Attention to Learning Tasks**

Students' attention to learning tasks and engagement in pertinent learning materials logically fall under the direct supervision of the teacher. The historic Beginning Teacher Evaluation study, phase II (MC Donald, 1976) provided clear support for the importance of maintaining a reasonably high level of student involvement. Appropriate reading materials alone are not sufficient to maximize achievement. Effective teachers not only use appropriate materials but also attend to actively engaging students in learning from the materials. Simply requiring that all students complete similar learning tasks does not ensure maximum attention, because students approach associated learning tasks with varying interest, capabilities, and

understanding. Effective reading teachers take these factors into account as they attempt to Engage students in meaningful reading instruction.

Academic engaged time, or time on task, refers to the class room time when students are actually attend; and doing the work at hand. Class rooms in which students are actively engaged in learning for a large proportion of the time demonstrate higher achievement in reading and writing than do class rooms in which students are not so engaged. Engagement is the key; merely completing reading activities is not synonymous with learning.

Research have modified the definition of time on task to include students' success rate while working productively. Fisher, Mariliave, and Filby (1979) labeled this concept "academic learning time." They defined the term as the amount of time a student spends engaged in an academic task he/she performs with high success (P.52).

### **2.6.1.5 Teacher Expectations**

The most pervasive conclusion of school and teacher effectiveness studies was that teacher of reading profoundly influence how much students learn. This influence stems from both class room actions and belief systems. Effective reading programs have teachers who believe in themselves and expect their students to succeed in learning (Johnson, Living stone, Schwartz, and slate, 2000). Simply put, students learn more if you hold high but reasonable academic expectations for them. Having different expectations for different students is natural as long as the expectations reflect diagnostic data (such as achievement scores, specific strengths and weaknesses in comprehension, and motivational concerns) rather than socio economic status, gender, race, or ethnic background.

How can teachers focus on communicating high expectations? Basing instructional decisions on assessment information, designing activities so all students are involved and participate in learning, avoiding sending negative messages regarding student ability, communicating to all students both

publicly and privately that they are to meet high standards in the class room, and monitoring students work and giving timely-feed back-all these are examples of the “how” with regard to teacher expectations in the class room (Bliar, 2003).

In addition to holding high, realistic expectations for students and communicating them, effective teachers have strong sense of efficacy, or the Expectation that their efforts will result in valued out comes (Fuller, wood, Raport, and Dornbush, 1982). In essence, teachers with a high sense of efficacy say “I know I can teach these students!”. These teachers believe in themselves and believe that investigating substantial effort in their work will result in all students learning and that failure is not an option.

## **2.7 Teachers’ Perceptions towards Using Reading Strategies**

Gusky studied teachers participating in teacher development programs and concluded that change in teachers beliefs in likely to take place only after changes in student learning out comes are achieved. Richards (2001) points out that the concepts of pedagogical reasoning and decision making underlie teaching skills and techniques. He says “teaching is a dynamic process characterized by constant change. Teacher therefore have to make decisions that are appropriate to the specific dynamic of the lesson they are teaching. These kinds of decisions are called interactive decisions.” (P.10).

Clark an Peterson (1986) agree that teachers’ theories and beliefs represent a rich store of knowledge, and argue that teachers make sense of their world and respond to it by forming a complex system of personal and professional knowledge. In referring to beliefs as personal knowledge, kagan (1992) argues that much of teacher’s professional knowledge can be more accurately regarded as belief. Kagan believes that as a teacher’s experience in the profession increases, this knowledge grows richer and more content and forms a highly personalized pedagogy or belief system that constrains the teacher’s perceptions, judgment and behavior. Richards and Lock hart

(1994), too, maintain that beliefs are built up gradually over time. They argue that beliefs consist of both subjective and objective dimensions, and serve as the background to much of the teachers' decision making and classroom actions. Beliefs are formed early in life as a result of a person's education and experience and strong beliefs about learning and teaching are well established by the time a student completes schooling (Johnson, 1994).

Chou (2008) conducted a study based on the assumption that teachers are highly influenced their belief the investigated the construct of teachers' belief systems about reading approaches among 42 university instructors and explored the degree of discrepancies or consistencies between teachers' beliefs about reading theories and their practical teaching activities in the EFL, setting of Taiwan. The findings showed that there were no significant differences between the participants' beliefs and their use of each reading approach.

To understand how teachers "cope with the complexities" of their work, it should be taken account not only what teachers are doing but what they are thinking about they do it. This means look at teaching from different perspective (Nunan, 1996). To know how teachers conceive of what they do. Teachers' perceptions, their reasoning, beliefs, and intentions at the centre of any research account (Nunan, 1996).

## **CHAPTER THREE**

### **Methods of the Study**

The aim of this study is to assess how grade 9 English teacher perceive in using different strategies at reading lesson in the class room. The following are descriptions of the subjects and the instruments used in the study.

### **3.1 Subjects of the Study**

#### **3.1.1. The Schools**

Four high schools in Dawrozone (SNNPR region), Waka, Terca, Mari and Gendo, were selected for the study. These schools were selected because the researcher has been teaching at similar schools and he is also familiar with the teachers there. Thus, doing the research at the schools was believed to enable the researcher to get assistance and cooperation from the teachers.

#### **3.1.2. The Sections**

##### **3.1.2.1 Waka high school.**

There were 9(9<sup>th</sup> A-9<sup>th</sup> I) grade nine sections at “waka” high school. Of these, two sections (9<sup>th</sup> B and 9<sup>th</sup> E) were selected randomly. The process of the selection was the latterly system. First, on 9 pieces of paper, the names of the sections (9<sup>th</sup>A-9<sup>th</sup>I) had been written and tolled to be chosen. In the second step. Of those 9 rolled papers the first two sections which were picked up from the container were taken as the representatives of the remaining sections for the classroom practices observations.

##### **3.1.2.2 Tercha high school**

There were also 9(9<sup>th</sup>A-9<sup>th</sup>I) grade nine sections at “ Tercha” high school. Of these, two sections )9<sup>th</sup> D and 9<sup>th</sup> H) were selected randomly. The process of the selection was the lottery system first, on 9 pieces of paper, the names of the sections (9<sup>th</sup>A-9<sup>th</sup>I) had been written and rolled to chosen. In the second step, of those 9 tolled papers, the first two sections (9<sup>th</sup> D and 9<sup>th</sup> H) which

were picked up from the container were taken as the representatives of the remaining sections for the classroom practices of observations.

### **3.1.2.3 The “Mari” high school**

The process of the selection was similar to the above schools. There were 10(9<sup>th</sup> A-9<sup>th</sup>I) grade nine sections at “Mari” high school. Of these, two sections (9<sup>th</sup> A and 9<sup>th</sup> C) were selected randomly. The process of the selection was the lottery system. First, on 10 pieces o paper the names of the sections (9<sup>th</sup>A\_9<sup>th</sup> J) had been written and rolled and put in the container to be chosen. In the second step. Of those 10 rolled pieces of paper, the first two sections (9<sup>th</sup> A and 9<sup>th</sup> C) which were picked up from the container were taken as the representatives of the remaining sections for the classroom practices observations.

### **3.1.2.4 The “Gendo” high school.**

The process of the selection was similar to the selection of the above three schools. There were 8(9<sup>th</sup>A-9<sup>th</sup>H) grade 9 sections at “Gendo” high school. Of these, two sections (9<sup>th</sup> I and 9<sup>th</sup> G) were selected randomly. The process of the selection was the lottery system. First, on 8 pieces of paper the names of the sections (9<sup>th</sup> A\_9<sup>th</sup> H) had been written and rolled and put in the container to be chosen. In the second step, of those 8 rolled pieces of paper, the first two sections (9<sup>th</sup> I and 9<sup>th</sup> G) which were picked up from the container were taken as the representatives of the remaining sections for the classroom practices observations.

### **3.1.3 The Teachers**

Twenty four (24) grade nine English teachers from the four schools took part in the study. There were 7 teachers (6 male and 1 female) at Waka high school; 6 teachers (5 male and 1 female) Tercha high school; 6 teachers (5 male and 1 female) at Mari high school and 5 male teaches at Gendo high school.

Table 3.1 The target schools, the sections and the teachers in the study.

Schools	No. of grade 9 sections	No. sections chosen for the study	No of teachers in the schools		
				Male	Female
Waka	9	2	7	6	1
Tercha	9	2	7	6	1
Mari	10	2	5	4	1
Gendo	8	2	5	5	0
Total number	36	8	24	21	3

### 3.2 Population and Sample

In four high schools ('Waka', 'Tercha', Mari and 'Gendo') there were totally 35 English teachers. Of these number, only 24 teachers have taught English in grade nine. But the remaining 11 teaches have not taught in grade nine and they were not included as the subjects in the study. Because of this, only grade 9, twenty four English teachers were taken as the subjects of the study. The sampling method was the availability sampling method. Because all 24 teachers (total population) were taken. The reason that the availability sampling method was chosen is because of limited (less) number of total population were taken as a whole.

### 3.3 Instruments of the study

In this study, three instruments were used. Teacher-questionnaire, Teacher-interview and class-room-observation. They are described as follow.

#### 3.3.1 Teacher-questionnaire

To examine the perceptions and practices of English teachers a questionnaire "Teachers' beliefs about the importance of reading strategies in reading comprehension" was distributed to 24 English teachers. The questionnaire consists of close- ended questions. It has 20 items which were constructed by adapting the Likert scales 1 to 5= "most important." in which indicates, 1= Not important, 2= less important, 3= Important and 4= very important.

Respondents were asked to fill their experience years and gender in the questionnaire. Next to these questions were prepared to inquire teachers to response on the activities based on three stages of reading instruction in grade 9 English text. It was also intended to explore the extent which the teachers' perceptions for reading instruction (see appendix1).

### **3.3.2 Observation (Classroom Observation)**

There were three approaches to the reading instruction in the classroom where students are involved. The aim of instruction is meant to make learners employ both their decoding skills and their predicting, interpreting, and evaluating strategies in order to understand the writer's intentions and relate the textual material to their own learning (Carrel and Eisterhod, 1988; Wallace, 1992).

The researcher used the observation items divide in to those three reading phases, pre-reading, while reading, and post-reading. In these phases there 7, 10 and 6 items respectively. These items are adapted in Likert scale 1 to 3, which indicate the activities which took place during these three phases. These scales are 1= not done at all, 2 = happened sometimes, 3 = happened frequently, 4 = happened not frequently, and 5 = happened very frequently. The researcher, by using the checklist he tick marked (✓) those numbers according to the English teacher when applied in the class room during each stage. The class room observation took place two times in each school at different times. (see appendix2).

### **3.3.3 Teachers' Interviews**

To make the study reliable, triangulating the results of the collected information by questionnaire, class room observation, and interview of the subjects of the study is important. The interview questions were used to ask eight teachers out of twenty four(24) study subjects. There were seven (6) questions. Those questions focuses on that which one is the most important strategy of reading to differentiate whether different types of techniques are

used or not by reading teachers, how teachers preparation is before teaching, to identify whether there is problem which can hinder not to use strategies.

### **3.3.4 Pilot study**

A pilot study was done to check if the questionnaire was suitably prepared for the subjects (teachers). To do this, another school (which were not included in the study area) teachers were used for this study. The school was called "Gessa" high school. Before the teachers filed the questionnaire, it had been distributed to give grade 9 English teachers at "Gessa" high school to fill the questionnaire. When they started filling it they encountered with the problem on the preparation of the questionnaire paper. The problem was, the numbers which could be circled and answered by the respondents were not written in the table under the rates of Likert-scale system (from 1-5) in from of each item. Later, the questionnaire paper was rewritten including the writing of those missed numbers in the table and finally the corrected and edited questionnaire was administered for those target subjects (teachers) in four high schools.

## CHAPTER FOUR

### Results and Discussions

#### 4.1 The Questionnaire

The questionnaire was given to twenty-four grade nine English teachers of four selected governmental high schools in Dawro zone. The questionnaire contains twenty items. These items are the reading strategies which are used for teaching reading instruction in the classroom. The participants were asked to give information about the importance of using these strategies based on their beliefs or perceptions. Each item was rated by scales from number 1-5. Number 1, stands for “not important”, number 2, stands for “less important”, number 3 represents for “very important” and number 5 represents for “most important” The participants were asked to choose only one best response and circle it on the column of rated numbers in front of each item. Finally, all respondents’ answers were analyzed by using the percentages and means of results. The 20 items are classified into six categories. Item 1-3 refer to linguistic knowledge, such as teaching vocabulary or, grammar. Item 4 is about translation, namely translating L2 (English) texts into L1 (mother tongue). Item (5, 6, 10 and 20) are related to conceptually driven basis, such as activating prior knowledge or understanding the connections between paragraphs. Items (7, 11, 12, 13, 14 and 18). 19 concern cognitive strategies, such as skimming, scanning, guessing, summarizing, and retelling the passage. Items (15-16) are about metacognitive strategies such as, monitoring students’ reading comprehension. Finally, items (9 and 17) are categorized as aided strategies. For example, using visual aids and dictionaries.

Part II (items 8 and) are individual background, sought, some personal information about the respondents. The data obtained from the questionnaire of “Reading Strategies”. Table 2 presents the percentages and means given to teach item in teachers’ perceptions about the importance of reading strategies in reading comprehension.

The result showed that the means of out of 20 items (45% of the overall items) were high range (mean 3.5-5), while 10 out of 20 items (50% of the overall) fitted in the medium range (mean 2.5-3.45). The remaining 1 item was placed in the low range (mean 1-2.4).

“Asking comprehension questions” (mean 4.41), “Guessing some new words (mean 4.33), and “monitoring students while they read the passage” (mean 4.29) were three most important teaching reading strategies and advocated by teachers. In addition, the three least important strategies were, “Reading aloud” (mean 2.04), “Teaching grammar” (mean 2.62), and “Prediction of the topic/main ideas (mean 2.79). the six categories rank order for each part could be elicited from the following table.

Based on the teachers’ responses on reading strategies, it seems that teachers believe that reading strategies are important in the reading comprehension and it is necessary to teach reading strategies in reading classrooms.

#### 4.1 The Importance of reading strategies on the order of decreasing form top-down

No	Questionnaire	Not important		Less important		Important		Very important		Most Important		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Teaching some new word/vocabulary before students reading the passage	--	--	--	--	6	25	9	37.5	9	37.5	4.12
2	Presenting grammar/ structure indicatively	5	20.8	7	29.16	6	25	4	16.6	2	8.3	2.62
3	Reading the passage loudly to the students	10	41.6	7	29.16	4	16.6	2	8.3	1	4.16	2.04
4	Translating words or each idea from L1 to L2	4	16.6	5	20.8	7	29.16	4	16.6	4	16.6	2.95
5	Activating prior knowledge of students before they read the passage.	3	12.5	6	25	4	16.6	7	29.16	4	16.6	3.12
6	Let the students to understand the connections between paragraphs	4	16.6	4	16.6	5	20.8	7	29.16	4	16.6	3.13
7	Guiding the students how the passage can be read using different techniques (Skimming)	2	8.3	2	8.3	8	33.3	6	25	6	25	3.5
8	Asking students to predict the topic, the passage will be and later the next paragraph	3	12.5	5	20.8	5	20.8	6	25	5	20.8	2.79
9	Using visual aids/supports while the students are reading the passage	4	16.6	6	25	6	25	4	16.6	4	16.6	2.91
10	Encouraging students to understand the type of text (narrative, descriptive....)	2	8.3	5	20.8	5	20.8	9	37.5	3	12.5	3.25
11	Guiding students to guess the meanings of some new words contextually	--	--	--	--	3	12.5	10	41.6	1	45.8	4.33
12	Asking students to find the main idea from the reading passage	--	--	4	16.6	7	29.16	9	37.5	4	16.6	3.54
13	Summarizing the passage by the teacher	--	--	4	16.6	6	25	10	41.6	4	16.6	3.58
14	Allow the students to retell the passage	2	8.3	2	8.3	6	25	7	29.16	7	29.16	3.62
15	Monitoring the students while they are reading the passage	--	--	--	--	4	16.6	9	37.5	1	45.5	4.29
16	Asking students comprehension questions to check their understanding	----	--	--	--	2	8.3	10	41.6	1	50	4.41
17	Using dictionaries for reference	3	12.5	5	20.8	7	29.16	6	25	3	12.5	3.04
18	Guiding the students to use the scanning technique for answering the comprehension questions	2	8.3	2	8.3	8	33.3	7	29.16	5	20.8	3.45
19	Discussing important points from the passage	--	--	3	12.5	3	12.5	7	29.16	6	25	3.66
20	Telling the students the topic/title and the objective of the passage	2	8.3	3	12.5	8	33.3	7	29.16	4	16.6	3.29
<b>Total</b>												<b>3.40</b>

**Item one:** asked the participants to choose the importance of teaching some new words/ vocabulary before teaching reading. As it is seen in the table,

25% (6) answered were “very important”, 37.4% (9) teachers answered “most important”. The means value of this item was 4.12 which is close to “4 very important”. It shows that most teachers chose “very important”.

**Item two:** was about teaching grammar inductively. The result from the table was 20.8% (5) teachers chose “not important” 29.16% (7) teachers chose “less important”, 25% (6) teachers chose “important”, 16.6% (4) teachers chose “very important”, and 8.3% (2) teacher chose “most important”. The mean value of this item was 2.62. this value is chose to (3) and the most chosen answer was “important”.

**Item three:** this focused on reading the passage loudly to students. The result was 41.6% (10) teachers answered “not important”, 29.16% (7) teachers answered “less important”, 16.6% (4) teachers answered “important”, 8.3% (2) teachers answered “very important”, and 4.16% (1) teachers answered “most important”. The mean value of this item was 2.04, and which is chose to “2” shows most teachers chose “less important”.

**Item four:** was measured in the importance of translating English language (L2) to L1 (mother tongue) language. The teachers gave answers. i.e. 16.6% (4) participants answered “not important”, 20.8% (5) participants answered “less important”, 29.16% (7) participants answered “important”, 16.6% (4) participants answered “very important”, and 16.6% (4) participants answered “most important”. The mean value was 2.95, which is close to 3 (important), i.e. most participants chose it.

**Item five:** asked respondents about the importance of activating prior knowledge of the students, and they answered, 12.5% (3) participants replied “not important”, 25% (6) participants replied “less important”, 16.6% (4) participants replied “important”, 29.16 % (9) participants replied “very important” and 16.6% (4) participants replied “most important” and the mean value of this item was 3.12, which is close to number “3” i.e “important”. It shows that most teachers choose “3” (important).

**Item six:** was to know about the importance of encouraging students to understand the connections of paragraphs for reading comprehension and the responses of teachers were, 16.6% (4) answered “not important”, and also 16.6% (4) teachers answered “less important”, 20.8% (5) teachers answered “important”, 29.16 (7) teachers answered “very important” and 16.6% (4) teachers answered “most important” and the mean value of his item was 3.13, which is close to “3 (important)” which was chosen by most participants.

**Item Seven:** asked teachers to tell their beliefs/perceptions about the importance of guiding students to use the skimming strategy/technique while they are reading the passage to answer the comprehension questions; and the responses are, 8.3% (2) teachers chose “not important”, 8.3 (2) teachers chose “less important”, 33.3% (8) teachers chose “important” 25% (4) teachers chose “very important” and 25% (6) teachers chose “most important”. The mean value of this item is 3.5, which is close to “4 (very important)”. This shows the most chose answer is “very important”.

**Item eight:** was about the importance of asking students to predict the topic/idea which come next in the reading passage. The responses of teaches are 12.5% (3) teachers chose “not important”, 20.8% (5) teachers chose “less important”, and 20.8% (5) also chose “important”, 20.8% (5) teachers chose “very important” and 20.8% (5) teachers chose “most important”. The mean value of this item was 2.79, which is close to “3 (important)”. It shows that the most chosen response is “important”.

**Item nine:** if focused on the importance of using visual aids while students are reading the passage. The responses of the teachers were, 16.6% (4) were answered “not important”, 25% (6) were answered “less important”, 25% (6) were answered “important”, 16.6% (4) teachers answered “most important”. The mean value of this item was 2.91, which is close to “3, important”. This shows that most of teachers chose “important”.

**Item ten:** teachers' perceptions on the importance of encouraging students to differentiate the type of text that they read were seen from the table, the responses they gave. According to this, 8.3% (2) participants chose "not important", 20.8% (5) participants chose "less important", 20.8% (5) participants chose "important", 37.5% (9) participants chose "very important" and 12.5% (3) participants chose "most important". The mean value is 3.25, which is close to number "3 (important)". This shows most teachers chose "important".

**Item Eleven:** asked participants about the importance of guiding to guess the meanings of some words contextually, the responses of them is as follows: 12.5% (3) participants answered "important", 41.6% (10) participants answered "very important", and 45.8% (11) participants answered "most important". The mean value of this item was 4.33, which is close to "4 (very important)". This shows that most participants chose "very important".

**Item twelve:** the aim of this item was getting information from teachers about the importance of asking the students to find the main idea of the passage and the responses are, 16.6% (4) teachers replied "less important", 29.16% (7) teachers answered "important", 37.5% (9) teachers replied "very important" and 16.6% (4) teachers answered "most important". The mean value is also 3.54, which is close to 4. So, the most chooser response was "very important".

**Item thirteen:** The attention of this item was knowing teachers' perceptions about the importance of summarizing the passage to the students their responses were 16.6% (4) teachers chose "less important" 25% (6) were chose "important", and the majority number 41.6% (10) were chose "very important" and 16.6% (4) were chose "most important" The mean is 3.58 which is about 4 the mean is 3.58, which is about "4". Most of the teachers chose "very important."

**Item fourteen:** teachers were asked to rate the importance of retelling the passage and they replied, 8.3% (2) teachers replied “not important”, and also 8.3% (2) teachers replied “less important”, 25% (6) were answered “important”, 29.16% (7) answered “very important”. The mean value is 3.62, which is close to “4”. So, majority of teachers chose “very important”.

**Item fifteen:** this item shows that the responses of teachers on the importance of monitoring students while they are reading the passage based on teachers’ perceptions. According to the data seen in the table, 16.6% (4) teachers replied “important”, 37.5% (9) answered “very important” and 58 (11) answered “most important”. Its mean value is 4.29, which is nearest to “4” (very important). So most teachers answered “very important”.

**Item Sixteen:** this item shows that the responses of teachers on the importance of asking students comprehension questions to check their understanding after they had read the passage, and the responses of teachers were, 8.3% (2) teachers answered “important”, 41.6% (10) teachers answered “very important”, and 50% (12) teachers answered “most important”. The mean value of this item was 4.42, which is close to “4(very important)”. It shows most teachers chose “very important”.

**Item seventeen:** focused on the importance of dictionary use. The participants were asked for its use and their responses were, 12.5% (3) teachers response “not important”, 20.8% (5) answered “less important”, 29.16% (7) answered “important”, 25% (6) replied “very important” and 12.5% (3) teachers answered “most important”. The mean value is 3.04, which is nearest to “3 (important)”. It shows that it was the most chooser answer.

**Item Eighteen:** was about the importance of using scanning type of technique when student are reading the passage. The responses of teachers were, 8.3% (2) answered “not important”, 8.3% (2) were also answered “less important”, 33.3% (8) answered “important”, 29.16% (7) answered “very

important” and 20.8% (5) teachers answered “most important”. Its mean value is 3.45, which is close to “very important” and that was the most chooser answer by the respondents.

**Item nineteen:** shows that the importance of discussing important points from the passage. The answers of the participants were, 12.5%(3)teachers answered less important 12.5%(3) answered “important” 29.16(7) answered “very important” and most important , Its means value is 3.66, which is nearest to 4, that shows the most chooser answer was “very important.”

**Item twenty:** It was about the importance of telling the students the topic/the objective of the passage to be read. The responses of teachers were:8.3%(2)teachers replied “not important,”12.5%(3) replied “less important,” 33.3%(8) teachers replied “important,”29.16%(7) teachers replied “very important,” and 16.6(4) teachers replied “most important” The mean value of this item is 3.29 which is close to “3(important)”. This shows that most teachers chose “important”.

#### 4.2 The Importance of Reading strategies on the order of decreasing from top-down

	Categories		Strategies	mean	Mean average
1	Meta cognitive	1	Asking comprehensions	4.41	4.35
		2	Monitoring students while the read the passage.	4.29	
2	Cognitive strategies	3	Guessing new words	4.33	3.66
		4	Discussing important pts.	3.66	
		5	Retelling the passage	3.62	
		6	Summarizing	3.58	
		7	Finding the main idea	3.54	
		8	Skimming	3.50	
3	Conceptually Driven basis strategies	9	Scanning	3.45	3.2
		10	Telling the title (objective)	3.29	
		11	Understanding the type of text	3.25	
		12	Understanding the connections of paragraphs	3.13	
4	Aided strategies	13	Activating prior knowledge	3.12	2.97
		14	Using dictionaries	3.04	
5	Translation	15	Using visual aids /supports	2.91	2.95
		16	Translating English (L1) into L2 (mother tongue)	2.95	
6	Linguistic knowledge	17	Vocabulary	4.12	2.92
		18	Teaching grammar	2.62	
		19	Reading the passage aloud	2.04	

As it is indicated in the above table the 20 strategies are divided into six categories. According to Harvey, S., susan zimmermann and chryse hutchins (2007), there are six categories of reading strategies that will boost reading comprehension.

Based on the above categories, in this study, the 20 items were also categorized the strategies into six parts. (see table 4.2).

Dividing the mean scores in ranges help the researcher to arrive at making the decisions and giving conclusion. Henk and Melnick (1992) as cited in (Gemechisa, 2006) MA thesis, to know the reading perceptions of students, the mean value for each subscale of the score that is slightly below, equally to, or slightly greater than the mean indicates that normal range, on the other hand, a good deal lower than the scales mean would be a cause for concern. As it is seen in the table, the result showed that the mean of 20 items 3.40.

The items were put in there ranges, the high, the medium (normal) and the low rages. The means of 8 out of 20 items (40% over all the items) were in the high range (mean 3.54-4.41). these are 'finding the main idea of the following paragraph (3.54), 'summarizing 3.58, retelling the passage (3.62), discussing important point' (3.66), teaching vocabulary' (4.12), 'guessing some new words' (4.33), 'monitoring students' (4.29), and 'asking comprehension questions' (4.41). While 5 out of 20 items (25% over the all) fitted in the normal (medium) range (mean, 3.25 – 3.50). these were, " understanding the type of text " (3.25), "telling the students the title" (3.29), " prediction the following paragraph" (3.33), "scanning" (3.45), "skimming" (3.50).

The remaining 7 out of 20 items (35% of the overall items) were placed in the low range (mean 2.04-3.04) these were 'reading aloud' (2.04),

"teaching grammar (2.62), "translation' (2.95). ' using visual aids" (2.91), and 'using dictionaries' (3.04) "Activating prior knowledge" (3.12), and "understanding the connections of paragraphs" (3.13)

As it is shown, in the above table, 4.2, on the results of four high school teachers' responses of the questionnaire, item 16, "asking students comprehension questions" (mean 4.41), item 11, "guiding students to guess the meaning of some words" (mean 4.33) and, item 15, "monitoring the students wile they read the passage" (mean 4.29) were there the most important teaching reading strategies and advocated by teachers. In addition,

the three least important strategies were, items 3 “reading the passage loudly” (mean 2.04), item 2, “presenting grammar inductively” (mean 2.62) and, item 9, using visual aids (mean 2.91).

From the obtained data the Dawro zone grade nine English teachers perceive that metacognitive strategies are the most important strategies in reading comprehension, while linguistic category is the least important in reading comprehension. Moreover, meta cognitive strategies position in the highest and the linguistic knowledge strategies are in the lowest.

#### **4.2 Classroom Observations**

In this section, four, Waka, Tercha, Mari, and Gendo high schools were observed. In each high school two grade nine sections were observed two times at two different periods. While reading instructions were conducted using check list which contains the three reading phases (stages). He ticked in front of each item the following are descriptions and analysis the researcher observed the class room when the teacher teaches reading lesson. He, by of the activities observed. Teachers’ perceptions towards using different types of reading strategies were discussed in this unit which was done by using the instrument, questionnaire, in section one. Those discussions were carried out based on the results which were obtained from the teachers’ responses on the items of the questionnaire.

The next issue was discussing the results which were obtained from the class room observation. The class room was observed by the researcher. He had observed two sections at two different times, in each high school. The results of these observations were described qualitatively in each high school as explained earlier.

This explanations and descriptions had been put in a separate way, under each school, and section. To strengthen the results of the findings which were obtained from those sections and schools summarizing and combining

of ideas was needed. Due to this, each item was described by using the percentage and mean value.

#### **4.2.1 Waka High school**

At Waka high school, two sections (grade 9<sup>th</sup>B and 9<sup>th</sup>E) were observed two times at two different periods by the researcher. In the school there were of teachers. But only two teachers were observed ad their results were changed to represent those seven teachers and finally the observation and the results of their practices were analyzed and discussed by those seven teachers.

Table 4.3 Waka high school's classroom observation

No	Class room observation	Not done at all		Happened sometimes		Happened frequently		Happened not very frequent		Happened very frequently		Mean
		1	2	3	4	5	F	%	F	%		
1	Before reading situations are created to discuss on the title of the passage to be read.	1	14.28	2	28.57	2	28.57	1	14.28	1	14.28	2.85
2	Activating student prior knowledge or background knowledge about the reading content	3	42.85	1	14.28	2	28.57	1	14.28	-	-	2.14
3	Asking pre-reading questions to arouse a students read the passage	3	42.85	1	14.28	2	28.57	1	14.28	-	-	2.14
4	Teaching some vocabulary and expressions before students read the passage	-	-	-	-	1	14.28	2	28.57	4	57.14	4.42
5	Students are asked to predict words or ideas to come next	2	28.57	2	28.57	2	28.57	1	14.28	-	-	2.28
6	The teachers used visual aids	3	42.85	2	28.57	1	14.28	1	14.28	-	-	2.0
7	Students were asked to read the comprehension questions	-	-	1	14.28	1	14.28	2	28.57	3	42.85	4.0
8	Students are engaged in silent and quick reading for the second time (skimming)	1	14.28	3	42.85	1	14.28	1	14.28	1	14.28	2.71
9	Students were supported with comprehension building strategies and techniques (scanning)	1	14.28	2	28.57	2	28.57	2	28.57	-	-	2.71
10	Teacher encouraged students to understand the connection of paragraphs of comprehension	3	42.58	2	28.57	1	14.28	1	14.28	-	-	2.0
11	Allowed students to use dictionaries	1	14.28	4	57.14	-	-	2	28.57	-	-	2.42
12	Students were asked to guess the meanings of some new words	1	14.28	2	28.57	2	28.57	1	14.28	1	14.28	2.85
13	The teacher allowed students to use dictionaries	3	42.85	2	28.57	-	-	1	14.28	1	14.28	2.28
14	The teacher monitored students while they were reading the passage-	-	-	1	14.28	1	14.28	3	42.85	2	28.57	3.85
15	The teacher leads the students to find the main idea of passage	3	42.85	1	14.28	1	14.28	1	14.28	1	14.28	2.42
16	Students were learned grammar indicatively	-	-	1	14.28	-	-	2	28.57	4	57.14	4.28
17	The teacher translated English (L2) into L2 (mother tongue)	-	-	-	-	1	14.28	2	28.57	4	57.14	4.43
18	The teacher told the students what type of text is the passage	3	42.85	1	14.28	1	14.28	1	14.28	1	14.28	2.42
19	The teacher retold (summarized) the text.	3	42.85	2	28.57	-	-	1	14.28	1	14.28	2.28
20	Telling how the passage is read	2	28.57	3	42.85	2	28.57	-	-	-	-	2.0
	<b>Total</b>											<b>2.82</b>

**Item one:** It was "Before reading, situations are created to discuss on the tile of the passage to be read." When it is seen out of seven teachers this tile was not practiced at all by only 1(14.28) teacher, 2(28.57%)teachers practiced it "sometimes", 2(28.57%)teachers practiced it "frequently," 1(14.28) teacher practiced it "not very frequently" and lastly1(14.28%) teacher practiced it "very frequently".

The mean value of this item is 2.85, which is close to '3' that represents" happened frequently" or "practiced frequently " .

**Item two:** It was "about Activating student prior knowledge or back ground knowledge about the reading content". When it is seen out of seven teachers who practiced at different levels.3(42.85%) teachers didn't practice this title at all 1(14.28%) teacher practiced it "sometimes",2(42.85%) teachers practiced it "frequently", 1(14.28%) teacher practiced it "not very frequently". The mean value of this item was 2.14, which is close to 2.("happened sometimes") This shows that this item was mostly practiced in the level of "some times".

**Item three:** it was about "Asking pre-reading questions to arouse students to read the passage."As it is seen in the table 3(42.85% teachers didn't practice this item at all. 1(14.28%)teacher practiced it "sometimes", 2(28.57%)teachers practiced it "frequently"1(14.28%)teacher practiced it "not very frequently". The mean value of this item is 2.14, which is close to 2, and it shows it falls on"2(sometimes)". This shows that this item was practiced in the level of "2. sometime"

**Item four:** it was about "Teaching some vocabulary and expressions before students read the passage" As it is seen from the table this item was practiced in levels (1 and 2) means every teacher practiced this item. 1(14.28%) teacher practiced it "frequently" 2(28.57%) teachers" practiced frequently but not very" and most teachers 4(57.14%) teachers" practiced it very frequently." The mean value of this item is 4.42 which is close to 4, and

it falls on "4(happened not very frequently)". This shows that this item was "practiced frequently but not very"

**Item five:** it was about "students are asked to predict words or ideas which comes next." 2(28.57%) teachers didn't practice this item. 2(28.57%) teachers practiced it "sometimes", 2(28.57%)teacher practiced it "frequently" 1(14.28%)teacher did it "frequently but not very". The mean value of this item is 2.28, which is close to 2,and it falls, to 2.(Happened sometimes"). It indicates that this item was practiced in the level of "sometimes."

**Item six:** "The teacher used visual aids"3(42.85%) teachers didn't practice this item.2(28.57%) teachers practiced it "sometimes", 1(14.28%)teacher did it "frequently" and 1(14.28%)teacher practiced it "frequently but not very."The mean value of this item is 2.0, which is exactly indicates on number"2(happened some times)" This shows that this item practiced in the occurrence of "happened sometimes."

**Item seven:** it was" students were asked to read the comprehension question" of seven teachers all teachers practiced this item. 1(14.28%)teachers practiced it "sometimes", 1(14.28%)teacher practiced 'frequently", 2(28.57%)teacher did it "very frequently" but "not very" and 3(42.85%) teachers practiced it "very frequently". The mean value of this item is 4.0, which is exactly matches with "happened not very frequent". This shows that the item was "practiced frequently but not very".

**Item eight:** "students are engaged in silent and quick reading for the second time(skimming)"

As this one (item) observed,1(14.28%)teacher didn't practice this item. 3(42.85%)teachers practiced it "some times"1(14.28%)teacher practiced it "frequently", 1(14.28%)teacher did it in "frequently but not very" and 1(14.28%)teacher practiced it "very frequently "The mean value of this item is

2.71 , which is close to "3. Happened frequently". This shows us that this item was practiced mostly "in the rate of "3.frequently"

**Item nine:-** it was "students were supported with comprehension building strategies and techniques(scanning)" As it is seen in the table,1(14.28%)teacher didn't practice this item.2(28.57%) did it "frequently" and finally2(28.57%) teachers did it "very frequently "The mean value of this item is 2.71, which is close to 3.It shows that this item was mostly practiced in the rates of "frequently."

**Item ten:** it was "Teachers encouraged students to understand the connection of paragraphs of the passage." As it indicates in the table 3(42.5%) teachers didn't do anything on this item. 2(28.57%)teachers practiced on it "sometimes", 1(14.28%) teacher did not it "frequently" and finally1(14.28%) teacher practiced on it "frequently but not very". The mean value of this item is 2. Which is exact to "happened sometimes." It shows that this item was mostly practiced in the rates of "2. Sometimes".

**Item Eleven:** it was "The teacher allowed students to read the passage aloud." (14.28%) teacher didn't do anything on this item. 4(57.14%) teachers practiced this activity "sometimes" 2(28.57%) teachers practiced on it "frequently, but not very" the mean value of this item is 2.42, which is close to 2 and it falls on "2, happened sometimes". It indicates that this time was practiced "some times by teachers".

**Item twelve:-** "students were asked to guess the meanings of some new words." One teacher (1, 14.28%) didn't do anything on this activity. 2(28.57%) teachers practiced on it "2, sometimes.", 2(24.57%) teachers did on it "frequently", 1(14.28%)teacher practiced on it ""frequently, but not very" and finally 1(14.28%) teacher practiced on it "very frequently", the mean value of this item is 2.85, which is nearest to 3. It indicates that this item was practiced mostly in the rates of "3. Happened frequently."

**Item thirteen:** it was "the teacher allowed students to use dictionaries" 3(42.85%) teachers didn't do anything on this item. 2(28.57) practiced on it "sometimes", 1(14.28%) teacher did on it "frequently but not very" and 1(14.28%) teacher did on it "very frequently.". The mean value of this item is 2.28, which is close to, 2. It indicates that his item was practiced by teachers mostly in the rate of "2. Happened sometimes."

**Item Fourteen:** "The teacher monitored students while they were reading the passage" As it is seen, 1(14.28%) teacher did on it "frequently", 3(42.85%) teachers did on it "frequently. But not vey", and 2(28.57%) teachers practiced on it "very frequently". The mean value of this item is 3.85, which is close to 4, and it falls on number 4. It indicates that this item was mostly done on the rate of "4, happened not very frequently".

**Item fifteen:** "the teacher leads the students to find the main idea of the passage.". 3(42.85%) teachers didn't do anything on the item. 1(14.28%) teacher practiced on it "sometimes", 1(14.28%) teacher did on it "frequently, but not very" and finally 1(14.28) teacher did on it "very frequently". The mean value of this item is 2.42 which is close to 2. It shows that this item was mostly practiced in the rates of "2. sometimes" by the teachers.

**Item sixteen:** "students were learned grammar inductively." All teacher did on this item. 1(14.28%) teacher practiced on it "2. sometimes", 2(28.37%) teachers practiced "frequently but not very" and most, 4(57.14%) teachers practiced on it "very frequently". The mean value of the item is 4.28, which is close to 4. It indicates that this item was mostly practiced in the level of "4.happened not very frequently."

**Item Seventeen:** "The teacher was translated L<sub>2</sub> to L<sub>1</sub> (mother) tongue language". As it seen in the table, 1(14.28%) teacher practiced on it "frequently", 2(28.57%) teachers did it "frequently, but not vey", most, 4(57.14) teachers practiced it "very frequently". The mean value of this item

is 4.43, which close to 4. It indicates that this item was practiced mostly in the level of "4. Happened not very frequently" by the teachers.

**Item Eighteen:** it was "The teacher told the students what type of the text about" 3(42.5%) teachers didn't practice this item. 1(14.28%) teacher did it "sometimes", 1(14.28%) teacher did it "frequently", 1(14.28%) teacher practiced it "frequently but not very" and 1(14.28%) teacher practiced it "5. Very frequently". The mean value of this item is 2.42, which is nearest to "2, (happened sometimes)" It shows us that the item was practiced mostly in the rate of (2. Happened or practiced sometimes) by teachers.

**Item Nineteen:** "The teacher refold (summarized) the text (passage)." 3(42.85%) teachers didn't do any thing on this item. 2(28.57%) teachers practiced it "2. sometimes", 1(14.28%) teacher did on it "not very frequently" and 1(14.28%) teacher practiced on it "5. Very frequently" The mean value of this item is 2.28, which is close to "2, (happened sometimes)". This shows us that the item was practiced in the rate of "2. sometimes" by teachers.

**Item Twenty:** "Telling students how the passage is read.". 2(14.28%) teachers didn't do any thing on this item. 3(42.85%) teachers practiced it on the rate of "2. sometimes" 2(28.57%) teachers practiced on it "3. frequently" the mean value of this item is 2.0, which is exactly, "2. Happened sometimes". It indicates that this item was mostly practiced in the rate of "2. Happened sometimes.".

The average of 20 items mean is 2.82, which is important to categorize the strategies at different level of ranges.

#### **4.2.2 "Tercha" High School**

At Tercha high school, two sections (9<sup>th</sup>D and 9<sup>th</sup> H) were observed two times at two different periods, by the researcher. In the school there were 7 grade nine English teachers, of these only 2 were selected randomly and observed. These 2 teachers results were converted to the total 7 teachers. The results of the observations of class room practices were analyzed and discussed by the total seven teachers.

Table 4.4 Tercha high school's classroom observation Results

No	Class room observation	Not done at all		Happened sometimes		Happened frequently		Happened not very frequent		Happened very frequently		Mean
		1		2		3		4		5		
	Items	F	%	F	%	F	%	F	%	F	%	
1	Before reading situations are created to discuss on the title of the passage to be read.	1	14.28	2	14.28	1	14.28	2	28.57	1	14.28	3.0
2	Activating student prior knowledge or background knowledge about the reading content	1	14.28	1	14.28	1	14.28	2	28.57	1	14.28	2.71
3	Asking pre-reading questions to arouse a students read the passage	3	42.85	2	28.57	2	28.57	--	--	--	--	1.85
4	Teaching some vocabulary and expressions before students read the passage	-				1	14.28	2	28.57	4	57.14	4.42
5	Students are asked to predict words or ideas to come next	2	28.57	2	28.57	3	42.85	-	--	--	--	2.14
6	The teachers used visual aids	3	42.85	2	28.5	--	--	2	28.57	--	--	2.14
7	Students were asked to read the comprehension questions	-	-	1	14.28	1	14.28	2	28.57	3	42.85	4
8	Students are engaged in silent and quick reading for the second time (skimming)	1	14.28	3	42.85	--	--	2	28.57	1	14.28	2.86
9	Students were supported with comprehension building strategies and techniques (scanning)	1	14.58	2	28.57	2	28.57	1	14.28	1	14.28	2.85
10	Teacher encouraged students to understand the connection of paragraphs of comprehension	2	28.57	2	28.57	2	28.57	1	14.28	--	--	2.28
11	Allowed students to use dictionaries	2	28.57	2	28.57	2	28.57	1	14.28	--	--	2.28
12	Students were asked to guess the meanings of some new words	2	28.57	1	14.28	2	28.57	1	14.28	1	14.28	2.71
13	The teacher allowed students to use dictionaries	3	42.85	2	28.57	--	--	1	14.28	1	14.28	2.28
14	The teacher monitored students while they were reading the passage-	-	-	1	14.28	1	14.28	2	28.57	3	42.85	4
15	The teacher leads the students to find the main idea of passage	2	28.57	2	28.57	1	14.28	1	14.28	1	14.28	2.57
16	Students were learned grammar indicatively	-	-	1	14.28	-	-	2	28.57	4	57.14	4.28
17	The teacher translated English (L2) in to L2 (mother tongue)	-	-	-	-	3	42.85	4	57.14	-	-	4.57
18	The teacher told the students what type of text is the passage	3	42.85	1	14.28	1	14.28	1	14.28	1	14.28	2.42
19	The teacher retold (summarized) the text.	3	42.85	2	28.57	-	-	1	14.28	1	14.28	2.28
20	Telling how the passage is read	2	28.57	3	42.85	2	28.57	-	-	-	-	20
	<b>Total</b>											<b>2.88</b>

**Item one:** it was "Before reading, situations are created to discuss on the title of the passage to be read." 1(14.28%) teacher didn't practice any thing on this item. 2(28.57%) teachers practiced on it "sometimes" 1(14.28%) teacher practiced "3. frequently". 2(28.57%) teachers practiced "4. Frequently but not very" and finally 1(14.28%) teacher practiced "5. Very frequently.". The mean value of this item is 3. Which is exactly falls on "3. Happened frequently" This shows that his time was practiced mostly in the rate of "3. Happened frequently."

**Item two:** it was "Activating students prior knowledge/background knowledge about the reading content.". Ss it is seen in the table, 1(14.28%) teacher didn't do anything on this item. 1(14.28%) teacher practiced on it "sometimes", 1(14.28%) teacher practiced on it "frequently", 2(28.57%) teachers practiced "frequently, but not very" and 1(14.28%) teacher practiced "very frequently" the mean value of this item is 2.17, which is close to 3. It indicates that this item was mostly practiced in the level of "3. happened frequently".

**Item three:** it was about "Asking pre-reading questions to arouse students to read the passage.". As it is seen in the table, 3(42.85%) teachers didn't, practice anything. 2(28.57%) teachers did on it "2. sometimes", and 2(28.57%) teachers practiced it "frequently"; The mean value of this item is 2.185, which is close to 2. "(happened sometimes)". It indicates that that mostly this item was practiced ("2. Happened sometimes").

**Item four:** "Teaching some vocabulary and expressions before students read the passage" 1(14.28%) teacher practiced it "3. frequently" 2(28.57%) teachers practiced "not very frequently" and most, 4(57.14%) teachers practiced "very frequently". The mean value of the item is 4.42, which is close to 4. It indicates that mostly it was practiced in the rate of "4. Happened not very frequently".

**Item five:** it was "students are asked to predict words or ideas which comes next." 2(28.57%) teacher didn't practice anything on this item. 2(28.57%) teachers practiced it "2. sometimes", 3(42.85%) teachers did on it "frequently". The mean value of this item is 2.14, which is nearest to "2. (happened sometimes)". It indicates that this item was mostly practiced in the rate of "2. Happened sometimes" by the teachers.

**Item six:** it is "The teacher used visual aids". 3(42.85%) teachers didn't do anything on this item. 2(28.57%) teachers practiced it "sometimes" and 2(28.57%) teachers practiced it "not very frequently". The mean value of this item is 2.14, which is close to 2. ("happened sometime)". It shows that this item was mostly practiced in the rate of ("2 happened sometimes)" by teachers.

**Item seven:** it is about "students were asked to read the comprehension questions." 1(14.28%) teacher practiced "2. sometimes", 1(14.28%) teacher did it "3. frequently", 2(28.57%) teachers practiced it on ("3 happened not very frequently)" and 3(42.85%) teachers did it "5. Very frequently". The mean value of this item is 4.0, which is matched to "4. Happened not very frequently". It shows us that this item was mostly practiced in the rate of "happened frequently but not very"

**Item Eight:** it is about "students are engaged in silent and quick reading for the second time (skimming)". Only 1(14.28%) teacher didn't practice anything on the item. 3(42.85%) teachers did on it "2. sometimes", 2(28.57%) teachers practiced it "4. Not very frequently" and only 1(14.28%) teacher did it "5. Very frequently". The mean value of this item is 2.86, which is close to 3. It indicates that mostly the item was practiced "3.frequently or " it happened frequently".

**Item nine:** "students were supported with comprehension building strategies and techniques (scanning)" 1(14.28%) didn't do anything on the item. 2(28.57%) teachers practiced it "2, sometimes", 2(28.57%) teachers did it "3.

frequently", 1(14.28%) teacher did on it "4. Not very frequently" and 1(14.28%) teacher practiced it "5. Very frequently". The mean value of this item is 2.85, which is nearest to 3. That indicates mostly the item practiced "frequently".

**Item ten:** "Teacher encouraged students to understand the connection paragraphs of comprehension." 2(28.57%) teachers didn't do anything on the item. 2(28.57%) teachers practiced "2. sometimes", 2(28.57%) teachers practiced it "3. frequently", and 1(14.28%) teacher did on it "5 very frequently". The mean value of this time is 2.28, which is close to, 2. It indicates that mostly this item was done "2. Happened sometimes" or it was practiced sometimes by the teachers. Item Eleven: it is about "The teacher allowed students to read the passage aloud." 2(28.57%) teachers didn't do anything on this item. 2(28.57%) teachers practiced on it "2. sometimes", 2(28.57%) teachers did on it "3. frequently", and only 1(14.28%) teacher practiced "4 not very frequently.". The mean value of this item is 2.28, which is close to 2. It shows that this item was mostly practiced in the rate of "2. Happened/practiced sometimes".

**Item Eleven:** it was "The teacher allowed students to read the passage aloud." (14.28%) teacher didn't do anything on this item. 4(57.14%) teachers practiced this activity "sometimes" 2(28.57%) teachers practiced on it "frequently, but not very" the mean value of this item is 2.42, which is close to 2 and it falls on "2, happened sometimes". It indicates that this time was practiced "some times by teachers".

**Item twelve:** "students were asked to guess the meanings of some new words" 2(28.57%) teachers didn't practice anything on this item. 1(14.28%) teacher did on it "2. sometimes"., 2(28.57%) teacher practiced it "3. frequently", 1(14.28%) did on it "4 not very frequently" and 1(14.28%) did on it "5., very frequently". The mean value of this item is 2.71, which is close to "3.happened frequently" It shows that this item was mostly done "frequently".

**Item thirteen:** "The teacher allowed students to use dictionaries" 3(42.85%) teachers didn't do anything on this item. 2(28.57%) teachers practiced on it "2.somethimes", 1(14.28%) teacher did on it "4. Not very frequently", and 1(14.28%) teacher practiced on it "5. Very frequently". The mean value of this item is 2.28, which is close to 2, i.e "happened sometimes". It indicates that the item was practiced in the rate of "sometimes".

**Item fourteen:** "The teacher monitored students while they are reading the passage". 1(14.28%) practiced it "2. sometimes", 1(14.28%) teacher did it "3. frequently", 2(28.57%) teachers practiced it "4. Not very frequently", and 3(42.85%) teachers practiced it "5.very frequently". The mean value of this item is 4("happened not very frequently"). It shows that this item was practiced in the rate of "happened frequently but not very".

**Item fifteen:** "the teacher leads the students to find the main idea of the text/passage." 2(28.57%) teacher didn't do anything on this item. 2(28.57%) teachers did on it "2. sometimes", 1(14.28%) teacher practiced it "3. frequently", 1(14.28%) teacher did on it "4. Happened not very frequently" and 1(14.28%) teacher practiced "5. Very frequently". The mean value of 2.57 which is close to 3, "happened frequently". It shows that the item was practiced "frequently".

**Item Sixteen:** it was "students were learned grammar inductively". 1(14.28%) practiced it "2. sometimes", 2(28.57%) teachers practiced it ("4. Not very frequently)" and most, 4(57.14%) teachers practiced it "5. Very frequently". The mean value of the item is 4.28, which is nearest to 4. It indicates that this item was mostly practiced on "happened not very frequently".

**Item Seventeen:** "The teacher translated English (L<sub>2</sub>) in to L<sub>1</sub> (mother tongue) language" 3(42.85%) teachers practiced it "3. frequently" and 4(57.14%) teachers practiced it "4. Happened not very frequently". The mean

value is 4.57, which is close to 5, that shows this item is the only one which was practiced "5. Very frequently".

**Item eighteen** "The teacher told the students what type of the text (passage) about." 3(42.5%) teachers didn't practice anything on this item. 1(14.28%) teacher practiced on it "2. sometimes", 1(14.28%) teacher did on it "3. frequently", 1(14.28%) teacher practiced on of "4. Not very frequently" and 1(14.28%) teacher practiced it "5.very frequently". The mean value of this item is 2.42, which nearest to 2. It shows that this item was mostly practiced in the rate of "happened sometimes".

**Item nineteen:** "The teacher retold (summarized) the text.". 3(42.85%) teachers didn't do anything on this item. 2(28.57%) teachers practiced "2. sometimes" 1(14.28%) teacher did it "4. Not very frequently" and 1(14.28%) teacher practiced "5. Very frequently". The mean value of the item is 2.28, which is close to 2("happened sometimes)" It indicates that this item was practice "sometimes" mostly by teachers.

**Item twenty:** "Telling the students how the passage is read." 2(28.57%) teachers didn't do anything on this item. 3(42.85%) teachers practiced it "2. sometimes", and 2(28.57%) teachers didn't do anything on this item. 3(42.85%) teachers practiced it "2. Sometimes", and 2(28.57%) teachers practiced it "2. sometimes", and 2(28.57%) teachers did on it "frequently". The mean value of this item is 2, which shows that mostly this item was practice in the rate of "sometimes".

The twenty items average mean is 2.88, which help to categorize the items (strategies) in the levels of ranges and to reach the decision

#### **4.2.3 "Mari" high School**

Mari high school has five grade nine English teachers, 2 were randomly selected of those five teachers for classroom observations. The results of those 2 teachers were taken as representatives of the total five teachers. The discussion and analysis was based on the below table

Table 4.5 Mari high school's classroom observation Results

No	Class room observation Items	Not done at all		Happened sometimes		Happened frequently		Happened not very frequent		Happened very frequently		Mean
		1		2		3		4		5		
		F	%	F	%	F	%	F	%	F	%	
1	Before reading situations are created to discuss on the title of the passage to be read.	-	-	1	20	-	-	2	40	2	40	2.85
2	Activating student prior knowledge or back ground knowledge about the reading content	2	40	1	20	2	40	-	-	-	-	2.00
3	Asking pre-reading questions to arouse a students read the passage	2	40	1	20	1	20	1	20	-	-	2.2
4	Teaching some vocabulary and expressions before students read the passage	-	-	-	-	1	20	1	20	3	60	4.4
5	Students are asked to predict words or ideas to come next	2	40	1	20	1	20	1	20	-	-	2.2
6	The teachers used visual aids	2	40	1	20	2	40	-	-	-	-	2.0
7	Students were asked to read the comprehension questions	-	-	1	20	1	20	1	20	2	40	3.8
8	Students are engaged in silent and quick reading for the second time (skimming)	1	20	1	20	2	40	1	20	-	-	2.6
9	Students were supported with comprehension building strategies and techniques (scanning)	1	20	1	20	1	20	2	40	-	-	2.8
10	Teacher encouraged students to understand the connection of paragraphs of comprehension	2	40	1	20	1	20	1	20	-	-	2.2
11	Allowed students to use dictionaries	1	20	1	20	2	40	1	20	-	-	2.6
12	Students were asked to guess the meanings of some new words	1	20	1	20	1	20	1	20	1	20	3.0
13	The teacher allowed students to use dictionaries	3	60	-	-	1	20	1	20	-	-	2.0
14	The teacher monitored students while they were reading the passage	-	-	-	-	1	20	2	40	2	40	4.2
15	The teacher leads the students to find the main idea of passage	2	40	1	20	1	20	-	-	1	20	2.4
16	Students were learned grammar indicatively	-	-	-	-	1	20	1	20	2	40	4.2
17	The teacher translated English (L2) in to L2 (mother tongue)	-	-	-	-	-	-	2	40	3	60	4.6
18	The teacher told the students what type of text is the passage	2	40	1	20	-	-	2	40	-	-	2.4
19	The teacher retold (summarized) the text.	2	40	-	-	2	40	1	20	-	-	2.4
20	Telling how the passage is read	2	40	2	40	-	-	1	20	-	-	2.0
	<b>Total</b>											<b>2.84</b>

**Item one:** was "Before reading, situations are created to discuss on the title of the passage to be read." of the five teachers, 1(20%) practiced on it "sometimes", 2(40%) teachers practiced "4. Not very frequently" and 2(40%) teacher did on it "5. Very frequently." The mean value of this item is 2.85, which is close to 3, "(Happened frequently)". This shows that mostly the item was practiced in "frequently".

**Item two:** was "Activating students prior knowledge or background knowledge about the reading content." 2(40%) teachers didn't do any thing on this item. 1(20%) teacher practiced it "2. sometimes" and 2(40%) teacher did on it "3.frequently". The mean value of this item is 2. And it falls on "happened frequently" It indicates that the item was practiced mostly in the rate of "sometimes".

**Item three:** "Asking pre-reading questions to a rouse students to read the passage/text." 2(40%) teachers didn't do anything. 1(20%) teacher practiced "2, sometimes", 1(20%) teacher practiced it "3, frequently" and 1(20%) teacher did on it "4, not very frequently". The mean value of this items is 2.2, which is close to 2, indicates that mostly the item was practiced "sometimes".

**Item four:** was "Teaching some vocabulary and expressions before student read the passage". 1(20%) teacher practiced it "3, frequently", 1(20%) teacher did it "4. Not very frequently" and, most, 3(60%) teachers practiced it "5. Very frequently." The mean value of this item is 4.4, which is nearest to 4. It indicates that mostly this item was done in the rate of "practiced frequently but not very".

**Item five:** "students are asked to predict words or ideals which comes next." 2(40%) teachers didn't do anything on this item. 1(20%) teacher did it "2, sometimes 1(20%) teacher practiced it "3, frequently", and 1(20%) teacher did it "frequently but not very". Its mean value is 2.2, which is close to 2. It indicates that the item was mostly practiced in the rate of "sometimes".

**Item Six:** "The teacher used usual aids". (20%) teachers didn't do anything. 1(20%) teacher practiced "2, sometimes", 2(40%) teachers did on it "3, frequently" and the mean value is 2.0. It indicates that the item was practiced mostly, "sometimes".

**Item seven:** was "students were asked to read the comprehension questions." 1(20%) teacher did it "2, sometimes", 1(20%) teacher practiced it "2, sometimes", 1(20%) teacher did it "3, frequently", and 2(40%) teachers did it "4, not very frequently". The mean value of this item is 2.8, which is close to 3, It shows that mostly the item was practiced in the level of "3, frequently".

**Item Eight:** it is about "students are engaged in silent and quick reading for the second time (skimming)". Only 1(14.28%) teacher didn't practice anything on this item. 3(42.85%) teachers did on it "2. sometimes", 2(28.57%) teachers practiced it "4. Not very frequently" and only 1(14.28%) teacher did it "5. Very frequently". The mean value of this item is 2.86, which is close to 3. It indicates that mostly the item was practiced "3.frequently or " it happened frequently".

**Item nine:** "students were supported with comprehension building strategies and techniques (scanning)" 1(14.28%) didn't do anything on the item. 2(28.57%) teachers practiced it "2, sometimes", 2(28.57%) teachers did it "3. frequently", 1(14.28%) teacher did on it "4. Not very frequently" and 1(14.28%) teacher practiced it "5. Very frequently". The mean value of this item is 2.85, which is nearest to 3. That indicates mostly the item practiced "frequently".

**Item ten:** "Teacher encouraged students to understand the connection of paragraphs of comprehension." 2(40%) teachers didn't practice it. 1(20%) teacher practiced it "2, sometimes", 1(20%) teacher did it "3, frequently", and 1(20%) teacher practiced it "4, not very frequently". Its mean value is 2.2,

which is close to 2, that indicates the item was practiced in the rate of "2, sometimes".

**Item Eleven:** "The teacher allowed students to read the passage aloud." 1(20%) teacher didn't do this item. 1(20%) teacher practiced it "2, sometimes" 2(40%) teachers did it "3, frequently" and 1(20%) teacher did it "4, not very frequently". Its mean value is 2.6, which is close to 3, that indicates this item was practiced mostly by teachers in the rate of "3, frequently".

**Item twelve:** was "students were asked to guess the meanings of some new words." 1(20%) teacher didn't practice this item. 1(20%) teacher practiced it "2, sometimes", 1(20%) teacher did on it "3, frequently", 1(20%) teacher practiced it "4, not very frequently" and 1(20%) teacher practiced it "5, very frequently". The mean value of the item is 3. It indicates that mostly this item was done "3, frequently".

**Item thirteen:** "the teacher allowed students to use dictionaries". 3(60%) teachers didn't practice this item. 1(20%) teacher did it "3, frequently" and 1(20%) teacher practiced it "not very frequently". The mean value of the item is 2, which indicates the item was mostly practiced "2, sometimes"

**Item fourteen:** "The teacher monitored students while they were reading the passage." 1(20%) teacher practiced it "3, frequently", 2(40%) teachers did it "4, not very frequently" and 2(40%) teachers practiced it "5, very frequently", Its mean value is 4.2, which is close to 4, that indicates mostly this item was practiced "4, frequently, but not very".

**Item fifteen:** "The teacher leads the students to find the main idea of the passage." 2(40%) teachers didn't practice this item. 1(20%) teacher did it "2, sometimes", 1(20%) teacher practiced it "3, frequently" and 1(20%) teacher practiced "5, very frequently". The mean value of the item is 2:4, which is close to 2, It indicate that mostly, this item was practiced "2. sometimes".

**Item sixteen:** was "students were learned grammar inductively" 1(20%) teacher practiced it "3, frequently", 2(40%) teachers practiced it "4, not very frequently" and 2(40%) teachers did on it "5, very frequently". The mean value of the item is 4.2, which is nearest to 4. It shows that the item was mostly practiced in the rate of "4, happened not very frequently".

**Item Seventeen:** "The teacher translated English (L<sub>2</sub>) to L<sub>1</sub> (mother tongue) language." 2(40%) teachers practiced it "4, not very frequently" and 3(60%) teachers practiced it "5, very frequently". The mean value of the item is 4.6, which is close to 5. It shows that this is the only item which was some "very frequently".

**Item Eighteen:** "The teacher told the students what type of the text / passage is about" 2(40%) teachers didn't practice it. 1(20%) teacher practiced it "2, sometimes", and 2(40%) teachers practiced it "4, not very frequently". The mean value of the item is 2.4, which is nearest to 2. It shows that the item was mostly practiced in the rate of "2, some times".

**Item nineteen:** was "The teacher retold (summarized) the text." 2(40%) teachers didn't do on the item 2(40%) teachers practiced it "3, frequently" and 1(20%) teacher did it "4, not very frequently". The mean value of the item is 2.4, which is close to 2. It shows that mostly the item was practiced "2, sometimes."

**Item twenty:** "Telling how the passage is read" 2(40%) teachers didn't practice on it. 2(40%) teachers practiced it "2, sometimes" and 1(20%) teacher.

Practiced it "4, not very frequently" Its mean value is 2. Which indicates mostly, this item was practiced in the rate of "2, sometimes".

The average mean of twenty items is 2.84, which is helpful to categorize the items into the levels or ranges. These ranges show that which items were

practiced in the high, medium (normal) and low levels, and they help to reach to the decision or conclusion.

#### **4.2.4 The "Gendo" High School**

"Gendo" high school has five grade nine English teachers. 2, were randomly selected of those five teachers for the classroom observations. The results which were obtained from the classroom observations of two teachers were taken as a representatives for the rest three teachers. The analysis and discussion of the results took place on the whole five teachers.

Table 4.6 Gendo high school's classroom observation Results

No	Class room observation	Not done at all		Happened sometimes		Happened frequently		Happened not very frequent		Happened very frequently		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Before reading situations are created to discuss on the title of the passage to be read.	-	-	-	-	1	20	2	40	2	40	3.0
2	Activating student prior knowledge or back ground knowledge about the reading content	25	40	-	-	2	40	1	20	-	-	2.4
3	Asking pre-reading questions to arouse a students read the passage	2	40	1	20	1	20	1	20	-	-	2.2
4	Teaching some vocabulary and expressions before students read the passage	-	-	-	-	1	20	1	20	3	60	4.4
5	Students are asked to predict words or ideas to come next	1	20	2	40	1	20	1	20	-	-	2.4
6	The teachers used visual aids	2	40	1	20	2	40	-	-	-	-	2.0
7	Students were asked to read the comprehension questions	1	20	-	-	-	-	2	40	2	40	3.8
8	Students are engaged in silent and quick reading for the second time (skimming)	1	20	1	20	1	20	2	40	-	-	2.8
9	Students were supported with comprehension building strategies and techniques (scanning)	1	20	1	20	1	20	2	40	-	-	2.8
10	Teacher encouraged students to understand the connection of paragraphs of comprehension	2	40	2	40	1	20	-	-	-	-	2.0
11	Allowed students to use dictionaries	1	20	2	40	-	-	1	20	1	20	2.4
12	Students were asked to guess the meanings of some new words	1	20	1	20	2	40	-	-	1	20	2.8
13	The teacher allowed students to use dictionaries	3	60	-	-	1	20	1	20	-	-	2.0
14	The teacher monitored students while they were reading the passage-	-	-	1	20	-	-	2	40	2	40	4.0
15	The teacher leads the students to find the main idea of passage	2	40	1	20	1	20	-	-	1	20	2.4
16	Students were learned grammar indicatively	-	-	-	-	1	20	2	40	2	40	4.2
17	The teacher translated English (L2) in to L2 (mother tongue)	-	-	1	20	-	-	-	-	4	80	4.4
18	The teacher told the students what type of text is the passage	2	40	1	20	-	-	2	40	-	-	2.4
19	The teacher retold (summarized) the text.	2	40	-	-	2	40	1	20	-	-	2.4
20	Telling how the passage is read	2	40	2	40	-	-	1	20	-	-	2.0
	<b>Total</b>											<b>2.84</b>

**Item one:** "Before reading, situations are created to discuss on the title of the passage to be read." 1(20%) teacher practiced it "3, frequently", 2(40%) teachers did it "4, not very frequently" and 2(40%) teachers practiced on it "5, very frequently". The mean value of the item is 3. It shows that this item was mostly practiced in the rate of "3, frequently".

**Item two:** was "Activating students prior knowledge or background knowledge about the reading content of the passage." 2(40%) teachers didn't do anything on this item. 2(40%) teachers practiced "3, frequently" and 1(20%) teacher did on it "4, not very frequently". The mean value of the item is 2.4, which is close to 2. It shows that this item was mostly practiced in the rate of "2, sometimes".

**Item three:** "Asking pre-reading questions to arouse students to read the text/passage." 2(40%) teachers didn't do anything on this item. 2(40%) teachers practiced "3, frequently" and 1(20%) teacher did on it "4, not very frequently". The mean value of the item is 2.4, which is close to 2. It shows that this item was mostly practiced in the rate of "2, sometimes".

**Item four:** "Teaching some vocabulary and expressions before students read the passage." 1(20%) teacher practiced "3, frequently", 1(20%) teacher did it "4, not very frequently" and 3(60%) teachers practiced it "5, very frequently".

The mean value of the item is 4.4, which is close to 4, it shows that mostly the item was practiced in the rate of "4, not very frequently".

**Item five:** "students are asked to predict words or ideas which comes next." 1(20%) teacher didn't practice the item. 2(40%) teachers did it "2, sometimes", 1(20%) teacher practiced it "3, frequently" and 1(20%) teacher did it "4, not very frequently". Its mean value is 2.4, which is close to 2, It indicates that the item was mostly practiced in the rate of "2, sometimes".

**Item Six:** "The teacher used usual aids". (20%) teachers didn't do anything. 1(20%) teacher practiced "2, sometimes", 2(40%) teachers did on it "3,

frequently" and the mean value is 2.0. It indicates that the item was practiced mostly, "sometimes".

**Item seven:** "Students were asked to read the comprehension questions". 1(20%) teacher didn't do anything on this item. 2(40%) teachers practiced it "4, not very frequently" and 2(40%) teachers practiced it "5, very frequently". The mean value of the item is 3.8, which is close to 4. It indicates that mostly the item was practiced "4, not very frequently":

**Item Eight;** "Students are engaged in silent and quick reading for the second time (skimming)" 1(20%) teachers practiced nothing. 1(20%) teachers practiced "4, not very frequently". The mean value of the item is 2.8, which is close to 3. It indicates that mostly this item was practiced "frequently"

**Item nine:** "students were supported with comprehension building strategies and techniques (scanning)". 1(20%) teachers didn't practice on this item. 1(20%) teachers did on it "2, sometimes 1(20%) teachers practiced "3, frequently", and 2(40%) teachers practiced "4, not very frequently" The mean value of the item is 2.8, which is close to 3. It shows that the item was mostly practiced "3' frequently."

**Item ten:**"Teacher encouraged students to understand the connection of paragraphs of comprehension." 2(40%) teachers didn't do any thing on the item. 2(40%) teachers practiced it "2, sometimes", and 1(20%) teacher practiced "3, frequently". The mean value of the item is 2, which indicates the item was practiced mostly by the teachers "2, sometimes".

**Item Eleven** was "The teacher allowed students to read the passage aloud.". 1(20%) teacher didn't practice anything on it, 2(40%)teachers practiced "2, sometimes', and 1(20%) teachers practiced "4, not very frequently and, 1(20%) teacher practiced "5, very frequently". Its mean value is 2.4, which is nearest to 2, indicates that mostly the item was practiced "2, sometimes".

**Item twelve:** "students were asked to guess the meanings of some new words." 1(20%) teacher didn't do anything. 1(20%) teacher practiced "2, sometimes, 2(40%) teachers practiced "3, frequently" and 1(20%) teacher practiced "5, very frequently" Its mean value is 2.8 which is close to 3. It indicates that mostly, the item was practiced "3, frequently".

**Item thirteen:** "The teacher allowed students to use dictionaries." 3(60%) teachers didn't practice on the item. 1(20%) teacher practiced "3, frequently" and 1(20%) teacher practiced "4, not very frequently". Its mean value is 2. Which indicates mostly, the item was practiced "2.sometimes".

**Item fourteen:** was "The teacher monitored students while they were reading the passage." 1(20%) teacher practiced "2, sometimes", 2(40%) teachers practiced "4, not very frequently" and 2(40%) teachers practiced "5, very frequently". Its mean value is 4. Which shows mostly the item was practiced "4, not very frequently".

**Item fifteen:** "The teacher leads the students to find the main idea of the passage". 2(40%) teachers didn't practice this item. 1(20%) teacher did it "2, sometimes", 1(20%) teacher did it "3, frequently" and 1(20%) teacher practiced it "5, very frequently". Its mean value is 2.4, which is close to 2. It shows that the item was mostly practiced in the rate of "2, sometimes"

**Item Sixteen** was "students were learned grammar inductively". 1(20%) teacher practiced "3, frequently", 2(40%) teachers practiced "4, not very frequently" and 2(40%) teachers practiced "5, very frequently". The mean value of the item is 4.2, which is close to 4. That indicates mostly the item was practiced "4, not very frequently".

**Item seventeen:** "The teacher translated English (L<sub>2</sub>) in to L<sub>1</sub>(mother tongue) language." 1(20%) teacher practiced "2, sometimes" and most of 4(80%) teachers practiced "5, very frequently". The mean value of the item is 4.4,

which is close to 4. That indicates mostly the item was practiced "4, not very frequently".

**Item Eighteen:** "The teacher told the students what type of the text/passage is about". 2(40%) didn't practiced on this item. 1(20%) teacher did on it "2, sometimes", and 2(40%) teachers practiced "4, not very frequently". Its mean value is 2.4, which is nearest to 2, shows that mostly this item was practiced "2, sometimes".

**Item nineteen:** "The teacher retold (summarized) the text." 2(40%) teachers didn't practice on it. 2(40%) teachers "2, practiced frequently" and 1(20%) teacher practiced "4, not very frequently" The mean value of the item is 2.4, which is close to 2 indicates that mostly the item was practiced in the rate of "2, sometimes".

**Item twenty:** "Telling the students how the passage is read." 2(40%) teachers didn't do anything on this item. 2(40%) teachers practiced it "2.sometimes" and 1(20%) teacher practiced it "4, not very frequently". The mean value of the item is 2, which indicates mostly the item was practiced "2, sometimes".

#### 4.7 Checklist of class room observation in practicing Reading Strategies of high four high schools (Waka, Terch, Mari Gendo)

No	Class room observation Items	Not done at all		Happened sometimes		Happened frequently		Happened not very frequent		Happened very frequently		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Objectives of the reading lesson were introduced before	4	16.6	6	25	6	25	4	16.6	4	16.6	2.91
2	Activating student prior knowledge or back ground knowledge about the reading content.	7	19.16	6	25	7	19.16	4	16.6	--	--	2.33
3	Asking pre-reading questions to arouse students to read the passage/text	10	41.6	5	20.8	6	25	3	12.5	--	--	2.08
4	Teaching some vocabulary and expressions before student read the passage	--	--	--	--	2	8.3	10	41.6	12	50	4.41
5	Students are asked to predict words or ideas to come next	8	33.3	8	33.3	4	16.6	2	8.3	2	8.3	2.25
6	The teacher used visual aids	10	41.6	7	29.16	4	16.6	2	8.3	1	4.16	2.04
7	Students were as ked to read the comprehension questions	--	--	2	8.3	5	20.8	10	41.6	7	29.16	3.91
8	Students are engaged in silent and quick reading for the second time (skimming)	5	20.8	7	29.16	5	20.8	4	16.6	3	12.5	2.75
9	Students were supported with comprehension building strategies and techniques (scanning)	3	12.5	5	20.8	5	20.8	6	25	5	20.8	2.79
10	Teacher encouraged students to understand the connection of paragraphs of comprehension	9	37.5	4	16.6	6	25	4	16.6	--	--	2.13
11	The teacher allowed students to read the passage aloud	6	25	9	37.5	4	16.6	3	12.5	2	8.3	2.41
12	Students were asked to guess the meanings of some new words	2	8.3	10	41.6	5	20.8	4	16.6	3	12.5	2.83
13	The teacher allowed students to use dictionaries	10	41.6	6	25	4	16.6	2	8.3	2	8.3	2.16
14	The teacher monitored students while they were reading the passage	--	--	3	12.5	5	20.8	10	41.6	6	25	4.00
15	The teacher leads the students to find the main idea of passage	8	33.3	6	25	4	16.6	3	12.5	3	12.5	2.45
16	Students were learned grammar indicatively	--	--	2	8.2	2	8.3	8	33.3	12	50	4.25
17	The teacher translated English (L2) in to L2 (mother tongue)	--	--	--	--	3	12.5	6	25	15	62.5	4.5
18	The teacher told the students what type of text is the passage	8	33.3	7	29.16	3	12.5	3	12.5	3	12.5	2.41
19	The teacher retold (summarized) the text.	10	41.6	2	8.3	7	29.16	3	12.5	2	8.3	2.37
20	Telling how the passage is read	9	37.5	9	37.5	3	12.5	3	12.5	--	--	2.0

#### I

**tem one:** it was “before reading, situations are created to discuss on the title of the passage to be read.” Of the total 24 subjects (teachers). 4(16.6%)

teachers categorized under “ 1(not done at all)” because this item was not practiced totally by these teachers, 6(25%) teachers did this item “sometimes” and they ever categorized under “2(happened sometimes)”, 6(25%) teachers practiced this item “frequently” and they were grouped in the option “3(happened frequently)”, 4(16.6%) teachers did the item but “not frequently” so, they were put in the option “4(happened. Not very frequently” and the last, 4(16.6%) teachers practiced this item “very frequently” and they were categorized in “5(happened very frequently.” The mean value of this item is 2.91 which is nearest to 3. This shows us that this item was practiced frequently of “3(frequently :by the teachers.

**Item two:** it was “activating students prior knowledge/back ground knowledge about the content of reading passage.” Of the total 24 subjects (teachers), 7(19.16%) teachers were categorized under the option “1(not done at all)”, this indicates this item was not practiced by these teachers at all. 6(25% teachers did this item “sometimes” and they were put under the option of “2(happened sometimes)”, 7(19.16%) teachers practiced this item in the level of ‘frequently’ and they were grouped in “3(happened frequently)”, 4(16.6%) teachers did the item in the degree of “not frequently” so they were put in “4(happened no very frequently)” and finally, there was no any teacher on the option 5(happened very frequently”

The mean value of this item which was practiced is 2.33, that is nearest to 2(happened sometimes)”. It shows that this item was practiced mostly in the degree of “2(happened sometimes)”.

**Item three:** it was, “ asking pre-reading questions to arouse students to read the passage (text.” This item was one of the item which was no practiced bristly. 10(41.6%) teachers didn’t practice this item, and they were categorized under option “1(not done at all)”, 5(20.8%) teachers practiced this item and they were put in the “2(happened sometimes)”, 6(25%) did (practice) it frequently. And they were grouped under “3(happened frequently)”, and

3(12.5%) teachers practiced it “frequently” but “not very” so, they were put in the column “4(happened not very frequently)”. But finally, this item was not “5(happened very frequently) by any body.

The mean value of this item was 2.06, which is close to 2, this indicates that this item was “2(happened sometimes)” or practiced sometimes by the teachers.

**Item four:** it was; “teaching some vocabularies ad expressions before students read the passage this item was one of the most practiced items, it was practiced or “3(happened frequently)” by 2(8.3%). The mean value of this item is 4.41 which is close to “4(happened not very frequently)” this shows that this practiced frequently but not very.

**Item five:** “ students are asked to predict words or ideas which come next.” “it was not done at all” by 8(33.3% teachers. But “happened some times (2)” by 8(33.3%) teachers, “3(happened frequently)” by 4(16.6) teachers, “4(happened not very frequently)” by 2( 8.3%) and finally “5(happened very frequently)” by few, 2(8.3%) teachers. The mean value of this item is 2.25, which is close to 2, this indicates that this item. “2(happened or practiced sometimes” by the teachers.

**Item six:** it was “the teacher used visual aids” when this item is seen, it was ‘ not done at all, (!)” by 10 (41.6%) teachers, it was “2Khappened sometimes)” by 7(29.16%) teachers, it was also “3(happened frequently)” or practiced frequently by 4(16.6%) teachers, it was “4(happened not very frequently” by only 2(8.3%) teachers and finally, “5(happened very frequently)” by only 1(4.16) teacher. The mean value of this item is 2.04 which is nearest to 2.00, shows that this item (happened sometimes)” or practiced some times by the teachers.

**Item seven:** was “students were asked to read the comprehension guest ions.” Of the total 24 subjects (teachers), all practiced this item. It was

“happened sometimes” only by 2(8.3%) teachers, this activity was also :happened very frequently 3( 12.5%) teachers in the classroom. The mean value of this item is 3.91, which is nearest to 4, that shows this item was “happened not very frequently” than the other types of happenings in the table.

**Item eight:** “students are engaged in silent and quick reading for the second time (skimming)” of the total 24 teachers, this item was “not done at all, (1)” by 5(20.8%) teachers. It was also “happened sometimes (2)” by 7(29.16), “happened frequently (3)” by 5 (20.8%), “happened not very frequently (4) “and” happened very frequently” by 3(12.5%) teachers. The mean value of this item is 2.75, which is close to 3, it is possible to understand that this item was practiced or “happened frequently” by teachers in the classrooms.

**Item nine:** “students were supported with comprehension building strategies and techniques (scanning).” This item was :not done at all (1) by 3( 12.5%) teachers it was “happened sometimes 2)” or “practiced sometimes” by 5(20.8%) teachers, it was also “happened frequently (3) by 5(20.8%) participants, it was “happened not very frequently (4)” or practiced not very frequently by 6(25%) teachers and “happened very frequently (5)” by 5(20.8%) teachers. The men value of this item is 2.79 which is close to “3, happened frequently”. This shows us that this item was practiced or happened frequently” by most teachers.

**Item ten:** was “Teacher encouraged students to understand the connections of paragraphs of the passage” this item was not done at all by 9(37.5%) teachers. It was also “happened sometime (2) by 4 (16.6%) teachers.

It was practiced frequently or “happened frequently by 6(25%) and finally “happened not very frequently” by 4(16.6%) teachers. The mean value of this item is 2.13, which is close to 2. This shows that the item was mostly done in the level of “happened sometimes (2)”.

**Item eleven:** “the teacher allowed students to read the passage aloud “ this item was “not done at all” by 6(25%) teachers, it was “happened sometimes” by 9(37.5%) teachers, it was also “happened not very frequently (4) by 3(12.5%) teachers and lastly it was “happened very frequently “by 2(8.3%) teachers. The mean value of this item is 2.41, which is close to 2, that falls on “2(happened sometimes)” this shows that this item was practiced in the level of mostly in: happened sometimes”.

**Item twelve:** was about “students were asked to guess the meanings of some new words.” This item was practiced by the teachers as follow. Of the total 24 teachers, 2(8.3%) teachers did not practice this item at all it was “happened sometimes” by 10(41.6) teachers, it was also practiced or happened frequently by 5(20.8%) teachers, “happened not very frequently” by 4(16.6%), and “happened very frequently” by 3(12.5%) teachers. The mean value of this item is 2.83, which is close to 3, and it falls to the option “3(happened frequently” therefore, this item was done mostly in the degree/level of “happened frequently”.

**Item thirteen:** is “ the teacher allowed students to use dictionaries” in this item, 10 (41.6) teachers didn’t do any thing (practice) about using dictionaries. The remaining. 6(25%) teachers did it “sometimes,” means it happened sometimes” 4(16.6%) teachers did it frequently or “ it was happened frequently”, but few teachers 2(8.3%) did it not very frequently” or it “happened not very frequently” and also few. 2(8.3%) teachers did it “very frequently” or it was “happened very frequently” and also few. 2(8.3%) teachers did it “very frequently “or it was “happened very frequently.” The mean value of this item is 2.16, which is nearest to 2, it falls to the option “2, happened sometimes”. This indicates that the use of dictionaries which were told by teachers was practiced “sometimes” or it was “happened sometimes”

**Item fourteen:** it is the teacher monitored students while they were reading the passage.” This item was done by all teachers. This activity was “practiced

sometimes “by 3(12.5%) at teachers or it was “happened sometimes”. 5(20.8%) teachers” practiced frequently” or it was “happened frequently 10(41.6%) teachers practiced” not very frequently or it was “happened not very frequently”, and finally, 6(25%) of teachers practiced it” very frequently” or it was “happened very frequently” the mean value of this item is 4, which is exactly match with the level of “happened not very frequently” it shows us that this item was mostly practiced in the degree/ level of “4(happened not very frequently)”

**Item fifteen:** it was about “the teacher leads the students to find the main idea of the passage” of the total (24) subjects, 8(33.3%) teachers didn’t practice this activity at all. The remaining, 6(25%) teachers practiced this task “sometimes” or the task was “happened sometimes” by those teachers, 4(16.6%) teachers “happened frequently” by them. 3(12.5%) teachers “practiced it not very frequently” or it was “happened not very frequently” by finally 3(12.5%) teachers “practiced this item very frequently” or it was “happened very frequently” by them. The mean value of this item is 2.45, which is close to 2, that falls on “2((happened sometimes)”. It indicates that this item was practiced in the degree/level of “happened sometimes” by teachers.

**Item sixteen:** “students learned grammar inductively.” Every subject (teacher) did this item in practice in the classroom. According to this, it was “practiced (happened) sometimes” only by few, 2(8.3%) teachers, and also “practiced (it was “happened frequently) “by few, 2(8.3%) teachers. The remaining, 8(33.3%) teachers “practiced it not very frequently “or it was “happened not very frequently” by them and finally half of the teachers “practiced this item “very frequently” or “it was happened very frequently by 12(50%) of teachers. The mean value of this item is 4.25, which is close to 4, and it falls to “happened not very frequently” this shows that this item was practiced frequently but not very.

**Item seventeen:** “the teacher translated English (L2) to (L1) mother tongue.” All subjects (teachers) 3(12.5%) teachers “practiced frequently” or the item was “happened frequently”, 6(25%) of teachers “practiced it not very frequently” or it was “happened not very frequently”, finally more than a half subjects (teachers) “practiced it very frequently” or it was “happened very frequently (5)” the mean value of this item is 4.5 and which is close to 5, so it falls to the level 5 (“happened very frequently”) this indicates that this item is the only one which was included under number 5 and it was the most practiced items of all 20.

**Item eighteen:** “the teacher told the students what type of text is the passage about.” At all 24 teachers, 8(33.3%) teachers “practiced sometimes” or it was “happened sometimes,” 3(12.5) teachers “practiced this item frequently” or it was “happened frequently”, 3(12.5%) teachers also “practiced it not very frequently” or it was “happened not very frequently” and the remaining 3(12.5%) teachers “practiced this item very frequently” or it was “happened very frequently”, The mean value of this item is 2.41, which is nearest to 2, and the level of practicing of the item is fallen to number “2. Happened sometimes”, so it shows that this item was practiced mostly in the level of “2, happened sometimes”.

**Item nineteen:** “the teacher retold (summarized) the text” of the total subjects (24) nearly half of, 10(41.6%) teachers didn’t practice this item. Or this item was “not done at all” by these teachers. But few, 2(8.3%) teachers “practiced this item sometimes” or it was “happened sometimes (2)” by them, 7(29.16%) teachers “practiced frequently” or it was “happened frequently but not very” or it was “happened frequently but not very” finally, few teachers, 2(8.3%) “Practiced this item very frequently” or it was “happened very frequently”. The mean value of this item is 2.37, which is close to, 2, it shows that this item falls on number “2. Happened sometimes” that indicates it was practiced in the level of “2, Happened sometimes.”

**Item twenty:** was “telling students how the passage is read.” Almost half of the teachers 9(37.5%) didn’t practice the activity of this item. But almost half of the teachers 9(37.5%) practiced it in the degree of “sometimes” or it was “happened sometimes” (12.5%) “practiced it frequently” and finally, the remaining 3(12.5%) teachers” practiced this item frequently but not very” or it was “happened frequently but not very” there was no any body who practiced this item in the degree of “practicing very frequently or “it was not “happened very frequently the mean value of this item is 2.0 which is exactly the same as “happened sometimes” it indicates that this item was practiced in the degree of “sometimes”. It is also the least practiced stagey in the classroom.

The class room was observed by the researcher. He had observed two sections at two different times, in each high school. The results of these observations were described qualitatively in each high school as explained earlier.

This explanations and descriptions had been put in a separate way, under each school, and section. To strengthen the results of the findings which were obtained from those sections and schools summarizing and combining of ideas was needed. Due to this, each item was described by using the percentage and mean value.

The results of practices of classroom observations of the four high schools were canalized and discussed together. These was done by taking the total mean average of each school and dividing these means in to four high school According to this the 'Waka' high school class room observation results of 20 item is 2.82 Teracha 2,88, Mari, 2.84 and 'Gendo' 2.84. The average mean of those four high schools is 2.85. The discussion and analysis was carried out based on the mean 2.85.

As it is seen in the above table (table 4.3), the checklist consists 20 items, which are the activities done in the class room both by teachers and students.

After the researcher had put tick marks (√) in front of the items which were practiced in the class rooms by the eight observed teachers, he analyzed the results by using the percentages and the value of means based on the frequencies of happenings under the scale rates.

The result showed that the means average of all 20 items is 2.85. The finding of this mean average is to help to categorize the activities into ranges.

According to Henk and Melnick (1992) the measurement scales of the results of the respondents divided into three ranges. They say that the mean value for each subscale of the score that is slightly below, equal to, or slightly greater than the mean, indicates that the normal range. On the other hand, the mean values which are greater than the normal range categorized in the high range and the mean values of the scores of the items below the normal range they are categorized in the low range.

Based on the above scale rates the results of the practices which were obtained by class room observation are as follow.

The results are divided into three ranges. The high, the normal (medium) and the low. The base for these divisions of ranges in the mean average, 2.85,

Items, in the high range were five (5). They are 25% of over twenty (20) items. They are between mean ranges of 3.91-4.5. Items which were categorized under these were 'asking comprehension questions' (mean, 3.91), 'monitoring students while they read the passage' is (4.00), 'presenting grammar' (4.25), 'Teaching vocabulary' (4.41) and 'Translation of English in to the mother tongue' (4.5). When relating these items with the frequencies of happening in the class room, 'monitoring,' 'teaching grammar', 'vocabulary and asking comprehension questions' are close to 'Happened not very frequently' it

means, their frequency of happening is greater than 'frequently' and less than 'very frequently'. But only one item, i.e. 'Translation' was 'happened very frequently'. This shows that, item 17 ('Translation'), item 4, 'vocabulary', and item 16 'Teaching grammar' were the most practiced strategies by the whole teachers in four high schools.

In the second range, normal (medium), there were four (4) items, which have 20% of all over the twenty (20) items. These items are categorized between the ranges, (2.75-2.91). These are item 8, 'skimming' (mean = 2.75), item 0, 'scanning' (mean 2.79), item 12, 'guessing words' (mean = 2.83) and item 1, 'creating situations for discussions before reading' (mean = 2.91). this shows that all these items means is close to 3 and they were "'happened frequently" in four high schools at English periods in the reading instructions.

In the third range, (low), more than the half of items were categorized under this level. Eleven (11) items, which have 55% of over the whole (20) items. The ranges of the mean are between (2.00 - 2.45). These were, item 20, 'Telling students how the passage is read' (mean 2.0),

The following table, 4.8, shows the results of four high schools ('Waka', Tercha, 'Mari' and 'Gendo') grade 9 English teachers' class room practices of reading instructions in the usage of different types of reading strategies. It also shows the order of class room practices from the highest - the lowest (decreasing order from top - down by decreasing the overage mean values).

Table 4:8 The order of practices of reading strategies in the class rooms of four high schools

No	Categories	Item	Strategies	Mean	Mean Average
1	Translation	17	Translation	4.5	4.5
2	Metacognitive strategies	14	Monitoring	4.00	3.95
		7	Asking comprehension questions	3.91	
3	Linguistic	4	Vocabulary	4.14	3.69
		16	Grammar	4.25	
		11	Reading aloud	2.41	
4	Cognitive strategies	1	Creating situation for disc	2.91	2.62
		12	Guessing	2.83	
		9	Scanning	2.79	
		3	Skimming	2.75	
		15	Finding the main idea	2.45	
		19	Summarizing	2.37	
		5	Prediction	2.25	
5	Conceptually-Driven basis strategies	18	Understanding type of text	2.41	
		2	Activating prior know	2.33	
		10	Understand paragraph connections	2.13	
		3	Asking pre. Read questions	2.08	
		20	Telling how the passage is read	2.00	
6	Aided strategies	13	Using dictionaries	2.16	
		6	Using visual aids	2.04	

Item 6, 'using visual aids' (mean, 2.04), items 3, 'asking pre reading questions' (mean, 2.08), item 10, 'understanding the connection of paragraphs' (mean, 2.13), item 13, 'using dictionaries' (mean, 2.16), item 5, 'predicting the following paragraph in the passage' (mean = 2.25), item 2, 'activating prior knowledge of students' (mean, 2.33), item 19, 'summarizing the passage' (mean, 2.37), item 18 'understanding the type of text' (mean 2.41, item 11, 'reading the passage aloud' (mean 2.41), and item 15, 'finding the main idea of the passage ' (mean, 2.25).

Items in this range are more than the sum of the above two ranges. Most of the activities, according to the mean value they are close to the scale rate (2, i.e, 'Happened sometimes'). According to Henk and Melnick (1992) the items which are below the normal range (mean of the average items). It is required

that giving more attention to these items or assessing why these items are not done frequently.

The result also shows that, item 20, 'telling how the passage is read' (mean 2.0), item 6, 'using visual aids' (mean, 2.04) and item 3, 'asking pre reading questions' (mean 2.08) are the three least practiced or "happened sometimes" by teachers.

#### **4.3 Relationships between teachers' perceptions towards using reading strategies and their class room practices.**

As the result were seen from teachers' perception about the importance of using the reading strategies and their class room practices there are differences. For example, strategies, like 'translating the text into L1', 'teaching vocabulary' and 'presenting grammar' were perceived by the teachers as the least important. But in practice, these were the most practiced ones. In addition to this, strategies like 'asking comprehension questions' 'Monitoring students while they are reading the passage' and "guessing words contextually" were the three most perceived important strategies, but it was not seen that in practice when they took the highest range or they were not the most practiced strategies in the class rooms.

Generally, there is a gap between their perceptions on its importance and their actual class room practices. May be there are reasons that why they didn't match. Some of the reasons could be the shortage of time, the lack of texts, the class room situations, like the size of students, the lack of awareness of students towards the reading lesson, the lack of interest of teachers towards the methodology, or the method teachers that had learnt in high schools when they were students, etc. These points were taken as a reason from their answers when they had interviewed, under the question of the problems that hinder teachers not to implement some strategies. To get clear information it requires another research on this area in future.

In the class room observation, there were 20 items used in the check list as the items found in the questionnaire. The results showed that the means of 5 out of 20 items (25% of the over all items) were in the high range (mean 3.5-5). While 4 out of 20 items (55% of the over all) fitted in the medium range (mean 2.5-3.4). the remaining, the majority items were placed in the low range (mean 1-2.4). "Translation" (mean 4.5), "vocabulary" (mean 4.41) "Grammar" (mean 4.25) were the three most practiced strategies In addition, the three least practiced strategies were "Telling how the passage is read" (mean 2.0), "using visual aids" (Mean 2.04), and "using dictionaries" (mean 2.16).

## **Analysis and discussions**

### **4.4 Discussions on Interview**

The teachers who filled the questionnaire and who were observed by the researcher during the reading lesson in the class room have also been interviewed. Because of triangulating the data and to get full information that why some activities couldn't done in the class room and to check whether teachers perceptions related questions towards using different strategies in reading lessons. It was expected that the answers were given based on teachers' perceptions towards using different types of techniques in using the reading lesson in the class room. To do this, two teachers were chosen from each school. Totally, Eight teachers from four school were interviewed. The data was analyzed qualitatively. There were six totally questions. Under each question the eight interviewees' answers were put together. In discussion section the most and the least interviewees answers were discussed separately.

For the first question, to know the teachers' perception that which one is the most important strategy for readers to use in comprehension of texts, To know the teachers' perceptions, on the first question, that which one is the most important strategy for readers to use in doing the comprehension of

question, different answers were given. However, most of the teachers gave the same answers. For example. Five interviewees of the eight interviewees answered skimming on the other hand, Some (2) teachers answered using all types of techniques and the least (1) teacher answered that giving ideas for students about the topic.

To know the teachers' perceptions on the first question, that which one is the most important strategy that students should use when they are doing comprehension questions in reading lesson the following answers were given.

Most of 62.5%(8) teachers were replied it is 'skimming' method, and 25% (2) teachers replied 'using all types of techniques; on the other hand, 12.5% (1) teacher replied 'giving ideas about the topic to students to relate with their daily life.'

In the analysis of the second question, "Do you use different types of techniques when you teach reading?" For this question definitely all teachers replied 'yes'. According to their responses, for example, skimming is used to understand for the general idea of the passage; scanning is used for specific information; intensive is used or deeply understanding of the passage; and extensive is used for reading the long texts and for pleasure/entertainment purpose. They also said that for the usage of each skill, it depends on the purpose of the reading task that designed

To assess how teachers prepare them selves before they teach the reading lesson towards using different strategies in the class room, the following responses were given.

According to their responses, all teachers believed that the preparations of reading teachers on the lesson is very important before they teach. Half of, 50% (4) teachers responses that they read the passage a home, they find meanings of some words, they understand the main idea of the passage, they plan how to use the three stages of reading and they do exercises which are

found in the passage. Some teachers 25% (2) said that they translate the passage in to Amharic or mother tongue, and they tell students to read the passage at home. The remaining 25% (2) respondents said bringing teaching aids which is related to the topic, practicing pronunciation of some words, and remembering the knowledge that had been to when the was in the colleges/university

The problems which hinder teachers not to use different types of strategies in the reading instruction were answered almost by all teachers are similar. According to their responses, the problems are addressed to or the sources of those problems are:

Problems which are created by students and results the teacher not to use different techniques are: lack of motivation/interest of some students, shortage of further knowledge being aim less, involuntary to bring texts to the class room, asking the teachers unnecessary irrelevant questions for spending time and the absence of vey challenging clever students who are asking teachers difficult questions.

The second types of problems which are in cases of some teachers are lack of usage of an appropriate skill according to the purpose that the passage requires to be read, lack of preparation of some teachers before they teach the lesson and not reading of additional materials which are related to the topic of some teachers.

The third constraints are, shortage of text books in the class room and lack of teachers' guide, the presence of plasma as one of the media of instruction, because it does not give sufficient time and the presence of some irrelevant topics in the book which are not related to the students daily life.

The last problem which is related to the school, shortage of time, which is allotted by the school does not help to accomplish reading with in one period, due to this it is postponed to the second period.

In reading activity, silent reading style is used, it is aimed to develop the major and minor reading skills, three stages of reading are applied and it is student centered method. According to teachers' responses the current new teaching strategies of reading is better than the traditional one.

“Do you think that teachers' perceptions towards using different strategies can affect the teaching of reading?”

Most of the teachers said, yes according to them teachers can teach the reading lesson well if they believe in their teaching profession and are interested in their work, they believe in the teaching methods which are applied in the class room, they love the learners and learning and their individual behavior can affect the teaching \learning process of reading. Regarding current practices of teaching that they have positive attitudes to the current teaching methods and they are using now in the class room according to their responses. On the other hand, if teachers have negative attitude/wrong belief towards the profession itself.

## **CHAPTER FIVE**

### **Summary Conclusion and Recommendation**

#### **5.1 Summary**

Based on the teachers' responses on "the perceptions of teachers towards using reading strategies" in reading class room, it seems that teachers believe that reading strategies are important in reading comprehension (mean 3.4)

In addition to this, Dawro zone high school grade nine English teachers believe that met cognitive strategies are the most important strategies in reading comprehension. While linguistic category is the least important in reading comprehension. Moreover, meth cognitive strategies position in the highest and linguistic knowledge falls in the lowest in the importance of using in reading classes.

The results obtained from class room observation showed that "Translation" and "linguistic knowledge (like vocabulary and grammar) were the most practiced strategies. On the other hand, conceptual-driven basis (like, activating prior know ledge of students, understanding connections between paragraphs and asking pre-reading questions) and "Aides" (like using dictionaries and visual aids) were the least practiced strategies

As it was observed, the cognitive strategy parts (such as, guessing, scanning, skimming, finding the main idea, and summarizing) were practiced sometimes in the classes.

As the result of observation shows, in all four high schools of grade nine sections teachers had spent more time on teaching vocabulary and grammar than teaching using reading strategies.

## 5.2 Conclusion

- It is concluded that high school teachers (Dawro zone, grade nine English teachers) believe that reading strategies are important in reading classes.
- Metacognitive strategies are the most and the linguistic knowledge strategies are the least important for high schools.
- When comparing teachers' perceptions (beliefs) on the importance of reading strategies and the practice they did in the class room, there is a discrepancy (difference) between them, i.e. there is a gap between what they had said and what they did in the class.
- There is in congruence between teachers' stated perceptions and their class room practices, which was mostly related to linguistic and form focused instructions.
- The inconsistency between teachers' perceptions and their practices in the class room it can be the results of complexities of class room life and some other problems.
- Several possibilities can explain the mismatch between teachers' perceptions and their actual practices. Even though teachers may have wanted to teach reading strategies explicitly in their practices their unfamiliarity with the right way to do this may have led them to teach differently.
- There might be some causes for the mismatch of teachers' perceptions (beliefs) with their actual class room practices. Some of these have been gotten from the teachers responses during the inter view session. The researcher had asked the teachers to know that what were the problems that hinder the teacher not to practice the different types of strategies in reading lesson in the class they answered, the lack of test, the shortage of time, the lack of motivations of students to learn, and the service of plasma as medium of instruction.

- Another cause for the mismatch may be teaching grammar and vocabulary are easier than teaching reading strategies.

### **5.3 Recommendations**

- The main implication of current study is finding the perceptions (beliefs) of teachers towards using reading strategies and comparing this with their class room practices. Teachers are more likely to change when they are shown that a discrepancy exists between what they would ideally like to do and what they actually do, so teachers should be trained to acknowledge how their perceptions (beliefs) and context specific factors contribute to their practices.
- To make teachers aware of their skills and weaknesses and to help them to address how to improve their practices and become more effective, one way is holding workshops at regular basis for teachers to attend which they teach strategy based instruction.
- To promote the class room reading lesson to be effective and strategy based instruction, in addition to teachers perception, the presence of available texts in the class is essential. Because it is difficult to apply the reading activity without text books.
- The problems which were informed by the teachers as the cause of not practicing strategy based reading instruction; like shortage of time, lack of motivations of students and the whole time which is covered by plasma TV. Should get solutions.
- To find more definitive answers, however, the factors that prevent teachers to excite based on their perceptions and the reasons for the mismatch between the actual class room practices can be issues for further research.

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# Appendix 1 Teacher Questionnaire

Dear Teachers,

A questionnaire on teachers' perceptions is about the importance of Reading strategies in Reading Comprehension

This questionnaire is going to be used to investigate grade 9 English teachers' perception about the importance of using reading strategies in reading comprehension in the classroom practices. Findings of this study are hope to be beneficial to both English teachers and students of grade 9 and the others. It is worth mentioning that your participation in the research is voluntary and the data collected by means of this questionnaire will be kept confidential.

Your are kindly requested to give your response to the following questionnaire the purpose is to gather information for a research in grade 9 English teachers' perceptions on the importance of using different kinds of techniques during Reading Instructions.

## Instructions

First, Don't write anything on the questionnaire paper, like, your name, age, year of experience and level of education etc, but put a tick mark in one of the following boxes, which asks your gender.

Second, the questionnaire has 20 items. These items focus on the activities that are used at the English lesson in the class room. Each item is required to be answered by using one of the given five scale rates. These rates are 1 = 'Not important', 2 = 'less important', 3 = 'important', 4 = 'very important', and 5 = 'most important'.

Sex Male  Female

Dear teachers,

Please, read the following list carefully. It has 20 items. For each item (statement), select the response that best represents your perceptions. 1,2,3, 4 and 5. The scale rates stands for 'Not important', 'less important', 'Important', 'very important' and 'Most important' respectively. To response, circle one of the five options, which perceive about the importance of reading strategies in reading comprehension. If you have any additional comments to add about any of the following statements, please do so in the blank spaces, which are provided at the end of the questionnaire.

	Item	Not important	Less important	important	very important	Most important
1	Teaching some new/vocabulary words before students read the passage	1	2	3	4	5
2	Presenting grammar/structure indicatively	1	2	3	4	5
3	Reading the passage/loudly to students	1	2	3	4	5
4	Translating each idea from English to mother tongue.	1	2	3	4	5
5	Activating prior knowledge of students before they read the passage/text	1	2	3	4	5
6	Let the students to understand the connotations of each paragraph.	1	2	3	4	5
7	Guiding how the passage can be read using different techniques/scanning/skimming.	1	2	3	4	5
8	Asking students to predict the topic, the passage will be an later the next paragraph	1	2	3	4	5
9	Using visual aids/supports	1	2	3	4	5
10	Encourage students to differentiate the type of the text. (narrative, descriptive...)	1	2	3	4	5
11	Guiding students to guess some meanings of words contextually.	1	2	3	4	5
12	Ask them to find the main idea of the passage	1	2	3	4	5
13	Summarizing the passage by the teacher.	1	2	3	4	5
14	Allow the students to retell the passage	1	2	3	4	5
15	Monitoring students while they read the passage.	1	2	3	4	5
16	Asking comprehension questions to check their understanding.	1	2	3	4	5
17	Using dictionaries for reference of words.	1	2	3	4	5
18	Using intensive/critical reading for answering questions	1	2	3	4	5
19	Discussing important points from the passage	1	2	3	4	5
20	Telling the objectives of the reading lesson.	1	2	3	4	5

For additional comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Appendix -2 Classroom observation Check list

Check-list used to conduct classroom observation with respect to the items frequency of happenings

Key

1=	Not done at all
2=	Happened sometimes
3=	Happened frequently
4=	Happened not very frequently
5=	Happened very frequently

No	Teacher's beliefs ( Activities in class room )	1	2	3	4	5
1	<b>I. In the Pre-reading stage</b>					
1.1	Before reading, situations are created to discuss on the title of the passage.					
1.2	Activating students prior knowledge or background knowledge about the reading content.					
1.3	Asking pre-reading questions to arouse students to read the text.					
1.4	Teaching some vocabulary and expressions before reading the passage ( text)					
1.5	Students are asked to predict words or ideas to come next					
1.6	The teacher uses visual aids					
2	<b>In While Reading Stage</b>					
2.1	Students are asked to read comprehension questions					
2.2	Students are engaged in silent and quick reading for the second time. (skimming)					
2.3	Students are supported with comprehension building strategies & techniques ( scanning)					
2.4	Teacher encouraged students to understand the connection of paragraphs of comprehension					
2.5	The teacher allows students to read the passage aloud					
2.6	Students are asked to guess the meanings of some words					
2.7	The teacher allows students to use dictionaries					
2.8	The teacher is monitoring reading comprehension constantly					
2.9	The teachers leads the students to find the main idea of the passage					
3	<b>In post Reading Stage</b>					
3.1	Students are learned grammar inductively					
3.2	Translating the text into mother tongue or Amharic language					
3.3	The teacher told the students 'what type of text is the passage'					
3.4	He retold the text ( passage) summarized					
3.5	Important points are discussed					

## Appendix -3 The interview for Teachers

**Dear teacher!**

First of all, thank you for your willingness to be interviewed, and wanted to give me answers for my interview questions.

### **Questions**

1. What do you think are the most important strategies for readers to use in comprehending texts? \_\_\_\_\_  
\_\_\_\_\_
2. Do you use different types of techniques when your students read the passage? Like scanning /skimming/intensive/Extensive/when  
\_\_\_\_\_  
\_\_\_\_\_
3. How can teachers prepare themselves to teach reading strategies effectively?
4. Is there any problem which hinders not to use different types of strategies
5. What are some reading “skills” that have traditionally been taught and tested?  
What are some differences between the traditional teaching of reading “Skills” and the teaching of reading strategies?
6. Do you think that teachers’ beliefs can affect teaching/learning process of reading?

## **Appendix -3 The interview for Teachers**

**Dear teacher!**

First of all, thank you for your willingness to be interviewed, and wanted to give me answers for my interview questions.

### **Questions**

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\_\_\_\_\_
2. Do you use different types of techniques when your students read the passage? Like scanning /skimming/intensive/Extensive/when  
\_\_\_\_\_  
\_\_\_\_\_
3. How can teachers prepare themselves to teach reading strategies effectively?
4. Is there any problem which hinders not to use different types of strategies
5. What are some reading “skills” that have traditionally been taught and tested?  
What are some differences between the traditional teaching of reading “Skills” and the teaching of reading strategies?
6. Do you think that teachers’ beliefs can affect teaching/learning process of reading?

## Declaration

I, the undersigned, declare that this thesis is my work and that all sources of materials used for this thesis have been duly acknowledged.

Name KASSAHUN ABEBE

Signature 