



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

**PROBLEMS STUDENTS ENCOUNTERED IN READING CLASSES: THE**  
**CASE OF KEWISA SHONA SECONDARY SCHOOL GRADE NINE IN**  
**FOCUS**

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AUGUST 2024

ADDIS ABABA, ETHIOPIA



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A THESIS SUBMITTED TO SCHOOL OF GRADUATE STUDIES,  
DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE IN PARTIAL  
FULFILLMENTS OF THE REQUIREMENTS OF DEGREE OF MASTERS IN  
TEFL

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**A THESIS SUBMITTED TO DEPARTMENT OF FOREIGN LANGUAGES AND**  
**LITERATURE IN FULFILLMENT OF MASTER'S DEGREE IN ENGLISH**  
**LANGUAGE TEACHING**

**Approved by board of examiners**

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External Examiner	Signature	Date

## **DECLARATION**

I declare that this research thesis entitled “investigating problems students encountered in reading classes: The case of Kewisa Shona Secondary School grade nine in focus” is my research work and that all sources of materials used for this thesis have been appropriately acknowledged. This thesis is submitted in partial fulfillment of the requirements for MA at Addis Ababa University. I seriously declare that this thesis is not submitted to Addis Ababa University for the award of any degree or diploma. The thesis is deposited at the University Library to make available to borrowers under rules of the Addis Ababa University Library.

Name: Temesgen Gidisa

Signature \_\_\_\_\_

Date of submission \_\_\_\_\_

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## **LISTS OF ACRONYMS**

CVC: Consonant Vowel Consonant Word Formation Process

EFL: English as Foreign Language

MOE: Ministry of Education

## ABSTRACT

*The main objective of this study was to assess problems students' encountered in practicing reading skills in EFL classes at Kewisa Shona secondary school grade nine in focus. A descriptive research designs along with qualitative and quantitative research approaches were used. One hundred ten students of grade nine were selected through systematic sampling technique and three EFL teachers were selected through availability sampling technique as subjects of the study. Questionnaire, interview and classroom observations were used to collect the required data from samples. The data gathered through these tools were analyzed quantitatively and qualitatively and then triangulated. The findings indicated that, students' related problems like fear of making mistakes, lack of exposure to English language, the view of students on the language as the most difficult one, lack of interest and mother tongue interferences were amongst the core problems students encountered in practicing reading skills in the classroom. Moreover, EFL teachers' related problems like teaching methodology, teachers' educational background, their assessment methods, teachers' proficiency level and others highly affected students' practices of reading skills. Additionally, the finding indicated that classroom related problems like large class size, inconvenience of seats, inconvenience of classrooms and exposure of the classroom to outer sounds affected practices of reading skills at the school. Based on the findings, recommendations were forwarded for teachers', students and principals on ways of reversing the prevailing problem.*

# CHAPTER ONE: INTRODUCTION

## 1.1 Background of the Study

Language learning requires criterions to be fulfilled as it is intended to be the core agenda of communication. In order to serve these requirements language learner is required to understand the communicative aspects of the language. One requirement of boosting the communicative competences of the language is by developing the skill of the language in practical ways. Among the language skills to be developed in language learning, the focus of this study is about reading comprehension (Eshete, 2010).

Regarding this, Ur (1996) stated that reading is viewed as an interactive process between the reader and the writer in which the former has to understand the message of the passage and then to decode it. Moreover, it is a dynamic process in which information from the text and knowledge possessed by the reader interact to enable him/her to construct meaning before, during and after reading. In this respect, Medjahadi (2015) states that during reading the learner “Interacts with a message encoded by the writer. He concentrates his total prior experience and concepts he/she has attained, as well as the language competence he has achieved.”

Moreover, Harteney (2011) also elaborated benefits of reading for the students, as reading is a key to success in school, to the development of out-of-school interests, to the enjoyment of leisure time and to personal and social adjustment. Reading helps the student to adjust to his age mates, to become independent of parents and teachers, to select and prepare for an occupation and to achieve social responsibilities.

Though the above definitions and explanations indicate that reading comprehension is crucial for academic developments of learners, the way learners interact with the reading comprehension is still under question. This leads to the so called difficulties. Researches on reading comprehension show that EFL learners encounter some problems when they read in English classroom. In fact, students encounter problems in mainly reading classes due to several problems . This problem may fall into multiple categories among them, learners may have problems for example with words that have similar lexical forms (Frijters, 2000).

Another type of problems that can be found among EFL readers is inability to recognize words with more than one meaning. A learner who knows only one meaning can be diverted to be in a wrong understanding of the whole sentence. Students also encounter problems in clearly identifying inclusions of supra-segmental uses of a language in the form of proverbs, idioms and puns in the reading texts. When such expressions occur in reading texts, the students fail to comprehend the text and grasp the knowledge from them (Norton, 2007). Thus, lack of sufficient vocabulary knowledge, variant meanings of the words, expressions used in the reading texts and inclusions of implied meanings in the reading texts put learners to encounter problems in the reading texts.

In similar manner to the above definitions, plethora numbers of studies showed that both primary and secondary school students in Ethiopia encounter problems in the reading classes and comprehending different texts. As it is stated by Eshete (2010), students of primary school encountered problems due to lack of exposure to the target language, difficulties of understanding the reading texts, inability to recognize the words and others. Due to these facts, students were not successful in comprehending reading texts.

Furthermore, insufficient vocabulary leads to problems to be encountered in reading comprehension since lexis has a very important role for a successful reading. When learners have a large vocabulary, they will not face problems of comprehension in understanding the whole text, and this comes from habitual reading, i.e. whenever the learners read a lot they will acquire new vocabulary, and then improve their vocabulary knowledge which makes the reading task much easier for them (Norton, 2007).

Besides, Alebel (2020) indicated that teachers' teaching methodology and assessment devices are also causes for the problems of implementing reading skills in the actual classroom. The more teachers use varied teaching methods and assessment devices, the more students' problems would be resolved. However, teachers were not observed to use varied teaching methodologies in devising reading skills appropriately and effectively. Thus, teachers' teaching methodology

and assessment devices can be one of the gearing problems that students face in practicing reading comprehension in the actual classroom.

In similar fashion, classroom situation and atmosphere can also be the cause for problems students encounter in practicing reading skills in the actual classroom. As it is stated by Desta (2001) class size, inappropriateness of seats in the actual classroom, and disturbance around the classroom are amongst dominant classroom related problems students' encountered in practicing reading skills in the actual classroom.

Based on the above definitions by different scholars in the field, the researcher believed that it was necessary to study about problems students encountered while they were learning reading skill in English classroom. This was because reading skill was a gear to be well trained language learner. If reading was not dealt well through, learners would fail to learn language effectively and efficiently. That was why the researcher was interested to study about problems students encountered in learning reading comprehension at Kewisa Shona secondary school.

## **1.2 Statement of the Problem**

The target of learning every language is to be capable of using both micro and macro skills of it. English being a disciplinary subject in primary schools in Ethiopia and medium of instruction in secondary and tertiary levels in the country is necessary to be mastered by learners. One ways of mastering the skill of English is through practicing and re-practicing reading texts in English provided for academic and/ or other purposes. However, students in Ethiopia either primary or secondary even tertiary level students encounter problems in reading and grasping information from what have been written (Eshete, 2010).

Inability to read and comprehend texts in English makes students to be non-proficient in the languages at any level in Ethiopia. This shows that the overall students' reading performance in the English is very low. Students become unsuccessful at several examinations provided to them in different modalities in the education settings (MOE, 2012).

The researcher from the experience of teaching English at Kewisa Shona secondary school found that students' reading ability and comprehension proficiency was erroneous. The students at the

school seemed to have dilemmas in reading and understanding the texts in English. The researcher took the firm that there were problems that students encountered when they learned reading comprehension in the actual classroom. Thus, it was very necessary to assess problems students encountered when they practiced reading in the actual classroom. Therefore, this was one of the motivations that initiated the researcher to conduct a study on this area.

On the other hand, the researcher looked at and searched for priors studies conduct locally or internationally on several aspects of reading and filled in the gaps they left untouched. Internationally, researchers like Julio (2003), McNamara (2009) and Young (2013) conducted studies on multi-faceted issues of reading. These researchers disclosed their findings in different ways. For instance, Julio (2003) assessed the use of reading strategies between different groups of students who had different levels of proficiency in English reading and found out that students merely used limited strategies to improve their reading comprehension competences. McNamara (2009) also assessed benefit of employing reading strategies to foster comprehension and found out that reading strategies were not only use to understand the texts, but they used to solve reading problems and helped the readers to be as a better reader and comprehension. Young (2013) also assessed problems students encountered in reading classes and showed that students face problems because of the transition from mother tongue education to English-medium education because of their poor English skills. On the other hand, teachers surveyed believed that English should be introduced as the medium of instruction in the first cycle of primary education so that students can cope better in secondary school. Nevertheless, none of these studies tried to address problems students encountered which were related to students, teachers and environments. Thus, this study filled in the gaps of the above researchers by including all these components.

Locally, researchers like Enyew, Yigzaw and Muche (2015) and Abera (2014) conducted studies on several concepts and disclosed their findings in variant ways. Enyew, Yigzaw and Muche (2015) studied the effect of teachers scaffolding on student oral reading fluency among grade ten students and found that teachers scaffolding has statistically significant influence on reading score of the student suggesting scaffolding reading strategy instruction is effective in enhancing student oral reading fluency. They further indicated that cooperative learning can help students improve their English reading comprehension and elevate students' outlook toward English

learning as well. In varying direction from the study conducted by the above researchers, this study addressed about the problems students encountered in reading skills at Kewisa Shona secondary school in EFL classes. Thus, the study filled in the gap by addressing students' related, teachers' related and classroom related problems students encountered in practicing reading skills in the actual classroom.

Another study by Abera (2014) conducted a study on approaches and involvements of teaching reading skills. His study found out that teaching approach, parental involvement in child education, reading material availability, reading friendly environment, considering the early care and self-contained found as a determinant problems influencing reading skill development. In different way from a study conducted by Abera, this study filled in the gap by assessing problems encountered in reading in English classes. Thus, the study was unique from Abera's study.

A study by Weldehanna and Gebremedihin (2016) conducted a study on relationships between learners' reading competences and demographic stances. Their studies revealed that parents' education, learners' residence places, religion, type of school and wealth of learners' parents significantly related to reading outcomes. Additionally, the above researchers used correlational design whereas descriptive case study design was used in this study. Thus, this study was unique from those studies ethologically and in terms of coverage area.

So far there is a gap in comprehensive studies that encompass problems students encountered in reading comprehension in English classes in Oromia region, East Wollega zone at secondary education level. Studies on reading achievement of students in English language focus on specific aspect of skills. Thus this study was aimed to fill the gap by assessing students' related, teachers' related and environmental related problems students encountered during learning reading skills in the actual classroom.

Accordingly, the study tried to answer the following questions.

1. What are students' related problems that students encountered in practicing reading comprehension at Kewisa Shona secondary school?
2. What are teachers' related problems that students encountered in practicing reading comprehension in the actual classroom?



3. What are the classroom related problems that students encountered in practicing reading comprehension in the actual classroom?

## **1.3 Objectives of the Study**

### **1.3.1 General Objective**

The general objective of this study is to assess problems students encountered during learning reading comprehension in English classes at Kewisa Shona secondary school.

### **1.3.2 Specific Objectives**

Specifically, the following were the immediate objectives of the study.

1. To identify students' related problems that students encountered in practicing reading comprehension at Kewisa secondary school.
2. To examine teachers' related problems that aggravates students' problems of reading comprehension skills at the school.
3. To pinpoint the classroom related problems that students encountered in practicing reading skills at the school.

## **1.4 Significance of the Study**

The researcher believed that the findings of the present study may be expected to give a contribution for the students in learning reading comprehension through identification of their problems in reading so that the students could apply some useful strategies in learning English especially in reading comprehension to deal with those problems.

- For students it may be useful to make them be able to increase their reading comprehension by identifying general information, finding specific information, recognizing textual meaning, and textual references of the text. More importantly, secondary school students may find it more significant as they had to build a good foundation for higher learning.
- For teachers, the findings of the study may have the following potential contributions for those who are working in educational setting/schooling. EFL teachers may get aware of students' difficulties of learning reading comprehension and strategies of minimizing students' difficulties in learning reading comprehension in particular to Kewisa Shona secondary school.

- For FFL teachers at Wollega University, the findings of the present study would be expected to shed light and insights into the existing theories and empirical evidences of the working knowledge and principles of English language teaching particularly improving reading comprehension of the grade nine students. The students may find it useful for increasing their reading not only knowing the meaning of word by word but also identifying general information, finding specific information, recognizing textual meaning, and textual references of the text.
- Furthermore, the study may be used as a gap filling career and reference material for the future researchers who would be interested to conduct detailed study on the same topic.

### **1.5 Delimitation of the Study**

The main objective of this study was to assess problems students encountered in reading classes at Kewisa Shona secondary school. It was impressive if this study was conducted at the zonal or regional level. However, it was too exhaustive and time demanding to cover all areas. In order to minimize this problem, delimitation is crucial. Accordingly, this study was delimited in terms of concept and area. Thus, the researcher only touched about students' related problems, teachers' related problems and classroom related problems that students encountered in reading classes at Kewisa Shona secondary school in 2023/2015 academic year were addressed.

### **1.6 Limitation of the Study**

This study only touched on students' difficulties in learning reading comprehension in English classes at Getema secondary school grade nine. It was important if the study's scope was divergent to secondary schools found in Oromia regional states. However, the time and work load hindered and limited the researcher only to confine on Getema secondary school grade nine students.

Additionally, the researcher studied on only students' reading comprehension, problems affecting students' reading difficulties and strategies EFL teachers used to minimize problems affecting students' reading comprehension difficulties at the school. However, it was good if the study was conducted on other areas of reading comprehension issues. On the other hand, it was the f researcher's intention to use reading lab and identify students' difficulties one by one. However, it was not used because of lack of language lab in the compound of the school.

## **1.7 Organization of the Paper**

This paper comprises of five chapters. The first chapter deals with introduction of basic premises about the topic on the meaning reading comprehension, theoretical basis of teaching reading comprehension, problems affecting reading comprehension, conceptual basis of it and practices of reading comprehension in school in collaboration with motive to the study, objective of the study and the scope of the study. The second chapter deals with making references with literatures having both conceptual and theoretical frameworks. The third chapter deals with the steps and procedures to be undergone to carry out the study were addressed. The forth chapter deals with analysis, interpretation and discussions of data gathered through different tools. The fifth chapter deals with major findings, conclusions and recommendations.

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

### **2.1 Reading Comprehension**

In language teaching and learning setting, reading is one of the skills that help learners to develop their language proficiency. Knowledge can be acquired and the required competence can be enriched when students keep on practicing reading. Reading takes different features in its nature to fit its goals (Nunan, 2005). Thus, it is not only a cognitive, psycholinguistic activity, but also a social activity.

Reading is a complex cognitive process requiring visual, auditory and motor skills to enable a child to recognize words and symbols, to associate them with the appropriate sounds and to invest them with meaning derived from previous experience. Regarding this, Hartney (2011), states that reading achievement is related to the skill of the teacher, and that the child taught by untrained, inexperienced and unskilled teachers tend to be especially backward in reading. From this definition, it can be made clear that reading encompasses both cognitive and social processes.

Moreover, according to Hengari (2007) reading is an activity to understand the content of the text that we read. By reading, a reader can get any message and information which can increase knowledge. It about understands written texts and comprehension is the process of making sense of words, sentences and connected text. Reading comprehension involves both perception and thought. Readers will use background of knowledge, vocabulary, grammatical knowledge, and other strategies to help them to understand a written text. It means reading is a process of communication between the writer and the reader. The writer has a message such feeling, facts, ideas, and arguments they want to share. Then, the writer puts the message into the words. So, reading is a way in which something interpreted or understood.

Further elaboration also comes from Hengari (2007) who states reading as the ability to make sense of written or printed symbols. It includes word recognition, comprehension and interpretation, appreciation and application of what is read. It is an interaction with language that has been coded into print. Reading performance, good or poor, reflects the knowledge and competencies available to the learner and how these are activated and coordinated during the reading process. Reading is a prominent element of the entire education curriculum across all

subject areas beginning in the earliest grade. Children with delays in reading will experience feelings of deep inadequacy. Reading is a language process. The child being taught to read must understand the relationship between reading and his/her language. The facets of reading that teachers must consider if they are to guide children's growth in reading includes decoding print into sound and decoding a graphic representative of language into meaning.

## **2.2 Stages of Reading**

According to Nunan (2005) these are the children who have not yet began to interpret the printed words at all and may need a good deal of preparation before they can do so. This is not necessarily related to the age or chronology of the children, rather it's related to their preparation to achieve the next level. For Taylor the stages are not specifically related to age, but rather to levels of development which will be reached by some children more quickly than by others.

### **2.2.1 Pre-Reading Stage**

The pre-reading stage or early reader is a stage where the child develops word identification skills. The process concerns the capacity to recognize and identify familiar words. Refusal (unable to respond) and substitution (replacement of a word with one known), mostly occur in this stage. The early stage readers are just beginning to grasp the basic concepts of book and print. They are acquiring a command of the alphabet with the ability to recognize and name upper- and lowercase letters such as Aa; Bb; Cc; Ff, etc. (Sherdian,2011).

As we can clearly understand it here they are also developing many phonological awareness skills, such as recognizing phonemes, syllables and rhyme. Nunan (2005) states that early emergent readers are beginning to learn sound/symbol relationship – starting with consonants and short vowels – and are able to read consonant-vowel-consonant (CVC) words, as well as a number of high-frequency words. They need books with strong picture support, controlled text, repetitive patterns, natural language, large print, wide letter spacing, familiar concepts and limited text on a page. They read one word at a time, read by rote, select simple repetitious books, enjoy retelling stories, etc.

### **2.2.2 The Beginners**

The second stage, the beginners, the children are just at the point when reading is beginning to mean something. According to Nunan (2005), this is a formalized reading instruction and

under this stage recognition of printed words and the meanings associated with them is involved. Some of them have explanatory captions or short sentences. Basic reading series provide easy reading books.

According to Craig (2012) this stage of development starts approximately from two to seven years. At this stage young children form concepts and have symbols such as language to help them to communicate. These images are limited to their personal (egocentric) and immediate experiences. This children have very limited, sometimes “magical” notions of cause and effect and have difficulty classifying objects or events. Equally, the child at this stage focuses on a single aspect of a problem at a time and does not consider problems in broader and holistic ways, thus failing to understand the relationship between problems.

### **2.2.3 Advanced Reading**

According to Nunan (2005), children have begin to read and reading is no longer mysterious art which people talk about but a skill which is real and recognizable and these children know they are learning to acquire it.

Funnel and Stuart (2015), state that readers at this stage develop an understanding of the alphabet, phonological awareness and early phonics. They also have command of a significant number of high-frequency words. They are developing much better grasp of comprehension strategies and word attack skills. They can recognize different types of text, particularly fiction and nonfiction, and recognize that reading has a variety of purposes. They need books with increasingly more lines of print per page, more complex sentence structure, less dependency on repetitive pattern and pictures and familiar topics, but greater depth. They can tell the main ideas, identify main characters, use context clues, and understand the meaning of. ? ! Pauses and use appropriate inflection for punctuation. They read phrases, select a variety of books, and begin to feel confident when reading silently or orally.

### **2.2.4 The Fluent Stage**

At this stage these children can read; that is to say, they can interpret, without experiencing any major technical difficulties (Nunan, 2005). The phonological stage also known as fluent stage is concerned with the speech side of the correspondence between letters and sounds. The argument

here is that in order to read an alphabetic script, a child needs to understand that words can be broken down into a sequence of elementary sounds (e.g. sprint = “s”+ “p”+ “r”+ “i”+ “n”+ “t”). It is therefore a procedure for division of speech into its component segments and for the retention and manipulation of these segments in memory (Funnel and Stuart, 2015).

At this stage, reading is more automatic, with more energy devoted to comprehension than word attack. Readers are approaching independence in comprehending a text. These readers are experiencing a greater variety of text and are able to recognize different styles and genres. Readers have successfully moved from “learning to read” to “reading to learn”. They use books with more pages and longer sentences, more text per page, richer and challenging vocabulary. They are less reliant on pictures. They are able to recognize the plot of the story, recognize the problem and solution in a story, evaluate characters actions and behaviors, use punctuation correctly of books, they are confident and enjoy sharing favorite books.

## **2.3 Methods of Teaching Reading**

There are several teaching approaches or methods from which teachers can choose. However, the question of which is the most effective continues to concern teachers. This part gives the concern with some of this success.

### **2.3.1 Phonic Method**

The phonic method is based on word building according to the sounds of the letters and letter combination (Nunan, 2005). For him it teaches the correspondence between letters and the sounds they represent. Children are taught to look at the individual letters or groups of letters, recognize the sounds and blend letters to form a fluent sound. For example in the word camel, children are taught that the sounds are represented by the word camel are “k” in a glottal sound, then . “a” “me” and “l” which constitute “k-a-me-l”.

Also Burns (2009) states that there are two major approaches of teaching phonics. In the first, synthetic approach, the teacher instructs children in the speech sound that are associated with individual letters. The analytical approach involves teaching site words, followed by teaching the sounds of the letters within those words.

### **2.3.2 Whole Word Method (Look and Say)**

According to Lerner (2000), underlying whole language are the unity and interrelation of oral language, reading and writing. Unlike the phonic method, which puts the focus on letter, sound relationships, it emphasizes that active expression in writing and that active expression in writing and oral language improves reading skills. Lerner (2000) adds that the whole language method is based on the belief that all children will learn to read naturally, as they learn to talk and walk. Goodman (2010) initiated the whole language method based on a belief that an emerging reader needs little direction to decode that letters creating sentences representing pictures and sounds of languages.

According to Nunan (2005), children would recognize words as wholes before they could break them down in to smaller parts. Flash cards with words and an accompanying picture are often used with this method, until they memorize the pattern of letters, words or sentences can help in building up high frequency site vocabulary. For example a picture of ball is given to learners without the accompanying letter representing it. Learners are asked to say what they see, and name it after which the teacher places the letters string (b-a-l-l) beneath the picture. The activities can be extended to other objects begin with the same letter sound, and even the sentence.

### **2.3.3 Mixed Method**

The advocates of mixed method (Nunan, 2005) propose that children should learn to read by both phonic and look and say method.

## **2.4 Strategies Teachers Use to Teach Reading Comprehension**

Reading comprehension requires the use of strategies before, during, and after reading. Strategies can be defined as a purposeful activity that readers take to construct and enhance their comprehension (Harmer, 2006: 231). Therefore, a reading comprehension strategy is seen as “a cognitive or behavioural action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension”. As people learn to read in the first language, they use particular strategies in reading for specific purposes. Once they know how to activate and effectively use a set of strategies, they can apply them to new texts and new tasks. This assumption is part of the studies conducted in this paper.



In relation to enhancing reading comprehension and vocabulary development through meta-cognitive strategies, McNamara (2007) examined how strategy instruction affects students' reading comprehension and vocabulary development in English. The treatment students were trained in 10 meta-cognitive strategies, i.e. (1) using strengths, (2) inferring meaning (through word analysis or other strategies), (3) using background information, (4) evaluating the text, (5) searching information according to a goal, (6) reading goals, (7) distinguishing, (8) deciding on the difficulty, (9) revising, and (10) guessing the later topics. The results of the experiment indicated that treatment students better performed than that of the control counter parts which could be attributed to the influence of the scaffold cooperative classroom environment.

Dole (2012) defines reading comprehension strategies as conscious plans consisting of sets of procedures used by readers to make sense of a text. It is argued that knowledge about reading strategies can assist readers in monitoring their reading activity, relying on their own pace and purposes. Furthermore, based on empirical evidence in the field, Adler (2001) proposes at least seven strategies to improve text comprehension: (1) monitoring comprehension, (2) applying meta-cognitive strategies, (3) answering questions, (4) generating questions, (5) applying a graphic and semantic organizer, (6) recognizing text structure, and (7) summarizing. Of these strategies, four - monitoring, answering questions, generating questions, and summarizing - are used explicitly in the present study in the form of scaffolding questions.

First, monitoring comprehension helps the reader to understand what part of the text they can and can't understand. McNamara (2007) points out that readers monitor their comprehension by employing such strategies as asking questions related to text understanding and marking difficult passages of text that may make comprehension fail. Questions can be generated before reading, while reading, and after reading. Before reading, students use their prior knowledge to predict and think about what the topic of the text may be. During reading, students can evaluate the questions they asked before reading to see if they were right. At this stage they ensure if their prior knowledge is compatible with the text they read.

In this vein, McNamara (2007) believes that answering questions during reading can be used as milestones to improve comprehension of the text. In this sense, asking questions while reading can be used to monitor and gradually improve comprehension of all the passages of the text.

Moreover, questions generated after reading can be used to verify whether or not the content of the text was comprehensible to the reader. In other words, questions after reading can be used as feedback to monitor comprehension. Therefore, monitoring comprehension is considered to be an important strategy to measure how far and how deep readers were able to comprehend the text. By doing this, readers may have enough time to explicitly ensure their understanding while and after reading. This strategy plays an important role in text comprehension at all levels and stages of reading. Therefore, the current study employs such a strategy.

Second, answering questions can be effective as a strategy because it gives readers clearer objectives of reading, focuses the readers' attention in relation to the topic of the text, assists them to think actively and creatively, engages them to monitor their comprehension, and helps them to review the content of the text and to relate to what they have learned using their background knowledge. Therefore, this strategy is applied in the present study in the form of scaffolding questions.

Thirdly, readers can also generate their own questions to get important information from the text (Dole, 2012). McNamara (2007) proposes that generating questions can take on multiple forms and can serve multiple purposes. Readers can generate questions about the text before, during, and after reading the text. Questions generated before reading help to activate prior knowledge and serve as a guide for checking for information that readers do not understand. Questions generated during and after reading can serve as a form of self-testing to assess readers' comprehension.

The last strategy is summarizing the text in which readers identify the main ideas of the text and relate them to supporting ideas and other main ideas from each paragraph, while dropping unnecessary information. To sum up, comprehension, monitoring, generating questions and answering questions while reading and summarizing can be regarded as scaffolding tools for students in improving reading comprehension.

## **2.5 Models of Teaching Reading**

Having looked at the need for prevention and early intervention, there is now a need to look at some of the models of reading. This is important in that it helps in understanding the theoretical basis in mediating children with reading difficulties. Fletcher, et al., (2003) further state that

there are models of reading which teachers need to understand if they are to make informed decisions about appropriate methods, strategies and techniques which will help pupils learn how to read. Without this understanding by teachers, it will be difficult for them to choose methods of teaching reading and how to implement such programs. Two of these models are: The ‘bottom-up’ (data-driven model) and the ‘top-down’ (concept-driven model).

### **2.5.1 Bottom-up Model**

According to Fletcher, et al., (2003), this model focuses on letter-sound relationship while the meaning of text comes later. The learners are first taught the letters and their sounds and later they learn to combine these letter-sounds (grapheme-phonetic relationship) to make words using phonological techniques such as blending, substitution, rhyming and sequencing. Usually, direct instruction from the teacher is dependent on teaching small groups. When this has been well done, it results into word identification skills which help learners attack and read new words even those they may have never read before.

### **2.5.2 Top-down Model**

As it is stated by Fletcher, et al., (2003), the top-down model on the other hand emphasizes meaning prior to structure of words or text. This model is based on Goodman’s advocacy that a good reader will not read or attempt to read every word in a text but will make guesses about meaning. This model of reading, led to real book and whole language approaches with a view that, “...children learn to read through reading, being read to and being immersed in a literacy-rich environment”. Therefore, according to this view children learn to read by interpreting pictures and other elements in relation to the context.

### **2.5.3 The Interactive Approach**

Having ended with differing views in the above models, there is a need to turn to another approach. This approach builds from the two already cited models and advocates that there are three interacting processes in reading namely; sound, visual cues and meaning. In other words, the reading process involves phonics (letter-sound), visual identification in the whole-word method and of course the meaning aspect and prediction of words which is realized through context. The three processes can further be described as linguistic, visual and auditory (Fletcher et al., 2003).

Without an understanding, on the part of the teacher, of these problems and how they contribute to the pupils' reading difficulties, the entire reading instruction will be compromised. For instance, linguistic problems include helping pupils break up words into constituent sound segments and sequencing these sounds, keeping them in memory for retrieval later, articulating them correctly as well as recognizing them in written form. This is similar to some of the five ways of reading words: "...sounding out and blending letters...retrieving sight words...using context to predict words". Children come to a realization that what they hear can be said, what they say can be written down and what is written can also be read (MOE, 2008).

Fletcher et al (2013) also elaborated students interactive approach model in terms of physical stimulus- response approach. Visual problems include recognizing the visual cues of letters, identifying words and word patterns and shapes and being familiar with the left to right eye movement – a prerequisite for those who read from left to right. To do sight word reading, a child needs to retrieve what is stored in memory. The auditory problems include recognition of letter sound groups/patterns, sequencing them, matching them to visual stimuli, distinguishing them from other sounds as well as within words using their shapes. If a learner has difficulty in any of these areas, reading difficulty is imminent.

#### **2.5.4 Developmental Model of Reading**

In order to be able to plan the optimal intervention activities, it is necessary to plan according to the developmental steps of reading. This model asserts that reading is a process that does not happen at once but involves different other skills. Therefore, the sub-skills of reading need to be identified before teaching of reading continues. Dole (2012) who acknowledges that once children have mastered the code of reading, it becomes easier for them to develop the other skills such as fluency and reading comprehension. Each child is an individual who is different from others; as a result of this, every child in the classroom needs to be tracked in terms of his or her reading path through formative assessment so as to identify areas needing reinforcement.

On the other hand, the realization on the part of the teacher is very cardinal because it helps the teacher to celebrate diversity of learners without quickly giving up in the teaching of reading. Learners cannot learn how to read all at the same time or in the same way but the teacher has to

employ different techniques ranging from motivation up to technical skills such as use of the alphabet and phonics in identifying and pronouncing words (Richards & Rodgers, 2001).

Teaching reading and writing requires effective and appropriate approaches, methods and techniques (Rodgers and Richards, 2001). Some methods and key areas have been subjected to research and their effectiveness tested; such as phonemic awareness, phonics, fluency, sight word acquisition, comprehension, and vocabulary. But a teacher needs to understand why each of these components should be taught. For instance, phonemic awareness is said to be the first step in mastering the alphabetic principle, the ability to map letters onto the spoken sounds of language. However, each method may work according to many competing problems such as teacher knowledge of how and why the methods should be used, teacher qualification, motivation, commitment, resource provision and use, linguistic nature of each society (bilingual or multilingual), learning environment and many other problems each society is faced with.

## **2.6 Problems Students Encountered in Practicing Reading**

Problems students encountered could be caused due to different causes. The ability to read English texts effectively is one of the most important skills which everyone needs to acquire. However, most readers are still encountered with English reading problems. Lovett, Steinbach and Frijters (2000) explained five key elements of the reading problems. Environment is the first factor which affected to. Different environments such as home, school, social group, and cultural have strong impact on learning ability. Second factor is emotion. Poor readers who are reading failure often have emotional problems. For example, readers who are low self-esteem and depression, they will be lack of confidence and afraid of making a mistake. The third one is physical factor. It includes hearing problems, visual problems, as well as other physical problems.

Another factor is intelligence. For this element, it depends on the level predicted by intelligence tests. Finally, language knowledge consisting of vocabulary and sentence structure is one factor which affected to read. It is difficult to the readers to acquire higher level reading skills if they lack of this factor. According to Norton (2007), poor comprehension in reading can be caused by many problems such as lack of background knowledge, limited knowledge of vocabulary, failure

to use strategies, lack of basic decoding skills or fluency, lack of attention or concentration, and poorly-developed thinking skill.

In addition, Wahab (2012) pointed out the problems that EFL students face comprises of four main types: The first problem is the misunderstanding of the reading process. Frequently, teacher uses bottom-up approach or the grammar translation method when teaching reading and lets the students read loudly in class and put their index finger on the words they are reading. This reading behavior makes reading slow, and slow reading is bad because it tends to create tunnel vision, overloads short-term memory, and leaves the readers floundering in the ambiguity of language.

Second problem is insufficient linguistic competence in general and use of English. Thus, the result of this problem is students have insufficient practice in reading and lack of exposure to English. The next problem is the differences between Arabic and English. The spelling sound system of English is different from Arabic, especially in the vowel system. The last problem is related to The English spelling and sound system. Rahim (2006) indicated that lack of vocabulary knowledge or struggling with unknown words is one of the major problems of Thai students. Moreover, using dictionaries to search the meaning also interrupt the reading process and destroy the chance to comprehend much of the texts. From the information above, reading problems occur from many causes. For aiding the readers solve the problems, there are many researcher investigate many reading strategies to help readers understand the text meaning. These problems result the student's poor performance in reading test. Thus, from these problems arise some problems in reading comprehension.

## **2.7 Causes of Reading Problems**

There seems to be great controversy on what the causes of problems students encountered are. According to Norton (2007) causes of problems students encountered are grouped under one or more of physical, psychological, sociological and educational problems.

### **2.7.1 Students' Related Causes**

Above all Fajar (2009) identified the following problems that students encountered when they practice reading in the actual classroom. These are listed as below.

### **2.7.1.1 Lack of Understanding Long Sentence**

In a common problem that most of students finds difficulty in understanding the long sentence with complicated structure. It is supported by report of Rahim (2006) that shows almost 12 percent of students had difficulty in understanding long sentences in graded story and 20 percent in academic text. Therefore, the effect of this problem is the students who cannot comprehend long sentence they fail to understand the main idea presented in the text.

### **2.7.1.2 Inability to Use Reading Strategies**

The students who has lack of reading strategies often fails in understanding the text. The students who are not familiar with reading strategies such as skimming and scanning will feel down and frustrated because they lack of tool necessary to succeed in reading comprehension test (Duarte, 2005). There are characteristics of the students who lack in use of reading strategies. First, the students read word byword within the text, relying too heavily on their visual information, which greatly impedes their reading speed and hampers their reading comprehension. Second, the students spent a lot attention on detail with the result they often miss the main idea of the text. Third, they just focused too much attention on form of the expense meaning. Furthermore, the students who do not possess effective reading strategies may be difficult to deal with reading comprehension test (Fajar, 2009).

### **2.7.1.3 Lack of Concentration**

Difficulty in concentration during reading can be caused by a psychological factor. Bad concentration will lead the students fail to comprehend the text. It can be worse when the students do reading test. Difficulty in concentration is another reason for students' poor reading because concentration is an important factor for a good and effective reading. Isik (2008) states that comprehension of a text results from reading with concentration. But students, in most cases, cannot or do not concentrate properly while reading.

According to Peter (2001), there are external problems that influence the students in reading comprehension are reader environment. The environment problems can also influence the students in mastering and in learning English. Home and school are the two kinds of learners' environment that can influence their learning reading achievement.

#### **2.7.1.4 Inconvenience of Home Environment**

Different researches show that parental attitudes affect the child's academic progress. According to Norton (2007) pride, confidence, affection and interest of parents in their children as shown by instances parents read to their children, played with them, or attended school with them appear to result in greater reading capacity. Therefore the absence of these may lead to reading difficulty on children.

The other reason for the decline of reading capacity by students could be related with the parent's habit of reading story to their children. Children need one to one stories. These are called bed time type stories. The child can interact with the reader and get deeply involved (Tina & Caroline, 2006).

#### **2.7.1.5 Lack of Appropriate Phonological Awareness**

Phonological awareness is the ability to hear and work with (orally) the sounds of language. According to Allington (2011), if a student for example cannot orally blend the sound h-a-t without any print present, then he is not going to be able to sound out the word in text. Student who struggle with rhyming, counting syllables, and blending phonemes, e t c are also likely to have problem with decoding.

### **2.7.2 Teachers' Related Causes**

#### **2.7.2.1 Inability to Incorporate Varied Teaching Methodology**

It is common in a class room situation to find slow and fast learners. Some are good in reading while others are poor readers. In this kind of situation, it all depends on the teachers to use those methods of reading which will help the poor readers. According to Norton (2007), the teacher in school is most concerned with the large majority of those children whoever is not making progress in reading and therefore, should use appropriate teaching method to solve it out.

According to Allington (2011), gaps in student's educational experiences can also contribute to reading and decoding difficulties. If a child misses school due to illness or neglect, this can also lead to decoding difficulties. Or if there are certain curricular gaps in literacy instruction during a



child's previous school experience, this can also result in decoding difficulties. Familiarity with the material is another factor which influences reading level. Just because of lack of experience, unfamiliar happenings in stories will result in low reading level (Goodman, 2010).

### **2.7.2.2 Teachers' Language Testing System**

Teaching language and testing language cannot be viewed in isolation. They are the two components of the whole teaching and learning process. In support of this idea, Heaton (2006) notes "It is virtually impossible to work in easier field without constantly concerned the other." Likewise, Bachman (2003), states that students and teachers gain much information from test.

For teacher, tests offer lots of information. Good tests help teachers in that they answer an important question. "Have I been effective in my teaching?" this question leads the teacher to diagnose his /her efforts made to teaching as well as help to answer questions below whose answers contribute much to the effectiveness of teaching-learning process. Are my lessons on the right level?; Am I teaching some skills effectively?; What areas do we need to work on?; Which area needs reviewing? etc.

As a whole, it is likely to understand that sets of aright quality and standard that support teaching-learning process. They make students develop a sense of achievement which by its turn motivate its students for learning. In addition, they encourage students to play their own strategies for better performance. For teacher, similarly, tests are mirrors to show weak and strong sides in actual instruction. They provide a kind of information that helps teachers follow the right track of teaching.

### **2.7.2.3 Error Treatment**

As expressed by Little Wood (2007), "Errors have traditional been regarded as signs of failure on the part of both teacher and the learner. Because of this, making errors has led to a sense of demoralization. Now, however, as Little Wood further states are realize more clearly that they represent the normal stages the development of communicative skills'.

The teacher should develop positive attitude to learners' error by accepting their options the classroom participation and encourage them to learn from their errors other than creating an

interruption due to correction (Byrne, 1988). Correction should be systematic, indirect, and friendly at all level of speaking practices so that they will develop interest and confidence. The way, in which teachers correct their students, when they do fluency activities will have a significant effect on how well they perform at the time of correction, and in their future (Harmer, 2006). As Harmer's view, tolerance of errors in fluency activity will be greater than it is during controlled sessions.

### **2.7.3 Classroom Related Causes**

#### **2.7.3.1 Large Class Size**

Teaching and learning process demands well planned preparation in all aspects to provide quality of education with the selected methodology. One of the areas that require careful attention is to expand or arrange classrooms to accommodate students without any discomfort or inconveniency. According to Desta (2001) class size refers to the number of pupils regularly schedule to meet in the administrative and instructional unit, known as class or section, usually under the guidance of a single teacher.

Concerning this Kumerra (2004) states the size of the class has great role in creating a conducive environment for the process of teaching and learning. Especially in the modern approach to language learning in which classroom intends to encourage students more interaction and active participation it is advisable to balance the variation between the number of classes and number of students.

#### **2.7.3.2 The Pattern of Seating Arrangements**

Among the inhibitive variables that influence students are learning for English reading skills, the arrangement of the classroom, which rarely favors communication gained less attention from teachers (Bahanshal, 2013). According to Bahanshal, the seating arrangements need to be made according to the type of activities for reading practices.

As to grouping students for reading practice, Bahanshal (2013) suggest the activity to be done by mixing active participants with students who are assumed to be less able during oral interaction. This helps those students who may have difficulty in reading to practice how the active students manage their reading performance and share their experience. On a similar point, Byrne (1988) states as it is sometimes argued that lazy students will take the advantage of group work to be

even lazier. This may sometimes happen. However, as students usually get more deeply involved in group activities than in regular class work. Laziness is not likely to increase.

In relation to grouping students for oral interaction activities, the size of class has a big effect. Benter (2015) remarks that organizing a classroom to suit reading activities will influence the interaction and the success of the activity of enormously. Thus, a good arrangement is needed for students to read in pair and groups and to make the interaction easy for the participants to communicate. Moreover, they say that teachers of large classes often have limited resources such as shortage of materials and text books.

As the class size increases, students face any of the following problems as explained by Middleton (2009). These are lack of opportunity to discussion, inability to support independent study and oral communication with in the classroom from pupil to teachers are minimized.

## **2.8 Previous Studies on Problems Students' Encountered in Learning Reading Skills**

Problems students encountered can be caused by many problems, some internal and some external (Manalo, 2008). The more precise the description, the more likely it is to lead to effective provision. In the view of many experts, most reading problems rooted from decoding comprehension or retention. Decoding difficulties is the process by which a word is broken into individual phonemes and recognized based on those phonemes. Someone who has difficulty decoding and has difficulty in reading easily may not hear and differentiate the phonemes. Signs of decoding difficulty are trouble in sounding out words or recognizing words out of context, confusion between letters and the sounds.

### **2.8.1 International Studies**

A study conducted in the Philippines by Mondero (1995) looked into the possible causes of problems students encountered of Grade II pupils in a particular district in Pangasinan. She found out that reading deficiencies caused by the conditions in the home was grave. These problems are: poor study conditions, negative motivation and hostility of parents. Banogon (1997) surveyed on teacher's teaching competencies. Her findings showed that teachers with teaching experiences were more aware of the problems students encountered of their children.

Studies on teacher factor relates to my study in a way by which teacher participates in identifying problems students encountered of their children as influenced by their children as influenced by their experiences and economic status.

Sex Factor: Sex is a factor considered for the pupil respondents. A study on relationship between sex and intelligence variables with reading interests of the high school students as reported by Scharf (1993). Findings revealed that females tended to read books more frequently than males did. Esmeralda's (1999) study showed that girls are better readers than boys.

Chui (1993) investigated the reading preferences of fourth graders according to sex and reading achievement. The t-test as his instrument revealed significant sex difference. Girls preferred mystery, humor, adventure, biography, and animal stories and adventure. A number of studies were conducted to show the cause and effect of behavior disorders. Imelda Espigar (1991) conducted a study on behavior disorders. A problem-checklist consisting of a 40 item perception scale four categories, conduct disorders, anxiety withdrawal, immaturity, and socialized aggression was devised in gathering the data.

Another study was conducted by Autalay (1990) on the significant relationships between pupil achievement and pupil personal-related variables such as the size of the family and sibling rank. The study was conducted among the five school districts in Antique. A questionnaire was used to gather data. The statistical tool used to analyze the data was the Pearson r. The results indicated that the pupil personal-related variables were statistically proved as predictors of pupil achievement such as the size of the family and sibling rank.

Mamon (1990) conducted a study in January National Comprehensive High School, January, and Iloilo on the behavior maladjustments characteristics of 50 first year high school students. The instruments used were the Standardized Oral Reading Paragraphs to determine the reading level and the Robert Dehaan's Behavior Checklist (1968) to be used by the teacher respondents to observe the student's behavior characteristics. Remedial reading sessions were conducted for eight months by the investigator who taught and observed the retarded readers. The findings showed that retarded readers are slow learners and underachievers and lag behind normal students in class performance. Reading disabilities impedes learning progress in other subject areas and cause maladjustment problems or increase them.

Macrohon (1993) in his study on the problems of grade seven boys of two Catholic schools in Manila as revealed by the Mooney Problem Checklist, found that the problem area considered by the subjects as the most common was on the area of school. These problems were: (1) not interested in certain subjects, (2) not spending enough time in study, and (3) worried about grades. It is a significant that while the subjects exhibited lack of interest in school work, they did not disregard the positive value of study and the interest of their parents.

### **2.8.2 Local Studies**

The Ministry of Education (2008) conducted study on students reading behavior and associated problems and found out that teachers seemed to be highly sensitive to behavior that disturbed classroom routine such as irregular attendance, tardiness truancy, discourtesy and cheating. They were also disturbed by pre-delinquent behavior problems such as gambling, smoking, stealing and use of obscene language. The generally favored children were shy and timid or those manifesting withdrawal tendencies brought about by rigid conformity to standards sets of adults.

Gebeyehu et al., (1992) in a study of the reading habits attributed by Addis Ababa schools and found the following behavior problems of reading comprehension and found out that students had reading problems like phonemic recognition, holistic understanding and answering questions from the reading passage.

This study assessed problems students encountered in reading comprehensions in EFL classes with particular reference to grade nine students. Thus, the study was unique from the past studies in concern and concept.

# **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

## **3.1 Research Design**

The researcher used descriptive research design because it was one of commonly used in educational research and it provides detail information about the topic under the study as well as to test the research questions related to the current situations of the problems (Creswell, 2012). Based on this citation, the researcher believed that descriptive design was appropriate to find out types of students' related, teachers' related and classroom related problems that students encountered in reading English texts.

Additionally, mixed research approach (quantitative and qualitative) was used also depending on the basis of data gathered and analyzed (Cohen, 2011). Quantitative data gathers as it is best to show situations as they currently exist and enable to know what happens or what is happening. Qualitative approach is best used to assess themes and relationships at the case level (Cohen, 2011). This can simply help to analyze data obtained through interview, open ended questions, and classroom. Thus, data on its natural settings and more clarification enables the researcher to interpret a phenomenon. Based on the above explanations, the researcher used descriptive research design along with qualitative and quantitative researcher approaches.

## **3.2 Samples of the Study**

The populations for this study were grade nine students and EFL teachers found at Kewisa Shona secondary school. Grade nine students comprised of 320 learners and they were divided into five sections. There were also five EFL teachers at the school

## **3.3 Sample Size and Sampling Technique**

The researcher was highly consistent that taking all individuals assumed as the total population for this study was difficult to include. This was due to time and economic constraints. In order to overcome these constraints, it needs to take some reasonable representatives. Accordingly, the researcher included Kewisa Shona secondary school student of grade nine as total population for this study. At Kewisa Shona secondary school 170 male and 150 female students in total 320

students were registered in grade nine and attended their lesson in 2015/2022-23/ academics year. These students were divided into five sections of which 64 (34 males and 30 females) were found in each. It was difficult to take and manage the data gathered from all grade nine students. Thus, from each section the researcher took half of students which accounted thirty-two students and conducted the study through purposive sampling technique. The researcher made this based on the number of EFL teachers found at the school. This was done by entering into each section, the researcher categorized the student into odd and even numbers and those students categorized under even numbers were taken as the sample for the study.

In this way, the researcher took 160 students of which 70 males and 90 female students from grade nine. This sampling technique was used by the researcher that it was convenient to give equal chances for grade nine students to be selected as sample and simplified burden of work for the researcher. In addition to these, the researcher included 5 English language teachers at the school. This sampling technique was used for the teachers that the number of teachers at the school was few and their responses were easily managed. The sampling was used based on the citation made by Sarantakose (2005) that describes that probability and non-probability sampling technique are used based on the nature of researchable issues and the nature of individuals to be studied.

### **3.4 Data Collection Tools**

The researcher used questionnaire, interview, reading test and observation as main tools for collecting the required data for this study.

#### **3.4.1 Questionnaire**

Questionnaire having open and closed ended items were prepared and distributed to all 160 students used as a sample population for the study. Twenty questionnaire items were adapted from Deribe Gizaw(2019) and partially designed by the researcher in order to suit with the context of the study and distributed to the students in order to sort out problems inhibiting students from reading and understanding English texts specifically in the actual classroom. This was done to let students freely express their views and thoughts about the studied issue.

The researcher prepared the questionnaire in English and let other active EFL teacher to translate the questionnaire into Afan Oromo for making them clear to the students and overcame language

problems. This was done to avoid bias of the researcher and kept the validity of the tool. The questionnaire was prepared and responded by the respondents by using measuring nominal like “Yes” or “No” and measuring ordinal scales like: always, usually, sometimes, never and others). The researcher checked the validity and reliability of the questionnaire by making pilot survey to selected students before distribution and let them pick out the one which was difficult to them to understand. The pilot study was given a month ahead of the data collection. From the pilot test, the researcher modified questions which students did not fill correctly.

### **3.4.2 Reading Test**

For clear confirmation of the existing problem, the researcher gave a reading test for sample students at Kewisa Shona secondary school. The reading text was selected by the researcher from students’ text book and questions that believed to assess students’ problems of reading were prepared. Based on the question prepared, the researcher assessed students’ capacity and problems of reading English texts. From the reading test, the researcher tested students’ comprehension of word recognition, general understanding of the students, inferring texts and referring bold words.

### **3.4.3 Interview**

In order to obtain supplementary data to the data obtained through questionnaire with student, the researcher conducted a face to face interaction semi-structured interview with the English language teachers taken as a sample for the study. For the successful attainments of the study’s objective, the researcher conducted a semi-structured interview with EFL teachers at Kewisa Shona secondary school based on their informed consent. Ten questions were prepared (believing that they were sufficient to get the required data) for the interview and held structurally with English language teachers in the compound of Kewisa Shona secondary school to identify students’ reading problems during reading session. The interview was conducted for two hours with the five EFL teachers found at the school. The researcher conducted interview with teachers and took their responses by using note pad and later analyzed them after data collection.



### **3.4.4 Observation**

The researcher made classroom observation while teaching reading comprehension was performed within the actual classroom. The observation was made for five times in the sections of grade nine purposively. The sections were selected purposively and the researcher believed that the data gathered from all sections through observation were suitable for the required information on the topic in hand. The observation was made to identify the actual performance of students in reading comprehension based on the participation of students to answer comprehension questions after reading texts and the general performance of students in phonemic decoding, speed of reading, motivation for reading and word recognition. Additionally, teachers' encouragement, classroom situations and appropriateness of reading texts for the students were also observed. The researcher conducted the observation being guided with observation checklist which will be adapted from Deribe Gizaw (2019) and modified by the researcher in the way it fitted with the objective of the study. The researcher used observation checklist to observe teaching of reading comprehension in terms of instructional activities, teachers' roles, learners' role and teachers' mode of lesson delivery during the learning and teaching processes.

### **3.5 Procedures of Data Collection**

First, the researcher selected the respondents for the study and determined data collection tools. Then, questionnaire was prepared in English and distributed to the students at the school. Next, reading test was given to the students. Additionally, interview was developed and held with the English language teachers at the school. Finally, classroom observation was made to check for the issue studied by developing observation checklist. After collecting the data, the researcher put the data into categories and arranged them for interpretation. Finally, the interpretation was made and generalization was drawn out of the analysed data.

### **3.6 Methods of Data Analysis**

The data gathered through questionnaire, reading test, interview and classroom observation were organized, arranged, labelled, and further interpreted. The data gathered through questionnaire were interpreted through thematic and numerical descriptions. Responses of respondents were analysed qualitatively for open ended questionnaire and quantitatively through tabulation and

conversion into percentage for closed ended questionnaire. With regard to the questionnaire, the data analysis procedure was done based on nominal scales and measuring ordinal scale item analysis. The nominal and measuring ordinal scale items which were designed to find out students' reading problems concepts and their actual classroom practices were given numerical scores (Nominal and cardinal scores ranging from 1-21). Accordingly, for favourable items (statements directly related to students' problems in reading skill to this regard) were given codes.

The data gathered through interview and classroom observation were analysed qualitatively. In doing so, through analysis of questionnaire, reading test, interview and classroom observation problems students encountered (students' related, teachers' related and classroom related problems) were given answers. Accordingly both qualitative and quantitative data analysis method were used to analyse the data gathered for this study.

### **3.7 Ethical Considerations**

The study was conducted by considering the ethics of the research. Accordingly, in the courses of primary data collection, every respondent was informed about the purpose of the study. The researcher conducted interview with them and arranged classroom observation based on their informed consent. Besides, the researcher kept the confidentiality of those informants involved in the study. The researcher used polite expression and requests in every step of contact with respondents. Additionally, the researcher gave credential to every source used as support for the study putting under the reference part.

## **CHAPTER FOUR: PRESENTATION AND DISCUSSION OF DATA**

Under this part of the report data collected through different tools were discussed, analyzed, arranged into subtopics and interpreted according to the way they could fit the topic of the study. The analysis process followed description of each item having based on the research questions set out in the initial part of the study. In the first part, students' related problems that students' encountered in practicing reading skills in English were presented. Accordingly, exposure, motivation, experiences, mother tongue interference, interaction, implementation of reading principles and other problems were presented and discussed under the first section of the presentation. In the second part, teachers' related problems that affect students' reading skills was presented. In the presentation, teaching methods, proficiency, beliefs, methods of teaching, methods of assessing students' reading languages and others were discussed. In the third part, classroom related problems that affect students' reading skill were presented. In this section large class size, the seating arrangements, the nature of the classroom and others were discussed.

### **4.1 Presentation of Data**

Under this sub-topic questionnaire distributed to the students, reading test given for the students, interview with EFL teachers and classroom observation were discussed, analyzed and interpreted on the basis of their contents. The analysis was made based on the research question and the literature reviewed. Presentations of data obtained from each tool were analyzed in the following way.

#### **4.1.1 Students' Related Problems**

In order to check for students' related problems that students encountered in practicing reading skills in the actual classroom, students' questionnaire, reading test, EFL teachers' interview and classroom observation were used. The data obtained through these tools were analyzed and triangulated along with literatures cited.

**Table 1. Questions on lack of exposure**

No	Items	Alternative responses									
		A		B		C		D		E	
		No	%	No	%	No	%	No	%	No	%
1.	I have poor reading background.	70	63. 63	28	25.4 5	2	1.8 1	6	5.4 5	4	3.6 3
2.	I am not exposed to English language and practice reading different reading materials.	90	81. 81	16	14.5 4	-	-	4	3.6 3	-	-
3.	I believe reading in English as the most difficult skill to master	100	90. 9	8	7.27	2	1.8 1	-	-	-	-

*Key: A=strongly agree, B=agree, C= undecided D= strongly disagree, E= disagree*

Source: Own computation (2024)

As it is shown on table one above, questions on lack of exposure as students' related problem that hindered their practices of reading skills were deployed. From the above table, the following results were drawn out. On item one 70(63.63%) of the respondents indicated strongly agree, 28(25.45%) of the respondents indicated agree, 2(1.81%) of the respondents indicated undecided, 6 (5.45%) of the respondents indicted strongly disagree and the rest 4(3.36%) of the respondents indicated disagree for the item forwarded to them on whether they had poor reading background or not. From this item the researcher concluded that the students had poor English background because majority of the students indicated strongly agree to the question. This result goes in contingent with the results obtained from EFL teachers' interview and classroom observation.

EFL teachers (as indicated under Transcription of Interview, PP.84-86) indicated that one of the major problem that hindered students from reading and using English was the poor and weak background they were exposed to either in their environments or at the prior schools they started learning.

During observation the researcher tried to look at students efforts for practicing reading skills in the actual classroom. In order to check for students' efforts for practicing reading activities in the actual classroom, observation had been made and the practical aspects had been checked during instruction. This was checked during the first day observation at grade 9A respectively. The observation was conducted for 40 minutes in the section of grade nine by preparing checklist. The observation was aimed to identify the way students participate during reading classes.

The teachers motivated the students to read the passage from their textbooks and made them be in pairs and answer questions after reading. During that only one or two students tried reading the passage and giving responses to what they had been asked. The rest students kept silent and talked in their mother tongues. In addition to that the teacher also asked the question from the textbook in another way. But students' participation appeared in the same way. The teacher tried to repeat the questions and answer them after him. But the students similarly preferred to keep silent. After the entire teacher started using local language and gave command to students. The students understood what the teacher wanted to say. Then, the teacher arranged the students into pair and let them answer the question from the reading passage but only few students tried to answer. From this the researcher understood that practices of reading activities were characterized by having poor and weak performances due to lack of exposure to the target language.

For open ended question with this regard, the respondents indicated that lack of exposure to English and not having experiences in reading highly diminished students' reading skills in the actual classroom.

Moreover, on the table item two, 90(81.81%) of the respondents indicated strongly agree, 16(14.54%) of them indicted agree, none of the respondents indicted undecided answer and strongly disagree and the rest 4(3.63%) of the respondents indicated disagree responses to the item forwarded to them on whether they were not exposed to English language and practice reading different reading materials or not. From this answer the researcher concluded that most students believed that getting exposed to English was difficult and its mastery was very challenging as it was difficult. Literatures support that learners' reading competences could be enriched when students have good exposure to the language they were reading in. This could be

enriched when students' perception was shifted from negligence to be able to. From the interview with teachers (See Transcription of interview, P. 86) similar results were also obtained. Teachers indicated that most of the students perceived that learning English was as difficult as climbing a mountain. This came from the reason that learners were not exposed to English language clearly and precisely.

Furthermore, on the table above item three, 100(90.9%) of the respondents indicated strongly disagree, 8(7.27%) of the students indicted agree, 2(1.81%) of the respondents indicated undecided, none of the respondents indicated strongly disagree and disagree on the question presented to them on whether they believed that reading in English was the most difficult skill to master or not. From this item the researcher concluded that majority of the students had poor perception about reading in English and its mastery. Literatures support that one main constraint that learners of English as a foreign language faced is developing poor perception about practicing in the target language from time to time. Additionally as it is explained by Hedge (2000) teachers should model students to develop reading by providing reading texts that involve in real-life communication include: message, forms, invitations, letters and instructions.

Similar result was observed during the second observation. The teacher observed tried to make practices of reading which was artificial. But the researcher observed neglected students' participation on the issue. The target of classroom observation during the second day observation was to check for practices of reading phases accompanied with multiple activities. The observation made and the results drawn out of it were described in the following way.

The teacher asked volunteer students to read the passage and take notes from the reading passage. The teacher gave pre-reading questions for the students and let the students share their views on the question before reading. After that volunteer students continued reading and the rest students kept silent in the classroom. Next, the teacher encouraged the students to keep on reading the passage. In addition to the pre-reading questions, the teacher also elaborated while reading and post reading questions and asked the students to listen to the reading passage and speak out the answer to the questions.

From this observation, the researcher identified that only few students which did not exceed one to two in number gave the answer to the questions set out by the teacher. The rest students kept silent in the classroom. They waited for the teacher to give responses and answer for the questions.

In addition to the above observation, the teacher also asked comprehension questions from the reading passage on the textbook and in the same way to the activity provided by the teacher only few students gave answer to the comprehension questions.

In general, from this observation the researcher identified that the teacher tried to apply reading phases by providing multiple reading materials for the students in the actual classroom, but the practice was not proper and accepted by the students. This was argued by the scholar who dared to explain that one way of improving reading competences was using varied reading skills. For instance, Brown (2007) states as “reading is carried out for a purpose other than reading the language is self. Just as we read message in order to be able to do something else, so too the students who are learning a foreign language should be less concerned with the language than with the message it is used to practice and share ideas by speaking.

The definition provided by scholars in this regard was highly linked to the results obtained from EFL teachers’ interview. The result indicated that EFL teachers found at the school tried to use different reading texts to boost students’ reading skills; but they claimed that students lacked the required proficiency level in the skill to practice the aspect.

**Table 2. Questions on fear of making mistakes**

No	Items	Alternative responses									
		A		B		C		D		E	
		No	%	No	%	No	%	No	%	No	%
4.	I do not have the confidence to read freely in the class as I afraid of making mistake and criticism from friends.	95	86.36	10	9.09	2	1.82	-	-	3	2.73
5.	When I want to read I am in fear of making mistakes of some strange words.	92	83.63	8	7.27	2	1.82	3	2.73	5	4.55

Key: A=strongly agree, B=agree, C undecided D= strongly disagree, E= disagree

Source: Own computation (2024)

As it is shown on table two above, questions on fear of making mistakes as students related problem that students encounter in reading skills were presented. From the above table, the following results were drawn out. On item four 95(86.36%) of the respondents indicated strongly agree, 10(9.09%) of the respondents indicated agree, 2(1.81%) of the respondents indicated undecided, none of the respondents indicated strongly disagree and the rest 3(2.72%) of the respondents indicated disagree for the item forwarded to them on whether they did not have the confidence to read freely in the class as they are afraid of making mistake and criticism from friends or not. From this item the researcher concluded that fear of making mistakes and criticisms from their classmates was the most contributing problem for the failure of students' reading skills in English during lesson delivery. For open ended question with this regard, the respondents indicated that fear of making mistakes, being laughed at when they were in front of the students for reading and others were true to them when they practiced reading in English in the actual classroom.

This result goes in contingent with the results obtained from EFL teachers' interview. EFL teachers (See, Transcription of Interview, PP.85-86) indicated that most students in the classroom did not take part during reading session and situations because they replied that they were in fear to make mistakes in front their peers and classmates. These results agreed to the explanation provided by scholars in the field. As it is described by Sisay(1999), some of the reasons why some students fail to read English fluently and confidently are: sometimes extreme anxiety occurs when EFL learners discouraged or a general sense of failure is that some students are concerned with how they may be judged by others. They are very cautious about making errors, fear of making mistakes could be the reasons for their inability to read without any hesitation.

Moreover, on the table item five, 92(83.63%) of the respondents indicated strongly agree, 8(7.27%) of them indicated agree, 2(1.81%) of the respondents indicated undecided answer, 3(2.72%) of them indicated strongly disagree and the rest 5(4.54%) of the respondents indicated disagree responses to the item forwarded to them on whether they were in fear of making mistakes of some strange words when they wanted to read or not. From this answer the researcher concluded that students' psychological trauma highly affected their participation in reading classroom.



From the interview with teachers (See Transcription of interview, P.85) similar results were also obtained. Teachers indicated that students made errors to strange words and were not able to read them out. This hindered the students to actively participate on reading in the actual classroom.

During observation as it is indicated under the narration of classroom observation, P.90 the researcher observed that most students did not participate on reading texts and those who tried to read in front of their classmates were not able to read and call out some strange words which were far from their background knowledge. The observation was made in grade 9B and the researcher looked that students' participation was in obstacle due to students' language awareness.

**Table 3. Questions on lack of motivation**

No	Items	Alternative responses									
		A		B		C		D		E	
		No	%	No	%	No	%	No	%	No	%
6.	I am not motivated to read, answer questions and give suggestions to my understanding	68	61.81	22	20	4	3.63	6	5.45	10	9.09
7.	I do not like practicing reading in English in and outside of the class.	74	67.74	30	27.72	6	5.45	-	-	-	-
8.	I do not like to participate in reading activities (e.g. in pre-reading, while reading and post-reading) using English.	78	70.9	22	20	4	3.63	2	1.81	4	3.63

*Key: A=strongly agree, B=agree, C undecided D= strongly disagree, E= disagree*

Source: Own computation (2024)

As it is shown on table three above, questions on lack of motivation as students' related problems that students encounter in practicing reading skills were discussed. From the above table, the following results were drawn out. On item six 69(61.81%) of the respondents indicated strongly agree, 22(20%) of the respondents indicated agree, 4(3.36%) of the respondents indicated undecided, 6(5.45%) of the respondents indicted strongly disagree and the rest 10(9.09%) of the respondents indicated disagree for the item forwarded to them on whether they were not motivated to read, answer questions and give suggestions to my understanding or

not. From this item the researcher concluded that the students were not motivated to take part in practicing reading skills. For open ended question with this regard, the respondents indicated that they were not motivated and interested to read in English classes because they believed that reading in English was the most difficult.

From the interview conducted with EFL teachers (see transcription of interview, PP.85-86) the researcher obtained similar data. EFL teachers indicated that the students were not interested, attracted, aroused and motivated to read and do questions from the reading texts.

During observation alike data was obtained. The researcher conducted observation in grade 9A and found out that most students were not motivated to read, answer questions and discuss on the reading activities provided to them.

This result also goes in line with the scholars' explanations. As it is described by Alemu (2004) when students are not highly interested in learning and practicing English language, they deny reading, sharing and presenting their views and ideas with the target language. Accordingly, the results obtained from questionnaire, interview and classroom observation go along with the explanation provided by Alem(2004).

Moreover, on the table item seven, 74(67.74%) of the respondents indicated strongly agree, 30(27.72%) of them indicted agree, 6(5.45%) of the respondents indicated undecided answer and none of them indicated strongly disagree and disagree responses to the item forwarded to them on whether they did not like practicing reading in English in and outside of the class or not. From this answer the researcher concluded that the students did not have the interest to read in English language in and outside of the classroom. This affected students' participation and motive of reading skills.

From the interview with teachers (See Transcription of interview, P.86) similar results were also obtained. Two of the teachers (see transcription of interview P.86) indicated that they prepared different parameters of using English language for reading. Another teacher (see transcription of interview P.92) also indicated that they encouraged students to read in English outside of the classroom at their homes and other areas. However, students did not read and practice activities for reading in the classroom. Other teacher (see transcription of interview P92.) added that he

gave reading activities for the students as home work that let them practice reading in and outside of the classroom. However, the students had poor practices of the skill.

During observation the researcher observed that most students were not able to read and answer questions from the reading texts and passages. The observation was made in grade 9A and the researcher looked that almost none of the students was using English for practicing drills provided to them by their teacher. Thus, from these tools, it could be concluded that students' practices of reading in English inside and outside of the classroom was not observed. Literatures argue that students' reading skills could be promoted and developed when students practice reading in English inside and outside of their classroom. Accordingly, the results obtained from these tools go against literatures that support that students can flourish their reading ability when they practice reading and do activities given to them from the reading activities.

Furthermore, on the table item eight, 78(70.9%) of the respondents indicated strongly agree, 22(20%) of them indicted agree, 4(3.63%) of the respondents indicated undecided answer, 2(1.81%) of the respondents indicated strongly disagree and the rest 4(3.63%) of the respondents indicated disagree responses to the item forwarded to them on whether they did not like to participate in reading activities (e.g. in pre-reading, while reading and post-reading) using English or not. From this answer the researcher concluded that students had poor reading skill of English language due to the fact that they did not use multifaceted activities used for promoting their reading skills in the classroom.

The results obtained from interview with EFL teachers also indicated similar circumstances. One of the teachers (see transcription of interview, p.86) indicated that majority of the students almost all of them were not interested to participate in reading activities given to them in the classroom in the forms of presentation, discussions, group work or pair works. The other two teachers (see transcription of interview, pp.84-86) explained that at the school the students did not respond, answer and discuss and share ideas among themselves in the form of group or peer work on questions given to them in different reading activities.

During observation, the researcher observed similar situations. The observation was made in grade 9B as it is depicted under the narration of observation, pp.89-91 to check for whether the students took part in reading activities given to them in pre-reading, while reading and post

reading phases. The researcher observed that none of the students tried to participate in the activities and all of them keep silent. The teachers observed encouraged the students to participate in the reading activities provided to them in pre-reading, while reading and post reading. But the students were not observed to participate in the activities. The results from triangulation of the above tools indicated that students' participation in reading activities in the form of pre-reading, while reading and post reading phases was weak and poor. These results go against literatures that assist students flourish and develop their reading skills in English when they have the opportunities to implement questions on pre-reading, while reading and post reading after reading a given passage in the actual classroom.

**Table 4. Questions on lack of experience**

No	Items	Alternative responses									
		A		B		C		D		E	
		No	%	No	%	No	%	No	%	No	%
9.	I do not have adequate practices to read in and outside of classroom in English.	105	95.45	5	4.55	-	-	-	-	-	-
10.	Only active students take part and turns in reading practices provided to us in the actual classroom.	110	100	-	-	-	-	-	-	-	-

*Key: A=strongly agree, B=agree, C undecided D= strongly disagree, E= disagree*

Source: Own computation (2024)

As it is shown on table four above, questions on lack of experience as students related problem that students encounter in practicing reading skills were shown. From the above table, on item nine 105(95.45%) of the respondents indicated strongly agree, 5(4.55%) of the respondents indicated agree, none of the respondents indicated undecided, strongly disagree and disagree for the item forwarded to them on whether they did not have adequate practices to read in and outside of classroom in English or not. From this item the researcher concluded that lack of having sufficient practices of reading skills in the actual classroom was the other problem that students encounter when they practiced reading in the actual classroom.

From the interview conducted with EFL teachers (see transcription of interview, PP.84-86) the researcher obtained similar data. EFL teachers indicated that most students did not have adequate practices of reading in prior classes and they did not have the experiences of doing reading activities in different contexts. When reading activities were provided to them in the classroom, the students kept silent because they were not accustomed with reading activities in the previous classes. The other teacher (see transcription of interview, p. 85) also indicated that majority of the students read words in the reading passage in the way they read words in their mother tongue.

During observation similar result was obtained. The researcher conducted observation in grade 9C and found out that most students were not observed to read the passage and did not show active participation in reading texts in the actual classroom.

This result also goes in line with the scholars' explanations. As it is described by Alemu (2004) students who came to secondary school from different elementary school have got low language experience, and so, they may not be active in speaking/reading. If students lack previous speaking/reading experience, they may not dare to speak/read in English in front of their peers. Accordingly, the results obtained from questionnaire, interview and classroom observation go along with the explanation provided by Alem(2004).

Moreover, on the table item ten, 110(100%) of the respondents indicated strongly agree, none of them indicted agree, undecided answer, strongly disagree and disagree responses to the item forwarded to them on whether only active students took part and turns in reading practices provided to them in the actual classroom or not. From this answer the researcher concluded that there was no holistic participation of students during practicing reading activities provided to them in the actual classroom. This affected students' reading skills in the target language.

From the interview with teachers (See Transcription of interview, P 85) similar results were also obtained. One of the teacher (see transcription of interview P.84) indicated that during practicing different activities and drills only active students tried to read and do questions given to them after reading. The rest two teachers (see transcription of interview P.03) explained that during participation of reading only one to two active students tried to participate and read passages provided to them in their textbooks and equivocally questions were also answered by similar students.

During observation as deployed under narration of observation, P.89, the researcher observed that the teacher observed encouraged and called out the name active student and left the rest students without encouraging them. The observation was made in grade 9B and the researcher looked that only one to two students raised their hands and tried to read texts given to them for practices. The rest students simply sat and listened to the active students reading and answering questions from the reading passage. Thus, from these tools, it could be concluded that during learning reading skills isolately in the actual classroom, students' participation was detained due the view that the activities were accomplished by active students and it was none of their concerns. Accordingly, the results obtained from these tools go against literatures that support that students can learn reading skills when they have the tendency to practices the language skill equally.

**Table 5. Questions on students' learning preference**

No	Items	Alternative responses									
		A		B		C		D		E	
		No	%	No	%	No	%	No	%	No	%
11.	I prefer to learn listening and vocabulary than reading.	90	81.81	10	9.09	2	1.81	3	2.27	5	4.54
12.	I prefer teachers' demonstration than doing reading activities by myself.	100	90.9	8	7.27	2	1.81	-	-	-	-

*Key: A=strongly agree, B=agree, C undecided D= strongly disagree, E= disagree*

Source: Own computation (2024)

As it is shown on table five above, questions on students' areas of language learning preference as students' related problems that they encounter in practicing reading skills were shown. From the above table, on item eleven 90(81.81%) of the respondents indicated strongly agree and 10(9.09%) of them responded agree, 2(1.81%) of the respondents indicated undecided, 3(2.27%) of the respondents indicated strongly disagree and 5(4.54%) of the respondents indicated disagree for the item forwarded to them on whether they preferred to learn listening and vocabulary than reading or not. From this item the researcher concluded that most of the students preferred to learn and practice listening and vocabulary skills than practicing reading skills. For

open ended question with this regard, the respondents indicated that they were interested in learning and practicing listening and vocabulary.

From the interview conducted with EFL teachers (see transcription of interview, PP. 85-86) similar results were generated. EFL teachers indicated that most students showed some interest to learn listening and vocabulary. The students usually asked the questions of “what is the meaning”? to know the vocabulary and wanted to listen to teacher’s explanation to what they had asked than reading and knowing what they wanted to know through reading.

Classroom observation results also affirmed what was obtained from students’ questionnaire and EFL teachers’ interview. The researcher conducted observation in grade 9A and found out that most students asked to know the meanings of words and listened to the teacher’s explanations of the meanings and the general contents of the reading passage than reading themselves. The teacher observed tried to elaborate explanations for vocabulary networks found in the text book of the students and the students attentively followed the teacher.

Moreover, on the table item twelve, 100(90.9%) of the respondents indicated strongly agree, 8(7.27%) of them indicated agree, 2(1.81%) of then responded undecided answer and none of the respondents indicated strongly disagree and disagree responses to the item forwarded to them on whether they preferred teachers’ demonstration than doing reading activities by themselves or not. From this answer the researcher concluded that majority of classroom activities provided to foster students’ reading skills were carried out by the teacher which implied teacher dominated lesson delivery method.

From the interview with teachers (See Transcription of interview, P.85) it had been indicated that majority of the students needed and were interested when we explained reading activities to them ourselves. They were not interested to participate and try out activities we provided to them for reading in the classroom. When such activities had been assigned to them, the students preferred to keep silent. When we explained reading contents to them they eagerly followed and listened to us rather than trying it themselves. Most of the students could not sound reading in English because they run to listen to the teacher read the passage him/herself and give explanations to them.

During observation the researcher also observed that students were keeping silently and waiting for teacher's explanation during instruction. The observation was made in grade 9C and the researcher looked that the teaching learning process was completely teacher dominated instruction. The teacher observed tried to motivated and reinforce students to try out activities for reading by them, but the students were interested when the teacher was explaining the reading tasks by himself. No student was observed to practice reading tasks by him/herself. Thus, from these tools, it could be concluded that students were interested to listen to follow the teacher when different reading tasks were delivered to them. Accordingly, the results obtained from these tools go against the view that students' reading skills could be developed when they take responsibilities of learning in the classroom rather than waiting for teachers' explanation of the situation.

Regarding this, Nunan (2003) explained that the teacher should always be committed in terms of securing such as interactive classroom by way of acting less dominantly. To this effect, teacher directed and dominated classrooms cannot by their nature be interactive classrooms, and this is what language teachers need to learn. Interaction can be two ways, three ways, or four ways but never one way.

Thus, giving the learners a different role (such as greater initiative in the classroom) requires the teachers to adopt a different role. To this end, according to this scholar, the teacher has three main roles in the communicative classroom. The first is to act as a facilitator of the communicative process, the second is to act as participant and the third is to act as observer and learner. Accordingly, the results obtained from triangulation of the tools go against to the explanation provided by the above scholar.



**Table 6. Question on students' interest**

No	Items	Alternative responses									
		A		B		C		D		E	
		No	%	No	%	No	%	No	%	No	%
13.	I do not think that I learn English when I work in pair or group.	88	80	10	9.09	4	3.63	6	5.45	2	1.81
14.	I like to keep silent and listen to teachers' explanations on the activities for reading.	94	85.54	14	12.72	2	1.81	-	-	-	-

*Key: A=strongly agree, B=agree, C undecided D= strongly disagree, E= disagree*  
 Source: Own computation (2024)

As it is shown on the table above, question on students' interest of reading as students' related problems that they encountered in reading classroom was presented. From the table item thirteen, 88(80%) of the respondents indicated strongly agree, 10(9.09%) of the respondents indicated agree, 4(3.63%) of them indicated undecided, 6(5.45%) of them indicated strongly disagree and the rest 2(1.81%) of them indicated disagree for the question given to them whether they did not think that they learned English when they worked in pairs or group or not. From these responses it can be made clear that lack of students' interest in participating in groups or pair works was the most challenging problem for developing students' reading skills. This result also agreed with EFL teachers' interview. During interviewing EFL teachers (See Transcription of interview p.85) indicated that majority of the students were not interested in participating in group work or pair work given to them for practicing reading skills. Additionally, during observation as narrated under narration of observation pp.90-91, the researcher also observed that the teacher observed arranged the students into group and let them read the passage entitle "Places to visit". However, the students were not interested to read, share ideas and discuss among them. The researcher observed that none of them students were observed to try reading in the target language. Thus, it could be made clear that lack of students' interest to participate in reading activities was considered as one of students' related problem that students encountered in practicing reading skills in English. The results obtained from questionnaire, interview and observation went against scholars' explanation on reading skill. As it is explained by Harmer (2006), a teacher in reading class, for instance, who includes a large number of a group or pair work tasks in the course, may be given poor evaluation for the course by the students. The other problems

responsible for determining learners' language learning are believed to be the learners' past experience of language learning.

Additionally, on the above table item fourteen, 94(85.54%) of the respondents indicated strongly agree, 14(12.72%) of the respondents indicated agree, 2(1.81%) of the respondents indicated undecided and none of them indicated strongly disagree and disagree for the question given to them whether they liked to keep silent and listened to teachers' explanations on the activities for reading or not. Since most of the students indicated their strong agreements as they liked to keep silent and listened to teachers' explanation on the activities given to them for reading, it could be made clear that students were not interested to participate in reading activities given to them and lack of interest of reading was considered as one the problems that students encountered in practicing reading skills in English at Kewisa Shona secondary school. In addition to the above result, results obtained from EFL teachers' interview showed similar responses. EFL teachers (see transcription of interview pp.84-86) indicated that all students in the classroom were interested to listen to teachers' explanation and keep silent in the classroom when they were asked to read and do questions from the reading passage. The students were not interests to read in English and they did not respond to questions they were in pre-reading, while reading and post reading phases.

From the classroom observation made by the researcher it was also indicated that all of the students kept silent in the classroom. They did not participate in reading passages given to them in English and share their views, ideas and feelings to the classroom by using the target language. The teachers observed (See narration of classroom observation p.90) motivated and encouraged the students to read and answer questions in English, but only few students were observed to read and try the activities in English. Language specialists and scholars highly assist the idea that English reading and speaking skills are improved when students try and share their views, ideas and feelings in English and are interested in using it. Thus, the results obtained from questionnaire, interview and classroom observation went against to the idea of scholars. According to Ellis (2005), much of what they learn comes from their association with other significant contracts in and out of school... and from all kinds of activities. It is only when this implementation is feasible that we expect the learners to learn better as they would be more involved in the activities they perform.

### 4.1.2 Teachers' Related Problems

In order to check for teachers' related problems that students encounter in practicing reading skills in the actual classroom, students' questionnaire, EFL teachers' interview and classroom observation were used. The data obtained through these tools were analyzed and triangulated along with literatures cited. The data obtained through these tools were revealed in the following ways.

**Table 7. Questions on teachers' teaching methodology**

No	Items	Alternative responses									
		A		B		C		D		E	
		No	%	No	%	No	%	No	%	No	%
15.	Our English teachers often give emphasis to teach language forms and structure than reading.	72	65.45	26	23.63	8	7.27	-	-	4	3.36
16.	Our English teachers do not provide us with the opportunity to practice reading in pairs and groups.	60	54.54	10	9.09	15	13.63	12	10.9	13	11.81
17.	Our English teachers do not provide us texts that promote our reading skills in the class.	50	45.45	22	20	18	16.36	16	14.54	4	3.36
18.	Our English teachers do not use teaching aids and authentic materials in the classroom to promote our reading skills.	64	58.18	16	14.54	10	9.09	20	18.18	-	-

Key: A=strongly agree, B=agree, C undecided D= strongly disagree, E= disagree

Source: Own computation (2024)

As it is revealed on the table eight above, question on teachers' teaching methodology as one of the problem that students encountered during reading was presented. From the table on item fifteen, 72(65.45%) of the respondents indicated strongly agree, 26(23.63%) of them indicated agree, 8(7.27%) of them indicated undecided, none of them indicated strongly disagree and the

rest 4(3.36%) of the respondents indicated disagree for the question given to them whether their English language teachers gave emphasis to teach language forms and structure than reading or not. From this result the researcher concluded that EFL teachers at the school gave emphasis to teaching forms and structures than reading skills particularly which was considered as one of the problems that students face in practicing reading skills in English in the actual classroom.

From the interview conducted with EFL teachers, the researcher also identified that teachers used form and structured focused instruction of teaching the language. Two the teachers (T<sub>2</sub>&T<sub>3</sub>) indicated that they usually taught and concentrated on teaching the form and structure of the language and they did not concentrate on teaching and practicing reading skill in the classroom. One of the teachers (T<sub>1</sub>) indicated that explanations of grammar forms and structures were prioritized during lesson delivery. This was because students were expected to understand the forms and structures before using the language for reading and comprehending.

During observation, the teachers observed also used form and structure focused language instruction. The teacher explained the forms and structures of the new language item and made the students to take notes from the explanation. The teacher was not observed giving reading activities for the students for practicing. Thus, the results obtained from questionnaire, interview and observation agreed to one another indicating that teachers' focus on forms and structures during lesson delivery was one cause of the problem that students encountered in practicing reading skills in the actual classroom. However, this result went against to the explanations elaborated by scholars on this regard. According to Atkins et al (1999) the traditional approach implies teacher dominated class were "say this but don't say that" kind of instruction dominates. One of the responsibilities for the teacher is therefore believed to provide explanations of correct grammar rules and word meanings. This is not appropriate to make students use the language in real context.

Additionally, on the table item sixteen, 60(54.54%) of the respondents indicated strongly agree, 10(9.09%) of them indicated agree, 15(13.63%) of them indicated undecided, 12(10.9%) of them indicated strongly disagree and the rest 13(11.81%) of the respondents indicated disagree for the question given to them whether their English language teachers did not provide them with the opportunity to practice reading in pairs and groups or not. From this result, it could be concluded that there was a problem in providing students with opportunity to practice reading skills in

interactions like group work and pair works. From the interview conducted with EFL teachers, unlike responses to the questionnaire results was obtained. During interview all of the teachers (T<sub>1</sub>, T<sub>2</sub>&T<sub>3</sub>) indicated that they provided activities for the students that they practiced in the actual classroom for developing reading skills.

Additionally, during classroom observation the researcher identified that the teacher observed did not provide students with opportunities to practice reading skills in pairs and groups. Nor students were not interested to practice the activities for practicing reading skills in the actual classroom. Thus, the results obtained from questionnaire and observation indicated that EFL teachers did not provide use varied opportunities for the students for practicing reading, but from interview it had been indicated by teachers that they provided students with opportunities for practicing reading skills. Literatures deny about results obtained from questionnaire and observation and support results obtained from interview. As it is stated by Hedge (2000) to be able to use the target language effectively in the real world, students need plenty of opportunity to practice language in situations that encourage them to communicate their needs, ideas and opinions. Where possible, language practice should resemble real life communication with genuine exchange of information and opinions.

Moreover, on the table item seventeen, 50(45.45%) of the respondents indicated strongly agree, 22(20%) of them indicated agree, 18(16.36%) of them indicated undecided, 16(14.54%) of them indicated strongly disagree and the rest 4(3.36%) of the respondents indicated disagree for the question given to them whether their English language teachers provided them activities that promoted their reading skills in the class or not. From this result the researcher concluded that teachers' trails of providing activities that promote students' reading skills seemed in dubious situation. In supporting this result, during observation the teacher observed was not observed providing students with activities that promoted their reading skills in the actual classroom. The teacher observed used teacher dominated instruction and explained and dominated the classroom by reading and doing the activities himself neglecting students' participation. However, from EFL teachers' interview it had been indicated that they provided students with activities that promoted their reading skills in the actual classroom. Thus, scholars' explanations on this regard agreed to the results obtained from EFL teachers' interview and disagreed to the results obtained from students' questionnaire and classroom observations. According to Hedge (2000), students

ought to be provided with enough oral interaction work that can easily help them to use English appropriately in the actual life situation. Thus, the basic message is that classroom oral interaction should be integral unit of the real life communication. It ought to be provided in such a way as to motivate the students to be able to use English inside as well as outside the class in varied life situation.

Furthermore, on the table item eighteen, 64(58.18%) of the respondents indicated strongly agree, 16(14.54%) of them indicated agree, 10(9.09%) of them indicated undecided, 20(18.18%) of them indicated strongly disagree and none of the respondents indicated disagree for the question given to them whether their English language teachers used teaching aids and authentic materials in the classroom to promote their reading skills or not. From classroom observation it had been identified that the teacher observed was not observed using teaching aids and authentic materials that promote students' reading skills in the actual classroom. But from EFL teachers' interview opposite result to the questionnaire and observation was indicated. Teachers indicated that they used content based teaching aids and authentic materials that believed to promote students' reading skills in the actual classroom. This result was supported by scholars who conducted the study on this regard. According to Harmer (2006), elaborates that teachers should identify learning difficulties that give learners opportunities to show the progress toward objectives and use effective teaching aids, methods, techniques and learning materials.

**Table 8. Question on teachers' concentration of teaching**

No	Items	Alternative responses									
		A		B		C		D		E	
		No	%	No	%	No	%	No	%	No	%
19.	Our English teachers often prefer to explain and demonstrate than creating condition for students to practice reading.	73	66.36	30	27.27	4	3.36	3	2.27	-	-
20.	Our English teachers often prefer to teach in the way of making teacher fronted ways of teaching than student centered teaching in reading skill.	82	74.54	16	14.54	6	5.45	2	1.81	4	3.36

*Key: A=strongly agree, B=agree, C undecided D= strongly disagree, E= disagree*

Source: Own computation (2024)

As it is revealed on the table nine above, question on teachers' concentration of teaching as a cause of problem that students encountered during practicing reading skill was presented. On the table item twenty-two, 73(66.36%) of the respondents indicated strongly agree, 30(27.27%) of them indicated agree, 4(3.36%) of them indicated undecided, 3(2.37%) of them indicated strongly disagree and none of the respondents indicated disagree for the question given to them whether their English language teachers often preferred to explain and demonstrate than creating condition for students to practice reading or not. Similar result was obtained during observation made by the researcher. The observation was made in grade 9A and during observation, the teacher observed usually continued explaining and demonstrating grammatical rules and the forms of the language focus. The teacher observed was not observed trying to encourage students to practice drills and activities for promoting reading skills. From these tools it could be concluded that teachers' concentration on explaining and demonstrating language contents to the students was one of the cause of problems that hindered the promotion of students' reading skills. These results came in opposite to the explanation elaborated by scholars. However from interview conducted with EFL teachers it had been indicated that they followed student centered teaching approach and provide opportunities for the students to practice reading skills in the actual classroom. Scholars highly insisted with this idea. According to Borg (2009), the traditional approach implies teacher dominated class were "say this but don't say that" kind of instruction dominates. One of the responsibilities for the teacher is therefore believed to be correct students' errors and provide explanations of correct grammar rules and word meanings. The tasks of the students are seen to be to receive knowledge transmitted by the teacher, memorize and reproduce. It is inevitable that in such situation many students will feel-reluctant to participate because of fear of making mistakes and being laughed at by peers.

Additionally, on the table item twenty, 82(74.54%) of the respondents indicated strongly agree, 16(14.54%) of them indicated agree, 6(5.45%) of them indicated undecided, 2(1.81%) of them indicated strongly disagree and the rest 4(3.36%) of the respondents indicated disagree for the question given to them whether their English language teachers often preferred to teacher was fronted ways of teaching than student centered teaching in reading skill or not. In order to check for the teachers' concentration and methods of teaching and practicing reading skills in the actual classroom, classroom observation was conducted. From the observation made, the teacher observed was in front and made the presentation and explanation to the students. All of the

students simply listened to the teacher. They said nothing and they were not observed to practice speaking in the classroom. From these tools it could be concluded that the way EFL teachers used for teaching and practicing English contents in the classroom affected the students' reading skills in the actual classroom.

However, from interview conducted with EFL teachers at the school, it had been indicated that they encouraged the students to read, share, practice and discuss together on the contents provided to them and activities for promoting their reading skills. Researcher on reading skills disclosed that teacher in reading classroom is needed to be facilitator, participant and role player and should not be emanated as orchestra in the classroom who takes the front position for dealing with reading activities. Hedge (2000) explained that in some EFL classes, students practice the target language for the purpose of learning about the language. Put another way, they are made to learn the language for the sake of its knowledge, in the expense of real communicative purposes. Consequently, the students get fewer chances to practice how to communicate their own ideas or intentions appropriately in the real life situation.

**Table 9. Questions on teachers' encouragement**

No	Items	Alternative responses									
		A		B		C		D		E	
		No	%	No	%	No	%	No	%	No	%
21.	Our English teachers do not encourage us to practice reading different texts in and outside the class.	70	63.63	20	18.18	6	5.45	10	9.09	4	3.36
22.	Our English teachers do not provide us with the opportunity to practice reading in pairs and groups.	66	60	30	27.27	4	3.33	7	6.36	3	2.27

*Key: A=strongly agree, B=agree, C undecided D= strongly disagree, E= disagree*

Source: Own computation (2024)

As it is revealed on the table nine above, question on teachers' encouragements was presented.

On the table item twenty-one, 70(63.63%) of the respondents indicated strongly agree,

20(18.18%) of them indicated agree, 6(5.45%) of them indicated undecided, 10(9.09%) of them



indicated strongly disagree and the rest 4(3.36%) of the respondents indicated disagree for the question given to them whether their English language teachers encouraged them to practice reading different texts in and outside the class or not.

Against to the above result, from the interview conducted with EFL teachers, it had been indicated that they encouraged the students to read texts in English inside and outside of the classroom. But the students were not willing to read various texts in English inside as well as outside of the classroom. According to Harmer (2006), all the same no real learning should be assumed to have taken place until the students are able to use the language for themselves, and unless opportunities are available for them to do this in and outside the classroom; provision must be made as part of the lesson. So the result obtained from interview with EFL teachers supported this idea where as the results obtained from students' questionnaire went against to the above scholars' view.

Additionally, on the table item twenty-two, 66(60%) of the respondents indicated strongly agree, 30(27.27%) of them indicated agree, 4(3.33%) of them indicated undecided, 7(6.36%) of them indicated strongly disagree and the rest 3(2.27%) of the respondents indicated disagree for the question given to them whether their English language teachers provided them with the opportunity to practice reading in pairs or groups or not. During observation, the teacher observed did not arrange students into groups and provide them opportunities to practice reading activities. The teacher observed tried to encourage some active students to read in English, but none of the students was observed to respond to the teacher's activity. Additionally, the students were not observed sharing, discussing and presenting their ideas and suggestions in groups or pair. They simply sat down and listened to the teacher's explanation. From these results, it could be concluded that students were not accustomed to practice reading and do reading activities in groups or pairs.

From interview conducted with EFL teachers, very different result was obtained. The teachers indicated that they arranged the students into the groups/pairs/, provide them with activities for reading, and elicit situations that the students could share, discuss and reflect their views and ideas for developing their reading skills.

When coming to scholars' view on ways of improving students' reading fluency, the results obtained from questionnaire and interview went against them; however, the result obtained from

EFL teachers' interview went in contingent with the ideas of scholars and what had been researched. As it stated by Harmer (2006) group work/ pair discussion is one of the best ways of encouraging active participation of learning English oral fluency class by arranging the learners' work together in group. It can take many forms involving pairs of students working together; up to ten learners together or it can involve students who work individually and come together in group to compare and discuss the result of their group. This strategy involves students discussing issues with many of their follow classmates in turn. Beforehand, prepare discussion questions. In class, groups are arranged in a large circle or square formation. Give students a question and suggest that each person take a turn answering. Now introduce a new, slightly more difficult question. These groups involve students engaging in short, informal discussion, often in responses to a particular sentence starter or question.

**Table 10. Questions on teachers' reading skill assessment**

No	Items	Alternative responses									
		A		B		C		D		E	
		No	%	No	%	No	%	No	%	No	%
23.	Our English teachers usually evaluate our reading performance through objective questions like multiple choices than including reading passages.	84	76.36	16	14.54	2	1.81	5	4.54	3	2.27

Key: A=strongly agree, B=agree, C undecided D= strongly disagree, E= disagree

Source: Own computation (2024)

As shown on the table eleven above question on teachers' method of assessing students' speaking skills was presented. On the table item twenty-three, 84(76.36%) of the respondents indicated strongly agree, 16(14.54%) of them indicated agree, 2(1.81%) of them indicated undecided, 5(4.54%) of them indicated strongly disagree and the rest 3(2.27%) of the respondents indicated disagree for the question given to them whether their English language teachers usually evaluated their reading performance through objective questions like multiple choices than oral presentation or not. From interview conducted with EFL teachers at the school opposite responses to the above results were obtained. During interview, teachers indicated that

they prepared comprehension questions in the forms of dialogue, gap filling, true/false and inferring questions for the students. But they complained that students did not attempt the questions. Thus, they indicated that they stopped preparing questions to test students' reading skills.

Scholars highly support that the inclusion of items intended to test students' oral skills can reinforce and encourage students to develop their reading skills. For instance according to Heaton (2006), a properly made English test can help create positive attitudes towards instruction by giving students a sense of accomplishment a feeling that the teachers evaluation of them matches to what he has taught them ... test also help students learn the language by requiring them to study hard, emphasizing course objectives and showing them where they need to improve.

**Table 11. Question on teachers' method of dealing with errors**

No	Items	Alternative responses									
		A		B		C		D		E	
		No	%	No	%	No	%	No	%	No	%
24.	Our English teachers usually correct our errors immediately when we are practicing reading.	110	100	-	-	-	-	-	-	-	-

*Key: A=strongly agree, B=agree, C undecided D= strongly disagree, E= disagree*

Source: Own computation (2024)

As shown on the table twelve above question on teachers' method of dealing with students' reading errors was presented. On the table item twenty-four 110(100%) of the respondents indicated strongly agree, none of them indicated agree, undecided, strongly disagree and disagree for the question given to them whether their English language teachers usually corrected their errors while they were reading or not. From this item, the researcher concluded that teachers' method of dealing with students' reading errors highly affected students' reading skills in English. However, from the interview conducted with EFL teachers at the school, it had been indicated that they treated students' oral errors after the lesson and encourage them to correct

oral errors they committed among them. The result obtained from students' questionnaire and EFL teachers' interview disagreed to one another. The result obtained from EFL teachers' interview was also indicated by other researchers. For instance, Harmer (2006) elaborated the teacher should develop positive attitude to learners' error by accepting their options the classroom participation and encourage them to learn from their errors other than creating an interruption due to correction. Correction should be systematic, indirect, and friendly at all level of speaking practices so that they will develop interest and confidence. The way, in which teachers correct their students, when they do fluency activities will have a significant effect on how well they perform at the time of correction, and in their future. This means tolerance of errors in fluency activity will be greater than it is during controlled sessions.

### 4.1.3 Classroom Related Problems

In order to check for classroom related problems affecting students' reading skills in the actual classroom, students' questionnaire, EFL teachers' interview and classroom observation were used. The data obtained through these tools were analyzed and triangulated along with literatures cited in the following ways.

**Table 12. Questions on classroom related problems**

No	Items	Alternative responses									
		A		B		C		D		E	
		No	%	No	%	No	%	No	%	No	%
25.	There are a large number of students in the class.	90	81.81	18	16.36	2	1.18	-	-	-	-
26.	Seats are not suitable.	98	89.09	12	10.9	-	-	-	-	-	-
27.	The sound from the outside is heard in the classroom.	80	72.72	15	13.63	-	-	10	9.09	5	4.54
28.	The situation of classroom is boring for practicing reading skill.	100	90.9	10	9.09	-	-	-	-	-	-

Key: A=strongly agree, B=agree, C undecided D= strongly disagree, E= disagree

Source: Own computation (2024)

As shown on the table thirteen above, question on classroom related problems that affect students' reading skills was presented. On the table item twenty-five, 90(81.81%) of the

respondents indicated strongly agree, 18(16.36%) of them indicated agree, 2(1.81%) of them indicated undecided, none of them indicated strongly disagree and disagree for the question given to them whether there were a large number of students in the class or not. Similar results were obtained from EFL teachers' interview and classroom observations. From interview conducted with EFL teachers, it had been indicated that in one section more than 80 students attended lesson. This affected them to clearly assess each student's reading proficiency from time to time. Additionally, due to the large class size, teachers indicated that they faced problem of looking and evaluating each students' reading performance. During observation made, even though the time was during the winter time and hot season, the number of students found in one section was beyond the capacity of the teacher to look into students' reading performance. Thus, the results obtained from the three tools coincided with one another. When coming to our country, the standard number of students allowed to attend lesson in one section should be 40-50 students. However, researchers indicated that large class size was one of the major factor that affected students' reading skills in the classroom. According to Kumerra (2004), the class size has its own impact in facilitating or hindering activities of teaching and learning. Especially in the modern approach to language learning in which classroom intends to encourage students more interaction and active participation it is advisable to balance the variation between the number of classes and number of students.

On the table item twenty-six,98(89.09%) of the respondents indicated strongly agree, 12(10.9%) of them indicated agree, none of them indicated undecided, strongly disagree and disagree for the question given to them whether the seats were suitable or not. From interview conducted with EFL teachers, it had been indicated the seats in the classroom were inconvenient. Most of the seats were made of suspended bar on chopped woods. As a result they were not convenient enough to make the students move in the classroom and get into peers/ groups. Similar circumstances were observed in the classroom. During observation, the researcher observed that the seats in the classroom were nailed on chopped woods by suspended bar and they were fixed, not moved from place to place. Thus, students were not able to move to share their views as required due to inconvenience of seats in the classroom. Scholars also studied and disclosed that the situations of the seats in the classroom highly affected students' reading interaction. According to Harmer (2006), among the inhibitive variables that influence students are learning

for English reading skills, the arrangement of the classroom, which rarely favors communication gained less attention from teachers. This indicated that the seating arrangements need to be made according to the type of activities for oral practices.

On the table item twenty-seven, 80(72.72%) of the respondents indicated strongly agree, 15(13.63%) of them indicated agree, none of them indicated undecided, 10(9.09%) of them indicated strongly disagree and the rest 5(4.54%) of them indicated disagree for the question given to them whether the sound from the outside was heard in the classroom or not. The results obtained from interview with EFL teachers and classroom observation was similar to the result obtained from students' questionnaire. The wall of the classroom was not smeared well and the windows were open to enter the sound from the outside. These results agreed to the idea of scholars. According to Brown (2007), for successful teaching learning processes to take place in the classroom, the classroom needs to be free from sounds disturbing from the outside of the classroom. The classroom should be far apart from sounds from cars, and others and from roads for vehicles.

On the table item twenty-eight, 100(90.9%) of the respondents indicated strongly agree, 10(9.09%) of them indicated agree, none of them indicated undecided, strongly disagree and disagree for the question given to them whether the situation of classroom was boring for practicing reading or not. EFL teachers also indicated that the classroom were boring for engaging teaching- learning processes in the classroom. During observation, the researcher also identified that all classroom found in the classroom were boring for engaging teaching learning processes in. Regarding this as it is explained by Byrne (1986) organizing a classroom to suit reading activities will influence the interaction and the success of the activity of enormously. Thus, a good arrangement is needed for students to read in pair and groups and to make the interaction easy for the participants to communicate.

## **4.2 Discussions**

The main objective of this study was to investigate problems students encountered during practicing reading skills in EFL classes at Kewisa Shona secondary school by focusing on grade nine. In order to achieve this objective, the researcher made references on literatures that have both conceptual and theoretical frameworks with the topic of the study. Additionally, the researcher collected data required for this study by using questionnaire, interview and classroom

observation. The researcher analyzed the results obtained from these tools. In order to check whether the tools used triangulate one another and agree or argue with the literatures cited and referred at, the results obtained and the literatures cited were correlated along with in the following way. To this effect, the study tried to discuss on students' related problems, EFL teachers' related problems and classroom related problems that encountered students when they practiced reading skills.

The first objective of this study was to examine students' related problems that affected students' reading skills in English at Kewisa Shona secondary school. In order to get the data required on this regard, students' questionnaire, EFL teachers' interview and classroom observation were used along with literatures reviewed. From these tools the researcher identified that there were students' related problems that affected students' reading skills in English in the actual classroom. Students' related problems identified were being afraid of making errors, lack of exposure, lack of motivation, lack of interest, students' perception of the language, lack of experience, students' poor back ground of English and their accessibilities to the language. These problems highly affected students' reading skills English at the school. This result agreed to studies conducted by prior researchers in some ways or the other. Atkins et al (1999) and identified students' poor background was one of the major factor affecting students' reading skills. Further elaboration was given as English is a more difficult language for rural children to learn than for those children living in urban areas. This is shortage of books and other reading materials in English, availability of fewer models of good English and lack of practice opportunities with peers and other community affect the development of students reading skill. Due to this, students lagged when they were asked to read and do comprehension questions from the reading texts. So a study conducted by Atkins et al (1999) agreed to the results obtained here by explaining poor background as one factor that affected students' reading skills.

Additionally, Alemu (2004) conducted a study and disclosed that students perception of English language highly affected their reading skills. The researcher supported by providing examples of students views as: Teachers should explain grammar rules; you cannot learn very much from others and it is useful for the teacher to correct all the mistakes I make in my reading. Learners with such views may undervalue an activity assigned by the teacher which is focusing on learner-learner interactive. Thus, a teacher in reading class, for instance, who

includes a large number of a group or pair work tasks in the course, may be given poor evaluation for the course by the students. The other problems responsible for determining learners' language learning are believed to be the learners' past experience of language learning. In support of the idea, 'integrating the lesson with what the learner knows.

The second objective was to identify the teachers' related problems that affected students' reading skill in the actual classroom at Kewisa Shona secondary school. In order to get the data for this concern, questionnaire, interview and classroom observation were used. From these tools, it had been found that teachers' related problems that affected students' reading skills were prevalent. Problems related to teachers that affected students' reading skills included poor teachers' teaching methods, areas where teachers concentrate to teaching, lack of assessing students' reading performance, lack of using appropriate techniques of dealing with students' errors, lack of encouraging students for practicing reading skills and lack of teachers' devising of reading activities that promote students' reading skills. These results agreed to explanations of scholars with this regard.

Harmer (2006) explains that states that students and teachers gain much information from test. For teacher, tests offer lots of information. Good tests help teachers in that they answer an important question. "Have I been effective in my teaching?" this question leads the teacher to diagnose his /her efforts made to teaching as well as help to answer questions below whose answers contribute much to the effectiveness of teaching-learning process. Most English language teachers do not use tests for checking students' reading/receptive/ proficiency. Inability to incorporate tests that aimed to assess students' reading fluency affected their reading skills in English.

Additionally, Brown (2007) elaborated errors treatment during practicing reading skills as correction should be systematic, indirect, and friendly at all level of speaking practices so that they will develop interest and confidence. The way, in which teachers correct their students, when they do fluency activities will have a significant effect on how well they perform at the time of correction, and in their future.

Moreover, Littlewood(2007) also elaborated teachers' teaching methodology as the traditional approach implies teacher dominated class were "say this but don't say that" kind of instruction



dominates. One of the responsibilities for the teacher is therefore believed to be correct students' errors and provide explanations of correct grammar rules and word meanings. The tasks of the students are seen to be to receive knowledge transmitted by the teacher, memorize and reproduce. It is inevitable that in such situation many students will feel-reluctant to participate because of fear of making mistakes and being laughed at by peers. From this, the way teachers teach reading skills highly affected students' proficiency in the target language.

The third objective was to point out the classroom related problems that affected students' reading skills at the school. In order to get the data required for this study, students' questionnaire, EFL teachers' interview and classroom observation were used. From these tools it had been indicated that classroom related problems like large class size, lack of sample reading materials in the school, lack of reading habits in the school, scarce resources in the school, exposure of the classroom to outer sounds and others were identified.

Literatures also indicated that classroom related problems highly affected students' learning. The class size has its own impact in facilitating or hindering activities of teaching and learning. Concerning this Kumerra (2004) states the size of the class has great role in creating a conducive environment for the process of teaching and learning. Especially in the modern approach to language learning in which classroom intends to encourage students more interaction and active participation it is advisable to balance the variation between the number of classes and number of students.

In general, at Kewisa Shona secondary school, students' related problems , teachers' related problems and classroom related problems highly affected students' reading skills in the actual classroom.

# CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

Under this part of the study, the researcher presented summary of major findings on the issue studied, the conclusion arrived at through the whole process of the study and suggesting recommendation points for implementing the major findings arrived at by the study.

## 5.1 Summary of Major Findings

The main concern of this study was to investigate into problems students encountered in practicing reading skills at Kewisa Shona secondary school by focusing on grade nine students. In order to go in line with the topic of the study and arrive at the findings of the study, the researcher had under gone different steps and procedures. Based on the steps and procedures under gone, the following major findings were drawn out.

- At Kewisa Shona secondary school, students' related problems affected students writing skills. Students of grade nine at this school had lack of exposure to reading, students' view of the language, lack of motivation, lack of interest for reading, students' learning preference, lack of experience and accessibility to English language as problems that hindered their reading skills in English.
- Students at Kewisa Shona secondary school had poor reading performance due to teachers' related problems . Teachers' related problems that affected students' reading skills included teachers 'educational background, teachers' teaching methodology, teachers' encouragements of students, teachers' methods of dealing with errors, teachers' methods of assessing students' receptive proficiency, teachers' inability to balance receptive practices with students' performances and teachers' denial of reading several material and principles in the classroom. Due to these all teachers' related problems , students' reading skills in English was affected and diminished at Kewisa Shona secondary school.
- At Kewisa Shona secondary school class room related problems also affected students' reading skills in English. Classroom related challenges identified included large class size of

students, lack of reading materials in the library of the school, exposure of the learning classroom to outer sounds and others. Additionally, the nature of communicative reading and its complexity was another challenge that hindered the implementation of communicative language teaching to foster students speaking skills at the school.

- EFL teachers at the school tried to use encourage and assign students for practicing reading in the actual classroom. However, students were not observed to dispose the strategies used by EFL teacher to foster their reading skills.

## **5.2 Conclusions**

The study was conducted to investigate problems students encountered during practicing reading skills in English at Kewisa Shona secondary school grade nine in focus. In order to get the required data for the study, questionnaire, interview and classroom observation were used. These data were qualitatively and quantitatively analyzed. From the analysis made, the following conclusions were drawn out.

- ❖ The way students practice reading skills in English language looked ineffective, inadequate, inefficient, delayed and deviated from the principles underlying practicing reading in the actual classroom. It disagreed and went far apart from scholars' explanation of practicing reading in the actual classroom. From the observation made and results obtained from students' questionnaire, practices of reading comprehension in the school was poor because, students' perceived that the language was complex and difficult to understand, students were fear of making mistakes, lack of interest and motivation and others.
- ❖ The way EFL teachers let students practice reading skills in the actual classroom highly affected improvements of students' reading skills. This means EFL teachers' methods of teaching reading, assessing students' reading practices, concentration of reading contents, approaches of teaching in the classroom and their proficiency deviated students' reading skills as required at the school.
- ❖ EFL teachers and students at Kewisa Shona secondary school were also affected by classroom situations for practicing and utilizing reading skills in the classroom.

- ❖ EFL teachers at the school used some strategies to foster students reading skills; however students' role was not observed to meet as required to do so.
- ❖ In general, the researcher concluded that EFL teachers at the school seemed to have inappropriate ways of changing the theory and method into practices. EFL teachers' classroom instruction did not seem to reflect teaching reading to improve students' reading skill.

### **5.3 Recommendations**

Having based on the conclusion made and findings of the study, the following recommendations were set aside.

- ✚ It was indicated that EFL teachers' practices of reading skills played paramount role in promoting students' reading skill. Thus, EFL teachers at Kewisa Shona secondary school are recommended to create reading comprehension environments in the school so as to develop students' reading skills.
- ✚ In order to make teaching reading more practical, EFL teachers at Kewisa Shona secondary school are suggested to develop more activities and tasks that are aimed to promotes students practices of reading skills. Additionally, EFL teachers at the school are suggested to use effective teaching, share experiences from one another, exchange ideas by observing the one believed to have good practices of teaching reading skills and comprehensions lesson delivery to improve their teachings to foster students' reading skills.
- ✚ In order to make EFL teachers aware of creating situations for reading and implement it into actual classroom to improve students' reading comprehension skills, the Ministry of Education is recommended to harness teachers' awareness by providing trainings and following the effectiveness of the method.
- ✚ Students are required to practice and utilize reading activities to improve their reading skills in English.
- ✚ The students are suggested to motivate themselves, arouse their interest of learning and practicing speaking in the classroom, share the language among them, practice speaking inside and outside of the classroom in order to overcome problems related to them.
- ✚ It is recommended for ministry of education and regional education offices to keep the standard level of students assigned to one class in order to solve classroom related problems .

- ✚ Universities found at the nearby situation to Leka Dullecha woreda are indicated to prepare trainings on practices of creating reading situations and create more awareness in the mind of EFL teachers so as to reverse teachers' related problems that affected students' reading skills.
- ✚ In general, since there were teachers', students' and classroom related problems that affected students' reading skills at Kewisa Shona secondary school, it is highly recommended for the scholars to dig out other problems hampered implementation of reading skills in the actual classroom through detailed studies.

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## APPENDICES

### Appendix “A”: Questionnaire Filled by the Students

Addis Ababa University

Department of foreign language study and literature

Dear students, first of all I would like to express my thanks for you for your volunteer responses to my questionnaire. The main concern of this questionnaire is to find out problems students encountered during practicing reading comprehension in the actual classroom at Kewisa Shona secondary school by focusing on grade nine. The study was conducted to receive degree of master in teaching English as foreign language. Your responses are mainly crucial for the success of my study. I would like to promise you that no part of your responses are copied, retrieved and used in other forms than only contributing for the purpose of the study. Thus, you are kindly requested to give your responses to the questions as they are asked genuinely.

Thank you in advance!

#### **I: General Direction**

The following questions contain a set of activities for practices of speaking English, problems affecting students’ speaking skill at the school in the actual classroom. Give your responses whether you agree, strongly agree, disagree or strongly disagree and undecided for the following list under the alternative responses. Please indicate your responses by putting “✓” under the alternatives given on the table.

#### **Part One: Closed Ended Questionnaire**

Below are sets of questionnaire to be filled by you. If you strongly agree, agree, undecided, disagree and strongly disagree to the questionnaire put “✓” under 5, 4, 3, 2 and 1 respectively.

Key for the alternatives: 5= Strongly Agree, 4= Agree 3= Undecided 2= Disagree 1= Strongly Disagree

**Table 15. Students' questionnaire**

No	Items	Alternative Responses				
		5	4	3	2	1
1.	<b>Students' Related Problems That Affect Students' Reading Skills In The Actual Classroom</b>					
1.1	I have poor reading background.					
1.2	I am not exposed to English language and practice reading different reading materials.					
1.3	I believe reading in English as the most difficult skill to master					
1.4	I do not have the confidence to read freely in the class as I afraid of making mistake and criticism from friends.					
1.5	When I want to read I am in fear of making mistakes of some strange words.					
1.6	I am not motivated to read, answer questions and give suggestions to my understanding					
1.7	I do not like practicing reading in English in and outside of the class.					
1.8	I do not like to participate in reading activities (e.g. in pre-reading, while reading and post-reading) using English.					
1.9	I do not have adequate practices to read in and outside of classroom in English.					
1.10	Only active students take part and turns in reading practices provided to us in the actual classroom.					
1.11	I prefer to learn listening and vocabulary than reading.					
1.12	I prefer teachers' demonstration than doing reading activities by myself.					
1.13	I do not think that I learn English when I work in pair or group.					
1.14	I like to keep silent and listen to teachers' explanations on the activities for reading.					
2.	<b>EFL Teachers' Related Problems That Affect Students' Reading Skills In The Actual Classroom</b>					

2.1	Our English teachers often give emphasis to teach language forms and structure than reading.					
2.2	Our English teachers do not provide us with the opportunity to practice reading in pairs and groups.					
2.3	Our English teachers do not provide us texts that promote our reading skills in the class.					
2.4	Our English teachers do not use teaching aids and authentic materials in the classroom to promote our reading skills.					
2.5	Our English teachers often prefer to explain and demonstrate than creating condition for students to practice reading.					
2.6	Our English teachers often prefer to teach in the way of making teacher fronted ways of teaching than student centered teaching in reading skill.					
2.7	Our English teachers do not encourage us to practice reading different texts in and outside the class.					
2.8	Our English teachers do not provide us with the opportunity to practice reading in pairs and groups.					
2.9	Our English teachers usually evaluate our reading performance through objective questions like multiple choices than including reading passages.					
2.10	Our English teachers usually correct our errors immediately when we are practicing reading.					
<b>3.</b>	<b>Classroom Related problems that affect students' speaking skills.</b>					
3.1	There are a large number of students in the class.					
3.2	Seats are not suitable.					
3.3	The sound from the outside is heard in the classroom.					
3.4	The situation of classroom is boring for practicing reading skill.					

## Part Two: Open Ended Questionnaire

Please give your answer for the following questions by generating your ideas for the following open questions

1. When you learn English in the actual classroom what the activities does your EFL teacher use to practice reading as part of your lesson? \_\_\_\_\_
2. In what way does your EFL teacher encourage you for practicing different features of reading English in the actual classroom? \_\_\_\_\_
3. What are the problems that you face when you learn treading skills in the actual classroom? \_\_\_\_\_
4. What are the problems aggravating problems of reading skill in English in the actual classroom at the school? \_\_\_\_\_
5. If you have any other suggestion/idea on problems that students encounter in practicing reading skill in the actual classroom, please add here \_\_\_\_\_

## Translated Version of Questionnaire

Kabajamtoota barattootaa, duraan dursitanii gaaffilee gaafataman kanaaf, deebii kennuuf eeyyamamoo ta'uu keessaniif galata isinii dhiheessuun barbaada. Kaayyoon gaaffilee kanaa rakkoolee dubbisanii hubachuu Afaan Ingilizii barattootaa qorachuudha. Qorannoon kun ulaagaa digrii lamaffaa Barsiisa Afaan Igilizii akka afaan alaatiin guuttachuuf kan geggeeffamu waan ta'eef galmaga'iinsa qorannoo kootiif deebiin keessan ga'ee ol'aanaa nitaphata. Kanaaf, haala gaafatamantiin deebii keessan akka agarsiiftaniif kabajaan isiin gaafadha.

Tumsa keessaniif galatoomaa!

Gaaffilee kanaa gadiitiif deebii keessan filannoowwan jiran keessaa mallattoo “✓” kaa'uun agarsiisaa. Filannoowwan isinii kennamaniis 5= sirriitti irratti waliigalaa, 4= irratti walii nan gala, 3=deebiin koo murtaa'aa miti, 2= irratti walii hingalu, 1= gonkumaa irratti walii hingalu

Table16. Translated Questionnaire

T. L	Gaaffilee Gaafataman	Filannoowan kennaman				
		5	4	3	2	1
<b>1.</b>	<b>Rakkoolee Barattootaan walqabatan</b>					
1.1	Daree barnootaa keessatti Afaan Ingiliziin dubbisa yeroo hundumaan shaakala.					
1.2	Daree barnootaa keessatti shaakala Afaan Ingiliziin dubbisuu irra seerlugaafi hiika jechoota isaa barachuu filanna.					
1.3	Daree barnootaa keessatti gochaalee Afaan Ingiliziin dubbisanii hubachuu shaakaluu irra barsiisaan yeroo dubbatu dhaggeeffachuu filanna.					
1.4	Daree barnootaa keessatti yemmuu dandeettii Afaan Ingilizii dubbisuu ofii keenyaan shaakallu waan baranuu nutti hinfakkaatu.					
1.5	Daree barnootaa keessatti gochaalee dandeettii dubbisuu keenya gabbisaan bifa ibsaatii, gareetiin yookiin cimdiin ta'uun shaakaluu irratti hinhirmaannu.					
1.6	Dandeettii dubbisuu Afaan Ingilizii irratti seenduubee gadi bu'aa ta'e qabna.					

1.7	Daree barnootaa keessatti gochaalee dandeettii dubbisuu keenya gabbisan gareen yookiin cimdiin akka shaakalluuf yemmuu nuuf kennamuu Afaan dhalootaa keenya fayyadamanee mari'anna.					
1.8	Yaad yookiin miira keenya Afaan Ingilizii fayyadamnee ibsachuuf jechoota afaanichaa ga'aa ta'e hinbeeknu.					
1.9	Daree barnootaas ta'e alatti Afaan Ingilizii fayyadamnee dubbachuuf fedhii hinqabnu.					
1.10	Gochaalee dubbachuuf kitaaba keessaatti argaman yeroo barsiisaan keenya daree keessattii ofuumaan ibsuu baay'ee jaallanna.					
1.11	Gocaaheelfi shaakaloota dandeettii dubbachuu Afaan Ingilizii keenya daree barnoota keessatti cimsuuf nufayyadfu jennee yaadnu shaakaluuf fedhiifi kaka'umsa hinqabnu.					
1.12	Daree barnootaa keessatti Afaan Ingiliziitiin dubbachuuf akka shaakaluuf yemmuu nuuf kennamuu Afaan dhalootaa keenya fayyadamuu filanna.					
1.13	Jechoota Afaan Ingilizii akkaatuma jechoota Afaan Oromoo sagaleessinuun sagaleessina.					
1.14	Daree barnootaa keessatti yemmuu Afaan Ingiliziitiin dubbachuuf yaallu jechoota ga'aa waan hinqabneef dubbachuuf nurakkisa.					
1.15	Afaan ingiliziin waan hinbeekneef afaanicha fayyadamuun baay'ee cimaafi walxaxaadha jennee yaadna.					
1.16	Mana barnootaa keenya keessatti haasawaa waraabamanii jiran irratti jechoota haala sagaleessuu isaanii hubachuun baay'ee nu rakkisa.					
1.17	Daree barnoota keessatti shaakala dubbachuu irratti barattoota ciccimoo ta'an qofati waan hirmaataniif kanneen kaan nicallisna.					
<b>2.</b>	<b>Rakkoolee barsiisotaan walqabatan</b>					
2.1	Barsiisaan Afaan Ingilizii keenya daree barnootaa keessatti dandeettii dubbachuu Afaan Ingilizii nushaakalsiisuu irra waa'ee unkaafi caasaalee afaanichaa barsiisuu irratti xiyyeeffata.					
2.2	Barsiisaan Afaan Ingilizii keenya daree barnootaa keessatti dandeettii afaanichaan dubbachuuf haallaan barbaachiisan mijeessuu caalaa qabiyyeewwan barnootichaa ibsuufi agarsiisuu irraatti xiyyeeffata.					

2.3	Barsiisaan Afaan Ingilizii keenya kenniinsa barnootaa barsiisaa xiyyeeffate malee kana barataa giddu galeessa godhachuun dandeettii dubbachuu gabbisuu hinjaallatu.					
2.4	Barsiisaan Afaan Ingilizii keenya Afaan Ingilizii fayyadamnee daree keessattiifi alatti akka dubbanuuf nu hinjajjabeessu.					
2.5	Barsiisaan Afaan Ingilizii keenya afaanicha fayyadamnee akka dubbanuuf carraalee gareefi cimdii nuuf hinmijeessuu.					
2.6	Barsiisaan Afaan Ingilizii keenya dandeettii dubbachuu keenya akka gabbisnuuf ga'umsa guddaa hinqabu .					
2.7	Barsiisaan Afaan Ingilizii keenya gochaalee dandeettii dubbachuu keenya gabbisuuf nufayyadan nu hinshaakalsiisu.					
2.8	Barsiisaan Afaan Ingilizii keenya daree barnootaa keessatti meesahaalee deggersa barnootaa dandeettii dubbachuu keenya gabbisaqniifi tumsan hinfayyadamu.					
2.9	Barsiisaan Afaan Ingilizii keenya dogoggora dubbachuu keessaatti nutti uumnuu battalumaatti sirreessa.					
2.10	Barsiisaan Afaan Ingilizii keenya yeroo baay'ee madaallii afaanichaa bifa kaayyoo xieeyefateefi filannoon malee bifa dandeettii dubbachuu keenya gabbisnuun hingeggeessu.					
<b>3.</b>	<b>Rakkoolee daree barnootaan walqabatan</b>					
3.1	Daree barnootaa keessaatti barattoonni baratan baay'ee hedduudha.					
3.2	Taa;umsii daree barnootaa keessa jiru shaakala dubbachuuf mijataa miti.					
3.3	Sagalee daree barnootaa alaa dhufu daree keessaatti garmalee dhaga'ama.					
3.4	Dandeettii dubbachuu shaakaluuf haalli daree barnootaa keenyaa jibbisiisaadha.					



## Gaaffilee Banoo

Gaaffilee kanaan gadii haala gaafatamtaniin bakka duwwaa jiruurratti deebii keessan agarsiisaa.

1. Yemmuu Afaan Ingilizii daree keessatti barattan barsiisaan keessan gochaalee dandeettii dubbachuu akka qaama quunnamtii afaaniitti isiin gabbisuu danda'an kanneen akkamii isiniif dhiheessa?\_\_\_\_\_
2. Barsiisaan Afaan Ingilizii keessan taateewwan dandeettii dubbachuu cimsan kanneen akka waliin dubbii, nagaan walgaafachuufi kanneen biro haala kamiin isiin shaakalsiisa?\_\_\_\_\_
3. Daree barnootaa keessattii yemmuu dandeettii dubbachuu Afaan Ingilizii shaakaltan rakkooleen isiin mudatan maal maal fa'i?\_\_\_\_\_
4. Rakkoolee isiin mudatan kanaaf taateewwan cimsan kanneen kamiidha?\_\_\_\_\_
5. Waa'ee taateewwan rakkoolee dandeettii dubbachuu keessan daangeessan ilaalchisee yaada dabalataa yoo qabaattan as jalatti dabalaa\_\_\_\_\_

## **Appendix “B2”: Interview Questions for EFL Teachers at Kewisa Secondary School**

**Addis Ababa University**

**Department of foreign language study and literature**

Dear teachers, first of all I would like to express my thanks for you for your volunteer approaches and responses to my interview questions. The main concern of this interview is to find out problems students encountered during practicing reading comprehension in English at Kewisa Shona secondary school by focusing on grade nine. The study was conducted to receive degree of master in teaching English as foreign language. Your responses are mainly crucial for the succession of my study. I would like to promise you that no part of your responses are copied, retrieved and used in other forms than only contributing for the purpose of the study. Thus, you are kindly requested to give your responses to the questions as they are asked genuinely.

Thank you in advance for your cooperation!

1. Do students actively participate when you teach reading in the classroom?  
\_\_\_\_\_
2. Do you give reading test for your students to assess their language proficiency? If not, why?  
\_\_\_\_\_
3. When you teach reading skill in the classroom what are the problems that you encounter?  
\_\_\_\_\_
4. What are the problems that aggravate students’ problem of reading skill in the actual classroom?\_\_\_\_\_
5. What are some of the students’ related problems that affect students’ English reading skills?\_\_\_\_\_
6. Would you tell me some of the teachers’ related problems that affect students’ English reading skill? \_\_\_\_\_
7. How would you give corrections to students when they make mistakes while reading?  
\_\_\_\_\_
8. What are some of the classroom related problems that affect students’ English reading skill?\_\_\_\_\_

9. Which of these problems are highly observed during teaching reading skill in the actual classroom?\_\_\_\_\_

10. Any other suggestion/ idea that you want to add regarding problems that students encountered during learning reading skill in English its practicality in the actual classroom, please add here\_\_\_\_\_

Thank you for your cooperation!

## **Transcription of EFL Teachers' Interview**

This interview was aimed at obtaining information on problems affecting students speaking skills in EFL classes. I would like to express my thanks for your volunteer responses to these questions. Teachers' were indicated as (T1, T2 and T3).

### **I: Do students actively participate when you teach reading in the classroom?**

T<sub>1</sub>: responded that the students did not take part in any reading activities provided to them in the classroom.

T<sub>2</sub>: responded none of the students were seen while participating in reading activities given to them in the classroom.

T<sub>3</sub>: responded students did not participate actively in reading activities offered to them to practice in the classroom.

### **I: How does lack of motivation affect students' English reading skills?**

T<sub>1</sub>: indicated students with poor motivation were not interested to take part in reading.

T<sub>2</sub>: responded lack of students' motivation highly affected students' English reading skills in the actual classroom.

T<sub>3</sub>: indicated when students did not have aspiration of practicing reading skills in the classroom, their motivation to read on different situations highly declined.

### **I: Do you think that students' experience of English language affect students' English reading skills?**

T<sub>1</sub>: indicated lack of exposure to English language highly affected students English reading

T<sub>2</sub>: responded it highly affect students' speaking skills in the actual classroom.

T<sub>3</sub>: indicated students with low experience of English were not able to read in English in the actual classroom.

### **I: When you teach reading skill in the classroom what are the problems that you encounter?**

T<sub>1</sub>: responded lack of students' participation in the activities provided to them for flourishing reading skills.

T<sub>2</sub>: responded students' limited vocabulary and exposure to English language was the most prevailing problem during teaching reading skill in the actual classroom.

T<sub>3</sub>: indicated students' poor background in using English language and their perception of considering English as the most difficult language to learn.

**I: What are the problems that aggravate students' problem of reading skill in the actual classroom?**

T<sub>1</sub>: indicated students' word knowledge and poor reading skills.

T<sub>2</sub>: indicated students' fear of making mistakes and being laughed at while reading in front of their peers and classmates.

T<sub>3</sub>: responded students' perception as reading and comprehending English texts is the most difficult one in the actual classroom.

**I: What are some of the students' related problems that affect students' English reading skills?**

T<sub>1</sub>: indicated students' inability to pronounce words correctly, use them in different contexts.

T<sub>2</sub>: responded students' experience of taking the teacher to the front line and simply listening to the explanation made by the teacher.

T<sub>3</sub>: indicated lack of interest and preferences of students for practicing reading activities provided to them in the actual classroom.

**I: Would you tell me some of the teachers' related problems that affect students' English reading skill?**

T<sub>1</sub>: indicated teachers' use of teacher centered teaching methodology.

T<sub>2</sub>: responded inability to incorporate reading tests in assessing students' reading proficiency level.

T<sub>3</sub>: indicated teachers' form and structure focused language lesson delivery and denial of presenting situations for promoting students' reading skills.

**I: How would you give corrections to students when they make mistakes while reading?**

T<sub>1</sub>: indicated that students' oral errors are corrected immediately as they committed the errors.

T<sub>2</sub>: responded students' oral errors were corrected gradually during lesson delivery.

T<sub>3</sub>: indicated students' oral errors were corrected by themselves without the involvement of the teacher.

**I: What are some of the classroom related problems that affect students' English reading skill?**

T<sub>1</sub>: indicated large class size of the students which were found in the classroom was classroom related factor affecting students' reading skill.

T<sub>2</sub>: indicated lack of convenient seating arrangements for practicing reading skills in the classroom.

T<sub>3</sub>: indicated the open holes found on the wall of the classroom allowed sound to come in and disturb to practice reading in the classroom.

**I: Which of these problems are highly observed during teaching reading skill in the actual classroom?**

T<sub>1</sub>: indicated students' related and classroom related problems were the most challenges for practicing reading skills in the actual classroom.

T<sub>2</sub>: responded since applications of reading situations are done unto students, problems related to them was the most challenging situations for teaching reading skills in the actual classroom.

T<sub>3</sub>: indicated students' and classroom related problems were highly prevalent in the school.

## Appendix “C”: Classroom Observation Checklist

**Addis Ababa University**

**Department of foreign language study and literature**

School Kewisa Shona secondary school Teacher \_\_\_\_\_ Date \_\_\_\_\_

Grade and section 9 A& B Lesson \_\_\_\_\_ Time \_\_\_\_\_

Table 17. Observation Checklist for Classroom Observation

No	Activities/tasks to be observed	Alternative remarks	
		Yes	No
<b>1.</b>	<b>Teacher’s Activities</b>		
1.1	The teachers arrange students in pair and group for practicing the activities for the reading.		
1.2	The teacher gives reading texts for the students		
1.3	The teacher asks the students to practice reading in the actual classroom		
1.4	The teacher picks out new words and structure and writes them down on the blackboard for practicing reading and avoid students’ frustration of new words		
1.5	The teacher encourages students for reading and asks them questions after the lesson was over.		
<b>2</b>	<b>Teacher’s Mode of Lesson Delivery</b>		
2.1	The teacher uses Textbook		
2.2	Teacher demonstrates reading text and the students practice		
2.3	Teacher provides students with reading materials and let them to practice it out of the reading materials		
2.4	The teacher provides the students grammar highlights and makes the students to practice in different drills.		
2.5	Teacher uses authentic materials for teaching reading activities		

2.8	The teacher uses student-centered mode of lesson delivery		
3.	<b>Students' Role</b>		
3.1	The students warmly practice activities for reading skill in the classroom		
3.2	The students use target language to practice reading activities given to them		
3.3	The students interact with the teacher in English		
3.4	The students seek for translation to mother tongue		
3.5	The students are eager to participate on reading activities given to them		
3.6	The students follow instructions their teachers gives to them to do		
3.7	The students try to share their comprehensions in peer, pair or group after reading		
3.8	The reading passages are motivating and encouraging		
3.9	The number of students in each class is manageable and suitable for teaching reading skills one by one.		



## **Narration of Classroom Observation**

As it was indicated under the tool part of the study, the researcher conducted classroom observation for five times within three sections of grade nine in order to check for problems affecting students' speaking skills in the actual classroom. During observation, students' related problems like motivation, interest, vocabulary, facial expressions, participation and practices were observed. Additionally, teachers' related problems like teachers' methodology, their concentration, methods of lesson delivery, assessment technique and error treatment methods were observed. Moreover, classroom related problems like large class size, seating situations, classroom situations and others were also observed. During observation, the researcher was guided by using observation check list. Accordingly, the following results were obtained from the classroom observation made by the researcher. The observation was made in order to check how EFL teachers teach speaking skills and factor affecting students' practices in the actual classroom and it was made on three different teachers in three different sections of grade nine.

### **Observation One (Date of observation 22<sup>nd</sup> February, 2024)**

Classroom observed: Grade 9A

Lesson topic: Introduction

Objective of the lesson: to check for students' related problems .

The teacher observed show examples of introduction made by grade nine student to his newly met classmates. After showing the model introduction to the students and the teacher let the students to introduce themselves to their peers/group members. However, only one to two students tried out introducing themselves to their classmates. The teacher observed called out the students to practice speaking. Additionally, the teacher tried to write down some words that the students might use for introducing themselves. But no student was observed to speak for making introduction. The teacher also warned the students that he would give credit to their speaking and mark them. However, the students kept silent.

After trying all these, the teacher started translating what he wanted to say to the students in their mother tongue language. The students enthusiastically started to share their ideas and views for what they had been asked in their mother tongue. From this observation, the researcher concluded that there was poor students' English speaking practices due to lack of vocabulary and fear of speaking in front of their classmates.

## **Observation Two (Date of observation 23<sup>rd</sup> February, 2024)**

Classroom observed: Grade 9B

Lesson topic: Greeting and debate

Objective of the observation: to check for students' motivation during speaking

The teacher observed provided a model greeting and divided the time frame of greeting as daily in the form of morning, afternoon and evening. The other frame of greeting in the form of intimacy and strange as how are/how do you do/ with their respective responses. After giving the explanation, the teacher arranged the students two by two to ask and respond to the greetings. But none of the students were observed to participate in the greeting activities.

Moreover, the teacher gave the students motion for debate. The debate was learning is better than trading. The teacher arranged the students to conduct the debate by providing some clues for starting and closing the debates. However, none of the students were observed to conduct the debate with motivation. From this observation, the researcher concluded that students were not motivated to participate in speaking situations provided to them. Thus, students' lack of motivation was the major factor that highly affected students' speaking skills in the actual classroom.

## **Observation Three (Date of observation 23<sup>rd</sup> February, 2024)**

Classroom observed: Grade 9C

Lesson topic: story reading passage on "an encounter with bullies"

Objective of the observation: to check for teachers' related problems

During observation, the researcher observed that the teacher observed gave students a reading story and encouraged them to speak about their understanding of the story and their come across to related with an encounter with the bullies. But the students said nothing in English and they shared no information about what they had asked. Additionally, the teacher observed wrote down some questions to practice pre-reading, while reading and post reading questions to answer after reading the passage. However, none of the students were observed to give answer to the questions. The story was divided into three parts and each part of the story had questions. The teacher observe incorporated the questions and asked the students to answer them. But the students did not understand teacher's question and the intention of the passage. The words used in the passage were difficult and beyond the capacity of learners. As a result, the students could not understand the concept of the story. They needed the teacher to translate the whole story into

their mother tongue language. The teacher observed translated some version of the story into students' mother tongue and highlighted them to make clear to the students. After that the students understood the story and tried to participate in their mother tongue. From this observation, the researcher concluded that the way teachers assess and deliver speaking lesson the students highly affected the students' speaking skills in English.

#### **Observation four (Date of observation 24<sup>th</sup> February, 2024)**

Classroom observed: Grade 9A

Lesson topic: Conversation

Objective of the observation: to check for teacher's assessment of students' speaking skill

During observation, the teacher observed gave some conversation based activities as quiz in the classroom. But the teacher only gave objective question in the form of conversation to the students. Although the teacher observed gave the students some objective questions to the students, only few students tried to give answer for the teacher's questions.

The teacher observed did not give subjective question for the students in the form of explanatory assets. The students were not observed to generate their ideas and views longer than yes/no responses. From this observation, it could be made clear that teachers' methods of assessing students' speaking skill was inappropriate and it was considered as one factor for affecting students' speaking skills in the actual classroom.

#### **Observation Five (Date of observation 24<sup>th</sup> February, 2024)**

Classroom observed: Grade 9A, B and C

Lesson topic: Mixed

Objective of the observation: to check for classroom related problems

During the observation, the researcher observed that classroom related problems were prevalent at the school. The number of students found in one class exceeded the standard set to participate in the classroom. Specifically, during the speared of pandemic COVID19, the number of students attended their lesson in one section was easily accessible to the disease. Additionally, it was difficult for the teacher to look at each student's speaking performance, assess their progress and give feedback for the performances of students' spoken language.

Additionally, during observation, the seats in the classroom were made up of the chopped woods and nailed on the wooden edges. It was fixed and unable to move from one place to the other.

The teacher observed gave students speaking activities to share into a group of five and reflect to

the classroom. Due to the inconvenience of the seats, the students could not come up and discuss their views and ideas in the group. As a result none of the students were observed to share their ideas and reflection to the activities given to them into groups.

In addition to the above the whole class was open and holed. Thus, winds and other disturbances came into the classroom were observed. The classroom was inconvenient enough to practice speaking and make the students freely express their views and ideas. Thus, the physical arrangement of the class was not convenient to learn in. moreover sound from the outside came into the classroom and disturb the students in their learning and practicing aspects. Thus, from this observation, it could be made clear that inconvenience of seats, exposure of the classroom to sounds and inconvenience of the classroom for learning were observed as classroom related problems that affected students speaking skills.