



ADDIS ABABA UNIVERSITY

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

DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

**Research Title: An Investigation of Reading Practices: the Case of Bizet High
School Grade 10 in Focus**

By

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Addis Ababa

September, 2024

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Submitted to: Tamene Ketila (PhD)

**A Thesis Submitted to the Department of Foreign Languages and Literature
in Fulfillment of Master's Degree in English Language Teaching**

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Abstract

The main objective of this study is to investigate reading practices of grade 10 students in Bizet Secondary school-Bizet town in 2012 academic year. The study has two main specific objectives. The first specific objective was to describe teachers' reading procedures use and the second objective was to examine the students' frequency of reading strategy use in the grade level mentioned above. Data were gathered from the participants of the study such as grade 10 English teachers and grade 10 students. To achieve this descriptive survey research design a mixed method was used. Six English teachers and sixty-three students were involved in the study by using random sampling technique method. The various research instruments which have been employed in the study include: classroom observation, teachers and students questionnaires. The collected data were categorized and descriptively analyzed. Particularly both qualitative and quantitative data analysis and discussion technique were used. The classroom observation was analyzed qualitatively whereas the closed-ended questionnaires were analyzed quantitatively. As a result, the findings depicted that teachers' use inconsistently and inappropriately the three reading procedures such as before, during and after-reading in the mentioned grade level. In addition, teachers were observed using traditional way of teaching reading which was dominated by reading aloud. There has been less time given for silent reading or independent reading. The students were not actively involved in the three reading procedure related activities in the form of group and pair discussion. On top of this, the students' frequency of reading techniques use was found at low level. The result of incorrect teachers' reading procedure use and low level of reading strategy use has resulted in the poor reading practice of grade 10 students. To that end, this study gives suggestion that could bring about a transformation in the practice of reading in the grade level studied with the intention that recent and consistent teachers' reading procedures use and high frequency of reading strategy level in order to improve the reading practices of students.

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Table of Contents

Abstract.....	iv
ACKNOWLEDGMENT.....	v
TableofContents.....	vi
Listoftables.....	ix
ListofAbbreviations andAcronyms.....	x
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background ofthestudy.....	1
1.2StatementoftheProblem	2
1.3ObjectivesoftheStudy.....	3
1.4Research Questions.....	3
1.5SignificanceoftheStudy.....	4
1.6 Scopeofthe Study.....	4
1.7 Limitationofthe Study.....	4
1.8 OperationalDefinitionsofKeyTerms.....	5
CHAPTERTWO:REVIEW OF RELATEDLITERATURE.....	6
2.1 The conceptofreadingcomprehension skills.....	6
2.2 The Nature ofReadingComprehensionPractice.....	7
2.3 Readingin Ethiopian Context.....	8
2.7 The phases ofclassroomapproach to readingskills.....	16
2.7.1 Pre-ReadingPhase (Settingthe Stage forUnderstandingand Response)	16
2.7.2 While-ReadingPhase(Engagingin Text).....	18
2.7.3The Post-ReadingPhase(MakingConnections and ExtendingUnderstanding).....	18
2.8. RoleofClass RoomTeachersin Language Class.....	19
2.9 TypesofReadingSkills.....	19
2.9. 1. Intensive Reading.....	20
2.9.2 Extensive Reading.....	22
2.10 PurposeofReadingSkills.....	23
2.11 ImportantComponentsofReadingSkills.....	24
2.12TeachingReadingSkills.....	25C
HAPTERTHRE: RESEARCH METHODOLOGY.....	26
3.1. Design of the Study.....	26

3.2 Description of the Study Area.....	26
3.3. Participants of the Study.....	27
3.4 Sample and Sampling Technique of the Study.....	27
3.5. Data Gathering Instruments.....	27
3.5.1. Observation.....	27
3.5.2. Questionnaire.....	28
3.6. Methods of Data Analysis.....	29
CHAPTER FOUR: ANALYSIS AND PRESENTATION OF DATA.....	31
4.1 Teachers' reading procedures use in the reading lessons at Bizet secondary school grade 10.....	31
4.1.2. Analysis of the classroom observation data.....	32
4.1.3 Description of teachers reading procedures use.....	34
4.1.4. Discussions of the teachers reading procedure use.....	39
4.2. Frequency of students reading strategy use.....	47
4.2.1 Presentation of students' response about their Teachers' frequency of teaching reading strategy in the actual reading lesson.....	47
4.2.2 Description of the students' response about their teachers' frequency of.....	49
Teaching reading strategy in the actual reading lesson.....	49
Frequency of teaching reading strategy in the actual reading lesson.....	51
4.2.3 Presentation of teachers' response about their students' frequency of reading strategy use in the actual reading lesson.....	54
4.2.4 Description of Teachers' response about their students' frequency of reading strategy use in the actual reading lesson.....	55
4.3 Interpretation of teachers Questionnaire response about their students' frequency of reading strategy use in the actual reading lesson.....	57
CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATION.....	60
5.1 SUMMARY.....	60
5.2 CONCLUSIONS.....	60
5.3 RECOMMENDATIONS.....	62
BIBLIOGRAPHY.....	64
APPENDICES.....	72

AppendixA:Observation checklist.....	72
AppendixB:Teachers’questionnaire.....	76

List of tables

Table 1: Teachers reading procedure use.....	32
Table 2: Presentation of Students response about their Teachers' frequency of teaching reading strategy in the actual reading lesson.....	47
Table 3: Frequency of reading strategy use.....	51
Table 4: 'High' Mean Score of students' questionnaire response about their teachers' frequency of teaching reading strategy in the actual reading lesson.....	52
Table 5: 'Medium' Mean Score of students' questionnaire response about their teachers' frequency of teaching reading strategy in the actual reading lesson.....	52
Table 6: 'Low' Mean Score of Students' questionnaire response about their teachers' frequency of teaching reading strategy in the actual reading lesson.....	53
Table 7: Presentation of teachers' response about their students' frequency of reading strategy use in the actual reading lesson.....	54
Table 8: 'High' mean score of teachers about their students' frequency of reading strategy use in the actual reading lesson.....	57
Table 9: 'Medium' mean score of teachers about their students' frequency of reading strategy use in the actual reading lesson.....	58
Table 10: 'Low' mean score of teachers about their students' frequency of reading strategy use in the actual reading lesson.....	58

List of Abbreviations and Acronyms

CSA:	Central Statistical Authority
EFL:	English As foreignLanguage
ELT:	EnglishLanguageTeaching
ESL:	English as aSecondLanguage
SLA:	SecondLanguageAcquisition
MOE:	MinistryOfEducation

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

Reading has long been recognized as a crucial skill, heavily researched across various educational frameworks. Historically, the Grammar Translation Method, prominent in the late 19th and early 20th centuries, prioritized reading alongside grammar in both syllabus design and classroom instruction. The primary objective during this period was to memorize the grammatical rules of the target language and to read and appreciate foreign literature (Larsen, 2000). Consequently, in English as a Foreign Language (EFL) classrooms, reading contributed significantly to comprehension, albeit with limited benefits focused on word and sentence recognition rather than on holistic textual understanding (Kritzing, 1995; Richard & Rodgers, 2000; Teshale & Yemanerhan, 2008).

As educational methodologies evolved, the emphasis on reading increased, leading to the development of new theories aimed at enhancing reading performance (Bernhardt, 2006). The field of Second Language Acquisition (SLA), which gained prominence in the 1970s, was significantly influenced by psycholinguistics and sociolinguistics. This shift gave rise to various approaches to second-language reading, including bottom-up/text-based perspectives, and later, more socially-oriented methods that emphasized readers' prior knowledge (Razi, 2004). The introduction of the top-down model marked a significant shift, placing greater importance on readers' schematic knowledge. Eventually, researchers criticized the limitations of both bottom-up and top-down processes, leading to the development of the interactive model, which balanced textual input and readers' prior knowledge.

Despite these advances, the implementation of reading strategies in many EFL classrooms remains inadequate. Nuttall (1996) observed that although reading is one of the four major language skills, it often receives insufficient attention in classroom settings, where the focus tends to shift toward grammar or writing instead. This inadequacy results in poor reading practices among students, which undermines their ability to effectively engage with texts. For students learning English as a foreign language, where opportunities to practice the language are

limited, reading is essential for achieving language proficiency. Nuttall (1996) emphasized that while interacting with native speakers is the best way to learn a foreign language, extensive reading is the next best alternative.

Reading not only enhances students' language skills but also provides access to a broad range of information, which is crucial for their academic success. Atkins, Hayelom, and Nuru (1996) emphasized that reading is the most important of the four language skills in Ethiopian high schools and tertiary colleges. Active reading, therefore, is key to improving academic performance and succeeding in various fields of study. Recognizing this, the researcher conducted a descriptive survey to investigate the reading practices of grade ten students at Bizet Secondary School, aligning the study with established theoretical frameworks in reading.

1.2 Statement of the Problem

Atkins, Hayelom, and Nuru (1996) highlighted that many students in Ethiopia struggle with reading proficiency in English, characterized by slow reading, difficulty in comprehension, and an overall ineffective reading culture. This deficiency hinders their academic performance across subjects.

Teshale and Yemanerhan (2008), as well as Sweet and Snow (2003), noted that students transitioning from primary to secondary education often face challenges due to the English-language curriculum, which requires them to independently complete numerous reading tasks. Despite the critical role of reading in academic success, grade 10 students at Bizet Secondary School in Ethiopia have not met the expected proficiency levels in English reading comprehension, as evidenced by their classroom performance. The curriculum emphasizes the development of these skills, yet students continue to struggle, impacting their ability to learn across other subjects where English is the medium of instruction.

As an experienced language teacher at Bizet Secondary School, the researcher has observed that many students struggle with reading comprehension. During reading sessions, much time is spent on pronunciation and vocabulary rather than on understanding the text. Most students remain passive, relying on the teacher for answers rather than employing reading strategies to

independently comprehend the material. Feedback from other English teachers and parents echoes these concerns, with many students' reading proficiency falling short of expectations.

Previous studies in Ethiopia have revealed similar trends of poor reading comprehension and declining reading practices among students at various educational levels (Teshale & Yemanebirhan, 2015; Solomon, 2014; Mesfin, 2008; Sisay, 2009; Teshome, 2010). However, these studies primarily focused on earlier grades or on teacher practices, leaving a gap in research specifically addressing grade 10 students' reading practices at Bizet Secondary School.

This study seeks to fill that gap by investigating the reading practices of grade 10 students at this particular school.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study is to investigate the reading practices of grade 10 students at Bizet Secondary School.

1.3.2 Specific Objectives

The specific objectives of this study are to:

- Describe the reading procedures used during classroom reading lessons at Bizet Secondary School.
- Examine the frequency of reading strategy use by grade 10 students at Bizet Secondary School.

1.4 Research Questions

The study addresses the following research questions:

- How do teachers implement reading techniques during classroom reading sessions at Bizet Secondary School?
- What is the frequency of reading strategy use by grade 10 students at Bizet Secondary School?

1.5 Significance of the Study

This study is expected to have several significant contributions:

1. It will raise awareness among teachers about the importance of using appropriate methods for teaching reading skills and provide a foundation for grade 10 English teachers at Bizet Secondary School to assess their students' reading practices.
2. It will offer valuable feedback to teacher education institutions, encouraging a stronger focus on students' reading practices during curriculum development.
3. It could serve as a resource for curriculum designers, helping them to incorporate reading procedures and strategies into instructional materials.
4. It will encourage students to engage in active reading, thereby enhancing their comprehension of written texts.
5. It will provide a foundation for future research in this area.
6. It will help parents to encourage their children to develop strong reading habits early on, promoting lifelong learning.

1.6 Scope of the Study

This research was conducted within the Ethiopian EFL context during the 2012 academic year. It is specifically limited to the reading practices of grade 10 students at Bizet Secondary School. The findings are intended to apply to all sections of grade 10 students at this school, as well as potentially to other grades within the same school.

1.7 Limitation of the Study

The study's participants were limited to one secondary school, involving 6 teachers and 63 students from Bizet Secondary School. This limitation restricts the generalizability of the results to other educational settings. Additionally, capturing all aspects of students' reading practices within the study's time frame proved challenging, requiring a more in-depth study for comprehensive results. Data collection was also affected by the absence of some participants and delays in questionnaire responses, which may have influenced the findings. The study's focus on

only one school further limits its generalizability. A broader study including more schools would provide a more comprehensive understanding of the issues being investigated.

1.8 Operational Definitions of Key Terms

- **Reading Method:** A systematic plan for language instruction based on a selected approach, involving consistent procedures and strategies for teaching reading comprehension (Anthony, 1963).
- **Reading Technique:** Specific strategies or tasks used within a given method to achieve immediate objectives in reading comprehension lessons (Anthony, 1963).
- **Reading Strategy:** A conscious method or procedure for understanding written texts, including sub-skills such as inferring meaning, predicting content, and summarizing (Parrott, 1993).
- **Reading Procedure:** The stages of reading instruction, including pre-reading, while reading, and post-reading phases (Harmer, 1992).
- **Reading Practice:** The process in which students work under the teacher's direction to engage in reading comprehension in alignment with suggested theoretical frameworks (Nunan, 1991).

These revisions aim to improve the clarity, flow, and precision of your writing, making the study's objectives, scope, and significance more accessible to the reader.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter provides a systematic and comprehensive review of the relevant literature, including both published and unpublished sources, as well as empirical and theoretical studies. The review focuses on key aspects of reading comprehension, including its underlying concepts, principles for teaching, models of the reading process, instructional strategies, classroom approaches, and the various types, purposes, and components of reading skills. Additionally, the chapter examines the practical application of these skills in the classroom setting.

2.1 Reading comprehension skills

Reading comprehension involves the ability to read with understanding and at an appropriate speed (Eskey, 1970). It is the dynamic process through which readers construct meaning from written material (Durkin, 1993). Adams (1993) further elaborates that reading comprehension is the ability to grasp the message conveyed by text. This process allows readers to form mental representations of the text based on their reading experience (van den Broek & Espin, 2012). Effective comprehension depends not only on the reader's characteristics but also on the language processing and reading strategies they employ.

As readers develop their reading comprehension skills, they transition from learning to read to reading to learn, which is the ultimate goal (Yovanoff, Duesbery, Alonzo, & Tindal, 2005). Research has shown that successful readers consciously employ various strategies throughout the reading process. They are aware of their reading strategies, use background knowledge, anticipate content, and actively engage with the text to enhance comprehension.

Readers utilize multiple strategies while reading to extract meaning from the material. These strategies encourage thoughtful engagement with the text and ensure a deeper understanding. Therefore, teaching reading comprehension should focus on fostering critical thinking, problem-solving, and self-monitoring of comprehension (Harvey & Goudvis, 2000). Reading strategies can be learned, applied, and refined through practice. However, becoming a proficient strategic reader requires more than just recognizing individual strategies; it involves integrating, adapting, and applying them in combination to address comprehension challenges (Trabasso & Bouchard, 2002).

Strategic reading is a higher-order cognitive process that involves transforming information and ideas. For instance, summarizing requires evaluating and synthesizing information; making predictions involves combining facts and ideas to form hypotheses; making connections requires generalizing; and clarifying involves identifying problems and developing solutions (Marsha, Open Court Reading).

Effective readers focus on the key elements of the text that align with their curiosity and reading objectives. They actively seek new meanings and concepts that are not explicitly stated in the text by drawing on their background knowledge. This approach includes evaluating the quality of ideas presented in the reading material (Marsha, Open Court Reading).

Most scholars define reading comprehension in similar terms. Across these definitions, there is a common understanding that reading is an active process where readers create meaning through their interaction with the text. Readers employ various cognitive strategies throughout the different phases of reading comprehension to facilitate understanding. This process reflects the relationship between readers, texts, and strategies (Marsha, Open Court Reading).

2.2 The Nature of Reading Comprehension Practice

One of the primary reasons we read is to understand the meaning conveyed by the text. According to Pardo (2004), comprehension is a process where readers construct meaning by engaging with the text, integrating their prior knowledge and experiences with the information presented, and considering the perspective they bring to the reading. Similarly, Wooley (2011) defines reading comprehension as the process of making meaning from text. The goal is to achieve an overall understanding of the text, rather than focusing on isolated words or sentences. Ghelani, Sidhu, Jain, and Tannock (2004) further emphasize that reading comprehension is a highly complex task that requires various cognitive processes and reading abilities throughout one's life.

Snow (2002) describes reading comprehension as the simultaneous process of extracting and constructing meaning through interaction and involvement with written language. He highlights the use of the terms "extracting" and "constructing" to underscore the dual importance of the text itself and the reader's active engagement in determining comprehension.

According to the Oxford Dictionary, achievement is defined as something successfully accomplished, particularly through one's own effort and skill. Achievement is a critical factor in evaluating the success of teaching and learning activities. Several factors influence reading achievement. Snow, Burns, and Griffin (1998) identify four key aspects that affect it: (1) intellectual and sensory capacities, (2) positive expectations and early experiences with literacy, (3) support for reading-related activities and attitudes that prepare individuals to benefit from early literacy experiences and formal education, and (4) instructional environments conducive to learning.

In conclusion, reading achievement reflects students' ability to comprehend texts, which can be influenced by various factors, including their reading strategies. High achievement in reading comprehension is typically indicated by high scores or positive outcomes.

2.3 Reading in Ethiopian Context

In the Ethiopian education system, Grade 10 plays a pivotal role in preparing students for either completing secondary school or advancing to preparatory school, where English becomes the medium of instruction. At this stage, there is an equal emphasis on all four language skills: reading, writing, listening, and speaking. Authentic materials are gradually introduced to develop these skills further, with a particular focus on reading.

By Grade 10, students are expected to build on the reading sub-skills and strategies they have acquired in previous grades. The curriculum places a stronger emphasis on encouraging students to infer the meanings of unknown words, predict the content of texts, and utilize dictionaries effectively. Additionally, students begin to develop essential study skills, such as summarizing texts and identifying main ideas (MOE, 2008, *English for Ethiopia Grade 10*).

The primary objective of the Grade 10 curriculum is to expand the range of language available to students and to enhance their proficiency in all four language skills, along with their learning strategies. This approach aims to help students become more independent learners, whether they are completing their secondary education or preparing for further studies in preparatory school (MOE, 2008).

2.4. Models of the Reading Process

According to Bright and McGregor, the way we approach a text depends on several factors, including the size of the text, the purpose of reading, and the allotted time. Readers typically approach a text in one of three ways: top-down, bottom-up, or interactive. Below is a detailed discussion of each approach.

2.4.1 Top-down Approach

The top-down theory of reading was developed by Goodman in 1967. According to Goodman, a reader engages with a text by relying on their prior experiences and knowledge, approaching the text in a holistic and selective manner. Nuttall (1996) describes the top-down approach as follows:

"We draw on our own intelligence and experience—the predictions we can make, based on the schemata we have acquired—to understand the text. We consciously use it when we try to see the overall purpose of the text or get a rough idea of the pattern of the writer's argument, in order to make a reasoned guess at the next step."

This suggests that reading comprehension involves more than just decoding text; it requires integrating prior knowledge with the information in the text to enhance understanding. The reader's experience and anticipatory skills play a significant role in this process. Researchers suggest that this approach is closely linked to the reader's prior experiences, making it essential to consider these experiences when interpreting a text. As Nuttall (1996) further elaborates:

"This enables the reader to predict the writer's purpose, the likely trend of the argument, and then use this framework to interpret difficult parts of the text. The top-down approach provides a sense of perspective and makes use of all that the reader brings to the text: prior knowledge, common sense, etc., which has sometimes been undervalued in the reading class."

The top-down approach, therefore, requires readers to integrate their life experiences and world knowledge with the text, creating a holistic method of reading.

2.4.2 Bottom-up Approach

The bottom-up approach, developed by Gough in 1972, begins with the text itself, focusing on smaller units of language. According to Nuttall (1996), "the reader builds up meaning from the black marks on the page: recognizing letters and words, working out sentence structure." This approach is text-driven, relying heavily on the text's linguistic features to construct meaning, without significant reliance on prior experience.

In this approach, reading starts with the identification of individual letters, progressing to words and sentences, and finally to the comprehension of entire paragraphs. The primary distinction between the top-down and bottom-up approaches lies in their focus: the former is driven by the reader's background knowledge, while the latter is driven by the text itself. Parry (1987) succinctly contrasts these approaches:

"Some argue that reading is a 'bottom-up' process: graphemes are perceived as forming words, words as forming sentences, and sentences as forming paragraphs and soon (Gough, 1972); others argue that the process is a 'top-down' one: the reader starts with a general idea, or schema, of what should be in the text—this being derived from previously acquired knowledge—and uses this schema in perceiving and interpreting graphic cues (Goodman, 1967)."

2.4.3 Interactive Reading Approach

Many scholars argue that neither the top-down nor the bottom-up approach alone is sufficient for effective reading. Instead, a combination of both approaches—referred to as the interactive approach—is considered more effective. In this approach, readers shift between the two methods as needed, depending on the demands of the text and their reading goals. Nuttall (1996) explains:

"A reader continually shifts from one focus to another, now adopting a top-down approach to predict the probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says."

Carrell (1988) supports the idea that successful reading involves the use of both approaches (interactive approaches) for different purposes. The interactive approach recognizes the dynamic

interaction between the reader and the text, where readers draw on both the textual information and their personal experiences to understand the material.

2.5 Reading Comprehension Instructional Strategies

Effective reading instruction involves guiding readers to make meaning from reading materials by employing various strategies. These strategies are essential in helping readers comprehend texts. Researchers and practitioners have emphasized that literacy can be acquired through the use and application of reading strategies for text processing (Carrell, 1989).

2.5.1 Definition of Reading Strategy

Reading strategies refer to the cognitive and perceptual processes that readers use during reading to understand the meaning of texts (Carrell, 1989; Block, 1986). These strategies are methods that assist readers in deriving meaning from written materials. Alderson (2000) observes that:

"The strategies have been labeled differently in the literature and include terms such as techniques, tactics, potentially conscious plans, consciously employed operations, learning skills, basic skills, functional skills, cognitive abilities, language processing strategies, and problem-solving procedures."

Brown (2007) defines strategies as "specific approaches to tackling a problem or task, ways of operating to achieve a specific goal, and deliberate plans for managing and manipulating certain information." He notes that strategies vary between individuals, situations, and over time.

Pani (2004) describes reading strategies as "the mental operations involved when readers approach a text effectively to make sense of what they read. Good readers apply more strategies more frequently and more effectively than poor readers."

Brown (2001) emphasizes that "reading comprehension is a matter of developing appropriate, efficient comprehension strategies." He lists ten such strategies:

- Identify the purpose in reading.
- Use graphic rules and patterns to aid in bottom-up reading.

- Employ different silent reading techniques for relatively rapid reading.
- Skim the text for main ideas.
- Scan the text for specific information.
- Use semantic mapping or clustering.
- Guess when uncertain.
- Analyze vocabulary.
- Distinguish between literal and implied meanings.
- Capitalize on discourse markers to process relationships.

Lau(2006) highlights several characteristics of poor readers:

- They struggle to construct the main ideas and macrostructure of texts.
- They are unfamiliar with text structures and fail to use these structures to organize main ideas.
- They possess little prior knowledge and do not activate their knowledge to facilitate text comprehension.
- They find it difficult to draw inferences for in-depth understanding.
- They lack metacognitive abilities, are unaware of problems that arise during reading, and do not monitor their reading process.

Numerous studies have explored the effectiveness of reading strategies on comprehension. These studies have found that while participants' awareness of certain strategies and their reflective abilities improved, some strategies proved more challenging to master. Additionally, it was noted that the use of strategies is closely related to the reader's goal and motivation. He(2008) investigated the impact of reading goals and motivation on strategy utilization, finding that participants with stronger goals generally performed better than those with weaker goals, even if their proficiency levels were the same.

Based on the review, reading comprehension strategies can be defined as the intentional and varied mental processes that readers apply to enhance their understanding of texts.

2.5.2 Types of Reading Strategies

Effective reading involves various sub-skills, each essential for successful comprehension. Here is an overview of key reading strategies:

2.5.2.1 Skimming

Nuttall (1996) defines skimming as "quickly glancing through a text to grasp its general idea," such as determining if a research paper is relevant or staying informed about less critical topics. Skimming is crucial for gathering general information (Grellet, 1996; Urquhart & Weir, 1998) and helps readers save time by quickly reviewing numerous articles (Rayner & Pollatsek, 1989). Grellet (1996) considers skimming "a more thorough activity" as it requires an overall view of the text and indicates a certain level of reading competence. It provides readers with a general overview without delving into details.

2.5.2.2 Scanning

Scanning involves reading rapidly to locate specific information. Williams (1996) describes scanning as "reading to find specific pieces of information." It is a surface-level process that focuses on finding particular words, phrases, figures, names, or dates (Pugh, 1978). Scanning is used for selective reading with a particular purpose in mind. Jordon (1980) notes that texts suitable for scanning include indexes, dictionaries, maps, advertisements, and reference materials.

2.5.2.3 Predicting

Prediction refers to "the ability to anticipate or guess what will come next, using grammatical, lexical, and cultural clues" (Grellet, 1996). McDonald (1983) describes prediction as a "theory" that allows readers to be always ahead of the arrival of surface structure." It involves forecasting content by identifying both known and unknown information, helping readers to navigate and understand the text more effectively.

2.5.2.4 Inferencing

Inferencing is the process of deriving meaning from text that is not explicitly stated. It involves using syntactic, logical, and cultural clues to uncover the writer's unstated ideas and information

(Grellet, 1996). Nuttall (1996) defines inference as "making use of syntactic, logical, and cultural clues to discover the meaning of unknown elements." This skill aids comprehension by enabling readers to draw conclusions from implicit information provided by the text, making it a vital problem-solving strategy.

2.5.2.5 Previewing

Previewing is a strategic approach to quickly locate required information (Grellet, 1996). It involves examining elements such as the title, table of contents, index, appendix, preface, headings, and subtitles. Previewing helps students efficiently find specific information and understand the structure of the text before reading in detail.

2.6 Principles of Teaching Reading Comprehension Skills

Effective teaching of reading comprehension skills involves several key principles that ensure a comprehensive and engaging learning experience. Williams (1986) outlines ten essential principles for evaluating and implementing effective reading instruction:

Principle 1: Use of Interesting Texts

For reading instruction to be effective, texts must be engaging and motivating for learners. Interest in the text is crucial for fostering a genuine reading experience.

Principle 2: Learners Read to Learn

The core activity of a reading lesson should be learners actively reading texts. As Williams emphasizes, "Learners learn to read by reading; there is no other way."

Principle 3: Language Development and Reading Ability

Growth in language ability is fundamental to the development of reading skills. According to Alderson (1984), a minimum threshold of language proficiency is necessary for reading skills and strategies to be effectively applied.

Principle	4: Reflect	Real	Reading	Practices
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Classroom procedures should mirror the purposeful, task-based, and interactive nature of real reading experiences. This approach helps to align classroom activities with authentic reading practices.

Principle 5: Teacher Moderation

Teachers should practice restraint and avoid being overly dominant in the classroom. Excessive interference and talking can impede learners' reading development. It is important for teachers to balance their involvement to support rather than hinder students' progress.

Principle 6: Cognitive Reality in Exercises

Reading exercises should, as much as possible, reflect cognitive reality. Activities should be designed to align with how reading processes occur in real life, enhancing their effectiveness.

Principle 7: Beyond Courses and Textbooks

Proficiency in reading cannot be achieved solely through attending a reading course or working through a textbook. Effective reading development requires ongoing practice and application beyond structured learning environments.

Principle 8: Contribution of Meaning

Readers play an active role in contributing meaning to a text. Comprehension involves the interaction between the reader's interpretations and the text's content.

Principle 9: Multi-Sensory Engagement

Progress in reading requires the use of both auditory and visual senses. Engaging multiple senses can support deeper understanding and retention of reading material.

Principle

10: Effective Use of Texts

Simply using a text in teaching does not equate to effective reading instruction. The manner in which texts are utilized must be carefully considered to ensure they facilitate meaningful learning experiences.

2.7 The phases of classroom approach to reading skills

Currently, reading instruction in the classroom is divided into three phases: pre-reading, while-reading, and post-reading (Williams, 1984 and Nuttall, 1982).

2.7.1 Pre-Reading Phase (Setting the Stage for Understanding and Response)

The pre-reading stage focuses on introducing the reading text and establishing a framework for reading. It also aims to build and activate students' relevant prior knowledge about the topics, concepts, issues, and vocabulary in the text to be read (Williams, 1984 and Nuttall, 1982).

Nuttall (1982) notes that before the students begin to read the text the teachers are expected to do many things to make their task more explicit and their way of tackling it more effective. They need to consider the following points in order to initiate their students for the reading of any text.

Introducing the text

The teachers should introduce the text's topic and elicit students' experiences by asking questions to explore their background knowledge of the topic. This prepares them for what they are going to read, creating expectation and stimulating (arousing) their interest in the reading text (Konare, 1994).

Teachers can create interest by providing students predictive tasks and interesting activities, and activate their prior knowledge before reading so that they bring something of their own to the text. If teachers get students engaged in the task there is a much better chance that they will read with commitment and concentration (Harmer, 2001). Teachers can get students engaged by talking about the topic, by showing a picture for prediction, by asking them to guess what they are going to see on the basis of a few words or phrases from the text, or by having them look at the headlines or captions before they read the text.

In this stage the teacher is expected to clear the way for letting students to read and understand the actual text by equipping the pre-desired preparations.

Providing a reason for reading

According to (Nuttall's, 1982) it is crucial to motivate students to read with a clear purpose. We need to have a purpose for reading so that we can determine the level of detail required for our understanding. So it is often helpful to give students an imaginary purpose for reading, to enable them to judge what they can skim over, what they must attend to in detail, according to their relevance to their purpose.

Dealing with new language

The teachers need to select a few words or expressions from the text to pre-teach or review very quickly. They should choose only key words that are very essential for understanding the text (Williams, 1984). In other words, where students are likely to be held back unnecessarily because of three or four words, it makes sense to teach them first. Where they should be able to comprehend the text in spite of some unknown words, teacher can leave vocabulary work till later (Harmer, 2001). However an appropriate compromise is to use some (possibly unknown) words from a reading text as part of their procedure to create interest and activate the students' schemata, as the words may suggest topic, genre or construction or all three. The students can first research the meanings of words and phrases and then predict what a text with such words is likely to be about. Pre-teaching key words is one way of clearing the ground for successful reading and understanding.

Breaking up the reading text

According to Nuttall (1982) breaking up the text has many advantages. It is easier to work in a thorough and organized way on a short section than on a complete long text. Besides, it is easier to hold the students' interest if teachers handle a short section at a time. Teachers can deal with one section fully and then move to a fresh one. Furthermore, handling text in sections can lead to more effective learning. Teachers can ensure more thorough understanding because when the first section has been dealt with, it helps the students interpret the second

and so on, which in turn helps students develop the important skills of anticipation and prediction.

2.7.2 While-Reading Phase (Engaging in Text)

According to Greenwood (1998) readers are actually immersed themselves in to the actual reading process and do text-related comprehension check questions during their reading. It is a time limit, real reading, independent and silent reading. It is a stage in which students' reflects and reacts based on their reading.

In this phase teachers should prepare various activities which help to get an output and to get ready readers for the next reading stage. According to Nuttall (1982) the most important activities of while-reading phase are the following:

- ❖ looking the central ideas and supporting sentences
- ❖ Identifying the specific information
- ❖ Inferring information contained in the text
- ❖ Summarizing information of the text into tables, graphs, etc.
- ❖ Filling in the blank space with the required information
- ❖ Guessing new words from context
- ❖ Paraphrasing and interpreting texts, etc.

2.7.3 The Post-Reading Phase (Making Connections and Extending Understanding)

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

This stage is also important since this stage is supposed to evaluate and examine the output of and feedback from the students. In addition to that, post-reading phase enables the students, according to Williams (1996), to consolidate or reflect upon what has been read and to relate the text to the learners' own knowledge, interest, experience or views.

2.8. Role of Classroom Teachers in Language Class

According to Negash (2008) the person who has an immediate relationship with students is a classroom teacher. He/she is a communication bridge between the text and the students. Without the support of the classroom teacher it is not easy to expect for the effective achievement of the intended objectives of the lesson.

The first job of the classroom teacher is creating a suitable environment for learning. He/she should have sound preparation on reading lessons so that he/she would make students active readers and facilitate successful learning. Student's skill of comprehension and creativity can be enhanced by what the teacher does before the lesson. The teachers should, therefore, develop a plan for each lesson and encourage active view.

According to Getachew (2003) previewing activities help students anticipate how the program material links to previous lessons or subsequent activities. Reviewing words or valid concepts of the lesson, and telling students the main topic of the lesson and asking them what they think are examples of previewing activities. The principal objective of doing previewing activity is to provoke students' interest in the lesson and to give background knowledge.

The other important role of classroom teacher is helping students engage actively in tasks to be accomplished while the lesson is in progress. In relation to this, Willis (1995) posits that during the lesson the classroom teacher should also create a conducive environment so as to help students participate in activity. This can be done by organizing the class in pairs/group in accordance with the guidance given by the classroom teacher. The classroom teacher assists the students while they are performing the activities. He/she clarifies a vague idea and concepts and monitors the class. Finally, the classroom teacher summarizes the lesson at the end of the program. He/she gives students time to review, reinforce and explain the concepts they have attended to (Getachew, 2003). To this end, the teacher has to organize and set post-viewing activities.

2.9 Types of Reading Skills

In dealing with the types of reading scholars divide reading into two kinds, depending upon the purpose of the text for reading, the length of the text and the classroom procedure as well

as the very objective the text is prepared for. Accordingly, the two types of reading are called intensive and extensive reading. These two types of reading however are complementary and children should be exposed to both types Nuttall (1996).

2.9. 1. Intensive Reading

As it has already been mentioned the classification of the two types depends on the purpose of the text for reading, the length of the text and the classroom procedure. Based on this, intensive reading refers to the reading of short text. It entails the reading made at classroom level under the guidance of the teacher. This is a type of reading we usually see in language classrooms both at primary level and secondary or tertiary levels.

Students have only begun to recognize individual words and make interpretation of short sentences the emphasis should be on the intensive type of reading. However, this does not mean that the other type of readings should never be carried out at this level.

To that effect, in introducing short texts to students, four different ways can be used as follows:

- ❖ Read each phrase yourself, and point to the pictures and words.
- ❖ Read each phrase separately, and ask pupils to say it after the teacher.
- ❖ Ask individuals to read each phrase.
- ❖ Ask individuals to read sentences from the text. (Thompson, 2001)

In this manner, students learn by integrating skills in such a way that they will have the opportunity to associate written words with speech since they also learn to pronounce the words correctly. In line with this, according to Thompson (2001) and Wilgam (1981), in early stage of reading for comprehension, reading aloud is recommended. On the other hand, in the upper primary class where children read relatively longer passages in their text the reading practice activities should aim at developing children's ability for understanding and identifying meanings. It should as well focus on developing reading skills and strategies. At this level, however, reading aloud may not help since in the real situation of reading people tend to read silently. Thus, students should be instructed not only to avoid reading aloud but also to get rid of the following habits:

- Mouthing the words while reading;
- Pointing to the words being read;

➤ Moving the head every time they read a word.

These are things students need to be instructed to avoid at lower levels so that they could maintain silent reading at this level and in future. As for the importance of intensive reading Wilgam (1981) notes the following:

Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing.

From what is stated above it is possible to understand the crucial role of intensive reading in enhancing not only the reading ability of students but also students' language skills in general.

To sum up, the practice of intensive reading at secondary level is vital. It is the base for other reading strategies and plays a role in helping students to develop other language skills.

Intensive reading takes place under the closer guidance of the teacher, or under the guidance of a task that forces a student to pay greater attention to the text (Nuttall, 1982). In this reading activity, the teacher dictates the objectives, procedures and amount of time of the reading lesson. The reading text may either be taken from students' textbook or carefully prepared by the teacher beforehand.

Some of the reading activities that demand students to read intensively

- ❖ Analyzing coherence
- ❖ Reading for inference
- ❖ Reading for reference
- ❖ Analyzing text cohesion
- ❖ Working out the meaning of difficult words from context
- ❖ Working out the organization of a text, etc.

In order to get students to read enthusiastically in class, teachers need to work to create interest in the topic and tasks. Nevertheless, as Harmer (2001) notes, there are further roles that teachers should play when asking students to read intensively.

Organizer: teachers should tell students clearly what their reading purpose is, and give them clear instruction about how to achieve it, and how long they have to do this. For example, once they have said 'you have four minutes for this' they should not change that time unless observation suggests it is necessary.

Observer: while students are reading teachers can observe their progress since this will give them valuable information about how well they are doing individually and collectively, and will tell them whether to give students some extra time or, instead, move to organizing feedback more quickly than they had expected.

Feedback organizer: when students have completed the task, teachers can lead a feedback session to check that they have completed the task successfully. They may start by having students compare their answers in pairs and then ask for answers from the class in general or from pairs in particular. When teachers ask students to give answers they should always ask them to say where in the text they found the information for their answers. This provokes a detailed study of the text which will help them the next time they come to a similar reading passage. It also tells the teacher exactly what comprehension problems they have if and when they get answers wrong.

Prompter: when students have read a text teachers can prompt them to notice language features in that text. Teachers may also, as controllers, direct them to certain features of text construction, clarifying ambiguities and making them aware of issues of text structure which they had not come across previously.

2.9.2 Extensive Reading

Extensive reading has been explained by different writers. For instance, Sesnan (2003) explains it as a type of reading at a text in a widely manner but not deeply where the aim is for pleasure and entertainment in which the written texts are not studied in detail. Thompson (2001) also explains it in a similar way by saying that it is a reading of books and magazines etc., meant for pleasure, to obtain information or to satisfy interest. According to these scholars it seems that extensive reading is a usual kind of reading that takes place out of classroom in most instances. Nuttall (1996) explains that extensive reading and intensive reading are not contrasting types of reading rather they are complementary and both are important and necessary in the practice

of teaching and learning reading. Extensive reading texts should be selected in accordance with the reading pace and ability of the student so that extensive reading could be practiced in the primary level itself. The purpose of extensive reading is to let children practice reading without the help of the teacher at home or elsewhere. So, it is equally important to the primary level students who have already had some sort of reading skill.

At this level, the parents and the environment play a significant role in helping children to read. According to Morrow (1995) in N'Namdi (2005) parents are the first and major teachers who should spend the longest time with them in providing and creating a conducive environment for their children's reading habit.

Obviously, the most decisive and significant factor for the preparation of children to read by themselves is the attitude they have towards reading. This is something that children develop at an early age. To let students develop this useful habit of reading, schools and the parents' contribution towards it is paramount. Krashen (1993) in expressing the importance of extensive reading for children says that extensive reading helps to improve second language without the support of teachers and other people. An ELT journal article (volume 45/2 April 1991) by Wilfred Brusch notes the importance of reading privately and extensively stating the following advantages;

- Pupils can directly apply their newly gained knowledge of English for their own interest and enjoyment
- Reading privately at home is one way of increasing the time of contact with the foreign language.
- Reading privately in the foreign language for one's own enjoyment may even give the learner new motivation for the foreign language grammar lessons in school.
- Reading privately and extensively is particularly important where intensive and close-reading techniques dominate classroom procedures as it may keep reading interest alive.

2.10 Purpose of Reading Skills

McDonough and Shaw (1993) claim that much of the current thinking on reading tends to focus primarily on the purposes of the activity. Readers may have their own personal reasons for reading. In real life situation people may read certain written materials because they have a purpose

in doing so. The purpose may be how to operate that coffee machine, or to find out what has happened recently in an election, or to discover the latest trends in language teaching (Harmer, 1991). McDonough and Shaw (1993) claim that much of the current thinking on reading tends to focus primarily on the purposes of the activity. Readers may have their own personal reasons for reading. In real life situations people may read certain written materials because they have a purpose in doing so: an election, or to discover the latest trends in language teaching (Harmer, 1991).

In a classroom situation, too, students should read with a purpose. Without having a clear idea of what they are reading for or why they tackle an activity, students would face a problem of grasping meaning from the reading material. The purpose of the reading may be defined in accordance with whether the students are meant to skim, scan, predict (anticipate), infer (make underlying judgment), evaluate the validity and reliability of the material etc.

Nuttall (1987) also says that the way we tackle the task is strongly influenced by our purpose in reading. For instance, the quick scanning of a page in the telephone directory to find a single name is very different from the careful attention readers paid to each word in a legal document.

The difference in the speed they use is also no doubt very noticeable. This implies that teachers must not urge students to read a text without first giving them a clear picture of what they are going to do. Giving students with a clear purpose of reading provides them not only a direction, but also motivates them to read as well.

2.11 Important Components of Reading Skills

The growing readers' early literacy curriculum is built around these five content areas: This content helps children identify or decode words, that is, phonological awareness, alphabetic principle, and concepts about print and comprehension concepts (Whitehurst & Lonigan, 2001). Children need meaningful experience in these five essential reading components because their knowledge of these early literacy concepts is predictive of their later reading achievement (Snow, Burns, & Griffin, 1998). What basic skills are required to someone so that he or she can be able to read in alphabetic language that is represented by print and makes sense of through sounds?

As has been confirmed by scholars working to understand reading acquisition in multiple languages (Linan-Thompson and Vaughn, 2007; Abadzi, 2006; Sprenger-Charolles, 2003; Chiappe et al., 2002), in almost any alphabetic language in which print can be decoded into sounds, being able to read well requires a grasp of five basic skills. (National Reading Panel, 2000):

1. Phonemic awareness—focusing on, manipulating, breaking apart, and putting together sounds orally
2. Letter phonics—linking written letters to their sounds and forming spelling patterns;
3. fluency—achieving speed, accuracy, and expression in reading;
4. vocabulary—knowing words (both oral and written) and their meaning; and
5. comprehension—understanding the concepts read or heard.

2.12 Teaching Reading Skills

Teaching students to read is the main objective of schools as primary outcomes. Unless they learn to read, students cannot understand or comprehend all school subjects. This means students cannot absorb more advanced skills and content that relies on reading. Supporting these researchers in the area of reading skills stated that: “Reading plays a crucial role in promoting learning and serving as an instrument by which students could study subjects in the curriculum. Moreover, students’ general educational achievement depends mainly on their ability to read (Wells, 2007)”.

“Reading is a means to comprehend the meaning the writer intends to convey. It is also an interactive process of communication (Yun, 1993).

It is apparent that a good learner has to orient by an upright teacher or facilitator well trained in the pedagogy and also have ample knowledge of learning strategies and practical experience in the area so that students will learn effectively. Research indicates that the more children learn, the longer they stay in school (Patrinós & Velez, 2009).

CHAPTER THREE: RESEARCH METHODOLOGY

This chapter outlines the study design, details the study area, describes the participants, explains the sampling technique, covers the data collection tools, and discusses data analysis and ethical considerations.

3.1. Design and Method of the Study

This study employed a descriptive survey design research. Burns and Grove (2003) noted that descriptive survey research focuses on the "what" and "how" of a specific problem or topic. Additionally, research that examines current conditions, practices, beliefs, processes, relationships, or trends is typically referred to as a descriptive survey study. Accordingly, the present study employed the descriptive survey to investigate what and how of the Bizet Secondary school grade 10 students' reading practices in focus. In addition to this, the researchers' method of data collection was questioning the subjects and collected their response by personal means then it is called survey.

Creswell (2009) Pragmatism allows researchers to use both qualitative and quantitative methods in the same study. In short, it was used as a mixed method because the research questions that are adapted cannot be answered using either quantitative or qualitative alone. Therefore, the researcher used quantitative method for closed-ended questionnaire from teachers and students. Lastly, qualitative data collection method was used to collect data using observation.

3.2 Description of the Study Area

Bizet is one of the woredas in Tigray state in the northern region of Ethiopia. Bizet is one of rapidly growing towns in terms of human settlement, industrial and institutional establishment because. Bizet secondary school is located in this woreda.

This school was chosen because it was convenient and has proximity for the researcher as the researcher has been working in the school for 30 years; it is a model school and unlike other secondary schools; it is not frequently visited by researchers and the problem exists in this school.

3.3. Participants of the Study

The study's total population consisted of 550 grade ten students and 6 English language teachers from Bizet Secondary School. All these students and teachers participated in the study. Accordingly, data obtained from two sources, namely English teachers and grade 10 students. For students and teachers questionnaire was prepared and circulated to extract data that was used for the research. Besides, teachers' classroom observation conducted during the actual reading lesson based on the adapted check list.

3.4 Sample and Sampling Technique of the Study

This study used a random sampling technique to select the sample. Specifically, 63 grade ten students were chosen at random, while the 6 English language teachers at Bizet Secondary School were selected using a purposive sampling technique. Among the six teachers, three teachers who teach grade ten and from 12 sections three sections were purposively selected for observation purpose.

3.5. Data Gathering Instruments

3.5.1. Observation

In this study, classroom observation served as the main method to investigate what truly happens in the reading classroom. The rationale behind selecting classroom observation as a major tool is that it does not depend on what people speak or perform. Gathering data directly through observation provides firsthand insight, allowing for the study of specific teaching methods and teacher behaviors as they naturally occur in the context (Negash, 2008). The practice of reading in classroom comprises three phases of activities. These are before reading stage, during reading stage and the after reading stage (Harmer, 2003; Nuttall, 1996 & Thompson, 2001; Williams, 1984). Thus to observe systematically and record the behavioral patterns of teachers and students as they are witnessed and specifically to look in to the use of three reading stages use observation check list was adapted from Nunan (1999). The check list had twenty items and it was reduced in to seventeen items. Some of the items are reduced in order to be compatible with the grade ten students' linguistic ability, syllabus, teacher's guide, and textbook and research questions. Lastly, the observation check list contains 17 items which were represented in an orderly manner of teachers' use of the three reading procedures.

After obtaining consent from the school administration, the General English language department head, and the specific grade's English teachers, a non-participant classroom observation was carried out during the actual reading lessons for three days. This was done before distributing the questionnaire to teachers and students, with the aim of reducing potential data bias, though it may not be completely eliminated. For example, if teachers filled the questionnaire before classroom observation they probably know the objective of the research, and therefore they might show unusual behaviors through observation. That means, teachers might do what they do not really do under normal condition if they recognize the emphasis of the research (Negash, 2008). The observation was conducted by the researcher. According to Corbetta (2003), this helps to meet two important requirements. First, observation is best if it is done by the investigator; not to be assigned to someone to do it. Second, it should be for a reasonably extended phase of time. In order to get plenty of information from the participants of the study it would be great to arrange a much more time for the observation (Negash, 2008).

The goal of the observation was to systematically examine the reading techniques employed by teachers during the actual reading lesson. To do so a total of three days for each of the three teachers non-participant observation was done in one grade level and three sections namely 10th A, 10th B and 10th C for about 6:00 hours. The observation result was ticked on the adapted checklist and thematically summarized before data analysis. In addition to that some important points were noted. This helped the researcher to closely look at and narrate the teachers' use of reading procedures.

3.5.2. Questionnaire

Questionnaires can be utilized in qualitative research to collect data on aspects such as values, beliefs, experiences, and behaviors using methods like Likert scaling (Tekle, 2016). This tool is preferred over others because it is self-administered and can be distributed to a large group of people simultaneously. Additionally, the advantage of using questionnaires is that they simplify data processing and enable a closer examination of classroom practices during the actual lesson (Melkamu, 2002). The purpose of the adapted questionnaire was to confirm the information obtained during classroom observation, and to find the information that might not be obtained through direct observation. A lot of the items in the questionnaire linked to the items of observation checklist (Negash, 2008).

The students provided with very carefully adapted five Likert scale closed ended questionnaire form Nunan (1999). This enabled the research to gather as many reading strategies as possible that help the students' reading practices with regard to understanding main idea, finding specific information, guessing the meaning of unfamiliar words contextually, using dictionary, summarizing, inferring, identifying basic references, and understanding writers' message especially the subskills of reading based on the grade level syllabus minimum learning competencies and learning outcomes are incorporated. The number of questionnaires reduced from 30 to 17 in order to stay focused, manageable, match with the grade level syllabus. Finally 63 students filled the questionnaire. The teacher and student questionnaires included identical question items and were distributed to six grade ten English language teachers at the school and to 63 grade ten students. This instrument was needed because many strategies use of students might be described by teachers from their teaching experience.

3.6. Methods of Data Analysis

This section involves several closely related tasks. The collected data was summarized and organized in a way that would provide answers to the research questions. This was evaluated in relation to the research questions and existing theories, including both empirical and theoretical concepts, and conclusions were drawn based on this analysis. Additionally, it required the researcher's judgment, critical thinking, and technical skills. Consequently, the data, including silent figures and facts, were organized and analyzed using descriptive statistics and thematically interpreted. A conclusion was drawn or inferences were forwarded after careful discussion. Finally, general conclusions are set up and what the conclusions really mean was also given.

The study used a quantitative data analysis method, specifically employing descriptive statistics, including frequencies, percentages, means, variances, and standard deviations, with SPSS version 20 for analyzing the closed questionnaires and reading achievement tests. Qualitative analysis made based on the observational information obtained from actual English teachers reading procedures use and especially students reading skills practice. This type of data was narrated and described using words and sentences or thematically interpreted. Generally both quantitative and qualitative data analysis techniques were employed.

3.7 Ethical Consideration

The aim of the study was to investigate the reading practices of grade 10 students at Bizet Secondary School. To achieve this aim, a series of ethical considerations were adhered to. The researcher maintained an ethical and open-minded approach, particularly during the data collection process. In order to collect data for the study, first the researcher formally asked permission for cooperation from the school and English teachers before the administration of the instruments. Then, the researcher explained the objectives of the study to both groups and asked their willingness to take part in the study. Luckily, most of them were willing to participate. To gather adequate data, qualitative and quantitative ways of data gathering instruments were used.

CHAPTER FOUR: PRESENTATION ANALYSIS OF DATA

This chapter focuses on the data analysis and interpretation of the study. Qualitative methods were used for analyzing observation data, while quantitative methods were applied to questionnaire data analysis after raw data was collected from teachers and students. The data gathered through these instruments were presented in the form of tables and descriptive summaries.

4.1 Teachers' reading procedures used in the reading lessons at Bizet secondary school grade 10

To describe the reading procedures used in classroom reading lessons at Bizet Secondary School, classroom observation was the most effective instrument. Therefore, continuous observations were conducted at the study school and in specific grade sections. The major focus of the observation was to determine whether teachers began their reading lessons by dividing the students and encouraging their participation in each reading procedure, in line with the literature review. This included pre-reading activities and the use of appropriate strategies for conducting subsequent reading comprehension activities.

4.1.1 Classroom Observation

A carefully adapted observation checklist was used to describe the teachers' reading procedures in the grade 10 classroom reading lessons at Bizet Secondary School. Consequently, the reading procedure instruction of three English teachers at the specific grade level was observed consecutively three times each during actual reading instruction. The reading instructions of teachers were checked against the items in the check list and by considering the literature review. At the same time the major points of observed practices were noted and ticked on the check list.

The checklist questions are about the teachers' actual reading procedures used towards realization of the effectiveness of students' reading practice were observed, narrated and ticked. Especially

the three reading procedures were carefully observed. In the checklist above form question number 1-5 belong to pre-reading stage; from question number 6-10 refer to while reading activities and finally from question number 11-17 refer to post-reading activities. Here it is given below the detail analysis, description and discussion of teachers' reading procedure use in the above checklist and thematic and analytical interpretation is put underneath.

4.1.2. Analysis of the class room observation data

Table 1: Teachers' reading procedure use

No	Reading procedures to observed	Teacher1						Teacher2						Teacher3					
		Lessons(Days)						Lessons(Days)						Lessons(Days)					
		1		2		3		1		2		3		1		2		3	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1	Introduce the day's reading lesson through short discussion.		X		X		X		X		X		X		X	X		X	
2	Use titles, pictures related to the topic or a set of selected key words to get students predict what the text is About		X		X		X		X		X		x		X		X		X
3	Give purposes for Reading		X		X		X		X		X		X	X		X		X	
4	Pre-teach selected keywords from the passage		X		X		X		X		X		X		x		X	X	
5	Break up the text into components for easy reading		X		X		X		X		X		X	X		X		X	
6	Get students to read the text silently and quickly for gist		X		X		X		X		X		X		x	x		x	

	(skimming)																		
7	Get students to read the text silently and quickly for specific information (scanning)		X		X		X		X		x		X		x	x		x	
8	Encourage students to Guess at word meaning from context		X		X		X		X		X		X		x		X		X
9	Provide students ample time for reading and discussion?	X		X		X		x		X		x		x		x		X	
10	Encourage students to find the answer themselves rather than telling them what it is		X		X		x		x		X		X		x		x		X
11	Get students to discuss answers to the comprehension questions in pairs/ small groups		X		X		X		X		X		X		x		X		X
12	Encourage students to read Out their answers to the comprehension questions?		X		X		X		X		X		X		x		X		X
13	Summarize the day's reading Lesson	X			X		X		X		X		X		x		X		X
14	Encourage students to relate the information in the text to their		X		X		X		X		X		X		x		X		X

	real lifeexperience																	
15	Encourage students to explore the ideas and issues in the text through writing activity		X		X		X		X		X		x		X		X	
16	Teach the students how to summarize the theme of the text in the form of tables?		X		X		X		X		X		x		X		x	
17	Encourage students to explore the ideas and issues in the text through speaking Activity		X		X		X		X		X		x		X		X	

Key: Y = Yes N = No X = observed/not observed

4.1.3 Description of teachers' reading procedures use

To describe the teachers' reading procedures, continuous observation was conducted over a total of three days, with three lessons observed for each of the three grade 10 English language teachers. The teachers' use of reading procedures was assessed using the adapted checklist, with the data recorded by ticking the checklist items and noting the observations. Thus, the practices of teaching reading stated in the checklist were checked with respect to the teacher's reading procedure use. These could be classified into the three phases of reading and other related reading strategies. Here are the details of the three lessons, three days and three teachers' observation given below. The researcher reviewed related studies and how they described their reading procedure observation data. Some researchers reported their data based on individual days or by combining observations from the first and second days or lessons (Nardos, 2008). Others organized their data by classifying it into the three phases of reading lesson instruction (Negash, 2008). By using the experience of other researchers as a springboard the researcher was modified

another way of describing observation data that was by merging the three days of each individual teacher in to one by considering their common features and differences and in line with each of the three reading procedures. Accordingly here are the detail descriptions of the observation data.

The three teachers first day of Observation

Prereading phase

The two teachers started the class by greeting the students and asking them to recall what they had learned the previous day, even though it was a reading lesson. It appeared that they used a question-and-answer technique for the pre-reading stage. They then introduced the topic and page number of the reading passage. The pre-reading time, which was clearly outlined with questions and pictures in their reading lesson textbook, was completely disregarded, and little attention was given to it. On the other hand, only one teacher divided the reading lesson in to three stages and introduces the lesson by letting students to explain the background of the lesson. Most teachers did not preteach keywords which helps to avoid linguistic problems. In addition to this one of the teachers set a purpose for reading and none of them used pictures and titles to predict. Generally, there was no attempt made to predict before immersing directly to the reading passage.

While reading phase

Most of the teachers called on students' names arbitrarily and asked them to read aloud, which actually constituted a while-reading activity. They allowed many students to read aloud one by one, rather than guiding them to read silently, quickly for gist (skimming), letting students to read the text quickly for specific information (scanning) independently by setting a realistic time limit and preparing questions to answer at the same time individually which help them remain as lifelong readers. In this case, from during reading activities unfortunately reading aloud was performed. According to Elizabeth (2013) a teacher that starts a lesson by simply telling students to open their books on certain page and let them start reading is has nothing to do with reading practice of his/her students. As it was observed many while reading procedure activities were missed by almost all teachers or not practiced by the students. This did not make them to get read the text and understand.

As they read, Students were making incorrect pronunciations and other mistakes. More than half of the students read the same text turn by turn. They were then asked to read the questions aloud and answer them in the same manner. The teachers frequently provided corrections and asked questions while the students were reading aloud. However, as observed and explained earlier, the teachers did not clearly articulate or introduce the objectives during the pre-reading phase, nor did they explain what the students were going to read and do during the reading activity. They were doing the reading lesson without following the reading procedures and without clear objectives that support and enhance meaningful students' reading comprehension skills practice. Proper reading instruction and consistent procedure was under considered.

More than half of the class checked to read turn by turn on the same paragraph. After half of the period had gone, they were made to answer questions by reading. As the teachers read the questions, the students gave answers one by one. 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. Though there was a while reading phase, it was not properly implemented by preparing and guiding to do comprehension related activities during that phase for meaningful understanding of the reading text. According to Hesham (2005) while reading is done silently and answers for questions are done at the time of reading. This was not what the teachers and their students were practicing during reading throughout the three days observation.

Postreading phase

All three teachers were observed not allowing students to discuss answers to the reading comprehension activities in pairs or groups. Rather it was observed that oral question-and-answer work was practiced. The teacher asked comprehension questions from the textbook, and only a few active students raised their hand to provide immediate oral answers. Students who did not raise their hands were disregarded, and many silent students were not given the opportunity to answer or actively participate in the lesson.

The teachers were not observed motivating students to write their answers to the reading and understanding check questions. Since many of the lessons were driven by verbal question-and-answer sessions, not every student had the opportunity to write and read out their answers. The reading lesson and writing lesson was not integrated. It is, however, clear that only when students

are made to put and read out their answers to the comprehension questions to their teacher that the teacher can assure how many of his/her students did the reading tasks properly.

With respect to summarizing one out of the three observed teachers gave a brief summary of the day's reading lesson. However, the other two teachers did not review the main points of the day's reading lesson in order to revise what students had learnt.

As regards linking the text to students' practical life no effort was done by all school teachers observed to motivate students to link the information in the text to their practical life experience or knowledge.

However, the teachers used somehow different procedures in the three different periods. There was inconsistency and not strictly following of the reading procedures and strategies implementation by most of the teachers and resulted in inappropriate practice of reading.

The three teachers second day of Observation

Prereading phase

The teachers started the reading lesson by writing the topic on the chalkboard in the same way like the first observation day. However, the teachers behaved differently from the previous one in such a way that they have read the reading text themselves before letting students do so. After they had finished reading, they sorted out some difficult words from the poem and wrote them on the black board and tried to explain.

While reading phase

They were supplying the meaning of the difficult words in their mother tongue by themselves rather than letting them to translate by themselves by showing pictures, actions and more over to consult dictionary and to guess contextually.

They have given the students the chance of reading aloud turn by turn. After many of them have got the turn to read, the teachers ordered them to do the comprehension questions. The exercises

were done orally and now written exercise was carried out. The class was over after a while before an answer was provided to while reading activities. Here the teachers did not allocate a proper time to each of the reading phases related activities and for correction.

As it could be observed from the two observations done, it seemed that the practice adopted in the second day observation was far better than the first one regarding the while reading stage irrespective of its limitations. In fact the appropriateness of the while reading activities was also questionable. Following the reading phases and procedures was continuously ignored and was inconsistent.

Postreading

Most of the teachers were not made the first students to read silently, relate into their real life experience, Summarize the day's reading lesson, encourage students to relate the information in the text to their real life experience, encourage students to explore the ideas and issues in the text through writing activity, Encourage students to explore the ideas and issues in the text through activity.

The three teacher third day of observation

Prereading

Most of the teachers entered the class and wrote the topic of the passage on the blackboard. They 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.

While reading phase

After the students have finished the reading, the teachers themselves tried to explain the already read paragraphs. The students seem not to have heard what they explained. The teachers, then, tried to translate some part of the paragraph into mother tongue language or summarized the paragraph. The students seemed interested at that time. We can deduce that the students do not summarize the given paragraphs in the form of tables. These are required strategy in which grade 10 students are expected to begin study skills. In addition the students were not scanning for specific

information and skimming for general information. 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 a few textbooks in the class and a few of students were looking at the passage forming curved shape and sometimes circle. Most of them were sitting idle as they didn't have textbooks. In addition to this, the teachers left the class before they made the students do the comprehension questions on the textbook as the allocated 40 minutes was over during reading the passage. Asking comprehension questions after each reading procedure was inconsistent and almost rarely followed in the course of nine periods of observation.

Postreading

Most of the teachers were not made their students to read silently, relate into their real life experience, Summarize the day's reading lesson, encourage students to relate the information in the text to their real life experience, encourage students to explore the ideas and issues in the text through activity.

4.1.4. Discussions of the teachers' reading procedure use

Discussion of pre-reading phase related activities

The observation results indicated that the teachers rarely motivated students to engage in reading before the reading process through short discussions. The observation results showed that students were not engaged in pre-reading exercises to activate their prior knowledge or experience of the topic. Two out of the three teachers did not incorporate such exercises in any of their observed reading lesson classes. The discovery of the teachers is not reliable with what Harmer (2001) and Konare (1994) say. According to them, beginning the topic of the text through questioning and discussion is of very important in exploring students' prior knowledge and enabling them to bring something of their own to the reading of the text.

The analysis of the observation data on prediction revealed that the teachers did not encourage students to predict the content of the text based on its title, pictures, or a set of selected key words from the passage. In fact, the lessons observed do not contain pictures. The result generally showed that students were not encouraged to predict the content of the text. 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.

Fundamentally, prediction is crucial for reading skills because comprehending a text involves checking how well the text matches initial predictions. During reading, students assess whether the content aligns with their predictions made beforehand, which enhances comprehension (Harmer, 2001). Of course, prediction can be carefully skipped particularly if the text to be read is easy. But this does not mean that it can always be ignored. Most of the time it is advisable to get students to predict what the text is about since it has a paramount importance in understanding the reading text.

The analysis of the classroom observation data indicated that specifying purposes for reading was not given adequate attention. Only one teacher was observed providing purposes for reading during the classroom observations. The rest two teachers did not do so. They simply made students read the text without telling them what to do while reading or after reading, or without getting them to preview certain focus questions (exercises) that could give students a preliminary purpose in their reading of the text. This finding of the classroom teacher is consistent with what Getachew, (1996) and Negash (2008) observed during their study concerning the teaching of reading in government high schools. Their finding indicated that reading purposes were not provided in order to get students to vary their reading speeds, and thus students read only slowly in order to understand everything in the text.

Generally, the findings regarding classroom teacher practices are not consistent with expert recommendations on reading instruction. Specifying purposes for reading as scholars for example, Nuttall (1982) and Harmer (1991) state, is very important because it helps students select appropriate reading strategies, and makes them selective i.e. directs them to attend to the parts of the text that are relevant to the identified purpose. The purpose for reading also determines the appropriate type and level of comprehension.

The analysis of the observation and questionnaire data on pre-teaching new words showed that the teachers almost never pre-taught difficult vocabulary items to remove obstacles to understanding the text. It seems that they do not give emphasis to pre-teaching new lexical items as a means to facilitate students' comprehension of the text to be read.

Pre-teaching unknown words selected from the passage, according to scholars (example, Harmer (2001)), 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 unnecessarily because of some unfamiliar 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.

As regards breaking up text into components, the classroom observation results showed that the teachers did not almost divide the text into parts for easy reading. As the classroom observation results showed out of the three teachers observed, only one teacher let students read the text paragraph by paragraph. The rest two teachers simply got students to read the whole text at a time. This may be because of lack of theoretical background knowledge about the usefulness of dealing with short sections of text at a time more than a complete long text.

The findings regarding the teachers' practices did not align with the literature. According to Nuttall (1982), handling parts of a text one at a time helps maintain students' interest and lead to more effective learning, as it is easier to work thoroughly and systematically on a shorter section than on an entire long text. It also helps students develop the important skill of anticipation and prediction. However, there may be a time when the whole text can be dealt with at a time effectively. This is so if the text is short and manageable.

To sum up, the discussion indicates that the teachers' reading practices were not in line with the scholarly recommended pre-reading activities.

It is possible to say that the teachers did not usually introduce the day's reading lessons through short discussion, provide purposes for reading, and divide text into components for easy reading. Similarly, the teachers seem to give no emphasis to encouraging students to predict the content of the text, and pre-teaching of isolated lexical items.

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Discussion of while reading related activities

The analysis of the classroom observation data on skimming and scanning revealed that, out of the three teachers observed, only one allowed students to read the text silently and quickly to grasp the gist and extract specific pieces of information. The rest two teachers got voluntary individual

students to read specific paragraphs aloud to the class, instead of encouraging all students to read silently. As shown in the observation teachers' were negligent to teach silent reading in general and reading techniques (skimming and scanning) in particular were not practiced in the class.

Normally, the reading approach should be authentic. Students should read the text in a manner that aligns with their reading purpose and reflects how people read in real-life situations. Silent reading is the normal way most educated people read in real life, and hence students should not certainly listen to a reading aloud whether by teacher or other students. They do not learn to read by reading aloud. In relation to this, Konare (1994) argues that for students whose language skills are limited, reading aloud becomes word calling—simply pronouncing a series of words without regard for the meaning they carry individually and together. Word calling is not productive for a student who is doing it, and it is boring for other students to listen to. According to Atkins, Hailom and Nuru (1996), reading aloud turns a reading lesson into a listening and pronunciation lesson. Besides, it encourages slow reading. It is possible to say that reading aloud is likely to interfere with comprehension, and thus it should not be used when reading is meant for comprehension of its content.

As regards guessing word meanings, the result of the classroom observation illustrated that the teacher did not encourage students to infer the meanings of unfamiliar vocabulary items using contextual clues in the text. In addition to this, the observation result is not in harmony with this. The teachers were not observed encouraging students to deduce the meaning of new lexical items using contextual clues in the text. They rather supply the meanings of the words themselves. This mismatch might occur because of students' understanding that 'guessing' means simply trying out the meaning of unknown words without even referring to the text for contextual clues. During observation, some students were seen trying out the meaning of new words without using contextual clues in the text, instead using their prior vocabulary knowledge.

In general, the finding of the teachers' practice did not seem to match with what Nuttall (1982) and Grellet (1981) say. In connection to the contextual guesswork they state that guessing the meaning of unfamiliar lexical items during the reading process is one of the best

ways of independently discovering meanings and increasing comprehension of the material being read.

The results of the observation on time allotments showed that the teachers allocated too much time to a single exercise. They did not manage to cover all the comprehension tasks within the 40-minute class period. The findings generally indicated that the teachers seemed to allocate excessive time for reading and discussion. It is real to say that students' reading skill develop best in interactive learning environment, where enough time is provided for them to read the text and share ideas among themselves.

As indicated by the results of the classroom observation, the teachers did not encourage students to find answers to comprehension questions independently. Instead, they provided or gave prepared answers. Model right answers to the comprehension questions were usually presented on in the actual teachers' reading lesson. Usually, the teacher gave a prepared right answer to the questions raised in the class rather than encouraging them to refer to and explore the text to find the answer themselves. The teacher should not immediately provide the correct answer if students fail to respond correctly. Instead, the teacher should guide students to find the answer themselves. Rather, the teacher should encourage them to refer to the text and try again. Even if they answer the questions correctly, the teacher should ask them to refer to and explore the text for evidence. This is important to know whether students really read the text and processed it or just copied down the answer from somewhere. Thus, the observation result seems to approve this.

The teachers appeared to provide enough time for reading and completing comprehension tasks. However, it was found that both teachers rarely encouraged students to find answers to the comprehension questions on their own.

Discussion of post reading related activities

The teachers did not get students to discuss answers to the comprehension questions in pair/groups. They usually accomplished tasks on whole class basis.

Encouraging students to discuss answers to comprehension questions in groups/pairs is very important. It is understood that pair and group discussions are crucial in language classes, as they

provide students with the opportunity to use the language actively. For many foreign language students, this may be their only chance to practice the language in a meaningful way. They enable students to share information and negotiate meaning among them.

Regarding summarizing the day's reading lesson, the classroom observation results showed that only one out of the three observed teachers provided a brief summary. Additionally, the results indicated that the teachers did not assist students in relating the information in the text to their real-life experiences. Post-reading activities intended to connect the text to students' prior knowledge were nonexistent. The classroom observation results revealed that the teachers did not make any attempt to supplement the textbook exercises with their own tasks to help students relate the text to what they already knew. This may indicate that both teachers and textbook writers did not pay attention to connecting the information in the text to students' real-world experiences. It is, however, understood that encouraging students to relate the content of the text to their life experience can help them for a thorough understanding of the information contained in the text.

Regarding the integration of reading with other language skills, the classroom observation results indicated that the teachers did not generally help students explore the ideas and issues in the text through any writing, speaking, or listening activities. The observation results also indicated that essential post-reading activities for integrating language skills such as debating, summary writing, expressing personal opinions, or listening to related texts were largely missing from the textbook. This indicates that integration of reading with other language skills seem to be given little attention.

It is, however, true to say that integrating reading with other language skills is very essential for deeper understanding of the text being read. This is because students' reading ability and comprehension are not measured only by their recognizing clearly stated facts and events, but also by their comprehension of the text beyond plain facts. In connection to this Vaez (2006) states that post-reading activities are very crucial for students to extend their thinking and understanding of what they have read. By talking and writing in response to reading they become more engaged in reading and develop a deeper understanding and appreciation of texts.

Generally, the discussions reveal a significant discrepancy between the teachers' implementation of reading procedures and the theoretical principles of essential post-reading activities. The

teachers seem to offer a brief summary of the day's reading lessons. On the other hand, they seem to give little attention to relating text to students' real life experience, and integrating reading with other language skills as they merely followed the textbook which missed such activities.

To sum up, based on the three days of continuous observations, it appeared that both the teachers and students were not consistently applying the reading procedures, which resulted in inappropriate reading practices. If teachers' reading procedures are not consistent with the theoretical framework, it will be very difficult to expect students to achieve strong reading performance. Students were not given the opportunity to read silently on their own, use reading strategies, or comprehend the message effectively. They were rather taught to read aloud and in pair throughout the reading lesson. However, the current English syllabus for grade ten states that "students read the passage independently and silently." (English syllabus guide for grade ten. Federal Democratic Republic of Ethiopia: MOE). This indicated that there was deviation between what the grade 10 syllabus demanded and teachers' reading procedure implementation.

It was also noted that group work and pair work were not utilized during the observed reading procedures. For example, pair or group discussions at the beginning of the reading lesson could have been beneficial in helping students prepare and engage more effectively. Similarly, the contemporary techniques and procedures of practicing reading i.e. pre-reading, while reading and post-reading procedure were not employed on a consistent basis. The methods of acquiring reading skills such as interpreting, summarizing, sequencing, scanning, skimming 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. Students should have been informed the objective of the reading lesson whether for pronunciation or comprehension. Students were not trained for this very nature of reading as it was observed. On this point, scholar has said a lot. As Adebisi (1980) explained, a child is not reading if he/she merely says the words aloud without understanding their meaning. This refers to reading is not reading rather understanding. Thus, all reading sessions should not be dominated by reading aloud and without objective. As Nuttal (1996) 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. As a result, I believe students should engage in real-life reading, be taught to apply reading comprehension

strategies, and receive regular guidance in reading practices, including silent and independent reading.

As confirmed by triangulating the findings with other instruments, which will be discussed later, teachers have a limited understanding of the reading instruction process, particularly in terms of how students acquire reading skills or engage in reading practice. They believe that students' reading ability improves when they read aloud with correct pronunciation and at a suitable pace. It was noticed that students tend to prefer reading more than two paragraphs aloud and enjoy coming to the front to read out loud. Although some teachers attempted to guide their students according to reading procedures, the students still preferred to read aloud. According to Adebisi (1980) the advantage of reading aloud is when it is done purposefully in such a way as creating a relationship between sound and its written system. Having stated the usual attempt of teachers in teaching reading, explains the drawbacks of reading aloud as follows:

When reading aloud, students are more focused on pronunciation than on comprehension. They tend to rely on a bottom-up reading approach rather than using reading procedures, techniques, and strategies to understand the text. This neglects the integration of the top-down approach to reading and the interactive approach to reading. Reading aloud slows the reading speed. Our aim is to help students read faster silently than they can read aloud. Learners could not read a lot and hug materials and do not understand.

The teacher is unable to determine whether students have understood the material or not. The primary focus is on teaching pronunciation rather than comprehension, making it somewhat similar to the audio-lingual method. Most students in the class are passive while the teacher or one of the other students is reading aloud. In reading aloud students are more concerned in pronunciation and dealing with individual letters and words than understanding. In the current method students are expected to be active readers in which they approach the text and make a meaning and sense from what they have read strategically.

To this end, it seemed that teachers were not following the actual teaching reading method, procedure, technique and strategy according to the observations made in the nine periods and it was highly influenced negatively the way students' practices reading for comprehension. Similarly the importance of pre-reading procedure, related strategies and techniques seemed to have been

neglected according to what has been observed. However, prereading is a very useful technique in teaching reading. The main purpose of prereading 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. The observed teachers however, were unable to understand and consider this fact and not used prereading related activities. While reading activities were also dominated by reading aloud that is not advisable in the practice of reading comprehension. Reading has to be done and practiced silently and independently for making meaning.

The students were incorrectly guided and practiced reading for comprehension inappropriately. Firstly, they were neither trained nor consistently directed to use reading strategies and procedures. Comprehension check questions were not consistently provided at each reading phase, they were not encouraged to tackle new words, nor was any effort made to spark interest in further reading by relating it to their own lives. Scanning, skimming, guessing, predicting and summarizing are almost underutilized. According to MOE those are the most important subskills that should have been learnt by grade 10.

4.2. Frequency of students reading strategy use

To assess the frequency of reading strategy use among grade 10 students at Bizet Secondary School, questionnaires (Table 2) were adapted and administered to 63 students and 6 teachers. The mean scores from the teachers' and students' questionnaire results were recalculated and triangulated. Subsequently, a comprehensive description was provided using both qualitative and quantitative methods. The questions were grouped into three levels such as high, medium and low level based on Oxford (1990) new version seven frequency reading strategy use that was prepared to speakers of other language or ESL. Finally, an interpretation was made based on the frequency of reading strategy use evaluation scale adapted from Oxford (1990).

4.2.1 Presentation of students' response about their Teachers' frequency of teaching reading strategy in the actual reading lesson

In the following section, respondents were asked to provide feedback on how often their teachers taught reading strategies during actual reading lessons. Their responses are summarized in the table below.

**Table2:PresentationofStudentsresponseabouttheirTeachers’frequencyofteaching
reading strategy intheactual reading lesson**

N	Questions	Mean Score
1	Helpsyouto findouttherequirespecificinformationfromthetext quickly	1.05
2	Encourageyoutoguess the meaning ofunfamiliar words by using clues	2.26
3	Let’syouto predict what would comenext	2.01
4	Motivatesyoutouseyourpreviousexperienceorbackgroundknowledge to understand atext	2.32
5	Guidesyoutokeep the time limitwhenyou read atext	3.00
6	Organizethe reading lesson into pre reading, while-reading and post-readingactivities	3.02
7	Explains the backgroundof the text beforeyou start readinglesson	2.5
8	Allowyou to read silentlyin the class	2.04
9	Encourageyou to read by yourselves independently	2.34
10	Asksyou toread additional materials like stories written in English in your home also	2.22
11	When you come across a newword, does your teacher helpyou by supplyingthe meaning of theword	4.5
12	Teacher encourageyou to consult dictionary whenyou come across unfamiliar words during reading	3.05
13	Teacher encourageyou to focuson the meaningandignoringofnew word	2.33
14	Asks you comprehension check questions after each reading	3.34
15	Teacher teach youhow to read a text quickly,though not carefully, to findout a piece of information orname of a particular thing etc. (i.e. scanatext)	2.22

16	Teacher teach you how to skim text	2.42
17	Teacher teach you how to summarize in the form of tables	2.32

Source: Own survey (2019)

4.2.2 Description of the students' response about their teachers' frequency of

Teaching reading strategy in the actual reading lesson

This section of the questionnaire consists of 17 questions aimed at gathering students' responses regarding the frequency with which their teachers teach reading strategies during actual reading lessons. The mean score is interpreted using the reading strategy frequency scale adapted from Oxford (1990) for ESL, version 7.0.

To begin with question number one that is finding out required specific information from the text quickly the mean score in the questionnaire is 1.05. This score indicated that teachers never teach and let use students reading strategy for looking specific information. Whereas for question number two that is guessing the meaning of unfamiliar words by using clues the mean score in the questionnaire is 2.26. The score shows that teachers' sometimes help students to unlock the meaning of new words using context clues.

With regard to question number three that is predicting what would come next the mean score in the questionnaire is 2.01. The teachers never teach their students how to predict. Similarly for question number four that is the use of previous experience or background knowledge to understand a text the mean score in the questionnaire is 2.32. It indicates that teachers almost never teach students to use their real-life related experience knowledge to understand and the text. In contrast to question number four question number five that is keeping time limit when you read a text the mean score in the questionnaire is 3.00. Thus teachers sometimes put realistic time limit at the time of reading for real life reading and actual reading. For question number six that is teacher divide reading lesson into pre-reading, while-reading and post-reading activities the mean score in the questionnaire is 3.02 which is nearly similar score with question number five in which teachers teach students some times by dividing and following the three reading procedures. .

Based on the students' responses to question number seven, which asks whether teachers explain the background of the text before starting the reading lesson, the mean score in the questionnaire survey is 2.5. This indicates that teachers sometimes provide background explanations to students before the reading lesson. In contrast to the above for question number eight that is teacher allows you to read silently in the class the mean score obtained in the questionnaire is 2.04 which refers to teachers never guide students to read silently. In a similar manner with the above for question number nine that is the teacher encourages you to read by yourselves independently the mean score in the questionnaire is 2.34. This depicts teachers never teach independent reading. According to the reply forwarded to question number ten that is the teacher asks you to read additional materials like stories written in English in your home the mean score in the questionnaire is 2.22. This result is almost equivalent with question numbers nine in which teachers never teach additional materials and did not encourage independent reading out of school.

For question number eleven, which asks whether the teacher helps students by providing the meaning of a new word when they encounter it, the mean score in the questionnaire is 4.5. This suggests that the teacher consistently provides the meanings of words directly, rather than encouraging students to use contextual clues to figure them out on their own.

The students' response with regard to question number twelve that is does the teacher encourage you to consult dictionary when you come across unfamiliar words during reading the mean score obtained from the questionnaire survey is 3.05. This response implies that the teachers sometimes help them to use dictionary to unlock the meaning of new words. For question number thirteen that is teacher encourages you to focus on meaning of the text by ignoring difficult words the mean score in the questionnaire is 2.33. It refers to the teachers never let students focus on meaning of the text by ignoring difficult words. The teachers are heavily relied on letting students to use dictionary than using contextual clues. In contrast to question number fourteen that is does teacher ask you comprehension check questions after each reading the mean score in the questionnaire is 3.34 and depicts that teachers sometimes ask comprehension questions but not on consistent basis.

For question number fifteen that is does teacher teach you how to read a text quickly to find out a piece of information or name of a particular thing etc. (i.e. scan a text) the mean score in the questionnaire is 2.22. This shows that the teachers never let and guide students to find particular information from the text. In a similar fashion for question number sixteen that is teacher teach you how to skim from the text the mean score in the questionnaire survey is 2.42 which means the teacher never teach to predict while they are reading. Finally for question number seventeen that is does the teacher teach you how to summarize in the form of table the mean score in the questionnaire are 2.32. This shows that the teachers almost never teach students to summarize from their reading.

4.2.3 Interpretation of students' questionnaire response about their teachers'

Frequency of teaching reading strategy in the actual reading lesson

The results of the students' questionnaire response about their teachers' frequency of teaching reading strategy in the actual reading lesson questionnaire survey has been classified or leveled into 'High', 'medium' and 'Low' categories by using the following frequency of reading strategy use that was adapted from Oxford (1990) Language learning strategy for other language speakers version 7.0.

Table 3: Frequency of reading strategy use

Meanscore	Frequency scale	Evaluation
4.5-5.0	High	Always or almost always used
3.5-4.4		Usually used
2.5-3.4	Medium	Sometimes used
1.5-2.4	Low	Generally not used
1.0-1.4		Never or almost never used

Source: adapted from Oxford (1990)

The students' questionnaire response about their teachers' frequency of teaching reading strategy in the actual reading lesson questionnaire survey are classified in to three categories according to

the mean score and are ranked based on the frequency scale and final evaluation or discussion reached.

Table 4: ‘High’ Mean Score of students’ questionnaire response about their teachers’ frequency of teaching reading strategy in the actual reading lesson

Q. NO	Questions	Mean score
11	When you come across a new word, does your teacher help you by supplying the meaning of the word	4.5

Source: Own survey, 2019

Only question number eleven has the highest mean score. It implies that students were not found the meaning of new words by themselves; they were always directly supplied by their teachers. They are not practicing study skills which help them to practice reading properly and teachers should have been taught by helping them to guess from context and focus on meaning than on individual words. (MOE, 2008). This indicated that students were not using active reading strategies which help them to be active readers and independent learners.

Table 5: ‘Medium’ Mean Score of students’ questionnaire response about their teachers’ frequency of teaching reading strategy in the actual reading lesson

Q. NO	Questions	Mean score
5	Keep the time limit when you read a text	3.00
6	Teacher divide reading lesson into pre-reading, while-reading and post-reading activities	3.02
7	Teacher explain the background of the text before you start reading lesson	2.5
12	Teacher encourage you to consult dictionary when you come across unfamiliar words during reading	3.05
14	Teacher ask you comprehension check questions after each reading	3.34

Source: Own survey, 2019

Question number five, six, seven, twelve and fourteen has medium score. The respondents' results shown that their teachers let them to use and keep a moderate time limit while they read, sometimes their teachers divide the reading lesson into three phases, explain the background of the reading lesson, encourage students to use dictionary and ask comprehension check questions.

Table 6: 'Low' Mean Score of Students' questionnaire response about their teachers' frequency of teaching reading strategy in the actual reading lesson

Q. N	Questions	Mean score
1	Find out required specific information from the text quickly	1.05
2	Guess the meaning of unfamiliar words by using clues	2.26
3	Predict what would come next?	2.01
4	Use your previous background knowledge to understand a text	2.32
8	Teacher allow you to read silently in the class	2.04
9	Teacher encourage you to read by yourselves independently	2.34
10	Teacher ask you to read additional materials like stories written in English in your home also	2.22
13	Teacher encourage you to focus on the meaning and ignoring of new word	2.33
15	Teacher teach you how to read a text quickly, though not carefully, to find out a piece of information or name of a particular thing etc. (i.e. scan a text)	2.22
16	Teacher teach you how to skim a text	2.42
17	Teacher teach you how to summarize in the form of tables	2.32

Source: Own survey,2019

For question numbers one, two, three,four, eight,nine, ten, thirteen, fifteen, sixteen, and seventeen, the mean scores are low. This indicates that many reading procedures and strategies are underused, and teachers do not frequently teach these strategies. Consequently, the overall use of reading procedures and strategies by students is low.

4.2.3 Presentation of teachers' response about their students' frequency of reading strategy use in the actual reading lesson

Table 7: Presentation of teachers' response about their students' frequency of reading strategy use in the actual reading lesson

No	Questions	Mean score
1	Find out required specific information from the text quickly	1.5
2	Guess the meaning of unfamiliar words by using clues During reading a text	2.4
3	Recall the relevant experience or associate knowledge while they are reading a text	1.4
4	Predict what would come next	2.4
5	Use their previous experience or background knowledge to understand a text	1.4
6	Give title to a reading passage	2.5
7	Divide your reading lesson into pre-reading, while reading and post-reading activities	3.0
8	Explain the background of the text before you start reading lesson	3.4
9	Allow the students to read silently in the class	3.3
10	Encourage the students to read independently by themselves	2.5
11	When a student comes across a new word, do you help him/her by supplying the meaning of the word?	4.5

12	Encourage the students to consult dictionary when they come across unfamiliar words during reading	3.4
13	Encourage students to guess the meaning of unfamiliar words by using contextual clues	2.4
14	Ask the students comprehension check questions after each reading	3.2
15	Relate textual information to their personal experiences or background knowledge	2.4
16	Teach the students how to read a text quickly, though not carefully, to find out a piece of information or name of a particular thing etc. (i.e. scan a text)	3.4
17	Teach the students how to read a text in a shortest possible time to get an overall idea about it (i.e. Skim through a text)	2.4

Source: Own survey, 2019

4.2.4 Description of Teachers' response about their students' frequency of reading strategy use in the actual reading lesson

This section of the questionnaire includes 17 questions that focus on describing teachers' responses regarding their students' frequency of reading strategy use and their own teaching of reading strategies (questions 1-6), as well as their teaching practices during actual reading lessons (questions 7-11). Below is a detailed description of teachers' responses regarding their students' frequency of reading strategy use based on the scores. The mean score is used as a main source for the teachers' response about their students' reading strategy used description.

Starting with question number one, which addresses students' ability to find specific information from the text quickly, the mean score in the questionnaire is 1.5. This result indicates that students are not effective at locating specific information within the reading text. But with regard to question number two that is guessing the meaning of unfamiliar words by using clues, the mean score in the questionnaire is 2.4. This reveals that students never guess from context.

For question number three, which examines students' ability to recall relevant experiences or associate knowledge while reading a text, the mean score in the questionnaire is 1.4. This

indicates that students rarely, if ever, make connections between their reading material and their real-life experiences. For question number four that is predicting what would come next the mean score in the questionnaire is 2.4. This implies students never predict what will happen next based on their reading. In the same way to the above question number five that is using their previous experience or background knowledge to understand a text the mean score in the questionnaire is 1.4. This score is low and depicts that the students almost never bring their prior or schema knowledge to their reading.

For question number six that is giving title to a reading passage the mean score in the questionnaire is 2.5. This result indicated that students can give title by reading and considering the theme of the reading text.

Similarly with the above question number seven that is divide your reading lesson into pre-reading, while reading and post-reading activities the mean score in the questionnaire is 3.0. It shows that their teacher sometimes divide the reading lesson while he or she teaching English.

For question number eight, which asks whether teacher explain the background of the text before starting the reading lesson, the mean score in the questionnaire is 3.4. This suggests that teachers sometimes provide an introduction to the lesson before beginning the reading activity. Similarly, for question number nine, which inquires about allowing students to read silently in class, the mean score is 3.3. This indicates that students occasionally have the opportunity to read silently.

For question number ten, which asks about encouraging students to read independently, the mean score in the questionnaire is 2.5. This indicates that teachers sometimes allow students to read independently and silently, often by setting a realistic time limit. In contrast to the above question number eleven that is when a student comes across a new word, do you help him/her by supplying the meaning of the word? The mean score in the questionnaire survey is 4.5. Here the students are almost always expected to the teacher to give them a meaning.

For question number twelve, which inquires about encouraging students to consult a dictionary when they encounter unfamiliar words during reading, the mean score is 3.4. This indicates that students are sometimes encouraged to use a dictionary to determine the meaning of new words.

For question number thirteen that is encouraging students to guess the meaning of unfamiliar words by using contextual clues the mean score in the questionnaire is 2.4. The teacher never encourages students to use contextual clues.

For question number fourteen, which asks whether teachers pose comprehension check questions after each reading, the mean score in the questionnaire is 3.2. This suggests that teachers occasionally ask such questions to assess students' understanding. For question number fifteen that is relate textual information to their personal experiences or background knowledge etc... the mean score in the questionnaire is 2.4. The teacher never let students to relate their personal experiences to the text.

For question number sixteen, which asks whether the teachers instruct students on how to scan a text quickly to find specific information or names, the mean score in the questionnaire is 3.4. This indicates that teachers sometimes teach students how to scan a text for particular details. The teachers sometimes teach students to find out specific information. In contrast to question number seventeen that is teach the students how to read a text in a shortest possible time to get an overall idea about it (i.e. Skim through a text) the mean score in the questionnaire survey is 2.4. The result indicating that the teachers never teach students to skim.

4.3 Interpretation of teachers Questionnaire response about their students' frequency of reading strategy use in the actual reading lesson

Similarly to the students, the results of the teachers' questionnaire survey have been categorized into 'High,' 'Medium,' and 'Low' levels based on the frequency of reading strategy use. **Table 8:** 'High' mean score of teachers about their students' frequency of reading strategy use in the actual reading lesson

Q. NO	Questions	Mean score
11	When a student comes across a new word, do you help him/her by supplying the meaning of the word?	4.5

Source: Own survey, 2019

Question number eleven shows the highest mean score in the teachers' questionnaire, indicating that teachers most often provide the meaning of a new word to students.

Table 9: 'Medium' mean score of teachers about their students' frequency of reading strategy use in the actual reading lesson

Q. NO	Questions	Mean score
6	Give title to a reading passage	2.5
7	Divide your reading lesson into pre-reading, while reading and post-reading activities	3.0
8	Explain the background of the text before you start reading lesson	3.4
9	Allow the students to read silently in the class	3.3
10	Encourage the students to read independently by themselves	2.5
12	Encourage the students to consult dictionary when they come across unfamiliar words during reading	3.4
14	Ask the students comprehension check questions after each reading	3.2
16	Teach the students how to read a text quickly, though not carefully, to find out a piece of information or name of a particular thing etc. (i.e. scan a text)	3.4

Source: Own survey, 2019

Question number, six, seven, eight, nine, ten, twelve, fourteen and sixteen or eight items teachers mean score level is medium.

Table 10 'Low' mean score of teachers about their students' frequency of reading strategy use in the actual reading lesson

Q. NO	Questions	Mean score
1	Find out required specific information from the text quickly	1.5

2	GuessthemeaningofunfamiliarwordsbyusingcluesDuringreadingatext	2.4
3	Recalltherelevantexperienceorassociateknowledgewhiletheyarereadinga text	1.4
4	Predict what would comenext	2.4
5	Usetheirpreviousexperience or background knowledgeto understandatext	1.4
13	Encourage students toguess the meaning ofunfamiliar words byusing contextual clues	2.4
15	Relate textual informationtotheir personal experiences orbackground knowledge	2.3
17	Teachthestudentshowtoreadatextinashortestpossibletimetogetan overallidea about it (i.e. Skimthrough atext)	2.12

Source: Own survey, 2019

Question numbers one, two, three, four, five, thirteen, fifteen, and seventeen in the teachers' questionnaire have low mean scores. This suggests that, according to teachers' responses, most students are low users of reading strategies.

When we see the Summarized results on the students' reading strategy use based on the teachers and students' questionnaire, most of the students' reading strategy use is low. From the total of 17 students' questionnaire, 1 belongs to high mean score, 5 to medium mean score, and 11 to low mean score. From 17 teachers' questionnaire, 1 belongs to high mean score, 8 to medium score, and 8 to low mean score.

CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATION

This chapter has three sections. First, section 5.1 deals with summary, then section 5.2 deals with conclusion and finally section 5.3 presents the recommendations on the bases of the study. The first section depicts the description of teachers' reading procedures use and the second section deals about the frequency of reading strategy use at Bizet secondary school grade 10 students in focus. Thus, based on the research data analysis and discussion, the following summary, conclusions and recommendations were made based on the finding of the study.

5.1 SUMMARY

This section provides a condensed overview of the study, summarizing both the qualitative and quantitative data analysis and discussions in relation to the research questions and theoretical frameworks. The research aimed to investigate reading practices at Bizet Secondary School, particularly focusing on grade 10 students. The study had two primary objectives: first, to describe how teachers implement reading procedures during actual reading lessons, and second, to examine the frequency with which students use reading strategies. A descriptive survey research design and mixed methodology were employed, utilizing various instruments such as classroom observations and questionnaires. Six teachers were selected through purposive sampling, and 63 students were chosen using a random sampling technique. Both qualitative and quantitative data analysis, discussion, and interpretation were conducted to address the study's basic research questions. The researcher then drew conclusions based on these analyses and discussions.

5.2 CONCLUSIONS

The qualitative data analysis from observations revealed that teachers did not adhere to the theoretical framework required for teaching reading skills. It was observed that grade 10 teachers mainly focused on reading aloud, with inconsistent implementation of pre-reading and post-reading activities. Silent reading was never practiced. Additionally, students perceived reading aloud as the primary method for learning to read, likely due to the teachers' inconsistent and inappropriate use of reading procedures. Post-reading activities were rarely practiced, apart from

some question-and-answer sessions following the reading aloud activities. Essential questions that should be addressed during reading were omitted, and no guidance was provided for these activities. The analysis further indicated that reading was not practiced effectively, as students primarily engaged in reading aloud, which is not always conducive to skill development.

Teachers did not effectively engage students in pre-reading activities such as pair discussions, setting a purpose for reading, or introducing key questions to guide students' focus on specific aspects of the text. They also failed to use strategies like predicting the content of the passage by examining pictures, topics, and sub-topics, or pre-teaching key vocabulary to help students overcome linguistic challenges. The reading lessons were not introduced through short discussions, and while-reading activities were not clearly presented to students. Teachers did not consistently implement strategies like silent reading for specific information (scanning) or for the general idea (skimming), nor did they encourage students to infer word meanings from context. Additionally, students were not given sufficient time for reading and discussion, nor were they encouraged to find answers independently.

Post-reading activities that could enhance students' retention, comprehension, and overall reading skills—such as discussing answers in pairs or small groups, paraphrasing, and summarizing—were not adequately taught. Teachers struggled to maintain active student involvement throughout the three stages of reading. They did not pre-teach key vocabulary, encourage students to set reading purposes, motivate them to use various strategies, or provide feedback at the end of the session. Pre-reading activities were not effectively redesigned when deemed ineffective. Ultimately, teachers were found to inconsistently follow the three reading procedures, which contradicted the theoretical framework and principles of reading skill development.

The questionnaire results revealed that most students were unable to effectively use reading strategies or comprehend what they read. The findings from classroom observations and the questionnaire aligned with the students' responses, indicating a lack of sufficient reading practice. The instruments confirmed that students did not use reading strategies to understand texts, despite recognizing the importance of reading skills for their future education and lives. They were not strategic readers and did not strictly follow the reading procedures.

Overall, the study concludes that the teachers' use of reading procedures, students' use of reading strategies, and their overall reading performance were interconnected. The study found that the teachers' reading procedure implementation and the students' reading practices were inconsistent, below expectations, and at a low level. As a result, the students' reading practices were poor. The teachers' reading instruction and the students' reading practices did not meet expected standards and were inconsistent with reading theories and suggested frameworks. Consequently, both the teachers' and students' reading strategy use was found to be inadequate.

5.3 RECOMMENDATIONS

On the basis of the conclusions made, the following recommendations were forwarded:

Teachers should get conscious and update when and how to use and teach students under each of the reading procedures by reading different related studies themselves with current reading instruction and procedure and model (train) their students to use active reading procedure and strategies which facilitate comprehension and enhance lifelong reading. Furthermore, they should also let their students read procedurally and strategically. Furthermore, teachers sought to make students best readers and learners through proper guidance and implementation of reading procedure and strategy so that a fruitful practice of reading skills be fostered. Teachers should not escape each reading procedure and technique for creating effective and active readers. To sum up, teachers should teach their students in a manner that respects current teaching reading procedures (three reading stages), techniques and strategies.

Students should get training in order to use different active reading strategies in the actual reading lesson and outside by designing tasks for reading comprehension and lifelong depending on their reading purpose, level, time and the type of text they read. This could be realized by modeling various reading strategies and justifying the how and when to use selectively the strategies for fixing comprehension related problems so that they will enjoy lifelong reading and supports for academic performance.

Curriculum designers should devise a mechanism for learners by incorporating realistic reading procedures and strategies which helps learners to practice for effective reading comprehension and become successful academic readers. They should let teachers and students to be strategic and procedural readers and best performers. The reading procedures, strategies and activities should

be included according to the grade level. An active reading strategies and procedures with authentic materials, activities and techniques must be taken into account and incorporated.

Training should be given to the teachers about effective reading procedures and strategies so that they can refresh and teach their students in a way that can help to be become successful academic readers. Further research is required on the impacts of reading methods of teachers on students' academic performance.

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APPENDICES

Appendix A: Observation checklist

Addis Ababa University

College of Social Sciences and Languages

Department of Foreign Languages and Literature

Master in Teaching English as a Foreign Language (MA in TEFL)

This observation checklist was designed to observe the actual classroom reading procedure of teachers during the three phase procedures: Pre-, while- and postreading stages and reading strategies. Particularly, students' actual reading practices for comprehension in terms of reading procedures and reading strategy use was observed systematically.

First, consent has been obtained to observe in the actual class from the school administration, English language department head and the subject matter teacher. After that the observation was conducted based on the above checklist given below. The observer made a comment on what was observed; took note of areas that are of concern.

Part 1: Class room observation checklist Details

Name of the school: _____

Name of the class: _____

Total number of students: _____

Students present: _____

Class size _____

Date _____

Time _____

Period: _____

Topic_____

SubTopic_____

PART 2: Reading procedureuse

No	Questions	Teacher1						Teacher2						Teacher3					
		Lessons(Days)						Lessons(Days)						Lessons(Days)					
		1		2		3		1		2		3		1		2		3	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1	Introducetheday'sreading lesson through short discussion.																		
2	Usetitles,picturesrelated to the topic or a set of selected keywords toget students predict what the text is about																		
3	Givepurposes for Reading																		
4	Pre teach selected key words from thepassage																		
5	Break up the text into components for easyreading																		
6	Get students to read the text silentlyand quicklyforgist (skimming)(WR)																		

7	Get students to read the text silently and quickly for specific information (scanning)																	
8	Encourage students to Guess at word meaning from context																	
9	Provide students ample time for reading and discussion?																	
10	Encourage students to find the answer themselves rather than telling them what it is																	
11	Get students to discuss answers to the comprehension questions in pairs/ small groups (PR)																	
12	Encourage students to read out their answers to the comprehension Questions?																	
13	Summarize the day's reading lesson																	
14	Encourage students to relate the information in the text to their real life experience																	

15	Encourage students to explore the ideas and issues in the text through writing activity																		
16	Teach the students how to summarize theme of the text in the form of tables?																		
17	Encourage students to explore the ideas and issues in the text through speaking activity																		

Adapted from: Nunan (1999). **Second language teaching & learning**. Boston: Heinle & Heinle Publishers, pp.265-266

Y=Yes

(N=No)

AppendixB: Teachers’ questionnaire

Addis AbabaUniversity

Collegeofsocial Sciences andlanguages

Department ofForeignLanguages andLiterature

MasterinTeaching Englishas a ForeignLanguage(MA inTEFL)

Dear teachers,

Thisquestionnaireisintendedtocollectdatathatwillbeusedinmy MastersstudyinTeaching EnglishasforeignLanguage(TEFL)entitledbytheinvestigationofreading practicesinthe case ofgrade10studentsofBizetsecondary school.The datayouprovidewillbekeptwithgreat confidentialityandusedonly forthepurposeofthestudy. Thus,thereisnoneedtowriteyour name on thequestionnaire.

Thestudy ishopeditocontributetoendeavorsbeingmadetoimprovethequality ofEnglish languagereadinginyourschool,yourcontributiontothesuccessofthestudy benefitsEnglish languagereadingpracticesintheschool.This canencourageyoutotakepartinthestudybyfilling the questionnaire.

Formoreinformationyoucancontactmebymycellphonenumberandemail.0914765811and Kidaneasmelashgebreyohans@gmail.com

Thankyou foryourwillingnesstofillout thequestionnaire!

PART 1:PERSONAL DETAILS:

School name: _____

Class: _____

Directions:Put a tick mark in theappropriate box in front of each item based on the followingclues.

PART TWO: Reading strategy use

Key: 1=Never 2=Rarely 3=Sometimes 4=Often 5=Always

How often...

No	Question	Never	Rarely	Sometimes	Often	Always
1	Can your students find out required specific information from the text quickly?					
2	During reading a text can your students guess the meaning of unfamiliar words by using clues?					
3	Can your students recall the relevant experience or associated knowledge while they are reading a text?					
4	Can your students predict what would come next?					
5	Can your students use their previous experience or background knowledge to understand a text?					
6	Can your students give a title to a reading passage?					

7	Do you divide your reading lesson into pre-reading, while reading and post-reading activities?					
8	Do you explain the background of the text before you start reading lesson?					
9	Do you allow the students to read silently in the class?					
10	Do you encourage the students to read independently by themselves?					
11	When a student comes across a new word, do you help him/her by supplying the meaning of the word?					
12	Do you encourage the students to consult dictionary when they come across unfamiliar words during reading?					
13	Do you encourage students to guess the meaning of unfamiliar words by using contextual clues?					
14	Do you ask the students comprehension check questions after each reading?					
15	Do you ask your students to relate textual information to their personal experiences or background knowledge?					

16	Doyou teach the students how to read a text in a shortest possible time to get an overall idea about it (i.e. Skim through a text)?					
17	Doyou teach the students how to predict the content of a text?					

Adapted from: Nunan (1999). **Second language teaching & learning**. Boston: Heinle & Heinle Publishers, pp. 265-266 **kills**

I thank you in advance for your kind cooperation.

Appendix C: Students' questionnaire

Addis Ababa University

College of Social Sciences and Languages

Department of Foreign Languages and Literature

Master in Teaching English as a Foreign Language (MA in TEFL)

Dear students,

This questionnaire is intended to collect data that will be used in my Masters study in Teaching English as a Foreign Language (TEFL) entitled by the investigation of reading practices in the case of grade 10 students of Bizet secondary school. The data you provide will be kept with great confidentiality and used only for the purpose of the study. Thus, there is no need to write your name or your roll number anywhere in the test paper.

The study is hoped to contribute to endeavors being made to improve the quality of English language reading practices in your school, your contribution to the success of the study benefits English language reading practices in the school. This can encourage you to take part in the study by filling the questionnaire.

For more information you can contact me by my cell phone number and email. 0914765811 and kidaneasmelashgebreyohannes@gmail.com

Thank you for your willingness to fill out the questionnaire!

Part ONE: Personal Details:

School name: _____

Grade and section: _____

PART

TWO:

Reading strategy use

Directions: Put a tickmark in the appropriate box in front of each item based on the following clues

1=Never 2=Rarely 3= Sometimes 4=Often 5=Always

How often...

No	Question	Never	Rarely	Sometimes	Often	Always
1	Can you find out required specific information from the text quickly?					
2	During reading a text can you guess the meaning of unfamiliar words by using clues?					
3	Can you predict what would come next?					
4	Can you use your previous experience or background knowledge to understand a text?					
5	Do you keep the time limit when you read a text?					
6	Does your teacher divide reading lesson into pre reading, while-reading and post-reading activities?					
7	Does your teacher explain the background of the text before you start reading lesson?					
8	Does your teacher allow you to Read silently in the class?					

9	Does your teacher encourage you to read by yourselves independently?					
10	Does your teacher ask you to read additional materials like stories written in English in your home also?					
11	When you come across a new word, does your teacher help you by supplying the meaning of the word?					
12	Does your teacher encourage you to consult dictionary when you come across unfamiliar words during reading?					
13	Does your teacher encourage you to guess the meaning of unfamiliar words by using contextual clues?					
14	Does your teacher ask you comprehension check questions after each reading?					
15	Does your teacher ask various questions related to a particular text in order to prepare you to read the text or to make you curious about it?					
16	Does your teacher teach you how to read a text quickly, though not carefully, to find out a piece of information or name of a particular thing etc. (i.e. scan a text)?					
17	Does your teacher teach you how to summarize in the form of tables?					

Adapted from: Nunan (1999). **Second language teaching & learning**. Boston: Heinle & Heinle Publishers, pp. 265-266

Thank you for your kind co-operation.