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**Factors that Affect Students' Reading
Comprehension in two Government high
schools: Grade 9 students in focus.**

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Abstract

The ability to comprehend texts written in English helps to learn the target language. It is also very significant for academic studies, enjoyment, survival and others. However, It was felt that most students fail to understand texts. As different writers state the causes of the failure, different suggestions are also given to minimize the failure of students' comprehension skills as a solution. The relevance of the ability to comprehend tests, the researcher's experience and other views on the causes of the problem as well as the solutions initiated the researcher to figure out factors that affect grade nine students' reading comprehension ability.

This study generally aimed at showing up-to-date mechanisms that enable students to be competent readers. It particularly attempted to find out factors that affect reading comprehension ability, the magnitude of the comprehension problem, and its possible solutions. The identification of the magnitude of the problem was found to be the base for the identification of the causes and the solutions. Because, listing down causes and suggesting for solutions is pointless unless a problem is found rampant. With this intention the study was conducted on 40 sampled students and their four English language teachers. Student questionnaire, classroom observation teacher interview and text book analysis were used to gather the required data. The findings were the students' insufficient practice, improper reading practices, failure to read extensively and poor reading habits.

CHAPTER ONE

1. Background of the Study

Reading is a way of communication. It is an interactive process of communication (Yun, 1993). It is also a means to comprehend the meaning the writer intends to convey. Reading plays crucial role in promoting learning and serving as an instrument by which students, could study subjects in the curriculum. Moreover, students' general educational achievement depends mainly on their ability to read (Wells, 2007).

“Reading comprehension ability is recognized as centrally important since without it very little academic learning can go on”(Mueller ,1973:202) as this short extract shows ,the significance of reading in the language classroom as well as in other fields of study. Many scholars for instance Nuttal, Williams, Grellet and Hedge believe that reading involves an active interaction between the reader and the text.

As it is known,the value that society gives to reading has a direct link with the educational system. With the emergence of modern education in Ethiopia, English language got a significant place in the national curriculum. As a result, it has been taught as a subject and used as a medium of instruction at secondary and tertiary levels of education. In line with this, English reading lessons are very important. They basically provide students with vocabulary and grammar items in addition to other important aspects. Reading ability then is a requirement for academic success (Dean, 2000:3). It is also a basic skill for survival (Sesnan,1997,145) so, the importance of assessing the reading comprehension problem of students is very crucial.

In language teaching programs, enabling language learners become proficient readers require language teachers to take basic actions .Among the actions, making reading exercise and lessons very enjoyable. The other task is making the concept of “reading” itself clear to the students (Weddowson,1978; Nuttal, Smith,1997).

The importance of background knowledge in reading implies that the teaching of reading should pay great attention to the background of the learners. Language teachers therefore, need to have a clear understanding of this fact and address the problem

students may face in the process of learning to read. From teaching reading point of view, the way in which a language teacher may address learners' background is by using materials which meet their interest and experience (Smith, 1985:140; Holdaway ,1980:46).

1.1 Statement of the Problem

In many parts of the world reading knowledge of a foreign language is often very important to academic success, professional and personal development. This is particularly true of English as so much of professional, scientific and technical literatures are published in English today. It is frequently the case that the ability to read in English is required of students by their subject departments, often assessed by a test of reading comprehension. Reading ability is often all that is needed by learners of English. But, it is a common problem that most high school students fail to read adequately in the foreign language. Very commonly, Lem and Beshale high school students' reading comprehension seems at lower level and students read with less understanding than their teachers might expect them to have. Teachers, students themselves and parents tell that the above mentioned high schools' students reading compression difficulty is a considerable problem. This study emphasized on the factors that affect the reading comprehension of both high schools students' specifically grade nine. Grade nine students were targeted because of the following two reasons. The first reason is that grade nine is a level at which students join high school and take difficult subject matters which require their deep understanding, therefore, extra reading quality is required of them. The second reason is that, since it is the time that they start preparing themselves for tenth grade National Examination. Therefore, students need to upgrade their reading skills.

The researcher in this regard was inspired to focus on the factors that affect reading comprehension for he himself has an exposure with such matters at schools. Previous research works conducted in the area inducted varying sources of reading difficulty, for example, Yilma (1997) concludes that reading problem results from teacher accustomed to load reading, lack of subs kills practices and lack of suggestions for additional library work. Ahmad(1997) notes many students lack the necessary reading

comprehension skills. He also says that teachers emphasize other language skills over reading; they do not arouse interest and do not encourage silent reading. Reading comprehension problem then hinders students from reaching their success and achieving their goals academically since everything requires understanding. The problem is even more serious in those situations where English is used as a language of instruction.

Generally the above discussion shows how reading comprehension is difficult for Lem high school and Beshale high school students. The relevance of reading comprehension as well is not denyable. It also shows the different views on the factors that affect reading comprehension and sources of the reading comprehension problems.

Therefore the purpose of this study was to investigate the factors that affect the reading comprehension of grade nine students. In short, this study was intended to give appropriate answers to the following research questions.

1. What factors are being sensed as main reading comprehension problem?
2. What type of text would be most suitable for the secondary level specifically grade nine?

1.2 Objectives of the Study

The main objective of this study was to identify factors that affect reading comprehension of high school students. The specific objective were also stated as follows;

- To identify factors related to students
- To identify factors related to teachers
- To see the suitability of the present texts and
- To seek for some possible solutions to the existing causes of reading comprehension difficulty.

1.3 Significance of the Study

This research goes a little further to address not only the issue of improving the reading skill of grade nine students, but also it tries to find out the comprehension level of the students' and the factors which affect their reading comprehension. Moreover,

findings of this study will surely be significant in giving insight in to current ways to teaching reading for English language teachers at secondary school level.

Secondly, grade nine students will be beneficiary with the help of the current ways of teaching reading that their teachers will employ.

Thirdly, it was believed that material designers also use the result of the study when designing tasks that can enhance reading comprehension ability. When preparing any teaching material, if the work is restricted to a certain group, the outcome might not be as effective as the one which is exposed to suggestions by different groups such as teachers, students and classroom researchers.

1.4 Scope of the study

The scope of this study was restricted to random sample study of grade nine students of two selected government high schools .The reasons for the restriction of government school was that, since private school students are not representatives of many Ethiopian students as well as many students do not have the chance to join these schools that government schools were chosen for the study.

1.5 Limitation of the Study

This study was limited to two government high schools due to shortage of time, resources and finance. Therefore, the study was restricted in noticing the factors the affect the reading comprehension of grade nine students.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

As the main objective of this chapter was to examine the existing literature in the area, an attempt was made to survey a variety of theoretical explanations on the basic concepts such as (defining reading, reading comprehension, types of reading, ways of reading, reading approaches, reading and language teaching, the relationship between reading interest and reading ability, reading skills, factors affecting reading comprehension etc...

2.1 Defining Reading

It is found worth discussing the meaning of reading and terms related to reading Dean (2000:20) "Reading is more than seeing words clearly, more than pronouncing printed words correctly, more than recognizing isolated words." Alderson (2000:13) also strengthens the reading has to do with meaning with sound.

Consequently, from the above definitions reading, the one that involves understanding or interpretation is the most important (Nuttal, 1982:3) Ur (1996:138) writes:

..... reading means ;reading and understanding ; A foreign language learner who says 'I can read words but I don't know what they mean 'is not ,therefore ,reading in this sense ,He or She is merely decoding –translating written symbols in to corresponding sounds.

Davis (1995 :1) "Reading is private .It is a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time " for Harmer (1983) reading involves both the eyes and the brain where the eyes receive message and brain performs the interpretation of messages received .

According to what have been discussed by all the scholars mentioned above ,the practice of reading is not passive activity even at primary and secondary levels ,since the reader interprets ,analyses and interacts with the message in the text even though the level of interpretation varies from grade to grade level .These scholars further elaborate that if

someone reads a written text aloud without understanding what it means, he or she is not reading. Widdowson (1979) and Hedge (2000) explain reading as a dialogue going on between the reader and the text or between the reader and the author.

According to all the definitions above, reading appears to be an active process where the student deals with the written materials in guessing and predicting in relation to his or her prior knowledge. Reading calls for analyzing and interpreting the message which is beyond mere deciphering.

Goodman, according to Meece, says, "Reading is a psycholinguistic guessing game involving an interaction between thought and language." In this case, he further states that efficient reading results from the skills in selecting the fewest, most productive cues necessary to produce guesses about meaning (Meece 1997:281).

Meece states that reading is a complex process during which the reader is translating the printed code into words, comprehending and predicting meaning ----- (1997:281)

Grellet (1981) defines reading as a process of extracting and understanding the required information from a text. He further notes that it is an active skill where guessing, predicting and checking as well as questioning oneself are entailed. Pressley (2000) states that reading is a hierarchy of skills, from processing of individual letters and their associated sounds to word recognition to text processing competencies. According to this definition, reading begins as early as the first day of identifying a single letter. Similarly, Williams (1984) states reading as a process of understanding what has been written. Davis (1955) states reading as a mental process in which a reader endeavors to interact with the message in a text.

In doing so, materials or text books that students read should be able to interest the students. They should also be relevant enough to their prior knowledge and level. The range of different texts to which readers are exposed in real life is extensive. The picture of text selection from junior and secondary school readers presents a much more diverse range of preference and reading practices.

2.1.1 Types of Reading

Scholars divided reading in to two types depending up on the purpose of the text for reading, the length of the text, the objective, the text prepared for and the classroom procedures .Accordingly the two types of reading are **intensive** and **extensive** reading. The two types of reading however are complementary and students should be exposed to both types Nuttal (1996).

2.1.1.1 Intensive Reading

Intensive reading refers to the reading of short texts. It entails the reading mode at classroom level under the guidance of the teachers (Ibid). It is a type of reading we usually practice in language classrooms both at primary and secondary or tertiary levels.

The major purpose of this type of reading goes to specific information .Thompson (2001) in dealing with these specific types of reading says that intensive reading is a kind of reading short texts for comprehension.

Hedge (2000) explains intensive reading as a type of reading that is concerned with looking at a text carefully for the purpose of choosing precise words or phrases.

In this manner, students learn by integrating skills in such a way that they will have the opportunity to associate written words and phrases with their existing knowledge .On the other hand, in secondary level classes where students read relatively longer passages in their text, reading practice activities should aim at developing children's abilities for understanding and identifying meanings .It should focus on developing reading strategies and skills as well.

As for the significance of intensive reading Wilgam (1981:278) notes the following point.

- Intensive reading will provide a basis for explaining difficulties of structures and for extending knowledge of vocabulary and idioms.

It will also provide material for developing greater control of the language in speech and writing.

As it is mentioned above, intensive reading serves a great deal in enhancing reading ability of students as well as their language skills.

2.1.1.2 Extensive Reading

Extensive reading by Sesnan (2003) is explained “it is a type of reading a text in a widely manner but not deeply where the aim is for pleasure and entertainment in which the written texts are not studied in detail .The other scholar Thompson (2001) also explains it in a similar way by saying that it is a reading of books and magazines etc.. meant for pleasure, to obtain information or to satisfy interest .According to these two scholars, extensive reading is a common kind of reading which takes place out of classroom .

As Nuttall (1996) states, extensive reading and intensive reading are not contrastive reading types, rather they are complementary and both are very important in the practice of learning and teaching reading .Texts for extensive reading need to be selected in accordance with the reading ability and pace of the student, so that extensive reading could be practiced in any level .The purpose of extensive reading is to let students practice reading without the help of teachers or parents .It is obvious that, attitude is the decisive factor for the preparation of students to read by themselves .To let students develop their reading habit then ,teachers’ and parents’ contribution is paramount.

Krashen (1993) says that extensive reading helps to improve second language without the support of teachers and other people .Wilfred Brusch in ELT journal article (volume 45/2 April 1991) notes that importance of reading privately and extensively stating the following advantages:

- *Reading privately in the foreign language for one’s own enjoyment may give the learner new motivation for the foreign language grammar lessons in school.*
- *Pupils can directly apply their newly gained knowledge of English for their own interest and enjoyment.*

- *Reading privately at home is one way of increasing the time of contact with foreign language.*

In the same way, Bradfield deals with the objectives of extensive reading as follows:

- *To boost students' confidence in their reading ability*
- *To increase students' reading fluency*
- *To decrease dependency on word by word comprehension etc.*

2.2 Ways of Reading

Loud reading and silent reading are the two ways of reading. Loud reading is recommended for early stages of learning (Amer, 1997:43). Poetry, dialogues and rhymes can also be read aloud. On the other hand, silent reading is more important. Asall readers need this skill and most would benefit to develop it.”(Nuttall, 1982:22) The reason for this is that “.....teachers see reading aloud as a way of teaching pronunciation. This is unsatisfactory” (Lewis and Hill, 2002:110). Therefore, students can be advantageous if they get help in developing the habit of silent reading in lessons other than poetry and the like.

In light of this, here are some ideas about where and how to use silent reading. Firstly it is solitary (Sesnan, 1997, 147) this doesn't mean that there is no co-operation in reading (Gellet, 1981 :11) the co-operation is more likely to take place in the pre-reading activities secondly, it takes place in class in a period as it allows teachers to observe learners and give assistance when needed. But unfinished tasks can be given as homework (Ruddell, 2001:118), finally, it must be “..... followed by questions to ensure that students read and understand the appropriate section” (Lewis and Hill 2002:110).

2.3 Reading Techniques

2.3.1 Scanning

Scanning is a rapid reading technique to locate a specific bit of information that the reader needs, such as data, name or figure. In scanning, readers attempt to find only information they demand passing quickly over all the irrelevant information. The

readers involve moving their eyes quickly down the page until they find what they are searching for (Grellet, 1981; Nuttal, 1982; William, 1984; Lamp and Johnson, 1999).

The purpose of scanning is to extract certain specific information without reading the whole text (Brown, 1994) as cited in Roods, 2001)

Here below are some ways to scan a text

- State the specific information you want to search
- Use heading and other aids that will help you identify sections might contain the information you are looking for
- Try to anticipate how the answers will appear and clues you might use to help you locate the answers
- Read selectively and skip irrelevant sections of the passage

Scanning is not a thorough activity mainly because the reader uses it to locate isolated, specific or scattered information.

2.3.2 Skimming

Skimming refers to the process of quickly running one's eyes over a text to gain an overall understanding of the content of the written text. Skimming is mainly concerned with finding main ideas or overall theme (Grellet, 1981; Nuttal, 1982; Davies, 1995; Scrivener, 1994). *Here are some ways of skimming a text:*

- Read the title.
- Read the first sentence of every paragraph.
- Read the headings and sub headings.
- Notice any italicized or bald face words or phrases.
- Notice any picture, chart or graph.
- Read the summary or last paragraphs.

(Johnson and Lamb, 1999).

Skimming requires knowledge of finding main ideas of different paragraphs. As AS-yu-Mei-Yu (1994; 184) explains "since the main idea of a well-organized paragraphs is in most cases, either in the first or last paragraph, and the general idea of a text is usually in the introductory paragraph or in the concluding paragraph." Therefore the best way to teach skimming is to have students to read the first and the last paragraphs in full.

Skimming gives the reader the advantage of predicting the purpose of the passage, the main topic or the whole message. Finally, skimming is used when readers' purpose is to get the general picture or overview of the content of the text.

2.4 Reading Comprehension

Reading involves both decoding and comprehension, the focus of this study then is on investigating the reading comprehension problems of students. As the final target of every reading is understanding. Meece pointed out that comprehension is the ultimate goal of reading(ibid :282) .He further states that the purpose of reading is to construct meaning(ibid) ;therefore ,the major objective of reading instruction should be in accordance with such target .

Thorndike and Davis –as to Southgate and his colleagues say the following:

“Reading comprehension is a unitary ability composed mainly of verbal reasoning (Thorndike 1973- 4)”

“comprehension is composed of separate skills and abilities ,such as understanding word meanings, verbal reasoning ,getting the main idea ,defecting the author's mood ,and discerning word meanings in context (Davies :1971) ”

According to the same authors, these two theories of reading comprehension can lead to considerably different approaches.

A general concept of reading comprehension will lead to a more global approach to reading improvement, one that tries to develop reasoning ability by reading and other means (Southgate, et, al 1983:25).

2.4.1 Reading Comprehension Strategies

From the above explanation, comprehension is composed of separate skill and abilities .That means, it represents different strategies readers need to develop during their

attempt to read and understand a written text. These include summarization, activation of prior knowledge, generation of questions and representational imagery.

- I. **Summarization** – refers to extracting the core ideas from factual text. For instance students can be taught to outline a text using text headings and sub headings to generate statements of main ideas, which are placed in an outline.
- II. **Activation of prior knowledge** –refers to relating what the readers already know to the information encountered or expected in the text.
- III. **Generation of questions** – refers to thinking of questions about the meaning of text as the reading proceeds.
- IV. **Representational imagery** –refers to instructing students to create images depicting what they have read.

(M. Cormic 1997:277)

2.5 Importance of Reading

Generally speaking, reading can be taken as a life skill which is relevant to immediate as well as long run life success (Burns, Roe and Ross, 1999).

According to Burns ,Roe and Ross ,the ability to read is vital to effective functioning in any walks of life .It enables to perform everyday tasks effectively .Reading broadly serves as a source of information, enjoyment and recreation (Burns, Roe and Ross ,1999).

When one considers its rôle in fist or foreign language learning, reading appears very crucial to language improvement. It is an effective means of extending our command of language (Nunan, 1996). For the foreign language student, Nunan says, the authentic purposes of reading are often submerged by the purposes of language improvement, which is the central objective of the language learner. In the same way, Williams (1991) has also elaborated the role of reading in foreign language .According to Williams, reading is an invaluable skill for foreign language learners because through reading:

- They can have further practice of the language that they have already met through speaking and listening.

- *They learn how to make sense of text, in order to extract the information they need from them.*
- *They practice language in order to re-use it in writing.*
- *And also they get pleasure from it.*

As students' levels advance through grades, reading tasks become increasingly complex and consequently they demand continuing improvement in their reading skill to be competent performers, which in turn makes the skill of reading of vital importance particularly in their school life (Burns, Roe and Ross, 1999).

2.6 Reading and Language Teaching

In language teaching programs, enabling language learners become proficient readers require language teachers to take basic actions. Among the actions, making reading exercise and lessons very enjoyable. The other task is making the concept of "reading" itself clear to the students (Weddowson, 1978; Nuttal, Smith, 1997).

The importance of background knowledge in reading implies that the teaching of reading should pay great attention to the background of the learners. Language teachers therefore, need to have a clear understanding of this fact and address the problem students may face in the process of learning to read. From teaching reading point of view, the way in which a language teacher may address learners' background is by using materials which meet their interest and experience (Smith, 1985:140; Holdaway, 1980:46).

2.7 The Relationship between Reading Interest and Reading Ability

Reading interest can be understood as an inclination for a reading act, or considering reading as an enjoyable activity. An individual who has high reading interest may read regularly for getting information, enjoyment and past time. Driven by reading interest, such readers read materials written on various topics widely and frequently. This contributes to the development of their general knowledge of world. Moreover, it familiarizes them with the different styles in which writers present their views and

messages. Therefore, such experiences provide them more advantages when they learn to read or read for other purpose (Nuttal, 1982:194, Smith 1985:5; Nurton, 1997:183).

According to Mc Cormic and Pressley (1997:267) in describing reading interest and reading ability improvement, they say, “one of the reasons good readers are proficient readers is that they read so much: A great deal of reading to the point of automaticity” people who have great interest preserve with reading as reading interest is a driving motivational force that leads to improvement in reading proficiency.

2.8 Home Environment as a Factor of Reading Interest

Home is an immediate environment in which the individual student is exposed. Every literacy-related activity that takes place at home can bear its influence on the development of the students’ reading interest.

The effect of such activity becomes apparent when the reading interest of those who grow up in literate family is compared with that of children who grow up in illiterate family. A student with literate family has a lot of opportunities to get in developing reading interest. Some of the advantages such students may get are that literate parents may assist their children to read different materials ;they may themselves read in front of their children and tell stories. Such practices may inspire these children to develop reading interest. Moreover, because of the awareness of the importance of reading parents may put different reading materials to be read at home. As a result, there may be found different reading materials.

Apart from the reading related activities, the presence of the reading materials at home plays its own role in signifying the value of reading (Mc Cormic and Pressley, 1997; Aebersold and Field, 1997).

2.9 The Relationship between Reading and Motivation

“Reading comprehension ability is recognized as centrally important since without it very little academic learning can go on”(Mueler ,1973:202) as this short extract shows ,the significance of reading in the language classroom as well as in other fields of

study. Many scholars for instance Nuttal, Williams, Grellet and Hedge believe that reading involves an active interaction between the reader and the text.

As Green (1972:60) says “reading is a relationship with the author

In order to create good communication between the reader and the text, comprehension plays the vital role. In the absence of comprehension, no communication will take place.

“To comprehend is to penetrate beyond the verbal forms of the text to underlying ideas, to related ideas with what is already known and to pick what is very essential and new”

Since comprehension plays a vital role for communication to take place, it directly or indirectly influences the reader’s motivation. Therefore, reading texts prepared for language learning should be selected in such a way that they encourage the learners to use their background knowledge for comprehension which will result in developing a positive attitude towards the reading text.

According to Grellet,

Motivation is of great importance when reading because most of what we usually read is what we want to read, and being motivated means that we start reading the text prepared to find a number of things in it, expecting to find answers to a number of question and specific information or idea we are interested in. This ‘expectation’ is inherent in the process of reading which is permanent interrelationship between the reader and the text (1981:18).

Harmer (1983) in his explanation about motivation , states that ‘complete success ’ and ‘complete failure’ have a demotivating factor in the learner that is to say ,if the learners are provided with difficult tasks ,which are below their level ,they will develop low interest for the activities .This implies the importance of providing “balanced challenging tasks” (Prabhu ,1987:56).

2.10 Factors Affecting Reading Comprehension

Most high school students encounter reading comprehension problems or difficulties (Beard, 1987:71) the difficulties of such students emanate from many factors. Wallace (1992:62) therefore the factors are categorized under reader related, teacher related and text related factors.

2.10.1 Reader Related Factors

The reader's lexical and syntactic knowledge seems as one factor that influences the reading comprehension. Knowledge of syntax and lexemes is a significant requirement for second language reading comprehension (Alderson,2000:36).In respect to limited vocabulary knowledge in particular,(Alderson,1999:2) says "Readers with inadequate vocabulariesread slowly and without enjoyment....." Their slow reading in turn degrades their understanding (Nuttal ,1996 cited in Alderson 1999:2) .Nevertheless , ".....unfamiliar vocabulary is seldom a major bar to comprehensionif it is difficult ,.....it is dangerous to make students try to read it fastand also with understanding"(Nuttal,1982:35).

Regarding the syntactic part the new structures cause comprehension problem (Nuttal 1982:26) Ulijin and Strother, 1990:42).That means, vocabulary knowledge doesn't do anything.

Knowledge and understanding vocabulary items depends on understanding how words are arranged as meaningful units.

The other factor is related with reading sub skills.Readers lacking reading skills fail to comprehend a piece of writing (Sesnan ,1997:140;Alderson,2000:41).This failure comes from inability to apply reading skills learnt (M, Donough,1995:35;1996:41-42)for instance , readers' failure to recognize the function of cohesive devices like reference words ,lexical cohesions and deletion of relative words can result in reading difficulty (Hedge 2000:192-193).

2.10.2 Teacher- Related Factors

Teacher related factors are more professional matters. When teachers fail to activate their students' schemata, students face difficulties. This in turn strengthens the assumption that most teachers are uncertain about helping learners with language preparation (Williams, 1984:5). They also lack knowledge in selecting or devising reading comprehension tasks (Williams, 1984:5).

In line with this, teachers' excess help inhibits students from developing the desired reading skill. That means, over simplification increases students' dependency rather than independency (Nuttal, 1982:22).

(Dean, 2000:12) states that "teachers' little idea about how to teach reading yields students reading comprehensions problem."

2.10.3 Text- Related Factors

The main factor concerning texts is lack of authenticity or natural use of language in texts .When reading texts are distorted by the attempt to present a variety of examples of specific language item such as tense, texts lack authenticity (Nuttal, 1982:19).

Defective texts can also cause reading comprehension problem (Nuttal, 1982, Ulijin and Strother, 1990). Defective texts may neglect the practice of some reading skills, which lead students to be deprived of developing them .For example texts that lack exercises on inferences can cause difficulties in reading (Nuttal, 1982:20).

Similarly, sentences can result comprehension difficulty. Nuttal (1996:78) and Harmer (2001:203) state that longer sentences are difficult to understand .Complex sentences can block understanding even if the words used are easily understandable (Ellis and Tomlinson, 1980:147; Nuttal 1996:81). Texts over loaded with subordinate and co-ordinate structures may not be easily understandable .Texts with over familiar topics and texts with over unfamiliar topics hinder comprehension (Nuttal ,1982:20) quality of comprehension questions on texts and their inappropriacy cause comprehension difficulty as well.

2.11 Selection of Text as a way of Tackling Comprehension Problem

“Careful selection of text isimportant”(Ur, 1996:147) there should be some criteria when selecting texts .The major criteria for doing these are readability, content suitability and exploitability (Nuttal 1996:170).

Readability refers to lexical and syntactic difficulties (Nuttal 1996:174) “Choosing texts with a high proportion of new lexical items will meet the aims of reading program (Nuttal, 1982:26) due to this, an intensive reading should contain ten to fifteen well scattered new words per page (Nuttal ,1982:26).

According to Nuttal (1996:170,177) content suitability is to mean that the content of a text has to be interesting .Topic variety makes texts very interesting as she says .Exposing students to different texts need to be emphasized.

On the other hand, exploitability refers to the appropriateness of the content devised for reading activities. (Wallace,1992:71) Nuttal (1996 :171) strengthens that the text chosen has to facilitate learning ;if not even an interesting text is useless. As Nuttal says, a text is said to be exploited effectively if it serves as a means of developing skills applicable for other texts too.

2.12 The Roles of Affective Learner Factor in Reading

Reading according to Burns, Roe and Ross (1999) is a complex act, which is composed of two parts: - The reading process and the reading product .The reading process involves sensory, perceptual, sequential, experiential, thinking, learning, association, affective and constructive aspects. Explaining these components, Burns, Reo and Ross say:-

When they read ,children must be able to perceive the symbols set before them (sensory aspect) interpret what they see (perceptual aspect) ;follow the linear, logical and grammatical patterns of written words (sequential aspect) :relate words back to direct experiences to give the words meaning (experiential aspect) make inferences from and evaluate the material (thinking aspect) :remember what they learned in the past and incorporate new ideas and facts (learning aspect) :recognize the connection between

symbols and sounds, between words and what they represent (associational aspect) :deal with personal interests and attitudes that affect the tasks of reading (affective aspect) and put everything together to make sense of the material (constructive aspect)

Burns, Roe and Ross (1999:6)

Burns, Roe and Ross claim that the above nine aspects of the reading process combine to produce the reading product. The product of reading is the communication of thoughts, feelings and emotions of the writer to the reader (Burns, Reo and Ross, 1999). Communication according to Burns, Reo and Ross results from the reader's construction of meaning through integrating his /her prior knowledge with the information presented in the text.

These writers assert that communication is something that involves comprehension, which is affected by all aspects of the reading process, they argue that it is when the nine aspects of the reading process blend and interact harmoniously that good communication between the writer and the reader results.

Alderson and Urguhart (1984) similarly view reading as a process that involves the reader, the text and the interaction of the reader and the text .In the process of the interaction the reader with the text, many learner variables will be involved (Alderson and Urquhart 1984). Among these variables, Alderson and Urguhart state motivation, background knowledge, cultural knowledge, linguistic competence and affective involvement, all of which play a crucial role in reading.

Researchers and practitioners in second or foreign language education generally agree that motivation is one of the affective variables that play a great role in language learning and performance. This also holds truth for reading, in addition to motivation ,Burns ,Roe and Ross include interest ,attitude and self concept as the affective aspect of reading process .While discussing their role ,Burns ,Roe and Ross write:-

Children who are interested in the material presented to them will put forth much more effort in the reading process than will children who have no interest in the available reading materials. In the same way, children with positive attitude towards reading will expend more effort on the reading process than children with negative attitude .In

addition, children with poor opinions of themselves may be afraid to attempt reading tasks because they are sure they will fail .They find it easier to avoid the task altogether and to develop “don’t care ” attitudes than to risk looking “dumb”. Children with positive self –concept, on the other hand are not generally afraid to attack a reading task, since they believe they are going to succeed.

(Burns, Roes and Ross 1999:14)

Giving a great deal of attention to the role of affective factors in reading, Langan (1984) also argued that in the act of reading, students’ attitude to reading is the heart of the matter. According to Langan, one’s attitude and belief about reading is even more crucial than any reading skill. Without the paper frame of the mind, he says, it is just a waste of time to try to engage oneself in a reading task.

Nowadays, experts in reading view, self –regulated readers as those who set realistic goals, select effective reading strategies, monitor their own understanding of the text and evaluate progress towards their goals ,self –regulation in the reading process depends not only on the reading and self-regulation skill, but also on the students’ personal beliefs about their capability to read, the value they place on the reading task and their motivation to read and learn (Schunk,1985).How students monitor their comprehension during a particular reading event will depend on their self-regulation process and their personal beliefs. As a result, self–regulation process, personal beliefs and motivation are all interrelated and reciprocal (Schunk, 1985).

In relation to reading a recent development in the investigation of the role of affective factors is the one carried out based on the theory of Bandura, Bandura (1997) introduced the theory of self –efficiency and its effect in human functioning. Students’ beliefs about their ability to decode and comprehend a particular text in hypothesized to influence their motivation to read that text, the strategies they select, how they monitor their reading progress and their reading effectiveness and consequently their performance in reading .A more detailed discussion of theory of self –efficiency and its effect on learning as well as academic performance will follow.

2.13 Roles of the Teacher in the Reading Classroom

“Reading involves skills that students must learn for himself and that the measure of the teacher’s success is how far the students learned to do without help” (Nuttal,1982:21)

According to Wiriyachitra (1995:43) a teacher needs to play in enabling his/her students to become communicatively competent in reading include:-

- The teacher is a monitor ,this involves going around the class while students do their reading activities by observing their performance
- The teacher is a motivator/stimulator. He should foster student expectations about the reading and arouse their interest to read. This can be done by providing them different purposes to read.
- The teacher is a director. He should supervise learning by explaining how students do activities, engaging them in reading activities etc. The teacher should also allow students sufficient time to work at their own pace.
- The teacher is a co-communicator. He /she needs to work directly on one-to-one basis with students as he/she becomes a partner in communication.

CHAPTER THREE

Methods of the Study

3.1. Techniques of Data Collection

In this study, various instruments were used. Firstly, continuous classroom observation was applied. Questionnaire for students as well was used. Teacher interview and text book analysis were also employed to gather the necessary data. The data sought in this particular study was about the cognitive process of reading that the researcher used questionnaire, and interview to introspect this non observable data (Seliger and shohamy, 1989:166; Baily, 1994:194; Gall Borg and Gall, 1996:288; Kumar, 1996:227).The researcher used similar items in the student questionnaire and teacher interview to triangulate as Van Dalen (1979:161) suggests. These instruments contain four categories of items. The items in the first category are about the magnitude of the reading comprehension problem. The items in the second category are used to find out the ways of reading adopted, the approaches used, the skills practiced and the roles teachers played in the three phases of reading lessons. The items in the third category are about some students' and text factors. Here scales (very greatly, greatly, sometimes, rarely and never) were used to notice the extent to which the items affect students' reading. The items in the last category focus on the students; actual abilities resulted from the comprehension instructions. 'Yes' and 'No' scales were used in the student questionnaire.(All, most, some, few and none) were used in the teacher interview as quantifying scales. The main purpose for using different scales was to cross check the number of students responding to 'Yes' or 'No' scale with the estimated number teachers gave.

3.1.1 Classroom Observation

According to (Harmer, 2003; Nuttal, 1996; Thompson, 2001; and William, 1984) the practice of teaching and learning reading in the classroom involves three important phases. These are pre-reading phase, while reading phase and post reading phase. Thus, continuous observation was conducted mainly to check whether or not these phases were carried out and appropriately managed. Most importantly it was to check the students' reading comprehension ability and their reading difficulties. The observation

was structured in which checklists were developed with around 29 points to be observed and rated as the teaching learning goes on. The checklist rating scales have been estimated with a rating range from 1 to 3 where 3 stands for always 2 stands for sometimes and 1 stands for never.

3.1.2 Student Questionnaire

The students' questionnaire which was distributed for forty students was filled in by randomly selected students with the help of the researcher's guidance. All respondents gave positive responses on their reading practices, their teachers' teaching reading activities, factors that are related to texts, teachers and students themselves.

3.1.3 Teacher Interview

Structured interview was used with the teachers. A total of four individual teachers were interviewed. Teachers' interview was very important to get data that would be triangulated with the data obtained from the students.

3.2 Setting, Subjects and Sampling Technique

3.2.1 Setting

For this particular study, two government high schools were selected. The major reason was that the researcher observed little reading comprehension problems as a result of some factors in private schools. The researcher has been involved in private schools for more than four years that supplementary books, high achieving teachers and other better facilities are found useful in supporting students' reading in private schools. But these conditions do not exist in government schools that reading comprehension problems are appeared to be serious.

3.2.2 Subjects

The study has been conducted in two government high schools in Addis Ababa. They are Lem Secondary School located next to Korean Hospital around Gerji and Beshale secondary school located around Summit. The physical set up of the place, the fact that many of the students belong to illiterate family as compared to other high schools

found in the city as these two schools are located in the margin of the city. In line with this, it is highly expected that there exists English reading comprehension problem because of text related factors, student and parent related factors as well as teacher related factors as it slightly exists in private schools.

3.2.3 Sampling Technique

Grade nine students of Beshale Secondary School and Lem Secondary School were sampled based on Van Dalen(1979:128-134). Van Dalen states that sampling solves the dilemma of getting representative subjects of a given study. The sample size depends on the type of investigation. The total number of grade nine students at Lem Secondary School is 441 and Beshale Secondary School 614 respectively. Therefore the researcher took forty sample students out of these.

3.4 Techniques of Data Collection and Analysis

The data collection with the above instruments followed certain procedures. Firstly, study with the student questionnaire was made. This study was aimed at identifying confusing questionnaire questions. Then text book analysis was made. The intention of making text book analysis was to observe whether a teacher strictly follows or adapts or rejects the approach suggested in the text book. Based on this analysis, classroom observation was made and after the observations student questionnaire was distributed. The purpose of delaying the questionnaire was to minimize artificial classroom interaction that would emanate from the information in the questionnaire. Lastly teacher interview was conducted. Conducting teacher interview at the end was important in reducing teachers' unusual approach of teaching reading. Besides, the ideas from the classroom observations and the text book analysis were found pre requisite for teacher interview.

Therefore, the data collected from (40 students of the total population) their teachers, the observations and the text book analysis were analyzed and discussed as follows in chapter four.

CHAPTER FOUR

Data Analysis and Discussion

The data collection instruments and techniques discussed were prepared based on the statement of the problem, the objectives of the study and the review of the related literature. The results obtained from these instruments are reported as follows. In most of the tables abbreviations like VG (very greatly) , N (never), S (student), T (teacher), SQ (student questionnaire), F (frequency), TI (teacher interview), CO (classroom observation) and TA (text book analysis) are used.

4.1. Difficulty of Reading Comprehension

Table 1. Responses on the difficulty level of reading comprehension

Respondents	Responses							
	Always easy		Mostly easy		Mostly difficult		Always difficult	
	F	%	F	%	f	%	F	%
	4	10	5	12.5	21	52.5	10	25

When students were asked about the difficulty level of reading comprehension, most of them 52.5% answered comprehension is mostly difficult and 25% of other respondents said comprehension is always difficult. Three teachers asked in the interview also said that reading comprehension is mostly difficult to most of their students. But the other one teacher said that it is mostly easy to her students. These responses seem to show that most students encounter reading comprehension problem mostly.

4.2.1 Text - Related Factors

Table 2: Responses about the effects of Text Types on Reading comprehension

Item No in			Items	Respondents	Responses									
S Q	T I	T A			VG		G		L		VL		Not at all	
					F	%	F	%	F	%	F	%	F	%
2.1	2.1		Non-authentic texts	T					2	50	1	25	1	25
				S	4	10	6	15	18	45	10	25	2	5
2.2	2.2		Reading texts with similar topics	T						2	50	2	50	
				S					12	30	18	45	10	25
2.3	2.3		Over unfamiliar texts	T	1	25	2	50	1	25				
				S	1	1	6	15	18	45	10	25	6	15
2.4	2.4		Texts with abstract ideas	T	1	25	1	25	2	50				
				S	2	12. 5	9	22. 5	13	32. 5	11	27. 5	2	5

Teachers and students were asked whether some reading text types cause comprehension difficulties. Regarding the effect of non-authentic text types on reading comprehension, 10% of the students said vary greatly, 15% of them said greatly, 45% of them sometimes, 25% of them rarely and 10% of them said never. In the interview, two teachers responded that non-authentic texts sometimes cause comprehension difficulties. But, one other teacher said, non-authentic texts cause comprehension problem rarely. Still the other teacher said non-authentic texts never cause comprehension problem. The text book analysis shows that the texts from unit seven to unit fourteen seem authentic. On the other hand, the ideas from the students and the teachers do not seem or highly indicate that whether non-authenticity hampers students' reading comprehension or not.

Table 3. Text Related Factors

4.2.2 Responses on the Impacts of Text languages on comprehension

Item No in			Items	Respondents	Responses									
SQ	TI	TA			VG		G		L		VL		Not at all	
					F	%	F	%	F	%	F	%	F	%
2.6	2.6		Long words	T	2	50	1	25	1	25				
				S	2	52.	7	17.	9	22.	3	7.5		
2.7	2.7		Idioms	T	1	25	2	50	1	25				
				S	5	12.	8	20	18	45	8	20	1	2.5
2.8	2.8		Words with many meanings	T					1	25	3	75		
				S	7	17.	1	37.	11	27.	7	17.		
2.9	2.9		Metaphors	T			1	25	2	50	1	25		
				S			5	12.	19	47.	10	25	6	15
2.10	2.10		Irony	T							3	75	1	25
				S			3	7.5	11	27.	19	47.	7	17.
2.11	2.11		Jargons	T			1	25	1	25	2	50		
				S			6	15	15	37.	13	32.	6	15
2.12	2.12		Complex sentences	T	2	50	2	50						
				S	1	45	1	25	4	10	3	7.5	5	12.
					8		0						5	

Concerning the effect of long words on comprehension 52% of the student respondents said very greatly, 17.7% of them said greatly and 22.5% of them said sometimes. The remaining 7.5% of the respondents said rarely. Two teachers also responded that long words cause reading comprehension difficulty very greatly. A single teacher responded greatly and the other one teacher said sometimes. Even though the reading texts seem to be free from long word factor, it seems reasonable to conclude from the students' questionnaire and teachers interview responses that long words can result reading comprehension problem. Because these words appear to be difficult to guess even with the help of the context.

About idioms 12.5% of the students said that idioms affect their reading comprehension very greatly. The other 20% of the respondents said greatly. Most respondents, 45% of them responded that idioms affect their reading sometimes. In the interview one teacher said that idioms affect his students' reading vary greatly, two teachers also said that idioms cause reading difficulty on their students' reading greatly. The other one teacher said that idioms affect her students reading sometimes.

Words with many meanings were also found causes for reading comprehension. 17.7%, 37.5%, 27.5% of the students responded as very greatly, greatly and sometimes respectively. In the interview, one teacher said words with many meanings cause comprehension problem sometimes. The remaining three teachers responded that words with many meanings do not commonly occur but, they rarely cause reading comprehension problem. With regard to metaphors, the text book analysis shows that a few terms are used in units three, five and twelve. Concerning students' responses in the questionnaire, 12.5%, 47.5%, 25% of the respondents said metaphors can cause comprehension difficulty greatly, sometimes and rarely respectively. The remaining 15% of the respondents said metaphors never cause them reading difficulties.

Regarding ironical expressions, 7.5%, 27.5%, 47.5% and 17.7% of the students said greatly, sometimes, rarely and never that irony affects the reading comprehension. Three respondent teachers responded that ironical expressions are uncommon to get in the text book and said they affect students' reading rarely. The remaining one teacher said never. About jargons the textbook analysis shows that very few terms are used in unit nine ten and fourteen. In the questionnaire, 15% of the students said, jargons affect their reading greatly, 37.5% of the respondents said jargons affect the reading comprehension sometimes. The remaining 32.5% and

15% of the students said rarely and never. In the interview, one teacher said jargons affect his students reading greatly, the other teacher also said it affects her students sometimes and the remaining two teachers responded that jargons affect their students' reading rarely. With regard to complex sentences, complex sentences are used very widely in the text book according to the text book analysis. The student questionnaire also reveals that 45% of the respondents responded that complex sentences hinder their reading very greatly, 25% of the respondents also said that complex sentences affect their reading greatly. Two teachers in the interview responded that complex sentences affect their students' comprehension very greatly. The remaining two teachers also said that complex sentences hamper their students' reading greatly.

Table 4. student and parent factors

5. Responses on student and parent factors.

Item No in			Items	Respondents	Responses									
SQ	TI	TA			VG		G		St		R		N	
					F	%	F	%	F	%	F	%	F	%
2.13	2.13		Students' limited vocabulary knowledge	T	2	50	1	25	1	25				
				S	1	42.	1	32.	7	17.	3	7.5		
2.14	2.14		Students' bad home condition	T	1	25	1	25	1	25	1	25		
				S	8	20	1	40	10	25	4	10	2	5
2.15	2.15		Parents' negative attitude to word English language	T									4	100
				S							3	7.5	37	92.
2.16	2.16		Peer influence	T			2	50	2	50				
				S	1	35	1	30	7	17.	7	17.		
2.17	2.17		Lack of reading habit in leisure time	T	2	50	2	50						
				S	7	17.	1	42.	14	35	2	5		

						7	7	5						
2.18	2.18	Fatigue	T	1	25	1	25	1	25	1	25			
			S	3	7.5	1	37.5	13	32.5	9	22.5			
2.19	2.19	Students' negative attitude towards their teacher	T			1	25	2	50	1	25			
			S	1	30	1	30	9	22.5	4	10	3	7.5	
2.20	2.20	Students' limited grammar knowledge	T	2	50	1	25	1	25					
			S	8	20	1	45	12	30	2	5			
2.21	2.21	Others												

Regarding the readers language command especially their vocabulary knowledge, two teachers responded that their students' vocabulary knowledge affects their reading vary greatly. Other one teacher said students' vocabulary knowledge causes comprehension problem greatly. One teacher responded that vocabulary knowledge of her students' affects their reading comprehension sometimes. About the students themselves, 42.5% of the respondents said that their limited vocabulary knowledge causes them comprehension difficulty very greatly 35%, 17% and 7.5% of the remaining respondents responded that their limited vocabulary knowledge affects their reading greatly, sometimes and rarely.

Concerning the effect of bad home condition, 20%, 40%, 25% and 10% of the students said that household activities and other domestic duties affect their reading comprehension very greatly, greatly, sometimes and rarely respectively. Respondent teachers also said that bad home condition causes comprehension difficulty. According to the teachers' responses, one teacher said it affects reading very greatly. The other one teacher also said bad home condition affects his students' reading greatly, still the other one respondent teacher said it causes reading difficulty sometimes and the remaining one teacher responded never respectively.

About parents' negative attitude towards English language, 7.5% of student respondents said that their parents' negative attitude towards English language affects their reading rarely. The rest 92.5% of the respondents said, their parents negative attitude towards English language never affects their reading comprehension. The respondent students also added that most parents do not have negative attitude towards English language. All of the four teachers responded as never concerning the effect of parents' negative attitude towards English language. Therefore, it seems deducible that certain parents' attitude towards the language is not likely to be comprehension obstacles.

Regarding the effect of peer influence, 35% of the respondents said that their peers' influence, affects their reading very greatly. 30% of them responded that it affects their reading comprehension greatly. The remaining 17.7% and 17.7% said, peer influence causes reading difficulty sometimes and rarely respectively. Two teachers said that peer influence affects their students' reading greatly. The other two teachers said it affects the students' reading sometimes. In line with this, the influence of peers' plays a great role in changing students' characters be it is positively or negatively. To the question about lack of reading habit, two teachers said that lack of reading habit causes reading difficulty very greatly and the remaining two said it affects reading greatly. Lack of reading habit in leisure time affects the reading comprehension of 42.2% of the students greatly 35% of the respondents said that it affects their reading comprehension sometimes.

In reply to students' limited grammar knowledge, two individual teachers responded as limited grammar knowledge affects their students' reading. The remaining two individual teachers said limited grammar knowledge affects students' comprehension greatly and sometimes respectively. Again 20% of the students said their limited grammar knowledge affects their reading. 45%, 30% and 5% of the remaining respondent students responded that their limited grammar knowledge causes comprehension problem greatly, sometimes and rarely.

Finally, students and teachers were asked to add some other factors that can affect reading comprehension. Two teachers added points like lack of students' reading interest, scarcity of text book and class size. The other teacher also pointed out that lack of teachers' language skill as one factor for reading comprehension problem.

Teacher- related factors

Activities in pre-reading phase

Table. 5 Teachers' activities in pre-reading phase

Item No in				Items	Respondents	Responses							
SQ	TI	CO	TA			A		St		R		N	
						F	%	F	%	F	%	F	%
3.1	3.1	1.1	1.1	Pre-teaching every unknown word/phrase	T							4	100
					S	4	10	1	10	14	10	28	70
3.2	3.2	1.2	1.2	Pre-teaching most new words/phrases	T	2	50	2	50				
					S	1	45	1	35	6	15	2	5
3.3	3.3	1.3	1.3	Discussing only key unknown words/phrases	T	3	75	1	25				
					S	1	45	1	32.	7	17.	2	5
3.4	3.4	1.4	1.4	Explaining the content of the text before the reading starts	T	4	100						
					S	1	35	1	40	8	20	2	5
3.5	3.5	1.5	1.5	Arousing interest	T	1	25	2	50	1	25		
					S	1	27.	1	37.	12	30	2	5
3.6	3.6	1.6	1.6	Letting students discuss topics before the reading starts	T	2	50	2	50				
					S	1	40	1	40	8	20	0	
3.7	3.7	1.7	1.7	Eliciting connections b/n the text to be read and students' prior	T	2	50	2	50				
					S	1	27.	1	37.	8	20	6	15

				knowledge										
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Teachers and students were asked about the way language preparations were held during pre-reading phase in class. Four of the teachers responded that they don't pre-teach every unknown word or phrase in a text. Regarding the students, most of them, 70% said that there is no pre-teaching every new word or phrase.

About pre teaching of most words or phrases, 45% of the respondents responded that there is a pre-teaching of most new words. Two respondent teachers on the other hand said that they pre-teach most new words always in a text. The other two teachers responded that they pre-teach most new words in a text sometimes. Concerning the discussion of key unknown words, three of the respondent teachers responded that they discuss key new words in a text always. The remaining one teacher discusses key new words or phrases sometimes. 45% of the students said that there is a pre-teaching of key new words in a text always. 32% of them said that there is a pre-teaching of key new words or phrases sometimes. The text book analysis however, indicates that there is a suggestion for pre-teaching selected words and phrases in every unit. Plus to this, the findings from the classroom observation and the text book analysis look to consolidate the students' and teachers' responses. Thus, it is possible to say that only significant new terms are sometimes discussed in the pre-reading phase. About content explanation before the reading starts, all teachers responded that they all do that. Whereas 35% of the students said there is content explanation always and the remaining 40% of the students have content explanation sometimes before they start reading.

Regarding arousing interest, all the teachers were observed when trying to engage students in reading lesson, but the way they use to arouse students' interest is very poor. In the interview, one teacher said that he always arouses students' interests. The other two teachers responded that they do it sometimes and the remaining one teacher replied that she rarely arouses her students' interest, while 37.5 of the students responded that teachers motivate them sometimes. 30% of the other respondent students said that teachers motivate them rarely. Regardless of the differences in response, their responses indicate that teachers' motivation is weak.

In reply to topic discussion, two respondent teachers responded that they discuss topics always, while the other two teachers discuss topics sometimes. The class room observation supports the teachers' reply in this regard. They were observed discussing topics very well. In the questionnaire 40% of the students said that their teachers discuss topics always, while the other 40% of them responded that they discuss topics with their teachers sometimes. The text book analysis also shows that this activity is suggested in most of the units.

The responses about the activation of students' prior knowledge, two teachers responded that they elicit connections between the text to be read and the students' prior knowledge always. The other two said that they do it sometimes. 37.5% of the students said that their teachers let them connect the texts' ideas and their prior knowledge sometimes, while 27.5% of them said it is done always. During the classroom observation, none of the teachers is observed doing this. In the text book, this activity is widely suggested.

Table 5.1 Prediction Practice

Item No in				Items	Respondents	Responses							
SQ	TI	CO	TA			A		St		R		N	
						F	%	F	%	F	%	F	%
3.8	3.8	1.8	1.8	Encouraging students to predict from their prior knowledge	T	1	25	2	50	1	25		
					S	9	22.5	1	37.5	10	25	6	15
3.9	3.9	1.9	1.9	Expecting correct prediction	T			1	25	2	50	1	25
					S			8	20	16	40	16	40
3.3	3.10	1.10	1.10	Expecting either correct or in correct prediction	T	2	50	2	50				
					S	1	40	1	30	10	25	2	5

About, encouraging students to predict from their prior knowledge, two teachers and 37.5% of the students responded that prediction is there sometimes. 22.5% of the students said their teachers encourage them predict from their prior knowledge always. The text book analysis shows that there is no suggestion for making prediction. In classroom observation, teachers were not observed encouraging their students to predict from their prior knowledge. It can be generalized that teachers do not encourage in the points that they have to encourage though they said they practice it. In such rare prediction, two teachers and 40% of the students answered that teachers rarely expect correct predictions. Rather one teacher expects correct predictions sometimes.

On the other hand, two teachers always expect both correct and incorrect prediction. And 40% of the students said teachers always expect both correct and incorrect predictions. But 30% of the students responded that, their teachers sometimes expect both correct and incorrect predictions. The difference is that two teachers said always and the other two said sometimes, but 40%, 30%, 25% and 5% of the students said always, sometimes, rarely and never respectively. Responses came from students which are not said by teachers.

Table 5.2 Activities done in while reading phase and ways reading was Held

Item No in				Items	Respondents	Responses							
SQ	TI	CO	TA			A		St		R		N	
						F	%	F	%	F	%	F	%
3.11	3.11			Scanning	T	4	100						
					S	1	42.	1	37.	8	20		
					7	5	5	5					
3.12	3.12			Skimming	T	4	100						
					S	1	45	1	30	10	25		
					8		2						
3.13	3.13			Visualizing	T	2	50	2	50				
					S	1	27.	1	32.	10	25	6	15
					1	5	3	5					
3.14	3.14			Teacher loud reading	T	2	50	1	25	1	25		
					S	1	35	1	35	12	30		
					4		4						
3.15	3.15			Student loud reading	T	4	100						
					S	1	42.	1	35	9	22.		
					7	5	4		5				
3.16	3.16			Student silent reading	T	4	100						
					S	2	55	1	27.	7	17.		
					2		1	5		5			

Table 6 illustrates that all teachers always teach how to scan. Most students 42.5% also responded that they always practice scanning. Similarly 37.5% of the students responded that they Sometimes practice how to scan. The text book analysis also shows, the text book has scanning activities at the beginning of each reading text. But, in the classroom observation, only two teachers were observed teaching this skill.

Concerning skimming 45% of the students said that they learn how to skim. On the other hand, all the respondent teachers said that all of them teach how to skim always. In the classroom, all of them were observed teaching this skill. The reason for practicing these skills scanning and skimming may be the activities put in the text book. Therefore it may be possible to say that scanning and skimming skills are better practiced and the text book also contains much skills.

About visualization, two respondent teachers said that they help their students practice visualizing while reading always, whereas the other two teachers let or help their students visualize sometimes. But, only 27.5% of the students said that they practice visualization while reading always. The other 32.5% of them visualize sometimes. 25% and 15% of them rarely and never respectively. The problem in this regard is, most students do not know the word visualization itself but, some of them practice it while reading a text. The text book analysis shows that very less emphasis is given for visualizing while reading a text.

Regarding the practice of teacher's loud reading, two teachers and 35% of the students said that teacher loud reading is practiced always, whereas, One other teacher and 35% of the students responded that teacher's loud reading is practiced sometimes. 30% of the remaining students and one other teacher said teacher's loud reading is practiced rarely. In the classroom, it was observed that most teachers read texts aloud. However, the text book analyzed doesn't show or give tasks for teachers' loud reading.

With regard to student loud reading, all teachers responded that they let their students read loudly in the class always. Similarly 42.5% of the students said that they read loudly in the class always. The remaining 35% of the students said that they practice loud reading in the class sometimes. In reply to this, all teachers said that they let students read aloud to assess their students' skill though they often find it time taking. During the class room observation, all teachers were observed letting their students practice loud reading by dividing paragraphs to different students randomly.

In response to silent reading, all teachers said that they allow silent reading always. In the same way 55% of the students said they practice silent reading always. The remaining 27.5% and 17.5% of the students responded that they practice silent reading sometimes and rarely

respectively. The text book analysis and the classroom observation exactly show that this skill is well practiced.

Table 5.3 How to deal with new words/phrases & recognizing information

Item No in				Items	Respondents	Responses							
SQ	TI	CO	TA			A		St		R		N	
						F	%	F	%	F	%	F	%
3.17	3.17			Telling the meaning of every new word	T					2	50	2	50
					S			1	25	12	30	18	45
3.18	3.18			Advice to look up every new word/phrase	T	1	25	2	50	1	25		
					S	9	22.5	1	42.5	10	25	4	10
3.19	3.19			Advice to look up only key words/phrases	T	3	75	1	25				
					S	1	37.5	1	32.5	10	25	2	5
3.20	3.20			Encouraging to guess the meaning of key words	T	4	100						
					S	1	45	1	35	4	10	4	10
3.21	3.21			Encouraging to understand explicit information	T	3	75	1	25				
					S	1	32.5	1	35	9	22.5	4	10
3.22	3.22			Encouraging to understand implicit information	T	1	25	2	50	1	25		
					S	3	7.5	9	22.5	15	37.5	13	32.5

Table 5.3 illustrates about dealing with new words or phrases and recognizing information. In this part, both teachers and students were asked about using dictionaries to find meanings of words and telling meanings themselves. All teachers responded that they don't tell students the

meanings of every unknown word always. 25% and 30% of the students said that teachers tell them the meanings of words sometimes and rarely respectively. Their responses to the questions about to refer every new word in a dictionary, one individual teacher advises students to refer every new word in a dictionary always. Similarly 22.5% of the students said that they try to refer every unknown word in a dictionary always. The other two teachers responded that they advise their students to refer every new word in a dictionary sometimes. Similarly 42.5% of the students said that they refer some words from dictionary sometimes. Thus, the observation in one of the classrooms shows that one teacher was observed advising students to refer every new word in a dictionary. But it seems possible to say half of the teachers recommend students to refer to some key words in a dictionary unlike their responses in the interview.

The responses to the questions about key words/phrases do seem the teachers' actual experiences. About key new words three teachers responded that they advise their students to refer a dictionary only for key words or phrases always. Likewise, 37.5% of the students responded that their teachers advise them to refer a dictionary only for key unknown words always. A single teacher advises his students to look up a dictionary for key words only sometimes, and 32.5% of the remaining students said that they get advice to refer a dictionary for key words sometimes. In the observation, most of the teachers encourage their students guess meanings out of context instead of referring their dictionaries for each word. The text book analysis also shows that there are activities to get students guess meanings of words from contexts.

The other question is about guessing meanings of key words. In this part, all of the teachers said that they encourage their students to guess the meanings of key words from context always. Similarly 45% of the students said that their teachers encourage them to guess the meanings of key words always. The other 35% of them said their teachers encourage them to do so sometimes. In the classroom observation, all teachers were observed reflecting this partially. In the text book analyzed, there are suggestions for guessing meanings.

In response to the question encouraging to understand explicit information, three teachers said that they help students understand explicit information always. 32.5% of the students also added that their teachers do encourage them understand explicit information always. In the observation, most of them were observed doing questions on such information. In the text book

analyzed, each unit gives questions that ask understanding and for ideas stated directly. But 35% of the students said their teachers encourage them to understand explicit information sometimes.

About encouraging to understand implicit information in the text, one teacher said always, one other teacher said sometimes and two other teachers said rarely. While 7.5%, 22.5%, 37.5% and 32.5% of the students replied always, sometimes, rarely and never respectively. To be frank, most of the teachers do not actually practice or let their students practice the practice of recognizing implied information. Moreover, students do not have any awareness about the practice or recognizing implied information. In the contrary, the text analyzed shows that in the text book there are questions which will be answered by recognizing implied information. To conclude, the analysis seems to show that noticing explicit information and implicit information were practiced mostly and rarely respectively.

Table 5.4 Activities done in post reading phase

Item No in				Items	Respondents	Responses							
SQ	TI	CO	TA			A		St		R		N	
						F	%	F	%	F	%	F	%
3.23.	3.23			Giving activities to reflect on the text read	T	2	50	2	50				
					S	1	45	1	35	6	15	2	5
3.24	3.24			Activities for consolidation	T			1	25	2	50	1	25
					S	4	10	1	25	20	50	6	15
3.25	3.25			Extended activities for speaking lesson	T	4	100						
					S	1	35	1	30	12	30	2	5
3.26	3.26			Extended activities for written lesson	T	2	50	2	50				
					S	1	47	1	32	6	15	2	5
3.	3.			Extensive library	T			1	25	3	75		

			reading	S	4	10	6	15	12	30	18	45
3.28	3.28		Text selection	T					1	25	3	75
				S			1	2.5	13	32.5	26	62
3.29	3.29		Others									

Regarding activities done to reflect on the text read, in the post reading phase, two teachers carry out such activities always even though the text book doesn't provide enough activities. 45% of the students said that, in the post reading phase, they do activities always. Two other teachers also added that they let their students do such activities sometimes. The remaining 35% of the students said that they carry out such activities sometimes. The classroom observation also shows that most teachers were observed doing this. But the text book analyzed doesn't provide sufficient activities for this purpose.

About the activities for consolidation, two individual teachers responded that they offer activities to consolidate reading comprehension rarely, while 50% of the students said that activities for consolidation are given rarely. The other 15% of the students said no activity is given to consolidate their reading. In the observation, nothing was seen as a consolidation activity. The text book analyzed also doesn't have any suggestion about consolidating students' reading.

With regard to activities extended to speaking lessons, all teachers said that they involve their students in speaking activities by extending activities during the post reading phase always. 35% of the students also said that it is practiced always. During the classroom observation, most of the teachers were observed involving students in speaking activities. For example in unit 13, they allowed students talk about harmful insects and their harms.

Concerning the activities extended to written lessons, half of the teachers replied that they involve their students in writing lessons always. 47.5% of the students also added that they work on writing activities always. While the remaining two teachers said sometimes. The other 35

.5% of the students replied that they do writing activities sometimes. In the classroom observation, such activities were not observed totally.

In reply to extensive library reading, one teacher said that he gives extensive library reading sometimes while three other teachers said that they offer extensive library reading rarely. In the questionnaire 10%, 15%, 30% and 45% of the students responded that their teachers give them extensive library reading always, sometimes, rarely and never respectively. During the classroom observation, no teacher was seen doing this. The text book also doesn't suggest any kind of extensive library reading at all.

Lastly, about text selection, teachers were asked whether they design and adapt texts for their students when the ones in the text books are not suitable to teach comprehension, but three teachers said that they never do that. One teacher replied that she does it rarely. 65% of the students said never, 32.5% and 2.5% of the remaining students said rarely and sometimes. But the text book analyzed shows that the reading texts are more or less fair in teaching comprehension.

The research objects were enquired to specify other activities they do apart from the activities in table_5.4 neither the teachers nor the students specified other activities. Therefore, the researcher feels that what students and teachers practiced are touched in the questionnaire and in the interview items respectively.

Table 6 Students' Abilities in Reading Practice and Guessing Meanings

Item No in		Items	Students response		Teachers responses												
			Yes		No		All		Most		Some		Few		None		
SQ	IT		F	%	F	%	F	%	F								
4.1		Scanning	11	27.5	29	72.5	1	25	1	25	2	50					
4.2		Skimming	6	85	34	15	2	50	1	25	1	25					

4.3	Visualizing	27	67.5	13	32.5	1	25	2	50			1	2		
4.4	Reading with speed	23	57.5	17	42.5	1	25	1	25	1	25	1	2		
4.5	Guessing the meanings of every new word	13	32.5	27	67.5					1	25	1	2	2	50
4.6	Guessing the meaning of key new words	33	82.5	7	17.5	1	25	2	50	1	25				
4.7	Identifying information stated directly	31	77.5	9	22.5	2	50	2	50						

Regarding the ability of students to scan, two teachers responded that some students are able to scan. One teacher said all of his students are able to scan. Other one teacher responded that some of her students are able to scan. In the same way, 27.5% of the students who responded in the questionnaire said that they are able to scan. And the remaining 72.5% of the respondents said they fail to scan. In this case, most students do scan provided that, the text book has a scanning activity. About skimming, two teachers responded that all of their students are able to skim. The other one teacher said that most of his students are able to skim. In the questionnaire, 85% of the students responded that they are able to skim where as the other 15% of the respondents are not able to do this.

Concerning visualization, most students do not know the word visualizing, but they are able to use it. 67.7% of the respondents said that they visualize while reading. Whereas 32.5% of them said that they are not able to visualize while reading and no teacher tries to let them visualize. About the respondent teachers in the interview, two individual teachers said that most of their students do visualize while reading. One teacher responded that all of his students are able to visualize though they do not know the word visualizing. The remaining one teacher said that few students of him visualize while reading.

About reading with speed, all teachers responded that all, most, some and few of their students read with speed respectively. Concerning the students responses 57% of them said that they are able to read with speed, where as the remaining 42% of them are not able and do not practice speedy reading.

Two respondent teachers in the interview said that none of their students guess the meaning of every new word concerning guessing the meaning of words. The rest two teachers said that some and few of their students make guesses of the meaning of every new word. However, 67.5% of the students responded that they are not able to guess the meaning of every new word in a reading text. And the remaining 32.5% of them said they are able to guess each word's meaning in a reading text. In relation to this, two teachers said most of their students guess the meaning of key new words while reading. The other one teacher said that all of her students guess the meaning of key new words. In the questionnaire, 82.5% of the respondents said that they preferably guess the meanings of key new words rather than guessing the meanings of every new word in a text. The remaining 17.5% of the students fail to guess the meanings of key new words. In reply to identifying information stated directly, two teachers responded that all of their students can identify explicit information. On the other hand two respondent teachers said that most of their students are able to identify. In the questionnaire, 77.5% of the students said that they are capable of identifying in formations stated explicitly and the remaining 22.5% of them said that they can't easily identify such things. Generally, factors that affect reading comprehension seem to be resulted from students' failure in applying some reading techniques and poor language command in students part. Improper teaching practice of the teachers were also likely to contribute to reading difficulty. Based on these findings, recommendations and conclusions were made.

CHAPTER FIVE

Conclusions and Recommendations

5.1 Conclusions

Based on the above research findings, the following conclusions were made.

- ❖ It is possible to conclude that factors that are related to students themselves and teachers tend to be very serious unless they are given due attention.
- ❖ It is also possible to conclude that most students have reading comprehension problem due to domestic work load and poor reading habit. This is likely to show that student related factors are very serious.
- ❖ Most of the students seem to have limited vocabulary and grammar knowledge. They also seem to lack the habit of leisure time reading which is very important for their comprehension skill and word power. They also do not seem to go through the home take extensive readings and extensive library works.
- ❖ Regarding the mode of reading, students seem to experience loud reading in the class and silent reading in the contrary seems to be practiced insufficiently. This might lead to the conclusion that engagement only in loud reading and teachers' loud reading alone does not help students comprehend as needed. It rather results in poor comprehension.
- ❖ According to the text book analysis, idioms, jargons, metaphors, long words, complex sentences and irony seem to result in comprehension difficulty and are text related factors. However the text book doesn't seem to be blamed for such factors.
- ❖ With regard to the tasks in pre reading, while reading and post reading phases, almost all of the units in the text contain such phases.
- ❖ But, when reading texts are not suitable and irrelevant, teachers do not seem to fill such gaps. Even when they notice improper questions, they do not seem to make adaptations or substitutions. These all seem to show that teachers are more likely to depend only on tasks given in the text books.
- ❖ Concerning students' vocabulary and grammar knowledge, both were seen as serious factors that cause comprehension problem. Especially, limited vocabulary knowledge is more likely to affect students' comprehension. Unless one has strong word power, he/she is likely to be limited in understanding texts.

- ❖ Word power then helps to comprehend texts effectively.
- ❖ Some other skills like identifying implied information and consolidating texts read in activities are less likely to be practiced in the classroom.
- ❖ The last point that the researcher wants to make as a conclusion reveals the performance and skills of English language teachers.
- ❖ English teachers who were observed during the classroom observation seem to be bored of teaching, lack skills of teaching and even the knowledge. Moreover, they seem they make no preparation for their lessons a head.

5.2 Recommendations

- ❖ Based on the above conclusions, the following recommendations have been made.
- ❖ Concerning students, since reading is the base for learning, they need to develop the habit of reading and start reading. Especially in developing the reading habit of students, school libraries, parents and kebele administrations need to work widely. The more students familiarize themselves to different books, they develop the habit and interest then it will be easy to comprehend texts.
- ❖ With regard to texts, during the text book preparation, particularly in the selection of reading passages, special attention must be given in considering the level and interest of students.
- ❖ Reading activities must be given in three phases. If a certain phase is missing, teachers need to fill the gap instead of neglecting it and being dependent only on the text book.
- ❖ Students also need to be exposed to extensive and intensive reading activities to strengthen their comprehension. In this regard, teachers need to give activities which require their students' intensive reading.
- ❖ To boost their students' interest, teachers need to adapt and prepare some interesting reading texts and lessons in the class as well as outside the class.
- ❖ Lastly, schools and educational bureau need to assess the teachers' language skills, interests and commitments. Teachers' efficiency, performance and language skill should be the crucial point that must be taken in to account. Bored teachers need not to be put as language teachers at schools.
- ❖ Trainings and courses should also be offered for language teachers continuously.

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APPENDIX

Student Questionnaire

I am conducting a research in to the factors that affect reading comprehension of high school students with regard to grade nine students. As you learn English as a subject and involve in reading activity, your sincere responses to the questions below are of great help for the success of my study.

Therefore, I kindly request you to give genuine responses that will be kept confidential.

As you give your response, you are not required to write your name.

Thank you in advance for your cooperation.

1. According to your experience, English reading comprehension is _____.
A/ always easy B /mostly easy C/ always difficult D /mostly difficult
2. Indicate the extent to which the factors below make your reading difficult by putting a tick mark (√) on one of the five point scales (1 = very greatly, 2 = greatly, 3 = sometimes, 4 = rarely, or 5 = never)

No	Factors related to texts and text types	1	2	3	4	5
2.1	Non authentic texts (texts without natural use of language)					
2.2	Similar topics					
2.3	unfamiliar texts					
2.4	Abstract information / ideas					
2.5	Long words					
2.6	Idioms (phrases having meanings different from their individual words)					
2.7	Words having many meanings					
2.8	Specialized words (jargons)					

2.9	Words not used in literal meaning (metaphors)					
2.10	Use of opposite expression to the one intended to be conveyed (irony)					
2.11	Complex sentence					
No	Factors related to parent and student.	1	2	3	4	5
2.13	Your limited vocabulary knowledge					
2.14	Bad home condition					
2.15	Parents' negative attitude towards English language					
2.16	Peer influence (impact of friends in reading habit)					
2.17	Lack of habit to read in leisure time					
2.18	Fatigue (great tiredness)					
2.19	Your negative attitude towards the teacher					
2.20	Your limited grammar knowledge					
2.21	Others					

3. Put a tick mark (√) on a scale (1 = always, 2 =sometimes, 3 = rarely 4= never to show how your teachers teach you reading comprehension

No	Factors related to teachers and the ways teachers teach reading.	1	2	3	4
3.1	per-teaches every unknown word/phrase in a text				
3.2	Pre-teachers most new words or phrases.				
3.3	Discusses only key unknown words/ phrases in a text				
3.4	Explains the content of the text before the reading starts				
3.5	Arouses your interest by asking questions related to the text before reading				
3.6	Gives you chance to discuss the topics before reading the text				

3.7	Elicits connections between the texts to be read and your prior knowledge				
3.8	Encourages you to predict from your prior knowledge				
3.9	Always expects correct predictions				
3.10	Expects either correct or incorrect predictions				
3.11	Gives you questions for scanning				
3.12	Gives you questions for skimming				
3.13	Advises you to visualize a reading text				
3.14	Reads to you a loud				
3.15	Allows you to read a loud				
3.16	Allows you to read silently				
3.17	Tells you the meaning of every words/phrases you ask for				
3.18	Advises you to look up every unknown word or phrase in a dictionary				
3.19	Advises you to look up only key words in a dictionary				
3.20	Encourages you to guess the meaning of key unknown words from the context				
3.21	Encourages you to understand information stated explicitly				
3.22	Encourages you to understand information stated implicitly				
3.23	Reject short answers reflecting good understanding.				
3.24	Adds additional oral questions to written questions on texts				
3.25	Excludes questions answerable through prior knowledge				
3.26	Gives you activities to reflect on the text you read				

3.27	Gives you activities to consolidate what you read				
3.28	Gives you activities extended to speaking lesson (s)				
3.29	Gives you activities extended writing lesson(s)				
3.30	Gives you extensive library reading work				
3.31	Selects other passages (texts) when the text and tasks in the text book are not suitable.				
3.32	Please add if there are other activities you do				

4. Put a tick mark (√) on the **YES** and **No** column to show what you are able to do when involving in reading comprehension activities.

No	Factors related to students and ways students read texts	Yes	No
4.1	Scanning (quick reading to get specific information)		
4.2	Skimming (quickly reading to get general ideas)		
4.3	Visualizing (forming pictures in mind when reading)		
4.4	Reading with speed		
4.5	Guessing the meanings of key new words /phrases		
4.6	Guessing the meaning of every new word /phrase		
4.7	Identifying information stated directly in a text		
4.8	Identifying information stated indirectly in a text		
4.9	Identifying implied /unstated information		
4.10	Predicting the contents of texts from titles or expectations		
4.11	Making use of your prior knowledge		
4.12	Noticing the relationship signaled by connectors omitted		
4.13	Others		

TEACHER INTERVIEW

I would like to inform you that I am conducting a research in to factors that affect the reading comprehension of grade nine students, your sincere response to my interview questions are of great help to the success of the study .Therefore, I kindly request you to respond to the questions genuinely .Your response will be kept confidential, so there is no need to tell me your name.

Thank you in advance for your cooperation

2. Do your students find reading comprehension difficult or easy?

_____ does this happen to all most, some or few students?

3. Look at each factor and say very greatly, sometimes, rarely, never to tell the extent to which it blocks your students' reading comprehension.

3.1 Non authentic texts (texts without natural use of language)

3.2 Similar topics

3.3 Over unfamiliar texts (difficult)

3.4 Abstract ideas /information

3.5 Long words

3.6 Idioms (phrases with meanings different from their individual words)

3.7 Words having many meanings

3.8 Specialized words (Jargons)

3.9 Words not used in literal meaning (metaphors)

3.10 Use of opposite expression to the one intended to be conveyed (irony)

3.11 Complex sentences

About student and parent factors

3.12 Students' limited vocabulary knowledge

3.13 Students' bad home condition

3.14 Parent's negative attitude towards English

3.15 Peer influence (impact of friends in reading habit)

3.16 Lack of habit to read in leisure time

3.17 Fatigue (great tiredness)

3.18 Students negative attitude towards their teachers

3.19 Students limited grammar knowledge

3.20 Add some other affecting factors and tell how they affect reading

4. Please say always, sometimes, rarely or never to show how you teach reading comprehension to your students.

4.1 Pre-teaching:

- Every unknown word/phrase _____

- Most new word/phrase _____

- Key unknown words/phrase _____

4.2 Explaining the context of the text before reading starts _____

4.3 Arousing interest _____

4.4 Giving chance for students to discuss on the topic before reading the text _____

4.5 Eliciting connections between the texts to be read and students' prior knowledge. _____

4.6 Encouraging prediction _____

4.7 Expecting correct prediction always _____

4.8 Letting students -scan _____

- skim _____

- visualize

- listen to your loud reading _____

- read a loud _____

- read silently _____

- read with speed _____

4.9 Advising students to:

- look up every unknown word in a dictionary _____

- look up only key words in a dictionary _____

4.10 Encouraging students to:

- guess the meaning of key unknown words _____

- recognize explicit information _____

- recognize implicit information _____

4.11 Rejecting short answers _____

- 4.12 Supplementing written questions on texts with oral questions _____
- 4.13 Giving activities:
- To consolidate what students read _____
 - To reflect what students read _____
 - Extended to speaking lesson(s) _____
 - Extended to writing lesson(s) _____
- 4.14 Giving students extensive library work _____
- 4.15 Selecting other passages (texts) when the texts and tasks in the text book are not suitable. _____
- 4.16 Please add if there are other activities you do _____
- _____
- _____

5. What are your students able to do when they are involved in reading comprehension activities?

Please say all, most, few or none of the students to each ability.

No	Students' abilities	Numbers
4.1	Scanning (for specific information)	
4.2	Skimming (for general ideas)	
4.3	Visualizing (forming pictures in mind)	
4.4	Reading with speed	
4.5	Guessing the meanings of key new words /phrases	
4.6	Guessing the meaning of every new word /phrase	
4.7	Identifying information stated directly in a text	
4.8	Identifying information stated indirectly in a text	
4.9	Identifying implied /unstated information	
4.10	Predicting the contents of texts from titles or expectations	
4.11	Making use of your prior knowledge	
4.12	Noticing the relationship signaled by connectors omitted	

CLASSROOM OBSERVATION

CLASSROOM OBSERVATION

Checklist points	Actual practices observed in units of...				
	Units				
	Teachers				
Pre –reading phase					
1.1 Pre –teaching					
-every unknown word/phrase					
- Most new words /phrase					
- Key unknown words/phrase					
- Content					
1.2 A rousing interest					
1.3 Allowing students to discuss on the topic					
1.4 Eliciting students’ prior knowledge through topics					
1.5 encouraging prediction.....					
1.6 expecting –correct predictions.....					
-incorrect predictions					
2. While –reading phrase					
2.1 Scanning					

2.1	Scanning				
.....					
2.2	Skimming				
.....					
2.3	Visualizing				
.....					
2.4	Advice to read with speed				
.....					
2.5	Student loud reading.....				
2.6	Student silent reading.....				
2.7	Advice to look every unknown word.....				
2.8	Advice to look up key words.....				
2.9	Advice to guess meanings of key unknown words.....				
2.10	Help to cognize -explicit information				
.....					
	- Implicit information				
.....					
2.11	Supplementing written questions on texts with oral questions				
.....					
2.12	Rejecting short answer				
.....					
2.13	Avoiding answerable questions through prior knowledge				
	3. Post -reading Phase				
3.1	Activities to consolidate what students read.....				
3.2	Activities to reflect what student read				

.....					
3.3 Activities extended to speaking lesson (s).....					
3.4 Activities extended writing lesson (s).....					
.....					
4. Extensive library reading given.....					
.....					

TEXT BOOK ANALYSIS

Checklist points	Units in book					
	1	2	3	4	5	
1. ways of reading recommended Silent reading						
Loud reading (student or teacher).....						
Extensive reading						
2. phases and activities						
Pre –reading						
2.1 discussion of						
- Every new word.....						
- Most new words						
- Key new words						
- Contents						
2.2 Questions about prior knowledge						
2.3 Topic discussion						
2.4 Predictions from titles or expectations ...						
While –reading						
2.5 Scanning						
2.6 Skimming						
2.7 Visualization practice						
2.8 Speed practice						
2.9 Suggestion for looking up						

.....					
3.3 Activities extended to speaking lesson (s).....					
3.4 Activities extended writing lesson (s).....					
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TEXT BOOK ANALYSIS

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2.3 Topic discussion						
2.4 Predictions from titles or expectations ...						
While –reading 2.5 Scanning						
2.6 Skimming						
2.7 Visualization practice						
2.8 Speed practice						
2.9 Suggestion for looking up						

- Every unknown word.....

- Key unknown words.....

2.10 Guessing meaning of words/phrase

2.11 Identification of relationships signaled by

- Connectors omitted

2.12 Identification of :

- Explicitly information

- Implicit information

- Implied /unstated information

2.13 Presence of answerable questions through: prior knowledge

: Word association

Post –reading

2.14 Consolidating what is read.....

2.15 Reflecting what is read.....

2.16 Reading activity extending to activates for:

- Speaking

- writing

3. Overall text qualities

3.1 Suitability – authentic texts

- Varied to topics.....

3.2 Readability – long words

- Idioms

- words with many meanings

- Jargons

- Metaphors

- Irony

3.3 Short sentence

3.4 Over unfamiliarity

3.5 Over familiarity

3.6 Concreteness