



**SCHOOL OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND  
COMMUNICATION**

**DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE**

**An Examination of Present Practices of Teaching Reading Skills in English:  
The case of Kolfe Secondary School Grade 10 Students in Addis Ababa City  
Administration**

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A Thesis submitted to the Addis Ababa University School of Humanities, Language Studies, Journalism and Communication in partial fulfillment of the requirements for the Degree of Master of Arts in Foreign Language and Literature

**September 2024**

**Addis Ababa, Ethiopia**

## DECLARATION

I hereby declare that this thesis entitled **An Examination of Present Practices of Teaching Reading Skills in English: the case of Kolfe Secondary School Grade 10 students in Addis Ababa City Administration** is written by myself, with the guidance of my advisor Dr. Italo Bersio, that the work contained herein is my own except where explicitly stated otherwise in the text, and that this work has not been submitted, in whole or in part, for any other degree or professional qualification.

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## APPROVAL SHEET OF RESEARCH PAPER

The undersigned certify that they have read and hereby recommend to Addis Ababa University School of Humanities Language of Studies, Journalism and Communication to accept the proposal submitted by Alembirhan Berhe, and entitled **An Examination of Present Practices of Teaching Reading Skills in English: the case of Kolfe Secondary School Grade 10 students in Addis Ababa City Administration**, in partial fulfillment of the requirements for the Degree of Master of Arts in English Language Teaching (ELT).

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## **Acknowledgments**

This study could not have been completed without the assistance and support of different individuals to whom I should express my deepest gratitude.

First, I would like to extend my gratitude to my thesis advisor, Dr. Italo Beriso, for his continuous guidance and encouragement throughout this study.

I am also grateful to Dr. Ashenafi Tsegaye for his willingness to read thoroughly the paper and rendering his insightful comments. His useful comments were truly a tremendous help at every stage to enrich the study in the best form.

I would like to express special thanks to my beloved friends Mr. Lehasab Asegid and Miss Hana for their continuous support and encouragement. I'm also indebted to Kolfe secondary school English teachers and students of grade 10 who participated in this study by donating me the data for this study. Once again, I would like to thank my family for their full help from the beginning to end. Finally, my endless thanks go to Mr. Teshome and all other people who so supported me to successfully complete this study.

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## **Abstract**

*The study was conducted to investigate an important area of English language teaching and learning. It examined the present practices of teaching reading skills of English in grade ten at Kolfe Secondary School in Addis Ababa City Administration. To this end, a descriptive survey research method was used; simple random sampling technique was employed to select participant students while purposive sampling techniques was used to select participant teachers. Data were collected through questionnaires and classroom observations from a sample of 65 grade 10 students (out of 351 students) and 8 English language teachers. Data from classroom observations were analyzed qualitatively, whereas data collected through questionnaires were analyzed quantitatively by using descriptive statistics.*

*The findings revealed that different factors adversely affected the teaching-learning of reading skill, like poor method of teaching-learning, insufficient time allotted to teach reading skill, absence of supplementary reading materials, and students' low vocabulary background knowledge and interest.*

*To solve the existing problems, it is recommended that English language teachers need to adopt innovative pedagogical methods and techniques that enhance students' engagement in reading and comprehension, and school administration also need to provide sufficient reading materials to be read at library, strengthening after-school reading sessions and language clubs, and arrange seminars for teachers on innovative teaching reading skills.*

**Key words:** *Academic reading, Comprehension reading, Reading, Reading skills, Vocabulary.*

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## **Acronyms**

**EFL**=English as Foreign Language

**DRA**= Directed Reading Activity

**ESL**= English as Second Language

**RC**= Reading Comprehension

**RAP**= Reading for Academic Purpose

## CHAPTER ONE

### 1. Introduction

This study sought to examine present practices of teaching reading skill in English at Kolfe Secondary School in the Addis Ababa city administration. In this light, the main purpose of this chapter is to set the background of the study, statements of the problem, objectives, scope and significance of the study.

#### 1.1 Background of the study

Reading is one of the four basic language skills that students of a foreign language should acquire. Reading skill is crucial to school success and provides the foundation for all subsequent learning because success in most subjects depends on the ability to read. Different writers (Bayless, 2010; Robinson, 2010; May, 2009; Atwell, 2007; Pardo, 2004) state clearly that reading is the most important skill for second language learning in academic contexts. An adequate reading ability is required for a learner to access any written information and make use of it (Pardo, 2004). Every day, students read different texts such as textbooks, reference materials, short notes, and other extracurricular materials to gain certain information for the accomplishment of their academic requirements. Thus, it is through reading that students understand different arrays of subjects and then acquire much of their academic knowledge that can be essential to effectively handling any tasks in their academic studies and in their future careers at workplace (May, 2009). This implies that, for students, reading different materials and developing their comprehension competence is essential.

Students read books for a variety of reasons: to comprehend a text and answer comprehension check questions, to do grammar activities, to solve language problems, to improve language ability, to achieve pleasure and information, to know the instruction of using a particular tool, to be familiar with a particular country or place, to decode message from a printed document, to get idea from inscription from any objects, etc. (Doff, 1997). Thus, the reasons and purposes of reading a text differ from person to person because of their different interests, objectives or motives, opinions, backgrounds, experiences and schemata.

Reading, according to purpose and utility, can be basically of two categories: *Academic reading* (*Reading for Academic Purpose*) and *Non-academic reading* (Grellet, 1996). In an academic

reading, students are bound to read texts because of the syllabus and the thought of passing the examinations. Understanding a given passage is the nub for a student to answer any kind of questions set in the examinations because understanding a written text means extracting the required information from it as effectively as possible (Grellet, 1996), and the understanding of it is possible only when a student reads it effectively and meaningfully. But non-academic reading is open, and students/readers get an opportunity to choose from a vast range of books according to their interest, options for choice and opportunity to spending time. *Non-academic reading* embodies two main types: *reading for pleasure and reading for information* (Grellet, 1996; Nuttall, 1996).

Reading strategies are different techniques that readers use in all levels and phases of their reading to intensify their comprehension (Saricoban, 2002; Yenus, 2018; Anderson, 2003; Pressley, 2002a; May, 2009; Jah, 2013a). The strategies are considered cognitive and metacognitive concepts in reading (Karbalaie, 2010). In other words, readers use varieties of reading strategies in the three phases of their reading (pre, while and post-reading) as well as in their reading proficiency levels (early emergent, emergent, early fluency and fluency levels).

In the context of today's globalized world, the importance of reading skills for students or students' reading proficiency in English cannot be denied. To make the students fit nationally and internationally, their reading skills must be of an advanced level. If reading skills are improved, learners will be able to utilize maximum resources for taping knowledge and information from various sources, and it will change the whole educational scenario of a given country. In this light, the present study on *examining present practices of teaching reading skills of secondary school students* is of great importance.

As in other contexts, in Ethiopia, it has been taken necessary to improve students' reading proficiency in English so as to produce graduates of an international standard in today's globalized world. So, since many decades, English has been used as the medium of instruction in the country at the secondary and tertiary levels and is taught as a subject starting from grade one. Accordingly, it has been held that English language would focus on the development to listening, speaking, reading and writing skills for communication in wide variety of contents as well as would focus on the understanding and application of English grammar rules as well as the development of English vocabulary.

According to some writers (Hailu Getaneh, 2010; Getachew, 1996), reading has been viewed as the most important skill for second language learning in academic contexts and in high schools in Ethiopia, where English is used as the medium of instruction, reading is by far the most important of the four skills. Nonetheless, these studies reported that Ethiopian students are ineffective in their English reading comprehension abilities (Belilew, 2015).

Currently (in 2019), the Ethiopian government (MOE) introduced a new curriculum for English language teaching for secondary schools that seeks to develop students' competencies in the four skills of the language. Thus, this researcher was initiated to examine the status of students' reading skills abilities and factors that affected the pedagogy of reading skills.

## **1.2 Statement of the problem**

As most teachers are complaining, one of the most crucial problems facing secondary school teachers in the country today is that many students come into high schools without the requisite knowledge, skills, or disposition to read and comprehend the materials placed for them. As a result, they have serious problem of understanding the meaning of written texts. The ability to read and comprehend the textbooks and notes they gain in different subjects and the materials all written in English determine the academic success or failure of the learners. Unless students comprehend or understand what they are reading, especially in the language classroom, their reading for other academic and non-academic purposes will be directly or indirectly affected. Thus, from long time teaching experience, this researcher has observed that most students have the problem of understanding the written materials. That means they (the majority of the students) lack reading comprehending skills. As result, students who had comprehension problem didn't score higher on comprehension testes, didn't able to express verbally or in written communication what they have read, didn't score higher on tests of all school subjects including sciences, and social sciences and even they didn't get a pass mark on these subjects.

Both the Ethiopian Education and Training Policy (1994) and the Education Development Roadmap (2018-2030) stipulate the need for providing quality education at every level to the learners and promoting students' competencies in language skills. To ensure this aspiration, reading becomes important. Hence, to comprehend the text, the learner should have good reading ability but according to the personal observation of this researcher, there was a concern that

learners in secondary school are experiencing problems with reading tasks and comprehending comprehension questions.

This researcher has been teaching English language at the school under study since 2015. His personal observation show that English text books were not used properly by students and even most often were returned to the school unopened. On the top of this, English teachers did not use reading skill as teaching method very widely because more holistic instructional methods are used.

Teachers were not seen encouraging students learn from their reading. They were not observed promoting students' reading ability through interesting reading activities; expecting reading notes; organizing reading materials into different form; reading for getting information etc. Most usual is that teachers used reading tasks for portion coverage by giving students independent learning assignments. The experience at kolfe Secondary School grade ten students shows that there is serious problem in developing English language reading skill. This problem initiated this researcher to conduct this study in point and improve the situation as much as possible by coming up with some plausible teaching techniques or strategies for English language reading skill.

### **1.3 Objectives of the study**

#### ***1.3.1 General objectivities***

The general objective of the study was to examine present practices of teaching-learning of reading skill in English grade ten at Kolfe Secondary School.

#### ***1.3.2 Specific objectives***

The specific objectives of the study were to:

- identify methods of teaching reading skill used by English teachers.
- explore problems grade 10 students facing in reading
- investigate factors affecting teaching and learning of reading in English.

### **1.4 Basic research questions**

To attain the afore-mentioned objectives, the present study attempted to seek answers for the following basic research questions:

- How English reading skill was taught for grade 10 students at Kolfe Secondary School?
- What factors or variables affected the teaching-learning of reading skill?
- What problems grade 10 students faced in the learning of reading skill?

### **1.5 Significance of the study**

The result of this study will basically have the following significances:

- It will be helpful for English language teachers to reconsider different types of methods, strategies or techniques to be employed in teaching reading skill,
- It can also boost students' awareness of the strategies and techniques they can use to develop their reading skill and comprehension abilities.
- It can inform school leaders to work out ways of alleviating problems students facing in English language.

### **1.6 The scope of the study**

The study was conceptually delimited to the teaching and learning practices of grade 10 English reading skills, and factors that have been affecting the development of students' reading skills. Participation wise, grade 10 students and English language teachers were taken as principal data sources. This researcher had focused on grade 10 students' problem due to the fact that he had extensive teaching experience at this grade level and well-sensed the magnitude of the problem students facing.

### **1.7 Limitation of the study**

As any research endeavor, this study may have some shortcomings related to the selection and use of related literature, and subjectivity the may incur in the research design such as sampling, data collection instruments, data collection process, and data management or data analysis and discussion. Despite this limitation, the researcher has tried his best to make the study complete and trustworthy.

### **1.8 Organization of the Paper**

The thesis is organized in to 5 chapters:

**Chapter 1** introduces and establishes the topic focus, outlines the objectives, highlights the problems in the field of study and discusses the significance of the study. It also outlines research methodology briefly, and defines the key terminology used in the study.

**Chapter 2** describes Families of ideas and concepts related to reading pedagogy which includes the definition of reading, purposes of reading, techniques of and approaches to teaching reading in the class, and the like.

**Chapter 3** discusses the methodology of the study. It discusses methods, design, population, sampling techniques, data collection instruments, data analysis techniques of the study.

**Chapter 4** deals with the presentation, analysis and interpretation of the data collected through questionnaires and classroom observation. It includes the reports of results obtained from the empirical investigation.

**Chapter 5** presents a summary of the findings, major conclusions, and some recommendations for improving the practices of teaching and learning of reading skills in the secondary school studied in particular, and the secondary schools of the City Administration in general.

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.0 Introduction**

The purpose of this study was to examine present practices of teaching reading skills in English grade ten at Kolfe Secondary school.

This chapter addresses families of ideas and concepts related to academic reading, such as meaning of reading, purposes of reading, phases reading skill and its sub skills, types of reading, reading strategies; reading models, reading approaches, reading comprehension, common problems students face in the development of reading skill of reading comp, and the like.

### **2.1 Meaning of Reading**

Reading has several definitions. Even though different scholars define reading in varied ways, most of them agreed that it is an understanding of what ever written. That is, understanding is commonly the goal of reading.

According to Grabe (2004), reading is a complex process involving different mental operations in which reading related cognitive skill play an important role. By implication, to be able to read, children have to be able to perceive sounds, store the information they hear, analyze it, recall it and recombine it in memory and problem solving. Hence, children with good cognitive abilities tend to become fluent readers earlier with more ease. However, reading also depends on language specific cognitive abilities, such as phonological of awareness, vocabulary and most strongly decoding (the ability to associate sounds and symbols with meaning).

Alderson and Urquhart (2000) conceive reading as an interaction between the text, the reader and the author, even though this last participant has not been completely emphasized or included in most definitions. They usually or almost always include only the reader and the text. Therefore, there is a dialogue between thought and language while reading. The author encodes to turn his/her thoughts into language; the readers decode to transform language into thoughts.

For Jager (2002), reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Accordingly, knowing how to read words has ultimately little value if the student is unable to construct meaning from text.

Likewise, Janzen (2003) stated that reading comprehension involves the extraction of meaning from written language and it would generally be agreed that comprehension is the ultimate goal of reading children to read independently.

## **2.2 Purposes of Reading**

Reading serves multifaceted purposes. Doff (1997) states people read books for a variety of reasons. They read to comprehend a text and answer comprehension check questions, to do grammar activities, to solve language problems, to improve language ability, to achieve pleasure and information, to know the instruction of using a particular tool, to be familiar with a particular country or place, to decode message from a printed document, to get idea from inscription from any objects etc.

In the same vein, Nuttall (1996) notes that the reasons and purposes of reading a text differ from person to person because of their different opinions, backgrounds and experiences and schemata. Thus, a same text may be a source of diverse interests depending on the person concerned.

## **2.3 Types of Reading**

Reading, according to purpose and utility, can be basically of two categories. They are Academic reading and Non-academic reading (Grellet, 1996).

### **2.3.1 Academic Reading or RAP (Reading for Academic Purpose)**

Academic reading is reading that is used in academic discourse. It includes both understanding the syntax and semantics of academic English and understanding of specific aspects of academic reading.

A student must pass various examinations during his/her whole course of academic life. Understanding a given passage is the nub for a student to answer any kind of questions set in the examinations because understanding a written text means extracting the required information from it as effectively as possible (Grellet, 1996). And the understanding of it is possible only when a student reads it effectively and meaningfully. If the student reads effectively and makes out the entire meaning of a given text, it will be possible for him/her to answer all types of questions: gap filling, multiple choice questions, short-answer questions etc. This is true for all academic purposes; this is crucially true for the students learning a second or foreign language.

### 2.3.2 Non-academic Reading

Besides academic reasons, there are various non-academic reasons for reading. In an academic reading, students are bound to read texts because of the syllabus and the thought of passing the examinations. But non-academic reading is open, and readers get an opportunity to choose from a vast range of books according to their interest, options for choice and opportunity to spending time. It may, in return, help them to develop their language because wide reading is a *highly effective means* to extend one's command over a language (Nuttall, 1996).

Non-academic reading enables people 'to have their own feelings about it'. As non-academic reading offers readers an opportunity to choose according to their own taste, it is the proper stage for acquiring adequate information or getting satisfactory pleasure.

### 2.4 Requirements for Effective Reading

According to different writers (e.g. Nuttall, 1996; Grellet, 1996; Greenwood, 1998) effective reading requires many things, most importantly pre-requisite knowledge and experience, and schemata and reading skills.

***Knowledge and Experience:*** Pre-requisite knowledge may accompany a reader when s/he goes to a text, or s/he may be entirely stranger to the content of the text. Having pre-experience about a text enables a reader to pursue its meaning effectively. It is hold that a good reader brings a variety of experiences and meanings to the printed symbol because the more vital experiences one has the more opportunities he has to observe and participate in the many-faceted world about him, the more meaning he will bring to the printed word. If the reader brings more experience related to the textual content with him, s/he can share, support or oppose the information s/he obtains while reading more successfully; otherwise, s/he has to depend totally on the information the book supplies.

***Schemata and Reading Skills:*** According to Nuttall (1996), the schema is a mental structure. It is abstract because it does not relate to any experience, although it derives from all the experiences we have had. It is a structure because it is organized; it includes the relationships between its component parts.

If a reader possesses sufficient and/or similar schemata of the writer and the text can activate them properly, he/she will be able to interpret the text successfully and meaningfully. On the

other hand, a reader of weak schemata cannot penetrate the thought and message of the writer and will remain in a state of darkness and spend much time groping the meaning of the text.

## **2.5 Problems Students often Encounter with Reading**

It has been observed that students, especially ESL and EFL learners, confront a variety of difficulties while reading (Greenwood, 1998; Dechant, 1982). These difficulties comprise inadequate vocabulary, lexical inefficiency, structural complexity, language inaccessibility, poor reading skills, lack of schemata, and so on. Students' lack of interest is another major cause of their failure in reading. Reading is, for many of them, "a passive, boring activity, performed constantly in isolation and perhaps associated with skills which they feel they do not possess"

The most mentionable cause of students' poor reading is the **lack of vocabulary**. Students of intermediate level, or even of higher classes, are very weak in vocabulary. Almost in every sentence they come across new words. This inadequate vocabulary makes them stumble at each sentence, and soon they begin to lose their patience with and interest in reading. It not only hinders their smooth reading, but also paralyses their language learning ability. All the linguists and experts have expressed the same view that insufficient vocabulary is the main cause of students' poor reading.

**Long and complex structure** of sentences often cause reading barrier for most of the students. They cannot understand the proper subject-verb relationship in a long or complex sentence, and it creates constant difficulties for them. Eventually, these difficulties result in poor and insufficient reading.

Words having **multiple meanings** are another constant threat to the students. They come across such words every now and then. Poor readers are often unable to adopt the right meanings. Thus, they create multifaceted problems in their reading and get bored. These problems in their turn make apprehension of meanings difficult. Sometimes, they cannot reach any meaning at all. As a result, they develop a negative impression about the text, or even about their ability to read and abandon reading.

The similar problem that students face very often is **the idiomatic and figurative meanings** of words, phrase, and sentence or even of the whole text. Almost every literary text is replete with idiomatic and/or figurative expressions. These expressions add to the readers' predicament.

Many students do not know what the difference is between connotative and denotative expressions. Since they always stick to the connotative meanings of a word or text, they fail to make out the proper meanings of the whole text. And after finishing reading (if anyhow they complete it), they discover that they have spoiled the whole time reading the text. Thus, their capability of and interest in reading deteriorate gradually.

Words that have different **syntactical functions** and **varieties of inflectional endings** may also cause difficulties for the students in reading a text effectively.

In reading a text, **schemata** of the readers play crucial role. Schemata are directly related to the meaningful reading, reading speed and reading enjoyment. But many students lack sufficient schemata. They cannot associate the language of the text with their experience and knowledge outside the text because of their poor schemata. As a result, any gap of information in the text creates serious problem for them to reach the meaning.

**Lack of concentration** is another mentionable reason for students' poor reading because concentration is an important factor for a good and effective reading. Comprehension of a text results from reading with concentration. But students, in most cases, cannot or do not concentrate properly while reading, or they cannot hold their attention for a long time due to their lack of practice and patience. The situation results in the frustration and unwillingness, and prevents them to read further.

**Improper classroom activities** are also responsible for students' poor reading. In the country, students get little or no opportunity to read themselves. Moreover, classroom procedure is yet traditional in the most intermediate institutions, or even in high schools.

There are some other problems, too. Students may have **deficiency in visual identification**—may have poor visual discrimination skill, be weak in visual imagery, and have poor memory for visual sequences. Moreover, they may be poor in visual recognition, and thus, unable to recall familiar word when necessary.

**Deficiency in associating phoneme and grapheme** is another reason for students' poor reading. Dechant (1982) explains that sometimes poor reading results from students' "inability to relate symbols, to associate the proper phoneme with the proper shape, or to match a visual sequence with an auditory sequence.... The pupil has great difficulty acquiring phonic skills."

And obviously, this lack of phonic skills results in their inability to associate experiences and meanings with symbols.

**Syntactic inference** is also responsible for students' poor reading, because, it causes confusion among the readers. The structural difference causes thematic problem for the students while reading an English textbook.

**Cultural difference** between the text (the author) and the reader is another problem, especially for the EFL learners. If the author and the reader cannot share a common cultural assumption, text may seem difficult to the reader. A student who has a primary knowledge about western, or more specifically, English culture can enjoy an English text in the true sense. The more a student is familiar with the concerned culture of a text, the more effective reader s/he will be.

In a nut shell, all the aforementioned difficulties affect students' engagement, attitude, self-esteem, among other things as well as their disposition to learn across the curriculum.

## **2.6 Reading Skill**

Reading skills are defined as those abilities the person owns when he/she faces the text, as follows: getting meaning from words, obtaining an approximated possible meaning from context, skimming or getting the gist, searching for specific information, evaluating among others. Another approach to define reading skills could be those cognitive abilities the reader uses to deal with any kind of text. Such skills include: knowing vocabulary, reading critically, comprehension, possessing certain study skills, locating information, knowing about spelling mechanics and comprehension (Alderson, 2002, Wier and Urquhart, 1998).

## **2.7 The Sub-skills of Reading**

The most commonly used sub-skills of reading are discussed in the ensuing paragraphs.

### ***2.7.1 Skimming***

According to Nation, (2009), skimming means glancing rapidly through a text to determine its gist. Nation added when skimming, we go through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the writer. As Nation, skimming is therefore a more thorough activity which requires an overall view of the text and may allow you to read up to 300–400 words a minute. Similarly, Harmer (2007) summarizes skimming as quickly running one's eyes over a text to get the gist of it. As with

scanning, skimming does not involve reading every word. Instead, you may skim by reading: titles, subheadings, words that are in bold, in italics or underlined, diagrams, a report's abstract, introduction or conclusion, the first sentence of every paragraph, chapter questions, chapter objectives, chapter summaries.

### ***2.7.2 Scanning***

Scanning means glancing rapidly through a text to search for a specific piece of information (Nation, 2009; Harmer, 2007). Scanning is reading quickly to search for specific information. Therefore, when scanning, we only try to locate the specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for, whether it is a name, a date, or specific piece of information. Scanning is far more limited since it only means retrieving what information is relevant to our purpose. Scanning involves three steps: determine what key words to look for, look quickly through the text for those words, and then read the sentences around them to see if they provide the information being sought (ibid.).

### ***2.7.3 Browsing***

According to Urquhart and Weir (1998), browsing, is a sort of reading where goals are not well defined, parts of a text may be skipped fairly randomly, and there is a little attempt to integrate the information into a macrostructure.

### ***2.7.4 Search Reading***

Unlike skimming, it provides the readers with information to answer set questions. According to Urquhart et. al. (1998), search reading is guided by predetermined topics. Search reading involves both bottom-up and top-down processes of reading. The period of 'closer attention' in search reading is longer than that in any other reading strategies. For this reason, it is considered as an appropriate type of reading for the students as they are to answer questions set after a certain passage.

### ***2.7.5 Prediction***

Prediction is the faculty of predicting or guessing what comes next, making use of grammatical, lexical and cultural clue (Grellet, 1996). Prediction is to know what information is new to the reader and what information s/he already knows about as s/he goes to read the text.

Prediction also helps the reader to make sense of sentences. Thus, their ability to predict what comes next often increases with the development of the reading skills. Prediction begins with the title of a textbook and continues throughout the whole process of reading.

### ***2.7.6 Inferencing***

Sometimes, a text suggests something indirectly rather states it directly. It is the responsibility of the reader to infer this information. So, inferencing is the process of reconstructing the writer's unstated presuppositions. Grellet (1996) has defined inferencing as "... making use of syntactic, logical and cultural clues to discover the meaning of unknown elements." It is also the process used by the reader to draw a certain conclusion from facts, points in an argument etc. supplied by the text (Nuttall, 1996). Abbott and Wingard (1981) regard inference as a manipulative thinking skill. While inferring, readers manipulate their thinking power to interpret the text– not only explicitly but also implicitly.

### ***2.7.7 Previewing***

Unlike predicting, previewing is a very specific reading skill. It is a very quick technique to find out where the required information is likely to be (Grellet, 1996). It involves using the title of a text, the table of contents, the index, the appendix, the preface of the author or publisher, headings or subtitles of chapters and paragraphs, information in the back cover, acknowledgement etc.

This skill is useful for the students in many ways. It not only leads the students towards intended and specific information, but also saves their valuable time. They can naturally apply this technique in locating an article in a newspaper or in an edited book, or having a few minutes to get an assumption or idea of a book through the text on the back cover and the table of contents etc.

### ***2.7.8 Anticipation***

Anticipation is the process of forming an idea about the contents of a text and expecting the intended items from it before starting reading (Grellet, 1996). The anticipations or expectations of a reader start in the pr-reading stage and they are modified and increased in the while-reading phase. And finally these expectations are established or corrected and modified in the post-reading stage. So, anticipation is a process that continues throughout reading.

Anticipation is of great importance for the readers. It is the anticipation (about what will happen next) that urges the students to read a text to the end.

### ***2.7.9 Presupposition***

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

### ***2.7.10 Recognizing Text Organization***

Recognizing text organization is to know and internalize how sentences are joined together to make paragraphs, how paragraphs form the passage, and how this organization is signaled.

## **2.8. Reading Models /Approaches**

Second language reading (SLR) involves three approaches or models as follows (Salatli, 2002; Alderson, 2000):

**2.8.1 Bottom-up:** this model focuses on developing the basic skill of matching sounds with letters, syllables, and words written on a page. It states that the reader constructs the text from simple to complex. In other words, the reader starts with letters, then words, then sentences, and finally paragraphs. In fact, the reader is unaware of such sequence.

**2.8.2 Top-down:** this model focuses on the background knowledge that a reader uses to comprehend a text. It states that the reader’s background knowledge, expectations, initial suspicions, curiosity ride as about what the text or passage is about come in play. It means, the reader interacts with the text until all these personal issues are confirmed satisfied and they are rechecked when new information appears.

**2.8.3 Interactive:** this model is a combination of the top-down and the bottom-up processing models and regards text processing as a non-linear, constantly developing phenomenon where both the former explanations constantly react and influence one another\_\_both models are used simultaneously or at the same time depending on the type of text in addition to the reader’s inner items (background knowledge, initial expectation, etc.). This one is much more accepted by most researchers, including this researcher.

## 2.9. Reading Comprehension

Reading comprehension (RC) is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (RAND Reading Study Group, 2002). It involves intentional thinking, during which meaning is constructed through interactions between text and reader.

Comprehension is what reading is all about. Deeper comprehension results from students purposefully trying to reach a coherent understanding of what a text is about. The processes involved in reading comprehension include, in part, focusing on relevant and important information from a passage and making connections between that information and prior knowledge and students must also understand the meaning of words as well as integrate the many internal connections among important and relevant pieces of information within a passage (Johnson & Zabucky, 2011).

According to McManara & Kendeou (2011), *decoding* and *comprehension* are separate dimensions of reading comprehension. Decoding without comprehension is simply word barking, means being able to articulate the word correctly without understanding its meaning. Regarding this, Linse (2004) said reading comprehension refers to reading for meaning, understanding and entertainment and it involves higher order thinking skills and is much more complex than merely decoding specific words. Indeed, Block & Pressley (2003) noted that for children to become good comprehenders, they need to become fluent in word recognition processes, to acquire an extensive vocabulary, and to learn to be active in the ways that excellent, mature readers are active. Therefore, the greatest importance is to assure students that reading comprehension is sense making.

Many English language learners have spent so much time reading words and text they do not understand that they lose sight of making sense and learning from text. Effective comprehenders not only make sense of the text they are reading, they can also use the information it contains. According to Thompson & Vaughn (2007), reading comprehension is a compilation of skills and strategies that require the following:

- Considering students' stages of development in their first and second language,

- Using multiple ways for students to express their understanding other than through oral language—for example, young students enjoy drawing and illustrating stories and can even do story sequence through story boxes with pictures
- Applying the foundation skills of word reading and fluency with a series of strategies that influence understanding of text.
- Interacting with the text in ways that blend knowledge and experience of the reader
- Setting purposes for reading and checking to see that these purposes and the text are aligned.
- Using strategies and skills to construct meaning during and after reading
- Adapting the strategies used while reading to match the text and purpose for reading
- Recognizing the author’s purpose
- Distinguishing between facts and opinions
- Drawing logical conclusions
- Making inferences and connections between and across texts
- Learning from and liking what you read

### ***2.9.1 Types of Reading Comprehension***

Thompson & Vaughn (2007) added reading comprehension can be divided into three types. These are **textually explicit**, **textually implicit**, and **implicit only**.

*Textually explicit* suggests that information is in the text with little input from the readers’ background knowledge. Questions that refer specifically to what a character did in the story, the meaning of a concept that is defined in expository text, or a summary of the most important events are examples of textually explicit comprehension questions.

*Textually implicit* information is derived from the text, but readers must use their own knowledge and experience to assemble the ideas. Textually implicit reading comprehension questions can be challenging for English language learners if their background knowledge and experiences are not aligned with the text. Readers are required to read between the lines and

combine information from previous experience and reading to make inferences. Providing adequate background knowledge and key concepts prior to reading helps English language learners succeed with textually implicit questions.

*Implicit only* is information that is not stated in the text or is only vaguely suggested.

Reading comprehension is a complex skill: it requires the successful development and orchestration of a variety of lower- and higher-level processes and skills (Balota, Flores d'Arcais, & Rayner, 1990).

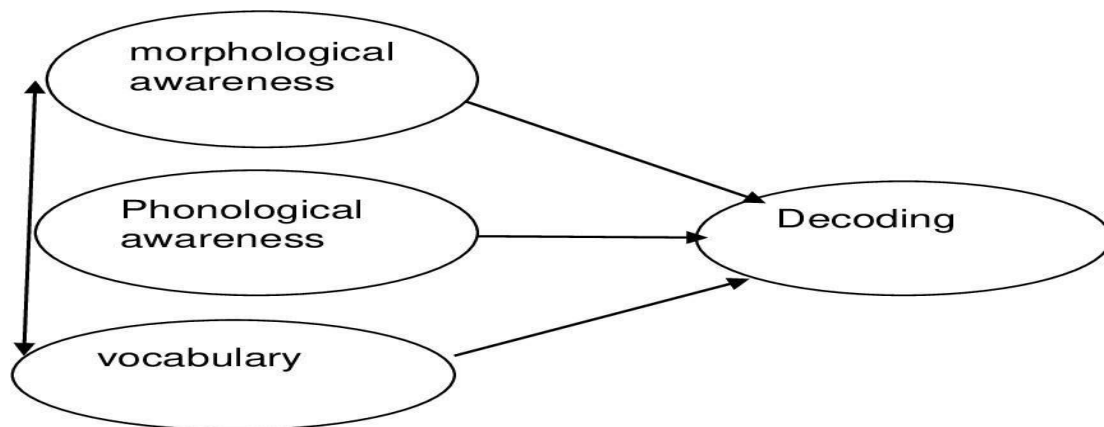
### ***2.9.2 Levels of Reading Comprehension***

According to Munamara, Ozuru & Floyd (2011), There are different levels of comprehension which are strongly related:

- ***Literal comprehension*** denotes understanding the information stated directly in the text. Readers are likely to focus on facts that are familiar to them.
- ***Higher-level comprehension*** refers to formulating the central thought of a passage. The main thought constructed is a little different for each of us. We actively participate in the reading process by constructing meaning. Another form of higher-level thinking consists of the *inferences* or the implied information we draw from the text. The experienced reader will draw many inferences.
- ***Critical or evaluative thinking*** is also a part of higher-level comprehension. As you read, you develop a point of view and evaluate the information in light of your thinking and experiences.

### ***2.9.3 Factors that Affect Reading Comprehension***

According to Alderson (2005), there are two factors that either promote or hind reading comprehension: *those belonging to the reader and those belonging to the text.*



**Figure 1. Factors affecting reading**

### ***2.9.3.1 Internal Factors: Factors intrinsic to learners***

Factors intrinsic to the students that can prevent students from developing well-founded literacy are as follows: *difficulties with general intelligence, working memory and visual or auditory sub- skills, motivation to read or write, etc.*

Internal factors affecting reading are explained as follows:

#### ***i. Reader Factors***

These factors are related to **schemata and background knowledge**. *Schemata* refer to the mental structures that represent the reader's knowledge that will have an impact on the way the reader remembers and understands the text (Alderson, 2005). Schemata are classified in two types: *formal and content schemata*. **Formal schemata** relate to language knowledge as well as text genre features, for instance organization of the text.

- *A content schema* is connected with knowledge of the world and the subject. In other words, if the reader is not familiar with the language of the text, subject or topic, she/he will have difficulties processing and understanding the text. This issue mentioned in the first aspect affecting reading comprehension consists of the previous or background knowledge the reader has about the topic. It has to fulfill three functions or roles:
- *Knowledge of genre/text type*\_\_this issue refers to the fact that texts have unique characteristics that belong to a particular type of text or genre, for instance; procedure

text types usually imperatives or explanations that have a relationship of cause and effect (Rose and Martin, 2002). Consequently, if there other knows about such characteristics and how the information is organized in each one, she/he will be able to identify, among other things, where main ideas and supporting details are, or what information is expected or how the text shows the information.

Unfortunately, most research has been focused on the textual features of text types rather than the reader's knowledge of the above text features and how it influences reading comprehension (John et al.,2005). Knowledge of subject matter/topic: if the reader does not know what the article is about, she/he will find it difficult process the information the passage contains. Therefore, the more familiar the reader is with the topic, the more likely he/she will understand the information in a passage. However, this issue that seems to be obvious can be changed to some extent, because sometimes a reader approaches a text with the purpose of acquiring knowledge about a topic that she/he is totally unfamiliar and wants to learn.

Poor or absent topic familiarity is another factor influencing the development of reading comprehension skills (Urquhart & Frazee, 2012). In addition to this, little or unfamiliar vocabulary related to the topic worsens this difficulty.

- ***Knowledge of the world***\_\_also known as background knowledge is very relevant when it comes to read. Another important point in reading comprehension is the prior knowledge that English learners bring to the task of reading. English learners come to school with a great deal of knowledge about their culture and communities. Comprehension is the essence of the reading act. The many levels of comprehending include drawing on background experiences, literal comprehension, higher-level comprehension, and the ability to study and learn from text. To comprehend material effectively, readers require some background knowledge. The background that students already have enables them to build bridges to new reading experiences and connect what they read to what they know. Regarding this, Johnson & Zabrocky (2011) discussed, the processes involved in reading comprehension include, in part, focusing on relevant and important information from a passage and making connections between that information and prior knowledge. Readers' prior knowledge directly influences readers' ability to generate inferences.

- **Cultural knowledge:** In addition to background knowledge and knowledge of the world, cultural knowledge is crucial since it reinforces, to some extent, the two above. When somebody reads, she/he is applying her/his own cultural beliefs and /or knowledge that affect the interpretation of the passage since the reader will adopt it to fit these beliefs. Therefore, the more varied the reader's cultural knowledge is, the easier it will be for him/her to interpret the information and the cultural aspects the passage attempts to portrait (Alderson, 2005).
- **Reader skills and abilities:** Alderson (2005) also states that readers have abilities related to learning new knowledge and processing information. In addition to this, he considers that what distinguishes good readers from poor readers is not the awareness about the existence of relevant schemata or the related to the ways to activate them, but the existence of a more general ability called schematic concept formation.
- **Reader's Purpose:** Readers have different goals when they face a text. Hence, they will use specific skills and obtain specific information (Alderson, 2005). It is not the same when somebody reads because he or she has an exam that when somebody reads a story for pleasure or the newspaper to get information. As for research projects related to identify reading purposes, it has been proved to be a little biased since most subjects are paid or they are aware they are part of a project sometimes leading to unrealistic conclusions about the nature of goal of reading. On the other hand, a finding worth pointing out is that some projects concluded with the fact that in certain occasions, some objectives have helped readers to focus on aspect or items that otherwise would be ignored.
- **Reader's Motivation:** Motivation plays an important role in reading. If the reader is extrinsically motivated, he will read superficially, only paying attention to the details, but not on how ideas link, what the passage is about, or how and where main ideas and supporting details are located. As a result of this, his/her text understanding will pay close attention to text structure, main ideas and the location of supporting details. Thus, he/she will read in depth. As a consequence, his/her understanding of the reading passage is higher (Alderson, 2005). This led to question: "how can intrinsic motivation be induced in the reading process?"

Researchers have been concerned about what abilities or skills a good reader has that a poor reader does not, or what skills and abilities lead to a good text understanding. Consequently, they suggested two approaches to solve such issue. One of them is to identify good readers by comparing and contrasting their understanding, process and product with those belonging to the poor readers. The second one is to identify beforehand what skills are supposed to be required, and then design a test aimed at measuring such skills (Alderson, 2005). There an obstacle related to what skills can be isolated or easily identifiable.

According to Davies (1995), the following mental skills can be distinguished in an empirical way:

- Recalling word meanings
- Drawing inferences about the meaning or a word form context
- Finding answers to question answered explicit in paraphrase
- Weaving together ideas in the content
- Drawing inference from the context
- Recognizing a writer's purpose, attitude, tone and mood
- Identifying a writer's techniques
- Following the structure of a passage

When an individual read, she/he is expected to be able to undergo the following mental tasks Identify and understand main ideas.

### ***2.9.3.2. External Factors Affecting Reading***

#### *i. Text Factors*

Text factors include the following issues:

- *Text topic and content*: reading comprehension can be affected by the topic the text addresses, since sometimes it is unfamiliar to the reader. In addition to this, the amount of information or density can produce the same negative result in the reader. The denser the information is, the harder it will be for the reader to process it.
- *Text type and genre*: readdressing the issues of text topic, same topics are linked to specific text types, for instance: description of processes are usually included in expository texts, short stories or tales are within the realm (interest/knowledge) of

narrative texts. Both types and genres have specific ways to show the information that can affect readers ability to face them.

- *Text organization:* genres or text types have certain structural patterns that are embedded in the way ideas and paragraphs are connected, and the way these connections are marked or shown in the text. Therefore, different connections can result in different reading products or procedures that can be confusing to the reader.

*ii. Verbal and non-verbal communication*

The use of verbal communication, (words, sentences, phrases, paragraphs), and non-verbal (graphs, pie-charts, pictures, illustrations), has an effect on the reader. For some readers, graphic information complements and eases facing the text. For some others, reading only verbal communication can be frustrating or boring. Consequently, the inclusion or absence of these two communication types can affect the development of reading comprehension.

- *Typographical characteristics:* - aspect such as font type and size can either facilitate or hinder reading comprehension development. The smaller the font size is, the more time the reader takes to approach the text and the harder it will be to understand it. On the other hand, the bigger the font size is, the easier it will be for the reader to face it and understand it.

Rowe (2006), taking into the account this last report, emphasizes their recommendations, as follows:

- Teachers must be trained in teaching strategies: these strategies have to be based on research evidence, which has proven to be effective for developing literacy in learners.
- Teachers must supply students with explicit or direct explanations regarding phonic issues, so that learners can manage the basic alphabetic code-breaking abilities necessary for basal reading competence.

Rose (2005) stated that individuals who have not learn how to communicate and learn effectively through reading and writing, would be disadvantaged. He highlights the importance of teaching phonic at early age to protect future reading difficulties.

However, he suggests a different approach labeled synthetic phonics. Some of its essential characteristics are described below: Equivalence between the written form (grapheme) and the sound form (phoneme) explained in a progressive and well-defined manner.

Implement the skills of divided words into phonemes in order to master spelling issues. The development of speaking and listening skills must be addressed with special care because they provide the foundational roots for to notch (making quality) phonic quality. Phonic must be taught in a distinct manner, but included in wide and enrich language program that takes into account the development of the four connected skills: speaking, listening, reading and writing.

Students must be trained in the use of knowledge and abilities that construe (to understand the meaning of a word) synthetic phonic work as their first tool to decode and encode print. This is due to the fact evidence suggests that phonic work seems to be the most suitable systematic alternative to teach reading and writing and mirrors what is known regarding how children learn reading.

Phonic work teaching must be multi-sensory to reinforce it in varied ways. Moreover, Moats (1999) explains the importance of reading in the following terms:-success in formal education mostly depends on reading. Research attempts have shown that the earlier an individual learns how to read, the more likely to succeed she/he is, not only in this skill, but also in listening, speaking and writing as well as obtain more knowledge.

Westwood (2008) describes lists of potential causes for reading difficulties. Some of them are internal to the learner and others are external. Among the external causes are teaching methods as well as time allocated to teach language ability, phonological awareness and social and cultural disadvantage. Within the internal causes are behavioral and attitudinal aspects in addition to how learners react towards failure. Alm (1981) was one of the first authors who concluded that poor or inadequate literacy instruction may lead to reading difficulties. Nowadays, this initial suspicion has been confirmed more frequently. A number of national reports have shown that certain teaching methods related to reading are better than others (DEST, 2005 : House Of Commons Education And Skills Committee, UK, 2005; National Reading Panel, US, 2005). The irony (opposite) here seems to be that despite their effectiveness, these methods are not always used in the classroom.

### *iii. Time Allocated to Learning*

The time devoted to teach and practice reading and writing is instrumental in these skills (Biancarosa and Snow, 2004; Kaurea, Cartledge and Musti-Rao, 2007). Unfortunately, the existence of large groups seems to lead to a diminished instruction time for them. United Kingdom and Australia have implemented a policy called “Literacy hour” to cope with this aspect.

### *iv. Language Ability*

Another external factor affecting literacy performance is the language exposed and used at home in his/her first formative years and the inadequate basic teaching regarding the essential syntactic and vocabulary knowledge. Students arrive to school with these lacks and the tasks of understanding teacher's instruction language and processing text language become very difficult. Myers and Botting (2008), among authors, have stated that vocabulary knowledge is key to successful reading. They state that poor or unsuitable exposure to second language materials and resources, books, dialogues throughout pre-school years hinders language and literacy awareness and they are not prepared to learn how to read and when they start school.

### *v. Phonological Awareness*

Children with poor development of language skills have a considerable constraint (problem) to develop phonemic awareness. It means the ability to match sounds embedded in words. Such skill is crucial to understand the alphabetic code people use to write in English (Adams, 1990). On the other hand, learning how to use phonic skills depends mostly on solid phonemic awareness and teaching (Eldredge and Bader, 2005).

### *vi. Social and Cultural Disadvantage*

Finally, social and cultural background plays a role in literacy learning. According to Masters and Forster (1997), English second language (ESL) students belonging to low or lower socio-economic backgrounds and indigenous learners display literacy difficulties. Their learning opportunities could be hindered by constant absences, low expectations, among other factors. For this learner type, reading and writing can be seen as challenging, and they choose to quit. Consequently, the learning gap widens.

## **2.10 Techniques of Teaching Reading**

It is important to know how to teach reading to the students. Teachers should adopt the appropriate technique considering previous performance of the students, their linguistic level, ability to perceive new items or vocabulary etc.

### ***2. 10.1 Teaching How to Tackle Meaning***

It has been already stated that meaning of a text is not ‘inherent’. It is the reader who brings meaning with him/her. For this reason, the same text can be interpreted in different ways though the writer may have only one idea while writing the text. For this reason, learners should be taught how to reach the proper meaning of the text. If they fail to guess or understand the meaning a text implies, all the efforts and techniques to teach reading to the students will end in smoke. It is now obvious that the teaching of meaning is the most important task for the teacher. Text-based outlook of the students should be changed. Students should be trained properly so that they may be able to associate the textual meaning to their experience.

According to Dechant (1982), “Proficient readers are those who have an adequate knowledge base that allows them to bring meaning to the printed page.” So, proper association between the textual words and the experience or knowledge is essential for a better understanding. Meaning can be associated with the printed word only by associating the word with the experience, whether real or vicarious, or by associating it with another symbol which fits the context.

As meaning starts its operation from the ‘word’, it is suggested to give importance on ‘word knowledge’, as word knowledge is the most important factor for reading comprehension or for reading with meaning in the elementary and secondary school years. Dechant has suggested ‘a three-fold process’ for the ‘teaching of meaning for the words’:

- Students should be taught the basic or ‘literal meaning’ of words.
- They should be taught what the other alternatives of a particular word are synonyms, for example.
- And they should know how a particular word for a particular purpose can be used fitting the context.

The overall meaning of a text can be taught through DRA (Directed Reading Activity) suggested by Dechant. According to him, basic steps of the DRA are:

1. Building readiness for reading a selection by building concept and vocabulary background, by creating interest and motivation, and by creating a purpose for reading.
2. Guided silent reading.
3. Checking comprehension.
4. Oral rereading of the material.
5. Extending word-recognition and comprehension skills: learning and practising new skills.
6. Enrichment and follow-up activities: supplementary reading, dramatization, and other creative activities.

The purpose of the teaching of meaning is to enable students to develop their reading skill and prepare a suitable ground for the students to advance their understanding power. Dechant (1982) has prescribed ‘**twenty techniques**’ for this purpose. They are to:

1. provide experience with the concrete object or event, because direct experience is still the best way to develop meaning for word.
2. label objects and made extensive use of signs in the classroom; have pupils cut out and label pictures.
3. teach the pupils to read pictures, illustrations, charts, graphs, and maps.
4. use riddle, rhyme, and puzzle games to illustrate meaning.
5. have pupils construct and use picture dictionaries.
6. use picture words, flash cards and lotto games; read easy stories build sentences with words cards; make scrapbooks; and pursue other similar activities.
7. have pupils place words in the categories to which they belong. For example, the pupils might be required to classify things one might find on a street; things found on a farm; things to eat; things to ride in; things that are animals, plants, fruit, birds, countries, clothing, colors, insects; or things that fly, run, or float.
8. teach the pupils the use of the context as a cue to word meaning. Students can be asked to fill in the gaps using given clues.

9. have pupils develops the concept of multiple meaning with an exercise. To develop the concept of multiple meaning, a single word can be used in different sentences with different meanings, and students can be asked to write down their meanings in the blanks provided after each sentence.
10. teach pupils develop the meaning of heteronyms, words whose pronunciation and meaning change depending upon their use in the sentence.
11. teach pupils to use the cloze procedure to develop meaning. This procedure enables readers to use the context to identify the word that completes a passage.
12. teach pupils to use structural words as cues to meaning.
13. teach pupils the meaning of homonyms.
14. teach pupils to high imagery words and to analyze the sense appeal of words.
15. teach pupils to use the root of a word as well as prefixes suffixes as cues to meaning.
16. teach pupils how to works out the meaning of compound words.
17. teach pupils how to reads words used in a figurative sense.
18. help pupils to use the dictionary.
19. have pupils study technical vocabularies. Knowing technical vocabularies is particularly important in the content areas. The primary types of technical vocabularies are (1) words that are peculiar to a given subject area; (2) words that are common to all content areas but that have a special meaning in a given content area; and (3) symbols used in a given content.
20. have pupils study the origin of words and how they change, or in other words, the etymology of words. Students can also be taught space, numerical and time concepts for developing word meaning in greater details.

## ***2. 10.2 Classroom Procedures for Teaching Reading***

- *Pre-reading*
- *While-reading*
- *Post-reading*

Classroom activities are very important for the development of teaching reading skills. Teachers should help and encourage the students to read effectively in the class. To perform the job, teachers have to design effective activities for teaching reading in the class, because, a successful teaching of reading in the class depends largely on the proper planning of reading lessons. Teaching techniques should be designed according to the level of the perception of the students. An experienced and efficient teacher knows well when a particular technique should be followed and how. However, in the teaching of reading, there are some tested teaching techniques by recommended experts, and these techniques can be followed in the classroom.

Grellet (1996) states that practicing reading in the classroom is ‘a silent activity’. He, therefore, suggests that students should not read aloud in the class, because, it is an extremely difficult exercise, highly specialized (very few people need to read aloud in their profession) and it would tend to give the impression that all texts are to be read at the same speed. Moreover, reading aloud tends to prevent the students from developing ‘efficient reading strategies’.

To develop effective reading skills among the students, the teacher should help the class how to approach a text meaningfully. According to Grellet (1996), the following procedure, is ‘very helpful’ for the students:

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

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.

### *2.10.3.1 Pre-reading*

Pre-reading stage is important because it can ‘whet’ the students’ appetites to read. Greenwood (1998) states that it can provide a “*need* to read to complete an activity or confirm an idea; and it can persuade the students that as far as perception or hypothesis is concerned there are no right or wrong answers, only different ones.”

In pre-reading stage, teacher should carefully design the activities that prepare the students mentally to accept what he/she is going to teach in the next stage. Urquhart and Weir (1998) have suggested some pr-reading activities. They are

1. thinking about the title
2. checking the edition and date of publications
3. reading appendices quickly
4. reading indices quickly
5. reading the abstract carefully
6. reading the preface, the forward and the blurb carefully.

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

### *2.10.3.2 While-reading*

In the while-reading phase, “Students must be taught how to read and respond to books.” (Greenwood 1998) During this phase students should be involved in activities which enable them to respond cognitively, emotionally and imaginatively to imaginative writing.

The teacher should conduct some useful activities in this phase for the better output from the students in the next stage. The activities in this stage should be designed according to the level and standard of the students. Shahidullah (1995) has suggested some of the while-reading activities. They are-

1. guessing meaning from context,
2. analyzing sentences,
3. surveying text structure,

4. extracting specific information,
5. getting detailed information,
6. answering pre-set questions,
7. matching texts with picture, diagrams etc.,
8. 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 enable the students to understand the writer's purpose, to understand the text structure and to clarify text content (Williams, 1996).

### *2.10.3.3 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), to consolidate or reflect upon what has been read and to relate the text to the learners' own knowledge, interest, experience or views.

## **2.11 'Top Ten Principles' for Teaching Reading**

In order to make the teaching of EFL reading effective, it is important for teachers regularly "to take stock of their perception or the nature of the reading process itself, relevant reading activities, and appropriate classroom management." (Williams, 1986). She has pointed out 10 principles and termed 'top ten principles'. They are important to evaluate the successful reading strategy. The principles are:

1. *In the absence of interesting texts, very little is possible.* According Nuttall (1996), interest is vital, for it increases motivation, which in turn is a significant factor in the development of reading speed and fluency. It echoes that the text should interest the readers preferably enthrall and delight them. The book should be interesting, first and foremost, to the learner,

and then preferably to the teacher. Though it is difficult to know the interest level of the students, it is not impossible. To make out whether the books, currently in use in EFL reading course interest them, they can be asked to assess them as ‘interesting’, ‘all right’, or ‘boring’.

2. *The primary activity of a reading lesson should be learners reading text.* It should be kept in mind while learning to read that the other activities, listening, writing etc., should not be allowed to submerge the central activity, reading when reading as a single-skill is given emphasis. Though other activities are not unimportant, teachers should know well that “Learners learn to read by reading: there is no other way.”

3. *Growth in language ability is an essential part of the development of reading ability.* Students may have sufficient strategies and schemata, but the most important thing about reading EFL and ESL is that students must have adequate vocabulary, the full understanding of the sentence pattern and ‘rhetorical patterning’ of the text. Without these kinds of knowledge, all their skills and strategies in the world ‘will have little effect.’

4. *Classroom procedure should reflect the purposeful, task-based, interactive nature of real reading.* A psycholinguistic model of the reading process holds that the reader is actively engaged in striving to reconstruct the author’s message... Reading is thus not only active but interactive process. This interactivity can best be fostered in a reading classroom in which pair work and group work are permitted because, through classroom procedures inter-learner discussion of the text and associated tasks required for the development of their reading skills can actively be generated. This essential interactivity also encourages learners to *make use* of what they have read. This can be done by requiring the completion of a diagrammatic representation of the text– matrix, flow chart, tree-diagram etc. Class room activities can also help them by encouraging them to make use of what they have read by means of ‘application’ questions. Teachers should not forget that purposeful, audible interactivity of this nature replicates the interactivity which is characteristic of the efficient, individual, silent reader.

5. *Teachers must learn to be quit: all too often, teachers interfere with and so impede their learners’ reading development by being too dominant and by talking too much.* Although reading can and should be fostered by collaborative group work, in the final analysis it is an individual task just like swimming or playing the piano. So, teachers should act like guides under whom students will develop their individual reading skill.

6. *Exercise-types should, as far as possible, approximate to cognitive reality.* We need to identify the strategies, skills, and objectives during the process of real reading and help the learner to acquire them to make him/her a more efficient reader. When reading investigations on self-report, self-observation and think aloud should be focused.

7. *A learner will not become a proficient reader simply by attending a reading course or working through a reading textbook.* Learners should give equal importance on both intensive and extensive readings. For every hour of intensive reading, a learner should be doing at least another hour of extensive reading. It does not matter very much what learners read in extensive reading if they feel like enjoying the text. To promote extensive reading effectively, a system of graded readers can be introduced.

8. *A reader contributes meaning to a text.* Reading is not simply a matter of taking out information, opinion, enjoyment etc. from a text; it involves contributing attitudes, experience, pre-knowledge, etc. This natural characteristic of real reading must be encouraged and developed in teaching EFL reading. This can be done by including questions or tasks which require readers to combine what is in their heads with what is in the text.

9. *Progress in reading requires learners to use their ears, as well as their eyes.* Research suggests that the more accurate the reader's internal prosody, the greater the degree of comprehension. Audible reading as well as silent reading involves stress and intonation or prosody. So, learners should be encouraged to listen to texts such as tapes accompanying graded reading, specially recorded tapes, the teacher reading to the class, older learners reading to younger learners, and better readers reading to weaker readers in their group.

10. *Using a text does not necessarily equal teaching reading.* A particular text is suitable for a particular purpose. So, to develop reading skills appropriate and suitable texts should be chosen for the learners, because, in a reading class reading skills and not language skills should be given priority. Thus learners will be able to develop their cognitive strategies which help them to reconstruct the author's original message. This gradual development will ultimately heighten their understanding power of meaning construction, and they can eventually employ this power outside the reading lesson without the assistance of the teacher.

Williams (1996) has pointed out some meaningful ways of teaching how to develop students' reading ability. They are:

(1) read and match, (2) read and label, (3) read and complete, (4) read and draw, (5) jigsaw procedure and (6) enquiry strategy.

## **2.12 Reading Strategies and their classifications**

Reading strategies can be conceived as mind games through which readers interact with written materials in many ways (Roomy & Alhawsawi, 2019). They are part of learning strategies (Oxford, 1992). Reading strategies have many definitions emphasizing on what readers intentionally do to solve their comprehension hurdles.

- As to Garner (1987), they are regarded as actions or series of actions implemented in order to draw meaning out of a text.
- On the other hand, Erler and Finkbeiner (2007) argue that reading strategies are self-directed actions where readers flexibly take control with a certain degree of awareness to retrieve, store, regulate, elaborate and evaluate textual information to achieve reading goals.
- Similarly, Roomy and Alhawsawi (2019) claim that reading strategies are intentional plans that readers use to help themselves make sense of their reading. They are conceived as deliberate actions that readers take voluntarily to develop an understanding of what they read (Pritchard, 1990a).

The strategies are classified under different categories and can be used flexibly to meet the demands of the reading task. According to Williams and Burden (1997), reading strategies can be *cognitive, metacognitive or social* by their nature.

- *Cognitive reading strategies* are strategies that involve mental processing or they involve the effective and efficient retrieval, storage, and acquisition of information for readers to extract and construct meaning from texts.
- *Metacognitive strategies* address readers' knowledge of cognitive resources, awareness of cognitive processing, and the ability to adjust the utilized strategies (Carrell et al., 1998). They are performed by readers to “check the outcome of any attempt to solve a problem, plan one’s next move, monitor the effectiveness of any attempted action, and test, revise, and evaluate one’s strategies for learning” (Brown, 1994).

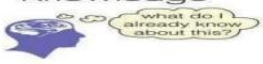








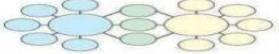

- On the other hand, *social strategies* involve “asking for clarification or verification, cooperating with peers and proficient users of the new language, developing cultural understanding and becoming aware of others’ thoughts and feelings for the meaning of a reading text” (Oxford, 1990).

By the same token, Yamashita (2002) states that reading involves certain courses of action an individual takes to overcome reading difficulties, which include cognitive, metacognitive strategies. Such courses of action can be transformed from first language to second language, as it was mentioned in the reading approaches.

*The first group*, cognitive reading strategies, could be defined as those ones aimed at succeeding reading problems. These strategies involved in reading include the following (Koda 1988):

- **Rereading:** read for these Cond time as many time she/she needs to when the meaning has not been acquired in a clear way or when the reader attempts to clarify doubts.
- **Selective reading:** there adhere member’s paramount words or appealing (interesting) section, chapters and disregards others.
- **Imaging:** create a mental picture of the information the text contains a she/she reads.
- **Changing speed:** increase or decrease reading speech to face the text more carefully, in detail or omit irrelevant information
- **Assimilating with personal experiences:** connecting the information from the text with personal experience or background knowledge
- **Concentrating:** focus his/her attention on the text and disregards distractors of any kind.
- **Assimilating with passage events:** connecting or thinking about previous events that took place in the story and/or information shown earlier to connect with the new information in the next paragraphs. Noting/searching for salient details; identify the most remarkable events or information from the text.
- **Summarizing:** rewrite the text in a shorter or simpler way with the essential information.
- **Self-generated questions:** the reader makes questions or insights about the text on his own.
- **Predicting outcomes:** as the reader faces the text he/she thinks/guesses what information comes next and/or what the result of an event could lead.

## Reading Comprehension Strategies

<p><b>Reread the Text</b></p> <p>more information = more understanding</p>	<p><b>Activate Prior Knowledge</b></p> 	<p><b>Use Context Clues</b></p> 
<p><b>Infer Meaning</b></p> 	<p><b>Think Aloud</b></p> 	<p><b>Summarize the Story</b></p> 
<p><b>Locate Key Words</b></p> 	<p><b>Make Predictions</b></p> 	<p><b>Use Word Attack Strategies</b></p> <p><b>rereading</b></p> 
<p><b>Visualize</b></p> 	<p><b>Use Graphic Organizers</b></p> 	<p><b>Evaluate Understanding</b></p> 

**Figure 2. Reading strategies**

The second group, meta-cognitive strategies, can be defined as aware, conceived, purposeful, goal- and future- oriented activities and process aimed at aiding the reader monitor and reflects on his progress as he/she undergoes a task. They are classified in to three groups: planning, monitoring, and evaluating (Iwai, 2011).

The first group (planning) issued before reading and deals with triggering previous knowledge about the topic, checking titles and pictures to predict the topic or main subject, setting the reading goal/ purpose, among others. The second group (monitoring) is used during reading and include vocabulary monitoring, comprehension check, summarize and infer the main subject or idea of each paragraph; identify crucial words as well as identify relevant information and omit the irrelevant one. The last one (evaluating) is used after reading and deals with the usefulness and application of the information the reader acquires from the text, to relate to the theme, characters within the passage.

Other meta-cognitive strategies include:

- **Think aloud:** good readers check their insights while they read.
- **Infer:** they connect, reach conclusion, predict and make opinions by using personal experience and information.
- **Awareness about text layout/structure:** they are familiar about how the text is structured, organized, and what information is found in order to approach it critically, the reading process (Powen, 2007).

## **Conclusion**

This review of literature is helpful for this researcher in many ways. First it informed the entire process and procedure of the study in terms of formulating research objectives, framing research questions, selecting research method and techniques, designing or developing data collection tools and data analyzing techniques, and making discussion of findings of the data. Moreover, it helped the researcher to get broader insight of the various points of the topic under investigation such as:

- Different perspectives of reading and academic reading
- Techniques of Teaching Reading
- Common problems students face with reading and comprehension
- Approaches or models of reading
- Factors affecting reading
- General Principles' for Teaching Reading
- Reading Strategies and their classifications

## **CHAPTER THREE**

### **3. RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This study aimed at examining present practices of teaching and learning of reading skills in grade ten English. Thus, this chapter presents the research approach, the research design, sampling techniques and participants of the study, data collection instruments and techniques of data analysis and discussion.

#### **3.1. Research Design and method**

The research method that was employed in this study was the mixed method research (MMR) in which the researcher incorporated both qualitative and quantitative methods to answer the research question. According to Cresswell (2012), the basic assumption behind using MMR is that using both quantitative and qualitative techniques provide better understanding of the research problem and answer the research questions than any other single approach.

Moreover, a descriptive research design was employed to examine the present practices of teaching-learning of English language reading comprehension since the study is aimed at describing the state-of-arts-of the topic under study.

##### **3.1.1 Research Setting**

This study was conducted at Kolfe Secondary School in the Addis Ababa City Administration. It is located at Kolfe Keraniyo Sub city in woreda11 with specific place called around Lukanda. The school was established in 1973. From its establishment up to 2002, the school was called Kolfe Comprehensive Secondary School. By 2003, its name was changed to Kolfe General Secondary School. Recently, the school has more than 80 teachers, 41 administrative staffs and about 1800 students.

##### **3.1.2 Participants of the Study**

The target populations of this study were grade 10 students since the researcher has a considerable teaching experience in this grade. So, 65 students (out of 351) were selected randomly and participated in the study. The selected students participated in answering

questionnaires that focused on how the teaching and learning of reading activities were planned and carried out. Moreover, all English language teachers who had been teaching in grade ten in the school were taken purposely as major participants of the study.

### **3.1.3 Sampling Techniques**

In this study, simple random sampling was employed to select participant students from the population, in which each member of population under study has an equal chance of being selected. Accordingly, 65 students from 351 students were selected from the population to fill out the questionnaires. Moreover, purposive sampling was applied to get teachers participated in the study.

### **3.1.4 Data Collecting Instruments**

Questionnaire and classroom observations were used to collect relevant data from sample students and teachers.

#### *Questionnaires*

Questionnaires were major data gathering tools employed in this study. Questionnaire is viewed as an appropriate tool in descriptive survey studies for elucidating pertinent data from large sample. The questionnaire contained close-ended questions that help to answer the research questions and they addressed major issues of the study, such as *teacher's method of teaching reading, such as planning for teaching reading skills, preparation of appropriate tasks for teaching reading skills; the aspects or nature of the textbook; the practices of reading textbook; application of pronunciation teaching reading skills; school support system for teaching-learning reading skills; teachers' general characteristics, students' learning characteristics; students reading behaviors or reading activities and tools used for reading*. Two types of questionnaires with five-point Likert scale were developed and administered to the sample students and teachers. A questionnaire developed for students initially contained 20 items and was piloted with 30 selected students. Based on the feedback obtained, revision of the items was made. That is, words that were found difficult to understand were simplified, some long sentences were made shorter, and some technical words and expressions were changed and made clearer. Then, 15 items (the revised and amended questions) were finally administered to the sampled 65 students.

A questionnaire that was developed for English teachers initially contained 33 items and was piloted with 3 selected teachers. Moreover, more experienced English teachers were requested to

give expert comments on the contents and structure of the items. Following their constructive comments, relevant revision of the items was made and finally a questionnaire with 30 items was administered to tap data from 8 teachers.

### ***Classroom Observation***

To assess what actually happens in the classroom during the teaching of reading skill or triangulate teachers' response to the questionnaire items, the researcher conducted classroom observations. In order to triangulate and integrate data, students' questionnaire was again used as observation check list. This was intended to receive data about how teachers teach reading skills. Eight English teachers were selected and each of them was observed two times formally (once per semester). Hence, the researcher carried out a total of sixteen observations on reading skill sessions while the teaching of reading skill was going on.

#### **3.1.5 Data Collection Procedures**

First, questionnaires were administered to students and teachers. The questionnaires were prepared in English. After the questionnaires' data collection process was over, classroom observations were carried out by the researcher to verify the information gathered through the questionnaires.

#### **3.1.6. Data Analysis Procedures**

The data obtained through the questionnaires were presented in the form of table by using tabular method and analyzed quantitatively through using frequencies and percentage. The data acquired from classroom observations were presented through descriptive written report or analyzed qualitatively.

#### **3.1.7 Validity and Reliability Issues**

To maintain the validity and reliability of data collection instruments and final results of the study, both instruments were piloted before the actual data collections were carried out. The pilot test was conducted to identify whether the participants were able to respond to the items of the questionnaires and to identify the possibility of using the questionnaire. For this purpose, student questionnaire with a total of 20 items were administered to 30 students who were randomly selected from grade 10 in which this study did not include. Then, analysis was made to see items reliability. Hence, to calculate the reliability split half method was used and the internal

consistency reliability was:  $r_{xx'} = 0.82$ . After the test, five items were rejected, the remaining were modified and the total of 15 items was administered for actual data gathering process. Asking respondents whether the instrument or test looks valid to them was also one of the efforts to establish face validity, because respondents were judging whether the instrument looks good to them. Third, an extensive search of the literature on the concept was made to help the researcher to achieve content validity(Content validity refers to whether or not the content of the manifest variables or items of a test or questions of a questionnaire is right to measure that the researcher was trying to measure).

## CHAPTER FOUR

### 4. DATA PRESENTATION AND DISCUSSION

#### 4.0 Introduction

The study aimed at examining present practices of teaching-learning of reading skills in English grade ten and factors that affected the practices at Kolfe Secondary School. In this chapter, data collected from eight English language teachers and sixty-five grade students through questionnaire and classroom observations are presented and discussed.

#### 4.1 Presentation and Discussion of Data Obtained from Teachers

Data was collected from English language teachers by using a questionnaire that contained 30 items that addressed the contents of basic research questions. Responses obtained from the respondent teachers are presented and discussed in the ensuing paragraphs.

**Table1: Teacher’s planning for the teaching of reading depending on students’ needs and strength**

No.	Items	Rating Scales				
		Always	Sometimes	Seldom	Rarely	V. Rarely
1	Planning to know the needs and strengths of each learner.	-	2	1	5	-
2	Manage the classroom to keep all students actively engaged in meaningful reading.	2	4	1	1	
3	Applying whole class teaching of reading to meet the needs of all of the students.	1	2	1	4	
4	Matching instructional materials or reading lesson with the reading level of the student.	1	5	-	2	
5	Preparing appropriate tasks for helping students to develop reading ability .	2	4	-	1	1

The responses of teachers in Table1 imply that, teachers rarely plan to know the needs and strengths of each learner. Therefore, it is clearly seen that teachers did not plan for the teaching of reading depending on students’ needs and strength. This was one of the common problems of many English language teachers and resulted in learner's poor reading ability.

Moreover the responses show that teachers plan only sometime engage students in meaningful reading activities; they rarely matched instructional materials or reading lesson with the reading level of the student; and rarely prepared appropriate tasks for helping students to develop reading

ability. This implies that most of English language teachers used poor ways of teaching reading skills; in this case, students were passive learning reading skills.

Therefore, from this tangible data, the researcher observed that most teachers did not prepare appropriate reading task to develop students' reading ability. This might resulted in the students' loss of interest in reading texts.

**Table 2. Teachers' response to prepare appropriate task for helping students to develop pre-reading ability.**

No.	Items	Rating Scales				
		S. Agree	Agree	S. Disagree	Disagree	Not at all
6	Students learn vocabulary items best when teachers present them in the reading task.	6	1	1	-	-
7	Teachers should encourage students to develop a range of vocabulary building when they teach reading.	2	1	<b>4</b>	1	-
8	Teachers should teach students words that meet student needs and interests.	1	1	<b>5</b>	1	-
9	Teachers should teach words that occur frequently and will be useful for students to know.	1	1	2	<b>4</b>	-
10	Teachers should teach all new words by writing them on the blackboard and giving definition of their meanings.	2	1	<b>5</b>	-	-

Table 2 depicts that teachers did not encourage students to develop a range of vocabulary building; they disagree with the idea of teaching students words that meet their needs and interests; they didn't taught words that occur frequently while they teach reading passage in the classroom; and teachers replied that they did not teach new words by writing them on the blackboard and giving definition of their meanings.

Therefore, one can easily understand from the above data that majority of English language teachers have weak technique of teaching of reading. This indicates student-centered learning style is not practiced.

**Table 3. Teacher’s response on the essences of the textbook used for teaching reading skill**

No.	Items	Rating Scales				
		S. Agree	Agree	S. Disagree	Disagree	Not at all
11	In relation to reading, the contents of the textbooks are very relevant.	-	1	<b>6</b>	1	-
12	The textbook helped to students to assess their own Progress while they read.	-	2	<b>4</b>	2	-
13	The language used in the textbook is very simple to understand.	-	1	<b>6</b>	1	-
14	The size of the textbook is easy to carry around, to bring to school use and class.	1	1	<b>5</b>	1	-
15	The general appearance of the textbook is very Attractive and interest to read in class.	2	2	<b>4</b>	-	-

According to the responses displayed in Table 3, the contents of the text books are not relevant in relation to students reading; the textbook didn’t help students to assess their own progress while they read; the language used in the textbook isn’t simple to understand the meaning; the size of the textbook is bulky; and the general appearance of the textbook is not attractive and not interesting to read. Therefore, this was the core problem of most students resulted to have poor reading skill.

**Table 4. Teachers’ responses to the practices of reading textbook**

No.	Items	Rating Scales				
		V. Frequently	Frequently	Sometimes	seldom	Not at all
16	The practice of moving the head from the left to the right that serves to slow down students’ reading speed.	1	<b>5</b>	2	-	-
17	Pointing to words with their fingers, rulers, pencils, or pen to focus their attention.	2	<b>4</b>	2	-	-
18	Develop reading ability letter by letter or word by word and glancing back tore-read words.	<b>6</b>	1	1	-	-
19	Large class size, shyness and loss of interest.	<b>5</b>	1	1	1	-
20	Teachers used to read passage for large portion coverage.	<b>6</b>	1	1	-	-

As it is indicated in Table 4, the practice of reading textbook involves teachers’ reading of passage for large portion coverage; letter by letter or word by word reading, shyness and loss of interest; slow reading speed on the part of the students.

Therefore, one can easily understand from the above responses students were passive in their reading classroom learning situation.

Generally speaking, most of English teachers did not teach reading properly but they simply used reading passage for large portion coverage by giving to the students as reading assignment. This was the core problem of most students resulted to have poor reading skill.

**Table 5. Teacher’s response how often they apply pronunciation while they teach reading**

No.	Items	Rating Scales				
		Always	Sometimes	Seldom	Rarely	Neutral
21	Read familiar materials with correct pronunciation and Intonation.	-	<b>5</b>	1	2	-
22	Generate questions about reading texts and deduce Meaning so fun familiar words from contexts.	1	2	1	<b>4</b>	-
23	Make predictions about reading texts and show students how to construct meaning while reading.	2	<b>4</b>	-	2	-
24	Identify the main idea of reading from supporting details of the text.	2	<b>4</b>	1	1	-
25	Sorting and presenting reading materials apart from school textbooks and use words attack strategies and chunk by chunk text reading.	-	1	1	<b>6</b>	-

As to the responses shown in Table 5, teachers rarely generate questions about reading texts and deduce meaning so fun familiar words from contexts; they did not read familiar materials with correct pronunciation and intonation while they teach reading; that most teachers did not apply the objective of reading in the classroom; teachers rarely sort and present reading materials apart from school text book and use word attack strategies and chunk text reading.

Therefore, teachers were not applying reading objectives. This was the core problems that need great consideration for changing in action.

Moreover, teachers’ responses to the open-ended questions regarding school support system imply that the school administration didn't:

- help significantly students to become good readers and left for English teachers alone.
- create a language environment and rewarding to stimulate the mind of students for reading.

- encourage teachers who facilitate students reading achievement growth.
- offer extended learning time after school by implementing school reading club.
- make better decisions to motivate English teachers which help students to become effective reading.

When it comes to teachers, it is found out that they:

- Have less awareness that students reading ability can be affected by many factors.
- For instance, home environment, inadequate teaching, school experience, faulty eye movements, lack of adequate instruction and concentration habits
- Didn't devote the necessary time to carry out most reading activities in suitable way to practice because of classroom size
- Have low awareness that students came school with different needs, motivations, and ability to learn by reading.
- Didn't know their student's level of maturity when they choose the reading materials
- Didn't scaffold students to develop better pronunciation of word sounds when they read themselves in the classroom.
- Have less a pivotal role to develop and maintain a positive attitude towards reading skill.

On the parts of students, the major causes of poor reading ability of students is due to:

- Limited vocabulary background knowledge
- Low income of the parents to buy books and other reading materials.
- Lack of habits or interest of reading books
- Phonemic awareness that is the ability to hear the individual sounds of English alphabet that makes words.
- Less awareness reading to search for simple information, reading for broaden imagination lack of confidence and poor attitude for English language.

## 4.2 Presentation and Discussion of Students' Responses

Data was collected from 65 grade 10 students through a questionnaire that contained 15 items that are related to the contents of the basic research questions. Responses obtained are presented and discussed as follows.

**Table 6. Student's response about their reading behaviors**

No.	Items	Rating Scales				
		Agree a lot	Agree a little	Disagree a lot	Disagree a little	Not at all
26	You read only if you must read for enjoyment.	29	15	10	9	2
27	You read lower than other students in your class.	19	29	5	10	2
28	You like to read more when your teacher helps you read to read in class.	33	10	9	10	3
29	Reading is too interesting for you.	15	12	<b>31</b>	4	3
30	You read English reading passage in class less than an average.	34	8	15	5	3

As to the responses of students presented in Table 6, it is found that most students agreed that they read if they have to read for enjoyment; students tend to read more when their teacher helped them to read in class; students have low interest for reading, and this limited interest of reading can be one of the major factors that affect the teaching of reading skill.

**Table 7. Student's response to how hard the textbook to understand while they read**

No.	Items	Rating Scales				
		S. Agree	Agree	S. Disagree	Disagree	Don't know
31	the language used in the textbooks is very hard to understand while you read.	<b>31</b>	12	9	9	4
32	The language used in the textbook is very simple to understand while you reading.	9	8	<b>33</b>	10	15
33	The textbook corresponding to the need of your classmate and to you interested to read.	6	8	7	<b>42</b>	2
34	The textbook size easy to carry to bring and use in class.	6	4	<b>50</b>	5	-
35	The general appearance of the textbook is attractive while reading in class.	4	5	<b>46</b>	9	1

As it is shown in Table 7, most of the students reported that the text book is not very simple to understand while they read, and this was one of the common problems of most students, and

resulted learners poor reading skill and difficult to teaching; the textbook is not matching to the ability and interest of students to read; and the general appearance of the textbook is not attractive to the students to read.

**Table 8. Students’ response to how body movement affects reading speed**

No.	Items	Rating Scales				
		V. Frequently	Frequently	Sometimes	seldom	All the time
36	How often the practice of moving the head from the left to the right affects to slow down the reading speed?	<b>30</b>	<b>21</b>	5	5	4
37	How often point to words with your fingers, ruler, pencils or pen focus your attention affects reading?	14	31	10	6	4
38	How does reading ability affected by labial movement and vibration of vocal cord?	15	10	<b>35</b>	5	-
39	How often reading ability word-by-word affects reading?	16	15	3	2	<b>29</b>
40	How do large class size, shyness and loss of interest affect reading skill?	36	10	9	6	4

According to the students’ response displayed in Table 8, it is possible to say that students’ practice of moving their head from the left to the right has slowed down significantly their reading speed; their habit of pointing to words with their fingers or pen affected their attention during reading; the movement of labia and vibration of vocal cord affects students reading skill ability. So, this was one of the common problems of students while they practice English reading passage in their classroom. Moreover, it is found out that reading letter or word by word was one of the common problems of most students and this was resulted learner spoor reading skill and obstacle for teaching; and that large class size, shyness and loss of interest affect reading skill of students in the classroom. This shows that the above question causes insufficient for teaching reading skill.

**Table 9. Students' response teachers' method of teaching reading**

No.	Items	Rating Scales				
		S. Agree	Agree	S. Disagree	Disagree	Not at all
41	students learn vocabulary items best when teachers present them in the reading task.	<b>40</b>	5	10	10	-
42	teachers encourage students to develop vocabulary buildings when they teach reading.	9	6	15	<b>29</b>	6
43	Your teachers teach all new words by writing on black board and giving definition of their meaning.	10	5	<b>30</b>	18	2
44	your teachers teach words that occur frequently while they teach reading.	5	6	<b>45</b>	4	5
45	students decide for themselves which words they will learn for understanding only and which words they will ignore.	9	6	<b>40</b>	7	3

As indicated in Table 9, majority of the respondents held that they learn vocabulary items best when teachers present them in the reading task; teachers did not encourage students to develop vocabulary buildings when they teach reading; English language teachers were not used mostly teaching vocabulary words by writing their meaning to help students to learn reading well; and the respondents reported that they were not allowed to decide for themselves which word they want to learn neither the teacher teach them properly to understand the passage and to improve their ways of reading skill.

Besides, students' responses to open-ended questions show that most of the students rarely used dictionary in their reading skill though it is one of the most important tools during study time and that can help them acquire a broader vocabulary; teacher's correct spelling and spelling pattern, and foster reading; most of the students replied that they didn't read carefully for clear understanding, but some students.

Although, reading teaches new words and perspectives; helps strengthen language and sharpens sentence structures: almost half of the students answered that they have a specific reason for reading.

### **4.3 Data from Classroom Observations**

Classroom observations are one of the main data collection techniques since they provide information about how learners use language in a variety of setting on the classroom. This

technique was used in order to see the dynamics or inner working of the class. That is to say, it was employed to see what takes place in the classroom regarding on the teaching of reading skill instruction, the difficulties the students may or might face, the way the teacher explains his/her class, especially on the teaching of reading skill, how students responded to their teacher's explanations and activities and other essential elements from the classroom context that could help researcher to analyze the way the teaching of the teacher and students reading. Regarding to the classroom observation, the researcher observed three (3) sessions and analyzed all that were related to the teaching of reading skill. This observation aimed at how the teacher approaches the teaching of reading skill. The researcher drew some common finding based on regular pattern that occurred in most sessions, such findings were classified as labeled below.

During the first observation sessions, this researcher observed teachers working routines, looking at the lesson plans, which contains class objectives, activities and tasks for the class. The observed teachers consider planning as a way to engage and guide learners in the class. The teachers were seen asking the students undergo activities from the book. Following its sequence, the teacher almost always provides positive feedback by repeating the students answer. He rarely asked students why the answer right or wrong or how he/she got the answer.

With respect to the teaching of reading skill taught by the teacher, this researcher observed that skimming and scanning have been the one she intended to teach by avoiding addressing others to explain. During the teaching of reading skill, the teacher rarely promotes predication by asking learners to check the title as well as questions about it and the possible issue addressed in the passage. The teacher sometimes uses reading issues to solve the tasks but he rarely should it to his student.

During the third observation session, this researcher observed that learners have lack knowledge of reading strategies as well as low reading speed. So, the observed teacher used the period only for teaching portion coverage just by giving the text and asks some questions. The majority of the students had no idea about the strategies of reading. They were just reading just as other types of text. Some reading activities have no clear explanation or objectives and the teacher did not approach such issues. Students were confused by the explanation of their teacher, one because of unclear explanation, second because of lack of vocabulary.

Therefore, students tend to read all text, the same way without taking into account the passages inner feature, purpose, structure due to the fact that they have not been learned in using other strategies during the teaching of reading skill. Furthermore, the observed teacher used low-level scaffolding and students rarely carrying out reading activities.

## **CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the summary and the conclusions derived from the findings in the preceding chapters. Some recommendations are also made based on the findings and in line with the objectives of the study.

### **5.1 Summary of the Findings**

This study set out to examine the present practices of teaching and learning English reading skills, and thereby, identifying factors that affect students' reading comprehension skill in Kolfe Secondary School.

Two techniques of data gathering were employed: questionnaire and classroom observations. Accordingly, data were gathered from grade 10 students and English language teachers by using close-ended and open-ended questionnaire, and analyzed by quantitative techniques as presented in chapter four. Moreover, data collected through classroom observations were analyzed by narrations.

The major findings of the study are:

- Teachers' method of teaching reading skills is found to be inappropriate. That is, one factor that led to poor reading skills is inadequate teacher instruction. For instance, most teachers still cling to traditional approach of teaching English skills, and absence of good planning of reading task, and thereby failure to create a synergy between the three phase of reading skills: pre-reading, during reading and post reading.
- The teaching of vocabulary which was one of the key practices in the teaching of reading skill was not given sufficiently emphasis.
- Teachers didn't encourage their students to have a purpose for reading by telling the value or relevance of reading skill for their future careers.
- unbalanced or insufficient time allotted to teach reading skill; lack of quality and supplemental reading materials in the school set up are also factors that adversely affected the development of students' reading competence.

- English teacher depend entirely only on the textbooks and used the reading passage for portion coverage.
- The school environment was also not appealing for after-school reading activities, for instance, it doesn't cater for a language development environment via school reading clubs and furnishing school library with reading resources which could help students' mind to grow for reading skill.
- Students-related factors are lack of interest to devote sufficient time to carry out the reading activities which require a great deal of effort, lack of background knowledge and vocabulary difficulties, lack of interest and concentration habits. Besides, students reading skill ability were also affected by home environment. That is to say, their parents are not supportive in creating conducive environment of reading skill at home by buying books and other reading materials, and read together and listen when they read and encourage them tell stories.
- The textbooks are not friendly and readable, are lengthy and not written in plain language. That means, students are not curios to perform an activity for exploring new ideas and developing knowledge especially if the passage is loaded with difficult words and jargons.

## **5.2. Conclusions**

Based on the major findings and summary made the following conclusions were drawn:

- Regarding the approach of teaching reading skill used by English teachers, it can be said that majority of English language teachers didn't employ innovative or active methods and techniques of teaching of reading: they rarely plan for the teaching of reading skill depending on students' needs and strength, manage poorly classrooms to keep students actively engaged in meaningful teaching of reading lesson, like giving individual and group presentations (students were passive in the classroom reading learning situation); most teachers did not prepare appropriate reading task to develop students' reading ability, which resulted in students' loss of interest in reading text in class, and teachers did not encourage students to improve their reading skills.

- A combination of multiple factors\_\_teacher-related factors; student-related factors; text-book related factors; school-related factors and home-environment-related factors\_\_worked against the process of developing students' reading/language competence. That is, students' poor background knowledge and lack of interest and reading habit, teachers' traditional approach of teaching, absence of appealing school environment for reading culture predominantly affected the pedagogy of reading comprehension skill.
- In a nutshell, the result of the study reveals that the teaching and learning of reading skills of English at Kolfe Secondary school has been entangled by challenges, which imply strong interventions in the immediate future to if improvements are sought.

### **5.3. Recommendations**

In the light of the results of the study, the following recommendations are forwarded:

- First, as teachers are key factors in the teaching-learning process and the prime source for students in cultivating their reading habits, they need to do abandon the traditional methods of teaching and embrace students-centered methods and techniques that give due emphasis to students' real environment in the teaching learning process of reading skill. So, they should plan engaging and relevant reading tasks and lessons, give opportunities for students to participate in the classroom discussions, motivate them to do both academic and non-academic readings at school and their homes, enrich lessons with differentiated teaching that enhances student's use of English reading inside and outside school, consider students individual differences and learning styles in selection of teaching of reading materials, prepare lessons with differentiated instruction, adopt modern techniques that enhance students' participations and interaction; expose them to real life situation when teaching reading skill.
- Secondly, it holds true that the activity of students is vital for facilitating their reading comprehension skill. To do so, students are expected to use collaborative reading comprehension strategies when they read a text; do both academic and non-academic readings at school and their homes; participate in language clubs; listen to /watch recorded videos and audios; summarizing texts and give presentation, etc.

- The school leaders also need to play their part promote the habit of reading via furnishing schools' library with supplemental reading materials and resources; strengthening after-school reading sessions and giving rewards to those students who are more visible on the scene.
- Supervisors should conduct training and experience-sharing programs that enhance and develop English teachers' performance in the teaching of reading skill at secondary schools; conduct model lessons in tenth grade classes to show teachers practically how to teach reading with differentiated institutions; prepare lesson planning to guide teachers in the application of differentiated instructions effectively.

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## Appendix A:

### Research Questionnaire to be filled by English Language teachers

Dear teachers:

I am conducting a study on the practices of teaching of reading skill in the Kolfe secondary school with a focus on grade ten. The purpose this questionnaire is to gather data and used for only this research. Therefore, your genuine responses are very important to this study. Hence, I am kindly requesting you to provide honest response for each item to have valid, reliable and productive research output. Your response will be kept very confidential.

Thank you in advance for your kind cooperation.

General Direction: You don't have to write your name. You have to follow the directing given in each part.

#### **Part1: Background Information**

Below is given a list of questions concerning about your background information. Please give your response by writing a tick (√) mark in one of the boxes of the alternative listed against teach of the items, or write short answers on the space provided.

Name of your school..... Sub-city woreda.....

Sex: female  male

Age: Below26  27-30  31-35  36-40  41-45  46-50  above50

Educational Qualification level-- Diploma  First Degree  Masters  others

Total work experience as ateacher:1-5  6-10  11-15  16-20  above 20

Total service as a teacher only in this school-----

#### **1. Questions items on the planning the teaching of reading lesson**

N o.	Items	Rating Scales				
		Always s	Some times	Seldom	Rarely	V. Rarely
1	Planning to know the needs and strengths of each learner.					
2	Manage the classroom to keep all students actively engaged in meaningful reading.					
3	Applying whole class teaching of reading to meet the needs of all of the students.					
4	Matching instructional materials or reading lesson with the reading level of the student.					

5	Preparing appropriate tasks for helping students to develop reading ability.					
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## 2. Questions on teaching vocabulary

No.	Items	Rating Scales				
		S. Agree	Agree	S. Disagree	Disagree	Not at all
6	Students learn vocabulary items best when teachers present them in the reading task.					
7	Teachers should encourage students to develop a range of vocabulary building when they teach reading.					
8	Teachers should teach students words that meet student needs and interests.					
9	Teachers should teach words that occur frequently and will be useful for students to know.					
10	Teachers should teach all new words by writing them on the blackboard and giving definition of their meanings.					

## 3. Questions about the essence of the textbook used for teaching reading skill

No	Items	Rating Scales				
		S. Agree	Agree	S. Disagree	Disagree	Not at all
11	In relation to reading, the contents of the textbooks are very relevant.					
12	The textbook helped to students to assess their own Progress while they read.					
13	The language used in the textbook is very simple to understand.					
14	The size of the textbook is easy to carry around, to bring to school use and class.					

15	The general appearance of the textbook is very Attractive and interest to read in class.					
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**4. Questions about the practices of reading textbook**

No	Items	Rating Scales				
		V. Frequently	Frequently	Sometimes	seldom	Not at all
16	The practice of moving the head from the left to the right that serves to slow down students' reading speed.					
17	Pointing to words with their fingers, rulers, pencils, or pen to focus their attention.					
18	Develop reading ability letter by letter by letter or word by word and glancing back to re-read words.					
19	Large class size, shyness and loss of interest.					
20	Teachers used to read passage for large portion coverage.					

### 5. Questions on Reading objective in English

No	Items	Rating Scales				
		Always	Sometimes	Seldom	Rarely	Neutral
21	Read familiar materials with correct pronunciation and Intonation.					
22	Generate questions about reading texts and deduce Meaning so fun familiar words from contexts.					
23	Make predictions about reading texts and show students how to construct meaning while reading.					
24	Identify the main idea of reading from supporting details of the text.					
25	Sorting and presenting reading materials apart from school textbooks and use words attack strategies and chunk by chunk text reading.					

## Appendix B:

### Research Questionnaire to be filled by grade ten students

#### Dear students:

I am conducting a study to analyze the factors that affect the teaching of reading skill in the secondary school of Kolfe secondary school focus on grade ten. The purpose of this questionnaire is to gather data and used only for this research. Therefore, your genuine responses are very important to this study. Hence, I am kindly requesting you to provide honest response for each item in order to have valid, reliable and productive research output. Your response will be kept very confidential.

Thank you in advance for your kind cooperation

General Direction; you don't have to write your name. You have to follow the direction in each part

#### Part1: Background Information

Below is given a list of questions concerning about your background information. Please give your response by writing a tick (√) mark in one of the boxes of the alternative listed against each of the items or write short answer on the space provided.

Name of Your school -----Sub-city and woreda-----

Sex--- female  male  Age: Below15  16-18  above19

Grade level: Grade 9  Grade10

#### 1. Questions on reading ability

No	Items	Rating Scales				
		Agree a lot	Agree a little	Disagree a lot	Disagree a little	Not at all
26	You read only if you must read for enjoyment.					
27	You read lower than other students in your class.					
28	You like to read more when your teacher helps you read in class.					
29	Reading is too interesting for you.					
30	You read English reading passage in class less than an average.					

**2. Questions about the essence of the textbook**

No.	Items	Rating Scales				
		S. Agree	Agree	S. Disagree	Disagree	Don't know
31	The language used in the textbooks very hard to understand while you read.					
32	The language used in the text book is very simple to Understand while you reading.					
33	The textbook corresponding to the need of your Classmate and to you interested to read.					
34	The textbook size very easy to carry to bring and use in class.					
35	The general appearance of the textbook very attractive while reading in class.					

**3. Factors affecting reading speed**

No.	Items	Rating Scales				
		V. Frequently	Frequently	Sometimes	seldom	All the time
36	How often the practice of moving the head from the left to the right affects to slow down the reading speed?					
37	How often point to words with your fingers, ruler, pencils or pen focus your attention affects reading?					
38	How does reading ability affected by labial movement and vibration of vocal cord?					
39	How often reading ability word-by- word affects reading?					
40	How does large class size,shyness and loss of interest affect reading skill?					

#### 4. Teachers' method of teaching vocabulary

No.	Items	Rating Scales				
		S. Agree	Agree	S. Disagree	Disagree	Not at all
41	Students learn vocabulary items best when teachers present them in the reading task.					
42	Teachers encourage students to develop vocabulary buildings when they teach reading.					
43	Your teachers teach all new words by writing the month black board and giving definition of their meaning.					
44	Your teachers teach words that occur frequently while they teach reading.					
45	Students decide for themselves which words they will earn for understanding only and which words they will ignore.					

#### Open-ended question

Tell how often you do the following statements.

Use a dictionary when I find words difficult me.

Focus on details in reading text.

Read slowly and carefully for clear understanding.

Have a specific reason for reading.