



ADDIS ABABA UNIVERSITY
COLLEGE OF HUMANITIES LANGUAGE STUDIES
JOURNALISM AND COMMUNICATION
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

**AN INVESTIGATING OF PROBLEMS TEACHERS FACE IN TEACHING
READING SKILL IN ENGLISH CLASS ROOM: THE CASE OF GRADE
NINE: ACHEBER CHAFE SECONDARY SCHOOL IN FOCUS**

BY
LEMMA MEGERSA
PHONE NUMBER:- 0910623295

**A THESIS SUBMITTED TO DEPARTMENT OF FOREIGN LANGUAGES
AND LITERATURE IN FULFILLMENT OF MASTER'S DEGREE IN
ENGLISH LANGUAGE TEACHING (ELT)**

AUGUST, 202
ADDIS ABABA, ETHIOPIA



ADDIS ABABA UNIVERSITY
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

**AN INVESTIGATING OF PROBLEMS TEACHERS FACE IN TEACHING
READING SKILL IN ENGLISH CLASS ROOM: THE CASE OF GRADE
NINE: ACHEBER CHAFE SECONDARY SCHOOL IN FOCUS**

BY
LEMMA MEGERSA
ADVISOR: DR. TAMENE. K

**A THESIS SUBMITTED TO DEPARTMENT OF FOREIGN LANGUAGES
AND LITERATURE IN FULFILLMENT OF MASTER'S DEGREE IN
ENGLISH LANGUAGE TEACHING (ELT)**

AUGUST, 2024
ETHIOPIA

ADDIS ABABA UNIVERSITY
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

**An investigating of problems teachers face in teaching reading skill in English
class room: The case of grade nine: at Acheber Chafe Secondary School in
focus**

By
Lemma Megersa

Approved by:

Advisor: _____ **signature:** _____ **Date** _____

Internal Examiner: _____ **signature:** _____ **Date** _____

External Examiner: _____ **signature:** _____ **Date** _____

ACKNOWLEDGEMENT

My deepest and heartfelt thank goes to the God, who follow me in all aspect of my life. First, I would like to express my deepest gratitude to my advisor, Dr. Tamene Kitila, for his supports, encouragement, invaluable comments, advice and guidance at various stages of the study. Thank you very much!!! Many thanks go to teachers and students' for the cooperation and support they accorded me at the school where I collected the data. Next, I would also like to convey my sincere thanks to my wife, Kibinesh Bekele and my parents whose unconditional area silent prayers encourage and protect me throughout my life.

Finally, I would like to thank my entire friends for their immeasurable assistance throughout my study. The completion of this study was made with direct or indirect contribution of many people, too numerous to mention here, but all of them deserve my gratitude, thanks for everything they did for me.

To all participants who dedicated much of their support, energy and resources, God bless you.

Table of content

Contents

ACKNOWLEDGEMENT	i
TABLE OF CONTENT	ii
CHAPTER ONE	1
1. INTRODUCTION	1
1.1 Background of the study	1
1.2 Statement of the problem	2
1.4. Objective of the study	3
1.4.1. General objective of study	3
1.4.2. Specific objectives of the study.....	3
1.5. Significance of the study	4
1.6. Delimitation of the study.....	4
1.7. Limitation of the study	4
CHAPTER TWO	5
2. REVIEW OF RELATED LITERATURE	5
2.1. General overview of Reading	5
2.1.1. Definition of Reading.....	5
2.2. The three main models of reading.....	5
2.2.1. Bottom-up model of reading	5
2.2.2. Top-down model of reading.....	6
2.2.3. Interactive model of reading	7
2.3. Classroom procedures in teaching reading	8
2.3.1. Pre-Reading Phase	8
2.3.2. Reading Phase	9
2.3.3. Post reading stage.....	9
2.4. Skimming	11
2.5. Scanning.....	12
2.6. Reading perspective	12
2.6.1. Cognitive-psychological perspective	13
2.6.2. Psycho-linguistic perspective.....	13

2.6.3.	Socio-political perspective.....	14
2.6.4.	Socio-cultural perspective.....	14
2.7.	The problems that affect teaching reading skills in class room	14
2.7.1.	Problems related to the teachers to teach reading skills.....	15
2.7.2.	Problems related to the students to teach reading skills.....	18
2.7.3.	Problems related to the others to teach reading skills	20
CHAPTER THREE	.....	24
3.	RESEARCH DESIGN AND METHODOLOGY	24
3.1.	Research design of the Study	24
3.2.	Instruments of Data Collection	24
3.2.1.	Questionnaire	24
3.2.2.	Interview	25
3.2.3.	Classroom Observation	25
3.3.	Sample Size and Sampling Techniques	25
3.3.1.	Sample selection	26
3.4.	Techniques (methods) of Data Analysis	26
3.5.	Ethical Considerations	27
CHAPTER FOUR.....	.....	28
4.	DATA PRESENTATION ANALYSIS AND INTERPRETATION.....	28
4.1.	Teacher's Background Information.....	28
4.2.	Presentation and Analysis of Data Obtained through Observation.....	35
CHAPTER FIVE .....	.....	39
5.	SUMMARY, CONCLUSION AND RECOMMENDATION	39
5.1.	Summary	39
5.2.	Conclusion	39
5.3.	Recommendation	40
Reference .....	.....	42
APPENDIXES .....	.....	44

LIST OF TABLE

Table 1: Summery, of population, sample size and sampling techniques summery (2023).....	26
Table 2: summery of teacher's demography.....	26
Table 3: Teachers' responses about their background	29
Table 4: Teachers' Responses in Teaching Reading Lessons.	30
Table 5: Students' Response on learning reading skill in class room.....	33
Table 6: The students' response about their Class room condition and the activity affect students reading skill.....	35
Table 7: The teachers' responses on the problem they faced during teaching reading skill in class room.	37

ACRONYM

SA	(South Africa)
BICS	(Basic interpersonal communicative skill)
CALP	(Cognitive academic language proficiency)
LOLT	(Language of learning and teaching)
ADHD	(Attention deficit hyperactivity disorder)
NGO	(Non-governmental organization)
UNESCO	(The United Nations educational, scientific and cultural organization)
USA	(United States of America)
TEFL	(Teaching English as foreign language)

ABSTRACT

The purpose of this study was to explore the problems teachers face in teaching reading skill in English class room. For this reason, this investigation was made on teachers' factors that teachers faced when teaching reading skill in class room. The study was conducted in a sample of 5 teachers and 105 purposefully selected grade nine students of Acheber Chefe Secondary school. To collect the required data for the study, questionnaires, Classroom observations and interview were used. The quantitative and qualitative data gathered through these instruments were processed, analyzed and presented using descriptive statistics. The findings of the content analysis and the teachers' profile were used as background information for the further analysis of the findings of the study. Then using frequency and percentage, descriptive survey design was employed to analyze the responses in each item in the questionnaires, the class room observation and interview. The analysis showed that there were some factors that teachers faced when they taught reading skill in class room. Those were the followings: lack of teacher's preparedness, lack of in-service training, lack of enough payment for teacher, lack of team teaching in the school, difficulty of language to the students, lack of enough budget for the school, lack of parental support for students at their home, lack of additional reading materials in the school. Finally, it has been recommended that in order to minimize those challenges government, ministry of education, school administers, school's committee, teachers do together to overcome those problems.

CHAPTER ONE

1. INTRODUCTION

The study was focused on investigation of the problems that affect teachers' to teach reading skill in English classroom in grades nine: Acheber Chafe School in focus. Under this chapter, background of the study, Statement of the problem, objectives, research questions, significance of the study, delimitation of the Study, and limitation of the Study were discussed.

1.1 Background of the study

Reading is a way of communication. It is an interactive process of communication (Yun, 1993). And 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. In addition to this, students' general educational achievement depends mainly on their ability to read (Wells, 2007)

As it is known, the value society gives to reading has a direct link with the educational system. In Ethiopia, the educational system had tight affiliation with the church system from its earliest days. During those days, memorizing was the only way of learning and reading aloud was practiced by those religious men as a means of teaching. In this case, reading was perceived and used as a means to memorize religious truth. However; the motive behind their reading was highly limited only to carrying out spiritual responsibilities. Likewise, the education system was designed in such a way that the reading skill does not much help to foster reflection and critical thinking. 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 level of education (National Report of education of Ethiopia, 2001). Following the fulfillment of these good conditions, situations became suitable to do reading in foreign language. In addition to this, the implementation of the English language improvement programme (ELIP), which is a component of the National Framework for the Teacher Education System Overhaul (TESO) Programme, is believed to have its own role to improve effectiveness of English language teachers' in their teaching.

At present, English language improvement centers have recently been established in most colleges and universities in Ethiopia. Their duty is to design and to implement language training

for academic staff, students, and school teachers, and also creating English language materials to make each center a resource point for the surrounding area.

The existence of the above stated goal in the curriculum could be taken as a potential to go forward in realizing intended objectives in language instruction. Moreover, the practices of these a aforementioned programs are also fruitful conditions to foster instructional process general and to build language teachers efficiency in particular. Even though, these are movements and achievements obtained so far,

Studies indicate that students reading engagement is still low. This may be as a result of the cumulative effect of the past trend in teaching and approaches teachers use in teaching reading.

1.2 Statement of the problem

Khand (2004) states that reading is one of the most important skills among four basic language. Reading proficiency plays a great role in understanding any written sentence accurately and efficiently. Reading serves as an important tool in every field of professional service. In many situations it is considered to be the indispensable channel of communication in an ever-widening world.

According to Nuttall (1982), Reading is mainly an effective means of developing students' general language command.

Devine (1981:402) indicates the importance of reading saying: “Even today, with the wide availability of audiovisual devices and materials, reading remains the major avenue of learning, i.e. the standard means of introducing new information, developing concepts, providing review and stimulating thoughts.

Besides, reading has a paramount importance where English is used as a medium of instruction like Ethiopia. This is because the ultimate academic success or failure of students is largely based on their ability to read and comprehend the textbooks and notes they take in the different subject areas they study. As Gbenedo (1986:47) asserts:

In some countries where English is taught as a second or a foreign language, the teaching of reading in English is of particular importance, because whether or not the pupils will be required to speak or write it, there is no doubt that they are want to read it for a variety of purposes, which includes the passing of examinations since text books are written in English (cited in Taye Regassa 2004:1). Furthermore, the ability of students' reading has many practical purposes in the real word after school. For instance, reading has economic consequences. People who are better

than average readers are also higher than average earners, or more likely to have high paying jobs. From the observation and interview I made in class room as part of my professional activity, I have seen the problems teachers encounter to teach reading skill at this particular level are as follow: lack of unpreparedness, lack of enough payment, lack of training, difficulty of language, lack of enough budget, lack of students-centered, use of mother tongue as medium of instruction, in addition to this, there is lack of group discussion.

The attitude students have towards this skill is very low, because most of students come from different elementary school were not taught by English teacher and most of time they learned grammar than other skill for only taking exam to pass from class to class and most of student, their main target is only for getting certificate speaking skill.

To help the students improve their reading skills, it is necessary to find ways to help them overcome their problems. Moreover, the teachers need to know the factors that affect their students' reading performance so that they can deal with these factors to help the students improve their reading performance. However, until now, there is no research conducted at this school setting about these areas. In addition to this, teachers have to improve their teaching method to overcome those challenges.

1.3 Research question.

The following basic specific research questions were formulated.

1. What are teachers relate problems affect teaching of reading?
2. What are students relate problem affect teaching of reading?
3. What are other factors affect teaching of reading?

1.4. Objective of the study

1.4.1. General objective of study

The general objective of this study was to investigate the problems affect teachers to teach the reading skill in English language class room at Acheber Chefe secondary School: Grade nine in focus.

1.4.2. Specific objectives of the study

The specific objectives the studies were:

1. To assess the problems that teachers face in teaching reading skill in English language classes
2. To identify the factors that hinder students' reading skill in the classroom.
3. To determine other factors affect teaching reading skill in English language classes

1.5. Significance of the study

The study focused on the problems teachers affect to teach reading. Therefore, it helps teachers to evaluate their teaching practice. In addition, it reminds teachers to implement reading techniques in EFL class room. Second, it helps students to learn reading skill by using effective reading techniques they get from their teachers. It might help teachers to take remedial actions to improve student's reading skill, text book writers to evaluate the text books they designed; lastly this study might initiate other scholars to conduct similar research.

1.6. Delimitation of the study

The study was limited only to Acheber Chafe secondary School grade nine students. This school was located in Saden Soddo district, South West showa zone, Oromiya region. This study was limited to investigating problems that affect teachers to teach reading skill in English language classroom and during reading lesson. The researcher would focus on investigating the problems that teachers face in reading lessons of English language classes; identifying the factors that hinder teachers' reading skill in the classroom.

1.7. Limitation of the study

Basically, to the researcher's best knowledge, this study was a preliminary attempt. No other studies have been conducted in the area. Therefore, there is shortage of resource materials. Other limitations are teacher's lack of interest to answer the question, student's lack of experience to answer question and all participants need payment to answer question. Thus, the finding which was the basis for generalization, was not supposed to be free from limitations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. General overview of Reading

2.1.1. Definition of Reading

There is no point in looking for a single definition of reading. Smith (1988) states that reading is not different from all the other common words in our language. It has a multiplicity of meanings. And since the meaning of the word on any particular occasion will depend largely on the context in which it occurs, we should not expect that a single definition for reading will be found. The definitions presented by different experts of reading usually ranges from equating reading with recognition and decoding of words to perceiving reading as a creative and thinking process.

For Wallace (1992), reading is a process of extracting meaning from written text. According to Nuttall (1982), reading is a process in which one looks at and understands a written material. Asher (1994) also views reading as the ability to comprehend the thoughts and feelings of others through the medium of written text. Gillette and Temple (1986) and Perfett (1985) cited in Dechant (1991) further describe reading as the reconstruction of the message encoded graphically by the writer; as constructing meaning from print; as making sense of written language; and as a process of information search, or information processing. It is described as an interactive process involving both the reader's previous fund of knowledge and the words in the text; it is a process of putting the reader in contact and in communication with ideas of the writer which are cued by the written or printed symbols; it is a process of building a representation or a mental mode of text.

From these definitions, we can deduce that reading is an activity in which the reader seeks to identify, comprehend, interpret and evaluate the ideas and point of view expressed by the author.

2.2. The three main models of reading

2.2.1. Bottom-up model of reading

One of the early reading research works has developed a bottom-up model of reading process as a mere decoding of graphic prints. In other words, the bottom up model, describes reading as a process of matching letter-sound relationships to derive meaning out of a printed page working from a single letter up to the stretches of sentences (Carrell 1988; Dubin and Bycina 1991; Nuttall 1996; Nunan 1989; and 12 Wallace 2001). Hence, this view of reading regards the reader as passive recipient of information whereby he/she simply absorbs the meaning, which resides in

the text exclusively through graphic decoding process alone (Nuttall 1996; and Carrell 1988). In the same manner, McDonough and Shaw (1993:16) expressed the bottom-up model as "a one way traffic system in which everything flows in one direction only." This clearly expresses that the reader simply absorbs the meaning that the writer puts in a text plodding through the text starting from the letters up to sentences (Davies 1995; Nuttall 1996; and Nunan 1989; Carrell 1988). By the same token, explaining this model a bit further, Wallace (2001:22) contends that the bottom-up model of reading emphasizes, "text based features" at word and sentences level. Moreover in McDonough and Shaw (1993:16) the reader is considered as "empty vessel" that is simply filled in with the information the writer provides to him/her.

As a result, the bottom-up model of reading was found to be unsatisfactory to encapsulate the reading process as it underrates the role of the reader and what he/she brings into play to interact with the writer on the basis of his/her background knowledge of the world and the language systems (Nuttall 1996; Wallace 2001; and Carrell 1988). 13

2.2.2. Top-down model of reading

Following the inadequacy of the bottom-up model, reading specialists built another new mode, which is known as top down model to explain the reading process (Samuels and Kamil 1988). This new model tried to compensate the shortcomings of the earlier model (i.e. bottom-up process of reading). The top-down model of reading emphasizes the role of the reader and the background knowledge he/she brings to the text to negotiate meaning rather than that of the printed page. The reader in this view actively predicts meanings of the text through sampling larger chunks of the text at a time instead of decoding individual letters on the page to extract meaning from it (Nuttall 1996; and Wallace 2001).

Unlike bottom-up model, the top-down one views the reader as active information processor rather than mere information absorber from the text. This view of reading has posited the active role to a reader where he/she processes information in the text via his/her background knowledge to derive meaning from the printed page (Hirvela 1996; and Wallace 2001). Therefore, the top-down view of reading focuses on the reader's prior knowledge interaction with the textual stimuli through hypothesis formation and sampling larger chunks of the text Goodman (1971) cited in (Carrell and Eisterhold 1988). Furthermore, Wallace (2001) suggested that the top-down approach to reading stresses the contribution of the reader's background knowledge of the world and the language systems to extract meaning from the text instead of the "word - based" bottom-

up style of reading process. This means, to put it in another way the top-down process of reading is a reader-based approach while the bottom-up process is a text-based one.

By the same token Samuels and Kamil (1988) pointed out that in the top-down view of reading process, a reader samples the text and verifies hypothesis and predictions, which is conceptually driven by the higher-order skills rather than by lower-level stimulus analysis.

However, top-down model of reading has made a major advancement in the conceptualization of reading; it is not self-contained model to explain reading process. This model pays greater attention to higher order skills such as predicting meaning on the basis of the background knowledge; however, it neglects the perceptual and decoding process of reading that fluent readers bring into play in processing textual information (Wallace 2001; and Eskey 1988). These defects of the top-down process of reading led researchers to develop another model that attempts to explain reading in a better way.

2.2.3. Interactive model of reading

As a result of the limitations of the top-down model of reading process, many reading experts in the 1980's proposed a newer and more insightful model of reading in the communicative approach to language teaching which combines the two earlier views of bottom-up and top-down process of reading the interactive model of reading (Wallace 2001; Davies 1995; and Grabe 1988). The interactive reading process underscores the interaction between the bottom-up process and the top-down view of reading to reconstruct meaning from the text (Eskey, 1988; Widdowson 1979; Mera 1999 McDonough and Shaw 1991; Dubin and Bycina 1991).

Elaborating how this model works in facilitating reading comprehension, Dubin and Bycina (1991:197) noted that, "interactive theory of reading acknowledges the role of previous knowledge and prediction but at the same time reaffirms the importance of the actual words of the text." This indicates that the interactive process of reading comprehension is a negotiation between the reader's background knowledge and the textual clues taken up from the printed page through decoding graphic display. Accentuating this view of reading process Schaller et.al (1984) cited in Swaffar, Arnes, and Byrnes (1991:22) argued "meaning is not inherent in the print but is invited by the author and imputed to the text by the reader." This view of interactive approach to reading stresses the significant role of background knowledge and textual stimuli in facilitating reading comprehension. Thus it has important implication for classroom reading lesson presentation. This view of interactive process of reading goes with the fact that Cook

(1994) expressed and which claims that interpretation of discourse is provided by the notion of 'schemata'. He suggested that discourse processing to predict and make sense of a text depends on the shared knowledge of both the reader and the writer.

2.3. Classroom procedures in teaching reading

In late 1970s and early 1980s the communicative approach to language teaching and learning brought to light useful classroom procedures to be employed in reading lesson presentation so as to help learners develop reading skills. According to Williams (1984:38) communicative approach to language teaching suggests three phases of classroom reading lesson treatments. These are; "pre-reading, while reading and post reading activities". He also further states that classroom reading activities are designed to teach students the reading comprehension process not just to test their ability to come up with the right product of reading.

2.3.1. Pre-Reading Phase

Pre-reading activities refer to tasks to be carried out before reading a text to create a conducive situation for the successful comprehension of the text. Hence, many reading experts stressed the importance of pre-reading activities in teaching reading skills. For instance, Aebersold and Field (1997:65) argued that skipping the basic pre-reading activities could create comprehension failure to a reader. In the same manner Williams (1983) quoted in Hailemichael (1993:12) has found that,

“Pre-reading assistance is particularly useful in reading classroom because it helps to establish a proper mental set for the reading and discussion of the passage and also the relevant background information supplied by the teacher as introduction and/or pre-reading discussion that involves the students themselves and give the necessary motivation for reading the passage.”

Similarly, Barr and Johnson (1997) suggested that interactive approach to teaching reading takes the pre-reading phase of reading lesson presentation as a springboard since it makes the readers "feel relaxed and prepared to comprehend the main issues raised in the text". Therefore, many writers on interactive approaches to teaching reading agree that there are some main activities to be carried out before reading. These are: activating prior knowledge, purpose setting for a reading text and previewing the text to build expectations about the passage to be read (Aebersold and Field, 1997; Readence et al. 1989; and Barr and Johnson 1997).

2.3.2. Reading Phase

The main goals of the reading stage are strategy and skill practice as well as helping the learners to comprehend the content and the rhetorical structure and guessing meanings of unfamiliar words in a text (Dubin and Bycina 1991, Mera 1999; and Willam 1984).

Aebersold and Field (1997:95) argue that, "teachers are responsible for helping their students to use every possible strategy and ability available to them during the reading act." First and foremost at the reading phase students should read silently and independently and utilize explicitly various reading strategies. Therefore, silent reading has to be practiced in class in most cases, even though the teacher might read aloud sometimes some part of a text for reviewing and discussing the passage with the whole class. However, students should not read aloud the text in the classroom (Grellet 1981). Because, as Nuttall (1982:20) observed, "When the students read the text aloud they may not extract necessary messages within appropriate speed as when they read silently. In addition in intensive reading classrooms the students should approach a text under close and right kind of the teachers' guidance to comprehend the text (Nuttall 1982, 1996). This guidance can be offered while the students work on various reading stage tasks (Dubin and Bycina 1991).

As it was suggested in the Teacher's Book for grade nine in a while reading phase of lesson presentation there are some strategies that the students practice under the guidance of the teachers. These include guessing meanings of new words and a text structure discussion.

2.3.3. Post reading stage

2.3.3.1. Comprehension questions

The post reading stage of reading lesson presentation is intended to review the content of the passage and to consolidate what the students have read and at the same time to relate the textual information to the learners' knowledge, interest and opinions. Moreover, this stage of reading lesson treatment focuses on linguistic elements such as grammar, vocabulary, discourse features and rhetorical organizations (Nuttall 1996; Mera 1999; William 1984; Dubin and Bycina 1991).

Reviewing the content of the passage and reflecting upon what the students have read can be carried out through comprehension activities. Aebersold and Field (1997:117) argue that "one of the most frequent and time honoured activities of post reading stage is the use of comprehension questions to revise the information in the text."

Therefore, the comprehension questions exploit the different aspects of the passage such as the main ideas of the text, some specific details, the difficult parts etc. Moreover, the comprehension activities focus on language items. For example the post reading stage of lesson presentation deals with rhetorical organization, grammatical patterns and vocabulary items. These activities can be carried out once the main ideas of the text have been reviewed. The exercises on linguistic elements focus on grammar points, vocabulary in context and discourse features of the passage. In addition, there are other various activities that can be done at this stage of reading lesson presentation like, listing facts, summarizing main points, completing tables or diagrams, discussion and writing compositions (Dubin and Bycina 1991; Aebersold and Field 1997; Willam 1984 and Mera 1999).

Similarly, Mera (1999:18) referring to Barnett (1989) noted that the different activities of post-reading lesson presentation contribute to the integration of reading with the other skills. In the same vein, William (1984:39) contended that post reading activities should contribute in a coherent manner to the writing, speaking and listening skills. Thus, to facilitate this post-reading lesson presentation, the teacher should engage the students in individual, pair or group work to give answers to the comprehension activities since the comprehension questions vary greatly in what they ask the students. As a result the students benefit much from the thoughts, experiences and knowledge of their classmates or peers and small group discussion of the post reading stage. Dubin and Bycina (1999:204) Nuttall 1996:167) and Aebersold and Field (1997:121) reported that during comprehension activities or tasks it would be appropriate to put the students in pairs or small groups to discuss and compare and verify their responses and opinions to the questions or graphics and then check the results with the entire class.

In other words discussing comprehension questions in pairs or groups enables the learners to compare and contrast and cross-check their responses to the questions to come to consensus in their groups and argue for or against the view they have about some of the ideas in the text and finally forward their answers to the entire class for discussion which can be mediated through their teacher (Bycina 1991; and Readence et al. 1989).

Hence teachers should carefully plan comprehension activities of the post reading stage of lesson presentation to enable learners develop their reading skills in integration with other language skills.

However, this three-phase approach of reading lesson presentation need not be carried out strictly and slavishly in teaching reading skills in every reading comprehension (Dubin and

Bycian 1991). In addition, Nuttall (1982:221) states "different texts need different treatment so that we cannot expect to handle them all within a single . . . framework." According to Dubin and Bycina (1991:204-205) in certain conditions it might be appropriate to cut or skip one or more of the stages of presenting reading lessons. For example, if the students have been working on a series of passages on the same topic it might not be necessary to spend much time on pre-reading stage. Likewise, if further reading on the topic is planned, it might be better to delay work on consolidation until the entire sequence is completed. Moreover, William (1984) argued that if the micro-skill to be focused on is prediction, there may be more emphasis on pre-reading and while reading activities whereas if the aim is to focus on the application and transfer of the skills the emphasis may be on post reading and so on.

2.4. Skimming

As suggested in grade nine Teacher's Book (1995:11), "skimming and scanning are very useful study skills which when mastered would improve the reading efficiency of the students both in and out of school." Similarly, Grellet (1981) argues that, "skimming and scanning are specific reading techniques necessary for quick and efficient reading". Therefore, these reading techniques should be practiced in grade nine for the improvement of the students' reading efficiency in line with the procedures suggested for implementation in the reading classrooms.

Many reading experts agree that skimming is going through a text quickly to get a general idea of the subject matter of a piece of writing (Grellet 1981; Nuttall 1996; Sonka 1976; and Mei-yun 1994). This means skimming is meant for overall view of the texts ideas. Therefore, this technique of reading is used to determine whether a book or an article deserves a meticulous and thorough reading. It can sometimes be the prerequisite for reading for full comprehension. The distinction between scanning and skimming is that the former deals with locating specific isolated and scattered items of information while the latter focuses on getting the gist or overall ideas of the whole text (Mei-yun 1994:184). Thus, the best way to train the students in skimming skill is to help them know where to find the main ideas of different paragraphs and be able to synthesize them into organic whole by way of generalization. This way of training works well because, usually the central idea of a well-organized paragraph is in most cases found in either the first or the last sentence of the paragraph(s) (Mei-yun 1994:184). In other words, the general idea of a text is often expressed in the beginning paragraph(s) and/or concluding ones.

In a similar way, Aebersold and Field (1997) contended that informational texts like academic essay, college textbooks, etc explain their main ideas in the introduction part to give clues to the readers to the main thesis in the main parts of the argument while the conclusion restates some or all of those main points in other words.

Therefore, teachers have to draw their students' attention to skimming introductory and concluding paragraph(s) of a text to pick up clues about the main point the writer is making in the text before reading in detail. Hence the optimum procedures for teaching skimming (Mei-yun 1994:85) suggested are that learners have to read the first and last paragraph(s) in full, and the first and last sentence of the paragraphs in between and pick up key content words as well as dates, figures and names while quickly moving their eyes down the printed page.

2.5. Scanning

Scanning is looking quickly through a text for a specific piece of information, which involves quick search for key words in the text (Grellet 1981; Nuttall 1996). Likewise, Mei-yun (1994:185) claims that, "scanning is a useful skill to locate specific items of information such as date, a key word, a figure or a name". Hence, this strategy helps readers focus on the search only of information they want passing quickly over all the irrelevant materials. With regard to this view of skipping over unwanted information, White (1981:89) elaborated that "learning to reject the irrelevant is as important in scanning as dealing effectively with sources of information which are relevant to the reader's purpose". Therefore, the key to scanning is to decide exactly what kind of specific information the reader is looking for and where to find it. In other words, a useful way to teach this skill is to have students search for some specific information such as a definition, name of a person, or place, and asking them to start at the same time and see who is the first to find it. Then ask the student who locates the information first to explain how he/she has done it (Aebersold and Field 1997; and Mei-yun 1994).

2.6. Reading perspective

Teaching reading perspectives provides teachers with skills and ideas that can assist in the improvement of reading. Hall (2003) together with other well-known reading scholars used different perspectives on reading to clarify reading. Moreover, they were found to be useful to other researchers and the teachers of reading. Four reading perspectives are discussed in this chapter and those are: cognitive-psychological perspective, psycholinguistic perspective, socio-political perspective and socio-cultural perspective.

2.6.1. Cognitive-psychological perspective

Cognitive-psychological perspective relates to the traditional phonetic approach, whereby children are taught to interpret words by building awareness of the part structure of language (Hall, 2003). This perspective involves the systematic teaching of word recognition when learning to read (Levy, 2011). He added that one specific postulation for this perspective is that children learn to read in stages. The first important stage of this approach was discovered by Gough and Hillinger (1980) as the paired-associated learning where learners learn to read in their environment. They added that learners at this stage begin reading from the environmental print. Moreover, Stanovich and Stanovich (1999) regard the stage as normal and when it was achieved the learner advance to the next stage.

Berkowitz (2008) discovered that cognitive-psychological perspective contemplates the importance of being able to comprehend the text that you are reading. In addition, the approach focuses on the development of metacognition strategies that can improve reading comprehension and improve writing abilities. The notion of comprehending the text was also highlighted by other researchers who considered the importance of reading and understanding what you are reading (Joubert et al., 2008). Providing the title of the text being read is important in recalling what was read (Sternberg, 2000).ubert et al., 2008). Providing the title of the text being read is important in recalling what was read (Sternberg, 2000).

2.6.2. Psycho-linguistic perspective

Unlike the cognitive-psychological perspective, in the psycho-linguistic perspective attention is not on comprehending the text but it is based on the importance of language when reading (Hall, 2003). Its emphasis is on the pronunciation of language words in the text that you are reading. Goodman (1976) asserts that the focus of psycho-linguistic perspective is on word identification. Language needs to be pronounced in the correct way for the learners to be able to read. This perspective contemplates that the real reading should be from the real book and it is asserted as the real book approach (Waterland, 1985). The real book approach is regarded as “an idea of teaching and learning that centers on the book, child, teacher and the whole interaction with the book, to ensure that the task is meaningful for the child” (Levy, 2011:12). Learners are also provided with the opportunity to guess and thereafter after corrected when reading the book (Levy, 2011). This encourages thinking when reading.

2.6.3. Socio-political perspective

The socio-political perspective regards reading as being implanted within the discourses of power (Levy, 2011: 13). However, Luke and Freebody (2000) argued that teaching to read included cultural, political and social practice. Similarly, Openshaw et al., (2002) found that the reading programmes were being protected within the political and cultural context. Moreover, Hall (2003) mentioned that society, masculinity, social class and disability were important. This involved the issue of support and the connection between the learner, parents and school was also considered. This perspective is normally found to be used in countries with high standards of reading among their children population (Openshaw et al., 2002). That is where the importance of context within the construction of meaning in texts was also receiving attention (Hall, 2003). The relationship between gender and reading was also observed to be useful in the reading development. Understanding gender differences in the school have been recognized (Millard, 1997).

2.6.4. Socio-cultural perspective

The socio-cultural perspective involves social and cultural contexts in making learners read. That means that the environment around the learner was considered as essential in the improvement of reading. Heath (1983) asserts that children's language development depends on the cultural context and is extremely inclined by the community discourse within which the child belongs. The reading improvement may be affected by the community that is not considering reading as its culture. Moreover, when the community does not speak the language being read, it becomes very difficult to develop. Hadi-Tabassum (2005) argued that learners learn the language more when surrounded by people speaking that language. Although the way that the child interacts with the text at home differs from what is done at school, Marsh (2003) argues that it is the home literacy that is recognized when the learner is learning to read at school.

2.7. The problems that affect teaching reading skills in class room

Reading forms the basis for all the subjects, and it is expected that all children succeed in the process, and this expectation has become a realization for many children as majority of them are unable to read with comprehension in FAL (UNESCO, 2011). The success of language learner is largely influenced by his or her reading practiced. According to Harmer (2007), "reading is useful for language acquisition...the more they read, the better they get. Reading also has a

positive effect on students' vocabulary knowledge, on their spelling and their writing. It is therefore the responsibility of the teacher to develop reading habits in his/her learners in order to help them enhance target language efficiency (Neymam, 2002). The researcher in this study has observed that most learning at school depends largely on reading competence, which is a challenge to most teachers who teach English as first additional language in schools. It is the researcher's opinion in this study that reading is important since it enables people to act creatively and critically in our competitive world, since it provides access to new information and knowledge. Abraham and Graham (2009) describe reading as the fundamental skill for children that is seen as the key to knowledge that opens up the worlds. Reading is an important process of getting information from written language.

2.7.1. Problems related to the teachers to teach reading skills

2.7.1.1. Unpreparedness of Teachers

Within the context of this study, unpreparedness would refer to a situation whereby English language teachers fail to choose a particular text for a particular lesson. Teachers come to class unprepared and not knowing which text to read and as such they end up delivering a long lesson on the text that they have chosen not knowing exactly what direction to take. Teachers do not care whether the text is appropriate to the grades or not. All they need to do is to be in class for the duration of the given lesson so that they may justify their pay cheques.

The teacher who is supposed to model and scaffold the learners as a facilitator is completely lost and cannot guide the learners to any direction. This is a serious challenge among our teachers and something needs to be done about it. This challenge of unpreparedness makes it difficult for EFAL teachers to teach reading more effectively and they end up developing negative attitudes towards it.

2.7.1.2. Poor Remuneration of Teachers

There is justifiable evidence that more South African teachers are taking up permanent positions in the Middle East, Australia, London and other countries abroad simply because they are sufficiently remunerated and also have good working conditions (Vegas, 2005: 435). According to Wragg (2004: 224), in London, for example, English teachers receive pay increases year-on-year after appointment for about eight years until they reach a threshold, which is not the case with South Africa. South African teachers are prepared to relocate and to do whatever is required

of them as teachers in first world, especially if it enables them to earn an income that compares favorably with local (SA) teacher's remuneration packages.

Whitlow (2002: 243) maintains that paying teachers good salaries and offering them attractive benefits is part of the solution for their departure from the teaching profession. If the government is committed to retaining competent and experienced teachers in the teaching profession, it must offer them attractive fringe benefits that would motivate them to work even harder.

Improving teachers' incentives leads to retention of the best teachers in the teaching profession (Prince, 2003: 91). It is therefore the responsibility of the government and the Department of Education in particular to design attractive policies that would aim at recruiting competent and retaining effective teachers in the system.

The government should make provision of incentive program for teachers at district or circuit level with the purpose of providing professional support and development on an ongoing basis. It is evident that an attractive remuneration would push teachers to perform optimally in producing good academic performance among their learners. Such payment would take away some of the stress and depression that is common among teachers. Teachers also should be paid in accordance with their qualifications as this would encourage better performance and the overall improvements of academic results. Attractive remuneration would lead to high performance as attractive packages would be the motivation for why teachers would put in their all to develop personally and professionally.

2.7.1.3. Lack of Teaming

Team teaching is important for any institution to be successful. Ryde (2009) believes that the job of teaching can be made easier through cooperation and teaming leading to better results for both learners and teachers. Foncha et al. (2018) argue that teaming provides an opportunity for teachers to develop professionally. This may be organized in the form of workshops or seminars where teachers come together to share the strategies and methods that are easing teaching in their classrooms. Such workshops would create chances for novice and struggling teachers to seek help from the more experienced and qualified teachers. It is my belief that, if English language teachers can work together as a team in teaching reading, they may empower themselves.

2.7.1.4. Poor Training of Teachers

The National Reading Panel's (2000: 19) in the USA shows that professional development is important in order for teachers to obtain adequate information on reading comprehension

strategies so as to distinguish the most effective strategies suitable for different learners. In addition, it further attempts to present and model strategies that should be used in the classroom. McKeown et al. (2009: 229) share the same sentiment that the success and effectiveness of the teaching of reading relies partly on the training of teachers in reading comprehension strategies. In line with the above, it is only when teachers' motivation is rekindled that the training can be meaningful. The reason for recruitment of unqualified teachers is pushed by a shortage of qualified teachers which is a serious challenge affecting both developed and developing countries (Moore et al., 2008). Based on this, many schools are forced to employ unqualified teachers to deliver lessons they are not trained for. Sterling (2004) reports that the continuous shortage of teachers is contributing to an increased number of underprepared teachers joining the profession without any formal pedagogical training. Many of such teachers cannot demonstrate subject matter competence and they do not have formal training as teachers nor prior experience in teaching reading (Futernick, 2003). More so, Fakeye (2012) reflects on the poor performance of English language among learners in Nigeria since 1960. He observes that "it takes a competent teacher to be able to teach the language skills effectively and to make them competent users of English language". Concerning the teaching of reading, Moats (1999) states that teaching reading requires considerable knowledge and skills, acquired over several years through focused study and supervised practice. Hence, Maswanganye (2010) and Mhlongo (2012) postulate that teaching skills are lacking since the teachers are not being assisted with enough training. It is evident that teachers lack support in the form of teacher training and guidance from the Department of Education as they teach learners to read. In this regard, Singh (2010) highlights and emphasizes the need for in-service training for the teaching of reading to the foundation phase teachers. Moreover, the same training should also be provided at the senior phase and FET. It is in this belief that Theron and Nel (2005) assert that where teachers teach FAL reading without proper training and knowledge of making learners to read, reading development becomes very difficult to be attained. Thus, the lack of available professional development opportunities is a significant concern amongst the teacher (Hurst, 2013). It can be argued that there are no in-service training sessions or reading workshops for language teachers organized by the Department of Education either at national, provincial or district level. As a result of poor training, the schools end up hiring more newly-unqualified teachers because of the

shortages of teachers. To this effect, teachers use their own self designed programmes and methods to teach reading.

2.7.1.5. Teachers proficiency in teaching reading

Proficiency in English has a prestige factor among many Ethiopians with regard to the teaching of reading (Eiselen, 1969: 6). This is because most people who teach English are in fact not native speakers. Alexander (2000:11-12) concurs that in Ethiopia, teachers who are not native speakers of English, teach the language in schools. Therefore, the English proficiency acquired by both learners and teachers is in fact at a second level. The major challenge is that teachers who are not English language speakers turn to pronounce words differently. Language as a means of communication is a very important tool in the classroom and the mastery of it would enables teachers to talk, read, think and write. Meganathan (2009) states that teachers in rural schools are faced with challenges in terms of teacher proficiency, and this affects the teaching of reading. According to Wallace (2003:8), language mediates learning hence it is regarded as a prerequisite to learning. English language proficiency amongst teachers emerged as a barrier and has a definite impact on the teaching of reading to EFAL learners. In line with the above, Cumin (1980:177) argues that when teaching reading to English first additional language learners, teachers should make a clear distinction between two types of language proficiency: BISC (basic interpersonal communicative skills) and CALP (cognitive academic language proficiency). Makoe (2014:51) explains: Language proficiency in the LOLT and learning cannot be separated. The more proficient learners are in a language, the more likely they are to perform well and to master the fundamentals of literacy at school. Cooke and Mayiam (2001: 101) maintain that teacher's lack of exposure to the LOLT tends to low quality education. In this study, the challenge faced by EFAL teachers was that they were able to follow instructions and express themselves in English (BICS) and not act at level of CALP. Moreover, one can argue that in the context of this study the challenges experienced by teachers in the teaching reading to EFAL learners can be attributed to the fact that English and Sepedi are very different languages. Consequently, teachers switch to their native language (Sepedi, in this regard) to clarify certain concepts.

2.7.2. Problems related to the students to teach reading skills

2.7.2.1. Lack of Motivation

According to Morgan and Fuchs (2007) poor readers lack general motivation in terms of reading. Students who have experienced consistent failure, especially those students with

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

2.7.2.2. Communication Difficulties

Skinner (2010: 82) identifies communication difficulties as being one of the main problems faced by teachers. Furthermore, teachers sometimes use learners who are competent in English language as interpreters in their classrooms since most of the learners do not have English proficiency. In light of this, Gan (2012: 49-50) asserts that inadequate English vocabularies prevents both teachers and learners from expressing themselves clearly, thus affecting fluency of communication. This would in one way or the other affect the teaching of reading since many learners would not be able to understand lessons in English as a subject and as language of learning and teaching. In trying to close the existing communication gap between teachers and learners, teachers who teach EFAL resolve to use teacher-centered approaches to teach reading rather than learner-centered approach (Fareh, 2010). This can be attributed to the fact that English language is new to EFAL learners and with limited English proficiency, teachers find difficulties to actively engage with learners. The foregoing stamen amplifies why Chiu (1998: 78) stresses that teachers also experience challenges such as learners expressing displeasure towards learning English as additional language.

2.8.3.3 Student diversity and learning needs

Wide range of abilities: students who come from diverse background and have varying reading abilities, from struggling readers to advanced students. This makes it difficult to provide differentiated instruction that meets everyone's needs.

Learning disabilities: some students may have learning disabilities like dyslexia or ADHD that required specialized teaching strategies.

Language differences: English language learners may struggle with vocabulary, grammar, and cultural references, making reading comprehension more challenging.

2.7.3. Problems related to the others to teach reading skills

2.7.3.1. Lack of Reading Resources

There is no clear cut policy on funding schools with libraries and to this effect those libraries that are found in our communities are ill-equipped, lack proper sitting accommodation, have unqualified staff members, or either lack relevant information resources such as books and other educational materials. Books and libraries are essential especially in this information age where knowledge and information have acquired the materiality of capital and commodity, whose uneven accumulation will dictate the wealth of countries or otherwise (Igwe, 2011). In order to achieve a total national consciousness of the value and benefits of reading, all stake holders in the reading chain including, writers, publishers, booksellers, the media, teachers at all levels, librarians, the NGOs, the Government, religious community, etc. must join hands in supporting and participating in this clarion call. Libraries are vital to education, and research has shown that current lower levels of proficiency in reading are due to under-funding of libraries and their services (Eyo, 2007). It is common knowledge that less money means fewer resources. The learner teacher support materials (LTSMs) and shortage of libraries are common factors in our rural secondary school and this eventually makes it difficult for teachers to teach reading effectively (Eyo, 2007). In many rural schools as observed by the researcher in and around the Seshego circuit where there is a prevalence of EFAL learners, there is lack of reading resources. Pretorius and Mampuru (2007); Makoe (2007); Machet and Pretorius (2004) and Minskoff (2005) all state that schools are not well-resourced with libraries not having books/reading materials. Hugo (2010: 141) notes that there is a lack of readers as well as appropriate reading materials in many schools. Given that the libraries do not have books and reading materials or teacher's guides to teaching, it makes things impossible for the teachers to prepare their lessons. To make matters worse, teachers lack materials that they could use for teaching reading and at times have to read what they have for learners to listen only. This situation does not provide an enabling environment for teaching reading. To this effect, Kruijinga and Nathanson (2010: 73) think that there is a lack of level Guided Reading books which makes it very difficult for

teachers to implement the Guided Reading Approach correctly. Beukes et al. (2010: 33) share the same sentiment that insufficient amount of necessary resources cause's teachers to be restricted in the teaching activities that they make use of in their classrooms. Adequate supply of schools with resources like books and libraries or any reading materials by the government will impact positively on improving the teaching of reading. It is through libraries that learning and reading can and do change the lives and they have a role to play in determining the future of our society. This study is also augmented by a research conducted by Singh (2009) who propagates that the aspect of lack of resources is the biggest challenge faced by teachers in the teaching of reading to EFAL learners in rural secondary schools

2.7.3.2. Insufficient Budget to Schools

According to Meador (2016) school finances have a significant impact on a teacher's ability to maximize their effectiveness. In most cases, rural schools are often forced to make cuts of their budgets and this has a negative impact on curriculum delivery. In view of this, budget decreases usually lead to unequal distribution of funds and standard money from the National Department of Education. This tends to affect the rural schools negatively as these schools suffer the most because their reduced budgets tend to restrict them from doing the right procurement. Budget decreases is also associated with lower morale and greater stress on the school management and teachers (Hurst, 2013). In this regard, teachers may eventually leave their rural teaching posts to go for greener pastures, probably to urban schools where their budgets are flourishing. Once this takes place, the quality of teachers recruited in the rural schools may fall short of expectation and would not deliver academically as required. This explains why the teaching of reading by poorly trained or unqualified teachers may not be up to scratch.

2.7.3.3. Lack of Parental Support

Parents have a vital role to play in the development of the reading habit of their children. Yet, not all parents know how to become involved meaningfully in school- related activities (Fagnano & Weber, 1994: 57). This is because most parents are not fully aware and sufficiently knowledgeable about the education of their children. A majority of parents prefer to leave the teaching-learning processes in the hands of teachers to whom they think is responsible for educating their children. These parents are described as being desperately concerned for their children, uncertain of themselves and their roles, confused and lacking in confidence about which questions to ask (Wolfendale, 1989: 02). There is a need for teachers to involve parents in

the education of the learners. This is based on the fact that education extends beyond the classroom into the homes and community at large. In view of this, parental participation in the education of children becomes indispensable. In light of this debate, Eyo (2007) reveals that in Nigeria, 70% of the problem associated with the poor reading in our children is traceable to many social and environmental factors including parents. It is therefore the responsibility of every parent to monitor his or her own child's work after normal school hours as these parents assist their children with homework and other exercises that may help in children's development. Thus, parental morale and self-confidence have a direct effect on the children's educational achievement and so schools need to be aware of their own potential for influencing parents and therefore children's self-esteem and educational expectations (Blenkin & Kelly, 1996: 93). In this regard, the vital relationship between home and school could be viewed as a "triangle" within the context of learning with the child at the top, the parent(s) in one corner, and the teacher in the other corner (Dawn & Sedgwick, 1996:12). It is against this background that families and schools should not operate in isolation from one another. Solomon (1991) argues that learners who receive educational support from parents or other adults at home, the community, teachers and others at school, tend to perform well in their academic work. Solomon further argues that effective parental involvement may very well be essential for helping more learners to reach the ambitious education goals that nations often set for themselves for the future. Therefore, parents should not only see teaching as the task of the teachers alone. Particularly in rural communities, there is lack of supervision of children's school work by parents and as a result of this, many parents lack time, knowledge or do not make any effort to assist their children with reading activities at home. This is because those parents may not have reading skills as the majority of them are not educated enough and hence they do not understand the written work themselves (Singh, 2010). Teachers have gradually lowered their expectation in response to pressure from parents who think their children need "less homework", more play time and life outside the school (Mc Ewan, 49 2007: 44). By helping their children with reading activities parents may be closing the reading gap that already exists and in a way creating a reading culture which might ultimately bear positive results. Parents should make a point of duty that adequate resources are available and ready at school to boost the educational activities of their children. This could be achieved if parents assist in donating books and other reading materials to schools. If needs be, parents should be encouraged to establish private libraries at

home in order to encourage the reading of their children. For example, a large room provided with shelves and reading desks can be set-aside in the house to achieve this notion.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter was to investigate the problems teachers faced to teach the reading skills in grade nine at Acheber Chefe secondary School. It included the research design of study, instrument of data collection, Sample Size and Sampling Techniques, Sample selection, techniques (methods) of data analysis and ethical considerations.

3.1. Research design of the Study

In this study, descriptive survey design was employed. The research design provided a clear idea as to the activities that are effective in helping to decided specific data needs. The researcher has underlined an investigation the factor affecting grade nine students' reading skill in EFL classroom; at Acheber Chefe secondary school. Based on these, therefore, the research design calls more for this issue is descriptive research design. This research design is chosen because it is contributing in line with the research questions.

To this end, descriptive method is used. This descriptive method can enable the researcher to find out the existing problems that teachers faced while teaching reading in class room. Moreover, since descriptive study is concerned with the development of generalizations, extending its conclusions beyond the samples observed, the researcher assume the method to be appropriate for the analysis of the issue under investigation.

3.2. Instruments of Data Collection

Since this study was descriptive in its nature, observation, interview and questionnaires were used as instruments to gather the required information for the study. Even though every instrument may have weak sides besides its strength, in this study, the researcher found using questionnaire, interview and classroom observation are suitable instruments to collect the data about problems teachers faced in teaching reading skills in English class room.

3.2.1. Questionnaire

Questionnaire is popular for gathering descriptive information. The researcher uses questionnaire as a data collecting tool to collect the data related to problems teachers faced when they taught reading skill in class room and their actual practice.

Two types of questionnaires were used to collect data for the study. The first one was designed for five teachers. The other was for students. Both types of questionnaire had items, which were

a mixture of closed ended and open –ended, and were set in English. Some of the items were in fact, adapted from Schweers (1999) in such a way that they suit the purpose of the study.

3.2.2. Interview

Interview was felt suitable for the study to capture witness by face-to-face interaction about problems teachers faced when they taught reading skill in class room. Interview was the second data collecting tool for this study because this type of interview helped to get different kinds of information. Data from the interviews focused on the challenges teacher faced while they were teaching reading in class room. Interview for the purpose of obtaining dependable data that would be verified by triangulation, some of the questions included in the questionnaire have been presented in the interview.

3.2.3. Classroom Observation

Observation was useful tool to provide direct information and it is the best data collecting technique for gaining insight into the subject in a natural environment. Classroom is as a something like black box which gives the fact about what goes in language learning when observers were present. It was the primary data gathering method to be used in the study. Because it would help the researcher to obtained practical data on how teachers teach reading skill, to what extent they implement the reading techniques advocated in the literature. If classroom observation was appropriately designed and supported by check list, observation was one of the effective tools of data collecting in descriptive educational research. For this reason, the researcher prepared observation checklists and observed the factors affect teachers while teachers were teaching reading skill. Then the researcher has checked problems teachers faced when they taught reading skill in class room. The observation is made two times for five teachers in different section.

3.3. Sample Size and Sampling Techniques

The study included grade nine English language teachers and grade nine students of 2023 at Acheber Chefe Secondary school. Because of the adequate, (35%) selected from total number of 300 (Male =170 & Female= 130) grade nine students. Then, the figure of these thirty five present divided to different sections. On the other hand, since the number of teachers are available and manageable, all English language teachers (Male= 3 & Female=2) in the school available were part of the study. Simple random sampling technique was used to select sample for

students' respondents from grade nine, seven sections and available sampling is also used to select sample teacher respondents.

3.3.1. Sample selection

The study was conducted on the seven sections of grade 9 students from which 105 students are randomly selected while all (five) the English language teachers of the school were made involved. so from a total number of 300 students of grade 9 which were distributed in seven sections 105 students were randomly selected by taking 15 from each section by using their roll numbers. 35% of the total population, were adequate if they are made participate successfully in the study. On the other hand, the researcher believed that it was time consuming and difficult to manage more than this.

Table 1: Summery, of population, sample size and sampling techniques summery (2023).

Ser. No	Departments/Sections	Population	Sample	Sampling techniques
1	Student	300	105	Simple random sampling
2	Teacher	5	5	Available sampling
Total respondent		305	110	

In Acheber Chefe high school, there are seven sections of grade nine students. For this study, all seven sections (thirty five percent of them) were selected, because they were available to manage. Those students were taught by teachers (who have 2-6 years' experience and their qualification was only BA degree of teaching English language in secondary school.

Table 2: summery of teacher's demography

Teachers	Sex	qualification	Teaching Experience
1	Male	BA degree	6 years
2	Male	BA degree	4 years
3	Male	BA degree	5 years
4	Female	BA degree	2 years
5	Female	BA degree	4 years

There are three males and two female's teachers taught grade nine students. All of them were BA degree holders. But they have 2-6 year experience of teaching.

3.4. Techniques (methods) of Data Analysis

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

3.5. Ethical Considerations

After receiving permission from Addis Ababa University, the researcher communicated school directors and individual participants smoothly. The purpose of the study was made clear and understandable for all respondents. Any communication with the concerned bodies was accomplished on a voluntary basis without harming and threatening the personal and institutional wellbeing. In addition, all information obtained from individual respondents was kept confidential.

CHAPTER FOUR

4. DATA PRESENTATION ANALYSIS AND INTERPRETATION

In this chapter, findings of the research instruments were presented and discussed. As already mentioned under the method of data collection in chapter three, each of the data collection instrument was used to address the leading research questions raised under the objectives of the study in different ways. For example, questionnaire was answered by students and teachers, the interview questions were answered by teachers and classroom observation was completed by the researcher. Data were presented in two sections. The first section focuses on students' responses both in quantitative and qualitative analysis whereas the second section focuses on teachers responses fully depicted through qualitative analysis.

4.1. Teacher's Background Information

With regard to their qualification, teaching experience and in-service training related to their English subject, the teachers responded to items 1-4 as given in table below.

Table 3 shows that among the five teachers, 3 of them were males and 2 of them were females, 5 have obtained their first degree in English language, and no one has M.A. in TEFL (Teaching English as a Foreign Language). As to their teaching experience in general, 1 of the teacher stated that he taught for 6 years, 1 of the teacher has for 5 years' experience, 2 teachers have for 4 years' experience. Out of these total years of teaching experience, 1 teacher explained that he taught English language at the secondary level for only 1 year.

The teachers were also asked about their English teaching experiences, specifically in Grade 9 English subject. 2 of the teacher replied that they taught the grade 9 English for 2 years` and 2 teachers for 3 years, while the remaining 1 teacher taught it for 1 year.

The teachers' responses showed that they were not more experience of teaching grade nine English subject reading skill in class room. Most of teachers were stayed at elementary school for teaching and they hadn't enough experience on teaching reading skill in class room. However, 1 of teacher was fresh teacher for teaching this subject and didn't any experience at any level. Thus, teaching reading in such a way might be a new experience for the teachers.

Table 3: Teachers' responses about their background

No	. Questionnaire Item	Responses		
		No.	%	
1	English language teaching experience at the secondary level:	1-3 years	5	100%
		Total	5	100%
2	Currently, you are teaching English language for Grade 9. Have you ever attended any in-service training related to your subject?	a) Yes	2	40%
		b) No	3	60%
		Total	5	100%
3	Do you feel the training helps you to increase ability to teach reading skill in class room.?	Yes	5	100%
		No	-	-
		Total	5	100%

Moreover, the teachers' responses to items 2 which dealt with in-service teacher training revealed that only 2 of them had attended in- service training on their subject they thought, however, of the teachers didn't get any in-service- training on their job. While responding to item 3 indicated that teachers interest were to take training on their job, but most of teachers didn't accept training on their subject they thought.

As explained above table teachers seem to be deprived of the opportunities, which enable them to upgrade their knowledge and skills. According to scholars like Palmer (1993), providing continuous in-service training opportunities for teachers is vital for the attainment of objectives of a planned curriculum. Otherwise, teachers might find it difficult to adapt the innovations into their previously established classroom routines and behaviors.

Questions 1-10 in the teachers' questionnaire were devised in order to investigate the problems teachers face in teaching reading skill in English class room in grade 9. These questions intended to take information from the teachers that challenges when they taught reading skill in class room. The table below shows the results obtained.

Table 4: Teachers' Responses in Teaching Reading Lessons.

No	Questionnaire item (stem)	Responses in	
		No	%
1	Do you prepare yourself to teach reading skill before you entered the class room?		
	A. yes	2	40%
	B. No	3	60%
	Total	5	100%
2	If your answer to question No 1 is "yes" how often do you prepare?		
	A. Always	-	-
	B. Usually	-	-
	C. Sometime	2	40%
	D. Rarely	0	0
Total	2	40%	
3	Is it important for teachers to prepare themselves before teaching reading lesson?		
	A. Yes	2	40%
	B. No	3	60%
	Total	5	100%
4	If your answer to question No 3 is "yes" how useful it is?		
	A. very useful	-	-
	B. Moderate useful	2	40%
	C. Useful	-	-
	D. hardly useful	-	-
Total	2	40%	
5	Do you get enough payment for what you do?		
	A. yes	-	-
	B. No	5	100%
	Total	5	100%
6	. Is there team teaching in your school?		
	A. Yes	3	60%
	B. No	2	40%
	Total	5	100

7	If your answer to question No 6 is “yes” how often do you make team teaching in the school?	A. always	-	-
		B. usually	-	-
		C. Sometimes	3	60%
		D. rarely	-	-
		Total	3	60%
8	Do you take enough training to update yourselves?	A. yes	2	40%
		B. No	3	60%
		Total	5	100%
9	Do students have interested to learn reading skill?	A. Yes	1	20%
		B. No	4	80%
		Total	5	100%
10	Do students communicate by English language in class room in reading skill	A. yes	1	20%
		B. No	4	80%
		Total	5	100%

As shown in table 3 above, 2 teachers (40%) prepared themselves when they entered the class room to teach reading skill for grade nine students. But the remaining 3 teachers (60%) didn't prepare themselves while they were entering the class room to teach reading skill. As indicated above 2(40 %) of them pointed out they prepared sometimes. From this the researcher understands that two teachers also didn't prepare themselves to teach class. 2(40%) teachers said that it was important for teaching reading skill whereas 3(60%) of teachers explained that it was not important for preparing themselves for reading skill when they entered the class room. The teachers' responses to item 4 showed that 2(40%) described moderately useful. From this some teachers didn't any interest for preparation of teaching.

From above table information, the researcher concludes that most of teachers didn't prepare themselves when they taught reading skill in class room. This showed that they give attention on other skill of language rather than give reading skill. But some of teachers prepared themselves for reading skill just like other skills of the language when they thought reading skill in class room. Hence all teachers didn't equally prepare themselves during teaching reading in class

room, whereas students kept from teachers a lot of knowledge in the class room when they didn't well prepared they didn't transmit enough knowledge for students.

As explained on item5, 5(100%) all teachers described that the payment that they get was not enough for survival. No teacher answer yes for this question, this shows that it was challenge on teachers to teach freely in the class room. Item6, indicated about team teaching of teachers, the result from teachers showed 3(60%) of teacher answered yes, but 2(40) of teachers answered no and the frequency of this item 7, result also showed that no teacher answer always. Most of teachers 3(60%) answered sometimes made team teaching in class room. The result item 6 and 7 focused on team teaching in the school occurred some times in school. If team teaching occurred in the class room always teachers learned from each other; however, the result described that 60% of team teaching occurred in the school was only sometimes.

Item 8 focused on training given for teachers on skill they taught showed that 2(40%) answered yes, but most of teachers 3(60%) were answered no. As explained above table the training given at the school was not enough for teachers. When there was no training in the school teachers cannot update themselves.

Item 9 indicated that the motivation students have in class room while they learned reading skill. According to the teachers answered 1(20%) of teacher answered yes, whereas 4(80%) of teachers answered no. This result shows that students hadn't any motivation on learning reading skill in class room. This result revealed that it was the main challenge for teachers to teach this skill when they hadn't any interest to learn.

Question 10 focused on communication ability of students in learning reading skill of English language. As result revealed that 1(20%) answered yes, but 4(80%) of teachers answered no. This described that most of students were cannot communicate by using English language when they learned in class room.

In general, in above table there were 10 questioners prepared for teachers on the problems teachers faced during teaching reading skill in class and they answered for those questions. As result table 4 revealed that the great challenges were: lack of preparation of teachers, lack of enough payment on their job, lack of team teaching, lack of in-service- training , students haven't interest to learn the skill.

Table 5: Students’ Response on learning reading skill in class room.

No	Questionnaire item (stem)	Responses in	
		No	%
1	Do you teachers support students on teaching reading skill in class room?		
	A. yes	78	74.3%
	B. No	27	25.7%
	Total	105	100%
2	If your answer to question No 2 is “yes” how often do teachers support students?		
	A. Always	4	3.9%
	B. Usually	14	13.3%
	C. Sometime	60	57.1%
	D. Rarely	-	-
Total	78	74.3%	
3	Are there enough reading materials such as journals, magazines, newspaper and ect. in your school?		
	A. Yes	105	74.3%
	B. No	-	-
	Total	105	100%
4	Do you teachers use additional reading materials in class room?		
	A. Yes	71	67.6%
	B. No	34	32.4%
	Total	105	100%
5	If your answer to question No5 is “yes” how often does you teacher use additional reading materials in class room?		
	A. always	9	8.6%%
	B. usually	31	29.5%
	C. Sometimes	31	29.5%
	D. rarely	-	-
Total	71	67.6%	
6	Do you your families’ support on your reading skill?		
	A. yes	25	23.8%
	B. No	80	76.2%
	Total	100	100%

7	What your families' background looks like?	A. Literate	39	37.1%
		B. illiterate	66	62.9%
		C. undecided	-	-
		Total	105	100%

The above table contains questionnaire items 1-7, which asks students the problem they faced when they learned reading skill in class room. Item1 focused on the support they get from their teachers. As can be seen from the table above, most student respondents to item 1 indicate that 78 (74.3%) answered yes, the left 27(25.7%) of students a. This described that some teachers didn't support their students. Item 2 revealed that 4(3.9%) teachers support their students always, (13.3%) students answered usually, most of students 60(57.1%) said sometimes. From item 1 and 2 the researcher understands that the teachers support their students. However, the support that given for their students is very low. So, when teachers didn't give enough support for students on reading skill in class room students were not give attention for this skill of language Item3 focused on student's reading materials such as: journal, magazine, newspaper and ect, that they get from their school. The result showed that 105(100%) students answered no. This shows that students didn't get those materials from their school to read and increase their ability of reading skill.

Item 4 indicated that additional reading materials teachers used in the class room. As students result showed 71(67.6) answered yes, but 34(32.4%) answered no. And item5 which connected with item 4 described how often teachers used additional reading materials reveals that 9(8.6%) said always, 31(29.5) said usually and 31(29.5) said sometimes. From student's answer the researcher conclude that most of teachers were not use additional reading materials to motivate their students in the class room. Only few teachers used additional reading materials to motivate their students.

Item6 focused on support of families on reading skill at their home. According to above table question 6 explained 25(23.8) answered yes and the left 80(76.2%) students answered no. This describe that most of students didn't get any support from their families at their home on reading skill. To increase their ability on reading skill families have to help their children what they learned in the class room when they didn't help them only teachers cannot change ability of students on this skill. Lack of support students at their home has great challenge on the teacher to teach reading, because students cannot understand what they learned only in class room.

The last item of students question focused on student's families' background. As explained in above table 39(37.1%) answered yes, whereas 66(62.9) answered no. From this answer the researcher comprehend that most of student's families were illiterate to support their children at their home. When families were illiterate, they haven't any ability to help their children on English language. So, illiterate society has impact on what teachers teach in class room.

4.2. Presentation and Analysis of Data Obtained from Observation.

Table 6: The students' response about their Class room observation and the activity affect students reading skill

No	Items	Yes	%	No	%	Total %
1	Do students give attention on reading skill?	20	19.05	40	38.1	57.15
		15	14.28	30	28.57	42.85
		35	33.33	70	66.62	100
2	Are there students participate on the activity their teacher gives in the class?	10	9.52	50	47.62	57.14
		8	7.62	37	35.24	42.86
		18	17.14	87	82.86	100
3	Do students have good attitude towards to learning reading skill?	19	18.1	41	39.05	57.15
		22	20.95	23	21.90	42.85
		41	39.05	64	60.95	100
4	Are students read English words correctly?	52	49.52	8	7.63	57.15
		39	37.14	6	5.71	42.85
		91	86.67	14	13.33	100
5	Is there enough time to do all activity with 40 minutes?	60	57.14	0	0	57.14
		45	42.86	0	0	42.86
		105	100	0	0	100
6	Do students have self-confidence on learning this skill?	25	23.81	35	33.33	57.14
		13	12.38	32	30.48	42.86
		38	36.19	67	63.81	100

As explained on the above table 6 students' class room observation in class room results shows item 1described that 70(66.62%) of students responded no, but 35(33.33) answered yes. From this table result most of students didn't give attention on reading skill in class room. Item 2

showed that students participation in class room, from the result 87(82.81) responded no, 18(17.14) answered yes. This indicated that most of students didn't participate on the activity that teachers give for their students. Item 3 explained that awareness of students towards reading skill showed that 64(60.95%) answered no, 41(39.05%) answered yes. From this we concluded that many of students didn't good attitude towards learning this skill their main target were to learn grammar part than reading skill. Item 4 result described that 91(86.67) answered yes and 14(13.33) answered no. This showed that most of students were pronounced words correctly, but some students couldn't pronounce words correctly.

Item5 result showed that 105(100%) all students answered yes. This revealed that the time given for learning and teaching for activity occurred in class room is not enough. The teacher and students haven't got enough time for discussing everything. Item 6 focused on students' self-confidence on activity that occurred in class room 67(63.81%) answered no and 38(36.19) yes. From this item many students haven't self-confidence on what they learn and the do in reading skill. From above table 6, item1-6 focused on observation occurred in class room the activity they do in the class room. The result showed that most of students haven't any interest to learn reading skill, their main target were to pass from grade to grade by getting only point without getting knowledge over reading.

Table 7: The teachers’ responses on the problem they faced during teaching reading skill in class room.

No	Items	Yes	%	No	%	Total %
1	Do you use students-centered when you teach reading skill?	0	0	3	60	60
		0	0	2	40	40
		0	0	5	100	100
2	Do you give activity for the students that they do at their home?	1	20	2	40	60
		1	20	1	20	40
		2	40	3	60	100
3	Does your school provide additional reading materials?	0	0	3	60	60
		0	0	2	40	40
		0	0	5	100	100
4	Do you prepare clear objective on teaching reading lesson?	0	0	3	60	60
		1	20	1	20	40
		1	20	4	60	10
5	Do you think are students have well prepared on elementary, especially on learning English language?	0	0	3	60	60
		0	0	2	40	40
		0	0	5	100	100

As explained in the table 7, data collected from teachers’ interview, the result of item 1 focused on the teachers method use in class room while teaching reading skill, they answer 5(100) answered no, this results showed that all teachers used lecture method than student-center, because they said students didn’t interest to discuss the activity given for them. Item2, focused on activity teachers give at their home, the respondents were said 3(60%) answered no, but 2(40) of students responds yes. From this most of teachers didn’t give home-work for their students because students haven’t interest and they didn’t get support from their families on activity given for them as well as they didn’t follow what their children learned.

Item 3 above give attention on material that provide for teachers, 5(100%) said no. This showed that all teachers didn’t get additional reading materials for them as well as for their students. The school hasn’t enough budgets for occur learning and teaching process.

Item 4, focused teachers clear objective they have on reading, 3(60) said no, 2(40) of teachers answered yes. From this most of teacher didn’t clear plan on teaching reading, but some of them have good plan on teaching reading plan. Most of teachers focused on teaching on grammar than teaching others skill.

The last item focused the background of students they have over English language. As result explained that 5(100%) said no. They described that most of students haven't learned by English language teachers, those teachers haven't know the rule of the language has and they taught only what they know when they learned and those teachers was taught many other subject and they haven't got reading time for those subject one by one. Those students hadn't get enough knowledge at this level.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This part of the thesis briefly summarizes what has been said in the previous chapters; gives conclusions and presents possible recommendations. .

5.1. Summary

Major problems teachers faced in teaching reading skill

As the results of the respondents teachers and students and the classroom observation revealed, lack of preparation.

- Students found it difficult to understand the reading skill which is not interesting to them.
- Most teacher and student responded and the result of classroom observation showed that the time given to reading was not enough.
- Lack of additional reading materials in the school
- The students didn't get additional support from their families.
- Most of the teachers are not trained in teaching reading skill. They all have BA and teaching experiences which range from 2– 6years. However, they did not take any sort of in-service training on reading English.

5.2. Conclusion

The objective of the study was to investigating the problems teachers face in teaching reading skill in English class room in grade 9. To achieve this target, 3 research questions were formulated. These were:

1. What teachers relate problems affect teaching of reading?
2. What students relate problem affect teaching of reading?
3. What other factors affect teaching of reading?

The data required to answer these questions was collected using a questionnaire, classroom observation and interview. Finally, after the data was analyzed in frequency and percentages, the following were the conclusions made based on the analysis and interpretation of data.

- The experience of teachers at secondary school level they had is very low, two teachers had 3 years' experience, 2 teachers had 2 years' experience and the left 1 teacher had one year experience

- Most of teachers didn't prepare themselves before enter class to teach reading skill. Only 40% prepare themselves on reading skill, 60% didn't prepare themselves.
- The other challenge of teachers faced was Low payment for teachers on what they did and lack of other service from government.
- There was team teaching in the school, 60% made team teaching and 40% were not made team teaching. The team teaching occurred in the school around 60% sometimes. So that, there is no enough team teaching in the school.
- The training given for the teacher was not enough, because 40% teachers accept training and 60% of teachers didn't accept in-service training.
- Students hadn't any interest to learn reading skill, 80% teachers said students haven't any interest and 20% of teachers said they have interest. Most of students haven't interest to learn this skill.
- Most of the students didn't communicate by English language in class room around 80% of student's cannot communicate and only 20% of students communicate by English language. So, there were difficulties of language.

5.3. Recommendation

Based on the conclusions made, the following recommendations are forwarded.

- Teachers should be prepared themselves on what they teach before they entered class room and school direct should have to follow whether they prepare or not by entering supervision in the class room.
- The government should be paid enough payment for teachers to change their life.
- Teacher should be able made team teaching to increase ability to teach in English language and the school must prepare the situation for teachers to learn from each other.
- Teachers should be given the relevant training on how to teach reading skill in class room. The government had to prepare the budget for teachers to be trained.
- Teachers proficiency in teaching should be increase themselves by reading different reading materials and they have to follow technologies that important to update themselves on their education.
- Students should be practice to communicate by using English language while they were learning in class room as well as teacher must be made good situation for students as the practice this language

- The school and teachers should be made good situation for the students that they need different learning style.
- The government should have to decide enough budget for school and the school have to create it's income by using different system in the school,
- Parents should have support their children on education they learned at the school. If they haven't ability to help them by knowledge, they have to bring another person who has enough knowledge on what they learned at the school.
- Teacher should have to motivate their students on reading skill in class room and they have to use different method of teaching that suitable for reading skill
- Teachers on their part should exert maximum effort to prepare materials that best suit their students. They should take time and prepare thoroughly before they come to class to teach reading skill.
- Ministry of education should have also make effort to give additional reading resource that important for the school such as: newspapers, magazine, journals, and internet service.
- School's committee should be done with school administers over the budget by buying important reading resource; they should motivate their teachers to be teach their students efficiently.
- Finally, the researcher believes that no claim of comprehensiveness is made here. As a result, further research should be carried out to replicate the findings of the study.

Reference

- Abraham, C. and Graham, J. 2009. Reading, breaking through the Barriers: Reading a discussion guide. Taylor and Francis: Montreal.
- Aebersold, J. and Field, M.** 1997 from Reader to Reading Teacher: Issues and Strategies for Second Language Classrooms.
- Barr, R. and Johnson, B.** 1997. Teaching Reading and Writing in Elementary Classrooms. New York: Longman
- Carrell, P.L. 1988.** “Interactive text processing: implications for ESL/ Second Language reading classrooms.” In Carrell, P.L., Devine, J. and Eskey, D.E (eds.). Interactive Approaches to Second Language Reading. Cambridge: Cambridge University Press.
- Cook, G. 1994.** Discourse and Literature: The Interplay of Form and Mind. Oxford: Oxford University press.
- Davies, Florence** 1995. Introducing Reading. London: Penguin Group.
- Devine, L.** (1981). Reading in High schools. New York: Collier Educational Corporation.
- Dubale Lawgaw .1990. “The Impact of Reading Ability in English on the Performance of Some Content Subjects.” Unpublished M.A. thesis, Addis Ababa University.
- Dubin, F. and Bycina, D. 1991. “Academic Reading and ESL/EFL Teacher” in Celce Maurcia (ed.). Teaching English as Foreign and Second Language. Second edition. Boston: Heinle and Heinle publishers
- Eskey, D.E.** 1988. “Holding in the bottom: an interactive approach to the language problems to second language readers” in carrel, P.L. Devine, J. and Eskey, D.E. (eds.). Interactive Approaches to Second Language Reading. Cambridge: Cambridge University Press.
- Grabe, W. 1988.** Reassessing the term “interactive” in Carrell, P.L., Devine, J. and Eskey D.E. (eds.). Interactive Approaches to Second Language Reading. Cambridge: Cambridge University Press.
- Grellel, F.** 1981. Developing Reading Skills: A Practical guide of reading comprehension exercises. Cambridge: Cambridge University press.
- Harmer, J. 2007.** The Practice of English Language Teaching, 4th Ed. Pearson education Limited
- Hirvela, Alan.** 1996. "Reader Response theory and ELT." ELT Journal Vol. 50/2:127- 132.
- Khand, Z.** (2004). Teaching Reading Skills: Problems and Suggestions. <http://bzuedu.pk/jrlanguages/vol-5%20-2004/ziauddin%20khand-4-pdf>.
- McDonough and C.Shaw.** 1993. Materials and Methods in ELT. Oxford: Blackwell. McKenna, M.C, and Robinson, R.D.. 1993. Teaching through Text: A content Literacy Approach to content Area Reading. New York and London: Longman publishing group.

- Mei-yun, Yue.** 1994. "Teaching Efficient EFL Reading." Selected Articles from the English Teaching forum Anthology 1989-1993. Mera, Rivas. 1999. "Reading in recent ELT coursebook." *ELT Journal* Vol. 51 1:13-2
- Melekoglu, M.A., & Wilkerson, K.L. (2013). Motivation to read: How does it change for struggling readers with and without disabilities?. *International Journal of Instruction*,6(1), 77-88
- Moje, Mera, Rivas. 1999. "Reading in recent ELT coursebook." *ELT Journal* Vol. 51 1:13-21 Ministry of Education. 1995. *English for Ethiopia: Grade 9 Book 1 Teacher's Book*. Addis Ababa
- Morgan, P. L., & Fuchs, D. (2007).** Is there a bidirectional relationship between children's reading skills and reading motivation? *Exceptional Children*, 73 (2), 165-183.
- Neyman, P.F. 2002.** Helping children learn to think in English through reading storybooks. *The internet TESL journal*, vii (8).
- Nuttall, C. (1982).** *Teaching Reading Skills in a Foreign Language*. London: Heinmann Education aBook Ltd.
- Palmer, C. (1993).** Innovations and the Experienced Teacher. *ELT Journal*, Vol. 47/2: 166-171.
- Samuels, J. and Kamil. M. 1988.** "Models of reading process" in carrell, P.L., Devine, J. and Eskey, D.E. (eds.). *Interactive approaches to second language Reading*.
- Schweers, C.W.1999. Using L1 in the L2 Classroom, *English Teaching Forum*, 37(2), pp.6-13
- Smith, F. (1988).** *Reading*. Cambridge: Cambridge University Press. Stanley, G. (2005). *Extensive Reading*. <http://www.teaching English. org.uk/think/read/ extensive.shtml>.
- Swaffar, J., M. Arens, and H.Byrens. 1991. New Jersey: Prentice Hall. *Reading for Meaning: An Integrated Approach to Language Learning*. Swanborn, M. and de Gloppe, K. 2002. "Impact of Reading Purpose on Incidenta
- Taye Regassa (2004).** "Performance of Freshman and Preparatory Origin Students on a Reading Comprehension Test: A Comparative Study." Unpublished MA Thesis, Addis Ababa University.
- Vegas, E. 2005.** Incentives to Improve Teaching: Lessons from Latin America. *SACAT*, 23(1): 435.
- Wallace, C. (1992).** *Reading*. Cambridge: Cambridge University Press
- Wallace, C. 2001.** "Reading" in carter, R and Nunan, David (eds.). *The Cambridge Guide to Teaching English to speakers of other languages Teaching Language as Communication*. Cambridge: Cambridge University press
- Wells C. (2007).** *Motivational Techniques for Improving Reading Comprehension among Inner-city High School Students*. YaleNew Haven Teachers Institute.

Direction III: The items below are concerned with the problem teacher face in teaching reading in class room. Read them carefully and give your response by putting a tick /√/in the boxes.

1. Do you prepare yourself to teach reading skill before you entered the class room?
 - A. yes
 - B. No
2. If your answer to question No 1 is “yes” how often do you prepare?
 - A. Always
 - B. Usually
 - C. Sometime
 - D. Rarely
3. Does important for teacher to prepare him / her for teaching reading?
 - A. Yes
 - B. No
4. If your answer to question No 3 is “yes” how useful it is?
 - A. very useful
 - B. Moderate useful
 - C. Useful
 - D. hardly useful
5. Do you get enough payment for what you do?
 - A. yes
 - B. No
6. Is there team teaching in your school?
 - A. Yes
 - B. No
7. If your answer to question No 6 is “yes” how often do you make team teaching in the school?
 - A. always
 - B. usually
 - C. Sometimes
 - D. rarely
8. Do you take enough training for update yourselves?
 - A. yes
 - B. No
9. Do you students have interested to learn reading skill?
 - A. Yes

APPENDIX-C

Class room Observations

Please put a tick mark in the column corresponding to your answer.

No	Items	Always	Usually	Sometimes	Rarely	Not at all
1	Do you follow reading skill in class room?					
2	Do you participate in class room on activity your teacher gives					
3	Do students practice reading in class room					
4	Do you finish all activity with 40 minute when you learned in class?					
5	Do you have full confidence on what you read					
6	Have you done your homework?					

APPENDIX-D

Interview

Please put a tick mark in the column corresponding to your answer.

No	Items	Always	Usually	Sometimes	Rarely	Not at all
1	Do you use students-centered when you teach reading skill?					
2	Do you give activity for the students that they do at their home?					
3	Does your school provide additional reading materials?					
4	Do you prepare clear objective on teaching reading lesson?					
5	Do you think are students have well prepared on elementary, especially on learning English language?					