



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

AN INVESTIGATION ON THE PRACTICE OF TEACHING READING SKILLS IN
ENGLISH IN THE CASE OF GRADE 11TH STUDENTS AT JAJURA SECONDARY SCHOOL
OF HADIYA ZONE JAJURA TOWN ADMINISTRATION

MA THESIS

By

MATHEWOS DANIEL

AUGUST 2024

ADDIS ABABA, ETHIOPIA



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APPROVAL SHEET

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

This is to certify that the thesis prepared by Mathewos Daniel, entitled: A study on: An investigation on the practice of teaching reading skills in English in grade 11th students at Jajura Secondary School in focus and submitted in fulfillment of the Requirements for the Degree of Master of Arts in Teaching English as a Foreign Language compiles with the regulations of the University and meets the accepted standards with respect to originality and quality.

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ACRONYMS, ABBREVIATIONS AND CODES

EFL: English as a Foreign Language

ELT: English Language Teaching

MA: Master of Arts

MoE: Ministry of Education

SNNPRS: Southern Nation Nationalities and Peoples Regional State

TEFL Teaching English as a Foreign Language Foreign or Second Language

T1: Teacher1 (teacher who participate in the semi structured interview)

T2: Teacher2 (teacher who participate in the semi structured interview)

T3: Teacher3 (teacher who participate in the semi structured interview)

T4: Teacher4 (teacher who participate in the semi structured interview)

ABSTRACT

The study was conducted to assess the practice of teaching reading skills to grade eleven students of Jajura Secondary School. One hundred thirty three students and four teachers were selected using probability and non-probability sampling techniques. The data were collected through classroom observation, questionnaire and interview. The data were quantitatively and qualitatively analyzed. The findings of the study indicated that most of the sampled English language teachers rarely implement the pre-reading and post-reading activities in the classroom. In addition to this they sometimes practiced the while reading tasks using teacher centered teaching learning methodology. These results are also supported by the findings gained from interview and classroom observations. Generally, most of the teachers do not follow the three phases of reading skills techniques properly. Thus it was recommended that the teaching methodology of the teachers should be improved. The teachers should be given on the job training about teaching reading skills. Department of English language should make internal supervision during the practice of teaching reading skills in the classroom to assist teachers and Town Administration Education Office should provide student's text book to minimize shortage of student's text book for this school.

Keywords: *practice, pre-reading, while-reading, post-reading*

CHAPTER ONE

INTRODUCTION

This chapter will be presents the background of the study, statement of the problem, research questions, objective of the study, significance of the study, scope of the study and Operational definition of key terms.

1.1. Back ground of the Study

Worldwide demand for learning English has dramatically increased (Alsag off et al., 2012). The main reason is that English is the world's most widely used foreign or second language (L2). Moreover, it is the language of international commerce, science, education, and technology, with people from different linguistic backgrounds using English to communicate with each other.

In Ethiopia, English has been taught as a subject and also used as a medium of instruction for secondary and higher education. A number of courses and different teaching materials are also prepared in English. In its general aspect, English is used in various fields. Abebe (2012) states that English has been widely used in many areas such as politics, economics, tourism, electronics, telecommunications, culture, and science and technology. It is not only used as a means but also a key to accessing the latest development in science and technology. Moreover, it helps learners to communicate in the classroom and in a wide variety of everyday life situations.

Beatrice (2008) clarifies that reading skills are the cognitive processes that a reader uses in making sense of a text. For fluent readers, most of the reading skills are employed unconsciously and automatically. When confronted with a challenging text, fluent readers apply these skills consciously and strategically in order to comprehend.

Zakir (2019) added that reading means looking for roots of the tree of meaning. Efficient readers focus on the core of a text. They don't need to read every word to grasp the main information. They know how to avoid unnecessary text and collect the main point. Therefore, in teaching reading, instructors need to take into account that the best way to improve reading is by letting learners to read different texts and by teaching them various reading strategies of efficient readers. So it is necessary to expose learners to the intensive and extensive reading situation.

According to McDonough and Show (2003) maintain emphatically that reading is one of the

important language skills .Therefore, second or foreign language instruction programs need to practice teaching reading skills appropriately. Reading is vital to develop a good self-image. In addition, reading is a means of language learning, and exchanging of idea or information and is an interactive process that goes on between the reader and the text by resulting in comprehension.

According to Nuttal,(1996) " students need to learn how to read for meaning " because, "language improvement is a natural product of reading. "McDonugh and Shaw (2003) said that reading is a skill that makes the learners use the inputs they obtained out of school in their daily routine.

There seems to be general agreement that a reading skills stage is a conscious procedure that facilitates comprehension and knowledge acquisition, (Brantmeir, 2002; Chamot &O'Malley, 1987, Paris etal., 1994). Thus, it is fundamental in all academic disciplines and failure to implement appropriate reading stages greatly hampers communication and this in turn could adversely affect academic performance

In Ethiopian context, an investigation of the practices of teaching reading skills in English language so has already been studied. However a few studies have focused on the practice of teaching reading skills in our country. Particularly, in this school there were no previous studies conducted regarding investigation on the practice of teaching reading skills in English among students. It is based on this suggestion and the above background this study wants to find out the investigation on the practice of teaching reading skills in ELT classroom students in secondary school at Jajura Town Administration.

1.2. Statement of the Problem

Currently, English is taught as a subject from grade one to grade twelve in Ethiopian schools and it is the medium of instruction from secondary school to universities (Ethiopian Education and Training policy, 1994). In line with this, reading skill is one of the four language skills needed to students to understand a text written in English. Practice of teaching reading skills is one approach of language teaching reading supports the learners to understand reading comprehension. Hence, practice of teaching reading skills in ELT classroom is crucial for students to develop reading skills and to understand reading comprehension effectively. The textbook is organized in 12 units and each unit has part 'A' and part 'B'. Each part has at least one reading passage which requires practice of reading skills, other skills and grammar. The reading passages are extracts from novels, magazine articles, newspaper reports, poems and other texts. Grade 11 English syllabuses gives

more focus for reading as it is the skill that students most need to develop if they want to study effectively at university or enter the world of work. All the texts in the textbooks have reading comprehension questions at pre-, while and post-reading activities. These reading comprehension questions focus on comprehension, vocabulary, grammar (language features) and strategy learning.

The practices of teaching reading skills affect the result of reading comprehension of the learners. So dealing with the practices of teaching reading skills in ELT classroom will help to assess the way how they employ stages of reading skills currently and to suggest possible solution to enhance reading performance of the students and to improve the academic achievement of learners in reading comprehension for their further education levels. To solve this some studies were conducted internationally and locally on the practice of teaching reading skills in ELT classroom.

The study were conducted abroad and within our country related to this research topic. For example, studies conducted abroad were Kukukoglu(2012) conducted action research on how to improve the reading comprehension of students in Turkey. The study aimed on the effective reading strategies so as to improve the reading skill of students in the classroom. Students had a very low awareness about reading strategies at the beginning of the study. The researcher finally found that teaching reading skills is most important in order to improve the students' comprehension. Therefore, the research showed that if teachers implement the appropriate stages, the comprehension of students will be enhanced. Similarly, Albdour, (2015) conducted a study on the difficulties affecting the grade seven students reading comprehension. The study showed that students had a high degree of reading comprehension problems and recommended that trainings on teaching reading skill should be given.

Some local studies have been conducted in the area by the researchers and language teachers on the areas of teaching reading. . Ermias (2021) investigate the practice of teaching reading skill in grade 9 of Dil-ber secondary school in Addis Ababa. The finding revealed that teachers did not teach and follow the suggested teaching techniques and procedures.

The study conducted by Abel (2020) is about an investigation of practice of teaching reading skills: in the case grade 12 at Fasiledes Secondary School in focus. The finding of this study indicated that most teachers don't teach the three reading stages properly.

However, the current study is different from Ermias (2021) and Abel (2020) they did not

investigate the practices and challenges of teaching reading in English classes. Besides, it is different from the above studies in its scope, setting, and theory and in the concerns it deals with. This is what makes the current study different from those discussed above.

In light to this, the purpose of this study was to investigate the practices of teaching reading skills in English classes to find out how English language teachers implement stages of reading skills in Jajura Secondary Schools, especially, in grade eleven. In short, the study is intended to give appropriate answers to the following questions.

Therefore, the researcher attempts to answer the following research questions:

1. How do the English language teachers' practice teaching reading skills in the classroom?
2. To what extent do English Language teachers use pre, while and post- reading phase of teaching reading skills in the classroom?
3. What are the challenges that affect the practice of teaching reading skills in the classroom?

1.3. Objectives of the Study

1.3.1. General objective

The main purpose of the study is to investigate the practice of teaching reading skills in English classroom in Jajura secondary school at Jajura Town Administration.

1.3.2. Specific objectives

More specifically, the study attempts to

1. Assess how the English language teachers' practice teaching reading skills in the classroom.
2. Assess how often the English Language teachers use pre, while and post- reading phases of teaching reading skills in the classroom.
3. Describe the challenges that affect teaching reading skills.

1.4. Significance of the Study

The study focused on the practice of teaching reading skills in EFL classroom. Thus, it helps teachers to assess their practice of teaching reading skills in EFL classroom. In addition, it reminds teachers to implement phases of reading skills in EFL class room. And it also helps students to

learn reading skill by using effective reading techniques they acquire from their teachers. It might help teachers to take remedial actions to improve student's reading skills.

It might also be used by other researchers as a stepping stone for further study on specific stages of reading skills. Above all, this study was useful to help teachers and students to identify and fill the gap in the practice of teaching reading skills in the high school level having a similar context with this school (Jajura Secondary School in Hadiya Zone).

1.5. The Scope of the Study

This study was conducted in Jajura Secondary School, which located in SNNPR, Hadiya Zone Jajura Town Administration. The study focused on investigation on the practice of teaching reading skills in grade 11 students at Jajura Secondary School. The focus is given to grade 11 students, because this is the level where the learners prepare themselves for University Entrance Examinations and order to develop their reading skills for further academic education levels. And the researcher selected this school, in order to make the study in a manageable and the researcher can gather data easily because the researchers have been worked in this school.

1.6. Limitation of the Study

The samples of the study were only grade eleven English language teachers and their students. The problems the researcher faced during data collection process were also the classroom observation took many days due to different test weeks in the sampled schools. Furthermore, in sampled schools English language teachers were not easily available to observe due to various reasons. However, the researcher tried to wait until he got the respondents to make the data relatively complete. To overcome this problem the researcher was forced to extend the observation session beyond the preset schedule and tried to persuade teachers to be observed.

1.7. Operational Definition of Key terms

Teaching, Reading, Reading Skills, Practice and Challenges

Teaching: guiding or helping students to develop their performance on academic learning levels through the practice of active method in ELT classroom.

Practice: Is the implementation of three phases of reading skills in English language classroom.

Reading: the process of understanding text through stages of reading text to develop reading

skills.

Reading skills: receptive skills of language that students apply to get meaning, purpose and uses of reading comprehension.

Challenges: factors that hinder the practice of teaching reading skills in English language classroom

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter reviewed some selected literature to be relevant and related to the study. Thus, it presents the following topics and sub topics: definitions of reading, teaching reading skills, implication of teaching reading skills in secondary school, phases in teaching and learning reading skills, teachers' role in teaching reading skills, principles of teaching reading skills, challenges that affect teaching reading skills, theoretical and conceptual frameworks.

2.1 Definition of Reading

Reading is a complex, purposeful, interactive, comprehending, and flexible activity that takes considerable time and recourses to develop.

Reading is generally viewed as a means of obtaining information through the process of extracting meanings from printed or electronic texts. Therefore, reading ability is important in academics since it forms a foundation for learning at primary, secondary and tertiary levels of education. Obviously, a student's academic success is profoundly determined by his/her reading ability (Butler, et al. 2010). It is therefore believed that enabling learners to develop reading comprehension skills is the primary goal of reading teachers and experts.

Reading is a goal-driven activity that takes place in a variety of contexts (Haworth, Turner & Whitely 2004). It is usually conceived as a complex mental action of making sense of written features in order to work out meanings from written texts. This definition coincides with the cognitive perspective of reading that argues: "...comprehension was a dynamic process involving the purposive construction of meaningful representations of text in working on the readers, prior knowledge and textual information .The interaction between the text and reader realizes actual reading.

2.2Teaching Reading

Reading is a competence that teachers have to actively teach since learners do not simply "pick up" reading skills. (Republic of South Africa Education Department, 2008). Thus, teachers are expected to teach reading implicitly and explicitly. Moreover, they are expected to implement stages of reading skills in ELT classroom.

Success in reading is essential throughout a student's school career and into adulthood (Julia et al., 2018). This shows that reading skill is significant for students' academic success. Therefore, investigating the teaching practice of this vital language skill has great importance to reveal how the teaching is being handled and whether or not the actual practice follows the expected procedures. Consequently, this study sought to examine the practices of teaching reading skills and the stages teachers implement in ELT classroom.

To sum up, studying the practice of teaching reading skills and the stages teachers implement in ELT classroom have importance. Initially, it provides information on teachers' actual classroom practices in teaching reading skills in secondary school education. Secondly, it can also serve as a source of information concerning the reading skills stages teachers implement in ELT classroom to develop learners reading skills.

2.3 Implication of the Teaching of Reading Skills in Secondary School

Reading is fundamental for learning, yet many students may not be obtaining the reading help that they need in order to be successful. This lack of skill in reading and comprehension in secondary school translates into failures later in life. Students are unprepared for the academic language they encounter in college and little advancement is being made in developing the reading skills of secondary and high school students (Snow, 2002). Educators have made little advancement in teaching students how to comprehend and appreciate a text, especially for struggling readers (Cappella & Weinstein, 2001).

One aspect of reading is the construction of meaning from the text (Snow, 2002). Sadly, fewer than five percent of adolescents, students in Grades eight through twelve can extend or elaborate the meanings of materials they read (Moore et al., 1999; NCES, 2001). This simply translated, this means secondary and high school students cannot combine information from their own background knowledge or information in other texts with materials that they are currently reading in order to construct meaning and solve problems. They are unable to generate new meaning from the text. Their inability to construct meaning from text puts them at risk of reading failure.

2.4. Phases in Teaching and Learning Reading

Different scholars divide phases in teaching and learning reading in to three main stages. They are, pre-reading, while- reading, and post-reading. A good reading lesson could follow the following

stages: Pre-reading stage, while-reading stage and post-reading stage (Atkins et al., 1996)

2.4.1. Pre-reading phase

According to Williams (1984), the pre-phase of reading tries to introduce and arouse interest in the topic, motivate learners by giving a reason for reading, and provide some language preparation for the text. Correspondingly, Hedge (2000) explains that the pre-reading phase as one of the major responses to increasing insights about the role of schematic knowledge in reading has been the focus of current reading methodology on a pre-reading stage. Williams (1984) clarifies that in order to help prepare for pre-reading work, useful questions that the teacher can ask herself/himself are:

- a) What knowledge, ideas or opinions might the learners already have on the text topic, and how can this knowledge be drawn out and used?
- b) Why should anyone want to read this text, and can the same, or similar, reasons be generated in the learners?

Atkins et al. (1996) on their part explain how to use the pre-reading phase as follows: the pre-reading stage does not need more than a few minutes. For Example, ask students to list some words they expect to meet in the passage. Write their words on the blackboard. If students do not suggest them, add other words. Pre-teach these words in context, or tell students to try to guess the difference between the words as they read the passage. According to these scholars, the aims of the pre-reading phase are: to activate prior knowledge, get students interested in the topic and theme for the reading.

In conclusion, the pre-reading stage familiarizes a reader with the basic content and organization of the text and helps to activate prior knowledge. It is an important phase that prepares students for the reading text. Thus, it should be properly used for every reading lesson which is carried out in the classroom.

2.4.2. While-reading phase

This phase focuses on the text. It allows students to integrate the knowledge and information they bring to the text with new information in the text. Students read silently and try to understand the main points. They also answer a number of questions designed to understand the ideas in the text. There is no need of understanding every word, but they guess the meaning of new words from the

context (Williams, 1984). This shows that the main thing that students should do here is to interact with the text and try to relate their prior knowledge with the text for understanding. .

Hedge (2000) states students' activities at this stage. These are read and match, read and label, read and complete, and read and draw. By doing these activities students try to understand the given text and do the comprehension questions given by their teacher in order to check whether they understand the text or not. Atkins et al. (1996), for instance, state the following as activities the teacher carried out during while-reading stage. These are: tell students to read the questions, and then read the passage silently to find the answer. Tell them they do not need to understand every word to answer the question. When they have worked out the answer, they should discuss in their group until they have agreed on one answer. Finally, make students give their answers and evidences for their choice.

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

2.4.3. Post-reading phase

This stage allows students to articulate and process their understanding of what they have read and to think critically about the validity of the text. According to Atkins et al. (1996), the post reading phase has the following tasks: 1) to check overall comprehension of the text 2) Questions to get students to relate the passage to their experience 3) Relating speaking and writing activities.

The teacher should ask general questions on the passage to achieve the following:

- ✓ To check students' overall comprehension of the passage
- ✓ To encourage them to evaluate the passage (Interesting? Agree? True?)
- ✓ To get them to relate the passage to their own experience (similar experience?)
- ✓ To get students to imagine themselves in the situation in the text.

The aims of post-reading work are:

- a) To consolidate or reflect upon what has been said,
- b) To relate the text to the learners' own knowledge, interest or views (Williams, 1984) and

c) To integrate other skills (Atkins et al., 1996)

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

2.5. Teachers' Role in Teaching Reading Skills

Atkins (1996) explains that for the benefit of the future generation, it is certainly extremely important to improve the teaching of reading in schools. The teacher's ability to teach reading plays a decisive role in students' language skills and ultimately in the success of learners. Among the significant factors that contribute to students' poor reading are ineffective teachings of reading, and inadequate textbooks, containing inappropriate tasks for helping students develop reading abilities. According to these scholars, the teacher plays an important role to enable students to read and understand a text by using different strategies of reading a text.

Excellent reading teachers share the following critical qualities of knowledge and practice:

- They understand learner's reading and writing development
- They can assess a learner's individual progress and relate reading instruction to a learner's previous experience.
- They know a variety of ways to teach reading.
- They are able to use a variety of materials and texts for learners to read.
- They can adapt instruction to the individual student.
- They can help students strategically to develop their reading skills.

Overall, teachers should assist students to actively engage in the process of meaning and knowledge construction. Thus, the teachers should apply the techniques and strategies of teaching reading lessons. The roles of the teacher in intensive and extensive reading will be discussed below.

1. Reading is not a passive skill: reading is an active work. Therefore, readers should understand the meanings of words, see pictures, understand the arguments and take a position to agree or not. If students do not do these things while reading, then they are only scratching the surface of the text, and there will be a tendency of forgetting.

2. Students need to be engaged with what they are doing: students should be engaged with the

reading text. This helps them to be actively interested in what they are doing and benefit much from it.

3. Students should be encouraged to respond to the context of a reading text, not just to the language: the main purpose of practicing reading is to let students get the meaning and the message of the text. Thus, we must give students a chance to respond to the meaning and message of texts.

4. Prediction is a major factor in reading: books converse, photographs, contents, and titles give us hints of what is in the book before we read a single word. Our brain begins predicting what we are going to read. We build expectations and the active process of reading takes place. Therefore, teachers should give hints to their students so that they can predict what is going to be read.

5. Match the task to the topic: once students are given a reading text to read an appropriate task should be designed. The right kind of questions and other useful activities that engage students must be ready. Unnecessary and inappropriate questions could make an interesting text boring and unattractive.

6. Good teacher exploits reading text to the full: any reading text is full of sentences, words, ideas, descriptions, etc. It does not make sense to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences using the topic for discussion and further tasks, using the language for study and later activation.

Therefore, the principle of teaching reading skills supports learners to increase their fluency and comprehension skills is an important step in helping them become successful readers.

To sum up, studying the practice of teaching reading skills and the procedures teachers use to help learners with reading skills in English classroom have importance. Initially, it provides information on teachers' actual classroom practices in teaching reading skills in secondary school education. Secondly, it can also serve as a source of information concerning the stages that teachers used to develop learners reading skills.

2.6. Challenges that affect teaching Reading

There are various challenges influence the implementation of reading instruction, it is possible to look at factors from the point of view of teachers' factors, learners' factors and school's factors (McKenna, 2002; Gabb, 2000; William, 1984; Bush and Huebner, 1970).

2.6.1. Teacher-Related Problems

English language teachers may not have adequate knowledge, skills and strategies for teaching reading (Gabb, 2000). Thus, they may not play their 'managerial roles' (they may not act as facilitator, organizer, consultant and so on) in classroom (Harmer, 2001; Atwell, 1998).

According to Bush and Huebner (1970) also say that teachers need to well ground in the practical aspect of effective reading instruction. They need to be aware of the nature of reading and the skills involved, the various methods of planning and teaching efficient reading habits, and the evaluation of learners reading achievement and progress. This indicates that knowledge of the subject matter and the ability to implement the methodology of language teaching skills are very essential to improve the students reading skills. Likewise, Harris (1961) states that knowledgeable teacher who has the required competence wants his/her students to read, to use reading effectively as a learning tool, to enjoy and appreciate reading. On the contrary, teachers who are not forthcoming about what they expect their students to drive from reading are inviting poor comprehension. Whereas English language teachers who establish purpose can have the confidence to permit, and even encourage students to read strategically and the goal of reading is to achieve those purposes but not too simply to reach the last page of the text (McKenna, 2002). Therefore, teacher related factors are more of professional. For instance, according to (Abersold and Field 1997) states that teachers' failure to activate learners' schemata leads to learners reading difficulty. This strengthens the idea that most teachers are uncertain about helping students with language preparation (Williams, 1984). They also lack knowledge for selecting or devising reading related tasks (Williams, 1984). In addition to this, their too much help inhibits students from developing the necessary reading skills. Over simplification or so much help, make students dependent on the teacher instead of practicing without the help of the teacher (Nuttall, 1982).

Due to this reason, Wright (1987) states that teachers must have two related knowledge, that is, the procedural knowledge how to organize and set up classroom activities and 'subject' knowledge of the language. The reading instruction is actually delivered throughout an entire framework. In fact, teachers can work alongside with their students and help them to use different strategies to make sense of the text. Besides, they can allocate specific time to explain to them the criteria that successful readers use to choose the appropriate reading material for independent reading (Smith, 2004).

2.6.2. Student-Related Problems

One of the main problems for teaching reading skills in ELT classroom is the limited knowledge of students on target language. Knowledge of the language is a crucial requirement for second language reading tasks (Alderson, 2000). In respect to limited vocabulary knowledge in particular, (Alderson, 1999), says readers with inadequate vocabularies ... read slowly and without enjoyment. "This slow reading in turn, degrades understanding. Similarly," unfamiliar vocabulary is seldom a major bar of comprehension if it is difficult ... it is dangerous to make students try to read it fast ... and also with understanding." (Nuttall, 1982). In addition to this, Alvermann (2004) listed some of the problem that influences a reader as follows:

Interest: - if students want to know more about a topic, curiosity will help to guide their reading;
motivation: -reading done for pleasure is different from reading done for work or school. Reading will less labor in a class student enjoy more purposeful and serious when they are trying to get a good grade. Because the motivation that students bring to class is the biggest single factor affecting their success;

Purpose- it can be either long term or short term. One purpose may be to do well on a test, or in a class discussion, or to find a particular piece of information. If students' main purpose is simply to get through the reading, their efforts will be less fruitful.

Attention: - if a student's mind is on the reading, without distractions from the immediate surroundings or completing thoughts, he or she will probably comprehend more. In addition to these, strategy: - having an effective plan or strategy increases the likelihood to success, and the anticipation of success increases motivation;

Prior knowledge: -students' knowledge of language, of reading and study, of the world and particularly of the topic at hand will influence how they precede through a text. Prior knowledge help students set purposes, direct their attention, fill the gaps, make connections or inferences, monitor their progress and recall what they have read.

Scholars like Aebersold and Field (1997) also describe four factors that influence reading in foreign language. These are **grammatical competence** (knowledge of grammar), **sociolinguistic competence** (ability to use language appropriately in various social context), **discourse competence** (knowledge of acceptable patterns in written and spoken language), and **strategic**

competence (ability to use a variety of language strategies to communicate successfully). Here, one can observe that four factors which influence reading in the foreign language mentioned above seems also influence the other three language skills -listening, speaking and writing skills.

Wells (2007) states that internal and external factors which affect one's reading are: **physical:** vision, hearing, health, etc; **mental:** intelligence, conceptualization, language, etc; **socioeconomic:** low socio-economic status, family mobility and stability; **educational:** inadequate teaching of reading, poor teaching strategy, indiscriminate use of reading materials; **lack of motivation:** on the part of the student and the teacher. In relation to this, Alderson (2005) learners' development of English reading skill is influenced by a number of factors, both intrinsic and extrinsic to the child. Some of these influences are age, motivation, aptitude, personality, gender, strategies, learning style, met cognition, autonomy, beliefs, L1, L1 reading skill, L2 oral skills, prior knowledge, a text read, teaching method, and exposure to L2 printed material.

Gabb (2000) also puts a very vital inquiry why students face difficulties in moving into fluency stage although they have acquired the essential decoding skills. She categorizes a number of obstacles such as; limited vocabulary and lack of background knowledge (schematic knowledge). Structure of fictional narratives, poor comprehends' appear to be less knowledgeable about how narratives

Furthermore, Westwood (2008) argues that limited vocabulary knowledge, i.e. inadequate level of spoken language competence, results in comprehension problems due to a serious mismatch between a learner's knowledge of word meanings and the vocabulary used in texts; also, the rate of reading, either too slow or too fast, can cause poor comprehension: the former may restrict cognitive capacity to lower-level processes, while the latter may result in overlooking important details. Also, lack of prior knowledge of the text causes reading without understanding, and if the text is too difficult (at 'frustration level'), with complex language in terms of vocabulary, concepts, grammar structures or sentence length, comprehension is impaired.

In short, students' factors, for example, lack of motivation, lack of prior knowledge of the text, limited vocabulary knowledge, lack of language proficiency, failing to put enough effort into reading certain texts, lack of fluency, lack of familiarity with the subject matter, difficulty of the text (readability), inadequate use of effective reading strategies, negative attitude towards their teachers and/or peers and so forth may hamper teaching and learning process of reading

(Westwood, 2008; Oakhill et al., 2015; Richard, 2001).

6.1.3. Material (Text) -Related Problems

Students reading practice is mainly depend on the extraction of meaning from a written material or text. In harmony this view, Nutall(1982) states that in reading lesson texts are used that have been written not to teach language but for any of the authentic purpose of writing i.e. to inform, to entertain and so on. Nuttall further states that students' textbooks as one of the instructional materials are very essential for both the teacher and students. Good instructional materials (syllabus, teacher guide and students textbook) are an important part of the process of instruction. They set out to teach through the process of defining instructional objectives, setting learning tasks or activities to attain the objectives, informing learners of what tasks they have to perform. In addition, Harmer(1990) mentioned that, providing guidance in how to perform tasks; providing practice in performing tasks, providing feedback on performance, and enhancing retention of the skills the learner acquired through performing the tasks .However, according to, Nuttall(1982)defective texts can cause problem in reading. He further indicates that one of the factors contributing to this defect is lack of authenticity or natural use of language in texts. This happens when reading texts distorted by the attempt to present many examples of specific language items, such as a tense. As Wallace (1992 the argument is that the practice emphasizes the pedagogic nature of texts over their authenticity. Lack of authenticity may mean that students lack interest in reading such text. In this connection, Nuttall (1982) says that the other problems in understanding texts are difficult concepts, words with several meanings (idioms) jargons and irony Similarly new grammatical forms (tense, structural words, etc) may also causes problem in reading. Nevertheless, a more likely cause of structural difficulty is sentence length and complexity that can make the relationship between the various parts of the text difficulty for the reader to sort out. Nuttall (1982) and Harmer (2001) expound that long sentences are difficult to understand. Complex sentences are difficult to understand.

According to Nutall (1996), complex sentences can block understanding even if the words used as easily understandable. He further indicates that text with over familiar topics can also create problem. In this regard, Ulijn and Strother (1990) also say that text with over unfamiliar topics hinders comprehension. They further state that even a skilled reader will have difficulty in understanding a relatively simple text when the topic is very unfamiliar.

2.7 Theoretical framework

For this research, the researcher used the theoretical framework, because it is the guiding tool for the research work to be intellectually sound. In this study, it informs the researcher to construct research questions, to choose data gathering tools and analyze data in this study. Therefore, the following language teaching or learning theories are adopted for the practice of teaching reading skills in ELT classroom. So, this study accepted Cognitive theory and Constructivist theory.

2.4.2. Cognitive Theory

Cognitive Theory views language learning as a mental procedure of information processing, and it focuses on understanding how these activities take place in the human mind (Wilhelm & Engle 2012 Mitchell & Myles 2004). This theory sees reading as a conscious process requiring schematic and text-based comprehension skills. This concerns the application of prior knowledge in text comprehension and information processing skills such as analyzing syntactic structure, identifying text cohesion and working out text structures which are thus conscious cognitive skills that involve analysis and interpretation of written information (Alexander & Fox, 2004).

The Cognitive Theory hence recognizes the useful contribution students' prior knowledge can make in facilitating reading comprehension. This theory supports the first research question that is the teachers' practice teaching reading skill in ELT classroom. On this study the researcher used the research tools like classroom observation and questionnaire to give responses for the research question because the cognitive theory focuses on the students' prior knowledge. Thus, closely aligned to the cognitive theory of learning which recognizes the role of teachers to implement the stages of reading skills during teaching reading text in ELT classroom.

2.4.3. The Constructivist Views of Reading

The constructivist view of reading has many implications for language teachers (Wilson, 2003). First, teachers need to stop teaching reading by simply practicing reading, and focus on assisting students to extend their capacity to read constructively. Second, teachers need to avoid teaching reading through the kind of disembodied texts which are so common in EFL classrooms. Third, teachers need to ensure that teachers are not reading on behalf of the students in the reading classes. Instead, English teachers need to facilitate the learners to develop reading skills using stages of reading during in ELT classroom.

It views learners as persons of will and purpose, considers learning as a process, encourages learners, inquiry, acknowledges the critical role of experience in learning, emphasizes performance and understanding when assessing learning considers how the student learns, encourages learners to engage in dialogue with other students and the teacher, supports cooperative learning; involves learners in real world situations, emphasizes the context in which learning takes place; considers the beliefs and attitudes of the learners, and provides the opportunity for learners to construct new knowledge and understanding from authentic experience.

Constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of knowledge construction rather than passively receiving information. Learners are the makers of meaning and knowledge. Constructivist teaching fosters critical thinking and creates motivated and independent learners. The constructivist view of the reading process conceives of the reader as an actively engaged participant who uses a variety of prior knowledge and frequently interacts with others as he or she constructs meaning from the text.

2.4.4. Constructivism-based Teaching Reading Activities

These activities tend to divide the whole process of reading into three stages altogether. The first stage which is called pre-reading activities generally entails four aspects. They are defining a target and topic, building up students' background knowledge through creating situations and warming-up activities, introducing new vocabulary by means of situations, and predicting the content and the organization of the text.

The second stage of constructivism-based reading teaching, while-reading, is the central process of reading activities. It consists of the following five parts: overall understanding of the text, detailed understanding of the text, discussions for a deep understanding of the text, and language points and grammar.

And the third stage, post-reading, includes four parts: revision of the reading and language points, doing exercises for consolidation of the text, doing vocabulary exercises, and doing supplementary readings. Each stage has its reading target, reading tasks and specific activities for reaching the goal of reading (Brown, 2001). Thus, the second research question that the extent of English teacher implement three phrase of reading skill in ELT classroom. On this study the researcher used the research tools like classroom observation and questionnaire to give the responses for the research questions because the constructivist based theory of reading activities focused on the

three stages of teaching reading skills in ELT classroom.

To sum up this chapter, the researcher reviewed the literature based on a definition of reading, teaching reading skills, implication of the teaching reading skills in Secondary School, phases of teaching and learning reading skills, teachers' roles in teaching reading skills, principles of teaching reading skills, challenges of teaching reading skills and theoretical framework of teaching reading skills on practices of teaching reading skills in ELT classroom. As the researcher reviewed in the chapter there is the gap on the practice of teaching reading skills in ELT classroom because of passive way of teaching reading skills, inability to implement phases of reading skills and challenges of teaching reading skills in ELT classroom.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter will be focused on overview of the research methodology. It aims to describe the research design, Target population of the study, sample technique of the study, data collection instruments, methods of data analysis, pilot study and ethical consideration.

3.2. Research Design and Method

The main purpose of this study is an investigation on the practice of teaching reading skills, Grade 11th students at Jajura Secondary School. Since the nature of the study and its objective makes the researcher choose descriptive survey design for the study. In this research, descriptive case study design was used. According to Gall (2007), the objective of descriptive research is to describe an occurrence and its features. It focuses on “what” rather than “why” something has happened. Accordingly, observation, questionnaire and interview are often used to gather data. According to Kahn and Best, (2003), descriptive design enables the researcher to examine the present situation and assess major problems in the area of the study.

3.3 Sampling Techniques

Sample Size

The general objective of this study is to investigate practice of teaching reading skills in English classroom. For the present study the researcher selected from the population using probability sampling techniques. In grade 11th students total population is 200. From this total number of students, 133 sample students were selected for purpose of questionnaire through lottery method that is one of the common forms of simple random sampling method.

Besides, all the four English teachers who teach grade 11th students will be selected based on non-probability sampling techniques for interview and classroom observation.

Table 1: Research setting and number of participants

NO	Name of the school	No. of students				Number of English Language Teachers			
		M	F	Total	Sample	M	F	Total	Sample
1	Jajura Secondary School	80	120	200	133	4	-	4	4

Key: M=male F= female

3.4. Data Collection Instruments

To conduct this study, the researcher used three types of data gathering instruments. These are: classroom observation, questionnaire and interview.

3.4.1. Classroom Observation.

This instrument was designed based on the research question 1(How do the English language teachers practice teaching reading skills in English classroom?). It designed for the following two reasons: first, it allows the researcher to “look at what is taking place directly rather than relying on a second-hand account” (Cohen, 2007).Second, observation is a data-gathering instrument that needs the researcher to go existence in the place of study. Since it provides firsthand information, it has the power of yielding more valid and authentic data (Cohen, 2007. To assess what actually happens in the classroom during the teaching of reading skill, the researcher conducted 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 practice the three stages of reading skills in ELT classroom.

The researcher visited all the students and teachers for observation. The students and their teachers were observed particularly in reading lesson but this does not mean that they were not observed while they were learning other language skills and knowledge. In observation session ,

all the activities took place in the reading class were in the observation checklist to cross check its result with questionnaire results.

Therefore, during classroom observation, special attention was given to observe what teachers and students do in reading text lesson in ELT classroom. The data from the observation was analyzed qualitatively.

2.4.2. Questionnaire

This instrument designed based on research question 2 (To what extent do the English language teachers implement pre, while and post reading activities while teaching reading comprehension in the classroom?). It gives better uniformity across measurement situations rather than interviews. Each participant responds to accurately the same questions because standard directions are set to the respondents. Questionnaire plan was relatively easy (Haines, 2007). Questionnaires were supposed to be better to get great amount of data from large number of respondents in a relatively shorter time with smallest quantity of cost. Questionnaires will be prepared in English Language to all sample students. The questionnaire consisted two parts. The first part deals with the general background of the participants. The second part contained the total number of question items that pertain to the basic questions of the study.

To collect data from students close ended questions was prepared. Eighteen close ended questions with five scoring of Likert Scale ranging from 'always' to 'never' was prepared to assess how teachers teach the pre, while and post reading stages. In scoring a point 5 was assigned for "always" 4 represented "usually", 3 stood for "sometimes" 2 represented for "rarely" and 1 assigned for "never." And also questionnaire was prepared based on literature adapted from Atkins et al. (1996).

3.4.3. Interview

This instrument was designed based on the research question 3 (What are the challenges that affect the practice of teaching reading skills in the classroom?) to ask sampled teachers The purpose of the interview questions were to get evidences from the teachers that hinder the practice of teaching reading skills in ELT classroom. In general, observation was used as a major tool to examine the teaching practices of reading skills. The questionnaire and interview were used as supporting tools for triangulation purpose. An interview is the verbal questions asked by the interviewer and verbal responses provided by the interviewee (Gall et al., 2007). For this study, Semi-structured interview

questions were prepared in English Language for grade 11th teachers. The reason using semi-structured interview has its advantage of flexibility in which new questions were forwarded during the interview based on the responses of the interviewee.

The interview questions were discussed with the interviewee in English Language to get more information

3.5. Procedures of Data Collection and Methods of Data Analysis

3.5.1. Procedures of data collection

In this study, qualitative and quantitative data was generated using the three data gathering tools. First, the questionnaire was administered to all individuals in the sample groups, because this helped the researcher to obtain the uniform data from the respondents. Second, classroom observation was administered, because it helped the researcher to obtain reliable and valid information during teaching reading lesson. Therefore, the researcher administered two classroom observations for each section (4 sections 2 times) using check lists to observe each activity of teachers and students on reading lesson in ELT classroom. Third, the researcher administered the semi-structured interview questions for selected grade 11th English language teachers, since that supported the researcher to get the qualitative data from the responses of the interviewee. In addition to this, the collected data through this tool was analyzed using descriptive, thematic and inductive analysis. Finally, the researcher cross checked each data gathering tools one after the other to triangulate the data using interview and open ended questions of the questionnaire for students before other data gathering tools.

3.5.2. Methods of data analysis

As stated under research design, this study was conducted by using both quantitative and qualitative data gathering tools. For this reason, the basic analysis of the collected data involved the following procedure:

- ❖ The observed classroom reading practices were recorded carefully in the category of Yes/No as they happened in the reading classes. The Yes/No categories were changed into five measure frequency, ranging from 'Always' to 'Never'. Then, the frequency of the observed practices was summarized and tabulated for interpretation.

- ❖ The students' responses to the items in the questionnaires were tallied. Then the frequency

and the percentage were summarized to discuss how each item was responded.

❖ On the basis of descriptive statistical analysis, i.e. using frequency and percentages, the data were interpreted.

3.6. Reliability and Validity Concerns

According to Singh (2006), validity relates to the question of whether a study has achieved what it has set out to achieve. This implies that the extent to which a certain study captures the true meaning of the issue under investigation is a function of its validity. On the other side, the findings of a study should be trustworthy to be replicated with consistent results under similar conditions. The extent to which a study is replicated using similar procedures to produce consistent results at different times and circumstances refers to its reliability. Therefore, validity and reliability are important research concepts. Subsections 3.6.1 and 3.6.2 provide brief details concerning reliability and validity respectively, and account for how they will be achieved in this study through triangulation method.

3.6.1. Reliability

A qualitative research needs to be consistent, stable, accurate and credible. Consistency, stability, dependability, accuracy or credibility of a research study refers to its reliability. In this study, the researchers ensure the reliability by cross checking the results of questionnaire data with classroom observation results. Regarding this, Golafshani (2003) quotes Joppe (2000) as saying the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as its reliability”.

3.6.2. Validity

As indicated above, validity in research designates the “conceptual and empirical soundness or accuracy of a study” (Marczyk, DeMatteo& Festinger 2005). In this study, the researcher used all data gathering tools to ensure the validity of data from those tools to answer the research questions. This enables the researcher to draw sound inferences with a high degree of confidence.

3.7. Pilot Test of the Tools

Pilot test study is important to check the reliability and validity of the instrument. The researcher conducted Gimbichu Secondary School was selected purposively among 23 Grade 11th sections

students is taken randomly. 23 student participants has selected by involving both male and female , and questionnaires is administered to 5 English Language teachers. Thus, the same instruments will be distributed to the sampled teachers' and students' evidence The data gathered through the questionnaires, observation and interview are integrated and analyzed in order to cross check the reliability and the validity of the non-sample study. The data was tested with the sample respondents 'response and for validity comments from the participants is implemented .The reliability of data that could lead the researcher to collect actual data from Grade 11th teachers' and students ' of Jajura Secondary School

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

Introduction

This chapter deals with the presentation and interpretation of the data gathered from the sample school through various instruments such as classroom observation, questionnaire and interview. The data collected through these mentioned instruments are presented below, some with tables and other in a narrative form. Thus, a carefully designed checklist was used to observe the practice of teaching reading skills in ELT classroom. Because classroom observation is major tool for this study.

4. Teachers' Background Information

According to the data obtained from the English language teachers' interview responses (see Appendix-), all of them are males. Among the four teachers, two of them are M.A. in TEFL (Teaching English as a Foreign Language). However, two of them are first Degree holders in English language teaching. This shows that all of them are skilled to teach in the level.

Regarding the years of experience in teaching English language almost all of the English language teachers in the study have had experience in teaching. Most of them have more than fourteen years experience in teaching English language and other one taught English language for 7 years. Therefore, the long years of experience they have been important in handling and managing classrooms as observed. Nevertheless, the experience only might not be adequate to teach English as a foreign language particularly. To this end, the English language teachers were asked whether they had been given special training for teaching English or not. Except one who responded that he did usually attend sometimes, three of the English language teachers answered that never attended any seminar, workshop, or refresher program related to teaching reading. The above data shows that most English language teachers had never received training related to teaching reading skills.

They also asked whether they got the curricular materials (syllabus, teacher's guide and students' textbooks) or not. Three of the teachers had all of the curricular materials that imply that they have the sufficient materials needed for the teaching activity. However, one teacher has only the teacher's guide and students' textbooks but lack the syllabus. This may create problems on the teachers to provide the lesson according to the intention of the curriculum. All the English

language teachers answered that they are aware of the three phases of teaching reading. This implies that they have the necessary skills to present reading as intended in the reading curriculum.

4.1 Data From Class room Observation

First Observation day- Teacher 1

The teacher started the class by greeting and asking about what the students learnt on the previous day. He then wrote the title and page number of the reading passage. After that he called students name randomly and made them to read aloud. He then let many students to read aloud turn by turn. In this case, from the while reading activities mentioned in the check list, only reading aloud was performed. More than half of the students read the same text turn by turn. They were then made to read the questions aloud and answer them in the same manner. The teacher frequently used to give corrections and asked questions while the students were reading aloud. As many as more than half of the class was checked to read one by one on the same paragraph. After half of the period had gone, they were made to answer questions by reading. As the teacher read the questions, the students gave answers one by another. Here also, the students were not made to answer questions while they were reading rather they were made to answer after they had completed reading aloud. According to Hesham (2005) while reading is done silently and answers for questions are done at the time of reading. This was what the teacher was practicing to teach reading throughout the two days when he was observed. However, the other teachers used somehow different methods in the two different lesson of reading text.

First Observation day- Teacher 2

The teacher, as observed on the first day started the reading lesson by writing the topic on the black board in the same way like the first teacher. However, the teacher behaved differently from the previous one in such a way that he read the reading text himself before he let students to do so. After he had finished reading, he sorted out some difficult words from the poem and wrote them on

the black board and tried to explain their meanings in Amharic. After that he gave the students the chance of reading aloud turn by turn. After many of them got the turn to read, the teacher ordered them to do the comprehension questions. The exercises were done orally and the class was over after a while. No written exercise was carried out. As it could be observed from what the two teachers performed, it seems that the practice adopted by the second teacher is far better than the first one regarding the while reading stage despite its drawbacks. In fact the appropriateness of the while reading activities is also questionable.

First Observation day- Teacher 3

The teacher entered the class and wrote the title of the passage on the blackboard, and then he ordered some students to come to front and read passage loudly turn by turn and paragraph by paragraph. As I have observed some four or five students in the class out of which many of them are in the first row who brought their text books looked at the passage and sometimes at the reader in front. And the others without text books merely watch the readers or sit idle. After the students finished the reading the teacher himself tried to explain the already read paragraphs. But the students seem not to have heard what he explained. The teacher, then, tried to translate some parts of the paragraph in to Amharic or summarized the paragraph in Amharic. The student seem motivated now. From this it is understood that the students did not develop the habit and skill of reading. Besides, unlike the other observations, there were only 3 text books in the class and a few of students were looking at the passage forming curved shape and sometimes circle. But most of them were sitting idle as they didn't have text books. In addition to this, the teacher left the class before he made the students do the comprehension questions on the text book as the 40 minutes allocated was over during reading the passage.

First Observation day- Teacher 4

The teacher entered the class and wrote the title of the passage on the blackboard, and then he divided the paragraph of the reading passage for voluntary students to read loudly. As I have observed some other students in the class out of which many of them are not interested in learning reading lesson. After the students finished the reading the teacher himself tried to explain the already read paragraphs. But the students seem not to have heard what he explained.

Second Observation day -Teacher 1

The teacher used the same procedure in both two days. He started her class by greeting students. He then wrote the topic of the skill to be practiced on the black board i.e. “reading comprehension”. Then he let individual students read the passage one by one. Many of the students read aloud. The students were very careful to correctly pronounce each word in the passage and the teacher gave more significance to the appropriate way of the students pronouncing words. The teacher gave correction on the spot for every error students committed. However Ur as quoted by Mesfin (2008) states errors that do not create comprehension problem should not be corrected. Regarding speech practice, he explains explicitly that the errors that should be corrected are those which create uncomfortable situation for the hearer. From the practices observed in both two days, reading for this teacher was mainly pronouncing words correctly and was to be done aloud at a reasonable speed and appropriate time. This is what has been confirmed by the teacher’s involved during the interview.

Second Observation day- Teacher 2

The teacher as observed on the second day started by writing the topic on the black board as usual. However he did differently from the first day in such a way that students were not made to read aloud. Despite not being briefed about the topic, they were made to read silently. The silent reading however, neither lasted long nor was followed by while reading exercise. It was soon followed by the usual reading aloud where many students took turns to read. However, according to the responses of teachers and students during individual interview, silent reading, though not usually done in a reading period is practiced some times. The questions found after each reading passage were also treated orally even when there appears writing instruction. The pictures in the text book at the side or above the passage were not used during the reading practice. As Yamashita (2002) states information given in written language can be matched with pictorial information and these activities can be carried out at all grade levels.

Second Observation day - Teacher 3

This teacher acted differently in his second observation day in such a way that he started the lessons by revising the previous topics. Following this, he asked volunteer students to read directly the passages loudly turn by turn without any pre reading activities. After the volunteer students read the passages, as the other teacher, he started explaining the meaning of some words from the

passage. It was not really clear why he did that. It was neither a pre reading vocabulary teaching nor explanation of the passage. Therefore, it seemed that the teacher was confused of the process that he should follow to teach reading comprehension. In addition to this, when the teacher finished explaining the meaning of some words, he started asking the comprehension questions which were provided in the text book to some individuals. Here the discussion was mainly conducted in Amharic. He didn't encourage his students to speak in English. Rather he himself was mixing Amharic to explain his ideas. As the researcher has observed these two lessons, the teacher wasn't teaching reading comprehension rather he was using the translation method.

Second Observation day - Teacher 4

On the second day the teacher started the lesson as usual. He wrote the topic on the blackboard and he read the passage himself aloud after instructing the students to follow him. Then the students were made to read silently for a while. The silent reading did not take more than three minutes. Reading aloud followed and many of the students were given the opportunity of reading one by one. After about three fourth of the class has read paragraph by paragraph, the teacher drew their attention to six vocabularies taken from the passage and wrote them on the black board. The teacher then told the meaning of the words orally in Amharic to the students. Having finished the meaning of the vocabularies, the teacher told his students to work on the written exercises as homework and at last he announced that the class for English was over as soon as the bell rang. From this observation, it is possible to say that the teacher was mixing the process of reading skills. That is, the vocabularies that he explained after the students read the passage were neither a pre reading vocabulary nor a post reading discussion.

4.1.1 Discussion on the results of the days of observation

As far as the continuous observations are concerned, it seems that the teachers are not practicing the appropriate methods of teaching reading. Students are not given the opportunity to read by themselves silently and comprehend the message. They were rather taught reading aloud throughout. However, the current English syllabus for grade eleven states that "students read the passage independently and silently." (English syllabus guide for grade eleven. Federal Democratic Republic of Ethiopia: MoE).

It also explains the application of group work and pair work which have never been carried out during the observations. Similarly, the contemporary techniques and procedures of practicing

reading skills i.e. pre reading, while reading and post reading phases were not employed. The methods of acquiring reading skills such as interpreting, analyzing, sequencing and the like have not been made use of based on the level of the students. Even though reading aloud has its own importance, it is a silent activity in the real situation. Teachers were not trained to implement phases reading skills during teaching reading skills in ELT classroom as it was observed. On this point scholars have said a lot. As Adebisi cited by Ebabu (2013) explained a child is not reading if he/ she merely says the words aloud without understanding their meaning. Thus, all reading sessions should not be dominated by reading aloud. As Nuttal quoted by Abinet (2011) stated in everyday life, it is not normal to read aloud. In elaborating this idea, the writer says most readings such as reading books, letters, advertisements and the likes are done silently. Therefore, I think students should practice real life reading i.e. silent reading as well.

As it has been confirmed by the findings with other instruments that will be discussed later on, the teachers understanding of teaching reading and how students gain the reading skills is minimal. They feel that students reading ability is improved when they are reading aloud with correct pronunciation and at an appropriate speed. The advantage of reading aloud is when it is done purposefully in such away as creating relationship between sound and its written system (Adebisi as quoted by Ebabu (2013)). Having stated the usual attempt of teachers in teaching reading, Adebisi as quoted by Ebabu (2013) explains the draw backs of reading aloud as follows:

- In reading aloud students are more concerned in pronunciation than understanding.
- Reading aloud slows the pace. Our aim is to help children read faster silently than they can read aloud.
- The teacher does not know whether students have understood or not.
- Most children in the class are passive while the teacher or one of the other children is reading aloud.

To this end, it seems that teachers are not following the actual reading method according to the observations made in the eight days. Similarly the importance of pre reading seems to have been neglected according to what has been observed. However, pre reading is a very useful technique in teaching reading. The main purpose of pre reading is to create a positive attitude in the minds of students so that they will be initiated to read the text. It is also to activate their prior knowledge so

as to gain new information. Most of the teachers observed however, were unable to understand this fact and not used pre reading activities. While reading activities were also dominated by reading a loud that is not advisable in the practice of reading comprehension.

4.2 Data from the questionnaire

The researcher wanted to know what extent English language teachers' use of the pre, while and post reading practices. Accordingly, the researcher employed questionnaire for students, classroom observation and interview for English language teachers to gathered data about English language teachers' use of the pre, while and post- reading practices. Therefore, the data that were gathered with the above mentioned tools were analyzed as follows:

4.2.1 Extent of English language teachers' use of the pre-reading practices

The pre-reading stage is the phase where teachers are expected to prepare and motivate the learners to be engaged effectively in the reading comprehension activities.

Table 2 Students' Responses on the English language teachers' frequency of implementing pre-reading practices

N O	Pre-reading techniques	Frequency											
		Always		Usually		Sometimes		Rarely		Never		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	How often your English language teacher does asks some general questions about the students background knowledge related to reading text before you read it?	48	36.0	45	33.8	28	21.0	8	6.0	4	3.0	133	100
2	How often does your English language teacher brainstorm yours idea?	10	7.5	18	13.5	28	21.1	32	24.1	45	33.8	133	100
3	How often does your English language teacher motivate you to predict what the text contains based on the title /illustration?			19	14.5	36	27.1	38	28.5	40	30.1	133	100

4	How often does your English language teacher teach selected key words from the passage before reading to the text?	15	11.3	18	13.5	20	15.0	42	31.6	38	28.6	133	100
5	How often your English language teacher does gives clear instruction and purpose to students?			5	3.8	20	15.0	48	36.1	60	45.1	133	100
6	How often does your English language teacher engage the students in pair/group in order to find meaning of texts through discussion work	10	7.5	20	15.0	45	33.8	58	43.7			133	100

According from the quantitative data on the above table, majority of respondents' response show that; most of sampled teachers ask general questions during pre-reading phase. However, the qualitative data obtained from actual classroom observation revealed that majority of sampled teachers didn't perform that before while reading phase activity. One of the possible reasons why the sampled school English language teachers failed to asks some general questions about the students background knowledge related to reading text before reading a text effectively could be lack of knowledge about what procedures to follow when teaching reading. The above findings disagree with the review of related literature. For example, Harmer (2001) introducing the topic of the text through questioning and discussion is of vital importance in exploring students' prior knowledge and enabling them to bring something of their own to the reading of the text. However, these activities are important not only to introduce and arouse students' interest in the topic but also to motivate learners by giving a reason for reading and to provide some language preparation as well (Williams, 1984). From these scholars point of view, it's likely conclude that importance of introducing the reading lessons in this way is helpful not only to evoke interest of learners, but also to help students bring something they know to the lesson under discussion and to encourage mental involvement.

The quantitative data of the table indicated, most of sampled teachers didn't brainstorm students

idea before teaching the while-reading activity. But the qualitative data of actual classroom observation result show that most of sampled teachers did this activity sometimes since they implement it uncontinuously during teaching reading skills in ELT classroom

As the qualitative data on the table indicated, most of respondents' results show that majority of sampled teacher

didn't motivate the learners to predict the title or illustrate during teaching pre-reading phase activity.

Besides on actual classroom observation results indicated that, majority of sampled teachers make students to predict the title during this activity sometimes but they practiced it inflexible way. Thus, from the data obtained English language teachers in the sampled school motivate students to predict what the text contains based on the title /illustration is not practiced well/ they do not practice most of the time. This may be due to the absence of theoretical background knowledge about the importance of prediction in reading, or may be the low value teachers attached to prediction in reading process. Basically, prediction is very essential for reading skills since the process of understanding the text is the process of seeing how the text matches up to those predictions, i.e. while reading students ask themselves whether or not what they are reading agree with their predictions made at the outset, which facilitates comprehension (Harmer, 2001). Of course, prediction can be safely skipped particularly if the text to be read is easy. (See Appendix- B and C).

As indicated on table majority of respondents' data show that most of sampled teachers sometimes practice key words. In general, the actual classroom observation result show half of sampled teachers implement the practice teaching this activity during pre- reading phase

This finding is convergent with the literature review. For example, Harmer (2001) confirm that pre-teaching unknown words selected from the passage is very essential for understanding the text. However, it is not something that can rigidly be practiced all the time. Harmer argues that if students are likely to be held back unnecessary because of some unknown lexical items, it is important to teach them first. Nevertheless, if students are able to comprehend the text in spite of some unknown words, teachers can leave pre-teaching them for later contextual guesswork. Therefore, teach selected key words from the passage before reading to the text is crucial to understand written text.

Based on the respondents' response data on table, majority of teachers didn't make the students to engage in pair or group work before they read reading text. Moreover, the actual classroom observation sessions result conclude that sampled English language teachers were not seen using usually pair/group work about the passage before reading effectively. Once again, the data obtained from the observation reveals that the English language teachers are 'sometimes' engaging their students in pair/group work about the passage before reading. Here, applying variety of classroom arrangements is important because students have different learning styles and different interest. Group work is important to share ideas and experiences and the independent work is useful to encourage competition among students (Cohen, 1972). Furthermore, teaching reading activities with the help of group and pair works makes the teacher free from the usual role of instructor- corrector-controller.

According to the respondents data on table, majority of teachers didn't activate students prior knowledge before while-reading activity, but the classroom observation result show that majority of teachers sometimes activate students prior knowledge improper method of teaching reading skills in ELT classroom. In short, the analysis made above, it was possible to deduce that English language teachers were not properly using the pre-reading activities or it could be said that they failed to employ them.

4.2.2. Extent of English language teachers' use of the while-reading practices

In the previous section, students' responses to their English language teachers' use of pre-reading practices were analyzed. In this section, the students' responses to their teachers' use while reading practices will be analyzed. The while-reading stage is a stage in which students read silently in order to answer questions already set. In this connection, Vaez (2006) says that while-reading stage is an intensive reading practice where they try to grasp main points and answer questions. At this stage, teachers are responsible for presenting a set of tasks. For example, they can ask their learners to tick a list of expectations, give those questions and ask them to stop and think about them: or provide them with a chart to fill in with points of information (Hedge, 2000). It is also a stage where teachers provide the right guidance and support to their students to create an encouraging atmosphere.

Table 3: Students' responses on English language teachers' frequency of implementing while-reading practices

No	While-reading techniques	Frequency											
		Always		Usually		Sometimes		Rarely		Never		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	How often does your English language teacher ask the students the purpose of reading text?			10	7.5	18	13.5	55	41.4	50	37.6	133	100
2	How often does your English language teacher get you to read quickly for gist (skimming)?	10	7.5	18	13.5	22	16.5	48	36.1	35	26.4	133	100
3	How often does your English language teacher let you read the text quickly for specific piece of information (scanning)?	10	7.5	15	11.3	20	15	40	30.1	48	36.1	133	100
4	How often does your English language teacher show how to guess the meaning of new words using contextual clue, word building, synonym, antonym etc.?			13	9.8	20	15	48	36.1	52	39.1	133	100
5	How often does your English language teacher encourage you to read a reading text silently or individually?					20	15.0	48	36.1	65	48.9	133	100
6	How often does your English language teacher make you to compare your answers in pairs or			25	18.8	40	30.1	68	51.1			133	100
7	How often does your teacher ask to answer for class discussion in English?												
		5	3.8	11	8.3		22.6		31.6		33.8		

Key: F=frequency % =percentage

According to quantitative data from table, most respondents' response showed that most of sampled teachers didn't tell the purpose of reading text. Similarly, the actual classroom observation result also conform most of sampled teachers didn't tell purpose of reading text during

the practice of teaching reading text.

Based on respondents data on table, showed that majority of sampled teachers didn't ask students to read the text silently and quickly for gist (skimming) during the practice while-reading activity. In addition to this, actual classroom observation result revealed that most of sampled teachers sometimes asked students to read the text silently and quickly for gist (skimming). However, the sampled teachers did not practice this properly.

Based on respondents' data on table, showed that majority of sampled teachers didn't teacher let students read the text silently and quickly for specific piece of information (scanning) during the practice while-reading activities. In addition to this, actual classroom observation result revealed that most of sampled teachers sometimes asked students teacher let students read the text silently and quickly for specific piece of information (scanning). From this, it could be concluded that English language teachers did not let students read the text silently and quickly for specific piece of information (scanning) as intended reading curriculum.

According to quantitative data on the table, majority of respondents results show that most of sampled teachers didn't shows how to guess meaning of new words in the text using contextual clues, word-building, synonym, antonym etc. during practice of teaching while-reading activity. In addition, during actual classroom observation, the researcher observed that the English language

teachers engage students to guess word meanings from context were limited (See Appendix -B and C). This discussion reveals that majority of English language teachers are not satisfactory engaging students to guess the meaning of unfamiliar words using the context .That means; they did not help the students to explore the text thoroughly so as to work out the meanings of the new vocabulary items contextually. They were rather observed working out the meanings of the words themselves. Therefore, it can be said that the practices of this skill was not adequate. The researcher saw that some of the teachers wrote meanings of some words, which they thought were difficult for the students in the text book itself.

Based on quantitative data from the table, most of the participants replied that the English language teacher did not encourage their students-silent reading. In addition, the researcher observed predominant practice used in the teaching of reading was reading aloud. Reading aloud was used by the teachers as a whole class, group or individual activity. However, the use of reading aloud has been consistently discouraged for more than three decades because of the wider preference for communicative teaching (Alshumaimer, 2011). In the communicative approach, reading aloud is considered an obsolete method that might hinder the development of L2 proficiency (Gibson, 2008). Despite this criticism, reading aloud was widely used in these classrooms. Although, reading aloud was preferred as a teaching method, the emphasis was on the development of EFL proficiency and not on comprehension. Teachers selected students to read the text aloud in turn while the other students listened and at the same time teachers corrected students' mispronunciations immediately. Silent reading is when the students are given the time and space to read the text silently on their own.

During the classroom observation, the researcher also observed that all English language teachers 'rarely' encourage silent reading but they did not allow students to read silently but, rather they asked some their volunteer students to read loudly a text while the others listen. During this task, the teacher kept controlling the process of the reading-listening activity, correcting mistakes, and asking the students to pay attention to their pay reading. From teachers' practical application, the majority student responses, and classroom observation, English language teachers in the sampled schools practice students' silent-reading techniques in the classroom very rarely. This shows that students were not supported to read intensively to understand the meaning/message of the text from given reading passage. This also implies that most of English language teachers did not practice silently reading in the classroom. But silently reading is more advisable than reading aloud to

understand the text well.

Based on quantitative data on the table, most of respondents replied that majority of sampled teachers didn't make students to compare their answers in pairs or groups during practice teaching while-reading activity. In addition, during actual classroom observation, the researcher observed that almost all English language teachers, were observed rushing from one activity to another without making learners to compare their answers in pairs or groups. As the response showed students response and actual classroom observation were similar to each other, from teachers' practical application and the majority student responses, English language teachers in the sampled school did not make students to compare their answers in pairs or groups during in the ELT classroom.

Furthermore on quantitative data on the table, most of respondents replied that majority of sampled teachers didn't ask students to report their answer for a whole class discussion.

Similarly, during the classroom observation results also confirmed the students' responses. Since four observed teachers; three teachers did not ask the students to report their answer to the whole class discussion and only one teacher ask the students to report their answer to the whole class discussion. From the students' responses and actual classroom observation we could understand most of English language teachers did not asks students to report their answers for a whole class discussion.

4.2.3. Extent of English language teachers implement post-reading practices

The post-reading phase is, generally, intended to involve the students in to text evaluation, reconstruction of the writer's opinion, summarizing the text and relating their message with their own knowledge, experience and feelings (Williams, 1994). It is the stage that students need to reflect on what they have read in order to extend their thinking and teachers are normally expected to check whether the students have understood what they need to understand and if they have completed successfully whatever while-reading tasks have been set. In other words, post reading activities are useful for the teachers to identify the areas where students failed to understand or missed parts of the message and to take remedial actions. It is also a stage at which possible answers for comprehension questions are produced either by the teachers themselves or by individual students, or by the class in general. In the questionnaires the subjects were asked how often English language teachers' implementing post-reading lesson presentation is going on in the English

classroom. The following table depicts the data obtained from the students

Table 4 : Students ‘responses on English language teachers’ frequency of implementing post-reading practices

No	Post-reading techniques	Frequency											
		Always		Usually		Sometimes		Rarely		Never		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	How often does your English language teacher ask students to evaluate the reading passage?	5	3.8	18	13.5	22	16.5	48	36.1	40	30.1	133	100
2	How often does your English language teacher make students to relate the reading passage to your own experience?			10	7.5	18	13.5	50	37.6	55	41.5	133	100
3	How often does your English language teacher summarize the day's reading lesson?					36	27.1	52	39.1	45	33.8	133	100
4	How often your English language teacher encourages you to explore the ideas issues in the text through speaking activity?	9	6.8	18	13.5	20	15	28	21.1	58	43.6	133	100
5	How often does your English language teacher ask the students to explore the ideas and issues in the text through writing activity?			13	9.8	30	22.6	40	30.1	50	37.6	133	100

Key: F=frequency % =percentage

The quantitative data on table indicated, most of respondents replied that majority of sampled teachers rarely ask students to evaluate the reading passage. Furthermore, the classroom observation result also confirmed this reality. Consequently one could infer from this fact that students in the observed school has got the chance to express their ideas based on the passage they read. This implies that students might be motivated when they get chance to express their understanding about the passage they read. Finding from the responses of some students and classroom observation show that this activity was practiced rarely.

The quantitative data on table indicated, most of respondents replied that majority of sampled

teachers rarely make students to relate the reading passage to their own experience during teaching post-reading activity. The classroom observation revealed that, most of sampled teachers didn't encourage their students to relate the reading comprehension to their own experience. We could understand from this data most of English language teachers did not practice of this activity.

The quantitative data on table indicated, most of respondents replied that majority of sampled teachers rarely summarize the day's reading text. This was confirmed during classroom observation. From this discussion, it can be said that the implementation of English language teacher summarized the day's reading lesson in English class was not implemented.

The quantitative data on table indicated, most of respondents replied that majority of sampled teachers didn't encourage students to explore their idea through speaking and writing on the reading text during post-reading activity. To conclude this, the actual classroom result show most of sampled teachers ignored the opportunity to students to develop the integrated skills of language during teaching reading comprehension in ELT classroom.

To sum up, based on results obtain from the classroom observation and questionnaire it could be concluded that the practice of teaching reading skills implementation in English language classroom was inadequate because English language teachers unable to implement the activities that should be done in each phases of reading skills during teaching reading text in ELT classroom. activity(see Appendix B and C).

4.3. Challenges of teaching reading skills

The researcher wanted to understand and analyze challenges that hinder the successful implementation of teaching reading skills in English language classroom. Due to this reason, he asked English language teachers and their students to put forward hindering factors of the implementation of teaching reading skills in English language classroom. Accordingly, they expressed the common factors that negatively affect the successful implementation of teaching reading skills in English classes, and the gathered data presented and analyzed in the following ways:

4.3.2. Teacher related problem

Table 5. Teacher related problem

No	Teacher-related problems	Teachers response											
		Very Greatly		Greatly		Moderate E		Low		Very low		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	English language teachers are not interested in teaching reading skills	-	-	1	25	2	50	1	25	-	-	4	100
2	English language teacher's lack knowledge of the language can hinder teaching reading skills	2	50	1	25	1						4	100
3	English language teacher's poor teaching method can affect teaching reading skills			4	100							4	100

Key: F=frequency % =percentage

According to the data of the table, majority of sampled teachers were interested teaching reading skills through reading lesson. However, the classroom observation data also revealed that most of sampled teacher are not motivated to teach a reading skills. This implies that unless the teacher is in a position to activate students' interest and background knowledge towards the reading text, it might be difficult for students to practice the skills of reading interestingly. Therefore; English language teacher are not motivated to teach a passage is a challenge that hinders the implementation of teaching reading skills in English language classes.

Based on the data in table, most of respondents said that lack of knowledge of teaching reading skills can affect to practice teaching reading lesson in ELT classroom. In addition to this, the actual classroom result showed that majority of teachers unable to practice teaching reading lesson in ELT classroom. This discussion illustrates that the majority of the respondents confirmed that English teachers' inadequate knowledge of teaching influence teaching reading skills. Similarly, majority of the teachers in the interview responded that English teachers' inadequate knowledge of teaching of reading skills has great influence teaching reading lesson. Based on the responses made it can be inferred that English teachers' lack of teaching of reading skills has great influence

teaching reading skills. This implies that effective teaching reading skills is largely depended upon the teacher. In other words, the task of providing adequate reading instruction requires specific competencies of every teacher. Therefore, teacher should get the necessary competencies and skill, and should practically apply it to teach reading skills as designed in the curriculum materials. Therefore, it can be concluded that English language teacher inadequate teaching reading skills was hindering for implementation of teaching reading skills in English language classroom. According data from table, all teachers responded that to the statement indicating that English language teacher poor teaching method greatly affect teaching reading skills. Besides on this the actual classroom observation show revealed most of sampled teachers apply the passive way of teaching reading lesson. Therefore, it can be concluded that poor teaching method of teachers' used in the classroom was a hindering factor for implementing teaching reading skills in English language classroom.

4.3.3. Student related problem

Table 6: Questions concerned with student-related problems that affect teaching reading skills

No	Students - related problems	Teachers response											
		Very Greatly		Greatly		Moderate		Low		Very low		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Students' are not motivated to develop reading skills affect affect teaching reading skills	2	50	1	25	-	-	1	25	-	-	4	100
2	students' vocabulary limitation can affect teaching reading skills	2	50	1	25							4	100
3	Students' limitation of prior knowledge of the text can affect teaching reading skills	1	25	2	50			1	25			4	100

As indicated in the above table, item 1 question focused on students' are not motivated to develop reading skills can affects teaching reading skills. From the participants two of and one of the participants responded 'very greatly' and 'greatly' respectively to the statement. And one of the participants responded 'low'. This indicates that students' are not motivated to develop reading skills. In relation to this, English language teachers were asked, "To what extent your students' lack of motivation to read a passage affects teaching reading skills? " In response, all of the interviewed English language teachers also reported that students' are not motivated to develop

reading skills has ‘very greatly’ affects teaching reading skills. Similarly, researcher’s classroom observations confirm that most of the students were talking with their classmates instead of reading silently the given passage told by their teachers to do so. This implies that teachers in the observed schools did not motivate their students to read and understand the given passage as intended in the reading curriculum. Because a motivated student wants to learn (read) and will succeed whatever circumstances he faced. This might be due to lack of motivation and lack of clear purpose why they were taught reading skills. This finding also agrees with the literature review. For example, Harmer (1991) also expounds that the motivation that students bring to class is the biggest single factor affecting their success. Therefore, the students’ responses, the finding of the interview and classroom observation indicated that the students have no interest to read a passage in English classroom. Thus, lack of students’ interest to read a passage is the factor that hinders the implementation of teaching reading skills in English language classroom. Regarding students’ vocabulary limitation can affect teaching reading skills two of respondents said ‘very great’ influence teaching reading skills. And the remaining, two teachers said that students’ vocabulary limitation ‘greatly’, and ‘moderately’ can influence teaching reading skills respectively. None of the respondents said ‘low’ or ‘very low’. In the teachers’ interview, majority of the interviewed English language teachers also confirmed the responses of the majority students said that students’ vocabulary limitation has ‘very great’ influence teaching reading lesson. We understand from this one of the problems while English language teachers face during teaching reading was students’ vocabulary limitation. From the responses forwarded by majority of the respondents, students’ vocabulary limitation has ‘very great’ influence teaching reading lesson. This implies that almost all of the students have a ‘very great’ problem to guess or skip some words in order to understand the main idea of the reading passage. Similarly, this is consistent with what the present researcher observed in the classroom during reading instruction. This because almost all English language teachers in the sampled school failed to advise their students how to improve their vocabulary knowledge.

In item 3 table 6 students were asked, “students’ limitation of prior knowledge of the reading text can affect teaching reading skills” In response to this, one of the teacher said that students’ limitation of prior knowledge of the passage has ‘very great’ influence teaching reading lesson, whereas two teachers and one teacher respectively said that it has ‘great’ and ‘low’ In English language teachers’ interview, they responded differently. All interviewed English language

teachers reported that students' limitation of prior knowledge of the passage has 'very low' influence teaching reading skills.

From the information given one can realize that students' limitation of prior knowledge of the passage has 'moderately' influence teaching reading lesson. This implies that the reading passages embodied their textbooks seems more or less related to students' prior knowledge. Because, as the researcher observed the reading passages in the students' textbooks are related with health, historical places, famous persons, fiction, water and the like. Therefore, it could be concluded that students' limitation of prior knowledge of the passage is not that much hindering factor for implementation of teaching reading skills in English language classroom.

4.3.4 Material/ text related problem

Table 7 Material/text related problem

	Material(text)-related Problems	Teachers response											
		Very greatly		Greatly		Moderate		Low		Very low		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Lack of authenticity or natural use of language in the texts can affect teaching reading skills			1	25	2	50	1	25			4	100
2	Unfamiliar reading topics in the text book can affect teaching reading skills	2	50			1	25	1	25			4	100
3	Shortage of student textbooks in a classroom can affect teaching reading skills	2	50	1	25	1	25					4	100

As table7, item 1 depicts, majority of the respondents reported that similar topics in the passage can affect teaching reading lesson has 'moderate' influence teaching reading lesson, while one teacher said that it has 'low' influence; whereas one teacher said that similar topic in the passage has 'greatly' influence teaching reading lesson. During the teachers' interview, among the four teachers, majority of the teachers said that similar topics in the passage have 'undecided' influence teaching

reading skills in ELT classroom. Thus, from the data obtained, one can generalize that similar topics in the passage has ‘undecided’ influence teaching reading skills.

Item 2 in Table 8 indicates unfamiliar reading topics in the text book can affect teaching reading skills. Some of the respondents, replied that unfamiliar reading topics in the text book has 'very greatly' influence teaching reading lesson, whereas one of the respondents mentioned that it has 'moderate' influence teaching reading skills. And also one respondent replied 'low'. However; this is inconsistent with what the English language teachers replied in the sampled schools. Majority of the teachers confirmed that unfamiliar reading topics in the text book 'very greatly' influence teaching reading skills. They might say this response based on their experience. Also researcher observed the reading topics in the students' text book. Because, as the researcher observed the reading passages in the students' textbooks are related with health, historical places, famous persons, fiction, water and the like. In this regard, it can be possible to infer that unfamiliar reading topics in the text book have high influence teaching reading skills.

Concerning shortage of student textbooks in a classroom can affect teaching reading lesson, two teachers and one teacher reported that shortage of student textbooks in a classroom has 'very greatly' and 'greatly' affect teaching reading lesson respectively. The remaining one also said 'moderate' affect teaching reading skills in the ELT classroom. Among the four interviewed teachers, majority of them said that shortage of student textbooks have 'high' impact teaching reading skills. Teachers' response may be depending upon the experience in the schools they are working and the distribution of textbooks to their students.

Similarly, most of students have no habit to bring their textbooks into the classrooms due to fear of losing the text books. Due to this reason, they forced to share one English textbook for three or four students to read in the class. This created problem especially for those who read slowly and inaccurately to comprehend the passage as much as possible as others relatively better students did. In the classroom it was also observed that three students were trying to read one textbook in almost all observed sections. From the responses, one can infer that shortage of textbooks have low influence in the observed schools since each student had his/her own textbook. This implies that Jajura Town Education Office provided English textbooks for each student in order to reduce shortage of textbook distribution. But, the teachers in the observed schools did not motivate students to bring their English textbooks in the classroom to utilize the textbooks effectively. Therefore, the shortage of student textbooks is not that much a hindering factor for implementation of teaching reading lesson in sampled school.

Finally, in the open-ended questionnaire for students and interview for teachers were asked to mention some other challenges that affect teaching reading lesson (See Appendix C). Thus, English language teachers responses are summarized as shortage of time to practice the reading skills as expected due to the existence of many exercises that need a lot of time to be finished in the allotted year, students consider reading as a heavy task that cannot be tackled and not give attention to reading skills; lack of support from students' families to encourage students to read in their free time and students discouraging belief on the use of doing comprehension questions.

From the responses given by English language teachers, it could be inferred that there was inadequacy in teaching reading skills that forced students to generalize that reading is a difficult task that cannot be mastered to obtain the main idea of the reading text.

Teachers also added the following challenges that affect teaching reading skills in English language classroom (See Appendix-C):

- lack of classroom management during teaching reading lesson;
- students' lack of awareness about merits of reading skill;
- teachers' insufficient preparation to teach reading skill;
- students' low English proficiency level;
- Preparation of reading tests/exam to encourage students to read with purpose is lacked;
- failure to check home works and class works by teachers that resulted carelessness of majority of the students to read and answer the given tasks;
- absence of reading test/ exam discourage them to read the passage interestingly; and
- Teachers' tendencies toward grammar are the barriers to the teaching reading in sample school

Over all, from the above information obtained from questionnaire, classroom observation and interview, it can be concluded that teaching reading skills in English language classes is delayed by the following hindering factors: lack of English language teacher motivation ,English language teachers inadequate teaching, lack of teachers' awareness on the current teaching methodology was also reflected as most of them emphasize reading aloud and ignore silent reading, teacher poor teaching of strategy, lack of students motivation to read a passage, limitation of students' vocabulary knowledge, students' and lack of text book.

4.4. Discussion responses of sampled teachers

In this sub section, the researcher tried to give a very general picture of the feelings and beliefs of the majority of the interviewees. In Jajura Secondary School there were grade eleven four English language teachers, and, thus, all of them were included in this study. Thus their responses were analyzed as follows: Most of the teachers seem to be aware of the process of teaching reading skills. But equally, they accept that they were not properly teaching the reading skills. They said that they did not have the time to go through each step. Instead, as is given in the text book, they usually give them the reading activities as home works. This is believed to be of little help to the students to improve their reading skills. The following responses prove that teachers themselves believe that they have not been giving attention to the teaching of reading skills:

- To tell you frankly, I cannot say I am effectively teaching
- Our aim is to prepare students to the national examination so we need to focus on grammatical aspects.
- The reading passages in the text book are too long and the contents of the passages are not as such attractive

As it is clear from their responses, teachers do not teach reading skills or do not give due attention. This could be because reading skill is not totally tested in their tests or it is because only a few reading questions are asked in national exams. Most of the teachers also confirmed that they mostly use reading aloud technique while they are teaching reading skills because they believe that it is when readers read aloud can improve their pronunciation and reading speed. This is in line with Drucker (2003) belief, which says that teacher's beliefs in learning affect their class behaviors. Since my first goal is to cover the lesson, I do not have enough time teach and model the students to engage in integrative language skills like speaking and writing. When I approach reading lesson. I sometimes try to advise them to be able to use reading strategies in group (T 1). Most of the time, my focuses is on completing weekly lesson. Therefore, I do not give credit to teach strategic reading skills (T 2). Since the reading strategies are so complex, I do not have enough time to explicitly teach and model them with in the given periods. As a result, I skip to teach to teach about reading strategies (T3, 4) I always embark them either read individually or in group and answer the questions drawn from the reading text. I do not give the students enough opportunity to discuss in group and exercise reading strategies (T 1). Most of the time I find the

students' text book including ideas far from students' knowledge and culture. As a result the students feel discomfort to work cooperatively (T 3) .From this, the researcher deduced that the teachers didn't give a further opportunity to participate in the classroom. Therefore, teachers should give higher opportunity for students to participate in the classroom activities during reading class.

When I give a passage they usually get problems. Those problems are they do not practice how to guess the meanings of many words in the passage, so they can't understand it (T,1). This makes them not continue to read the text up the end (T; 2, 3) .When I engage my students to read passages in my English as a Foreign Language class room they are not interested to practice in actual classroom (T, 4) .Most of the students are not interested to read passage in actual class room rather they want to practice it at home (T 3, 4.5). As depicted from majority of teachers' interviews responses implies that: Students were not given enough opportunity to learn and use reading strategies because they lack adequate skill to apply strategy based reading instruction in reading classroom (T 2, 3, 5).Based on question no-3interms of guessing new words from the text, students need to read materials by having the skills of guessing new words in a reading passage the word with its contextual clue. To sum up, the findings above dedicated that students were too weak in reading because of family back ground , cultural influence , lack of motivation ,lack of prior knowledge towards reading , problems in terms of vocabulary and so on . The researcher also deduced that teachers were reluctant in terms of teaching reading skill in the classroom.

4.5. Discussion of the Results

4.5.1. Practice of teaching reading skills

The result of questionnaire indicated that the majority of sampled teachers did not implement the activities that should be done in each phases of reading skills in ELT classroom. The observation result also indicated that the majority of English language teachers did not practice three phases of reading activities during teaching reading skills in English classroom. In addition to this the teacher's interview result show that the practice of teaching affected by teacher poor method of teaching, student interest and shortage of student text at Jajura secondary school.

4.5.2. Extent of using the phases of teaching reading skills

The result of questionnaire indicated that majority of the sampled teachers implement pre-, while and

post-reading activity rarely. And only some teachers practice while-reading tasks sometimes. The observation result show that pre-, and post reading activities did practice or neglected and while reading tasks were not properly practiced during teaching reading skills in English classroom. Furthermore the interview result indicated that the majority of sampled teachers are not interested in teaching reading skills using pre-, while- and post reading activities in English classroom.

4.5.3. Challenges of teaching reading skills

The result of interview show that teacher related (lack of interest, knowledge of language and poor teaching methodology), student related (lack of motivation, vocabulary limitation and lack of prior knowledge) and text related (lack of authenticity, unfamiliar topics and shortage of student text book) hinder the practice of teaching reading skills in ELT classroom. The result of classroom observation and teachers' interview indicated that teacher, student and material (text) related factors can affect the practice of teaching reading skills in ELT classroom.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The main purpose of the study was to investigate the practice of teaching reading skills in English grade 11th students at Jajura secondary school. On this study, the researcher used three data gathering tools to collect data from sample students and teachers. For the consistency and accuracy of data, the combination of tools is used. The analysis of data indicated that most sampled English language teachers do not follow three phases of teaching reading skills in ELT classroom. The major findings on this study show most sampled teachers did not use three phases of teaching reading skills in ELT classroom. Most sampled teachers did not implement properly pre-, while- and post reading activities in ELT classroom. In addition to this, teacher, student and material (text) problems can hinder the practice of teaching reading skills in ELT classroom.

5.2. Conclusion

Based on what has been found on the findings of the study the following conclusions are drawn. The sampled English language teachers use the poor methodology (selecting active students to read reading text loudly, giving reading text as homework and cares for time to complete text rather than teaching reading skills using three phases of teaching reading skills in English classroom). Therefore, it is possible to conclude that the practice of teaching reading skills is implemented rarely in ELT classroom in this school.

5.3. Recommendations

Based upon the findings and the conclusions drawn from the study, the following recommendations could be made:

- The teaching methodology of the teachers should be improved.
- The teachers should be given on the job training about teaching reading skills.
- Department of English language should make internal supervision during the practice of teaching reading skills in the classroom to assist teachers teaching methodology in ELT classroom.
- Town administration education office should provide student's text book to minimize shortage of student's text book for this sampled school.

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Appendix-A
ADDIS ABABA UNIVERSITY

DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

Dear Students, This questionnaire is designed for gathering data regarding “The practice of teaching reading skills in English classes: the case of Jajura Secondary School at Jajura Town Administration.” To achieve this purpose, your genuine response to the questions is significant. Hence, I kindly request you to provide genuine answers to the questions. Finally, I assure you that your response will be kept confidential and will be used only for this study.

Notice: You do not need to write your name or your roll number on the questionnaire.

Thanks in advance for your cooperation!

Part I: Personal information

Instruction 1: Below are questions related to your personal information putting tick (V) mark in provided spaces.

1. Sex Male ☐ Female ☐

2. Field of Study: Natural ☐ Social ☐

Part II: Students’ responses regarding English language teachers’ use pre-reading, while reading and post-reading practices

Instruction 1: Below are questions related to English language teachers’ use pre-reading, while reading and post-reading practices. Please, indicate your response for each question by putting a tick (V) on one of the five point scales (5= always, 4= usually, 3= sometimes, 2= rarely, 1= never at all)

No	Pre-reading techniques	Frequency					
		5	4	3	2	1	Total
1	How often does your English language teacher						
	asks some general questions about the students background knowledge related to reading text before you read it?						
2	How often does your English language teacher brainstorm yours idea?						
3	How often does your English language teacher motivate you to predict what the text contains based on the title /illustration?						
4	How often does your English language teacher teach some key or difficult words before reading the text?						
5	How often your English language teacher gives clear instruction and purpose of the text?						
6	How often does your English language teacher engage you in pair/group work about the passage before reading?						

No	While –reading techniques	Frequency					
		5	4	3	2	1	Total
7	How often does your English language teacher ask you the purpose of reading text?						
8	How often does your English language teacher get you to read the text quickly for gist (skimming)?						
9	How often does your English language teacher let you read the text quickly for specific piece of information (scanning)?						
10	How often does your English language teacher show how to guess the meaning of new words using contextual clue, word-building, synonym, antonym etc?						
11	How often does your English language teacher encourage you to read a reading text silently or individually?						
12	How often does your English language teacher make you to compare your answers in pairs or groups?						
13	How often does your English language teacher ask you to report your answer for a whole class discussion?						

No	Post reading techniques	Frequency					
		5	4	3	2	1	Total
14	How often does your English language teacher ask the students to evaluate the reading passage?						
15	How often does your English language teacher make you to relate the reading passage to your own experience						
16	How often does your English language teacher summarize the day's reading lesson?						
17	How often does your English language teacher encourage you to explore the ideas and issues in the text through speaking activity?						
18	How often does your English language teacher ask you to explore the ideas and issues in the text through writing activity?						

Below are items related to the Challenges that affect teaching reading skills.

Please, read the items carefully and put a tick (V) on one of the five point scales (5= very great, 4= great, 3= moderate, 2=low, 1= very low)

No	Teacher-related problems that affect teaching reading skills	5	4	3	2	1	Total
1	Teachers are not interested in teaching reading skills.						
2	English language teachers' lack knowledge of the language can hinder teaching reading skills.						
3	English language teachers' poor teaching method can affect teaching reading skills.						

No	Students-related problems that affect teaching reading lesson						
4	Students' are not motivated to develop reading skills affect						
5	Students' vocabulary limitation can affect teaching reading skills.						
6	Students' limitation of prior knowledge of the text can affect teaching reading skills.						
No	Material(text)- related problems that affect teaching reading lesson						
7	Lack of authenticity or natural use of language in the texts can affect teaching reading skills.						
8	Unfamiliar reading topics in the text book can affect teaching reading skills.						
9	Shortage of student's text books in the classroom can affect teaching reading skills.						

Mention some other challenges that affect teaching reading lesson

Appendix-B
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DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

Observation Checklist

This checklist is intended for gathering data regarding “The practices of teaching reading skills in English classes: the case of Jajura Secondary School at Jajura Town Administration.” Practices will be recorded in the category of Yes/No, as they happen in the classroom. Each teacher will be observed four times. Finally, the "Yes/No," category will be changed into five- measure frequency: always (5), usually (4), sometimes (3), rarely (2) and never (1). That is if an event happens in five of the reading lessons observation days it will be always (5), if it happens in four of the observation days, it will be usually (3), and so on. Put a mark (V) observing while teachers are using them.

Name of the school _____ Section _____ Topic of the lesson..... Period _____
Time——Observation day _____

Pre-reading phase

N	Reading teaching practices	Yes	No
1	Does English language teacher ask some general questions about the students background knowledge related to reading text they read it?		
2	Does English language teacher introduce the reading text?		
3	Does English language teacher motivate students to predict what the text contains based on the title /illustration?		
4	Does English language teacher teach some key or difficult words before reading		
5	Does English language give clear instruction and purpose to the students?		
6	Does English language teacher engage the students in pair/group work about the passage before reading?		

	While-reading phase		
N	Reading Teaching Practices	Yes	No
1	Does English language teacher ask the students the purpose of reading text?		
2	Does English language teacher make students to read the text silently and quickly for a gist/skimming?		
3	Does English language teacher let students to read a text silently and quickly for specific piece of information/scanning?		
4	Does English language teacher show the students how to guess the meaning of new words using contextual clue, word-building, synonym, antonym etc?		
5	Does English language teacher encourage the students to read a reading text Silently/individually?		
6	Does English language teacher make the students to compare their answer in pairs/groups?		
7	Does English language teacher ask the students to report their answer for a whole class discussion?		
	Post reading phase		
No	Reading teaching practices	Yes	No
1	Does English language teacher ask the students to evaluate the reading passage?		
2	Does English language teacher make the students to relate the reading passage to their own experience?		
3	Does English language teacher summarize the day's reading lesson?		
4	Does English language teacher encourage students to explore the ideas and issues in the text through speaking activity?		
5	Does English language teacher ask the students to explore the ideas and issues in the text through writing activity?		

Appendix-C
ADDIS ABABA UNIVERSITY

DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

Frequency of the actual Teaching Reading Practices Observation check list

Frequency of the Actual Teaching Reading Practices Observed

No	Item	CO1		CO2		CO3		Co4		Total frequency				
		Y	No	Ye	No	Yes	NO	Yes	N	Yes	NO	No		Total
										N	%	No	%	
1	Does the teacher ask students background knowledge related to reading text they read it?													
2	Does the teacher introduce the reading text?	1	-	1	-	-	1	1	-	3	75	1	25	4
3	Does their teacher motivate students to predict what the text contains based on the title/ illustration?		1	1		1		1		3	75	1	25	4
4	Does the teacher teach key or difficult words from the passage before reading to the text?	1		1			1		1	2	50	2	50	4
5	Does the teacher give clear instruction and purpose to the students?		1	1			1		1	1	25	3	75	4
6	Does the teacher engage the students in pair/ group work about the passage before reading the text?	1		1			1	1		3	75	1	25	4

7	Does the teacher asks the students purpose of reading text?	1			1		1		1	1	25	3	75	4
8	Does the teacher Make the- silently and quickly for a gist/skimming?	-	1	1	-		1	-		3	75	1	25	4
9	Does the teacher let students read a text silently and quickly for specific piece of information/s canning?	1		1			1		1	2	50	2	50	4
10	Does the teacher Show students how to guess the meaning of new words using contextual clue, word building, synonym, antonym etc?		1		1		1		1		0	4	10 0	4
11	Does the teacher encourage students to read a reading text silently and individually?		1		1		1		1		0	4	10 0	4
12	Does the teacher make students compare their answer in pairs/groups?		1		1		1		1		0	4	10 0	4
13	Does the teacher ask students to report/read their answer for a whole class Discussion?	1			1		1		1	1	25	3	75	4
14	Does the teacher ask students to evaluate the reading passage?		1		1		1		1		0	4	10 0	4

15	Does the teacher make students relate the reading passage to their own experience?		1	1			1		1	1	25	3	75	4
16	Does the teacher summarize the day's reading lesson?		1		1		1		1		0	4	10 0	4
17	Does the teacher encourage students to explore the ideas and issues in the text through speaking activity?	1			1		1		1	1	25	3	75	4
18	Does the teacher ask the students to explore the ideas and issues in the text through writing activity?		1	1			1		1	1	25	3	75	4

Note: CO1 = First round Class observation; CO2 = Second round Class observation

CO3 = Third round Class observation; CO4 = Fourth round Class observation

Appendix D

Interview Questions for Teachers

Dear, teachers recently I am conducting an investigation of practice of Teaching Reading Skills for par fulfillment of the Requirement for the degree of Master of Arts in English Language. Therefore, frankly basic issues for the following interview questions, now let's go through your interview questions. Please, give specify shortly answer for the given questions.

1. What reading strategies do you often use in English reading classroom?
2. Do your students engage in the three stages of reading? If you say yes, how often do they conduct so?
3. How often do you facilitate your students to develop the integrative English language skills?
4. Do you think there are some problems that hinder the practice of teaching reading skills in English language in your experience? If any, list them and explain
5. 5As you are English language teacher, what possible solution you suggest to solve these problems during teaching reading skills in ELT class room?

Thank You!