

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**FACTORS INFLUENCING THE UTILIZATION OF READING
TASKS IN GRADE SEVEN ENGLISH TEACHING: THE CASE OF
FOUR SELECTED PRIMARY SCHOOLS IN KOMBOLCHA
WOREDA.**



By

MEKONEN MENGISTU ABEBE



JULY 2009

ADDIS ABABA

**FACTORS INFLUENCING THE UTILIZATION OF READING
TASKS IN GRADE SEVEN ENGLISH TEACHING: THE CASE OF
FOUR SELECTED PRIMARY SCHOOLS IN KOMBOLCHA
WOREDA.**

**BY
MEKONEN MENGISTU ABEBE**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES
ADDISS ABABA UNIVERSTIY**

**IN PARTIA FULFILMENT OF THE REQUIRMENTS FOR THE
DEGREE OF MASTER OF ARTS IN CURRICULUM AND
INSTRUCTION**

**JULY 2009
ADDIS ABABA**

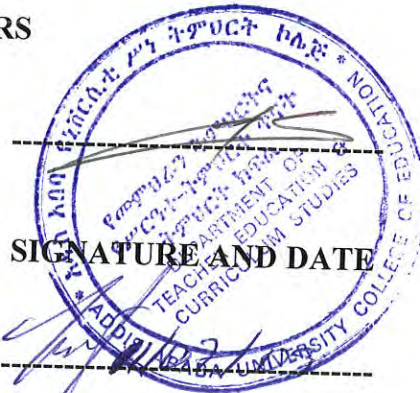
FACTORS INFLUENCING THE UTILIZATION OF READING TASKS IN GRADE SEVEN ENGLISH TEACHING: THE CASE OF FOUR SELECTED PRIMARY SCHOOLS IN KOMBOLCHA WOREDA.

MEKONEN MENGISTU ABEBE

APPROVED BY BOARDED OF EXAMINNERS

Abdulaziz Hussie

CHAIR PERSON, DEPT .GRADUETE COMMITTEE



SIGNATURE AND DATE

Getachew Adugna

ADIVSOR

SIGNATURE AND DATE

Akalewold Tshet

EXAMINER

[Signature] 11/6/2018

SINGATURE AND DATE



ACKNOWLEDGEMENTS

First, I would like to express my heartfelt gratitude to my advisor Dr Getachew Adugna for his unreserved guidance, relevant advice and critical comments relevant for the improvement of this thesis work.

I am also indebted to Amhara Regional State Education Bureau and School of Graduate Studies of AAU in giving me the opportunity to attend the Graduate program and for their overall support throughout my study.

I would like also to extend my gratitude to all the school directors, English language teachers and their students in the sample schools for their kind cooperation during the data collection process.

I am also greatly indebted to my families who strongly encouraged me to pursue my education and to complete my study successfully.

Finally, my thanks go to Shumet Taddesse who helped me to edit the draft paper and other friends of mine who in one way or another have contributed to the completion of this thesis

3.1. Research Design	34
3.2. Sources of information	34
3.2.1. Primary sources	34
3.2.2. Secondary sources	34
3.3. Sampling Population and Sample Techniques	35
3.4. Data Collection Instruments and Procedures.....	36
3.4.1. Instruments for Data Collection.....	36
3.4.1.1. Questionnaires	36
3.4.1.2. Interview	37
3.4.1.3. Observation.....	38
3.4.1.4. Focus-group Discussion.....	39
3.4.2. Pilot Study	39
3.4.3. Method of Data Analysis	40
 CHAPTER FOUR	 41
Presentation and Analysis of the Data	41
4.1 Teachers' Background	41
4.2 The Utilization of Reading Tasks	42
4.2.1 The pre-reading tasks.....	42
4.2.2 While-reading Tasks.....	49
4.2.3 Post-Reading Tasks	59
4.3. Techniques /methods suggested to present Reading tasks	63
4.4. Factors Influencing the Utilization of Reading Tasks	68
4.4.1. Teacher-Related Factors	68
4.4.2. Student-Related Factors	72
4.4.3 Materials (texts) Related Factors	77
 CHAPTER FIVE	 82
Summary, conclusion and Recommendation	82
5.1 Summary of findings	82
5.2 Conclusion	86
5.3 Recommendation	88
BIBLIOGRAPHY	90
APPENDICES	100

ABSTRACT

The purpose of this study was to examine factors influencing the utilization of reading tasks in grade seven English teaching in four selected primary schools in Kombolcha Woreda. To this end, a descriptive survey method was employed to conduct the research in four second cycle primary schools from eleven schools in the Woreda. Within these schools, all English language teachers of grade seven who are five in numbers, a total of 138 students were taken as actual sources of information. Teachers selected using available sampling technique, where as students that filled the questionnaire and those who participated in the focus group discussion selected using simple random and purposive sampling techniques. Questionnaire, interview, focus group discussion and classroom observation were the data collection instruments used to obtain information from the sources. The data were analyzed using percentage and descriptive statements. The result of the study revealed that most of the reading tasks indicated in the curricular materials not utilized as properly as they intended to practice. Teachers and students extent of the utilization of the reading tasks found to be not more than "sometimes level" on most of the tasks. As a result, the tasks like introducing the reading title, predicting the content of the passage, understanding the purpose of reading, student-silent independent reading, skimming/scanning reading, guessing meaning from the context, discussing the passage related with other issues and integrating the other language skills with reading tasks were not utilized effectively to practice reading skills. Among the various techniques presented in reading tasks, individual work dominated both at pre and at post reading phases. Teachers utilized different teaching techniques for a single reading task. The finding of the study showed that teachers did not use the appropriate reading techniques to help students at each reading phase. Respondents also revealed that the major factors that very greatly influence the utilization of reading tasks. They were lack of motivation of teachers and students, poor teaching strategy, students limited vocabulary knowledge, lack of habit to read in leisure time, lack of reading skills, unfamiliar topics and complex sentences. Based on the result of the study, some recommendations were suggested to increase the awareness of teachers to utilize the pre, while and post reading tasks effectively to help students practice reading and to minimize the effect of influencing factors that were thought to have discouraging influence on the effective utilization of reading tasks.

CHAPTER ONE

Introduction

1.1. Background

Reading is unique among school activities in being both a subject of instruction and a tool for the mastery of other phases of the curriculum. In the primary grades, skillful teaching of reading is of the highest importance (Harris, 1961). Harris further states that proficiency in reading closely related to school success. The fast and accurate reader possesses a valuable tool that lays open to him, the vast storehouse of knowledge that lies between the cover of books. As opposed to this, the poor reader tends to fall behind in subjects that require reading. In connection to this, Williams, (1984) says that when students develop the skills of reading ,they should be able to skim to get a general idea of what a text is about, scan for particular point of information, read intensively to get detail information about the reading text and read extensively to get entertainment. He further indicates that when the learner being able to learn content from reading they are able to pick out the relevant information, evaluate argument and evidence and distinguish between main points and details .

However, the designed “reading curriculum” may not implement as properly as it intended to utilize. In connection to this, Beauchamp (1968) and Fullan (1991) describe that the success of curriculum implementation is weak; that is, many curricula have been planned but much fewer has been systematically implemented. Many curricula, even the well planned ones, will not effectively implement unless equal attention given, as if planner for their implementation gives their planning. Effective implementation requires parallel policies and procedures, to those that addressed routinely for development. Many

excellent curricula have had insignificant results because their designer limited their horizon to the development of curriculum without a serious consideration of implementation/utilization (Pratt, 1980). This indicates that the utilization of reading tasks requires knowledge of the teachers, motivation of the learners, and availability of the required materials and the appropriateness of the designed reading tasks to the grade level.

Ornistein and Hunkins (1998) stress the idea that successful utilization of curriculum results from careful planning, and planning in turn focuses on three factors: people, programs, and organizations. Thus, effective utilization of reading tasks in its very essence seeks the coming together of people to discuss on issues they read, the material to read and the cohesiveness of the time assigned to it. This shows that the statement of good behavioral objectives, the selection and organization of contents and learning experiences /tasks/ alone will not bring about the desired reading skills in themselves unless it is utilized /practiced using appropriate techniques and strategies.

Like other countries, English has been one of the Ethiopian education systems starting from the introduction of modern education in the country. As a result, at present, English language is given as a subject of study starting from grade one and as a medium of instruction for other subjects beginning grade seven up to the higher education level. This indicates that reading skill is very important to understand the content and meanings of different subject matters. As one of the grade levels, grade seven English subject reading curriculum has also a wide coverage of reading with variety of tasks for students to practice the reading skills. But as studies conducted by local M.A researchers like Endalkachew (2006) and Melese (1992) indicated students' level of proficiency is not as expected both in the second cycle primary schools as well as in the high schools. For instance, Melese also (1992:2) states:

Students do not possess sufficient English even to understand what they hear from their teachers or read their textbooks, let alone to participate actively through their own speaking and writing... in such a situation it is no longer appropriate to call English a medium of instruction rather it has become a medium of obstruction.

Although their objective differs, some studies, particularly related to the present study conducted at M.A level in Ethiopian context. Among these for example, Getachew (1996) studied on approaches to teaching reading in secondary schools with reference to teaching reading in grade eleven. Some of his findings were the fact that secondary school students were dealing with poorly organized reading materials that did not provide relevant task for students.

Tesfaye (2006) also studied English language teachers' expressed beliefs about teaching reading and their actual classroom practices of second cycle primary school. In his findings, Tesfaye states that there were clear mismatch between what the teachers say and do in teaching reading and what they were actually doing. That is, although they seem to believe that they employ various reading tasks, the classroom observation showed that they were using very limited tasks.

Another study conducted by Endalkachew (2006) to examine the application of communicative language teaching in second cycle primary schools in East Shoa. He gathered data from students, teachers, principals and vice principals. According to the findings of Endalkachew, communicative language teaching not implemented in the majority of the primary schools selected for the study. It also found that the majority of English teachers have limited experiences of the communicative language teaching methodology (Endalkachew, 2006).

The present study, therefore, tried to fill the gap that not seen by the above researchers. For instance, Tesfaye (2006) studied only teachers

beliefs of reading skills communicatively and their classroom application of second cycle primary school English language teachers; Endalkachew (2006) studied grade 5-8 level application of communicative language teaching and his main concern was to examine its application.

However, none of the above studies saw the factors that influence the utilization of reading tasks in the classroom. This is what makes the present study different from those discussed above and initiated the researcher to study factors influencing the utilization of reading tasks in grade seven English teaching focusing in Kombolcha Woreda.

1.2. Statement of the Problem

Scholars like Williams (1982) and Nuttall (1984), believe that even if language objectives vary according to learners' age, interest and other situations, the ultimate objectives of reading for the learners are to read text of a general nature with comprehension. In addition, to read flexibly according to purpose, to learn language and content from reading (be able to continue learning) and to read with some degree of critical awareness.

In relation to this, in Ethiopia, the main objectives of grade seven English languages teaching reading skill is to enable students to read passages related to their environment and the wider world. On the other hand, to develop the reading skills needed to study other subjects in English effectively (Institute for Curriculum Development (ICDR), 2004).

To accomplish the above objectives different readings tasks designed and incorporated in the English language syllabus. However, as it have mentioned by some researchers students' proficiency in the English language was not as expected (Melese1992). This may be also true in

utilizing reading tasks. One of the causes may be inappropriate utilization of reading tasks by the practitioners and other factors such as lack of knowledge of the teachers, lack of motivation, lack of availability of teaching materials and other related factors.

This study focused on investigating the extent of the utilization of reading tasks and factors influencing its proper implementation in using reading task in grade seven Kombolcha Woreda, South Wollo Zone. Kombolcha Woreda deliberately selected for the study because the researcher knows the area very well since it was the work place of the researcher. He also heard complain of the teachers who were teaching in the high school concerning students' language ability when they join grade nine in the selected Woreda. This also initiated the researcher to know the students problem during their second cycle primary English language learning. The researcher also thought that he would not find any difficulty while conducting the study to communicate easily and to get cooperation from the responsible bodies in the schools and Woreda Education Office to gather the data in a short period. In order to achieve these purposes, the following basic questions formulated:

1. To what extent did teachers utilize the three phases of reading tasks indicated in the reading curriculum?
2. How frequently did teachers use techniques to encourage students to do the reading tasks and to practice the skill?
3. What were the main factors that influence utilization of reading tasks in the classroom?

1.3. Objectives of the Study

As it indicated in the background, the study principally intended to explore whether or not the current grade seven English language-reading tasks effectively utilized. More specifically, the study tried to:

1. Investigate the extent to which teachers and students utilize the reading tasks as suggested in the curriculum materials (teacher's guide, syllabus and textbook).
2. Find out limitations, if any, of the teachers ineffective utilization of the reading tasks.
3. Assess the techniques and procedures employed to teaching reading in the classroom like group, pair and individual work and others.
4. Find out the major problems that influence the utilization of the reading tasks in the selected schools.

1.4. Significance of the Study

Investigating the utilization of reading tasks, techniques employed within and out of the classroom, and the main factors influencing the effective utilization of reading tasks are very important. Because in the final analysis what is intended to be utilized (implemented) in the reading curriculum and what is utilized and practiced in the classroom, the problems in the material, or factors causing gap between intention and practice will be seen. So that the findings of the study will be useful for the following groups:

1. to language teachers –to identify their strong and weak side in their performance in utilizing the reading tasks to improve their way of teaching reading ;
2. to supervisors and department heads- to take certain action in favor of utilizing the appropriate methodologies and procedures teaching reading skill;
3. to training colleges-to give emphasis in the training about reading and provide useful information about teachers' background on utilizing or teaching reading;

4. To Regional Curriculum planners – to indicate which part of the language skill is functioning well and which part is not utilized in the school; and
5. To other researchers who want to conduct further research in similar schools.

1.5. Delimitation of the Study

The researcher believes that an investigation of the utilization of reading tasks and factors influencing its implementation in a wider scale at zonal level was very important. However, it would be difficult to manage the study. Therefore, the study is delimited to Kombolcha Woreda, South Wollo Zone. The study also delimited mainly to the extent of reading tasks utilization and to investigate teacher –related, student –related and materials (texts) related factors influencing the utilization of reading tasks. Nevertheless, the other language skills and influencing factors such as school related factors are out of the scope of this study due to fear of time constraint to finish it within the given time.

1.6. Limitation of the study

The samples of the study were English language teachers and their students and did not include the schools administration to check whether they follow up teachers reading task presentation and give support to them. This may be one of the limitations of the study.

The problems the researcher faced during data collection process were also the classroom observation took many days due to different test weeks in the sample schools. Further more, in some schools English language teachers were not easily available to observe due to various reasons. However, the researcher tried to wait until he got the respondents to make the data relatively complete.

1.7. Operational Definition of Important Terms

Reading task: - any activity related to reading like scanning, skimming, intensive reading, extensive reading and other comprehension exercises.

Techniques (methods): - are the means that helps students to achieve the desired objective, that is, to make pupil (students) good reader. These includes, group, pair, individual work etc.

Reading curriculum: - it related to the English language objectives, procedures, methods of teaching and tasks to utilize by the students and teachers. In fact, there is no “reading curriculum” separately from the other language skills. Nevertheless, for the purpose of this study the phrase “reading curriculum” is used.

CHAPTER TWO

Review of Related Literature

2.1. The Concept of Reading

The concept of 'reading' defined in various ways by different authors (Nuttall 1992, Williams 1984, Widdowson 1979 and Smith 1978). The difference interpretation/definition given may be due to the author's philosophical understanding. Nuttall (1982) for instance, says reading is not a linguistic exercise but is involved with the getting of meaning out of a text for some purpose. Similarly, William (1984:2) defines reading as "...a process where one looks at and understands what has been written." In Nuttall and Williams definitions, emphasis given to the effort of the reader to get the meaning of what he/she reads.

According to Widdowson (1979), reading is a kind of dialogue between the reader and the text, or even between the reader and the author. In this statement, the readers' intention is to construct personal interpretation of a text. The difficulty of assigning a single definition for reading mentioned by Smith (1978:100) and he states that:

Reading is not different from all the other common words in our language; it has a multiplicity of meanings. Moreover, since the meaning of the word on a particular occasion will depend largely on the context in which it occurs, we should not expect that a single definition for reading.

The process of gaining new meanings from a written text depend upon the meanings the reader brings to the text. In this regard, Bush and Huebner (1970) defined reading as the process of interpreting written or printed verbal symbols. They also say that reading must be an active process involving interpretation, reflection, purpose, and organization of ideas. In connection to this, Richard (1990) says that reading is by no means a passive experience. It requires active participation; without the involvement of the reader, the words on the printed page have no meaning. This shows that reading involves the recognition of printed or

written symbols, which serve as stimulus for the recall of meanings built up through experience, and the construction of new meanings through manipulation of concepts already possessed by the reader.

Grellet (1981:8) also says reading is "...an active skill which constantly involves guessing, predicting, checking and asking oneself questions." This indicates that the reader is actively engaged on the written text to get the correct message from the written material.

Furthermore, Williams (1984:2) suggests, "Reading is a process whereby one looks at and understands what has been written." This definition clearly indicates that reading is not simply saying the words without understanding rather it needs active involvement to integrate and organize information across a text and to connect it with what they already know. In general, from the above and other definitions given by different scholars in the field, it might summarize that reading is a process of recognition, interpretation and perception of written materials.

2.2. Importance of Teaching Reading

Reading is the most important language skill for students. It enables them to expand vocabulary knowledge, to familiarize with varied sentence structure, and a broad knowledge of the forms of written language. In connection to this, Cross (1982:15) says:

Through reading learners become familiar with vocabulary and grammar structures and internalize the language. Because reading is a rapid process, learners can expose too many English in a short period. Those who learn to read efficiently become independent of teachers to ever-greater extent, gaining some chance of remaining in contact with the language when their formal education stops.

Urquhart and Alderson (1984) also say that in many parts of the world, a reading knowledge of a foreign language is often important to academic studies, professional success, and personal development. This is

particularly true of English language as so much professional, technical and scientific literature published in English today. It is likely that no truly high level comprehension of reading material can be occur without a strong purpose for reading .One may be motivated to read for recreation or enjoyment, or to get knowledge and skill to accomplish a certain activities and for certain other related purposes –such as reading to learn how to drive car.

For Davies (1995:133) the main reason for reading is to follow a narrative and to enjoy the ‘sound’ and rhythm of a literary text; to gain an idea of the writer’s view point, to gain an overall impression of the ‘tone’ of a text and to decide whether or not to read the text. In addition to this, it helps to identify the important content of a text, to answer specific information and to decide which action of a text to start studying; and to gain an understanding of new concepts, to learn certain facts from a text and to follow instruction.

Therefore, teaching reading foreign language enables learners to enjoy literature, to acquire a large vocabulary, to gain information and to understand the overall impression of a text.

In relation to this, Wallace (2004) also says that good readers are gaining a wealthy of information about the world and a wealthy of vocabulary. He further argued that children who read less will generally show overall inefficiency in reading, that is, slow, inaccurate reading with generally poor recall and comprehension of what they read.Wallace (2004) explanation indicates the importance of reading in order to improve ones vocabulary knowledge and to become good reader to understand easily what he/she reads.

Similarly, Grant (1987) claim that the importance of teaching reading is to enable the learners to develop basic reading comprehension skills so that they can read and understand texts of a general purpose. It also helps to develop real-life reading skills, such as reading for gist and reading for specific information; to develop flexible reading skills, varied according to purpose; to develop critical reading ;and to develop students' language and content.

Therefore, the teacher should be aware of these and other purposes of reading and should give the necessary support for learners to improve their reading by utilizing the various reading tasks indicated in their textbooks as well as in other related texts written in English. Grellet (1981:9) also asserts, "The students must be taught how to approach and consider the text in order to become independent and efficient readers." Because reading practice equip them with an expanded vocabulary familiarity with varied sentence structures, a broad knowledge of the forms of written language and acquaintance with most of the topics they are likely to come across in print (Wallace, 2004). When the students improve the skills of reading, they use reading to satisfy their curiosity, to gain information and a source of personal enjoyment and enrichment (Burz and Marshall, 1997).

2.3. The Concept of Reading Tasks

The term task has given various definitions by different scholars in the context of foreign/second language. Breen, 1987 in Nunan (1989:5-6) for instance define task as:

... any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who under take the task. 'Task' is therefore, assumed to refer to a range of work plans which have the overall purpose of facilitating language learning from the simple and exercise type, to more complex and lengthy activities such as group problem-solving or simulation and decision making.

Here, the author tried to show that task is very important for foreign language acquisition to direct and guide the users what they do and what to acquire by performing the tasks.

Nunan (1989) also consider the communicative task as “a piece of classroom activities which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form (Nunan 1989:10). The task also should have a sense of completeness, being able to stand alone as a communicative act in its own right. Nunan (1989) further mentioned that the task would have implicit or explicit goal and roles for teachers and students.

Wright (1987) considers a task as goal-directed activity in the sense of bringing about change in behavior or knowledge, within any activity, there may be a number of tasks to perform, with its own definite goal. Wright (1987) also added that language tasks, hence, are targeted with purpose. In the reading lesson, teachers and students are expected to perform a number of tasks such as organizing the classroom layout, presenting the text in whatever way is deemed appropriate, doing various exercises on the text and soon.

Engaging learners to different reading tasks seems very important for learners to practice the skill of reading. These tasks also help to determine how information is to be processed, how learning will occur, and how the result of learning will demonstrated (Richards, 1990).

Richards (1990:151) also identified four tasks as central to all classroom work. They are *memory tasks*, which require students to produce previously presented information; *procedural or routine tasks*, in which students expected to, apply fixed routines or procedures in order to

generate answers. *comprehension or understanding tasks*, in which students are required to make inferences, recognize new versions of information previously encountered, and solve problems; and *opinion tasks*, in which students are expected to, state a preference.

Inferential question require students to use explicit facts in order to reach unstated, or implicit conclusion. To achieve these purpose teachers expected to encourage students to draw on prior knowledge (McKenna, 2002).

Similarly, Davies (1995) classified reading tasks into two, that is, active and passive reading tasks. According to his classification, in active reading tasks, typically students work in pairs/groups: making/ highlighting of text target, modified cloze, diagram completion/ construction, labeling of text and/or diagram, sequencing of cut-up units of text and prediction. Where as passive reading tasks typically involve individual silent reading: like multiple-choice exercises, comprehension questions, gap completion exercises, true/false questions, vocabulary study, dictionary study, 'speed reading' and renumbering of sections of text on passage.

Davies (1995:144) further stated that active reading tasks typically make use of authentic and challenging tasks; conceptualize reading; provide students with a rhetorical or topical framework for processing and analyzing the text, frequently involves an oral reading of the text by the teacher or a student followed by silent reading and rereading of the text. Moreover it involve students interacting with the teacher and each other; involve students in direct analysis of the text instead of indirect question answering; frequently involve the transfer of information from text to a visual or diagrammatic representation.

This indicates that the reading tasks used in the classroom should be activities that encourage active engagement with and analysis of texts rather than be passive 'testing' exercises. The student also should know the procedure how to approach the task and what is expected of him to practice effectively.

In relation to this, Richards (1991:151)) suggests that in order to complete tasks effectively, a student needs to understand the expectations of different kinds of classroom tasks, knowing what the intended product or outcome of a class task should be when it is completed, and how to complete it. In addition participate productively in classroom tasks, maintaining active engagement in tasks, completing tasks accurately, and observing the teacher's norms for class tasks; and obtain feedback on tasks, knowing, how to obtain, whether from the teacher or someone' else in the classroom who possesses appropriate information.

Nuttall [1982] also states that the aim of reading lesson is to develop the students' ability to extract the message the text contains. To understand clearly the message from a given text students must practice the skills of intensive and extensive reading tasks in addition to scanning and skimming

Intensive and extensive reading skills are complementary and necessary for students in the English language acquisition. Intensive reading utilized when it is required to extract specific and detailed information. During intensive reading, we may read paragraphs line by line extracting a large amount of information. In this reared Scrivener (1994:153) says:

Intensive reading (or accurate reading) uses with short sections, sentences when we need to understand, steadily information, or language use in detail. This is how we might need a paragraph on philosophy, a dense

letter from the bank manager or a grammar explanation at the back of a course book.

Nuttall (1982) also states that intensive reading involves approaching the text under the close guidance of the teacher or a task that forces the student to pay great attention to the reading text. She added that, (p.23): the aim of intensive reading is to arrive at a profound and detailed understanding of the text: Not only what it means, but also of how the meaning produced. The 'how' is as important as the 'what' for the intensive reading lesson is intended primarily to train students in reading strategies.

Here, the main responsibility of a teacher is to give chance for students to practice how to read intensively both in and out of classroom. Skimming and scanning are useful reading skills which require careful reading. They enable the reader to select the texts, or the portions of a text, that are worth spending time on (Nuttall, 1982).

Skimming refers to the process of quickly running one's eyes over a text to gain an overall understanding of the content of the text. It is mainly concerned with finding key topics, main ideas, overall theme (Nuttall, 1982; Tinker, 1962; Davies, 1995). Where as scanning is a rapid reading technique to locate a specific bit of information that the readers need, such as date, a figure or a name. In scanning the readers attempt to find only information. The readers involve moving their eyes quickly down the page until they find what they are searching for (Williams, 1984; Grellet, 1981; Nuttal, 1982).

The extensive reading task also enables learners to engage actively in reading most of the time out of class to develop their reading skill. As Parrot [1993] mentions, research suggests that the amount of time devoted to reading out side class has a very significant effect on the

development of general language skills and reading in particular. Extensive reading is generally associated with reading large amounts with the aim of getting an overall understanding of the material. This means, the readers do not extract specific information but the overall theme or message. Day and Bamford (199: xiii) describe extensive reading as:

It is an approach to the teaching and learning of second language reading in which learners read large quantities of books and other materials that are well within their linguistic competence.

This indicates that students expected to read different texts depending on their ability to comprehend the idea they got from reading certain text.

In this regard, Day and Bamford (2002) also say that extensive reading means learners reading at their own pace. It can be done both in the students own time when and where the student chooses or inside the classroom when part or all of a classroom period set a side for silent, self selected reading. This reading task gives chance to select texts that gives interest to them and enables to improve their reading skill. In addition to this, Nuttall (1982) states that extensive reading is needed to promote reading out of classroom, as classroom time is short to do so.

When the learner reads either intensive or extensive reading he/she is expected to read silently and individually. Grellet (1981) noted that when practicing reading in the classroom silent reading should be encouraged in most cases, though the teacher may sometimes need to read part of the text aloud. The students should not read aloud. The main reason he mentioned is that when we read our eye do not follow each word of the text one after the other and some words or expressions are simply skipped; we also go back to check some of our hypothesis. Such tactics becomes impossible when reading aloud and it also prevents the

students from developing efficient reading strategies. Therefore, during independent silent reading the student should be given time to read and to complete the material. During this time the teacher is expected to actively monitor to help students (McKenna, 2002). During this time the teachers' main role is to control how learning takes place and give chance for students to discuss with their table mates or each other.

Grellet(1981) also says that silent and personal activity does not imply that it lends itself to individual work rather it encourages comparison between several interpretations of a text which leads to discussion. In this regard, the role of the teachers is to facilitate the communication process between all students in the classroom to share and compare their understanding in pairs/groups and a general discussion involving the whole class about the text they read independently.

Nuttall (1996) approve loud reading for purposes like the culmination of text-work and for encouraging inadequate readers as well as for checking pronunciation. However, he does not approve reading aloud to encourage inadequate readers instead it waste classroom time. Reading loud is not realist activity because when one student is reading others can easily loose attention.

2.4 Teaching Reading procedures in the classroom

A reading lesson typically has three parts in teaching English in the classroom. These are pre, while and post-reading activities (tasks). Wallace(1992) states that the presence of activities at three phases, those that precede the presentation of the text, those that accompany the text and those that follows the text, are common features in reading modern materials.

In each phase, there are reading tasks to utilize by the teachers and the students. These phases of tasks help students to understand the reading text easily. Williams (1984) mentioned the advantages of having these tasks in doing reading texts. Firstly, they arouse students' interest and motivation by linking the topic of the text to their prior knowledge. Secondly, they help students to search important points in the text or ask students to suggest points. Thirdly, they help students integrate language skills. He also suggests that classroom-reading tasks designed to teach students the reading comprehension processes not just test their ability to come up with the right product of reading.

2.4.1 Pre-reading tasks

Pre-reading tasks get students ready to read a text. Taking time to prepare students before they read can have a considerable effect on their understanding of what they read and their enjoyment of the reading tasks. These activities include questions whose answers students are going to find from the text and/or questions that require students to bring their prior knowledge into the reading text.

The logic behind activating prior knowledge is to build on what students already know about a topic as a lead-into the main reading task. The more teachers activate students' prior knowledge, the easier it will be for students to retain new information from the main reading task (Saricoban, 2002).

Supporting the idea Williams (1984) stated that the main aim of these activities is to arouse interest in the topics covered by drawing on the learners' knowledge of the world and on their opinion. They can also generate relevant vocabulary. In these tasks a teacher introduce the topic of the message and motivates the learners to develop interest toward the text through presenting some pre-reading tasks such as activating and

evoking students prior knowledge and pre-teaching vocabulary items that might hinder students' understanding of a text.

However, Barr and Rebecca (1997) say that teaching difficult words to students prior to reading a selection does not necessarily result in comprehension gains but there are also teachers who directly let their students read a given passage in the classroom. For example, "please turn to page 34. Read the passage and answer the question." A teacher who starts the lesson in this way is hardly to motivate the learners (Williams, 1984:37). For this reason, some of the reading tasks that demand a teacher to carryout at this stage, according to Saricoban (2002) include the following, engage the students in pair/group discussion, motivate students to predict what the text contains based on its title or illustration. Moreover, pre-teach the unfamiliar vocabulary items that are essential to the understanding of the text; and help students to use context to guess the meaning of unfamiliar words.

Baker and Westrup (2000:63) also state that before-reading activities should be short and focused; i.e. five minutes is usually long enough. To these scholars, pre-reading activities include *brainstorming*: the teacher asks his students what words or ideas they can suggest that relate to the text that they will read or to a picture from the text or to the topic. It also includes *discussion*: the teacher suggests that students discuss a picture from the text or the topic in pairs or small groups, *questioning* students look at a picture from the story or at the title or first sentence from the text and thinking of questions they will like to answer about the story. Further more *pre-teaching difficult key words*: sometimes a teacher may feel it is a good idea to teach students some of the difficult and important key words from the story.

In general, the pre-reading tasks serve multiple purposes, keep the students in touch with the whole part of the text, and create a suitable background for effective reading at while-reading tasks.

2.4.2 While-reading tasks

Scholars' such as Nuttall (1982) and McKenna (2002) believe that every one reads with some kind of purpose in mind. The purpose is either to enjoy oneself or to obtain information of some kind (Greenal and Swan, 1986). In consolidating this idea, McKenna (2002) stated that the readers' purpose of reading helped to determine what information the reader eventually considered, interpreted, and remembered. It is likely that no truly high level of comprehension of reading material can occur without a strong purpose for reading. Likewise, in the classroom reading, students must know the purpose of their reading. The idea of having a clear purpose is obviously great, especially when the materials are challenging and prior knowledge is limited.

Reading without clear idea of purpose can lead to frustration for students, who may not achieve the results their teachers expect and exasperation for teachers, who often fail to understand how their students' comprehension be so adequate (McKenna, 2002). In relation to this, Burns, Roe and Ross (1999:181) also stated that:

All of the reading that learners do should be purposeful, because learners who read with purpose tend to comprehend, what they read better than those who have no purpose. This result may occur because the learners are attending to the material, rather than just calling words.

Therefore, to achieve the intended idea teachers should set purposes for students or they should let them to set their own purpose in reading.

The while-reading tasks require silent individual reading skill in order to acquire full understanding of the meaning and purpose of the text

(Grellet, 1981). In the while-reading phase, a teacher should involve students into actual reading process. It allows students to integrate the knowledge and the information they bring to the text with new information in the text (Crilly, 2002).

During this stage, according to Crilly (2002), students should have the opportunity to confirm the reading passage with the prediction made earlier, gather and organize information and to begin generalizing about new understanding gain from the text. At this stage, the teacher should provide support to students as they interact with the text to construct meaning. According to Williams (1984:38), the aim of this phase is to help understanding of the writer purpose; to help understanding of the text structure; and to clarify text content.

He also states that “while reading tasks, begin with a general or global understanding of a text, and then move to smaller units such as paragraphs, sentences, and words” (p.39). In his explanation, there are two aims of reading: reading for general picture of gist and reading for detailed information.

In reading for a general picture or gist students read a text silently and quickly in order to answer questions which involve comprehension of the general themes of the text, but can answered without comprehending ever word. In this task, each student work his/her answer individually and check and discusses the answers briefly in pairs or in groups, with the help of the teacher. In this connection, Nuttall (1982) says that since understanding is an invisible and private process, teachers need some way of making sure it is taking place. Because it is during this period learning takes place. She also stressed that discussion give weaker students a chance to see for themselves something of the process of

making sense of a text, and will give all the students a chance to learn from one another.

Therefore, at this task, students expected to read the text quickly, carefully to locate specific information, and to obtain the gist of the text. In doing so, they attempt to employ scanning and skimming techniques respectively. On the other hand, they need to read the text slowly and carefully for detailed information. In relation to this, Davies (1995) argued that the reading program should provide opportunities for students to engage in different types of reading for different purposes and to evaluate them in discussion with their peers and teachers.

2.4.3 Post-Reading Tasks

Post reading activities (tasks) help student integrate new information into existing schemata. They also allow students to elaborate upon the meaning that has taken place (Burns, Roe, and Ross, 1999). Post-reading activities comprise questions that follow the reading text (Grellet, 1981). These tasks make students to reflect their views, share responses and connection what they already know and what they have learned (Crilly, 2002). Similarly, Rivas (1999:18) says, “the post reading phase helps students to consolidate what they have read and at the same time to relate the text to the students’ experience, knowledge and opinion.”

According to Howatch (2006) tasks involve in post-reading stages are the following discussion about the text; summarizing the text; reviewing the text; using a ‘follow-up’ speaking tasks related to the; and looking at the language of the text (e.g. collocation)

The post reading work may not only depend on directly to the text, but ‘grows out’ of it. It may also include any reaction to the text and to the while-reading task. Williams (1984:39) states that, “post-reading reading work should thus contribute, in a coherent manner, to the writing,

speaking and listening skills that the program aims to develop". This indicates that reading is vital to integrate the other language skills. Because, the post-reading tasks usually involve questioning, making visual representations, retelling, writing and application of concepts.

According to Nuttall (1982:221), "Different texts need different treatment so we cannot expect to handle the pre-, while and post-reading activities within a single framework." The stage to be used is usually determined by the purpose of the reading. For example, if the purpose is specifically to train guessing skills at word level, there may be less emphasis on pre or post-reading phases. If the micro-skills to be focused on are prediction, there may be more emphasis on pre and while-reading tasks (activities). If the aim is to focus on the application or transfer of the skills, the focus may be on post-reading, etc...

Howath (2006), Crilly (2002) and Williams (1984) indicated some of the reading tasks which a teacher needs to perform during the post-reading stage. These are organize readers in pairs or groups for discussion in the classroom; give students ways to express their ideas of what they have read; help students' ways to express their ideas of a paragraph or a reading text. They also need to elicit personal responses from students, link the content of the text with the knowledge and experience of student and get students to make or choose an appropriate summary of the whole text or its different parts. Furthermore, they encourage the students to any writing activity related to the reading passage; and initiate students to appreciate, react to, state feelings of interest or any other emotional response to the author's ideas in the text.

In this stage, students expected to do more tasks in relation to the given reading text. This stage generally intended to involve the students in to text evaluation, reconsideration of the writer's opinion, summarizing the

text, and relating the message with their own knowledge, experience and feelings.

Yigiter, Saricoban and Gurses (2005) state that, the three-phase approach used to improve reading comprehension as well as efficiency in reading. By using these phases (tasks), students will become good and mature readers. Furthermore, those phases help readers to process the text actively, to monitor their comprehension, and to connect what they are reading to their own, knowledge. Good readers can also integrate and organize information and have developed reading strategies that enable them to comprehend and learn. Because comprehending the message or the meaning of the author's idea is the main goal of reading (Barbra and Barr, 1997). To strengthen this idea, Tinker (1962) says that, "The teaching of reading is concerned at all grade level with comprehension."

However, the existing practice of teaching reading seems traditional. Some local researchers have carried out on issues related to teaching reading in one way or another. For example, Getachew (1996), who conducted a study on the teaching of reading in government high schools in Addis Ababa, has concluded that reading not taught in its own right. In addition, no purpose for the reading specified and therefore students read all the text at the same speed. No pre-, while-and post-reading tasks (activities) employed to encourage students to vary speed according to purpose. Therefore, what makes different this study from Getachew's study is that the present study aimed at to examine to what extent the pre-, while-, and post-reading tasks utilize in teaching English in grade seven and identify the major factors that influence its utilization.

2.5. Factors influencing the utilization of Reading Tasks

Various factors influence the utilization of reading tasks both in and out of classroom. Some of them are socio-economic and educational status of parents and other school related factors .However, the focus of this study is to see the impact of teacher, student and material related factors in utilizing reading tasks.

2.5.1. Teacher-Related Factors

The task of providing adequate reading instruction requires competence of every teacher. Teachers need to well ground in the practical aspect of effective reading instruction. They need to be aware of the nature of reading and the skills involved, the various methods of planning and teaching efficient reading habits, and the evaluation of learners reading achievement and progress (Bush and Huebner, 1970). This indicates that knowledge of the subject matter and the ability to implement the methodology of language teaching skills are very essential to improve the students reading skills.

A knowledgeable teacher who has the required competence wants his /her students to read, to use reading effectively as a learning tool, to enjoy and appreciate reading (Harris 1961). On the contrary, teachers who are not forthcoming about what they expect their students to drive from reading are inviting poor comprehension. Where as teachers who establish purpose can have the confidence to permit, and even encourage students to read strategically and the goal of reading be to achieve those purpose but not to simply to reach the last page of the text (McKenna, 2002).

Therefore, teacher related factors are more of professional. For example, teachers' failure to activate learners' schemata leads to learners reading difficulty (Abersold and Field (1997). This strengthens the idea that most

teachers are uncertain about helping students with language preparation (Williams, 1984). They also lack knowledge for selecting or devising reading related tasks (Williams, 1984). In addition to this, their too much help inhibits students from developing the necessary reading skills. Over simplification or so much help, make students dependent on the teacher instead of practicing without the help of the teacher. (Nuttall,1982).Due to this reason, Wright (1987) states that teachers must have two related knowledge, that is, the procedural knowledge how to organize and set up classroom activities and 'subject' knowledge of the language.

According to Richards (1990), the following are among the kinds of roles teachers may see for themselves in the classroom as monitor of students learning, motivator, organizer, and controller of pupil behavior, provider of accurate language models, counselor and friend, needs analyst, material developer and evaluator. The roles teachers adopt form the basis for teachers' decision on how the programs, activities, techniques and learning experiences can best used to bring about learning

2.5.2 Student Related Factors

One of the principal problems of the foreign language learner is that, his/her knowledge of the language is incomplete. This also causes serious difficulty with some text and often results in slow and intensive reading (Williams, 1984). Knowledge of the language is a crucial requirement for second language reading tasks (Alderson, 2000). In respect to limited vocabulary knowledge in particular, (Alderson, 1999:2), says "readers with inadequate vocabularies ... read slowly and without enjoyment ..." This slow reading in turn, degrades understanding. Similarly, "... unfamiliar vocabulary is seldom a major bar of comprehension if it is difficult ... it is dangerous to make students try to read it fast ... and also with understanding."(Nuttall, 1982:35)

In addition to this, Alvermann (2004:167) listed some of the problem that influences a reader as follows: *interest*: - if students want to know more about a topic, curiosity will help to guide their reading; *motivation*: - reading done for pleasure is different from reading done for work or school. Reading will less labor in a class students enjoy, more purposeful and serious when they are trying to get a good grade. Because the motivation that students bring to class is the biggest single factor affecting their success; *purpose* - it can be either long term or short term i.e. one purpose may be to do well on a test, or in a class discussion, or to find a particular piece of information. If students' main purpose is simply to get through the reading, their efforts will be less fruitful; *attention*: - if a student's mind is on the reading, without distractions from the immediate surroundings or completing thoughts, he or she will probably comprehend more. In addition to these, *strategy*: - having an effective plan or strategy increases the likelihood to success, and the anticipation of success increases motivation; and *prior knowledge*: - students' knowledge of language, of reading and study, of the world and particularly of the topic at hand will influence how they proceed through a text. Prior knowledge help students set purposes, direct their attention, fill the gaps, make connections or inferences, monitor their progress and recall what they have read.

Other researchers like Abersold and Field (1997:23) also describe four factors that influence reading in foreign language. These are *grammatical competence* (knowledge of grammar), *sociolinguistic competence* (ability to use language appropriately in various social context), *discourse competence* (knowledge of acceptable patterns in written and spoken language), and *strategic competence* (ability to use a variety of language strategies to communicate successfully). Here, one can observe that four factors which influence reading in the foreign language mentioned above

seems also influence the other three language skills –listening, speaking and writing skills.

Wells (2007) mentions internal and external factors which affect one's reading are: *physical*: vision, hearing, health, etc; *mental*: intelligence, conceptualization, language, etc; *socio-economic*: low socio-economic status, family mobility and stability; *educational*: inadequate teaching of reading, poor teaching strategy, indiscriminate use of reading materials; *lack of motivation*: on the part of the student and the teacher.

As stated above there are different factors that influence the utilization of reading tasks related with students, teacher and students family background. In this regard, Beard (1987:229) states the following reading difficulties which needs to be considered such as: "... home circumstances, the attitude and lifestyle of parents, the friends, the children keep, how children spend their leisure time, what they make of the teaching approach at school and the relationship between them and their teachers.

2.5.3. Material/text/ related factors

Students reading practice is mainly depend on the extraction of meaning from a written material or text. In reading lesson texts are used that have been written not to teach language but for any of the authentic purpose of writing i.e. to inform, to entertain and so on (Nutall, 1982). Students' textbooks as one of the instructional materials are very essential for both the teacher and students.

Good instructional materials (syllabus, teacher guide and students textbook) are an important part of the process of instruction. They set out to teach through the process of defining instructional objectives, setting learning tasks or activities to attain the objectives, informing

learners of what tasks they have to perform. Moreover, providing guidance in how to perform tasks; providing practice in performing tasks, providing feedback on performance, and enhancing retention of the skills the learner acquired through performing the tasks (Richard, 1990). However, defective texts can cause problem in reading (Nuttall, 1982). One of the factors contributing to this defect is lack of authenticity or natural use of language in texts. This happens when reading texts distorted by the attempt to present many examples of specific language items, such as a tense (Nuttall, 1982). The argument is that the practice emphasizes the pedagogic nature of texts over their authenticity (Wallace, 1992). Lack of authenticity may mean that students lack interest in reading such text.

The other problems in understanding texts are difficult concepts, words with several meanings (idioms) jargons and irony (Nuttall, 1982). Similarly new grammatical forms (tense, structural words, etc) may also causes problem in reading. Nevertheless, a more likely cause of structural difficulty is sentence length and complexity that can make the relationship between the various parts of the text difficulty for the reader to sort out. (Nuttall 1982 and Harmer 2001) say that long sentences are difficult to understand. Complex sentences are difficult to understand. Complex sentences can block understanding even if the words used as easily understandable (Nuttall1996).

Text with over familiar topics can also create problem (Nuttall, 1982). On the other extreme, text with over unfamiliar topics hinders comprehension (Ulijn and Strother, 1990). Even a skilled reader will have difficulty in understanding a relatively simple text when the topic is very unfamiliar (Ulijn and Strother, 1990).

2.6. *The Status of English Language in Ethiopian Education System*

English as a medium of instruction along with the western type of education was introduced by the imperial Ethiopian government (Mekasha, 2007). It was, in particular, in the year 1944 that the English language was adopted as a means of instruction with the British Councils provision of teaching materials (Gebremedhin, 1993 cited in Mekasha, 2007). This indicates that it is one of the Ethiopian education system starting from the introduction of modern education in the country.

The language has widely been used as a medium of instruction as of junior elementary schools, grade seven and eight. It has been taught as one of the major school subjects right from the start of schooling which is from grade one (Mekasha, 2007). He further stated that more time is given to English and mathematics in the school schedules more than any other subject shows the emphasis given to the English in the curriculum of education in Ethiopia.

After several years of deliberation in 1963 Amharic became medium of instruction for elementary education (Grade 1-6) while English was retained as a medium of instruction for grades seven and above (Ayalew, 2000). At present, English language also used as an official language next to Amharic. Beside this, it also used in universities and colleges, banks and the civil aviation (Mekasha, 2007).

Frequent revisions of the English language syllabus have been made at various times in order to address the growing needs of learners of English in the country. Because the level of proficiency of students' English, almost at all stages of learning, has been found below the required level (Hailemichael, 1993, cited in Mekasha, 2007).

Similarly, Tekeste (1990) says that apart from the fact that English language competence of teachers has declined markedly during the past fifteen years, elementary school instruction in English was in a far poorer state than in the pre-revolution period. As a result, a fundamental syllabus revision has been made in the late 1990s in the light of the New Educational and Training Policy Ethiopia introduced (MoE 2000).

The major points of the policy guidelines include that the medium of instruction for junior and secondary schools continue to be English and that English be taught as a subject as of grade one (Ayalew, 2000).

The above discussion indicates the English language important status both the educational system and in the civil service sector as an official language. That is why it seems that English language Improvement program (ELIP) given to teachers to improve the language ability of the users.

However, local research works conducted in the area indicate varying sources of reading difficulty. For example, Yilma (1997) concludes that reading problems can result from teachers accustomed to loud reading, lack of sub-skills practice and lack of suggestions for additional library work. Ahmed (1997) notes many students lack the necessary reading comprehension skills over reading. He also says that teachers emphasize other language skills over reading; they do not arouse interest and do not encourage silent reading. He adds that textbook scarcity is among the hindrance.

Moreover, Asrat (1995) notes the source of the problem can be students' low language proficiency, teachers' training inadequacy and text inappropriateness. Moreover, Mulatu (1995) points out that loud

reading, dependency on the use of bilingual dictionary, fatigue and less interest limit students' reading comprehension. These findings are not exactly the same through there are few overlaps.

In reaction to the problem caused by such factors, some writers forward varying views. For instance, Taye (1999:XVIII) suggests that linguistic competence and prior knowledge contribute to efficient reading, but not academic talent. On the other hand, Solomon (2000:XVI) states that knowing and using reading strategies frequently as well as having linguistic proficiency do not make an efficient reader.

He thus, suggests, "Successful reading results from knowing how appropriately and efficiently the strategies are used in reading".

Generally, the above discussion shows the differing views on the sources of the influencing factors to utilize reading tasks. Moreover, the writer of this study also wanted to examine the extent of the main factors influencing the utilization of reading tasks in grade seven English language teaching in Kombolcha Woreda.

CHAPTER THREE

Research Methodology

3.1. Research Design

The main purpose of this study was to examine factors influencing the utilization of reading tasks in grade seven teaching English in four selected primary schools of Kombolcha Woreda. The descriptive survey method employed for this study because this method enables gathering relevant information on the utilization of reading tasks. Sliger and Shohmy (1989), Seyoum and Ayalew, (1989) say that a descriptive survey research method also helps to reveal the current practices in the sampled schools and factors influencing during its utilization. They assert that descriptive survey research method focuses on investigating the issue and practices by addressing the large size of the population. In addition, most of the data collection instruments designed in a way to provide the description of reading tasks (pre-, while, and post-reading tasks) and some assumed influencing factors taken from grade seven teacher's guide and literature.

3.2. Sources of information

3.2.1. Primary sources

The primary sources of information for this study were grade seven English teachers and their students since they are the primary agent to utilize the reading tasks in the classroom.

3.2.2. Secondary sources

This includes grade seven English language teachers guide, syllabus, student textbooks and Review of Related literature.

3.3. Sampling Population and Sample Techniques

The population of the study include all government second cycle primary schools particularly grade seven English language teachers and their students. Grade 7 selected because of the following reason. In Amhara Region some selected subjects given in English language starting from grade seven. As the result, grade seven students are using English language not only as a single subject but also as a medium of instruction for other subjects. It expected that students might have a certain extent of mental maturity to give genuine information regarding the issue as compared to the lower grade levels. They also have practicing reading passage since grade four. In addition to this, grade seven is one of the transitional grade-to-grade eight and general secondary education. Therefore, the researcher expects that they would master the reading skills before they join the next higher level. Hence, the researcher believes that students of grade seven were the appropriate choice as compared to the lower grade levels.

According to Kombolcha Woreda Education office, there are 11 (eleven) second cycle primary schools. Among these, four schools were selected by simple random sampling technique particularly lottery method to give equal chance for each schools to be included in the study. The schools selected were Metene, Serdom, Number 1 and Number 2 General primary schools. All grade seven English language teachers (five) taken as subjects by available sampling technique.

To get representative sections (two from each schools a total of eight sections among nineteen sections) simple random sampling technique particularly lottery method utilized.

To get sample students from each school, students' classroom attendance checklists used from homeroom teachers. Students who were

absent for more than three day were left out from the list to be selected. This done to exclude student who were not regularly attended class. After identifying these students, among 450(240 male and 210 female) students, 106 (69 male and 37 female) students selected randomly from each section. However, students who participated in the focus-group discussion selected purposely from each section a total of 32 students according to their class rank and their expressive ability based on the information gained from their teachers.

3.4. Data Collection Instruments and Procedures

3.4.1. Instruments for Data Collection

Four basic data collection instruments used to secure reliable and adequate information for the study. These were questionnaire, interview, observation and focus-group discussion.

3.4.1.1. Questionnaires

Questionnaire was used to secure information from students as they are the appropriate instruments to obtain necessary information about the current practice of reading task utilization and factors influencing its practice from relatively large samples with in short period of time. Because according to Kumar (1997) questionnaire is a comparatively less expensive and it offers greater anonymity to obtain accurate information As the major data collecting instruments, more closed-ended and some open-ended questionnaires employed. Questionnaires that had 42 items prepared for students. Most of the question type were Likert-opinion type ranging from always (5) to never at all (1) and very high (5) to never at all (1) that offer respondents a set of answers to choose one from the rating scales. Open-ended questions were utilized which invite the respondents to write or add their response or activities or problems they imagined. Both items developed to use in providing clear understanding to the

knowledge of sample respondents related to the specific reading tasks and problems encountered during utilizing the tasks.

The content of each questionnaire was composed of statements related to the different reading tasks and assumed factors influencing the utilization of the tasks. In each questionnaire, respondents were asked to identify how often the tasks were utilized and how much of the factors influence their reading and comprehension. The questionnaire had three parts. The first part of the questionnaire intended to gather the extent of reading tasks utilization. The second part designed to extract information about the kinds of techniques /methods /teacher use based on the tasks listed in the questionnaire, where as, the third part of the questionnaire aimed to indicate to what extent the factors were influencing the utilization of reading tasks.

Finally, the modified questionnaires distributed to 106 sampled respondents. The questionnaires distributed together with the research assistance personally. The distributed questionnaires filled immediately and returned.

3.4.1.2. Interview

In this study, interview was used to validate the information gathered through classroom observation, questionnaire and focus-group discussion. An interview, according to Best and Kahn (2004), is used to gather information regarding person's experiences and knowledge his or her opinions or beliefs. In this study, the researcher used more of structured interview with few semi- structured interviews that allowed the respondent to choose among the fixed responses (Best and Kahn, 2004) and to add/express their ideas freely.

To triangulate the data obtained from students, the researcher used similar items in the teachers' interview and the students' questionnaire as well as in the observation checklist as Van Dalen (1977) suggests.

Five English language teachers interviewed. The researcher explained both the purpose of the study and the individual questions in order to get accurate responses. Nevertheless, the interview with teachers not recorded since majority of them were not willing to record.

3.4.1.3. Observation

Observation is one way to collect primary data. It is a purposeful, systematic and selective way of watching and listening to an interaction or phenomena as it take place (Kumar, 1996), Similarly, Lewy (1977) noted that observation is useful to indicate how the lesson presented using a variety of techniques such as individual work, pair/group work, whole-class discussion and others.

Classroom observation is a distinct way of collecting data. It is best to observe what actually happens (Denscombe, 2003). It is used to study teaching process and teachers' behavior in the classroom (Seliger and Shohamy, 1989). Thus, classroom observation was taken as a major instrument to assess what actually happen in the reading classroom.

The researcher prepared observation checklist which comprises 28 items focusing on some of the pre-, while-, and post-reading tasks. The activities were adapted from the Review of Related Literature, teacher's guide and syllabus (See Appendix F) which teachers are expected to utilize/implement.

The observation conducted on three reading lessons (in two sections in each school that were selected using simple random sampling method) 24 observations were observed for more than three weeks. The observation carried out before the questionnaire distributed to students and the interview held with teachers so that the possible data contamination might minimized although not avoided altogether. For instance, if teachers interviewed before classroom observation, they might know the objective of the research, and hence, they might show artificial behaviors during observation. That means, teaches' might do what they do not actually do under normal circumstance if they understand what the focus of the research is.

3.4.1.4. Focus-group Discussion

The focus-group discussion mainly focused on the utilization of reading in the pre, while-, and post-reading tasks and factors influencing the reading task utilization. The purpose of the focus-group discussion was to strengthen the data gathered from respondents. That means focus-group discussion could maximize the possibility of generating correct answers to the basic questions. Laws (2003) states focus-group discussions are group interview where 6 to 12 people brought together for discussion. Therefore, a group which consists 8(eight) members from each sample schools a total of 32 students took part in the discussion who were selected using purposive sampling method to select those students who have the ability to share their views and expressing ability. The discussion carried out with the help of the researcher assistance. It was tape recorded and transcribed for the analysis purpose.

3.4.2. Pilot Study

The draft questionnaire, which was prepared in English language, translated into Amharic language to increase the clarity of the question

and enable the students easily react to the questionnaire without any language difficulty. All the data gathering instruments first checked and commented by the researcher advisor. After modification done on, the questionnaire and the other data gathering instruments piloted in the selected Woreda, in one-second cycle primary school that was not included in the study. The instruments piloted by 25 randomly selected students and one available English language teacher. Then, based on the result of the pilot study, the necessary feedback (on deletion of certain items that seems the same idea and some spelling errors) taken to improve the quality of instruments.

3.4.3. Method of Data Analysis

The data analysis includes the responses to the questionnaire, interview, observation and focus-group discussion. The collected raw data (questionnaire and structured interview) carefully tallied, organized and tabulated according to the similarities of issues raised in the questionnaire.

Data analysis and interpretation carried out by using descriptive statistic (percentage). In addition, the collected information through interview, focus-group discussion and observation checklist presented qualitatively to triangulate the data obtained by means of questionnaire. Finally, conclusion drawn from the major findings and possible recommendations about the identified problems forwarded.

CHAPTER FOUR

Presentation and Analysis of the Data

This chapter presents the data collected through different tools with the help of tables followed by interpretation and discussion under the major themes in order to give answer to the basic research questions of the study.

4.1 Teachers' Background

According to the data obtained from the teachers' interview responses, two of them are females where as the other three teachers are males. Among the five teachers, two of them are third year students' attending in summer degree program. However, three of them are diploma holders. This shows that all of them are qualified to teach in the level.

Concerning their teaching experience in general, two of them taught English language for 1-5 years and the other three 21 and above years. They had the teaching load of 20-30 periods per week. Nevertheless, one of them has below 10 periods since he is Head of English Language Department and Unit Leader. Three of the teachers are working on shift system who teaches relatively far away from the center of the Woreda where as two of them worked the whole day in the Woreda town. The data indicates that the majority of teachers are experienced, have minimal teaching load, and have time for preparation. Secondly, they have the experience that can enable them to respond to questions related to the teaching of English language.

Except one who responded that he did not attend any, four teacher answered 'yes' to the question, which refers to whether or not they have

attended any workshop, seminar or refresher program related to teaching reading.

They also asked whether they got the curricular materials (syllabus, teacher's guide and students' textbooks). Four of the teachers had all of the curricular materials that imply that they have the sufficient materials needed for the teaching activity. However, one teacher has only the teacher's guide and students' textbooks but lacks the syllabus. This may create problems on the teacher to provide the lesson according to the intention of the curriculum.

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

4.2 The Utilization of Reading Tasks

In this section, attempts made to present, discuss, and analyze the teachers and students' response they provided to the items of the structured interview with few unstructured interview and questionnaire respectively. In doing so, their response to the utilization of reading tasks (pre-, while-, and post-reading tasks), the techniques teachers use to present the reading tasks and factors influencing students reading are made to appear respectively. Furthermore, to avoid a bulky report and unnecessary research work, the researcher has omitted presenting separate analysis of the data obtained through the four instruments.

4.2.1 The pre-reading tasks

The main purpose of the pre-reading tasks is to motivate students to read the passage with great interest for better comprehension and understanding. Thus, Table 4.1 indicates the extent of the utilization of the pre-reading tasks

Table4.1: The Utilization of Reading Tasks at the Pre-reading Phase

No.	Item/tasks	Students response										Total
		Always		Most of the time		Sometimes		Very rarely		Never at all		
		*F	%	F	%	F	%	F	%	F	%	
1.1	Introduce the topic at the reading passage	53	50.5	25	23.58	18	16.98	10	9.43	-	-	106
1.2	Brainstorm students idea	10	9.43	17	16.03	30	28.30	41	38.67	8	7.54	106
1.3	Encourage students to discuss in pairs/groups about the passage before reading	-	-	12	11.32	39	36.79	55	51.88	-	-	106
1.4	Motivate students to predict what the text contain based on the title or illustration	19	17.92	15	14.15	29	27.35	16	15.09	27	25.47	106
1.5	Teach most difficult new words	50	47.16	43	40.56	13	12.26	-	-	-	-	106
1.6	Activate prior knowledge	-	-	-	-	46	43.39	47	44.33	13	12.26	106

F= frequencies

As Table 4.1, item 1.1 shows, the question asks whether the teacher introduces the topic of the reading passage before students read it. The response indicate that half of the students, 53 (50.5%), reported that the teacher introduces the topic before students read while others 25 (23.58%) and 18 (16.98%) reported that their teacher introduces the topic of the reading passage at the pre-reading stage 'most of the time' and 'sometimes' respectively. However, only 10 (9.43%) of them said that their teachers very rarely introduce the topic of the reading passage.

As the data indicates teachers in the sampled schools introduce the reading passages before students read the passage. Similarly, all the interviewed English language teachers confirmed that they always introduce the reading passage. In the focus group discussion, students

also reported that their teachers always write the title of the reading passage on the blackboard and sometimes ask them to read silently and most of the times ask any volunteer students to read aloud for others. Nevertheless, during the classroom observation the researcher observed that, all the teachers observed in various sections, wrote the title of the reading passage on the blackboard and asked some volunteer students to read loudly for other students

From the focus group discussion and the classroom observation one can see that teachers were simply telling the title of reading passage that contradict with students and teachers response. Teachers might consider that telling or writing the topic on the blackboard as an introduction. Because the expertise in the field like Nuttall (1982) stated that a good introduction directs students to the right direction, get them into the right mood for the particular text, and makes them feel interested to reading it. This implies that a good introduction go further from writing the topic on the blackboard, which motivate students to read the forthcoming passage by providing brief background information about the topic, author and content of the passage and should explain why and how they (students) read the passage. Thus, the finding indicates that teachers were not introduce the reading passage as expected because they were simply wrote the title on the blackboard instead of explaining why and how students should read the passage. This shows that students are trying to read the passage without having the right direction and interest. Therefore, students lack information about what they should know and what expected from them before they start reading a passage.

In Table 4.1, item 1.2, students asked how often their teachers brainstorm their ideas. Forty one (38.67%), and 30 (28.30%) of them respectively reported that their teachers very rarely and sometimes

brainstorm their ideas, whereas 17 (16.03%) and 10 (9.43%) of the students said that their teachers most of the time and always brainstorm their idea at the pre-reading phase respectively. The remaining 8 (7.54%) of the students responded as never at all.

From the students' response, one can realize that the majority of the students indicated that their teachers sometimes brainstorm students' idea before they read the passage at the pre-reading phase. In the focus-group discussion students also explained that their teachers very rarely elicit their ideas concerning the title of the passage. In the interview, majority of the teachers also reported that they very rarely brainstorm students' idea during the pre-reading phase. The observation also proved that only one teacher in a period tried to brainstorm students' idea. Brainstorming is one of the techniques in the pre-reading phase to motivate students to express their idea freely and may have encouraging power to read the passage.

However, from the information found, one can realize that the majority of teachers brainstorm students' idea very rarely at the pre-reading phase. This implies that students were not always encouraged to express their idea based on the given title of the reading passage prior they read it.

Regarding discussion in pairs/groups, in table 4.1, 55 (51.88%) and 39 (36.79%) of the students reported that their teachers 'very rarely' and 'sometimes' encourage them to discuss in pairs/groups about the passage before they read it respectively. Only 12 (11.32%) of the students claimed that their teachers encourage them 'most of the time' to discuss in pairs/groups about the passage before they read it. Information gathered through teachers' interview also confirmed that most teachers very rarely encourage students to discuss in pairs/groups before students actually engaged on reading the passage. The reason

they justified was students have low level of English language ability to discuss in pairs/groups.

During the focus group discussion one of the students said:

Our classroom seating arrangement is always in groups. But, our teachers did not always encourage us to discuss in pairs/groups before we read the passage. (27/6/2001 E.C)

The researcher also observed that even if the classroom seats were arranged in-group forms, teachers not observed to encourage their students to discuss in pairs/ groups at the pre-reading phase. Nevertheless, it was very essential for students because discussion is one of the means to motivate students to bring their background knowledge to the text and to be ready to read the passage. However, the data shows that teachers in the sample schools were not always encouraging their students to discuss in pairs/ groups at the pre-reading phase. Hence, this might hinder students from using English language effectively in their day-to-day communication, in the real life situation apart from its motivating power to read the passage with interest to get the main idea of the passage.

Prediction is one of the pre-reading tasks, which enable students to guess the content of the reading passage before they engage in the actual reading activity. Thus, in table 1, item 1.4, students asked how often their English language teachers motivate them to predict what the text contains based on the title or illustration given. Twenty nine, (27.35%), 19 (17.92%) and 15 (14.15%) of the students responded that their teachers motivate them 'sometimes', 'always' and 'most of the time' to predict what the text contains based on the title or illustration given respectively. While 27 (25.47%) and 16 (15.09%) of them said that their teachers motivate them never at all and 'very rarely' to predict what the text contains based on the title or illustration given respectively. Data gathered from the teachers' interview also confirmed that the majority of

teachers (three) encourage their students sometimes to predict the content of the passage based on the title or illustration given. However, the researcher did not observe any attempt made to motivate students to practice the skills of prediction.

From the responses, one can realize that the majority of teachers motivate their student sometime to predict what the text contains based on the title or illustration given. This implies that most of the time students read the passage without prior expectation. Because, the 'reading to confirm expectations' technique is highly motivating and successful since it interests students, creates expectations, and give the purpose for reading (Harmer, 1991).

With regard to item 1.5 in Table 4.1, 50 (47.16%) and 43 (40.56%) of the students respectively replied that their teachers teach 'always' and 'most of the time' most difficult new words at the pre-reading phase. The remaining 13 (12.26%) of the students said that their teachers teach most difficult new words sometimes. During the teachers interview all the teachers also reported that they always teach most difficult new words before students engaged in the actual reading task. In the focus-group discussion students explained that their teachers always taught them the meaning of most difficult new words before they read the passage. One participant added that their teachers always write the meaning of new words on the blackboard and also explain their meanings using their mother tongue. The researcher also observed that all the English language teachers in the observed classrooms wrote the dictionary meaning of new words on the blackboard and asked students tell them the meaning of the words they wrote on the blackboard.

From the data obtained teachers in the sampled schools always teach the meaning of most difficult new words. However, what they did was only

explaining the meanings of the new words they wrote without contextualizing them. This implies that students lack the knowledge to get the meaning of words from context since a word has several meanings depending on its context. Because words do not exist on their own right but they live with other words in context. In support of this idea, Harmer (1991) claims that when students learn words in context, they are far more likely to remember them than if they learn them as a single item.

The data in Table 4.1, item 1.6 shows how often teachers activate students' prior knowledge at the pre-reading phase. Forty seven (44.33%) and 46 (43.39%) of the students respectively responded that their English language teachers 'very rarely' and 'sometimes' activate their prior knowledge at the pre-reading phase. However, 13 (12.26%) of the students replied that their teachers never activate their prior knowledge at all. From the students' response, one can infer that teachers did not always activate students' prior knowledge about the reading passage before they read it in order to motivate them. But the amount and kind of prior knowledge a reader has about a given topic and the manner in which the reader links known and new knowledge affects the meaning he/she constructs for the immediate text. From the teachers' interview, focus group discussion and classroom observation it was also confirmed that teachers activate students' prior knowledge before they read the passage very rarely.

As a result of the discussion from Table 4.1, even if the majority of the teachers in the sampled schools seem to have the awareness of the pre-reading tasks but they did not always utilize their awareness to motivate students and actively engage in the pre-reading phases.

4.2.2 While-reading Tasks

The while-reading task helps to encourage learners to be flexible, active and reflective reader (Wallace, 1992). In this regard, students expected to read actively a certain passage based on their purposes. Thus, the following tables (table 4.2, 4.3, 4.4, and 4.5) indicate to what extent students engaged in the while reading tasks.

Table 4.2: The Utilization of Reading Tasks at the While-reading Phase

Item No.	Item/tasks	Students response										Total
		Always		Most of the time		Sometimes		Very rarely		Never at all		
		F	%	F	%	F	%	F	%	F	%	
2.1	Tell the purpose of reading the passage	-	-	17	16.09	49	46.22	40	37.73	-	-	106
2.5	Encourage students to confirm their prediction earlier made about he passage	-	-	-	-	32	30.18	64	60.37	10	9.43	106
2.6	Encourage students to guess the meaning of unfamiliar words using the context	-	-	-	-	37	34.70	57	53.77	12	11.32	106
2.7	Advise students not to concentrate on every word to get the general idea of the passage	-	-	-	-	10	9.43	29	27.35	67	63.20	106

In item 2.1, as it indicated in table 4.2, students asked to indicate how often their teachers tell them the purpose of reading. Accordingly 49 (46.22%) of the students reported that their teachers tell the purpose of their reading sometimes. Similarly, 40 (37.73%) of the students reported that their teachers tell the purpose of reading the passage very rarely. Only 17 (16.09%) of the respondents said that their teachers tell them the purpose of their reading most of the time. Data gathered from the teachers' interview also revealed that most of the teachers explained that they sometimes tell their students the purpose of their reading at the while-reading phase. Similarly, students in the focus-group discussion

mentioned that their teachers very rarely tell them the purpose of their reading. Furthermore, during the observation the researcher observed only two teachers, in two days observation, inform their students about the purpose of the reading. When students know the purpose of reading, they become more interested. The text information understood and recalled better when reading is purpose driven. It follows that creating purpose in the classroom reading situation will enhance readers' interest and performance. Nevertheless, as the responses indicate in item 2.1, table 4.2 the majority of teachers tell the purposes of reading to their students sometimes. This implies that students read the passage without knowing what to find (search) from the given reading text. They may simply say (read) the text without having something in their mind.

In response to item 2.5, in Table 4.2, 64 (60.37%) and 32 (30.18%) of the students replied that their teacher encouraged them 'very rarely' and 'sometimes' to confirm their prediction earlier made about the passage respectively. Only 10 (9.43%) of them reported that their teachers never encouraged them at all to confirm their prediction earlier made. The response made from almost the majority teachers' interview also confirmed students' response. Furthermore, from the classroom observation found that only one teacher asked students to check their prediction earlier made.

As the responses show, majority of the teachers did not encourage their students to confirm prediction earlier made about the passage. This implies that students in the sampled schools were not supported to practice the skills of prediction that enables them to interact with the text to construct meaning that helps them to tackle difficult texts (Nuttall, 1982). In other words, teachers did not help students in making linkage between what they predict and what they find in texts.

In item 2.6, table 4.2 with regard to the guessing of meaning from contexts, 57 (53.77%) and 37 (34.70%) of the students said that their teachers encouraged them 'very rarely' and 'sometimes' to guess the meaning of unfamiliar words using the context respectively. The remaining 12 (11.32%) of the students responded that their teachers never encouraged them at all to guess the meaning of unfamiliar words using context. The students' response also shared with teachers' response during their interview.

In the focus group discussion students reported that their teachers gave very rarely chance to guess the meaning of new words that their meanings not given at the pre-reading phase. They also added that their teachers gave meaning of new words after the reading was over; they have great problem how to guess the meaning of new words using the context ;they most of the time tried to look the meaning of words in the dictionary but it was time consuming for them. Beside this, they reported that most of them did not have their own dictionary.

From the information given, one can understand that students were not encouraged to guess the meaning of unfamiliar words using the context. This shows that students lack the skills of guessing that are essential for independent reading and understanding and become dependent on their teachers and dictionary to know the meaning of unfamiliar words.

As item 2.7 in Table 4.2, shows, 67 (63.20%) of the students reported that their English language teachers never advised them at all not to concentrate on every word to get the general idea of the reading passage. However, 29 (27.35%) and 10 (9.43%) of them said that their teachers very rarely and sometimes advised them not to concentrate on every word to get the general idea of the passage respectively. During the teachers' interview, the majority of teachers also reported that they never

advised their students not to concentrate on every word to get the general idea of the passage.

From the responses, one can concluded that students in the sampled schools not advised not to concentrate on every word to get the general idea of the reading passage. This indicates that students are focusing on every word that hinders their general understanding about the passage they read. In the while-reading phase students also expected to practice reading practically. Thus, table 4.3 indicates how reading was accomplished in the sampled schools and to what extent students got chance to read independently

Table 4.3: Techniques of Reading at the While-reading phase

No.	Item/tasks	Students response										Total
		Always		Most of the time		Sometimes		Very rarely		Never at all		
		F	%	F	%	F	%	F	%	F	%	
2.2	Teacher-loud reading technique	11	10.37	16	15.09	30	28.30	49	46.22	-	-	106
2.3	Student-loud reading	23	21.69	52	49.05	21	19.81	10	9.43			106
2.4	Student-silent reading	-	-	-	-	35	33.01	71	66.98	-	-	106

In item 2.2, table 4.3, respondents were asked how often their teachers use teacher-loud reading techniques. Forty nine (46.22%) of the students said that their teachers read for them very rarely. Similarly, 30 (28.30%) of them reported that their teachers read to them sometimes. But the others, 16 (15.09%) and 11 (10.37%) of the students responded that their teachers use teacher-loud reading techniques ‘most of the time’ and ‘always’ respectively. Furthermore, the majority of the interviewed teachers (three) also confirmed that they very rarely use teacher-loud reading technique. The reason they mentioned was to help the students to show how to pronounce new words appeared in the reading passage. During the focus-group discussion one of the students also said that:

Our teachers very rarely read the passage before we read and asked to read silently or by selecting some volunteer students to read loudly.
(28/5/2001 E.C.)

But, during the classroom observation, the researcher did not observe any teacher who led the reading.

From the responses of the majority respondents it is possible to say that teacher-loud reading technique is very rarely utilized in the sampled schools. This implies that students have got very limited chance to hear how to pronounce new words appeared in the reading passage

Concerning item 2.3, as it is clearly indicated in table 4.3, 52 (49.05%) of the students asserted that student-loud reading technique is most of the time utilized in the classroom. Similarly, 23 (21.69%) of the students responded that student-loud reading techniques was always practiced in the classroom. But, 21 (19.81%) and 10 (9.43%) of the respondents respectively reported that student-loud reading technique was practiced in the classroom 'sometimes' and 'very rarely'. From the teachers' interview, majority of the teachers responded that they always utilized student-loud reading technique. The reason to use this method as the teachers mentioned was that some students have difficulty to read a text- to encourage them they used it deliberately.

In the focus-group discussion, students also explained that their teachers always select relatively good readers to read loudly for other students ;their teachers also sometimes select some students who have difficulty in reading to read loudly; and as a result they saw that some students improved their reading.

During the classroom observation, the researcher also observed that all the five teachers utilize student loud reading technique by selecting some

volunteer students to read turn by turn. During the classroom observation one teacher told to the researcher.

I know reading is silent but some students did not read as expected. To encourage them I most of the time identify them and ask to read loudly. In this way some students improved their reading ability. (25/06/2001 E.C)

From the responses obtained, one can generalize that most of the time student-loud reading technique was utilized in the English language reading classroom. This implies that the majority of students were not helped to practice reading silently in the classroom and become passive listeners which is not the aim of teaching reading. The techniques indicated in grade seven English language syllabus was silent reading and jigsaw reading. But the majority of the teachers seem to be reluctant to use these techniques.

Referring to item 2.4 in Table 4.3, 71 (66.98%) of the students endorsed that student-silent reading was very rarely utilized in the classroom, while 35 (33.01%) of the students said that student-silent reading technique practiced in the classroom sometimes. Teachers were also interviewed how often they utilize student silent reading technique in the classroom. In their response, majority of the teachers said that they most of the time ask students to read silently and independently.

Furthermore, during the focus-group discussion, students reported that their teachers always tell them that reading is silent and individual but in practice they let them to read silently sometimes and their teachers also direct them to stop reading before they finished reading the given text without checking whether or not they finished it.

The classroom observation also revealed that most teachers announce silent-reading but they did not allow students to read silently and independently, rather they asked some volunteer students to read loudly.

The researcher also observed that the majority of the students were talking with their table-mates instead of listening what was read.

As the response revealed students and teachers responses were contradicting to each other. From teachers' practical application and the majority student responses including the focus-group discussion, students in the sampled schools utilize student-silent reading technique in the classroom very rarely. This shows that students were not supported to read intensively to understand the meaning or message of the text from given reading passage, which is one of the aims of grade seven reading curriculum.

In the while-reading phase students need practice to read quickly to get general or specific information from a given passage. Thus, table 4.4 indicates how often students were given skimming/scanning question and how often teachers clarified the procedures to skim/scan the passage.

Table 4.4: Skimming /scanning Tasks at the while-reading phase

No.	Item/tasks	Students response										Total
		Always		Most of the time		Sometimes		Very rarely		Never at all		
		F	%	F	%	F	%	F	%	F	%	
2.8	Teachers give skimming/scanning questions	-	-	-	-	31	29.24	57	53.77	18	16.98	106
2.9	Teachers clarify the procedures how to skim or scan the passage	-	-	-	-	17	16.03	44	41.50	45	42.45	106

In Table 4.4, item 2.8 focuses on skimming /scanning skills that require students to read quickly to find the gist or specific information from a given text/passage. Majority of the students, 57 (53.77%), reported that their teachers give them skimming/scanning question very rarely while

they were reading. The other respondents, 31 (29.24%) and 18 (16.98%), respectively said that their teachers give skimming/scanning questions 'sometimes' and 'never at all'. Teachers were also interviewed how often they give skimming/scanning questions. The majority of them reported that they give skimming/scanning question very rarely which confirms that skimming/ scanning skills were very rarely utilized in the schools understudy.

Item 2.9 in Table 4.4, also indicates how often English language teachers clarify the procedures how students skim/scan to find general/specific information from a certain reading text. Accordingly, 45 (42.45%) of the students responded that their teachers never clarified the procedures at all how to skim/scan. However, 44 (41.50%) and 17 (16.03%) of the students said respectively that their teachers clarified the procedures how to skim/scan 'very rarely' and 'sometimes'. The majority of the teachers in their interview also mentioned that they never clarified the procedures at all to their students how they skim/scan from a passage. Furthermore, in the classroom observed, it was observed that only one teacher asked his students to get the general idea of each paragraph in the reading passage but he did not try to explain the procedures how to skim the passage.

From the responses, it was observed that students were not helped by their English language teachers how to skim/scan a reading passage. This implies that students lack the necessary reading skills how to find general or specific information from a given passage and unable to apply the skills in their day to day reading including in other subject areas. Comprehension question and classroom discussion enables to check whether or not students understood the meaning and message of the text they read at the while-reading phase. Therefore, table 4.5 shows how

often students were asked to do comprehension, discussed in pair/groups and how the discussion was carried out in the classroom.

Table 4.5: Comprehension Questions and Classroom Discussion at the while-reading phase

No.	Item/tasks	Students response										Total
		Always		Most of the time		Sometimes		Very rarely		Never at all		
		F	%	F	%	F	%	F	%	F	%	
2.10	Ask students to do comprehension question in the form of short answers with evidence from a text after reading	50	47.16	29	27.35	9	8.49	18	16.98	-	-	106
2.11	Encourage students to check their answer discussing in pair/groups	31	29.24	36	33.96	39	36.79					106
2.12	Discuss the passage restricting the discussion to the point in the passage	50	47.16	25	23.58	31	29.24					106

Regarding item 2.10, in Table 4.5, almost half of the students, 50 (47.16%), and 29 (27.35%) of the students responded that their English language teachers asked them 'always' and 'most of the time' to do comprehension questions in the form of short answers with evidence from a text after reading respectively. While 18 (16.98%) and 9 (8.49%) of the students also responded respectively that their teachers ask them 'very rarely' and 'sometimes' to do comprehension questions in the form of short answers with evidence from a text after reading. During the teachers' interview, all teachers responded that they always ask students to do comprehension questions in the form of short answers with evidence from a text after reading. From the given responses, one can realize that comprehension tasks were implemented in the sampled schools. This also confirmed in the classrooms observed. Teachers asked students to do comprehension questions and discussed it in the classrooms by the following days.

In Table 4.5, as item 2.11 indicates, 39 (36.79%) of the students revealed that their teachers encouraged them sometimes to check their answers discussing in pairs/groups. The remaining respondents 36 (33.96%) and 31 (29.24%), respectively said that their teachers encouraged them 'most of the time' and 'always' to check their answers discussing in pairs/groups. Majority of the interviewed teachers responded that they encouraged students always to check their answer discussing in pairs/groups. But, one of the interviewed teacher said that he encouraged students most of the time to check their answers discussing in pairs/groups. One of the students during the focus group discussion also said that.

We always seat in groups and our teachers always tell us to discuss in pairs/groups even if we were not properly discuss as intended due to our own problems.(27/6/2001.E.C.)

During the classroom observation, the researcher observed that students always sat in groups and given chance to discuss in pairs as well as in groups in various periods to check their answers.

As the data shows, it is possible to say that students in the sampled schools have got a chance to discuss in pairs/groups to check their answers that enables them to learn from one another. This goes in line what Nuttall (1982) claims explaining that discussion give weaker students a chance to see for themselves something of the process of making sense of a text, and will give all the students a chance to learning from one another.

In Table 4.5, item 2.12 in turn discloses whether or not the class discussion was restricted to the point in the passage. Accordingly, 50 (47.16%) and 25 (23.58%) of the students said that the class discussion was 'always' and most of the time restricted to the point in the passage respectively, where as 31 (29.24%) of them responded that the discussion was 'sometimes' restricted to the point in the passage. The teachers'

interview result also confirmed the students' responses. Two of them said always, the other two said sometimes and one of the teachers said most of the time that they restricted the discussion to the point in the passage.

From the data obtained, one can generalize that the discussion was always restricted to the point in the passage. This indicates that students did not get chance to relate the discussion with other similar issues in order to improve the speaking skills as well as to develop their self-confidence to use the language.

4.2.3 Post-Reading Tasks

At this phase, there are tasks that make students to reflect their views, share responses and make what they have already known and what they learned. In this regard, table 4.6 shows how often students were given chance to express their ideas, encouraged to link the content of the text with knowledge and experience they have told evaluate the writer's opinion and given the writing activity related to the passage.

Table4. 6: The Utilization of Reading Tasks at the post-reading Phase

Item no	Item/tasks	Students response										Total
		Always		Most of the time		Sometimes		Very rarely		Never at all		
		F	%	F	%	F	%	F	%	F	%	
3.1	Give chance for students to express their idea based on the passage	44	41.50	30	28.30	14	13.20	18	16.98	-		106
3.2	Encourage students to link the content of the text with knowledge and experience they have	-	-	-	-	42	39.12	48	45.28	16	15.09	106
3.3	Tell students to evaluate the writer's opinion	-	-	-	-	25	23.58	55	51.88	26	24.52	106
3.4	Give the writing activity related to the passage	10	9.43	22	20.75	54	50.94	20	18.86	-		106

As it can be observed in Table 4.6, item 3.1, 44 (41.50%), and 30 (28.30%) of the students replied that their teachers give them 'always' and 'sometimes' chance to express their idea based on the passage respectively. Eighteen (16.98%) and 14 (13.20%) of them also said that their teachers give them 'very rarely' and 'sometimes' chance to express their idea based on the given passage respectively. Data from the teachers' interview also revealed that majority of the interviewed teachers (four) give always the chance for their students to express their idea based on the reading passage. But, only one teacher responded that he most of the time give the for his/her students to express their idea based on the reading passage

In the focus-group discussion the majority of the students also said that their teachers give always chance to express their idea about the passage they read. This was also observed during classroom observation. But,

students who were expressing their idea about the passage they read were very limited in number.

Consequently one can infer from this fact that students in the observed school have got the chance to express their ideas based on the passage they read. This implies that students might be motivated when they get chance to express their understanding about the passage they read.

Table 4.6, item 3.2, shows that 48 (45.28%) of the students replied that their teachers encouraged them very rarely to link the content of the text with the knowledge and experience they have. A significant number of students, (42 (39.12%)), said that their teachers encouraged them sometimes to link the content of the text with their knowledge and experience. Only 16 (15.09%) of them said that their teachers never encouraged them at all to link the content of the passage with knowledge and experience they have. In the teachers' interview, majority of the teachers said that they encourage students most of the time to link the content of the passage with their knowledge and experience. But, the other teacher responded as he was very rarely utilized the task. This teacher justified that since students have English language problem, they did not dare to speak in English. As a result one of the teachers said that:

I very rarely encourage them to link the content of the text with knowledge and experience they have. (29/06/2001)

The researcher also observed, in the classroom, that one English language teacher tried to encourage students to link the content of the passage with students' knowledge and experience under the title of the reading passage "Jamal's Mistake" page 95 in the students' textbook.

Thus, from the responses, it can be generalized that the students in the sampled schools did not encouraged linking the content of the passage with their knowledge and experience they have.

In item 3.3, table 4.6 with regard to evaluation of the writer's opinion, the majority of students, (55 (51.88%)), responded that their teachers very rarely tell them to evaluate the writer's opinion, while 26 (24.52%) of the students said that their teacher never asked them at all to evaluate the writer's opinion. Only 25 (23.58%) of the students responded that their teachers sometimes tell them to evaluate the writer's opinion. Furthermore, from the interviewed teachers, two of them said that they never tell at all their students at all to evaluate the writer's opinion. The other two teachers also said that they sometimes and very rarely told students to evaluate the writer's opinion. But, only one interviewee teacher said that most of the time he tell his students to evaluate the writer's opinion. Students in the focus-group discussion also said that their teachers very rarely ask them to evaluate the writer's opinion though they have no idea how and what to evaluate from the writer's opinion. But, during the classroom observation, the researcher did not see any attempt made by teachers to inform their students concerning the evaluation of the writer's idea., As the response indicate, students were told by their teachers very rarely to evaluate the writer's opinion, that is, either to inform, to persuade or to entertain the readers (Langan, 2003).

In Table 4.6, item 3.4 shows how often students were given writing activity related to the passage they already read. More than half of the respondents, (54(50.94%)), revealed that their teachers sometimes gave them writing activity related to the passage. A considerable number of students, (22 (20.75%)), said that their teachers most of the time gave them writing activity related to the passage they read, whereas 20

(18.86%) of the respondents said that their teachers very rarely give them writing activity related to the passage. Only 10 (9.43%) of the respondents said that their teachers always give them the writing activity related to the passage. Among the five interviewed teachers, four teachers during the interview also revealed that they always give writing activity related to the passage. But, in the focus group discussion students said that their teachers sometimes give them writing activity which can be answered based on the reading passage.

From the responses one can realize that writing activity is practiced in the schools observed but according to the focus-group respondents it seems comprehension question. Therefore, it needs further investigation to say whether or not the writing activity was planned to integrate reading with writing activity as suggested in the reading curriculum.

4.3. Techniques /methods suggested to present Reading tasks

To present the reading tasks different techniques were suggested in grade seven English language curriculum. Thus, to study how often teachers utilize these techniques, respondents were asked through different instruments. The responses they provided were presented in Table 4.7

Table 4.7: Techniques /methods utilized by teachers to present reading tasks

Item no	Task	Techniques employed(students response)													
		Individual work		Pair work		Group work		Whole-class discussion		Brain storming		Teacher explanation		Total	
		F	%	F	%	F	%	F	%	F	%	F	%		
1	Pre-reading activities	38	35.84	23	21.69	20	18.6	18.86	10.37	5	4.71	9	8.49	106	
2	Scanning	42	39.62	16	15.09	23	21.69	17	16.03	4		8	7.54	106	
3	Skimming	16	15.09	28	26.41	14	13.20	35	33.01	8		23	21.69	106	
4	Guessing meaning from the passage	14	13.20	5	4.71	20	18.86	17	16.09	13	12.26	37	34.90	106	
5	To complete tables, charts and open-ended questions	56	52.83	28	26.41	19	17.02	3	2.28					106	
6	To answer multiple-choice and true/false questions	54	50.94	32	30.18	8	7.54	12	11.32					106	

The main purpose of the pre-reading activities/tasks is to serve as a preparation in several ways to read the passage. These activities might be very important at lower levels of language proficiencies. In this regard, respondents were asked to indicate the techniques teachers utilized at the pre-reading phase. In table 4.7, item 1, 38 (35.84%) of the students said that teachers use individual work technique at pre-reading phase, while 23 (21.69%) of the students said that teachers used pair work technique. Twenty (18.86%), 11 (10.37%) and 9 (8.49%) of the students revealed that their teachers utilized pair work, whole-class discussion and teachers explanation techniques respectively. Only 5 (4.71%) of the respondents choose that their teachers utilize brainstorming method at the pre-reading phase. During the teachers' interview, the majority teachers reported that they utilize whole-class discussion method, where

as the other teachers responded differently. They said that they utilize pair work, group work and brainstorming at the pre-reading phase. During the focus-group discussion students confirmed the responses that were given to them to utilize different methods by their teachers. But, the researcher observed only one teacher allowing students to discuss in groups.

From the responses made, it is possible to conclude that different teachers utilize different techniques like pair, group, whole-class discussion and brainstorming methods at the pre-reading phase. This implies that the techniques utilized may differ depending on the kind of reading passage (i.e. dialogue, interview etc). But as the data indicates, majority of teachers utilized individual work at the pre-reading phase.

As item 2 in Table 4.7 indicates 42 (39.62%) and 23 (21.69%) of the students reported that they utilize individual and group work technique to scan a passage respectively, whereas 17 (16.03%) and 16 (15.09%) of the respondents reported that they scan the reading passage in whole-class discussion and pairs respectively. Only 8 (7.54%) of the students said that their teacher used explanation technique to find specific information from the passage. During the teachers' interview, most of the teachers said that they utilized individual work at scanning reading. But, the other teachers respectively said that they utilize pair work and group work method during scanning reading. Furthermore, one of the students in the focus-group discussion replied that:

*Scanning reading was very rarely practiced in the classroom we were asked to read individually, sometimes in pairs or in groups.
(29/06/2001)*

But, the researcher did not observe any attempt made to practice scanning in the observed classrooms.

From the responses obtained, one can realize that different teachers utilized various methods more of individual technique to present scanning reading. This implies that there is lack of skill in teachers to identify the method the task needs.

Regarding skimming reading that requires quick reading to obtain the general message of the reading texts, 35 (33.01%) and 28 (26.41%) of the students reported that their teachers utilize whole-class discussion and pair works respectively to practice skimming reading. Twenty three (21.69%) of the students also reported that teachers explanation utilized during skimming reading. The remaining (16 (15.09%)) and (14 (13.20%)) of the students respectively replied that teachers use individual and group work method to present skimming reading. In the teachers' interview, teachers responded differently. Two teachers reported as they utilize whole-class discussion method to practice skimming reading. Three teachers respectively said that they employed individual, pair and group work to present the skimming reading /tasks.

Based on the responses of students and teachers, one can generalize that teachers differ in using techniques to present skimming task. This implies that students may lack concentration to get the main idea of the passage when they read in groups or pairs unless they are given time to read it independently before they discuss in pairs/groups or with the whole-class.

Guessing meaning is one of the important skills in reading in order to comprehend the main idea of the passage. This activity could be practiced by looking the context of the word in the passage. Thus, respondents were asked what methods /techniques utilized to know the meaning of new words appeared in the passage. Thirty seven (34.90%) and 20 (18.86%) of the students respectively replied that their teachers

employed teachers explanation and group work method to practice the skill of guessing meaning from the passage. Seventeen (16.09%) and 14 (13.20%) of the students also responded that their teachers utilized whole-class discussion and individual work respectively to present guessing meaning from the passage. The remaining 13 (12.26%) and 5 (4.71%) of the students said that their teachers utilize brainstorming and pair work methods to practice guessing meaning form the passage respectively.

From the responses given, one can understand that teachers' explanations were dominated in guessing meaning from the passage. This implies that students were not always given chance to practice to guess the meaning of new words from the context in the passage. This in turn indicates that the task of guessing meaning using context failed in the observed schools.

Item 5 in Table 4.7 indicates techniques utilized to complete tables, charts and open-ended questions. Majority of the respondents (56 (52.83%)), said that individual works were utilized to complete tables, charts and open-ended questions, whereas 28 (26.41%) and 19 (17.02%) responded respectively pair work and group to complete tables, charts and open-ended questions. Majority of the interviewed teachers also confirmed that they utilize individual work to complete tables, charts and open-ended questions. During the focus-group discussion students also confirmed that they always complete tables, charts and open-ended questions individually at home. It was also observed that students frequently raise their hands to answer the question eagerly. Because, the answers to the questions may be easily find in the passage.

From the responses, it was observed that the majority of teachers utilized individual work to complete tables, charts and open-ended questions.

This shows that the classroom became less interactive and hinders sharing of ideas to each other to improve their communication skill using the language.

Table 4.7, item six shows that, 54 (50.94%) students reported that they utilize individual work to answer multiple choices and true/false questions. The remaining 32 (30.18%), 12 (11.32%) and 8 (7.54%) students respectively said that they utilize pair work, whole-class discussion and group work to answer multiple choices and true/false questions. In the teachers interview the majority of teachers also said that they utilize individual work method to present multiple choices and true/false questions.

Thus, the data shows that majority of the respondents favored the utilization of individual work technique/method to present multiple choice and true/false questions in the observed schools this implies that students did not share their ideas to check their answers as well as to improve their speaking skills.

4.4. Factors Influencing the Utilization of Reading Tasks

When a reader reads certain reading text, he/she may face various challenges that influence his/her reading and comprehension. Therefore, the focus of this study was only to assess to what extent teacher, student and material related factors influenced the utilization of reading tasks at schools. Thus, the data gathered through different instruments and their analysis is presented as follows.

4.4.1. Teacher-Related Factors

Teachers are one of the most important inputs in the educational system for effective teaching-learning process at schools. Therefore, table 4.8

shows how much teacher-related factors influence the utilization of reading tasks.

Table 4.8: Teacher-Related Factors Influencing the Utilization of Reading Tasks

Item no	Factors (Items)	Students response										Total
		Very great		Great		Moderate		Low		Very low		
		F	%	F	%	F	%	F	%	F	%	
2.1	Lack of motivation of teachers to teach reading	39	36.76	29	27.35	21	19.81	12	11.23	5	4.76	106
2.2	Poor teaching of strategy	31	29.24	28	26.64	30	28.30	17	16.03	-	-	106
2.3	Inadequate teaching of reading	39	36.72	19	17.92	25	23.58	22	20.75	1	0.94	106

As it is clearly shown in Table 4.8, item 2.1, respondents were asked to relate what extent teachers' lack of motivation to teach reading influence their reading task utilization. Thirty nine (36.79%) student said that lack of motivation of teachers to teach reading very greatly influences reading task utilization. But, 29 (27.35%), 21 (19.81%) and 12 (11.32%) of the respondents said that lack of motivation of teachers to teach reading has great, moderate and low influence in reading respectively. Only 5 (4.76%) respondents said that it has very low influence. Similarly, from the five interviewed teachers, three teachers responded that lack of teacher's motivation greatly influences them to teach reading but the other two teachers said that it had moderate and low influence respectively. One teacher also added that teacher's motivation to teach reading mainly is influenced by the students' interest to read and participate. The classroom observation data also revealed that one teacher was very annoyed when a student misspelled words continuously while he/she was reading aloud for other students in the class observed.

During the focus-group discussion students were expressing different ideas relating to the issue and finally one of them said that:

A motivated teacher may have the possibility to motivate students in order to apply the reading techniques. Therefore, lack of teachers' motivation to teach reading may have a very great influence to utilize the skills required to read a passage. (29/06/2001 E.C)

From the information given, one can realize that the majority of the respondents indicated that lack of motivation of teachers has very great influence to teach reading. This implies that unless the teacher is in a position to activate students' interest and background knowledge towards the reading text, it might be difficult for students to practice the skills of reading interestingly.

In reference to item 2.2, table 4.8, 31 (29.24%) and 30 (28.30%) students respectively reported that poor teaching strategy very greatly and moderately influences the utilization of reading tasks. But the rest, 28 (26.41%) and 17 (16.03%) respondents respectively said that poor teaching strategy has great and low influence in utilizing reading tasks. Furthermore, from the five interviewed English language teachers, two of them responded that poor teaching strategy teachers' use in the classroom has low influence in utilizing the reading tasks. The other two teachers also said that it has very low influence. But, only one teacher replied that poor teaching strategy greatly influences reading task utilization. Here, it seems that the majority of the teachers in the sampled schools did not give much emphasis to teaching strategies to teach reading skills.

Moreover, students in the focus-group discussion revealed that their teachers most of the time selected students who have the practice to read well as compared to other students and rarely they also selected some students who did not read as expected to read loudly for the whole class.

They also said that the techniques/strategies they employed created frustration for most of the students especially, for those who can not read as intended. One participant also added that

When the teacher asked us to listen when others read to us, what we do is hearing the word what the student is saying without clear understanding. I think we were not learning reading in this way of teaching strategy. (27/06/2001 E.C.)

During the classroom observation, one of the teachers told the researcher:

I know that reading is silent. But since there are many students who have problem to read as expected, I most of the time invite them to read aloud and to compare themselves with relatively good readers in order to motivate them. In this way some students show some improvement in their reading skill. (27/06/2001.)

From this teachers' view, one can understand that reading for this teacher was saying the words correctly and it seems that reading with understanding is forgotten. As the responses show, majority of the respondents indicated that poor teaching strategy very greatly influences students reading task utilization.

Concerning inadequacy of teaching reading, 39 (36.72%) and 25 (23.58%) of the students reported that inadequate teaching of reading very greatly and moderately influences reading task utilization respectively, whereas 22 (2.75%) and 19 (17.92%) of the students said that it has low and very great influence in utilizing the reading tasks respectively. Similarly, majority of the teachers in the interview responded that inadequate teaching of reading has great influence in utilizing reading tasks.

Based on the responses made it can be inferred that inadequate teaching of reading has great influence on student reading and their comprehension skills. This implies that effective teaching of reading is largely depended upon the teacher. In other words, the task of providing

adequate reading instruction requires specific competencies of every teacher. Therefore, teacher should get the necessary competencies and skill, and should practically apply it to teach reading as designed in the curriculum materials.

4.4.2. Student-Related Factors

Teaching-learning process could be more effective when students actively engaged in their learning to acquire the necessary knowledge skill and attitude. Therefore, Table 4.9 shows how much student related factors influence the utilization of reading tasks.

Table 4.9: Student-Related Factors Influencing the Utilization of Reading Tasks

Item no	Factors (items)	Students response										Total
		Very great		Great		Moderate		Low		Very low		
		F	%	F	%	F	%	F	%	F	%	
2.4	Lack of motivation of students to read a passage	47	44.33	27	25.47	23	21.69	9	8.49			106
2.5	students limited vocabulary knowledge	61	57.54	41	38.67	4	3.77	-	-			106
2.6	Students limited grammar knowledge	31	29.24	42	39.62	19	17.92	14	13.20			106
2.7	Lack of prior knowledge to the passage	26	24.52	27	25.47	37	34.90	16	15.09			106
2.8	Lack of habit to read in leisure time	50	47.16	26	24.52	20	18.86	10	9.43			106
2.9	Lack of reading skills	54	50.94	34	32.07	18	16.98					106

As shown in table 4.9, item 2.4, 47 (44.33%) of the students said that lack of motivation of students to read a passage has a very great influence to utilize the reading task. However, 27 (25.47%), 23 (21.69%) and 9 (8.49%) of the students responded that lack of motivation of students to read a passage has great, moderate and low influence to utilize reading tasks respectively. All the interviewed teachers also replied that lack of motivation of students to read a passage very greatly influence their reading task utilization. It is also observed in the classroom that most of the students were talking with their classmates

instead of reading silently the given passage told by their teachers to do so. This might be due to lack of motivation and lack of clear purpose why they were asked to read.

As the responses show, lack of motivation of students to read a passage has very great influence on their reading and comprehending the given reading passage. This implies that teachers in the observed schools did not motivate their students to read and understand the given passage as intended in the reading curriculum. Because a motivated student wants to learn (read) and will succeed whatever circumstances he faced. Harmer (1991) also confirms that the motivation that students bring to class is the biggest single factor affecting their success.

Regarding students' limited vocabulary knowledge, majority of the students, and 61 (57.54%), revealed that it has very great influence in their reading. The remaining, 41 (38.67%) and 4 (3.77%) of the students said that students limited vocabulary knowledge greatly, and moderately influences their reading task utilization respectively. In the teachers' interview, majority of the interviewed teachers also confirmed the responses of the majority students that students' limited vocabulary knowledge has very great influence to read and understand a given passage. Furthermore, students in the focus group discussion also said that one of their main problem while they were reading was their limited vocabulary knowledge that hinders their understanding and motivation. The other problem they mentioned was that a word has several meanings and it was too difficult for them to identify the correct meaning in the reading passage.

From the responses forwarded by majority of the respondents, students' limited vocabulary knowledge has very great influence to read and understand a certain passage. This implies that student have a very

great problem to guess or skip some words in order to understand the main idea of the reading passage. The teachers in the sampled schools failed to advise their students how to improve their vocabulary knowledge. In this regard, Rebecca (1997:11) also says that "...students with well-developed vocabulary knowledge tend to be good in reading comprehension and that those limited knowledge tend to be poorer in comprehension".

Referring students limited grammar knowledge, Table 4.9, 42 (39.12%), 31 (29.24%) and 19 (17.92%) of the students respectively replied that students limited grammar knowledge has 'great', 'very great' and 'moderate' influence to utilize reading tasks effectively. Only 14 (13.20%) of the students said that limited grammar knowledge has low influence to utilize reading tasks.

Data gathered through teachers' interview reveals that majority of the teachers said that students' limited grammar knowledge has great influence to utilize reading tasks. But, only few interviewed teachers said that it has very great influence to practice reading.

Thus, from the majority responses, it is possible to say that students' limited grammar knowledge has great influence to read and understand the given reading passage. This might bring about discouraging effect on the students in learning reading.

In Table 4.9, item 2.7, majority of the students, (37 (34.90%)), said that lack of prior knowledge has moderate influence to read a passage, where as 27 (25.47%) and 26 (24.52%) of them respectively said that it has great and very great influence. Only 16 (15.09%) of the students said that lack of prior knowledge has low influence to utilize reading tasks. Furthermore, among the five interviewed teachers most of them said that

lack of prior knowledge has moderate influence on students reading and understanding. During the focus group discussion students said that the topics of the reading passage in their textbooks are familiar to them. As a result, they said, the content of the passages were not difficult except the language problem they have. They also said that, there may be some students who have no prior knowledge to the topics. They added that as compared to the other factors, it has moderate influence to their reading comprehension.

From the information given one can realize that majority of the respondents indicated that lack of prior knowledge to the passage has moderate influence to read a passage. This implies that the reading passages embodied in their textbooks seems more or less related to students' prior knowledge. Because, as the researcher observed the reading passages in the students' textbooks are related with health, historical places, famous persons and the like.

With respect to lack of habit to read in leisure time, majority of the students, (50 (47.16%)) said that it has very great influence to utilize the reading tasks. The remaining, 26 (24.52%) 20 (18.86%) and 10 (9.43%) of them respectively said that lack of habit to read in leisure time has great, moderate and low influence to utilize the reading tasks as expected. In the interview, majority of the interviewed teachers also said that lack of habit to read in leisure time has very great influence to utilize reading tasks as intended.

Regarding these issue students in the focus group discussion responded that majority of the students did not have any experience to read in their leisure time. They also said that their teachers inform them most of the time to read different books in their leisure time. But, according to them, their main problem was to identify the material they were going to read.

As it is observed from the responses, lack of habit to read in leisure time has very great influence to students reading and comprehending the content and meaning of a reading passage. This indicates that students were not aware of what kind of materials they are going to read and where they find them. Furthermore, it seems that the extensive reading a technique that helps to improve both reading skills and vocabulary knowledge was not utilized as expected.

The last item in Table 4.9 is concerning the influence of lack of reading skills to utilize reading tasks. Fifty four (50.94%) of the students said that lack of reading skills has very great impact to influence students reading. A significant number of respondents, (34 (32.07%)) and (18 (16.98%)), respectively reported that it has great and moderate influence to read a given passage. Among the five interviewed teachers, two of them said that lack of reading skills has very great influence to read a passage /text/. But, the other three teachers said that it has great influence. Similarly, students in the focus group discussion revealed that lack of reading skills has very great influence in their reading to understand the content and meaning of a certain passage.

Thus, from majority of the respondents, it is found that lack of reading skills has very great influence to approach a text to read slowly or quickly and get the main or specific idea from the text. This implies that students lack the necessary skills how to read a passage depending up on their purposes. Because reading is an active skill that constantly requires guessing, predicting, checking and asking questions oneself (Greellet, 1981). This indicates that students must be taught how to approach and consider the text to understand how language operates in communication.

4.4.3 Materials (texts) Related Factors

Appropriate reading text which go with students experience and language ability and interest are essential to practice reading and to get the desired objectives of language teaching. As a result, Table 4.10 presents how much material related factors influence the utilization of reading tasks.

Table 4.10: Material (text)-Related Factors Influencing the Utilization of Reading Tasks

Item No.	Factors (items)	Students response										
		Very great		Great		Moderate		Low		Very low		Total
		F	%	F	%	F	%	F	%	F	%	
2.10	Non-authentic text (text without natural use of language)	22	20.75	11	10.37	42	39.62	15	14.15	16	15.09	106
2.11	Similar topics	-	-	15	14.15	49	46.22	29	27.35	13	12.26	106
2.12	unfamiliar topics	48	45.28	39	36.79	19	17.92	-	-	-	-	106
2.13	Complex sentences	41	38.67	25	23.58	17	16.09	23	21.69	-	-	106
2.14	Shortage of student textbooks	23	21.69	11	10.37	26	24.52	21	19.81	25	23.58	106

As the data in table 4.10, item 2.10, indicates, 42 (39.62%) of the respondents responded that non-authentic texts has moderate effect to influence the utilization of reading tasks. Twenty two (20.75%) of the students also said that it has very great influence to utilize the reading tasks. The remaining, 16 (15.09%), 15 (14.15%) and 11 (10.37%) of the respondents respectively said that non-authentic texts has very low, low and great influence to utilize task. Similarly, in the teachers' interview all the five interviewed teachers responded differently. They respectively said that non-authentic texts has very great, great, moderate, low and very low influence to utilize reading tasks. This created problem to generalize their responses. Therefore, based on response of majority of the students

it can be generalized that non-authentic texts have moderate influence on utilizing reading tasks. This implies that the majority of the reading passages presented in the student textbooks may be prepared based on the authentic use of the language.

As shown in table 4.10, item 2.11 depicts, the majority of the respondents, 49 (46.22%), reported that similar topics appeared in their textbooks moderately influence their reading, while 29 (27.35%) of them said that it has low influence, whereas 15 (14.15%) and 13 (12.26%) of the students said that similar topics have great and low influence on utilizing reading tasks respectively. During the teachers' interview, among the five teachers, the majority of the teachers said that similar topics appeared in the students' textbooks have moderate influence. One of the teachers added that:

Even if similar topics (like, Dialogue) appeared more than three times in the student textbooks with different content they may have some influence which is very low. (29/06/2001. E.C)

Besides this, data gathered through focus group discussion revealed that similar topics appeared in the student textbooks have moderate influence on students' reading. From the data obtained, one can generalize that similar topics appeared in the students' textbooks have moderate influence on students to read it.

Item 2.12 in Table 4.10 indicates to what extent unfamiliar topics influence student reading. The majority of the respondents, 48 (45.28%) and 39 (36.79%), replied that unfamiliar topics have very great and great influence respectively, whereas 19 (17.92%) of the respondents mentioned that it has moderate influence on reading and understanding the passage. Moreover, in the teachers' interview, the majority of the teachers confirmed that unfamiliar topics have very great influence on understanding the main idea of the topic. They might say this response based on their

experience. In the focus group discussion it is also reported that there are no as such unfamiliar topics in their English textbooks. But, according to them, when they very rarely see other topics in other books, which were not familiar to them, it become very difficult to them to get the main idea of the text. In this regard, it can be possible to infer that unfamiliar topics greatly influence the utilization of reading tasks to identify the message the text contains.

In Table 4.10, item 2.13 shows the extent of the influence of complex sentence in utilizing reading tasks. Forty one (38.67%) and 25 (23.58%), of the student respondents respectively said that complex sentences have very great and great influence in utilizing reading tasks, where as 23 (21.69%) and 17 (16.09%) of the students said low and moderate influence respectively. In the teachers' interview majority of the teachers also said that complex sentences very greatly influence students' comprehension.

Based on the data, it is possible to generalize that complex sentences have very great influence to understand the meaning of written materials. Because reading is always associated with recognition of printed or written symbols which serve a stimuli for the recall of meanings.

Concerning shortage of student textbooks, 26 (24.52%) and 25 (23.58%) of the students reported that shortage of student textbooks has 'moderate' and 'very low' influence to utilize reading tasks respectively. The remaining respondents, (23 (21.69%)), (21 (19.81%)) and (11 (10.37%)), also respectively said that it has 'very great', 'low' and 'great' influence. Among the five interviewed teachers, majority of them said that shortage of student textbooks have low impact to influence students reading. Teachers' response may be depending upon the experience in

the schools they are working and the distribution of textbooks to their students. One teacher justified that each student has got a textbook but their problem seems to be lack of interest to learn. But this idea needs further investigation whether or not students lack interest to learn. Similarly, in the focus group discussion students responded that each of them had got student textbooks. But they mentioned that most of them have no habit to bring their textbooks into the classrooms due to fear of losing the text books.

Due to this reason, they forced to share one English textbook for three or four students to read in the class. This created problem especially for those who read slowly and inaccurately to comprehend the passage as much as possible as others relatively better students did. In the classroom it was also observed that three students were trying to read one textbook in almost all observed sections.

From the responses, one can infer that shortage of textbooks have low influence in the observed schools since each student had his/her own textbook. This implies that Kombolcha Woreda Education Office provided English textbooks for each student in order to reduce shortage of textbook distribution. But, the teachers in the observed schools did not motivate students to bring their English textbooks in the classroom to utilize the textbooks effectively.

Finally, in the open-ended questionnaire, both students and teachers were asked to mention some other factors that influence students reading and comprehension. During the interview teachers included the following factors that influence the utilization of reading tasks shortage of time to practice the reading skills as expected due to the existence of many exercises that need a lot of time to be finished in the allotted year; students consider reading as a heavy task that cannot be tackled and

not give attention to reading skill; lack of support from students' families to encourage students to read in their free time; and students discouraging belief on the use of doing comprehension questions.

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

Students also added the following factors that influence their reading task utilization conflict between teachers and some students that discourage teachers to teach reading as intended; lack of supportive reading materials in the library to practice reading in their free time; lack of classroom management during reading ;failure to check home works and class works by teachers that resulted carelessness of majority of the students to read and answer the given tasks; absence of reading test/exam discourage them to read the passage interestingly; and teachers' tendency toward grammar. It means teacher appeared to play down the main objective of reading skills.

From the students' response, one can realize that there was poor classroom management, poor relationship between teachers and some students that discourage teachers and students and shortage of supplementary reading materials in the schools' library. It was also clearly observed that preparation of reading tests/exam to encourage students to read with purpose is lacked.

CHAPTER FIVE

Summary, conclusion and Recommendation

The purpose of this study was to investigate the extent of the utilization of reading tasks in teaching English in grade seven and factors influencing its utilization in Kombolcha Woreda, South Wollo Zone. To this end basic questions were formulated and a descriptive survey method was employed to carry out the study.

Data were gathered through interview; classroom observation questionnaire and focus group discussion and analyzed and interpreted. Finally, the study comes up with the following major findings.

5.1 Summary of findings

5.1.1 Pre-Reading Tasks

The main purpose of the pre-reading tasks was to motivate and arouse students' interest to read the reading passage actively to comprehend the main message from it. In this stage, teachers were expected to introduce and orient the topic of a reading passage to direct students how they read the passage, to encourage students to express ideas freely and discuss in pairs/groups before they read the passage, to motivate students to predict what the text contains based on the given title or illustration given, to teach most difficult words appeared in the passage for language preparation and to activate students prior knowledge about the passage they are going to read. In this regard, teachers and students were asked to what extent they utilized the tasks at the pre-reading phase. The findings revealed that:

1. Writing the title of the topic on the blackboard was the strategy most English language teachers (50.5%) utilized in the pre-

reading phase. However, the relevance of introduction that make the reading lesson purposeful and create motivation to read the passage as intended in the curriculum was ignored practically;

2. It was found that majority of the teachers(36.79%) encourage their students sometimes to discuss in pairs/groups and motivated them to predict the content of the passage based on the title and illustration given;
3. It was found that (47.16%) of the teachers teach most difficult new words appeared in the passage. But, what they did was simply giving the dictionary definition of words without contextualizing the words in written texts (sentences);

5.1.2 The While-Reading Tasks

The purpose of the while-reading tasks was to encourage learners to read a text actively with greater concentration to find specific or general information or to read a text to find information depending on other purposes they have. Therefore, in this stage, teachers were expected to tell the purpose of students reading, the techniques and procedures of reading student utilize, to encourage. Students to confirm their prediction earlier made, to check their answers in pairs /groups after they read, to guess the meaning of unfamiliar words using the context and give skimming /scanning questions and the procedures how to scan or skim a given passage and the like. To this end, the finding of the study revealed that:

1. Most of the time student-loud readings(49.05%) were utilized in the classroom followed by student-silent reading, which was practiced very rarely in the classroom;
2. It was found that students were very rarely (60.37%,53.77%) encouraged to confirm their prediction they made earlier at the pre-reading phase, to guess the meaning of new words appeared in the passage using clues, and (53.77%) teachers gave skimming/

scanning questions respectively. But, they never (42.45%) clarified the procedures at all how to skim/scan the reading passage and advise their students not to concentrate on every word to get the general idea of the passage to their students;

3. The data revealed that sometimes (36.79%) teachers let their students to check their answers in discussing in pairs/ groups ;
4. It was also investigated that the classroom discussion was always (47.16%) restricted to the point in the passage without giving room to relate with other issues.

5.1.3 Post-Reading Tasks

The aim of post reading task is to consolidate or reflect upon what has been read and to relate the text with learner's own knowledge, interest and views. Therefore, respondents were asked how often they utilize them in the post-reading phase. The finding reveals that:

1. The students have got the chance to express their own ideas related to the passage. But, they very rarely encouraged to link the content of the passage with their own knowledge and experience;
2. The researcher also investigated how often students were given chance to evaluate the writer's opinion based on the passage they read. The finding indicated that students were very rarely told by their teachers to evaluate the opinion of the writers;

5.1.4 Techniques /methods Utilized to Present Reading Tasks

In Grade Seven Reading curriculum, various techniques/methods were suggested to present reading tasks. The techniques suggested to be employed were individual, pair, group, whole-class discussion, and brainstorming and teachers explanation. Therefore, investigation was carried out to identify the kinds of techniques employed at the three of phases reading. The finding of the study indicated that:

1. Majority of the respondents(35.84%) indicated that they utilized individual work at the pre-reading phase;
2. The finding indicates that teachers in the sampled schools utilized teachers explanation method (34.90%) by providing the dictionary definition of words without giving room for students to practice guessing which implies that students were not helped to practice the skills of guessing the meaning of new words from context;
3. From the study, it was found that (50.9%) teachers encouraged individual work to complete tables, charts and open-ended questions though it was also necessary to allow students to discuss in pairs/groups before whole-class discussion to increase their interaction and to help each others in order to develop their self confidence in using the language;
4. It was found that individual work method (50.9%) was used to do multiple choices and true/false questions.

5.1.5 Factors Influencing the Utilization of Reading Tasks

It was investigated that to what extent teachers, students and material related factors influenced the utilization of reading tasks in grade seven classrooms. From the study it was found that lack of motivation of teachers and students, poor teaching strategies, students limited vocabulary knowledge, lack of habit to read in leisure time, lack of reading skills, unfamiliar topics and complex sentences were found to be one of the major factors which very greatly influence the utilization of reading tasks to grade seven students in the sampled schools.

5.2 Conclusion

From the result of students and teachers' responses, classroom observation and focus group discussion, analysis and summary the following conclusions are made.

1. Most of the grade seven English language teachers in Kombolcha Woreda, South Wollo Zone have the required qualification to teach in the level. Beside this, they have got workshop, seminar or refresher programs how to teach reading skills but they did not apply as properly as they were expected to utilize the knowledge and skills in the selected second cycle Elementary schools'. This is apparent from actual classroom observation and students' response;
2. The utilization of most of pre-reading tasks were not utilized beyond sometimes level that was expected to arouse students' curiosity in the text and activate their prior knowledge for effective reading, better comprehension and English language practice in the classroom. As a result, the intention that students actively participate at the pre-reading phase to use the language seems to be unsuccessful since majority of the pre-reading tasks wrongly utilized in the classroom;
3. The actual reading tasks were dominated by student-loud reading techniques which make majority of the students' passive listeners. Moreover, skimming/scanning reading, guessing meaning from contexts and checking predication earlier students made at the pre-reading phase and discussion on the passage were not utilized as expressed in the curriculum.
4. The post-reading activities (tasks) which demand the student to relate their knowledge and experience in relation to the passage they read also, most of the time, limited to the sometimes level. Thus, the purpose of the three phases of teaching reading were not utilized as intended in the English language reading curriculum to

practice reading skills in order to utilize effectively in other subjects and in their (students) day to day reading practices. This shows that students in the sampled schools were not helped as expected by their English language teachers to practice reading skills and to apply them in their day to day reading;

5. In the reading curriculum, various techniques /methods were indicated to be utilized at the pre-, while-, and post-reading phases. But majority of the teachers utilized them in wrong manner. Even if the classroom seats were arranged in group form individual work was dominated in most of the observed classrooms. This implies that the classroom lacks interactive activity that aimed to integrate the various language skills in the classrooms. In general, it is possible to conclude that teachers did not use the appropriate teaching methodology to present reading tasks in the sampled schools ;
6. Teachers, students and materials (textbooks) related factors were seen to what extent they influence the utilization of reading tasks. The major ones which very greatly influence were: lack of motivation of teachers and students, poor teaching strategies, students limited vocabulary knowledge, lack of habit to read in leisure time, lack of reading skills, unfamiliar topics and complex sentences. As result, students are discouraged to read a certain passage with very great interest.

5.3 Recommendation

On the bases of the findings of the study and conclusions made, the following recommendations are forwarded:

1. As it has been mentioned in the study majority of the teachers assured that they have got seminars, workshops or refreshment program related to teaching reading but they did not apply the knowledge and skill appropriately. This might be emanated from the fact that teachers may not be clearly understood on the benefits of the three phases of teaching reading skills to students. Therefore, to alleviate this problem, frequent and consistent trainings-workshops, seminars or refreshment programs, should be given for teachers by the concerned bodies particularly Teacher Training Colleges, and Woreda Education offices. Besides, the schools English Language Department Heads should make use of in-school supervision to check whether or not teaching reading is implemented effectively as indicated in the curricular materials;
2. The curriculum designers (writers) should provide teachers with sufficient advice and guideline how to present the reading tasks at each reading phases;
3. As the study revealed, different teachers utilize different teaching techniques /methods to present a task and individual work was dominated for the whole tasks. This may be due to the fact that the methodology may not be clearly indicated to present the task in the curricular materials. Therefore, it should be clear for teachers to utilize the appropriate techniques to present the reading tasks effectively at each reading phase /pre-, while-, and post-reading phases);
4. Lack of motivation of teachers and students, poor teaching strategies, students limited vocabulary knowledge, lack of habit to read in leisure time, lack of reading skills, unfamiliar topics and complex sentences were found some of the major factors that very greatly influenced the

utilization of reading tasks to grade seven students in the sampled schools. Therefore, to minimize these problems:-

- 4.1 The concerned bodies (Woreda Education Office and the school principals) should motivate teachers using various means such as sharing experience with other schools to present the tasks as intended in the curricular materials;
- 4.2 Teachers should encourage and help their students to read more by providing additional reading assignments in order to improve their reading skills and to increase their vocabulary knowledge because extensive reading program is the single most effective way of improving both vocabulary and reading skills in general;
- 4.3 Textbooks writers should pay attention in selecting texts which have simple sentences and familiarity to the students' background knowledge depending on the students' age and grade levels;
- 4.4 The school should buy or ask donor organizations to get supplementary reading materials to be utilized in the schools library.
- 4.5 The researcher believes that the study may has some limitation because there are some reading tasks such as inferential skills and other influencing factors like economic and parent educational status were not included in the study besides other unforeseen circumstances .Therefore, the researcher would like to recommend others to conduct in-depth study to have a full and clear image about the utilization of reading tasks and factors influencing its utilization in the sample schools. The researcher also will try to conduct the study in the future to fill the gap when he get favorable situation.

BIBLIOGRAPHY

- Aebersold, J.A. and M.L. F.(19997). **From Reading to Reading Teacher: Issues and Strategies for Second Language classrooms.**Cambridge: CUP.
- Ahmed Siraj G. (1997). "A descriptive study of the teaching of Reading comprehension in Yekatit 12 Comprehensive Secondary School: with special reference to grade Nine" (Senior Essay) Addis Ababa, AAU
- Alderson, J.C. (2000). **Assessing Reading.** Cambridge: CUP.
- Alderson, N.J. (1999). Improving Reading Speed: activities for the classroom." **English Teaching Forum** .vol. 37.2
- Alvermann, D.E. (2004). **Content Reading and Literacy: succeeding in today's classrooms.** (4th ed.). Boston, M.A: allyn and Bacon.
- Asrat Debebe (1995). "Some Sources of Reading Comprehension Problem for Grade 11 Students with Preference to Abiot Kirs and Nefas Silk Senior Secondary High Schools" (Senior Essay) Addis Ababa, AAU
- Ayalew Shibeshi (2000). Educational Policy and Management /EdAd 613/. Modules Two and three. Unpublished. Addis Ababa University.
- Baker, J.and H. Westrup.(2000). **The English Language Teachers Handbook.** London: VSO Continuum.
- Barbara, J.and Rebecca, B. (1997). **Teaching Reading and Writing in Elementary Classrooms.** 2nd ed. New York: Longman publisher.
- Beard, R. (1989). **Developing Reading.** Oxon: Hodder and Stoughton.
- Beauchamp, G. (19680).**Curriculum Theory.** (2nd ed) USA:Kagg.
- Best .T.W. and Kahn ,J.V. (2004). **Research in Education (7th ed.)**.New Delhi: Prentice Hall
- Burns, P. C. B. D. and Rose, E.P. (1999). **Teaching Reading in today's Elementary School.** (7th ed.) Bosten . New York: Houghton Mifflin Company.
- Burz, H. L. and Marshll, K. (1997). **Performance Based Curriculum for language Arts from knowing to Showing.** California: Corwin Press.
- Bush L. C. and Huebner M. H. (1970). **Strategies for Reading in the Elementary School.** London: The Macmillan Company.

- Crilly. (2002). **Three Stages of Reading**. Available at. URL: <http://www.myread.org/giude-stages.htm>.
- Cross,N. (1982). **Teaching Reading Skills in a Foreign Language**. Oxford: OUP.
- Davis, F. (1995). **Introducing Reading**. London: Penguin Books Ltd.
- Day, R.R. and Bamford B.(1997).**Extensive Reading. What is? Why Bother?** URL:
Available at <http://www.jalt-publication.org/tlt/files/97/may/extensive>.
- Denscombe,M. (2003). **The Good Research Guide for Small Scale Research Project**
(2nded) Maidenhead: Open University press.
- Endalkachew Weldmariam (2006).**The Communicative Language Teaching in Selected Second Cycle Primary Schools of East Shoa Zone**. M.A. Thesis. Addis Ababa University. (Unpublished).
- Fullan. M.(1991). **The New Meaning of Educational change**. New York: David McKay company, Inc.
- Getachew Asrat (1996).**The Teaching of Reading in Government High Schools in Addis Ababa**. MA Thesis. Addis Ababa University. (Unpublished).
- Grant, N. (1987). **Making the most out of Your Textbook England**: Longman group.
- Greenal. S. and M. Swan. (1986). **Effective Reading Skills for Advanced Students**. Cambridge. CUP.
- Grellet,F. (1981). **Developing Reading Skills:A Practical Guide to Reading Comprehension Exercises**. Cambridge .CUP.
- Harmer, J. (1991).**The practice of English Language teaching**. New York: Longman Group Ltd
- Harris, A. J. (19961). **How to Increase Reading Ability**. New York; David Mckay Company. Inc.
- Howatch, P. (2006).**Teaching Reading**. Available at
URL:<http://www.teachingenglish.org.uk/think/read/com.read.shtm#top>.
- Institute for Curriculum Development and Research./ICDR/ MoE (2004). English Syllabus, Grade 7 (Revised).
- Kilinger, Fred N. (1986). **Foundation of Behavioral Approach Chicago**: Holt, Rinehart and Winston, Inc.

- Kumar. R. (1996). **Research Methodology: A step-by- step Guide for Beginners.** New Delhi: SAGE publication.
- Langan, J. (2003). **Ten Steps to Improving College Reading Skills.** (4th ed.) New Jersey: Townsend Press, Inc.
- Laws, S.(2003). **Research for Development: A Practical Guide.** London: Gowwer publishing Company Ltd.
- Lewy, A. (1968). **Handbook of Curriculum Evaluation:** UNESCO: Paris.
- Mckenna, M.C. (2002).**Teaching Through Text: Reading and Writing in the Content areas.** 3rd ed. Boston: Allyn and Bacon.
- Mekasha Kassa (2007). "An Exploration of the Task design procedures of EFL Teachers in Ethiopia: a case study." **Journal of Education for Development.** Vol. II No. 14.
- Melese Bedane(1992). **An Evaluation of Grade 9—12 English Curriculum and its Implementation in Schools of Capitals of Ethiopia Administration Regions as Causes for Students deficiency in English .**MA Thesis.Addis Ababa University.(unpublished).
- Mulatu Fentie (1995). "A study of factors affecting reading ability of Grade Nine Students of Entoto and Yekatit 12." (Senior Essay). Addis Ababa, AAU
- Nunan, D. (1989). **Designing Tasks for Communicative Class.** Cambridge: CUP.
- Nuttall, C. (1982). **Teaching Reading Skills in a Foreign Language.** London: Heinemann
- Nuttall,C. (1996). **Teaching Reading Skills in a Foreign Language.** Bath: Bath Press.
- Ornisten, A. C. and Hunkins (1988).**Curriculum : Foundations, Principles and Issues.** New Jerser: Prentice Hall.
- Parrot, M.(1993).**Tasks for Language Teaching Teachers: A resource book for training and Language Development.** Cambridge University press.
- Pratt, D.(1980). **Curriculum: Design and Development .**New York: HBJP.
- Richards, J. C. (1990). **The Language Teaching Matrix.** New York: CUP.
- Rivas, M. (1999). "Reading in Recent ELT Course Book." *ELT Journal*, Vol.53, No 1.

- Saricoban ,A. (2002). "Reading Strategies of Successful Readers through the Three Phases Approach." The Reading Matrix. Vol.2. No.3. Available at URL: <http://www.reading matrix .com /archives .htm/>.
- Scrivener, J. (1994). **Learning Teaching**. UK: The Bath Press.
- Seyuom Tefera and Ayalew Shibeshi (1989). **Fundamentals of Education Research For Students and Beginning Researchers**. Addis Ababa University. (unpublished)
- Sliger, H.W. and Shohamy, E. (1989). **Second Language Research Methods** .Oxford: OUP.
- Smith, F. (1978) . **Reading**. (2nd ed.) Cambridge: CUP.
- Solomon Hailu (2000). "A Study of Reading Strategies of the first year students at a University College in Ethiopia." (PhD. Dissertation). Addis Ababa: Addis Ababa University.
- Taye Regassa (1999). "**The effects of academic background on reading comprehension: the case of first year students at the college of social science in AAU.**" (PhD dissertation) Addis Ababa, AAU.
- Tekeste Negash (1990). *The Crisis of Ethiopian Education: Some Implication for Nation building*. Sweden: Uppsala University.
- Tesfaye Abebe (2006). **Teachers' Expressed Beliefs about Teaching Reading and their Actual Classroom practices: The Case of three Selected Primary schools in East Gojam zone** .MA Thesis. Addis Ababa.(Unpublished).
- Tinker, M.A. (1962).**Teaching Elementary Reading**. (2nd ed.) New York: Appleton.
- Ulijin , J. M. and J. B. Strother (1990). "The Effects of Syntactic Simplification on reading ESP texts as L1 and L2."Journal of Research in Reading: Vol.13.1
- Urquhart A. H. and Alderson J.C. (1984). **Reading in a foreign language:** London and New York: Longman INC.
- Van Dalen, D. B. (1979) **Understanding Educational Research : An Introduction** . New York: McGrew Hill Book Company
- Wallace, C. (1992). **Reading. Candlin and Widdowson (eds.) Language Teaching: A Scheme for Teacher Education**. Oxford: OUP.

- Wallace, G. J. (2004). **Understanding Reading Problem. Assessment and Instruction: 6th. ed.** Boston, MA: Allyn and Bacon.
- Wells, C. (2007). **Motivational Techniques for Improving Reading comprehension among Inner City High Schools Students.**
- Widdowson, E. (1984). **Reading in the language Classroom.** London and Basingstoke: Macmillan.
- Williams, E. (1984). **Reading in the Language classroom.** London: Macmillan.
- Wright, T. (1987). **Roles of Teachers and Learners.** New York: OUP.
- Yigiter, K. Saricoban ,A.,and Gurss.T.(2005).“Reading Strategies Employed by ELT Learners at the Advanced Level: “The Reading Matrix .URL: [http/ www/ reading matrix .com/article/ saricoban /article](http://www/readingmatrix.com/article/saricoban/article).
- Yilma Debebe (1997). **"The State of Teaching Reading Skills with special reference to Grade Nine students at Assella comprehensive Secondary Schools in Arsi Zone"** (Senior Essay). Addis Ababa: Addis Ababa University.

APPENDIX- A

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL
DEVELOPMENT STUDIES**

Questionnaire for Grade Seven English Language Students

Dear Student

I am conducting a research about the utilization of reading tasks in teaching English in grade seven and factors influencing its utilization and to suggest some possible solution. Your sincere responses to the question below are a great help for the success of my study. Therefore, I kindly request you to give genuine responses that will be kept confidential. So you are not required to write your name.

Thank you for your cooperation

Personal information

Name of the school-----

Sex Male-----.Female----- (put a ✓ mark)

Part I- put a tick mark (✓) on one of the four point scale (5= always, 4= most of the times, 3= most of the time 2= very rarely, 1= never at all) how frequently your teacher uses the following reading tasks

Tasks /Activities (How frequently the teacher	5	4	3	2	1
1. Pre-reading tasks					
1.1. introduces the topic of the reading passage					
1.2. brainstorms your idea					
1.3. encourages you to discuss in pair/group about the title of the passage before you read the passage					
1.4. motivates you to predict what the passage (text) contain based on the title or illustration					

1.5. teach most difficult new words					
1.6. Activate your prior knowledge about the passage					
2. While-reading tasks					
2.1. tells you the purpose of reading					
2.2. teacher-loud reading					
2.3. student-loud reading					
2.4. student-silent independent reading					
2.5. encourages you to confirm your prediction earlier made about the passage					
2.6. encourages you to guess the meaning of unfamiliar words using the context					
2.7. advises you not to concentrate on every word to get the general idea of the passage					
2.8. gives you skimming/scanning questions					
2.9. clarifies the procedures how to scan/skim					
2.10. Ask you to do comprehension question in the form of short answers with evidence from a text after reading					
2.11. encourages you to check your answer discussing in pairs/groups					
2.12. the teacher discusses the passage restricting the discussion to the point in the passage					
3. Post-reading tasks					
3.1. gives you chance to express your idea based on the passage					
3.2. encourages you to link the content of the passage /text/ with knowledge and experience you always have					
3.3. tells you to evaluate the writer's opinion					
3.4. gives you writing activity related to the passage					

Part II- In grade seven English language teaching materials different techniques are suggested to present the reading tasks. Therefore, which techniques you use in the following reading tasks.

Tasks/activities	Techniques					
	Individual work	Pair work	Group work	Whole class discussion	Brain storming	Teacher explanation
Pre-reading activities						
Scanning						
Skimming						
Guessing meaning from the context						
To Complete tables , charts and Open-ended questions						
To answer Multiple choices and True/false						

Please, try to state briefly which of these techniques you prefer in your reading session and why? _____

Part III. Indicate the extent to which the factors below make your reading task utilization difficult to implement as expected and put a tick mark (✓) on one of the five point scales (5= very great, 4= great, 3= sometimes, 2= rarely, 1= never at all)

Factors making your reading task influence /difficulty/	5	4	3	2	1
2.1. lack of motivation of teachers					
2.2. poor teaching strategy					
2.3. inadequate teaching of reading					
2.4. lack of motivation of students					

2.5. your limited vocabulary knowledge					
2.6. your limited grammar knowledge					
2.7. lack of prior knowledge					
2.8. lack of habit to read in leisure time					
2.9. lack of reading skills					
2.10. non-authentic text (text without natural use of language)					
2.11. similar topics					
2.12. unfamiliar topics					
2.13. complex sentences					
2.14. shortage of students textbooks					

Others (please write them) _____

APPENDIX- B

የአዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ መርሀ-ግብር
የስርአተ ትምህርና የመምህራን ሙያ ልማት
ትምህርት ክፍል

በሰባተኛ ክፍል የእንግሊዝኛ ቋንቋ ትምህርት ተማሪች የሚሞላ መጠይቅ

የዚህ መጠይቅ ዋና አላማ የእንግሊዝኛ ቋንቋ የንባብ ችሎታችሁን ለማዳበር በመማሪያ መጻሕፍቶች ውስጥ የተገለጹትን ተግባራት መምህራችሁ እንዴት እንደሚያስፈልጉትና በአጠቃቀም ሂደትም የሚገጥማችሁን ችግሮች በማጥናት የመፍትሄ ሃሳብ ለመጠቀም ነው ። በመሆኑም ከዚህ በታች ለቀረቡት ጥያቄዎች የምትሰጡት መልስ ለጥናቱ መሳካት ትልቅ ድጋፍ ያደርጋል ።

ስለዚህ ጥያቄዎን በትክክል አንብቦ/ሽ ትክክለኛን ተግባር /መልስ እንድትሰጥ/ጭ እየጠየኩ መልስህም/ሽም ለሌላ የማይተላለፍ በመሆኑ በመጠይቁ ላይ ሰም መጻፍ አያስፈልግም።

ስለትብብርህ/ሽ በጣም አመሰግናለሁ

አጠቃላይ መረጃ

የትምህርት ቤቱ ስም-----

ጾታ:- ወንድ----- ሴት----- (✓) ምልክት በማስቀመጥ መልስ/መልሽ።

ክፍል አንድ

ከዚህ በታች ለቀረቡት የምንባብ ተግባራት የእንግሊዝኛ መምህራችሁ ምንባብን በሚያስተምሩበት ወቅት በመጽሐፉ ውስጥ የተገለጹትን የተለያዩ የምንባብ መለማመጃ ተግባራትን የቱን ያህል እንድትጠቀሙ እንደሚገባችሁ ለማወዳደሪያ ከቀረቡት ከ1-5 ካሉት አማራጮች (5= ሁልጊዜ 4=በአብዛሀኛው 3= አንዳንድ ጊዜ 2= በጣም አልፎአልፎ 1= ጭራህ አይጠቀሙም) ትክክለኛውን በመምረጥ በተግባሩ ፊትለፊት (✓) ምልክት መባስቀመጥ መልስ/መልሽ።

ድርገቱን/ተግባራቱን መምህሩ የቱን ያህል ይፈጽማሉ?	5	4	3	2	1
1. ምንባቡን ከማንበባቸው በፊት					
1.1 የምንባቡን ርዕስ ያስተዋውቀሉ					
1.2 ስለምንባቡ ያላቸውን ግንዛቤ ይጠይቃሉ					
1.3 ምንባቡን ከማንበባቸው በፊት በርእሱ ዙሪያ በቡድን እንድትወያዩ ያድርጋሉ					
1.4 ምንባቡን ከማንበባቸው በፊት ርእሱን ወይም አንዳንድ ስዕላዊ መግለጫችን መሰረት በማድረግ ምንባቡን ምን እንደየዘ እንድትነቡ ያደርጋሉ					
1.5 ተማሪች አንድን ምንባብ ከማንበባቸው በፊት በምንባቡ ውስጥ ትርጉማቸው ያስቸግራል ብለው የሚገምታቸውን ቃላት ሁሉ ያስተምራሉ					
1.6 ስለ ምንባቡ ርዕስ ቀድሞ ያላቸውን ዕውቀት እንዲታስታውሱ ያነቃቃሉ/ያነሳሳሉ					
2. ምንባቡን በማንባብ ላይ እያላችሁ					
2.1 የምንባቡን ጠቀሜታ ያሳውቃሉ					
2.2 መምህሩ ምንባቡን ካነበዱ በኋላ እናንተ የእሳቸውን ሞደል ተከትላችሁ እንዲዲተቡ ያደርጋሉ					
2.3 አንድ ተማሪ ጮህ ብሎ ለእናንተ እንዳያነብ ያደርጋሉ					
2.4 ጸጥ ብላችሁ /ድምጽ ሳታሰሙ / እንዲታነቡ ያደርጋሉ					
2.5 በማንባብ ላይ እያላችሁ ቀደም ብለው ስለ ይዘቱ ተንብያችሁ የተበረውን እንዲታረጋግጡ ያደርጋሉ					
2.6 በንባብ ላይ እያላችሁ የምታገኛቸውን አዳዲስ ቃላት ትርጉም ራሳቸው አገባባቸውን በማየት ትርጉማቸውን እንድትገምቱ ያበረታታሉ					
2.7 በምታነቡበት ወቅት የአንድን ምንባብ አጠቃላይ መልክት እንዳትገነዘቡ በእንዳንዱ ቃላት ትርጉም ላይ ትኩረት እንዳታደርጉ ይመክራሉ					
2.8 በፍጥነት አንበባችሁ የምንባቡን አጠቃላይ መልክት ወይም አንድ የተወሰነ ሃሳብን እንድታገኙ ጥያቄችን ያቀርባሉ					

2.9 በፍጥነት አንብቻሁ የምንባቡን አጠቃላይ መልዕክት ወይም የአንድ የተወሰነ ሃሳብ እንድታገኙ የሚያስችላችሁን የአካባቢ ስልት /ሂደት ያስገነዝባሉ።					
2.10. አንድን ምንባብ ካስነበቡ በኋላ ከምንባብ የወጡ ጥያቄችን በምንቡ መሰረት ማስረጃ በማቅረብ አጫጭር መልሶችን እንዲታቀርቡ ያደርጋሉ።					
2.11 በየግላችሁ ጥያቄችን ከሰራችሁ በኋላ መልሶቻችሁን በቡድን/በጥንደ እንድትወያዩ ያደርጋሉ።					
2.12 ምንባቡን ካስነበቡ በኋላ ውይይቱን በምንባቡ ዙሪያ ብቻ አድርገው ያቀርባሉ					
3. አንባቢዎችሁ ከጨረሳችሁሉ በኋላ					
3.1 አንድን ምንባብ ካነበባችሁ በኋላ የራሳችሁን የግንዛቤ መልስ እንድትመልሱ ያበረታታሉ።					
3.2 የምንባቡን ሃሳብ ተማሪች ካላቸው ዕውቀትና ልምድ ጋር እንዳገናዝቡትና /እንዲታያይዙት ያደርጋሉ።					
3.3 አንድን ምንባብ አንባቢዎችሁ ከጨረሳችሁ በኋላ የጸሃፊውን አስተሳሰብ እንድትገመግሙ ያደርጋሉ።					
3.6 ምንባቡን አስነበበው ካስጨረሱ በኋላ ከምንባቡ ጋር ግንኙነት ያላቸው ጽሁፎችን እንድትጽፉ ያደርጋሉ።					

ክፍል ሁለት

በሰባተኛ ክፍል የእንግሊዝኛ መጽሐፋቸው ውስጥ ያሉትን የተለያዩ ተግባራትን ለመስራት የምትጠቀሙት ተክኒክ/ የአካባቢ ስልት ምን እንደሚመስል ከዚህ በታች የተዘረዘሩትን ተግባራት በምን አይነት የአሰራር ዘዴ እንደምታሰሯቸው የ(✓) መምልከት በማስቀመጥ መልስ/መልሽ።

በሰባተኛ ክፍል የስርዓተ ትምህርት መጻሕፍት /ሲለበስ፤ የመምህሩ መመሪያና የተማሪው መጽሐፍ/ ውስጥ የእንግሊዝኛ ቋንቋን ለማስተማር የተለያዩ ዘዴች/ቴክኒኮች ተጠቅሰዋል። ስለዚህ ምንባብን ለመማር የሚጠቅሙት ዘዴ የትኛውን ነው ?

ተቁ	ድርጊት	የማስተማር ዘዴ/ተክኒክ					
		የግል ስራ	የጥንድ ስራ	የቡድን ስራ	አጠቃላይ የክፍል ወይይት	የምታውቁትንና የመጣላቸውን ሀሳብ ለመናገር	በመምህር ገለጻ
1	ምንባቡን ከማንበባችሁ በፊት ያሉ ጥያቄችንና ሌሎች ተመሳሳይ ድርጊቶችን ለመሰራት						
2	አንድን ምንባብ በፍጥነት እያነበባችሁ የተወሰነና አንደን መረጃ ከምንባቡ ፈልጋችሁ እንዲታገኙ						
3	ምንባቡን በፍጥነት እያነበባችሁ የምንባቡን አጠቃላይ መልዕክት /ሀሳብ /አንድ-ትረፍ ለማድረግ						
4	በአንድ ምንባብ ውስጥ ያሉና ትርጉማቸውን የማያታውቁአቸውን ቃላት ከአገባባቸው በመረዳት እንድትገምቱ ለማድረግ						
5	ምንባቡን መሰረት በማድረግ የሚሞሉ ቻርትችን ሰንጠረዥችንባዶ ቦታ ያላቸውን ጥያቄችን ለመሰራት						
6	ከምንባቡ የወጡ የምርጫ ጥያቄችንና የእውነት ሃሰት ጥያቄችን ለሰራት						

ክፍል ሶስት

ከዚህ በታች የተዘረዘሩት ምክንያቶች በእንግሊዝኛ ቋንቋ የተጻፈን ምንባብ ለማንበብ ተጽዕኖ ያሳድራሉ ተበለው ይገመታሉ ። ስለዚህ በምታነቢበት /ብበት ወቅት የቱን ያህል ችግር እንደሚሆኑብህ/ሽ ከተዘረዘሩት የመለኪያ አማራጮች መካከል (5=በጣም ከፍተኛ 4= ከፍተኛ 3=መጠነኛ 2= ዝቅተኛ 1=በጣም ዝቅተኛ) ምረጥና/ጭና የ(✓) ምልክት በማስቀመጥ መልስ/ህ።

የቱን ያህል ተጽዕኖ ያደርጋል?	5	4	3	2	1
2.1 መምህሩ የንባብ ትምህርትን ለማስተማር ፍላጎት አለመኖር					
2.2. መምህሩ ምንባብን የማስተማር ችሎታ አለመኖር					
2.3. ምንባብን በደንብ አለማስተማር					
2.4 የአንተ/ የአንቺ የንባብ ፍላጎት አለመኖር					
2.5. የእንግሊዘኛ ቋንቋ ቃላቶች ችሎታህ/ሽ ውስን መሆን					
2.6 የእንግሊዘኛ ቋንቋ የስዋሰው አገባብ /አጠቃቀም ዕውቀትህ/ሽ ዝቅተኛ መሆን					
2.7 ስለምንባቡ ቀድመህ/ሽ የምታውቀው /ታውቂው ሃሳብ አለመኖር					
2.8 በትረፍ ጊዜህ/ሽ የማንበብ ልምድ አለመኖር					
2.9. የአነባቡብን ስልት አለማወቅ					
2.10. ምንባቡ ከክፍል ውጭ ከምንጠቀምበት የቋንቋ ጠቀሜታ ጋር ያልተዛመደ መሆን					
2.11. ተመሳሳይነት ያለው የምንባብ ርዕስ መደጋገም					
2.12 የምንባቡ ርዕስ የማታውቀው/ውቂው መሆን					
2.13 የዓረፍተ ነገሩ ውስብስብነት					
2.14 የተማሪች መማሪያ መጽሀፍት እጥረት					

ከላይ ከተዘረዘሩት ምክንያቶች ውጭ ሌላ የሚጨመር ከለ ዘርዘራቸው/ሪያቸው-----

APPENDIX -C
ADDIS ABABA UNIVERSSSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL
DEVELOPMENT STUDIES

Interview guide for Grade Seven English Language Teachers

The objective of this research interview is to gather information about the utilization of English language reading tasks suggested in grade seven curriculum materials / syllabus, the teacher's guide and students' textbooks /and factors influencing its utilization .your sincere response to the questions below are of a great help for the success of the study .Therefore, I kindly request you to give genuine response that will be confidential.

1. What is your qualification? -----
2. How long have you been teaching English? -----
3. Have you attended any workshop, seminar, or refreshment program? -----
4. Have you got the syllabus, teacher's guide and student textbook? -----
5. Are you aware of the three phases of reading / pre, while, and post reading tasks/? -----
6. Please say, **always, most of the time, sometimes, very rarely or never** to show how you teach your students reading.

During pre-reading, how often do you -:

- Introduce the topic of the reading passage? -----
 - Brainstorm students' idea? -----
 - Engage students to discuss in pair/group work about the passage before reading? ---
 - Motivate students to predict what the text contains based on the title or illustration? -
 - Teach most difficult new words? -----
 - Activate prior knowledge? -----.
- Is there any thing that you want to add?

During the while –reading –how often do you-:

- Tell the purpose of reading? -----
- Use teacher -loud reading technique? -----
- Use student –loud reading technique? -----
- Encourage student- silent reading? -----

- Encourage students to confirm their prediction earlier made about the topic? -----
- Encourage students to guess the meaning of unfamiliar words using the context? -----
- Advise students not to concentrate on every word to get the general idea of the passage? -----
- Give skimming/scanning questions? -----
- Clarify the procedures how to skim/scan? -----
- Ask students to do comprehension question in the form of short answer with evidence from a text after reading? -----
- Encourage students to check their answer discussing in pairs/groups? -----
- Discuss the passage restricting the discussion to the point in the passage? -----
- Is there any other activity you add? -----

Concerning the post- reading tasks, how often do you-:

- Give chance for students to express their idea based on the passage? -----
- Encourage them to link the content of the text with knowledge and experience they have? -----
- Tell them to evaluate the writer's opinion? -----
- Give the writing activity related to the passage? -----

7. In the grade seven curricular materials/ syllabus ,teacher's guide and students' textbook/ different teaching methods /techniques like **individual ,pair, group work ,whole –class discussion ,brainstorming, teacher explanation/** are suggested to present the language .Therefore, as an English language teacher ,which technique you use to present the following reading tasks?

1. To answer pre-reading questions. -----
2. Scanning. -----
3. Skimming. -----
4. Guessing meaning from the passage. -----
5. Completing tables, charts and Open-ended questions based on the reading passage.
6. To answer multiple choices and true/false questions-----

Are there any other methods you utilized? Please specify them?

8. Please say, very **great**, **great**, **moderate**, **low** or **very low** to tell the extent to which the following factor influences your student reading task utilization or comprehension.

lack of motivation of teachers -----

poor teaching strategy-----

inadequate teaching of reading -----

lack of motivation of students -----

their limited vocabulary knowledge-----

their limited grammar knowledge -----

lack of prior knowledge -----

lack of habit to read in their leisure time -----

non-authentic text (text without natural use of language)---

similar topics -----

over unfamiliar topics -----

-complex sentences -----

shortage of students textbooks-----

If others, please mention them -----

APPENDIX- D

**ADDISS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF CURRICULUM AND TEACHERS
PROFESSIONAL DEVELOPMENT STUDIES**

Questionnaires for focus Group Discussion

1. How do you learn reading in the classroom? What are the main activities of you and your teacher during pre, while and post reading?
2. What are the methodologies/techniques your teachers and you utilize at pre-, while –and post reading phases?
3. Do your teachers encourage you to read additional texts written in English in your free time?
4. What are the main factors that influence your reading?

APPENDIX F
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
EDUCATION FACULTY
DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL
DEVELOPMENT STUDIES

Observation checklist

Tasks /Activities	Actual practice observed	
	Carried out	Not carried out
<p>1. Pre-reading tasks</p> <p>1.1. introduce the topic of the reading passage</p> <p>1.2. tell students to open and read the passage and answer questions that follow before introducing the passage</p> <p>1.3. brainstorm students idea</p> <p>1.4. engage students to discuss in pairs/ groups about the title of the passage before reading</p> <p>1.5. motivate students to predict what the text contain based on the title or illustration</p> <p>1.6. teach every unknown words and structure</p> <p>1.7. teach most difficult new words</p> <p>1.8. activate prior knowledge of students about the passage /topic/</p>		
<p>2. While-reading tasks</p> <p>2.1. tell the purpose of reading</p> <p>2.2. tell students to set their purpose while reading</p> <p>2.3. teacher-loud reading</p> <p>2.4. student-loud reading</p> <p>2.5. student-silent independent reading</p>		

<ul style="list-style-type: none"> 2.6. select one student to read loudly for the whole class 2.7. encourage students to confirm their prediction earlier made about the topic 2.8. encourage students to guess the meaning of unfamiliar words using the context 2.9. advise students not to concentrate on every word to get the general idea of the passage 2.10. after the reading, the teacher discusses the passage restricting the discussion to the points in passage 2.11. relating the passage to other issues and elongating the discussion 2.12. give scanning /skimming questions 2.13. the teacher clarifies the procedure how to scan/skim 2.14. ask students to do comprehension questions and answer in the form of short answers with evidence from a text after reading 2.15. encourage students to check their answer discussing in pair/group 		
<p>3. Post-reading tasks</p> <ul style="list-style-type: none"> 3.1. give chance for students to express their idea based on the passage 3.2. encourage them to elicit personal response 3.3. encourage them to link the content of the text with knowledge and experience they always have 3.4. tell them to evaluate the writer's opinion 3.5. give them writing activity related to the passage 		

DECLARATION

I, the under signed declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for this thesis have been duly acknowledge.


Name Mekonen Mengistu

Signature 

Date of submission 01/07/09

This thesis has been submitted for examination with my approval as university advisor.

Name Getachew Adugna

Signature 

Date of approval 01/07/09

ADDIS ABABA UNIVERSITY
LIBRARY
ADDIS ABABA, ETHIOPIA