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Investigating the Practice of Teaching Reading skill

Grade 9 Koye Secondary School in Focus

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**INVESTIGATING THE PRACTICE OF TEACHING READING SKILL
GRADE 9 KOYE SECONDARY
SCHOOL IN FOCUS**

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BIOGRAPHICAL SKETCH

The author was born in August 30, 1976 EC in Dire Dawa. She attended her elementary school (Grades 0-10) at Birsate Gebreal School (BGS) and preparatory school (Grades 11-12) at Dire Dawa High School. Then, in 1997 she joined Dilla University Department of English. After she graduated with BED in English with Amharic minor in 1999 E.C and she was employed by ministry of education to Addis Ababa, in Ledeta sub-city in 2000 EC. After she served for 9 years, she joined Addis Ababa University school of Graduate Studies and received her MA degree in EFL in 2015 EC.

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Table of Contents

Contents	page
Acknowledgements.....	i
Table of Contents.....	ii
CHAPTER ONE	1
1. Introduction.....	1
1.1 Background of the Study.....	1
1.2. Statement of the Problem.....	3
1.3 Objectives of the Study	5
1.3.1. General Objective	5
1.3.2 Specific Objectives	5
1.4 Delimitation of the Study	5
1.5 Significance of the Study	6
1.6 Limitations of the Study.....	6
1.7 Definition of key terms	6
CHAPTER TWO	8
REVIEW OF RELATED LITERATURE	8
2.1 Introduction.....	8
2.2. Definition of Reading.....	8
2.2 Reading Comprehension	9
2.3 The Purpose of Reading.....	11
2.4 Types of Reading	11
2.4.1 Intensive Reading	12
2.4.2 Extensive Reading.....	12
2.5 Reading Strategies.....	13
2.5.1 Reading Strategy Instruction	14
2.5.2 Implicitly Strategy Instruction.....	14
2.5.3 Explicit Strategy Instruction.....	14
2.6 The Role of Teachers in Reading Strategies Instruction.....	15
2.6.1 The Role of the Teachers in Intensive Reading.....	16

2.6.2 The Role of the Teacher in Extensive Reading	17
2.7. The Role of Students in Learning Reading Skill.....	18
2.8 Classification of Reading Strategies	20
2.8.1 Meta-cognitive Strategies	20
2.8.2 Cognitive Strategies.....	20
2.8.3 Supportive Strategies.....	20
2.9 Strategies in Teaching Reading Comprehension	21
2.10 Types of Reading Strategies.....	22
2.10.1 Skimming.....	22
2.10.2 Scanning	22
2.10.3 Making Predictions.....	23
2.10.4 Questioning.....	23
2.10.5 Inferring	24
2.10.6 Summarizing.....	24
2.11 Phases in Teaching and Learning Reading	25
2.11.1 Pre-reading.....	25
2.11.2 While-reading	26
2.11.3 Post- reading	27
2.12 Models of Reading Process	28
2.12.1. Bottom-up Approach of Reading	28
2.12.2 Top- Down Approach of Reading	29
2.12.3 Interactive Model of Reading	29
2.13 Materials for Teaching Reading.....	30
2. 14 Previous Related Works	31
CHAPTER THREE	32
RESEARCH DESIGN AND METHODOLOGY	32
3.1 Introduction.....	32
3.2 Research Design and methodology	32
3.2.1 Research Setting	32
3.2.2 Participants of the Study	33
3.2.3 Sample size and Sampling techniques	33
3.3 Data Collection Instruments.....	34

3.3.1 Questionnaire for Students	34
3.3.2 Classroom Observation for teachers.....	34
3.3.3 Interview for Teachers	35
3.4 Procedure of Data Collection	35
3.5 Procedure of Data Analysis.....	36
3.6 Ethical Considerations.....	36
CHAPTER FOUR.....	38
RESULTS AND DISCUSSION	38
4.1Introduction.....	38
4.2 Analysis of Questionnaire for students	38
4.2.1 Introduction	38
4.3 Analysis of Classroom observation for teachers	46
4.3.1 Introduction.....	46
4.4 Analysis of Interview Questions for English Teachers.....	51
4.4.1 Introduction.....	51
4.5 Discussions	54
CHAPTER FIVE	55
5. Summary of Findings, Conclusions and Recommendations	55
5.1 Introduction.....	55
5.2. Summary of Findings	55
5.3 Conclusions.....	57
5.4. Recommendations	58
REFERENCES	59
APPENDICES	65
APPENDIX A.....	65
Questionnaire to be filled by Students	65
APPENDIX B.....	68
Classroom Observation Checklist.....	68
APPENDIX C	70
Interview Questions for English Teachers.....	70

List of tables

Table 1: Students' reflection on pre-reading activities	39
Table 2: Students' reflection on While-reading activities	41
Table 3: Students' reflection on Post-reading activities	44
Table 4: Classroom observation on pre-reading check list	47
Table 5: Classroom observation on while-reading check list.....	49
Table 6: Classroom observation on post-reading check list.....	50

ABSTRACT

The main purpose of this research was investigating teachers' practices of teaching reading skill in Koye secondary School, grade 9 in focus. The study was conducted to seek how English language teachers teach reading comprehension, to examine the strategies suggested in teachers' guide to teach reading, to identify what problems, teachers face in teaching reading skill and to describe what problems students face in learning reading skill. This study confines itself to describe teachers' practice of teaching reading skill in Koye secondary School, grade 9 in focus. Koye secondary school which is found in Akaki Kaliti Sub City in Addis Ababa. In order to collect data, the researcher used the three instruments; questionnaires, classroom observation and interview. The questionnaire was distributed to students. Moreover, the participants were selected randomly through random sampling technique specifically lottery method. There were 753 total number of students in the proposed school. Therefore, from 12 section of grade 9 students the researcher used 113 students or 15% of them were selected as a representative sample of the study to fill the questionnaire. For classroom observation and interview five English teachers who taught currently in grade 9 were selected using comprehensive sampling method. The items were accompanied by five Likert-type rating scale ranging from "Always", to "Never" to check how English language teachers practice teaching reading skill. The observation also arranged for ten sessions of 5 teachers and each teacher observed twice to see what was going in the actual classroom. And a semi-structured interview was organized for 5 teachers. After collecting data, the data were organized and analyzed both qualitatively and quantitatively. The qualitative data were preparing by narratives. Quantitative data were analyzed using frequency and percentages. The overall finding of this study reveals that teachers didn't implement the three phases (pre, while, and post-reading) to teach reading. Moreover, teachers were dominated by loud reading. And students didn't encourage to read supplementary materials by their teachers. Therefore, based on the above findings the following recommendations were drawn. for example: Teachers should encourage students by teaching different types of reading strategies explicitly and implicitly, teachers implement the strategies of teaching reading which are suggested in the teachers' guide. And teachers should implement the three phases in reading classroom.

ACRONYMS

L1: First Language

EL: English Language

SL/2L: Second Language

RS: Reading Strategies

NRP: National Reading Panel

ELT: English Language Teacher

FLL: Foreign Language Learner

EFL: English as a Foreign Language

ESL: English as a Second Language

CHAPTER ONE

1. Introduction

This chapter presents the background of the study, statement of the problem, general objective, specific objectives; research questions, delimitation of the study, significance of the study, limitation of the study, and definition of key terms.

1.1 Background of the Study

Ever since the teaching and learning of languages started, scholars in the field have been striving to come up with appropriate and effective ways of teaching and learning both first and second as well as foreign languages. English is one of these foreign languages that are widely taught in schools around the world Brewster (1992), Mesfin (2008), (cited in Dereje 2013).

Given the fact that language learning is mainly the mastery of the four language skills, it calls for well-designed teaching procedures and strategies to enable students at different levels to make use of the target language appropriately. Specifically, reading provides effective and adequate ways of learning a language. Therefore, reading skill is one of the most important issues in academic achievement for students of English as Foreign Language. Most importantly, in educational setting where a foreign language serves as the medium of instructions at secondary school level, as in the case of Ethiopia, the role of reading skill is significant in the students' academic career. Furthermore, Nuttal (1982) and Wallace (1992) cited in Chali (2018) argue that reading can mean the ability to understand or interpret a text. With strengthened reading skills, students will make greater progress and attain greater development in all academic areas.

Atkins (1996) indicates that many writers assert reading is the most important skill for SL or FLL in academic context and that in high school and colleges or tertiary levels in Ethiopia, where English is used as the medium of instruction, reading is the most important of the four skills. This is basically because the students' eventual academic success or failure depends to a large degree on their ability to comprehend the textbooks and notes they receive in different subjects they study. Amlaku (2008) (cited in Dereje 2013) states that English in Ethiopia is a medium of instruction from secondary school through higher education but the learners'

proficiency remains always poor and the effectiveness of English language teaching remains always questionable, despite the efforts being undertaken by the institutions. He also reported that teachers have not understood the importance incorporating basic reading phases and related strategies. Mesfin (2008) also indicated that the practices of teaching reading in schools were traditional where current techniques and procedures of teaching and learning English as a foreign language have not been used. It has been dominated by reading aloud where pre-reading, while and post reading activities are not implemented.

Aydogdu (2007) stresses that, reading as a receptive language skill, is vital for language learning. It is the most common way of acquiring information. Individuals usually learn by reading printed materials or electronic resources. Reading is an active skill since the reader applies many skills and strategies while he/she is reading. This is to mean, reading skill cannot be confined just a decoding process of making sense of letters. Reading skill is tremendously important in promoting learning and acquiring information; however, students may face numerous problems at the comprehension level.

The researcher, as an English language teacher has witnessed that most of the students of Koye secondary school are not good at reading and comprehending texts.

Scholars like Grellet (1981) states that reading comprehension is a process of extracting and understanding the required information from texts. Reading is clearly one of the most important skills in language learning. Nuttall (1996) recommends that a textbook should contain a variety of reading tasks such as making predictions, skimming, scanning, inferring the meaning of new words from the context, interpreting information, identifying facts and opinions, transforming information and summarizing so as to make students rich in various reading skills. Brown (2007: 119) states that strategies are special methods of approaching a problems or task modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. In addition, strategies are used by the teachers are the approaches that have been used in the implementation of the method.

According to David (1991) teaching strategies are a plan, method, or series of activities designed to achieves particular educational goals. Based on the explanation above, it can be concluded that

teaching strategies are a plan that contains a series of activities that the teachers and students use to achieve specific educational goals.

According to Grabe and Stoller (2002) (cited in Chali 2018) the most common way for students to learn new information is through reading. Therefore, students must be able to understand what they read and do something with it. Students have to know the reading skills and techniques to achieve the reading comprehension. Grabe and Stoller (2002) stated that reading comprehension is the ability to understand the information and interprets appropriately. Thus, teachers play essential roles in developing the basic reading skills in every student.

According to Koda (2004) points out that strategic reading can not only compensate for learners. Comprehension deficiency also develops their critical thinking. So, teachers need to be familiar with various reading strategies and demonstrate those strategies to help their students in reading.

Therefore, it is essential to see teachers' teaching practice and identify how teachers teach reading in their reading classroom and the strategies they employ to achieve the desired goal in reading classes. In view of this, the purpose of this study was investigating the practice of teaching reading skill.

1.2. Statement of the Problem

The skill like reading help learners to benefit a great deal of educational activities. In addition, reading is a base to the successful achievement of all other subjects. Especially, for secondary school students not only reading is essential but also ability to comprehend a given text. The teacher's guide for the course book for grade 9 suggests pedagogical procedure that English language teacher should follow to implement the reading lesson. However, when reading activities are given students do not have interest to read and they are frightening to read in front of their classmate. Moreover, when teachers give direction for their students to read, students come without their text book. At a moment teachers discourage and pay no attention to teach the skill.

These inspired the researcher to look into investigating the practice of teaching reading skill among grade 9 English language teachers exhaustively. And also the researcher believes that

applicable pedagogic decision and reading strategies are relevant for the selected grade level and school.

According to (Gilani, Ismail and Gilakjani 2012, p. 79-95) (cited in Dereje 2013) argued that it is essential for English Foreign Language teachers to be familiar with reading strategies and expose their students to the various kinds of reading strategies so that students know how and when to utilize them. It is true that teaching effective reading involves teaching the sub skills of reading.

- ❖ According to Mei-yun (1988, as cited in Aydogdo, 2007), students have some problems in reading classes. These problems result from poor instruction of reading strategies on how to read more effectively.
- ❖ Reading word by word, relying too heavily on their visual information, generally impedes their reading speed and hampers their comprehension.
- ❖ Focusing too much attention on form at the expense of meaning.
- ❖ Paying too much attention to details, with the result that they often miss the main ideas and see only the trees instead of the forest.
- ❖ A small reading vocabulary and heavy reliance on the use of the dictionary for word meaning. Limited background knowledge.

Among the local studies conducted in the area of reading skills, Alamirew, (2001); Mesfin; (2008) and Dereje, (2008) are some examples. In addition to these, Dereje (2008) indicated that teachers hardly emphasize on the usefulness of effort in promoting students' reading skills and engagement; and students get engaged in reading by their effort. As far as the researcher's knowledge is concerned, there are only few local studies conducted on the area of reading strategy. Girma (1994) in his study entitled "A preliminary investigation into the reading strategies of AAU first year students." indicated that most of the subjects had low awareness of reading strategies that may facilitate successful reading. Moreover, Melkamu, (2002) and Getachew, (1996) show that teachers rarely help their students to develop and use effective reading strategies which increase their reading skill. However, these researchers did not adequately assess the practice of teaching reading skill that English teachers employed in classroom.

Therefore, the purpose of this study was to describe the practice of teaching reading skill in reference to grade 9 at Koye Secondary school in Akaki Kality Sub City in Addis Ababa.

Most specifically, this study was designed to answer the following specific questions:

1. How do teachers in Koye secondary school teach reading in English classroom?
2. What strategies are suggested in the teacher's guide to be used to teach reading?
3. What problems do teachers face in teaching reading skill?
4. What problems do students face in learning reading skill?

1.3 Objectives of the Study

1.3.1. General Objective

The general objective of the study was investigating the practice of teaching reading skill.

1.3.2 Specific Objectives

The specific objectives of this study were:

- To investigate how English language teachers teach reading skill.
- To examine the strategies suggested in teachers' guide to teach reading.
- To identify what problems, teachers face in teaching reading skill.
- To describe what problems students face in learning reading skill.

1.4 Delimitation of the Study

According to the Woreda Education office in 2015 E.C. there were 12 governmental secondary schools in Akaki Kality sub city. However, due to time and budget constraints the researcher focused on Koye secondary school where the researcher was teaching.

1.5 Significance of the Study

The main purpose of this study was investigating the practice of teaching reading skill in English language classroom. Therefore, the researcher believed that the study would have the following significances.

- ✓ It basically helps teachers to evaluate their teaching strategies in grade 9 reading classrooms. In addition, it reminds teachers to implement reading strategies in English language classroom.
- ✓ It encourages students to learn reading skill using effective reading strategies they get from their teachers.
- ✓ It can also help teachers to take remedial actions to improve students' reading skill.
- ✓ Also, this research helps those interested bodies to conduct further research related to this similar topic as reference.
- ✓ Helps English language department as a reference to realize in detail whether they have practiced the strategies of reading appropriately or not.
- ✓ To help English language teachers whether they have poor instruction of reading strategies in order to support students on how to read more effectively.

1.6 Limitations of the Study

This study was limited to one school due to the limited sample of the population of the study and time to address all high school level of students in the target school. In addition, unavailability of reference materials related to the study and lack of internet access in the school limited the works of the researcher. Moreover, some of English teachers were not willing to cooperate. Especially, asked for interview and to be observed during data collection. However, the researcher tried to convince the interviewee and went to different areas to get WIFI connection which helped her to get different information related to the study.

1.7 Definition of key terms

In this section some terms which are subjected to have many meaning was defined. The definitions were given from the researcher's view to avoid ambiguity.

Reading strategies: The first definition was that a strategy was regarded as purposeful means of comprehending the author message or intentional action chosen to facilitate reading at any level of processing.

Reading phases: refers to step or stages that teachers or students should practice and follow procedures i.e. before or pre-reading, while-reading and after or post-reading lesson.

Reading strategy instruction: gives students a guideline for how to think about what they are reading.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews empirical and theoretical literature related to the topic of the study. It presents about definition of reading, reading comprehension, the propose of reading, types of reading, intensive reading, extensive reading, reading strategies, reading strategy instruction, implicitly strategy instruction, explicit strategy instruction, the role of teachers in reading strategy instruction, the role of teacher in intensive reading, the role of teachers in extensive reading, the role of students in learning reading skill, reading strategies, classification of reading strategies, meta-cognitive strategies, cognitive strategies, supportive strategies, types of reading strategies, skimming, scanning, making predictions, questioning, inferring and summarizing. Phases of teaching and learning reading, pre, while, and post reading. Models of reading process, bottom-up, top-down and interactive model of reading. Materials for teaching reading, previous related works.

2.2. Definition of Reading

Nuttall (1996, p,4) states that “In reading, the main purpose is the extraction of meaning from writing. In her opinion, what is important is the reader’s ability to decode message transmitted by the writer. Our business is with the way the reader gets message from a text”. Moreover, Nuttall (1996) states that, “reading means getting out of the text as nearly as possible the message the writer intends to convey.” As stated by Carrel, (1989:2) “reading as decoding of reconstructing the writer’s meaning through recognizing the letter, words and creating a meaning for the text from the smallest textual unit at the bottom’ (letter and words) to larger and larger unit at the ‘Top ‘(phrase and clause). This means reading is merely decoding of graphic representation by matching letters sound relationships. Thus the reader is passive receiver of the message in the text.”

Reading is one of the language skills which is very important to be learned by the students. Reading is very important for teacher to establish reading skills for their students. Many specialists defined reading as the process of putting the reader in contact and communication with ideas. Reading is simply one of the many ways in which human beings go about their basic business or making sense of the world. Reading is the ability to draw meaning from the printed page and interpret this information appropriately (Grabe, 2002). As point out by (Waran 1995 p,39-94) cited in Birhanu (2010) “Reading as the total understanding of a message in a ‘text’. This mean the meaning is not merely lying in the text waiting to be passively absorbed.”

According to Hedge (2000:32), states “reading is not the careful recognition and comprehension of each word on the page in sequence.” According to these authors, in order to read a text a reader is not expected to know the meanings of each word on the page. The implication is that it is possible to understand a text even if there are some words which we may not know. Sometimes we can ignore them as long as they do not affect our understanding or try to guess their meaning from the context.

2.2 Reading Comprehension

Comprehension is making a sense out of text (McNeil, 1992). Reading in this case is the result of interaction between the perception of graphic symbols that represent language and the reader’s prior knowledge. As the result of interaction reading (comprehension) is a process of getting information from context and combining disparate elements into a new whole. It is a process of using reader’s existing knowledge (schemata) to interpret text in order to construe meaning. Reading, therefore, involves reader’s schemata about the text and reader’s ability to identify the text structures to get the meaning of the text comprehensively. Reading involves meaning in the transaction between reader and writer.

The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the write’s words and then using background knowledge to construct approximate understanding of the writer’s message (Lenz, 2005).

By reading, people may get a lot of information. The more he/she reads, the more information he/she will get. Reading makes someone smarter and creative as stated by Laddo (2007). Reading can easily be defined as the process in which a person receives and interprets a message from printed materials. Reading is the process of how information is processed from the text into meanings, starting with the information from the text, and ending with the reader gains.

Reading involves meaning in the transaction between reader and writer. The act of reading is an empty, vacuous event without meaning (comprehension). Meaning does not lie hidden in the text. The text provides clues that help the reader to construct meaning. Meaning is derived from the transaction, which occurs between the writer of the text and the reader. Reading comprehension is an active process that takes place behind the eyes. How the human brain processes text information is the key to making meaning? From an interactive point of view, information process is often triggered by the knowledge the reader brought to print. Readers build meaning by connecting new knowledge to knowledge they already possess (Vacca, Vacca and Gove, 1991).

Not only must the readers use background knowledge to comprehend, but they also bring into play knowledge about the text itself. As readers mature, they become more sophisticated in recognizing the ways that text selections are organized in expository and narrative writing. To engage in reading is a meaning activity, readers must search for and find structure in everything they read. Moreover, according to Brown (2004), the aim of teaching reading is to make students become effective and efficient readers. In order to get the target, the teacher needs to use strategy of reading comprehension.

Reading Comprehension skills are considered as devices used by readers to make decisions about meaning before, during, and after reading. Research has identified some of these strategies such as; using background knowledge, Self-questioning, making inferences, predicting, visualizing, and summarizing (Texas Education Agency Handbook, 2002). Through the following strategies, students can identify their reading purposes, define the important ideas in the text, control their reading, repair their understanding, and improve their comprehension rates.

Therefore, reading comprehension is the most important academic fundamental, with immeasurable benefits. Some reading comprehension benefits are well-documented; improved reasoning skill, better, more insightful writing, fast reader, and better performance in any subjects. Without comprehension, students gain no meaning from what they read. Comprehension strategies are used to increase learners understanding of the text to help them become effective readers by engaging with the text.

2.3 The Purpose of Reading

This concept has been used to refer to the reasons a person chooses to read. These have typically included recreation, understanding life, understanding others, and understanding one's self (Thomas, 2001). Reading has both pragmatic and recreational purposes. According to Linderholm (2006), it is intuitive to believe that the purpose with which individuals read influences the entire process of reading, as well as its various different outcomes. Reading purpose has been established in academic literature as a determining factor in achieving certain measures of reading success. When students read with the purpose of memorizing facts and figures, they fail to adjust their reading process to account for a more critical understanding of the text.

Linderholm, Cong, and Zhao (2008) emphasized that significant findings have established the importance of reading purpose to comprehension and reading success. According to them, when individuals are cognizant of their reading purpose, they use different skills and tap into different resources in order to achieve their goals. Moreover, Williams (1984:125) states „„being able to read skillfully and flexibility is important use of language.” Grellet (1981) also noted that understanding a written text means extracting the required information from it as effectively as possible. From this it can be understood that the ability to comprehend a written text requires a special skill of reading and this was the most important issue that the study concentrated on.

2.4 Types of Reading

In dealing with the types of reading scholars divide reading in to two kinds, depending upon the purpose of the text for reading, the length of the text and the classroom procedure as well as the very objective the text is prepared for. Accordingly, the two types of reading which is intensive

and extensive reading. These two types of reading however are complementary and learners should be exposed to both types Nuttall (1996).

2.4.1 Intensive Reading

Intensive reading has been explained by different writers. According to, Waran (1995:39) as cited in Birhanu (2010), intensive reading means students are expected to understand everything they read and be able to answer detailed vocabulary and comprehension questions. According to Waran (1995), intensive reading is used for: getting at the central idea, locating the meaning for the passage as a whole, getting at the meaning of individual sentences, understanding the sequence and interpreting information. Intensive reading refers to the reading of short text.

The main purpose of this type of reading is understanding the meaning of the text in general or the specific information. Hedge (2000) explains intensive reading as a type of reading that is concerned with looking at a text carefully for the purpose of choosing precise words or phrases. Thompson (2001) also in dealing with this specific type of reading says that intensive reading is a kind of reading of short texts for comprehension.

In other words, intensive reading is used to refer to short texts that students can be asked to read, to find out the main ideas, and to build their understanding of the text. The main aim of this kind of reading is to focus on the meaning of the text and how this meaning is produced. According to (Nuttall, 2005), learners need to try to comprehend the text as good as necessary in an intensive reading activity. Still, Students are required to focus on a small amount of material under the guidance of their teachers who can introduce short texts and stories so as to develop intensive reading skills and strategies.

2.4.2 Extensive Reading

Extensive reading has been explained by different writers. For instance, Sesnan (2003) explains it as a type of reading a text in a widely manner but not deeply where the aim is for pleasure and entertainment in which the written texts are not studied in detail. Thompson (2001) also explains it in a similar way by saying that it is a reading of books and magazines etc., meant for pleasure,

to obtain information or to satisfy interest. According to these scholars it seems that extensive reading is a usual kind of reading that takes place out of class room in most instances.

Nuttall (1996) explains that extensive reading and intensive reading are not contrasting types of reading rather they are complementary and both are important and necessary in the practice of teaching and learning reading. Extensive reading texts should be selected in accordance with the reading pace and ability of the student. Therefore, the purpose of extensive reading is to let learners practice reading without the help of the teacher at home or elsewhere.

In addition, extensive reading is a type of reading that helps learners to choose from a variety of non- academic texts such as fiction series, detective stories, and biographies. Certainly, students are given the opportunity to read texts at lower and higher levels. Through this process, they can develop a comprehensive data base and increase their background knowledge as they are exposed to a variety of subjects (Nuttall, 2005).

According to Waran (1995:94) intensive reading helps to improve extensive reading, but the latter also needs to be practiced in its own right, principally to give students confidence in dealing with authentic materials. Extensive Reading does not simply to understand every word, but it is a kind of reading in which learners should use to understand in general.

2.5 Reading Strategies

Reading strategy may be defined as an action or series of actions employed in order to construct meaning. According to Carrel (1998) states, “reading strategies are of interest not only for what they reveal about the way reader manage their interaction with written text, but also for how the use of strategies is related to effective reading comprehension.” In short, RS are characterized by three elements: they are deliberate, goal/problem oriented, and reader controlled.

Reading involves some strategies which are implemented according to particular purposes. For example, learners do not need to read the whole text in order to check specific information. However, they need to understand and reflect on the text meaning when they are asked to learn something from their reading. According to Brown, (2000) whenever teachers teach reading strategies, they have to make sure that students know their purpose in reading something.

There are number of studies to consolidate this (Anderson, 1991); (Carrel, 1989) ;(O'Malley et al 1998). If students are expected to be effective reader, they should become strategic readers. To help them to become strategic readers, it needs teaching them how to use specific reading strategies which should be the primary concern in reading instruction classroom.

Strategies allow reader to elaborate, organize and evaluate information derived from text, the acquisition of reading strategies coincides and overlaps with the development of multiple cognitive strategies to enhance attention, memory communication, and learning, strategies are personal cognitive tools that can be used selectively and flexibly, strategic reading reflects metacognition and motivation because readers need to have both the knowledge and disposition to use strategies, and strategies that foster reading and thinking can be taught directly by teachers, strategic reading can enhance learning throughout the curriculum.

2.5.1 Reading Strategy Instruction

Strategies need to be taught. This can be done either implicitly or explicitly. In implicitly strategy instruction, the learners discover the strategies by themselves by guidance of the teacher. Scaffolding is the most aspect of instruction in this case.

2.5.2 Implicitly Strategy Instruction

Implicit strategy instruction can also be called endogenous instruction. It provides instructional context where readers slowly internalize instructional principals through guided discovery and scaffolding from more knowledgeable others (Greenberg, 2005). Such instruction occurs without the conscious awareness of the learner should be done seamlessly. As students read and discuss texts, the reading events itself provides the materials of instruction. During implicit strategy instruction students have the chance to interact with the text, the context and other readers as they strategically process text.

2.5.3 Explicit Strategy Instruction

Explicit or direct, instruction a systematic method of teaching with emphasis on proceeding in small steps, checking for students understanding and achieving active and successful

participation by all students (Rosenshine, 1987, p.34). Systematic instruction is a key aspect of explicit instruction. It refers to a plan or logical sequence of teaching used to decrease students' confusion and errors. Explicit instruction involves classroom experiences that move students from little to no knowledge to mastery where students perform skill and strategies at high level. From then onward, explicit teaching was recommended as effective reading instruction for teaching selected reading strategies and skills. Explicit instruction refers to the instruction of reading strategies in an explicit way. Therefore, in explicit instruction, teachers become fully responsible for student learning but gradually relinquish this responsibility to students as they become successful.

The major goal of reading comprehension instruction, therefore, is to help students develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers.

2.6 The Role of Teachers in Reading Strategies Instruction

Studies have suggested that teachers must be aware of reading strategies and help their students to be strategic reader through which the teacher can help the learners (Chabot, 1999). There are different ways through which the teacher can help the learner. Among other modeling and scaffolding are the ways that teacher can use. The teacher can help the students to move toward independent application of the strategies and skill, and the long term goal of maintenance over time and generalization to related reading situation (McDonald, 1993 p.16).

For the benefit of future generation, it is certainly extremely important to improve the teaching of reading in our schools. The teacher's ability to teach reading plays a deceive role in students' language skill and ultimately for the successes of learners.

Among the significant factors that contribute to student's poor reading are ineffective teaching of reading, and inadequate text books, containing in appropriate tasks for helping students develop reading abilities (Atkins, and Nuru 1996).

Atkins et al. (1996) explains that for the benefit of future generation, it is certainly extremely necessary to improve the teaching of reading in the schools. The teacher's ability to teach

reading plays a decisive role in students' language skill and ultimately in the success of learners. Among the significant factors that contribute to students poor reading are ineffective teaching of reading, and inadequate textbooks, containing inappropriate tasks for helping students develop reading abilities. According to these scholars, the teacher plays an important role to enable students to read and understand a text by using different strategies of reading a text.

Excellent teachers have the following qualities of knowledge and practice of reading:

- They understand learner's reading and writing development.
- They can assess a learner's individual progress and relate reading instruction to a learner's previous experience.
- They know a variety of ways to teach reading, they are able to use a variety of materials and texts for learners to read,
- They can tailor instruction to the individual student.
- They can help students strategically (International Reading Association), overall, teachers should assist student, to actively engaged in the process of meaning and knowledge construction, thus, the teachers should apply the techniques and strategies of teaching reading lessons.

2.6.1 The Role of the Teachers in Intensive Reading

In intensive reading students are expected to understand everything they read and be able to answer detailed vocabulary and comprehension questions (Venkateswaran, 1995). In addition, He explains that in extensive reading students should have a general understanding of the text without necessarily understanding every word. It is done for pleasure and to obtain information for different purposes of the reader.

Different scholars explain the role of the teacher in intensive reading in different ways, For Example, as Harmer (2000) explains the major activity of the teacher in reading session should be creating enthusiasm and interest of reading in the students'. This can be done by using topics that arouse interest in students according to their level.

The roles the teacher has to assume during a reading practice session in the classroom are:

Organizer: As an organizer of the activities he/she needs to tell students exactly what their reading purposes are. It is also necessary to notify the time given for that particular reading activity and stick to the announced time.

Observer: When students are made to read by themselves silently they should not be interrupted even though the teacher has some information to deliver. Teachers rather should observe the progress of the students reading individually or in a group. This follow-up may give us whether or not we should give some more time or not. It will uncover the problems students are facing during the reading so that we can look for a solution.

Feedback organizer: The teacher has the responsibility of being a feedback organizer in such a way that once the reading session is well organized and appropriately followed he/she can give feedback and organize the text actively. The activity could be something like comparing answers with each other or asking for answers from the class in general or from groups and individuals in particular. In asking, however, students to give answers, it will be important to ask them wherein the text they found the information for their answers. This initiates students to practice a detailed study of the text which will help them the next time they come to a similar reading passage.

Parameter: This means that teachers should be responsible to quickly let students notice language features that they have not been familiar with or direct them to some other features of the language by clarifying ambiguities and confusion. New language items should be clarified as well.

Generally, the aim of the teacher should be to help the students in overall activities of learning reading skills. Then as mentioned above he/she plays organizer, observer, feedback organizer, and parameter role.

2.6.2 The Role of the Teacher in Extensive Reading

According to Harmer (2003) as for example, states that having persuaded our students about the benefits of extensive reading, we can organize a reading program where we indicate to students how many books or short stories we expect them to read over a given period. We can explain

how they make their choice of what to read, making it clear that the choice is theirs, but that they can consult other students' reviews and comments to help them make that choice.

The teacher should explain the meaning and give the pronunciation of new words and phrases.

Krashen (2000) states that before you start reading anything, ask yourself why you are reading. Are you reading with purpose, or just for pleasure? What do you want to know after you have read it? Reading is not just pronouncing words it requires understanding, most experienced readers use a variety of strategies to understand a text. The following strategies can help students understand any text in any subject.

prediction: prediction encourage active reading and keep students interested, whether or not the prediction is correct. In correct prediction can signal a miss understanding that needs to be achieved?

Visualize: many students think visually, using shapes, special relationships, movement, and colors, and can benefit greatly from this strategy.

Ask and answer question: having students form their own question help them recognize confusion and encourage active learning.

Word attack strategies: work attack strategies help students decode (interpret), pronounce and understand unfamiliar words. They help students attack words piece by piece or from a different angle. Those word attack strategies are use picture, clues, sound out word. Nuttall (1996, p,114) states the reader who are able to see the implication of certain passage and who make inference based on facts, opinion from the passage are skilled ones as these readers are able to see both explicitly and implicitly stated information.

2.7. The Role of Students in Learning Reading Skill

Considerable attention has been paid to understand what the students usually do while interacting with the text or while they learning reading skill. This includes identifying the strategies they used and how they use those strategies. Pearson (1995, p,75-80), attempts to examine a numbers of things students follow in learning reading skill. "Students should know and use many different

procedure or strategies in coming to terms with text: They proceed generally from front to back of documents when reading. Good students are attentive. They sometimes make notes. They predict, paraphrase, and back up when confused. They try to make inference to fill the gaps in the text and in their understanding of what they have read, sometimes constructing images, other times identifying categories or information in the text, and on still other occasions engaging in arguments with themselves about what a reading might mean. After making their way through text, they have a variety of ways of firming up their understanding and memories of the messages in the text, from explicitly attempting to summarize to self-questioning about the text to rereading and reflecting.”

Block (1985 p,463-494) demonstrated that among low proficiency EFL learners the more successful ones developed general comprehension strategies, such as activating prior knowledge, making prediction about the text content, finding the main idea or monitoring comprehension, while the non-successful students mainly focus on vocabulary strategies, such as paraphrasing or asking for the meaning of unfamiliar words.

In addition, Carrell (1989 p,121-134) in attempt to explore EFL students’ metacognitive awareness of strategies found that proficient readers tended to use more global or top down strategies focusing on text meaning, while the less proficient ones tended to deploy more local or bottom up strategies. Mohktari (2001) states that EFL proficient students more frequent use and a higher level of awareness of cognitive and metacognitive reading strategies than lower reading abilities students. On other hand he states that the students participate by actively attending to the demonstration, based on the clues in text, connecting prior knowledge to new information, taking information from the text and creating their own interpretation, contribute ideas and begin to practice the use of the strategy in the whole classroom situation, work with help from the teachers and peers to practice the use of the strategy using variety of text and work independently to apply the strategy in context across the curriculum.

2.8 Classification of Reading Strategies

Different classifications of learning strategies were found in the previous studies. Block (1986) generally divided the reading strategies into broad categories, saying related to top down and global and local. These two were bottom-up strategies, respectively.

2.8.1 Meta-cognitive Strategies

Meta cognition or Meta cognitive knowledge of mental processes are involved in different kinds of learning. Brown (1994) states, meta cognitive strategies include checking the outcome of any attempts to solve a problem, planning, monitoring, testing, revising and evaluating one strategies. Several studies have shown that all these strategies can enhance ESL/EFL reading comprehension by correcting their studying behavior and repairing deficit in their understanding. In the literature, it is identified that Meta cognitive strategies have a direct impact on cognitive strategies in L2 learning, use or performance.

2.8.2 Cognitive Strategies

It is mental routine or procedure for accomplishing a cognitive goal. There may be specific, operations, mental steps to be performed to reach that goal. The goal can be solving a problem, studying for text, or understanding what is being read. In our case, the focus; the goal is comprehension. Brown (1994) states a number of cognitive strategies for various tasks in different domains of knowledge. For example, they identified strategies for analyzing and solving problems, memorizing a series of events or timeline for tasks, planning, drafting, reviewing and revising a critical essay and self-questioning, constructing mental representational images, activating prior knowledge, rereading to understanding difficult section of text, predicting or summarizing a text.

2.8.3 Supportive Strategies

Supportive strategies referred to the readers using tools learner while working directly with the text, such as using a dictionary, taking notes, or underlining or highlighting the text.

However, according to Poole (2010), EFL reading strategies consisted of three different categories: global, problem solving and support. Global strategies involved planning how to read and managing comprehension. Problem solving strategies involved using strategies when reading difficult reading parts of text. Support strategies involved using devices and techniques to understand text. Supportive strategies are strategies those aid learners in comprehend text. They are observable behaviors of learners. According to Mohair (2001) supportive strategies include: using dictionaries, taking notes, underlining or highlighting the text, using reference materials, paraphrasing and going back and forth in texts and asking one self-question.

2.9 Strategies in Teaching Reading Comprehension

According to Nuttall (2000) summarizes reading strategies which may involve skimming, scanning, guessing, recognizing word families, reading for meaning, predicting activating general knowledge, making inferences, following references and separating main idea from supporting ideas.

According to Brown (1990) EFL teachers have to do much to adjust their students reading to deal with verities of reading purposes by sustaining them to develop use of different strategies and match appropriate strategies to each reading contexts. Moreover, the strategies are effective if the teachers“ facilitate and enhance students ‘reading.

According to (Aydogdu,2007) just recognizing letters and associating them with sounds does not prove successful reading. Comprehension of words, phrases and sentences may not always make us get the exact message of the author. Recognizing the relation between two sentences and recognizing the grammatical links between sentences (coherence and cohesion) are also important for reading comprehension. So teaching reading comprehension strategies in a foreign language calls for integrating many processes.

Therefore, teaching strategies plays an important role in classroom instruction. Without the use of strategy, teachers would be aimlessly projecting information that doesn’t connect with learners or engage them. Strategies help learners participate, connect, and add excitement to the content being delivered.

2.10 Types of Reading Strategies

2.10.1 Skimming

According to (Brown, 2001) skimming is a strategy of reading a particular passage, chapter, or other large collection of sentences in order to determine the main idea of a particular piece of written material. It is not an effective way of studying material if the individual is not already familiar with that material, because the main task is searching for the main idea of each paragraph.

According to Urquhart and Weir (1998) state that skimming is a reading skill that involves reading rapidly through a material in order to identify the main points in a passage. It aimed at understanding the gist or a particular piece of information. However, it is not essential to understand every word of the passage. The scholars mention the purposes for using the skill of skimming as follows: to establish a general sense of the text, to quickly establish a macro propositional structure as an outline summary and to decide the relevance of texts to established needs.

Edge (1983) argues that when readers read the newspaper, they are probably not reading it word by word, instead they are scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. It is used when one wants to see if an article may be of interest in your research.

2.10.2 Scanning

Scanning is a strategy of reading that refers to the rapid survey of a text to find out particular piece of information. We simply let our eyes wander over the text until we find what we are looking for, whether it is a name, a date, place, number, or a less specific piece of information. Grellet (1981, p. 19).

Moreover, Scanning is for more limited since it only means retrieving what information is relevant to purpose. When scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so. It is said that reading is a silent and personal

activities which does not imply that it only lends itself to individual work. On the contrary, it is particularly interesting to encourage comparison between several interpretation of a text which will lead to discussion and probably a need to refer back to the text to check.

Certainly, scanning is useful when students read something for a particular interest without reading the whole text. They use this type of reading to find the fact they need, and when they find it, they read it with more attention without caring about the other parts of the text. In other words, this strategy is more useful when the readers know precisely what they are looking for in a passage, a text, or a book. It is an effective technique used to seek specific data related to a particular issue.

2.10.3 Making Predictions

Predicting task is one kind of reading tasks that help the reader to anticipate what will come next and narrow the gap between the reader and the text, the process of watching whether the content fit up with his expectation or not (Harmer, 2001).

In this regard, Day (1994) thinks that predictions help the learner learn better, new information is easily assimilated if it can be fitted into an existing framework of ideas in the learner's mind. This will depend on the reader's knowledge of the topic and its relationship to the world. In addition, prediction can be a sign that the reader has understood the text. When the reader understands the text, he can say what is likely to come next. Also if the learner can interpret the thoughts of the writer in advance, he will be able to understand what the writer is in fact saying. Its specific aim is to train the students to make predictions and guesses when reading a text.

2.10.4 Questioning

Questioning helps students monitor their comprehension and stay engaged and interested in their reading. Readers can use the questioning before, during, and after reading. The questioning process requires readers to ask questions of themselves to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new information. In this strategy, the students return to the text throughout the reading process to find the answers to the questions. Questioning helps students to clarify and comprehend what they are reading. In

this strategy, asking appropriate questions permits successful readers to concentrate on the most important information of a text. Asking questions while involving in the reading process provides students with an opportunity to think about what are they reading, be active and independent readers, and be able to appropriately reflect on their reading. (Harvey & Goudvis, 2000).

In this strategy, the students return to the text throughout the reading process to find the answers to the questions asked by the teacher before, during and after the reading. By this strategy, students practice to distinguish between questions that are factual prior knowledge. By using the student generated questioning strategy; text segments are integrated and thereby improve reading comprehension (NRP, 2000).

2.10.5 Inferring

Inferring means to go beyond the surface details to see the meanings that the details imply in order to come to a conclusion or judgment. Grellet (1981:13-14) states that "Inferring means making use of syntactic, logical and cultural clues to discover the meaning of unknown elements". Readers should be provided with clues (syntactic, logical and cultural clues) in order to come to correct inferences. These might help the reader to know the writer's assumption.

The reader then can reconstruct the text by making use of the clues that the text supplies and draw the necessary inference. Moreover, Day & Park (2005) state that making inferences involve more than a literal understanding. Students may initially have a difficulty in answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions. Its specific aim is deducing the meaning and use of unfamiliar lexical items through contextual clues.

2.10.6 Summarizing

The process of summarization requires the reader to determine what is important when reading and to condense the information in the readers own words (Adler, 2001). During the summarizing process, the students will be able to distinguish the main ideas from the supporting

ideas. Distinguishing the related knowledge from the unrelated ones is another point in the summarizing process which will the students' capacity to improve text comprehension. Summarizing is a strategy which helps the students to organize the ideas even in the long reading passages which are usually perceived as threat for the students.

According to Duffy (2009), summarizing is the creation of a brief retelling of a text. While it may include the main idea or theme, the focus is on describing in brief form the text's major points. The best way to teach students how to summarize is to teach them to organize their summaries around text structure. Well-written text is always well organized. That is, it has an internal structure. If readers have been taught to recognize the structure of a text, they can use it when summarizing.

In fact, while summarizing skill is difficult for most students to master, it is an important skill as it means that the reader grasps the main points of the reading text and can express these points in their own words.

2.11 Phases in Teaching and Learning Reading

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

2.11.1 Pre-reading

Pre reading stage is important because it can whet " the students" appetites to read. Greenwood (1998: 15) states that it can provide a "need to read to complete an activity or confirm an idea; and it can persuade the students that as far as perception or hypothesis is concerned there are no right or wrong answers, only different ones." In pre-reading stage, teacher should carefully design the activities that prepare the students mentally to accept what he/she is going to teach in the next stage. According to Atkins et al. (1996) explains how to use the pre-reading phase as follows: the pre-reading stage does not need more than a few minutes. For example, ask students to list some they expect to meet in the passage write their words in the black board. If students do

not suggest the, add other words. Urquhart and Weir (1998: 184) have suggested some pre-reading activities. These are:

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

Aims of this phase, according to Williams (op. cit.), are to introduce and arouse interest in the topic, to motivate learners by giving a reason for reading and to provide some language preparation for the text. In conclusion, the pre-reading stage help to activate prior knowledge and it is important phase that prepare students for reading text. Thus, it should be properly used for every reading lesson which is carried out in the classroom.

2.11.2 While-reading

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

guessing meaning from context, analyzing sentences, read and complete, surveying text structure, read and label, extracting specific information, getting detailed information, answering pre-set questions, read and match texts with picture, diagrams, guessing meaning of unfamiliar words.

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

Generally, while-reading stage is relevant for processing the text in depth. Students attempt to comprehend the text by using the strategies which are used during the while-reading stage. They also need to integrate their prior knowledge with what they are reading. Atkins et al. (1996).

2.11.3 Post- reading

This stage is designed to evaluate what the teacher has taught in the while-reading stage. In the post reading stage the teacher may ask the students to know their reaction to the text, for example, the students may answer whether they have liked and enjoyed it, or found it useful or not. If the text is found useful, the meaning and content of it may be extended to the students' known social phenomena, personal interests and knowledge or experience. In short, activities at this stage do not refer directly to the text, but 'grows out' of it.

This stage is also important since this stage is supposed to evaluate and examine the output of and feedback from the students. In addition to that, post-reading phase enables the students, according to Williams (1996: 39), to consolidate or reflect upon what has been read and to relate the text to the learners' own knowledge interest, experience or views. According to Arif (2002), Atkins et.al (1996), the following are the aims of post-reading activities that the teacher should ask general questions on the passage to achieve the following:

To help students use their acquired knowledge in similar readings (similar experience), to check students' overall comprehension of the passage, to help them integrate their reading skills with the other language skills: listening, speaking and writing, to help them integrate with the foreign culture, to encourage them to evaluate the passage (Interesting? Agree? True?) to make use of key words and structures to summarize the reading passage, to extract the main idea of a paragraph or a reading text, to interpret descriptions (outlining and summarizing), to get students to imagine themselves in the situation in the text.

To sum up, this phase it is important to see a related activity possibly involving other skills, such as completing a paragraph, summary of the text, a word puzzle based on the passage, discussion about the main topic and dramatization of the passage.

2.12 Models of Reading Process

Reading is viewed as cognitive activity occurring in the human mind. It has been a major interest of cognitive psychologist and has been the focus of much research through the history of more than hundred years, is the most thoroughly studied but the least understood subject in education (Urquhart & Weir, 1998).

Through time, different scholars have developed various model of reading based on their own insights. Especially, before 1970s, when reading was viewed as matter of grasping the printed information in the text, the bottom up model of reading existed. When reading was viewed that the reader's background has its own contribution to understand text come into existence, the model called top down developed. These two models have their own limitation to portray the concept of reading fully. Thus, later a model which best describes what reading was designed. It was named interactive model. ESL/EFL reading strategies have also been divided into several different types. Goodman (1970) divided EFL reading into two types of processing bottom up and top down.

2.12.1. Bottom-up Approach of Reading

In the earlier time, especially, before 1960s reading was considered as mere decodes of graphic print. During that time reading was viewed as bottom up approach where it is considered as the process of matching letter sound relationship to get meaning out of text. Bottom up model, often characterized as text or data driven or process or sequential model of reading aloud process that focuses on letter, words and a sentences in a linear manner (Grabe, 2002).

Wallace (1991) states “reader is considered as passive decoder of information whereby he/she simply absorb the meaning which resides in the text exclusively through graphic decoding process.” McDonough and Shaw (1993:16) express, “the bottom up approach as the one-way traffic system in which everything flows in one direction only. In this approach then, it is clearly shown that the reader is only to receive what the text provides. Bottom up strategies involves recognizing a multiplicity of linguistics signal such as letters, morphemes syllables words phrase grammatical clues and discourse markers.”

2.12.2 Top- Down Approach of Reading

Top down model highlight the reader's active role in the comprehension process, the reader's goals, expectation, prior knowledge and strategic processing (Grabe, 2009). In other words, these types of model assume that the reader has a setoff expectation and prediction about the text information and uses enough samples of text information to verify or reject them. In this context, top-down model start with high level process highlighting the critical role of inference, the readers' prior knowledge and expectation in the text processing, which can simultaneously, interact with the stages occurring earlier in the sequence. The inadequacy of bottom up approach to reading process had contributed greatly to the existence of new model known as opposed to the earlier; this one magnifies the role of the reader. In this approach, the reader contributes highly to the making of meaning out of text by bringing his/her prior knowledge rather than only decoding the printed graphics exclusively.

According to Wallace (1991) suggests that "top- down approach to reading stress the contribution of the reader's background knowledge of the world and the language system to extract meaning from the text instead of the word base bottom up style of reading process."

Taking everything into account, an important difference between bottom up and top down models is that the former begin with printed stimuli and then, proceed the record information to the next higher level stages for additional transformation, the latter start with higher level stages focusing on readers' expectation, which they attempt to confirm working on printed stimuli, omitting parts of it or interacting with stages that were preceded.

2.12.3 Interactive Model of Reading

There is limitation in both top down and the bottom -up approaches of reading. It is believed that they can fill the weakness of one another. This initiated the development of newer model of reading process that describes it insightfully. In 1980s, in communicative approach to language teaching, the earlier two models were combined and called interactive model of reading. In interactive model combine elements of both bottom up and top down model and include interacting hierarchical stage where a pattern of meaning is synthesized based on the information provided simultaneously from several knowledge sources (Stanovich,1980, p35).

As stated in Anderson (1999), “reading process as the product of the simultaneous joint application of all the knowledge sources. Therefore, there is interaction between bottom up and top down processes, as a fluent reading consist of both decoding and interpretation skill.”

2.13 Materials for Teaching Reading

Anything that can be brought inside the classroom for the teaching learning process is called teaching material. Teaching materials help making the learning effective. The teacher can make his class lively, change usual situation of the class, motivate his students, make his teaching realistic by using materials. Without materials, the lesson lacks excitement, fun, life and color and the learners lose interest in it. They also help students remember the learnt thing for a long time. Thus, teaching materials should be chosen on the basis of subject matter to be taught. Some materials can be collected, some can be papered by the teacher and some are to be bought. According to Grellet (1981, p. 3) some of the materials for teaching reading are as follows:

- ✚ Novels, short stories, tales, other literary texts and passage. (example; essays, diaries, biographies).
- ✚ Plays (example; have students act out the dialogue from their text books.)
- ✚ Poems, limericks, nursery rhymes, Letters, postcards, telegrams, notes.
- ✚ Newspaper and magazine (headlines, articles, editorials, letters to the editor, classified ads, weather forecast, radio/TV theatre programs.)
- ✚ Specialized articles, examples; reports, reviews, essays, business letters, summaries, precise, accounts, pamphlets (political & other).
- ✚ Advertisements, for example; travel brochures, catalogues, billboards, flyers and brochures, direct mailers.
- ✚ Puzzles, Problems, rules for games. Example; to be creative, learn to solve problems, reasoning skill, thinking skills, to be patient.
- ✚ Instructions (e.g. warnings), direction (e.g. how to use), notices, rules and regulations, posters, signs (e.g. road signs) form (e.g. application forms) etc.

Finally, teachers should use authentic and variety materials. In selecting materials, teachers should take into account some aspects related to their students. Nuttal (2005) offers four criteria

for choosing reading text for students. Then there are important factors in choosing Authentic reading material;

1. **Suitability of content:** material that students will find interesting, enjoyable, challenging, and appropriate for the goals of learning;
2. **Exploitability:** a text that facilitates the achievement of certain language and content goals and integrated with other skills;
3. **Readability:** a text with lexical and structural difficulty that will challenge students without overwhelming them.
4. **Presentation:** a text should be attractive, grab the students' attention to let students read more.

2. 14 Previous Related Works

There were different research works which related with practice of teaching reading. for example, Birhanu Tesfaye (July 2010), on the title “to assess the practice of teaching reading strategies in EFL classes in three selected school of Mida Kegn Woreda” at Madda Walabu university”. And he reached at the conclusion that Teachers’ method of teaching reading seems to be traditional., so this won’t make learners an interactive one in the English language. Dereje Bekuma (2013) in his M.A. thesis entitled "an assessment of teachers' practice in teaching reading comprehension strategies in EFL classes: grade 9 and 10 English language teachers of Jorgo Nole and Ula Babu high schools in focus in Jimma university”. The findings of the study indicated that teachers hardly engage their students in reading comprehension strategies practice except a few strategies. In addition, the result shows that there are very few strategies favored by teachers. Beside these researchers Chali Fikadu (2018) on the tittle “Exploring Teachers’ Perceptions on Teaching Reading Skill: Grade 10 Chitu Secondary School in Focus” in Addis Ababa University. The result also revealed that teachers frequently used only two types of techniques which imply reading techniques advocated in the literature were not effectively implemented by the target school teachers.

Therefore, the purpose of this study was investigating the practice of teaching reading skill, Grade 9 Koye secondary school in focus

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This section presents the research design, research setting, participants of the study, population, sample, and sampling techniques, data collection instruments, and data analysis procedures. It also points out how this study was conducted and what strategies were utilized to ensure the credibility of the data gathered.

3.2 Research Design and methodology

In order to conduct the study, descriptive survey of mixed method research was used. This method was selected because of its importance to get detailed data from many respondents and it is appropriate to assess the status of the process. In mixed method research, the qualitative research depends on describing information while quantitative research relies on statistical information (Charles and Mertler, 2002). The researcher used this method since she believes that mixing qualitative and quantitative approach can help for understanding of the issue investigated. It also enables the researcher to generalize from a sample to population so that inferences can be drawn about some characteristics, attitudes, and perception of the population. To obtain information, the researcher used for students' questionnaire, interview and classroom observation for teachers.

3.2.1 Research Setting

This research was conducted at Koye secondary school which is located in Akaki sub city. This school was chosen because it was convenient for the researcher as she has been teaching there for not less than four years.

3.2.2 Participants of the Study

Grade 9 English teachers and their students were participants of the present study. From the total population of the mentioned school grade 9 students and English teachers were selected. The school had 12 sections to grade nine and 5 ELT (i.e. excluding the researcher) and 753 grade nine students. Therefore, five English teachers who taught grade nine were selected through compressive sampling for the interview and classroom observation. On the other hand, 113 students were selected by random sampling particularly lottery method to fill in the questionnaire. According to Sharma (2000) for descriptive research, a sample of 10%-20% from accessible population can be considered sufficient and can be taken as a sample.

3.2.3 Sample size and Sampling techniques

It is essential for the samples to be always viewed as an approximation of the whole and not as a whole in itself. Sampling also refers to a process in which a researcher selects individuals to participate in a research study. In addition, it has advantages of enabling researchers to indicate the probability with which sample results deviate in differing degrees from the corresponding population values (Bailey, 1994).

In this study, the researcher used simple random sampling, which is one type of probability sampling technique. In simple random sampling, all members of the research population have an equal chance of being selected and the likelihood of a member of the population being selected is not affected by the selection of other members of the population. It is advisable that simple random sampling used when a researcher believes that the population is relatively homogenous with regard to questions of interest.

Therefore, in Koye Secondary School, there were 12 grade nine sections with an average number of 60-65 students in each class. To conduct this study, the researcher used simple random sampling to select 113 grade nine students that was 9-10 students from each class, (i.e. depending on the numbers of the students in the class) particularly using a lottery method. Regarding teachers, all the 5 English language teachers who currently taught grade nine were included through comprehensive sampling for interview and classroom observation. The

researcher used comprehensive sampling since all the teachers meet the purpose and they involved in the teaching of EFL at the proposed school.

3.3 Data Collection Instruments

As it was indicated in the purpose of the study, the researcher was more interested in investigating grade 9 English language teachers' the practice of teaching reading skill. So, in order to obtain useful data related to the research problem, the researcher used the three data collection tools. These were questionnaire, classroom observation and interview.

3.3.1 Questionnaire for Students

Questionnaire is a written document that contains a set of questions to be answered by the respondents. Questionnaire can yield a large amount of data when time and resources are limited. It allows the researcher to collect sufficient information in depth from the limited participants and generalize the results. Especially closed-ended questions are quick to fill and easy to administer (Neumann, 2000). In addition to this, Sharma (2000) state that questionnaire enables a researcher to collect data from large groups of individuals within a short period of time, and it is also easy to administer to a number of subjects in one place at a time.

Therefore, the questionnaire for this study was used to gather the required data; it incorporates 18 closed- ended questionnaire for grade 9 students to fill the research questions were present. Adapted from the previous research and prepared to answer the practice of teaching reading skill accompanied with a five-point (rating scale), ranging from “Always” to “Never”. were as follows: 5 means “Always” “4 means Usually”, 3 means “Sometimes”, 2 means “Rarely” and 1 means “Never”) was distributed for students. Moreover, the questionnaire was prepared in English but it was translated to Amharic in order to help students understand the questions easily and reduce errors while filling it.

3.3.2 Classroom Observation for teachers

Salinger and Shadowy (1989), state that classroom observation is mainly used to examine a phenomenon or behavior while it is going on. Therefore, in order to obtain data that describes

teachers' practice of teaching reading skill gathered by the questionnaire the researcher observed practices as they occur in the classroom.

To this end, a non-participant classroom observation was conducted to get data on to investigate how English language teachers teach reading skill, to examine the strategies suggested in teacher's guide to teach reading, to identify what problems, teachers face in teaching reading skill and to describe what problems students face in learning reading skill. To conduct the classroom observation, observation checklist was used. There were 5 English language teachers who taught grade 9 in Koye Secondary School currently. Therefore, all the 5 teachers were selected comprehensively. Moreover, each teacher was observed twice using the checklists. The followings were the title of the reading lesson observed from proposed class; B.2.7 "The Simien Mountains" it is found on page 32. A.3.5 "The arts and crafts club" it is found on page 42. B.3.3 "The Karate lesson" it is found on page 49. A.4.9 "The need for a balanced diet" it is found on page 67. B.4.4 "Oranges" it is found on page 73.

3.3.3 Interview for Teachers

Lynch (1996) states that interview is essential to get personal information about the issue in details. It enables the researcher to get information concerning feeling and practice in relation to certain questions. During an interview there is a face-to-face contact with the respondents, so that confusion might be reduced.

Therefore, the interview had 6 items and the participants were 5 English teachers who taught at the school in grade 9 currently. The respondents were selected comprehensively. In addition, the responses for the interviews were written using note taking then organized into themes so that their responses could be properly analyzed.

3.4 Procedure of Data Collection

When data was gathered, it had its own procedures. The first and foremost thing was informing the respondents why it is necessary to gather the data, i.e., telling the objective of the study. Next encouraging the respondents to answer all the questions in the questionnaire is also very crucial. Respondents were told about the confidentiality of their responses to make them answer the

items freely. The next step that came after the awareness about the main objective of the research was given distributing the questionnaire to the students and also making them answer the questions one-by-one giving clarification in case any difficulty occurred. The questions prepared for the interview which constitutes 6 items focusing on investigating the practice of teaching reading skill asked to the teachers. Then what comes next was classroom observation which contained 17 questions to be observed by the researcher. At last, students' questionnaire which contained 18 questions to fill by the students which held during teaching reading lesson. Also, another important thing in the procedure of data collection was the use of Amharic questionnaire for students were prepare. So, the data from the students and teachers were collect using data gathering instruments written in English.

3.5 Procedure of Data Analysis

After collecting the different data from different sources using the data gathering instruments, the data was organized and analyzed both quantitatively and qualitatively. The data that was obtained from questionnaires were analyzed quantitatively using descriptive statistics, such as, frequency, percentage to discuss the data statements were also used.

Therefore, qualitative data analysis method was used to analyze the data that was obtained through semi-structured interview and classroom observation. These were prepare using thematic analysis and narratives to clarify each component, minimize the influence of one component on the role of the other and to obtain substantiated findings (Creswell, 2010).

Finally, as per the mixed approach used in the study the data from the quantitative and qualitative sources were merged and compared and contrasted to arrive at the findings of the study. The data from the two sets were discuss in order to investigate and report as much as possible. (The Practice of teaching reading skill).

3.6 Ethical Considerations

Any research should be ethical whenever it takes place. In this research, the researcher followed the guidelines of ethical issues suggested by Cress well (2018, p. 161-169) and the Addis Ababa

University's guideline to protect the rights of the participants. This is to mean that, the researcher considered issues like informed consent, confidentiality, reciprocity and researcher bias.

The researcher discussed with the participants the purpose of the study before conducting the data collection processes. The participants would also be informed that they have the right to quit in participating in this study as it should be done voluntarily. Therefore, verbal consent would be obtained from the participants and the school principals. The other thing is the confidentiality of the data gathered from the participants. The researcher assured the participants that those data gathered from them would be only used for this study.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

As indicated in the earlier chapter, the main objective of this study was investigating the practice of teaching reading skill. In order to achieve this objective, the specific research questions mentioned earlier needs to be answered.

In order to answer those questions, the researcher used both quantitative and qualitative methodology. Thus, in this chapter, the data organized, as well as the results and discussion presented. The three data gathering instruments: questionnaire, interview and classroom observation used to collect relevant data for the study.

As a result, the data obtained from student's questionnaire, teachers interview and classroom observation their results and discussion are presented in an integrated manner. The results are presented in three main sections: pre- reading while -reading and post- reading phases.

4.2 Analysis of Questionnaire for students

4.2.1 Introduction

In the proposed school there were 753 total population of grade 9 students in 12 sections. To select the students to fill the questionnaire the researcher used simple random sampling method. In addition to this, 113 students were select from 12 sections of grade 9 students. The selection of participant students was made by using lottery method. Folded papers that contain number 1 and 0 were prepared. Finally, those who picked number 1 were selected as research participants to fill the questionnaires, and those who pick 0 were excluded. Therefore, from 113 randomly selected students 68 of them were female and the remaining 45 students were male. There were 18 items present to fill students' questionnaire. The data from the questionnaire was analyzed quantitatively (i.e. percentage and frequency).

Table 1 students' responses on pre-reading activities

No	Questionnaire items	Always		usually		Sometimes		Rarely		Never	
	Pre-reading	F	%	F	%	F	%	F	%	F	%
1	How often do your English teacher encourage you to discuss the topic of reading passage using your prior knowledge?	20	18	9	8	4	4	35	30	45	40
2	How often does your teacher set purpose for reading?	-	-	16	14	28	25	19	17	51	44
3	How often does your teacher make the students guess the new words using contextual clues?	-	-	13	12	29	26	31	27	40	35
4	How often does your teacher give emphasis for reading activities using the three phases in reading classroom?	11	10	5	4	19	17	36	32	42	37
5	How often does your teacher provide instruction about the aim of reading skill?	22	20	48	42	32	28	11	10	-	-
6	How often does your teacher prepare sufficient copies of reading text for the students?	-	-	-	-	2	2	24	21	87	77

F stands for frequency

As it can be seen from Table 1 item 1, whether or not teachers encouraged students to discuss the topic of reading passage using their prior knowledge. 20 and 9 students replied that their teachers always and usually encourage them to discuss the topic using their prior knowledge respectively. However, it should be noted that 4 students reported that teachers sometimes encouraged them to discuss the topic using your prior knowledge. Moreover, 35 and 45 respondents responded that rarely and never encouraged to discuss the topic of reading passage by their teachers respectively. From this the researcher inferred that the majority of teachers did not encourage students to discuss the topic of reading passage using their prior knowledge.

Regarding setting purpose for reading Table 1 item 2 shows that 16 and 28 students responded that teachers set purpose for reading usually and sometimes respectively. On the other hand, 19 and 51 respondents replied that rarely and never set purpose for reading respectively. From this the researcher concluded that most of the teachers did not set purpose for reading.

In line with make the students guessed the new words using contextual clues, 13 respondents argued that teachers made their students guessed the new words using contextual clues. In addition, 29 and 31 respondents responded that teachers made this strategy sometimes and rarely respectively. However, 40 respondents argued that teachers never made their students guessed the new words contextually.

According to Mohair (2001) related to supportive strategies include: using dictionaries, taking notes, underlying or highlighting the text, using reference materials, paraphrasing and going back and forth in texts and asking one self-question. Thus it is possible to realized that students asked by their teachers to sort out unfamiliar words and endorsed to discuss its meaning with their partner.

The fourth item was that whether or not the teacher gave emphasis to reading activities using the three phases in reading classroom. 11 and 5 respondents replied that teachers gave emphasis to reading skill related with the phases in classroom always and usually respectively. Most of the respondents 19 and 36 said that they sometimes and rarely gave emphasis to reading skill by their teachers. The remaining 42 students replied that teachers never applied this strategy in the classroom. Thus from their reflection, it was found out that most of the students responded rarely and never.

According to Williams, (1996) stated that for effective teaching of reading in the classroom, the lesson should be divided into three consecutive phases. They are pre-reading, while-reading and post-reading phases. From this the researcher concluded that the majority of teachers didn't give emphasis for reading skill using the three phases.

According to Table 1, item 5 some of the students 22 and 48 responded that always and usually respectively their teachers provided instruction about the aim of reading skill. However, 32 and 11 respondents revealed that teachers rarely and never gave instruction about the aim of reading skill. From this we can deduce that this important strategy was given attention by the teachers. Therefore, the researcher concluded that most of the teachers gave instruction about the aim of reading skill.

As can be seen in Table 1 item 6, whether or not teachers prepare sufficient copied of reading text for the students. 2 students responded that teachers sometimes prepared sufficient copied of reading text. However, 24 and 87 respondents responded that teachers rarely and never made sufficient copied of reading text. So, the researcher can infer that almost all teachers didn't apply this strategy in the absence of students' textbook to teach reading.

Table 2 students' responses on while- reading activities

No	Questionnaire items	Always		Usually		Sometimes		Rarely		Never	
		F	%	F	%	F	%	F	%	F	%
7	How often does your teacher encourage you to read the passage silently and individually?	-	-	5	4	12	11	32	28	64	57
8	How often does your teacher encourage students to skim the text to find out the general idea of the passage?	48	42	32	28	-	-	12	11	21	19
9	How often does your teacher encourage students to participate actively during reading classes using questioning and answering method?	-	-	11	10	23	21	31	27	48	42
10	How often does your teacher encourage students to scan the text for specific piece of information?	46	41	28	25	16	14	3	2	20	18
11	How often does your teacher motivate you to read without fear/ confidently?	-	-	-	-	31	27	38	34	44	39
12	How often does your teacher ensure for spelling of some words?	-	-	-	-	16	14	42	37	55	49
13	How often does your teacher encourage students to practice pronouncing words, sounds and sentences during reading?	32	28	49	43	28	25	4	4	-	-

Concerning Table 2, item 7 was designed to see if teachers encouraged students to read the passage silently and individually. 5 and 12 students reported that they usually and sometimes respectively teachers encouraged them to read the passage silently and individually. On the other hand, 32 and 64 respondents replied that teachers rarely and never did so. From this data the researcher concluded that teachers did not encourage their students to read the passage silently and individual.

According to Venkateswaran, (2009) stated that related to the roles of teachers, whether in intensive or extensive reading time silent reading is very important. And it will be correct to say that what we read depends on why we read and how we read. From this points the researcher summarized that most teachers did not encourage their students to read the passage silently and individual in reading classroom.

Regarding encouraged students to skim the text to find out the general idea of the passage. The table shows that 48 and 32 students replied that they always and usually encouraged students to skim the text to find out the main idea of the passage respectively. From the remaining, 12 reported that they rarely encouraged students to skim the text to find out the general idea of the passage. While 21 respondents disclosed that they never used this strategy at all. Therefore, the researcher deduced that the majority of teachers encouraged students to skim the text to find out the general idea of the passage.

Item 9 was designed to see whether or not teachers encouraged students to participate actively during reading classes using questioning and answering method. 11 and 23 respondents responded that usually and sometimes encourage students to participate actively during reading classes respectively. However, 31 and 48 students who reported they encouraged to ask and answer questions by their teachers rarely and never respectively.

Krashen (2000) stated that prediction and asking and answering strategies help learners to distinguish their purpose to read and comprehend a given text. From this if can be concluded that this reading strategy (i.e. encourage students to practice actively during reading classroom using questioning and answering method) was not used by most of the teachers.

As it can be seen in Table 2, item 10 whether or not teachers encourage their students to scan the text for specific piece of information. The majority of students 46 and 28 respectively responded that always and usually teachers encouraged their students to scan the text for specific piece of information. In addition, 16 and 3 respondents replied that they sometimes and rarely did so respectively. However, 20 of the respondents reported that teachers never encouraged students to scan the text for specific piece of information. Therefore, the researcher summarized that most of the teachers encouraged their students to scan the text for specific piece of information.

As can be seen in Table 2 item 11, whether or not teachers motivated their students to read without fear. Most of the respondents 31 and 38 replied that teachers sometimes and rarely motivated students to read confidently. However, 44 students reported that they never motivated their learners to read confidently. From this data the researcher concluded that the majority of teachers didn't motivate their learners to read without fear.

According to students' respond to item 12, if or not teachers ensured students for spelling of some words. 16 and 42 students replied that teachers sometimes and rarely ensured students for spelling of some words. However, 55 respondents responded that teachers never ensured this strategy in reading classes. Therefore, the researcher deduced that the majority of teachers didn't practice this method in reading classroom.

Item 13 was intended to draw information whether or not teachers encouraged students to practice pronouncing words, sounds, and sentences during reading. Most students 32 and 49 responded that they always and usually encouraged their students to practice pronouncing words, sounds and sentences respectively by their teachers. On the other hand, 28 and 4 students responded that sometimes and rarely they encouraged students to pronounce words, sounds, and sentences during reading respectively. So, the researcher concluded that most of the teachers practiced these activities in reading classroom.

Table 3 Students' responses on post-reading activities

No	Questionnaire items	Always		Usually		Sometimes		Rarely		Never	
	Post- reading	F	%	F	%	F	%	F	%	F	%
14	How often does your teacher encourage you to read supplementary materials to develop your reading (i.e. novels, newspaper, magazines)?	-	-	-	-	19	17	34	30	60	53
15	How often does your teacher ask you comprehension questions?	56	50	28	25	11	10	14	12	4	3
16	How often does your teacher set summary and conclusion	25	22	18	16	10	9	19	17	41	36
17	How often does your teacher encourage you to practice reading regularly?	-	-	-	-	28	25	48	42	37	33
18	How often does your teacher encourage you to share ideas with your partners?	13	11	14	12	11	10	30	27	45	40

F stands for frequency

Regarding Table 3, item 14 was intended to draw information whether or not teachers encouraged students to read supplementary materials to improve their reading skill. 19 and 34 students responded that teachers sometimes and rarely encouraged students to read supplementary materials to improve their reading skill respectively. On contrary, 60 respondents reported that they did not encourage students to read supplementary materials to improve their reading skill.

According to Harmer, (2003) as cited in Solomon (2013), states that having persuaded our students about the benefits of extensive reading, we can organize a reading program where we indicate students how many books or short stories we expect them to read over a given period. Teachers should explain how students make their choice of what to read, making it clear that the choice is theirs, but that they can consult other students' reviews and comments to help them make that choice. From this the researcher deduced that the majority of teachers did not encourage their students to read supplementary materials like novels, newspaper, magazines to improve students reading skill.

Item 15 was aimed to gathering data whether or not English teachers asked their students a comprehension questions. 56 and 28 students replied that teachers always and usually asked their students a comprehension questions respectively. On other hand, 11 and 14 respondents responded that they sometimes and rarely did so respectively. The remaining 4 students replied that they never asked a comprehension questions by their teachers.

Thompson (2001) also in dealing with this specific type of reading says that intensive reading is a kind of reading of short texts for comprehension. Therefore, the researcher concluded that most of the teachers asked their students comprehension question from the text.

From Table 3, item 16 whether or not teachers set summary and conclusion in reading classroom. Most of the students 25 and 18 responded that they always and usually set summary and conclusion respectively. In addition, 10 and 19 respondents responded that they sometimes and rarely respectively set summary and conclusion. On the other hand, 41 students claimed that teachers never set summary and conclusion in reading classroom. Therefore, the researcher comprehended that the majority of teachers were set summary and conclusion in reading classroom.

With regards to Item 17 was designed to see whether or not teachers encouraged students to practice reading regularly. 28 students responded that students sometimes encouraged to practice reading regularly by their teachers. Moreover, 48 respondents replied that they rarely encouraged to practice reading regularly. The remaining 37 students responded that they never did so. From this the researcher summarized that the majority of teachers didn't encourage their learners to practice reading regularly.

concerning item 18, 13 and 14 students replied that teachers always and usually encouraged students to share ideas with their partners respectively. And 11 respondents responded that teachers sometimes encouraged to share their ideas in reading classroom. On contrary, 30 and 45 students responded that they rarely and never respectively encouraged by their teachers to share ideas with their partners. Therefore, the researcher deduced that majority of teachers did not encourage students to share ideas with their partners in reading classroom.

4.3 Analysis of Classroom observation for teachers

4.3.1 Introduction

Excluding the researcher from 5 teachers selected for classroom observation, there were 1 females and 4 male teachers were included. Regarding their teaching experience concerned 3 of them have been teaching English an average between 6-12 years the remaining 2 teachers have been teaching an average of 1-5 years" experience they had. Related to their qualification only 1 teachers had MA. In contrary, 4 of them had BA.

To conduct this study a non- participant classroom observation was used as a main data gathering instrument for this study using observation checklist related to the practice of teaching reading skill. Thus there were 17 questions presented to observe teachers in the actual classroom in three phases (i.e. pre- while and post- reading). Therefore, participants were selected using comprehensive sampling method and each teacher was observed twice using a checklist. The data from the observation was analyzed qualitatively. Thus, there was a descriptive analysis of the observed classroom lessons.

Table 4 Classroom observation on pre-reading Activities

N o	Classroom	T 1				T 2				T 3				T 4				T 5			
	Observation Item	1 st day		2 nd day		1 st day		2 nd day		1 st day		2 nd day		1 st day		2 nd day		1 st day		2 nd day	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
		Pre-reading activities																			
1	The teacher gives introduction about the text.	✓		✓			✓	✓		✓		✓		✓		✓			✓	✓	
2	The teacher set the purpose of reading skill.	✓			✓		✓		✓		✓		✓		✓		✓		✓		✓
3	Students are asked to discuss the topic before they read.		✓		✓	✓			✓		✓		✓		✓		✓		✓	✓	
4	Techers use the three phases of reading to teach the skill in classroom.		✓	✓	✓		✓		✓		✓		✓	✓	✓		✓		✓		✓
5	Students are given chances to predict what the reading passage is about.		✓		✓		✓		✓	✓		✓		✓	✓	✓			✓		✓
6	Difficult words in the text are sorted out and explained.		✓		✓		✓		✓		✓		✓	✓		✓		✓	✓		✓
7	He/she encourages students to use their experience (visualize) to read.	✓		✓		✓	✓		✓	✓	✓		✓		✓		✓		✓	✓	
8	Instruction is given clearly to the students in order to comprehend the text easily.	✓		✓	✓		✓		✓		✓		✓	✓		✓		✓	✓		✓
9	Do teachers encourage their students to use different classification of strategies (supportive strategies like: using dictionaries, taking notes, underlying the text using reference materials, to comprehend the text)?	✓		✓	✓		✓		✓	✓		✓		✓	✓		✓		✓	✓	✓

F stands for frequency

T stands for teacher

As it shows in the above Table 4, item 1 from five English teachers that the researcher observed under pre-reading activities, the majority of teachers 4 gave introduction about the reading text. On contrary, 1 teacher didn't give introduction about the reading text.

To this significant item 2 whether or not teachers set the purpose of reading skill. Most of the teachers 4 didn't set the purpose of reading skill. The remaining 1 teacher did set the purpose to read. So, from this the researcher observed that majority of teachers did not regarding to set purpose to read and comprehend a given text.

Regarding item 3 asking students to discussed about the topic before they read. Most of the teachers 3 didn't ask students to discuss about the topic before they read. The rest 2 teachers asked to discuss about the topic before reading. Therefore, as the researcher observed that the majority of teachers didn't give a chance to discuss and ask about the topic before reading.

Based on item 4, from the 5 session observed classes, 4 teachers didn't use the three reading phases (i.e. pre-reading, while reading, post reading) to teach reading skill. However, 1 teacher used the three phases in reading classroom. From this observation the researcher argued that almost all teachers didn't practice the phase or stage of reading necessarily.

As it can be seen in Table 4, item 5 whether or not students given a chance to predict about reading passage. In the observed classroom 4 teachers didn't give a chance to predict what the reading passage was about. Only 1 teacher practiced the chance of making prediction. So, the researcher mentioned that the majority of teachers didn't practice the prediction strategies for their learners in their reading classroom.

According to item 6, most of the teachers 4 did not sort out the difficult words and explained for students in pre-reading session. On contrary, 1 teacher did so. From this the researcher summarized that almost all teachers didn't apply this method of teaching reading.

Based on item 7 Most teachers 3 encouraged to visualize and to relate their experience with the text which help the learners to internalized the reading passage. The remaining 2 teachers didn't so. So it is possible to conclude that most teachers were applicable for visualize and relate students experience with the textbook in order to internalized the reading passage.

Regarding item 8 from the classroom observation most teachers 3 did not give a clear instruction for their students in order to comprehend the text easily. However, 2 teachers observed that they gave a clear instruction for their students.

Based on item 9 most of the teachers 3 didn't encourage to practice different classification of strategies like; using dictionaries, taking notes, underlining the text, using reference materials to comprehend the text. However, 2 teacher encourage their learners to did so.

Table 5 Classroom observation on While- reading Activities

No	Classroom Observation Item	T 1				T 2				T 3				T 4				T 5			
		1 st day		2 nd day		1 st day		2 nd day		1 st day		2 nd day		1 st day		2 nd day		1 st day		2 nd day	
	While -reading activities	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
10	The teacher facilitates the students to read silently and individually.		✓		✓	✓			✓		✓		✓		✓		✓		✓	✓	
11	The teacher encourage the students to follow procedures like completing diagrams, tables and comprehension questions which are given in the text book.		✓		✓	✓		✓		✓	✓		✓		✓		✓			✓	
12	Do students actively participate in the classroom during Reading classes?	✓		✓			✓	✓		✓		✓		✓		✓		✓	✓		✓
13	The teacher tried to integrate the reading lesson with other language skill.		✓		✓	✓		✓	✓		✓		✓		✓		✓		✓	✓	

F stands for frequency

T stands for teacher

As it shows in Table 5, item 10 almost all teachers 4 did not facilitate their students to read silently and individually. Rather teachers permitted their students to read loudly by selected the outstanding students in front of the classes. The remaining 1 teacher used silent and individual reading strategy to teach reading in classroom. Therefore, the researcher concluded that teachers didn't permit their students to practice reading silently and individually in the reading classroom.

Based on item 11, under while-reading phase, from 5 session observed classes, 3 of them did not encourage their students to follow procedures such as completing tables, diagrams, compressions questions. However, 2 teachers encouraged their students to complete tables, diagrams and comprehension questions which were given in their text book.

As illustrated in the above table, related to item 12 the observation result indicated that, almost all 4 teachers encouraged their students to actively participate in the reading classroom by selected students to read as a model. The remaining 1 teacher didn't encourage students to participate actively in reading classroom.

Regarding items 13 almost all teachers 4 didn't try to integrate the reading lesson with other language skills. The remaining 1 teacher integrate reading skill with other. Thus, skills could not be separated one another. To sum up, the majority of teachers didn't integrate reading skill with other.

Table 6 Classroom observation on post- reading Activities

N o	Classroom Observation Item	T 1				T 2				T 3				T 4				T 5			
		1 st day		2 nd day		1 st day		2 nd day		1 st day		2 nd day		1 st day		2 nd day		1 st day		2 nd day	
	post -reading activities	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
14	Do teachers encourage students to use contextual clues by sort out unfamiliar words?	✓		✓			✓		✓		✓		✓	✓		✓	✓	✓		✓	✓
15	Do teachers encourage students to use different reading materials to improve reading skill?		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
16	The teacher set a summary and conclusion.	✓		✓	✓		✓		✓	✓		✓		✓		✓	✓		✓		✓
17	The teacher provides feedback for the students.	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓	

F stands for frequency

Based on item 14 most teachers 3 did not encourage their students to use contextual clues by sort out unfamiliar words. However, the remaining 2 teachers encouraged their students to use contextual clues by sorted out unfamiliar words. Therefore, most teachers used contextual clues in the reading classroom.

Related to item 15 all teachers did not encourage their students to read supplementary materials to improve their reading skills.

On the other hand, under post-reading phase as the researcher observed on item 16 that most of the teachers 3 didn't give summary and conclusion at the end of reading lesson. The remaining 2 teachers did so.

As the above table indicated concerning item 17 from twice observed classes, all teachers provided feedback for the students during reading lesson.

4.4 Analysis of Interview Questions for English Teachers

4.4.1 Introduction

The semi-structured interview contained 6 general questions which revolve around the teaching practice of reading skill. Clarification questions were asked in order to probe teachers' responses.

Five grade 9 English teachers were interviewed. The interviews were conducted after every observation was completed. The interview was done inside the target secondary school. The data from the semi-structured interview was analyzed qualitatively.

Interview question number 1. How do you teach reading skill?

Codes T1, and T4, according to these teachers' response they practiced almost similar strategies to teach reading skill in the classroom. They forwarded that firstly, they introduced the topic about what students read. Secondly, they permitted students to read loudly in front of the whole class. Code T2 says that "he instructs students to read at their home and he gives the exercises to complete as a home work which are find in the students' text book and in the next day he gives correction for the given exercises." However, Code T3 says that "she gives more emphasis for pronunciation practice when she teaches reading skill and when students are in the time of reading, she gives immediate articulation and error correction of words given to help the students

to read correctly. As far as this interview question concerned code T5 says that “ Most of the time I teach my students reading skill by translating the reading passage in to students L1 or mother tongue to make the reading passage easily understandable and in this grade level students need different help from their teachers”.

Interview question number 2. What are the reading strategies that you used to teach reading skill?

Regarding the above question codes T2, T3, T4 and T5 responded that mostly they used scanning and skimming for comparison, to answer for specific piece of information and general idea of the text. On the other hand, according to code T1 “he uses the following strategies such as skimming, scanning, prediction, summarizing and asking and answering, visualizing and so on according to the reading passage necessarily” Therefore, teachers should practice different strategies to teach reading skill in order to help their learners to make a good reader.

Interview question number 3. What are the role of teachers in teaching reading skill?

From the five English teachers who interviewed this question codes T1, T2, replied that teachers should help their students to practice reading by their own and teachers should practice the reading strategies to enable students to read and understand the given texts.” The remaining two teachers code T4 and T5 replied for this interview question that in this grade level students could not read and at the same time pronounce words correctly therefore, teachers should have encouraged learners to read a variety of materials even if without their text book. As T3, answered that one of the role of teachers were knowing variety of ways to teach reading, and they capable to use a variety of materials and texts for students to read and teachers should apply the techniques of teaching reading. Therefore, teachers should practice teaching reading skill using intensive and extensive method.

Interview question number 4. what are the role of students in learning reading skill?

Regarding this questions codes T2, T3 and says that “while students read they should be attentive enough and enthused in order to understand the reading passage and also they should make short note as well. However, students don’t have interest to read and comprehend the given

text. The other one teacher T1 replies that students should follow procedures, to read understand and having regular practice helps learner to read confidently and rather to pronounce fluently. Moreover, T4 and T5 responded that students should be attentive reader and when they read they may make short note. Then they tried to refer books for further studies and to make things clear. Therefore, from this the researcher concluded that when students read a text they should focus to comprehend it and should connect prior knowledge with to new information.

Interview question number 5. What challenges do teachers face in teaching reading skill?

Related to this question, codes T2 and T4 responded that students lack of interest and willingness to read and comprehend a given text is one of the major problem they faced. While two teachers' codes T3 and T5 replied that students are frightened to read. On the other hand, the remaining T1 mentioned there are insufficient distribution of students' textbook due to large number of students in each section mentioned as a problem in a reading classes. Therefore, the researcher concluded that even if there were many problems related to this points students need to be willingness for reading skill and ability to comprehend a given text. And as much as possible students need to be confident enough in related with the reading skill.

Interview question number 6. What challenges do students face in learning reading skill?

Regarding to the challenges that students faced when they learn reading, most teachers codes T1, T3 and T5 informed that students faced lack of prior knowledge and limited regular practice in reading skill. Therefore, students should read different materials out of the students' text book. The remaining two teachers' codes T2 and T4 replied their students have limited vocabulary knowledge with an appropriate context. And pronunciation problems may face. Due to this reason, there are some students who can't even read a single word ... in proposed grade level. Therefore, related to challenges of students' problem in learning reading teachers should help their learners by inspiring to read different materials and let them give consideration for reading skill.

4.5 Discussions

As it can be seen from the teachers' interview, some of the teachers practiced students to read loudly in front of their classmate. Others permitted them to pronounce words correctly. Skimming and scanning reading strategies were adaptable for majority of the teachers. Some students could not read even words. teachers should have encouraged learners to read a variety of supplementary materials within and without school. students should follow procedures, to read understand and having regular practice to read confidently and rather to pronounce words correctly.

Frightened, lack of confidence and interest to read were the major challenge that students faced. Inadequate distribution of students' textbook, limited vocabulary, prior knowledge and having contextual clues were another problem. Teachers were unable to give a clear and precise instruction during reading. Teachers were dominated by loud reading. The teachers' knowledge about the importance of practicing silent reading has been negligible. Students didn't encourage by their teachers to ask questions, to answer and to share their ideas with their classmates. And teachers didn't encourage to read supplementary materials for their students. On the other hand, teachers didn't practice their students to guess unfamiliar words using contextual clues.

CHAPTER FIVE

5. Summary of Findings, Conclusions and Recommendations

5.1 Introduction

This chapter deal with, summery of findings, conclusions and recommendations of the study. Based on the major findings, conclusions and recommendations were also made.

5.2. Summary of Findings

The purpose of this study was investigating English language teachers' practice of teaching reading skill in EFL classes. In order to achieve the objectives of the study, instruments like students' questionnaire, teachers' classroom observation and teachers' interview were used. On the bases of the data from these research methods the following conclusions and recommendations were drawn.

The results of the study concerning the manner of English language teachers to teach reading skill, as the analysis showed that from students' questionnaire, teachers classroom observation, and interview indicated that teachers limited to apply the strategies and procedures to teach reading. Even, it seemed as if the teachers did not set the purpose of reading, there was a gap of knowledge on reading strategies as well as their actual practices. Hence teachers used only skimming, scanning and questioning and answering method in the reading classroom. Likewise, they were incapable to employ the strategies required. Teachers were unable to give a clear and precise instruction during reading. In addition, teachers didn't arrange time limit for readers.

The other results obtained from the study which related to the strategies suggested in teacher's guide to teach reading skill were as follows: the data obtained from the students' questionnaire, teachers interview and classroom observation results indicated that teachers were dominated by loud reading. The teachers' knowledge about the importance of practicing silent reading has been insignificant. In addition, teacher didn't encourage students to ask questions and to share their ideas with their partners. And teachers didn't encourage to read supplementary materials for their

students. On the other hand, teachers didn't practice their students to guess unfamiliar words using contextual clues. Concerning the teacher's guide, teachers didn't bring sufficient copies of reading passage to reduce the problem that students faced in the textbook. Again there was a problem on make students sure for spelling of some words.

The results of the study on problems that teachers faced in teaching reading skill indicated that insufficient distribution of students' textbook due to large number of students in each section was the major obstacle for teaching and learning process. Moreover, teachers didn't encourage students to practice reading regularly. There was a problem of setting purpose, setting summary and conclusion about the reading passage clearly. Moreover, teachers had problems to integrate reading skill with other skills during reading classes. Additionally, pre while and post reading activities were not implemented. Teachers were unable to give a clear and precise instruction during reading classes.

Finally, the results of the study revealed in related to problems that students faced in learning reading skill: limited opportunity for students to guess unfamiliar words using contextual clues. students were frightened to read when they were asked to read in front of their classmates. Students faced limited prior knowledge to predict about the title. Moreover, limited opportunities to shared ideas with their classmate in reading classes. Again students faced reading problems (even words...). Additionally, students faced limited regular practice to read a given text. Limited inspiration to practice the classifications of strategies (using dictionary, taking note, underlining).

5.3 Conclusions

Based on the findings the following conclusions were drawn.

1. The teachers' assumption of the practice of teaching reading appears to be wrong since teachers assume that students learn reading better when they read aloud than reading silently.
2. Students don't have opportunities for extensive reading as in the proposed secondary school students couldn't reassured to read supplementary reading materials.
3. Teachers need to apply and follow the procedures of reading strategy instruction in the classroom implicitly and explicitly. And it helps students to become successful reader.
4. Sufficient students' textbook distribution wasn't give enough attention for teaching and learning process. And it caused lack of interest to read and comprehend.
5. Having less opportunities to guess the meaning of new words contextually. Thus students faced limited prior knowledge and afraid to read.

5.4. Recommendations

Based on the findings the following recommendations were drawn.

- The importance of extensive reading in school and out of school should be emphasized and teachers persuade students about the benefit of reading for their future carrier.
- Supplementary reading texts should be developed and made available so that students will not rely only on their textbooks for their reading practices.
- To develop students' reading skill, it is necessary for teachers should give emphasis on the strategies of reading to improve student reading proficiency by providing them clear instructions and procedures to practice effective reading.
- The fact that reading is silent in the real situation, students should be given more training in silent reading though reading aloud shouldn't be totally abandoned especially in the secondary school.
- Teachers should implement the pre, while and post-reading stages when they teach reading in the classroom.
- Teachers should upgrade their own academic knowledge about practice of teaching reading and the instructional strategies.
- Teachers should encourage students by teaching different types of reading strategies explicitly and implicitly.
- Teachers should implement the strategies of teaching reading which are suggested in the teachers' guide.
- Teachers should encourage their students to come with their textbook and make the reading lesson enjoyable.
- Students should give enough attention to the reading lesson.
- Short and long term programs need to be organized for English language teachers by ministry of education to solve the problems teachers have concerning teaching reading lesson. Besides, the responsible body should supervise and give necessary comment based on the teachers teaching practice.
- Finally, further study should be carried out to investigate the reason why teachers fail to implement reading comprehension strategy instruction in the secondary Schools of current study areas.

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APPENDICES

APPENDIX A

Questionnaire to be filled by Students

Dear students,

I am conducting a study on **investigating the practice of teaching Reading skill in EL Classroom**: Therefore, you are kindly asked to fill in the questionnaire, honestly, genuinely and carefully. I like to stress that the information you provide is completely confidential used by the researcher only. For that matter, you don't have to write your name.

Thank you for your contribution!

Direction one: Background Information.

A. School Name: _____ B. Year _____
C. Grade and section: _____ D. Age _____ E. Sex _____

Direction two: Please indicate your answer by making in ✓ in the appropriate box or writing where it is necessary in the space provided.

This questionnaire will be designed for research purpose. The response scale is identified as follows.

1. Always 2. Usually 3. Sometimes 3. Rarely 4. Never

No	Questionnaire items	Always	Usually	Sometimes	Rarely	Never
	Pre-reading					
1	How often do your English teacher encourage you to discuss the topic of reading passage using your prior knowledge?					
2	How often does your teacher set purpose for reading?					
3	How often does your teacher make the students guess the new words using contextual clues?					
4	How often does your teacher give emphasis to reading skill in the class room?					
5	How often does your teacher give instruction about the aim of reading skill?					
6	How often does your teacher prepare sufficient copies of reading text for students?					
	While- reading					
7	How often does your teacher encourage you to read the passage silently and individually?					
8	How often does your teacher encourages students to skim the text to find out the general idea of the passage?					
9	How often does your teacher encourage students to participate actively during reading classes using questioning and					

	answering method?					
10	How often does your teacher encourages students to scan the text for specific piece of information?					
11	How often does your teacher motivate you to read without fear/ confidently?					
12	How often does your teacher ensure for spelling of some words?					
13	How often does your teacher encourage students to pronounce words, sounds and sentences during reading?					
	Post-reading					
14	How often does your teacher encourage you to read supplementary materials to develop your reading.(i.e. novels, newspaper, magazine)?					
15	How often does your teacher ask you comprehension questions?					
16	How often does your teacher set summary and conclusion?					
17	How often does your teacher encourage you to practice reading regularly?					
18	How often does your teacher encourage you to share ideas with your partners?					

APPENDIX B

Classroom Observation Checklist

Name of School: _____ Date: _____

Grade and section: _____

Lesson Topic: _____ Teacher's Code: _____

Summary of Observation check lists.

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

No	Reading Lesson Strategies	Rating Scale			
		Day one		Day two	
		Yes	No	Yes	No
	Pre-Reading				
1	The teacher gives introduction about the text.				
2	The teacher set a purpose of reading skill.				
3	Students are asked to discuss the topic before they read.				
4	Techers use the three phases of reading to teach the skill in classroom.				
5	Students are given chances to predict what the reading passage is about.				
6	Difficult words in the text are sorted out and explained.				
7	He/she encourages students to use their experience (visualize) to				

	read.				
8	Instruction is given clearly to the students in order to comprehend the text easily.				
9	Do teachers encourage their students to use different classification of strategies (supportive strategies like: using dictionaries, taking notes, underlying the text using reference materials, to comprehend the text)?				
While-Reading					
10	The teacher facilitates the students to read silently and individually.				
11	The teacher encourage the students to follow procedures like completing diagrams, tables and comprehension questions which are given in the text book.				
12	Do students actively participate in the classroom during Reading classes?				
13	The teacher tried to integrate the reading lesson with other language skill.				
Post- Reading					
14	Do teacher encourage students to use contextual clues by sort out unfamiliar words?				
15	Do teachers encourage students to use different reading materials to improve reading skill?				
16	The teacher set a summary and conclusion.				
17	The teacher provides feedback for the students.				

APPENDIX C

Interview Questions for English Teachers

This interview would be gathered data investigating the practice of teaching reading skill. The responses of the teachers will have a great contribution for the success of the study.

1. How do you teach reading skill?
2. What are the reading strategies that you used to teach reading skill?
3. What are the role of teachers in teaching reading skill?
4. What are the role of students in learning reading skill?
5. What challenges do teachers face in teaching reading skill?
6. What challenges do students face in learning reading skill?

አዲስ አበባ ዩኒቨርሲቲ
የውጪ ቋንቋዎችና ስነ-ፅሁፍ ት/ክፍል
የድህረ ምረቃ መርሀ ግብር
በተማሪዎች የሚሞላ መጠይቅ

ውድ ተማሪዎች

በእንግሊዘኛ ቋንቋ ክፍል ውስጥ የማንበብ ግንዛቤን የማስተማር ልምድን በመመርመር ላይ ጥናት እያካሄድኩ ነው። ስለዚህ መጠይቁን በቅንነትና በጥንቃቄ እንድትሞሉ በአክብሮት እጠይቃለሁ። ስለሆነም አንተ/አንቺ የምታቀርቡት መረጃ ለምርምር /ለጥናት አላማ ብቻ የሚጠቅም እና ሙሉ በሙሉ ሚስጥራዊ መሆኑን ላሳስብ እወዳለሁ። ስለዚህ ስምዎን መፃፍ አይኖርባችሁም።

ስላደርጉት አስተዋፅኦ አመሰግናለሁ!!

መመሪያ 1:- የግል መረጃ

ሀ. የትምህርት ቤቱ ስም-----

መ. እድሜ -----

ለ. ዓ.ም-----

ሠ. የታ -----

ሐ. ክፍል-----

መመሪያ 2:- ተማሪዎች መልሳችሁን በተገቢው መልስ መስጫ ሳጥን ውስጥ X በመፃፍ አመልክቱ ይህ መጠይቅ የተዘጋጀው ለጥናትና ምርምር ዓላማ። የመልስ መለኪያውም እንደሚከተለው ቀርቧል 1. ሁልጊዜ 2. በአብዛኛው 3. አንዳንዴ 4. አልፎ አልፎ 5. በፍፁም

ተ.ቁ	ጥያቄዎች	ሁልጊዜ	በአብዛኛው	አንዳንዴ	አልፎ አልፎ	በፍፁም
	ቅድመ ንባብ					
1.	አስተማሪዎ የቅድመ እውቀታችሁን በመጠቀም በምንባቡ ርእስ ላይ ምን ያህል ጊዜ እንድትወያዩ ያበረታታችኋል።					
2.	አስተማሪዎ ምን ያህል ጊዜ የማንበብ አላማን ያሳውቃችኋል።					
3.	አስተማሪዎ ምን ያህል ጊዜ አውዳዊ ፍቺ በመጠቀም እንዲገምቱ ያደርጋል።					
4.	አስተማሪዎ በክፍል ውስጥ የንባብ ችሎታን ለማሰደግ ምን ያህል ጊዜ ትኩረት ይሰጣል።					
5.	አስተማሪዎ ስለ ንባብ ግንዛቤ ምን ያህል ጊዜ መመሪያን ያሳውቃል።					
6.	አስተማሪዎ ለምን ያህል ጊዜ ለተማሪዎች በቂ የሆኑ የንባብ ፅሁፎችን					

	አዘጋጅቶ ያቀርባል።					
	በንባብ ጊዜ					
7.	አስተማሪዎ ምንባቡን በፀጥታና በግል እንዲያነቡት ምን ያህል ያበረታታችኋል።					
8.	አስተማሪዎ የምንባቡን አጠቃላይ ሀሳብ ለማወቅ ዕሁፉን እንዲያብላሉ ምን ያህል ጊዜ ያበረታታችኋል።					
9.	አስተማሪዎ የጥያቄና የመልስ ዘዴን በመጠቀም በንባብ ጊዜ በንቃት እንዲሳተፉ ምን ያህል አበረታታችኋል።					
10.	አስተማሪዎ ለምን ያህል ጊዜ ውስን መረጃ ለማግኘቱ ምንባቡን እንዲቃኙ አበረታታችኋል።					
11.	አስተማሪዎ ያለፍርሀትና በራስ መተማመን ስሜት ምን ያህል ጊዜ እንዲያነቡ ያነቃቃችኋል።					
12.	አስተማሪዎ ለአንዳንድ ቃላቶች ምን ያህል ጊዜ የፊደል አፃፃፍ ልምምድን ያረጋግጣል።					
13.	አስተማሪዎ በማንበብ ጊዜ ቃላትን፣ የቃላት ድምፆችና አረፍተ ነገሮችን እንዲለማመዱ ምን ያህል ያበረታታል።					
	ድህረ ንባብ					
14.	ንባብን ለማዳበር አስተማሪዎ ምን ያህል ጊዜ መርጃ መፅሀፍቶችን ፣ ጋዜጣዎችን፣ መፅሔቶችን ና ድርሰቶችን እንዲያነቡ ያበረታታችኋል።					
15.	አስተማሪዎ ምን ያህል ጊዜ አንብቦ የመረዳት ጥያቄዎችን ይጠይቃችኋል።					
16.	አስተማሪዎ ምን ያህል ጊዜ መደምደሚያ ሀሳቦችን ከምንባቡ ውስጥ ያሳውቋችኋል፡					
17.	አስተማሪዎ ዘውትር ምንባብ እንዲለማመዱ ምን ያህል ጊዜ ያበረታታችኋል።					
18.	አስተማሪዎ ከንደኛዎ ጋር ሀሳቦችን እንዲለዋወጡ ምን ያህል ጊዜ ያበረታታዎታል					