



**ADDIS ABABA UNIVERSITY**

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

**DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

**EFL TEACHERS' PRACTICE OF TEACHING READING SKILLS:  
THE CASE OF GRADE 8 IN THREE PRIMARY SCHOOLS OF GIDA  
AYANA TOWN**

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**ADDIS ABABA, ETHIOPIA**

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**EFL TEACHERS' PRACTICE OF TEACHING READING SKILLS:  
THE CASE OF GRADE EIGHT IN THREE PRIMARY SCHOOL OF  
GIDA AYANA TOWN**

**By: Girma Gemed**

**A Thesis Presented to the Department of Foreign Languages and Literature in  
Partial Fulfillment of the Requirements for the Degree of Master of Arts in  
Teaching English as a Foreign Language**

**Advisor: Dr. Taye Regassa**

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**Addis Ababa, Ethiopia**

## DECLARATION

This is to certify that the thesis prepared by Girma Gemed, titled: EFL teachers' practice of teaching reading skills: the case of grade eight in three primary schools of Gida Ayana, East Wollaga zone, and a thesis presented to the department of foreign languages and literature in partial fulfillment of the requirements for the degree of master of arts in teaching English as a foreign language and complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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## ADVISOR'S THESIS SUBMISSION APPROVAL SHEET

This is to certify that the thesis entitled “*EFL Teachers’ Practice of Teaching Reading Skills: The Case of Grade Eight in Three Primary School of Gida Ayana Town*” submitted in partial fulfillment of the requirements for the degree of Master’s with specialization in TEFL, the Graduate Program of the Department of English Language and Literature and has been carried out by Girma Gemeda under my supervision. Therefore, I recommend that the student has fulfilled the requirements and hence hereby can submit the thesis to the department for defense.

Name of Advisor: \_\_\_\_\_

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**ADDIS ABABA UNIVERSITY**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURES**

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Eight in Three Primary School of Gida Ayana Town**

**By: Girma Gemed**

**Approved by Board of Examiners Committee**

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## **ACRONYMS AND LIST OF ABBREVIATIONS**

<b>CRC-</b>	Cluster Resource Centre
<b>EFL-</b>	English as a Foreign Language
<b>EGRA-</b>	Early Grade Reading Assessment
<b>ELIP-</b>	English Language Improvement Program
<b>ESDP-V-</b>	Education Sector Development Program
<b>KG-</b>	Kinder Garten
<b>MOE-</b>	Ministry of Education
<b>NTI-</b>	National Teachers Institute
<b>PTA-</b>	Parent Teacher Association
<b>TEFL-</b>	Teaching English as a Foreign Language

## **ABSTRACT**

*The purpose of this study was to investigate EFL teachers' practice of teaching reading skills to grade 8 students in three primary schools of Gida Ayana town. To achieve the stated purposes, a descriptive research design which contains both quantitative and qualitative methods was employed. The participants of the study were 72 students and 3 EFL teachers sampled from the three schools. Instruments of data collection were questionnaire, classroom observation and interview. For data analysis, both quantitative and qualitative methods were used. The data collected via close-ended questionnaire were analyzed and described using quantitative methods (descriptive statistics) using mean, SD, frequency and percentage. Whereas those collected through open-ended questionnaire, classroom observation and interview were analyzed qualitatively. The finding of the study revealed that EFL teachers' were not properly implementing pre-reading, while-reading and post-reading activities to practice teaching reading skills in EFL classrooms. In addition to this, teaching reading techniques such as: scanning, skimming, intensive and extensive activities were not applied by English language teachers in the three schools. The result from practical classroom observation proved that EFL teachers were used lecture method, students were not involved in reading and they were passive listeners from the beginning up to the end during teaching and learning process. Therefore, this study recommends that EFL teachers should properly implement the three phases of reading activities and also should effectively apply a range of techniques in teaching reading skill in order to develop the students reading ability in EFL classrooms.*

**Key words:** *teaching practice, reading activity, EFL teacher, techniques in teaching reading*

# CHAPTER ONE

## INTRODUCTION

### 1.1. Back ground of the Study

In Ethiopia, teaching and learning English language goes back to the emergence of modern education in to the country during the reign of Minilik II. As a result of this, English education began in the country with the opening of the first public school in 1908, and English language became the dominant foreign language in the country (Gebremedhin, 1993; Gessesse, 1999; Alemu, 2004). Since the introduction of modern education in the country, English has been taught as a subject from the elementary level and used as a medium of instruction at the secondary and tertiary levels. However, the new Education and Training Policy of 1994/2013 stipulates that it be given as a subject starting from grade one and used as a medium of instruction at secondary and tertiary levels.

Among the four skills of English Language, reading is an important skill and different scholars defined it in their own ways. For example, Urquhart and Weir (1998) define reading as a “cognitive ability which a person is able to use while interacting with the text”. Day (2013) also defines reading as an “interactive process between the reader and the text.” In addition to this, Anderson (2003:68) explains that in reading “the text reader fluency and the strategies combined together to define reading.” Carter and Long (1991:16) suggest that reading is “sharing the world the writer has created relating to experience of text to experiences of ourselves that have under gone in interpreting what the text might mean”. According to Palani (2012), “reading is identification of symbols and association of appropriate meaning with them that requires identification and comprehensions”. For Good man (1998), “reading is psycholinguistic process which starts with a linguistic surface representation encoded by a writer and ends with meaning constructed by the reader.” Reading is regarded as a complex, multifaceted cognitive skill, which draws on many knowledge sources and processes ranging from lower level processes, such as decoding, to higher level ones involving text comprehension and integration of text ideas with the reader's prior knowledge (Koda, 2007). Furthermore, reading is viewed as an interaction process between the text and the reader (Carrell, 1988; Hudson, 1998; Psaltou-Joyce, 2010) during which readers deploy a variety of techniques to achieve comprehension. In this context,

successful comprehension emerges when the reader extracts information from the text and combines it with existing knowledge (Koda, 2005).

In teaching reading English as a foreign language, the teacher is an important component of the learning environment called school. Bamgbose (2001) explains that the competence of a teacher enables him to fulfill the requirements of being knowledgeable with necessary resources and also enables his learners to be familiar with specific techniques which he, as a reading teacher should pass on to the learner as tools for reading achievement. Commenting on teachers' instructional techniques, Etuk (2005) equally maintains that a reading teacher must decide how he wants to get the learners to derive maximum satisfaction and pleasure from the art of reading. Teachers' effectiveness is measured in terms of classroom processes that promote better students' outcomes (Bakkum and Killen, 2006). In addition to this, Gibbs (2002) explained that effective teacher needs to be flexible and innovative on new teaching approaches and be prepared in case of failure. Teachers who are effective in teaching reading should employ full phases and techniques that help to develop students in reading skills. The main objective of teaching reading is targeted to help readers comprehend texts (Shewa, 2017). Therefore, in the process of teaching reading skills, teachers have very crucial role in order to develop students' competences in reading comprehension skills. In line with this, the researcher agrees to the ideas above that English language teachers should always practice in order to develop students' performance by using different strategies to reading comprehension in English as a foreign language classes.

In the Ethiopian Education and Training Policy of 1994, it is stipulated that English be given as one subject starting from kindergarten (KG) and become a medium of instruction up to higher level. Therefore, numerous efforts have been made to improve students' as well as teachers' English language skills although visible gains are not observed. Frequent trainings have been given for English language teachers; and English Language improvement programs such as (ELIP) have been designed and implemented continuously for a long period of time. Even though students have started learning English language as one subject from primary schools, they have reading difficulties and most of the time they feel confused about the main idea of a passage even if they get full marks to questions following the reading passage (EGRA/Ethiopia, 2010; MOE, 2008). In addition to this, the Ethiopian education sector development program

(ESDP-V, 2016) showed that lack of basic skills in early grades prevents Ethiopian learners from learning English language.

Even though students of Ayana town, particularly grade 8 students in the three primary schools have learned English language as one subject for about eight years starting from grade one, they have problems of reading skills and are unable to comprehend meaning of written texts; students and teachers of the schools complain about this problem from time to time. That was provoked the researcher to conduct a study in the area. Therefore, this study focused on EFL teachers' practice of teaching reading skills: in three primary school of grade 8 in Gida Ayana town in order to identify the teachers' actual teaching reading skills and related problems.

## **1.2. Statement of the Problem**

Reading skill is one of the important skills to be practiced at early grades. Meaning is reached when readers integrate personal background knowledge, purpose for reading, reading strategies, and the text to get meaning (Anderson, 1999, p. 39). However, comprehension is not a simple ability as it also “requires a reasonable knowledge of basic grammar, an ability to identify main ideas in the text, an awareness of discourse structure, and strategic processing” (Grabe & Stroller, 2014, p. 195). In other words, proper understanding of a text is a complex process and requires readers to work through multiple layers of context and meaning. Therefore, to develop learners' essential reading abilities in areas deemed to be necessary for effective reading, an interactive approach appears to be most appropriate (Brown, 2007; Anderson, 2003; Harmer, 2007).

Ethiopian Educational and Training Policy states that, English has been selected to be the medium of instruction (MOE, 1994) and it is also one of the subjects that students learn from kinder garten (KG) through higher levels of education. However, for some reason, students' performance in reading skills has remained low. Students are always passed from grade to grade every year without developing their competency in reading skills (EGRA/Ethiopia, 2010; MOE, 2008).

In relation to the above problem, different local researchers conducted studies to identify the root cause of problem. For example, a study by Habtamu (2016) reports the following

---teachers rarely played their roles to improve students' reading speed and comprehension in the classroom due to lack of awareness. The problems were related to school like being poorly oriented to the reading skills, lack of finance, lack of awareness toward reading strategies, large number students in each class, unsuitability of sitting arrangements to pair and group works and lack of access to teaching aids are factors related to teaching reading comprehension.

Another study by Shewa (2017) indicated that the main impediments while practicing for reading comprehension are “lack of regular practice, poor background knowledge, teachers' lack of motivation, large class size, and lack of teachers' commitment in supporting students, loss of attention towards implied meanings and problem of using reading strategies effectively.” Dereje (2013) conducted a study on similar issue but in different contexts and found out that “teachers have been giving less emphasis on the usefulness of efforts in promoting students' reading skills engagement; teachers have not understood the importance incorporating basic reading phases and related strategies. In addition to this, Mesfin conducted similar study in (2008) and identified his finding by saying teachers practices of teaching reading was traditional where current techniques and procedures of teaching reading skills in English as a foreign language have not been used and dominated by reading aloud where pre, while and post reading activities were not implemented. Moreover, a study conducted by Simachew and Dawit(2019) findings show that, “proper sitting arrangements, large class size, time constraints, shortage of resource are highly influential in teaching reading skills in classrooms.”

From the above local researchers' conclusions, the researcher is not satisfied to some extent because first they observed classroom not more than two times while actual teaching learning were conducted to check whether teacher taught reading or not and they may or may not teach reading when the researchers observed the class. Therefore, we cannot generalize; second, the findings of the local researchers vary from individual to individual as shown above, the student-respondents blamed the problems were related to teachers lack of continuous practicing teaching reading, on the other hand, teachers blamed school facilities like lack of teaching aids, proper sitting arrangement and time constraints to cover the topic. Third, there are no more local researches that have been conducted in the area with similar topic where the researcher wants to conduct the study either for the researcher or the readers to understand the problem and in



addition to this, because of context or place, the problems may vary. Therefore, the researcher has long experiences from class room observation and professional activity that students have encountered to read and comprehend meaning of texts, even they had difficulty to read words with long syllable and sentences. Also, there have been evident complaints from English language teachers of each school, students and from the larger public that many students of Grade 8 have low level of reading skills in English classes even though they have learned English language for about 8 years. So, the entire above gap provoked the researcher to conduct study on EFL teachers' practice of teaching reading skills.

In Gida Ayana town, focus has been made on grade 8 students in three primary schools and the reason why the researcher chose this grade level is because it is the last stage for primary schools where students prepare themselves to be enrolled to secondary school where every subject is taught in English language. Therefore, unless this problem is solved it may bring other additional problems as the students enter to secondary school.

### **1.3. Objectives of the Study**

#### **1.3.1. General Objective of the Study**

The general objective of this study is to investigate EFL teachers' practice of teaching reading skills to grade 8 students in three primary schools of Gida Ayana.

#### **1.3.2. Specific Objectives of the Study**

The specific objectives of the study are:

1. To identify whether English language teachers implement the three phases of reading activities in teaching reading skills in the class rooms.
2. To find out the extent to which teachers use different techniques of reading activities in teaching reading skills in the class rooms.
3. To identify problems that teachers encounter in implementing the three phases of teaching reading skills

### **1.3.3. Research Questions**

In order to achieve the stated objectives, the following leading questions will be answered.

1. Do teachers implement the phases of reading activities in the class rooms to teach reading skills?
2. To what extent do teachers apply techniques of reading in class rooms to teach reading skills?
3. What are the challenges that teachers encounter in implementing the three phases and techniques to teach reading skills?

### **1.4. Significance of the Study**

The findings of this study are hoped to benefit the following groups and institutions. First, primary schools and particularly Grade 8 students and English language teachers around the town of Gida Ayana will benefit from the study as the findings will be communicated to those teachers who could possibly fill their skill gaps. Second, neighboring schools of the same grade level in the nearby woreda and respective Education Offices can also be benefited through experience sharing from the findings. Finally, the report from the research is hoped to benefit any English language teachers of the same grade or any person who wants to conduct further studies in the area.

### **1.5. Limitation of the Study**

The researcher believes that it is better if this study could cover all primary schools of Grade 8 in Gida Ayana Woreda for the comprehensiveness of the study. However, because of various constraints particularly time and resources, the study was restricted to three primary schools of Grade 8 in Ayana town found in Gida Ayana Woreda. The study would have been more comprehensive and general, if more schools had been included from other areas.

But this could not be done because of shortage of time and materials only. Most of the participants were confused regarding some questions and were in difficult to provide relevant information.

They were also reluctant to complete the questionnaire during administration assuming that the study had negative side effect on them. Since Gida Ayana Woreda had 10 clusters resource centers (CRC) of primary schools in it which was Ayana town cluster resource schools is one. The cluster consists of four schools and one pre-primary entity - three primary schools with grades 1-8 each, one school with grades 1-4, and one kindergarten (KG). The study was conducted on EFL teachers' teaching reading skills in the three primary schools and their Grade 8 students in 2015 E.C.

## **1.6 Organization of the Research**

The work begins with Chapter One which includes background of the study, statement of the problem, objectives of the study (general and specific objectives), research questions, significance of the study, and delimitation of the study. It then follows with Chapter Two which reviews existing literature including models of reading process, theoretical framework of the study, definition and basic concepts of reading and other elements. Chapter Three deals with research design and methodology of the study which includes research design, study area, population and sample size, sampling technique, data collection instruments (class room observation, questionnaires, interview and student text review ) and procedure of data collection and analysis. Chapter Four presents the data and their analysis in line with the research questions. Then the last chapter, Chapter Five, presents the summary, conclusion and recommendations of the study.

## **1.7. Definitions of Key Terms**

**Practice**-the the meaning of practice in relation to reading is used to describe the instructional approach and techniques that improve children's reading development. Or it is the actual application of use ideas, beliefs, or methods. It is also defined as the act of continually doing something.

**Phases/ Stages of reading** can be defined as series of related activities or the use of different techniques to make reading activity much meaning full. These phases of reading are pre-reading, while-reading and post –reading and each of them has its own important role. They are all

necessary parts of reading activities in language class rooms in order to develop students reading skills.

**Techniques** are methods of doing something or way of performing something. In addition to this, it can be defined as some ones skillfulness' with the fundamental of particular task.

**Strategy** in relation to teaching reading skills can be defined as the broad term used to describe the planned and explicit actions that help readers translate print to meaning. Or it is a method /plan chosen to bring about desired future or it describes how the ends/goal will be achieved by the means (resources).

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. Theoretical Frame Work of the Study**

##### **2.1.1. Definition and Basic Concepts of Reading**

Many scholars have defined reading and analyzed it in many different ways. This is why the perspective of reading differs from person to person depending on the person's individual attitude and aims towards printed words, from language to language considering the cause of reading and the content of the text. So, the definition and meaning of reading skills depend largely on the purpose of the reader, the text, textual contents, and attitude of the readers towards the text, the reading materials and experience of the readers. However, experts have tried to define it differently, in their own way of observation and thought. Day (2013) defines reading as a “number of interactive processes between the reader and the text, in which readers use their knowledge to build, to create, and to construct meaning” (p.1). With these definitions, it is evident that meaning is created when a reader's background knowledge integrates with a text; therefore, “the text, the reader, fluency, and strategies combined together to define the act of reading” (Anderson, 2003, p. 68).

In addition to this, reading is one of the basic skills which learners should acquire in the English language at the primary school level which is the beginning reading level in view of other learning tasks to which the learner will be exposed throughout his academic period at the primary school. It is highly essential to teach the learner the different skills of reading available in English and also the purposes for which we read include getting pieces of information, understanding the ideas of others, editing our works and those of others as well as acquiring knowledge in the lower classes, letter identification, word reading and sentence reading are the common features (NTI, 2007). Reading is a receptive language process. It is the process of recognition, interpretation, and perception of written or printed materials. Reading proficiency plays a great role in understanding a written statement accurately and efficiently. Reading serves as an important tool in every field of professional service.

According to (Abdul Halim, 2006, Eskey and Dubin, 1986:12) stated that reading is a “receptive language process” and therefore it is a process in which readers try to get more information from what is encoded by the author in the text in order to construct meaning from the text they have read. Then, it can be understood that there is an interaction between a reader and a text in that reading process. Alyousef (2006:64) stated that reading can be seen as an “interactive process between a reader and a text which leads to automaticity or reading fluency.” Harmer (1983) stated that reading is not passive skill but it is an active occupation which involves many skills like guessing, predicting, checking, and asking oneself question. Lewin (2003) stated that reading is “understand the meaning of a text.” In reading activity, the reader makes interaction among eyes and mind to gain what the author extend. Gebhard (2006) stated that reading includes discovering meaning in print and script, within social context, through bottom-up to comprehend written language, we rely on our ability to recognize words, phrases and sentences and top-down processing as well as on our background knowledge related to the content of what we are reading and use of strategies in reading skills.

## **2.2. Models of Reading Process**

Reading is an extremely complex process that no one can explain satisfactorily. Those who are interested in reading have their fundamental diverse views from different schools of psychology: behaviorism, cognitivist and schema. In relation to these, most models of reading are concerned with specific aspects for example, perceptual or cognitive, stages beginning or skilled reading, or modes oral or silent reading. There has been no single model that can be called the most acceptable. The following models as some scholars call them approach are driven from behaviourist theory as to bottom-up; psycholinguistic theory of reading as to top-down and the schema theory which is related to interactive models of reading have forwarded their views toward reading. Therefore, these theorists have proposed three basic models of how reading occurs and these models can be placed in one of the three categories: bottom-up, top- down, and interactive (Harris & Sipay, 1984:6).

### **2.2.1. Bottom-Up Models of Reading**

Bottom-up models of the reading process view reading as basically a translating, decoding, or encoding process. Here the reader starts with letters or larger units, and as attends to them he

begins to anticipate the words they spell. When the words are identified, they are decoded to inner speech from which the reader derives meaning in the same way as listening. In this process, reading comprehension is believed to be an automatic outcome of accurate word recognition. The followers of these models have argued that reading is essentially the translation of graphic symbols into an approximation of oral language. These models are influenced by behaviourist psychology and the structural linguistics in which they are mostly appropriate for beginning readers.

### **2.2.2. Top-Down Models of Reading**

Most of these models (Goodman, 1967; Smith, 1971) are based on psycholinguistic theory in which there is an interaction between thought and language. Goodman (1967) defines reading as a process which involves using available language cues that are selected from perceptual input on the basis of reader's predictions. As the information is processed, tentative decisions about meaning are confirmed, rejected, or refined as the reading progresses. Graphic information in the top-down models is used only to support or reject hypotheses about meaning. According to these model, reading is obtained by using only as much information as necessary from the graphic, syntactic, and semantic cue systems. Other cues are based upon the reader's linguistic competence. In contrast to reading as translation model, the top-down models theorist's believed that skilled readers go directly from print to meaning without first reading to speech (Harris & Sipay, 1984). These models are mostly appropriate for skilled readers at the level of advanced or more advanced. According to this model, good readers would skip over several portions of the text. That is a good reader relies on context cues, and poor readers rely on close letter and word identification. The pedagogical practices that followed from Goodman's model are called whole Language and it is an approach to the teaching of reading that in its most extreme form which advocates reading should not be taught at all (Pressley, 2004).

### **2.2.3. Interactive Model of Reading**

Theorists' on interactive models such as Rumelhart (1980) believe that, at least for skilled or advanced readers, top down and bottom-up processing in reading seem to occur simultaneously. Rumelhart believes that comprehension is dependent on both graphic information and the information in the reader's mind. Comprehension, therefore, may be obstructed when a critical

skill or a piece of knowledge is missing. In this cases, the skilled reader compensates by decoding a word, relying on context, or both word and context. According to this model, reading is defined as the meaningful interpretation of printed or written symbols, while comprehending is a result of the interaction between the perception of graphic symbols that represent language, the reader's language skill, and his knowledge of world. In this process, the reader tries to create meanings that are intended by the writer (Harris & Sipay, 1984:8). Therefore, the nature of reading task changes as the learners' progress from less mature to more mature levels. Reading in this case is not one skill but a large number of interrelated skills that develop gradually over a period of years. So, it is a complex process in which the recognition and comprehension of written symbols are influenced by reader's perceptual skills, decoding skills, experiences, language backgrounds, mind sets, and reasoning abilities.

To sum up, the three models or approaches of reading process which are proposed by theorists, support the idea of internationalist model of reading because the bottom-up is used to teach reading from simple to complex which is appropriate for lower grades or beginner reader. On the other hand, the top-down model also plays great role for teaching reading through interaction of thought and language or the material to be read and this model is mostly appropriate for skilled readers at advanced level. The internationalist model is the collection of both models bottom-up and top-down and the proponents this model forwarded their ideas by saying the nature of reading task changes as the learners progress from less mature to more mature level and in reading process meaning is created through the interaction of (text and the reader).In this process the reader tries to create meanings that are intended by the writer (Harris & Sipay, 1984:8)

### **2.3. Purpose of Reading**

The importance of reading lies in the fact that it is a survival tool as one has to read signposts, road signs, symbols and even facial expressions that tell what cannot be spoken or written. We read time, we read attitudes and behaviors, judging them as good or bad; we read meanings to actions or inactions and we also read relationships. But specifically, reading is an activity of the literate for whereas symbols, prints, signs and other forms may make meaning to the illiterate, printed words will not be meaningful to them as they will only make the intended meaning to the literate who reads them. We read examination questions in order to understand what is expected of us by the examiner and after putting down what we assume is the correct or expected



responses, we read what we have written to ensure correctness. It is also through the skill of reading that we get to know the dosage of medications we purchase the shelf of pharmacies in cases of self-medication. The medium of reading also is a high way for information to move from print into our minds and it is therefore a great door opener for true enquirers into the world of knowledge. Reading is a determinant of fundamental functionality in today's society. Filling out application or other data providing forms is a basic requirement for the literate. The educated or literate would often use their certificates to search for well-paying jobs that will guarantee future comfort and ease for one self and other dependants. The big issue here is that today, many such well-paying jobs require reading as part of job performance as there will be reports and memos which must be read and attended to. We live in an age that over flows with information but reading is the main way we can take advantage of this information. Reading can also help to develop one's creative side. This is why after reading a book, the reader's creativity is awakened and given a little time; the reader becomes the read, because creativity is a virtue that boosts one's self esteem or self-worth. Reading which ignites it, is therefore, crucial in developing a good self-image for the more constructively creative one is, the more sense of accomplishment he would have and the better will be his self-esteem.

Reading also helps to expand one's vocabulary as reading new words puts them in our minds for later use. In addition to this, good reading skills, especially in a phonics reading program, improve spelling. As one encounters new words in his reading experience, he does not only grow his vocabulary account, but he also learns how to spell the new word(s) and how to use it (them) in context. Reading skill becomes very important in the world of education. By reading, students may get beneficial information that is not given by teachers in the classroom.

Furthermore, Harmer (1991) states that, reading is useful for language acquisition, because it is needed for career, for study purposes, or simply for pleasure. Reading and understanding are the important things that we need to use in our day life. Hudson (1998) explains that only by reading, the people can acquire the speed and skill he will need for practical purpose when he leaves the school. In our literate society, it is so hard to imagine any skilled work that does not require the ability to read. It is an established fact that reading skill has a paramount importance in English as a foreign language context where students have limited access to learn the language. Huang et al (2008) and Lien (2011), stated that reading plays important role in

determining academic success or failure of learners at different levels. Reading can enhance not only language proficiency but also other content related learning, and it helps to gain understanding of the world, enabling the students to think about and react to what they read; it is because knowledge is highly dependent on how much a person reads.

## **2.4. Phases of Teaching Reading**

There are three main stages in teaching reading skills. These are: pre-reading, while reading and post reading (Abot and Win grade, 1981; Thompson, 2001; Williams, 1984; Nuttall, 1986). Reading in language classrooms is an activity which is interactive and mostly it is directed by teachers. They use different techniques to make reading activity much meaningful and thus, it can be handled in three phases to manage the task in a much proper and effective way. Each of them has its own important role and they are all necessary parts of a reading activity in language classrooms. These phases have to be put in consideration in order to achieve to develop students' reading skills. In some situations, it can be seen that reading tasks can be handled as if they were too unnecessary to give importance when it is compared with grammar or writing activities. However, teaching reading requires its own specialization and it is not an easy task. Knowing the phases of the reading process, activities which are special for each phase and also applying these into classrooms are very important parts of language classrooms.

### **2.4.1. Pre-Reading Activities**

Pre-reading activities allow the reader to make predictions about text that will be read by eliminating possibilities that are unlikely. They are a way to prepare a reader prior to a reading assignment by asking them to react to a series of statements, questions, or words related to the contents of the material. Williams (1984) also added introducing and feeling interest in the topic, motivating learners by giving a reason for reading and to provide some language preparation for the text. It is a stage where what is called schemata knowledge could be made use of one of the major responses to increasing insights about the role of schematic knowledge in reading has been focus in current reading methodology on a pre-reading stage (Hedge ,2000:192).

#### **2.4.1.1. Roles of Teachers in Pre-Reading Activity**

In order to teach reading skills, teachers have different roles to encourage students to use effective phases and techniques when reading English as a foreign language and teachers can develop simple exercises to elicit information via targeted strategies. These exercises can be divided by the stages of reading at which they occur. Pre-reading (warm-up, into before reading) activities introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata (Ibid: 16). In addition to this, Select course-related reading material that presents a topic or issue, prepare a question about the text, write the statement on the chalkboard or an overhead transparency (title of the reading selection, a question based on the title, review the difference between information (fact, statistics, examples etc.) and opinion (inferences based on information, prior knowledge, experience, ask students where their responses came from (e.g. Prior knowledge and experiences of other reading, inform students that writers may include ideas and ask students to preview the reading selection and make predictions about the content and with small groups share predictions.

#### **2.4.2. While Reading Activities**

The while- reading phase is a stage in which students are made to read silently in order to answer questions already set. It is an intensive reading practice where they try to grasp main points and answer questions.

While-reading (during and through reading) exercises help students develop reading strategies, improve their control of the foreign language, and decode problematic text passages and help students to employ strategies while reading can be difficult because individual students control and need different strategies. Such practice exercises might include guessing word meanings by using context clues, word formation clues, or cognate practice; considering syntax and sentence structure by noting the grammatical functions of unknown words, analyzing reference words, and predicting text content; reading for specific pieces of information; and learning to use the dictionary effectively.

The students should scan the text to extract the information which the tasks demand. They do not have to pay attention to the parts of the text they do not understand. Ask the students to read the first sentence of each paragraph and the last sentence of the passage and guess what the text is

about or what the general idea is. The teacher offers some statements and the students are to find out if they are false or true and students may be given some questions to answer.

#### **2.4.2.1. Roles of Teachers in While-Reading Activity**

Anderson, et.al (1985), explained the teacher may remind students to use comprehension strategies as they read and to monitor their understanding, ask questions that keep students on track and focus their attention on main ideas and important points in the text. Ask students to read the selection to identify the viewpoint and find evidence that supports and observe students' reading and intervene to clarify task or content if needed.

#### **2.4.3. Post-Reading Activities**

Post-reading (after, follow-up, beyond reading) exercises first check students' comprehension and then lead students to a deeper analysis of the text, when warranted (Ibid: 16). Because the goals of most real world reading are not to memorize an author's point of view or summarize text content, but rather to see into another mind, or new information into what one already knows. Foreign language reading must go beyond detail eliciting comprehension drills to help students recognize that different strategies are appropriate with different text types. For example, scanning is an appropriate strategy to use with newspaper advertisements whereas predicting and following text cohesion are effective strategies to use with short stories. By discussing in groups what they have understood, students focus on information they did not comprehend, or did not comprehend correctly. Discussions of this nature can lead the student directly to text analysis as class discussion proceeds from determining facts to explore deeper ramifications of the texts. "Follow-up" exercises take students beyond the particular reading text in one of two ways: by transferring reading skills to other texts or by integrating reading skills with other language skills (Phillips, 1985).

##### **2.4.3.1. Role of Teachers in Post-Reading Activity**

During post reading stage, teachers ask partners to orally summarize reading material, and identify the writer's viewpoint, ask students to provide an idea or information from the reading materials that supports the viewpoint. Continues recording alternating information that supports and opposes the viewpoint question/statement, ask partners to review and discuss the evidence

and make a decision based on the evidence and related inferences, make the partners share their decisions and state reasons for their decision, students write responses to the question/statement based on their learning.

## **2.5. Techniques of Teaching Reading Skills**

Reading involves two main processes that mean the mechanical process (correct eye movement) and the mental process (understanding and absorption of written material.) Correct eye movements can be learned and practiced by attending a specialized speed reading course. This is recommended if you have a significance volume of material that needs to be fully read. However, for most people asking “what do I really want out of this material?” and then adjusting the way one reads it using the reading techniques can save considerable time with no loss of comprehension and keeping up with reading assignments often seems overwhelming. If you are to make optimum use of your time you need to establish what it is you want to get from a particular piece of written material and then adopt a combination of scanning, skimming and detailed reading to make sure you get it.

### **2.5.1. Reading for Specific Information (Scanning)**

Scanning is one of the reading techniques which are quickly searching for some particular piece or pieces of information that reader needs in reading a text. Scanning exercises may ask students to look for names, dates, to find a definition of key concept, or to list a certain number of supporting details. Brown(2007) stated that “scanning is quickly searching for some particular piece or pieces of information in a text to argues that when scanning the reader lets his or her eyes wander over the text until he or she is looking for, whether it is name of place, a kind of food, specific word, or specific information. However, to enable the student to scan effectively is not easy, the reader should know what kinds of information he or she needs; also, he or she should have the strong belief where he or she will find such information needed from the text. Therefore, sometimes it is difficult for a student to see and distinguish between important and unimportant information in the text in order to find specific piece of information such as name, date, word or phrases, and references in the text. In scanning, very little information is processed for long term retention or even for immediate action. Accordingly, scanning is glancing rapidly through a text either to search for a specific piece of information to get an initial impression of

whether the text is suitable for given purpose supports it states that scanning is “reading for particular points of information.

Generally, scanning is a technique that is helpful when we are looking for the answer to a known question and this is helpful when people take a test. In most cases, we know what we are looking for. Scanning involves moving our eyes quickly down the page seeking specific words and phrases. It is a surface level process of reading, and it is mainly reader-driven, there is a rapid inspection of a text with occasional closer inspection and states that scanning is to find a ‘match’ between what the reader seeks and what the text supplies.

### **2.5.2. Reading for Extracting Main Ideas (Skimming)**

Skimming: reading for gist, it is a type of rapid reading which is used when the reader wants to get the main idea or ideas from a passage (Richards et al., 1992). It is one of the most valuable reading strategies for learners. Skimming consist of quickly running one’s eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text and Skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. The main idea is a statement that tells the author’s point about the topic. Various reading schemes recommend skimming as a starting process because by starting with skimming the reader will have a framework to accommodate the whole text because it is a quick process of reading.

### **2.5.3. Intensive Reading**

Intensive reading is also one of the techniques reading a short text for details and this is a type of reading we usually see in language class rooms both at primary level and secondary or tertiary levels. The main purpose of this type of reading is understanding the meaning of the text in general or the specific information. Hedge (2000) explains intensive reading as a type of reading that is concerned with looking at a text carefully for the purpose of choosing precise words or phrases. Thompson (2001) also in dealing with this specific type of reading says that intensive reading is a kind of reading of short texts for comprehension. According to these definitions the reading type at primary level should be more of the intensive one as it refers to shorter texts and is meant for comprehension slower speed, and requires a higher degree of understanding than

extensive reading. In line with this, according to Thompson (2001) and William (1984), in early stage of reading for comprehension, reading aloud is recommended. On the other hand, in the upper primary class where children read relatively longer passages in their text the reading practice activities should aim at developing children ability for understanding and identifying meanings. It should as well focus on developing reading skills and strategies. From what is stated above it is possible to understand the crucial role of intensive reading in enhancing not only the reading ability of students but also students' language skills in general. To sum up, the practice of intensive reading at primary school level is vital because it is the base for other reading strategies and plays a role in helping students to develop other language skills.

#### **2.5.4. Extensive Reading**

Extensive reading means reading a long text, often for pleasure with emphasis on its overall meaning. Extensive reading means reading in quantity in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading. When students read extensively, they improve their vocabulary, increase fluency, and become better readers.

Furthermore, studies have shown that extensive reading provides learners with comprehensible input that enhances the readers' English language as students can keep learning and acquiring language even when there is no lesson and no teacher to them (Harmer, 2012)

### **2.6. Empirical Studies Related to Teaching Reading Skills**

Ethiopian Education and Training Policy state that, English foreign language used as medium of instruction for secondary and higher education (MOE, 1994). Moreover, it is also one of the subjects that students have been taking from (KG) to higher levels of education. Therefore, numerous efforts have been made to improve students as well as teachers English language skills despite visible gains are not observed. Frequent trainings had been given for English language teachers, improvement programs like (ELIP) was designed and implemented, and English language clubs have been established in schools and educational institutions in order to improve students reading abilities. However, students' academic achievements in English language reading skills are remain low. Learners enrolled in primary schools in various regions of Ethiopia

have reading difficulties and challenged in attending their education (EGRA/Ethiopia, 2010; MOE, 2008).

Furthermore, Ethiopian education sector development program (ESDP-V, 2016) shows that lack of basic skills in early grades prevents Ethiopian learners from learning their mother tongue, and English as a foreign language. Therefore, teaching reading skills, like other skills, needs carefully selected activities, methods and techniques at primary schools or lower grades. More importantly, the teaching of reading at the primary level is where the base is laid and the foundation is established because reading provides effective and adequate way of learning language.

A lot of researches were conducted in relation to the practice of teaching reading skill. Research conducted by Mesifin (2008) on the practice of teachers teaching reading in two primary schools of Grade (4) in the Addis Ababa City Administration, the findings indicated that the practices of teaching reading in schools were traditional where current techniques and procedures of teaching and learning English as a foreign language had not been used. It has been dominated by reading aloud where pre, while and post reading activities are not implemented. In addition to this, a lot of researches were conducted in related to the issue particularly in secondary school in order to understand the problem.

For example, Asfaw (2018) factors affecting students' English reading comprehension: The case of Debesso and Chercher schools, Dereje (2013), on assessment of teachers' practice in teaching reading comprehension strategies in EFL classes: English language teachers of Jorgo Nole and Ula Babu high schools in focus, Bedasa (2013) on assessing the Practices of pre-reading activities in EFL Classrooms: The Case of Gudeya jare School in East Wollega Zone, Oromia, Habtamu (2016) on assessing factors affecting the students' reading speed and comprehension in western Wollega zone, Teshome (2016) on English language teachers' implementation of reading lessons in the new course book: Segne Zone, Derashe Woreda, The case of grade nine. Shewa (2017) on assessment on factors affecting student teachers' inferential understanding in reading comprehension practice: The case of Gilgelbeles college of teacher education, Benishangul Gumuz region, Simachew and Dawit (2019) on practice of teaching reading comprehension in Secondary Schools: A Case of Debre Markos Administrative Town. The findings of these researchers were nearly the same and they found that,



....teachers were not effectively implementing in the class rooms the three phases of teaching reading activities and techniques of reading skills are not properly implemented, problems of large class size, teachers lack of motivation, lack of access to teaching aids, teachers lack of back ground knowledge about the importance of the techniques of teaching reading because of all these teachers were implementing the traditional way of teaching method, teachers give less emphasis to teaching reading and teachers lack of commitments to support students were identified as the problems.

As it is shown above a lot of researches were conducted mostly in secondary schools but in contrary to this, very few researches were conducted in primary schools. Therefore, because of contexts are different (teachers, students and study area) the researcher will need to investigate EFL teachers' practice of teaching reading skills: In Gida Ayana town, three primary school of grade 8 in focus to identify the teachers' actual teaching reading practice.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This is the chapter where the methodology of the study would be explained. Generally it includes research design, the study area, population and sample size, sampling techniques, data collection instruments, procedure of data collections and methods of data analysis.

#### **3.2. Research Design**

In order to conduct this study and to collect data on EFL teachers' practices of teaching reading skills in English classes, the researcher used descriptive case study method because descriptive study most of the time is used in social science to describe the natural phenomena which occur within the context of the study; it could help the researcher to collect rich and practical data on EFL teachers practices' of teaching reading skills in the classrooms; it is the most useful pedagogical tool to contextualize the theoretical concepts to bridge the gap between theory and practice as teaching practice is a social phenomenon that requires an in-depth study in real life settings (Yin, 2009). In addition to this, the case study method enables researcher to closely examine the data within a specific context or in a small geographical area of individuals as the subjects to study and it is true essence to explore and investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships Yin (1984:23). Moreover, the researcher will use qualitative research approach to gain insight in to the nature of teachers' use of different strategies in teaching reading skills and the data that will be collected through class room observation and interviews will be narrated in words. On the other hand, data that will be collected using questionnaires from the student respondents will be analyzed quantitatively using (SPSS).

#### **3.3. The Study Area**

Gida Ayana Woreda has about 50 primary schools which are clustered or combined under 10 cluster resource centre. From these, Ayana town cluster resource schools are one of the 10 clustered schools which has 5 schools under it. Of these, three primary schools have grades 1-8

each while one is only from grades 1-4. The fifth school has only Kindergarten (KG). The Ayana town cluster resource (CRC) is geographically located at the centre of Gida Ayana town which is approximately 420 km away from Addis Ababa and 100 km from Nekemte in the North-east direction.

The research will be conducted in three primary schools of Grade 8 that are found in Ayana cluster resource centre. The reason why researcher has selected this cluster is that, since the researcher has been teaching in the same cluster school for a long period of time, and believes he would enjoy cooperation of the staff when it comes to data collection. Second, unless the problem of these students is addressed so as to seek possible solutions, things could go further complicated. As English language becomes a medium of instruction when the students get to grade 9, it could be a good idea to investigate the problems they have in relation to reading and see how they could be helped. The situation would require their active reading comprehension skills so they could construct meaning from what they have read and this is what motivated the researcher to select this cluster to conduct the study.

### **3.4. Populations, Sample Size and Sampling Techniques**

#### **3.4.1. Population and Sample Size**

To conduct this study, the researcher used sufficient sample respondents to ensure accuracy and to draw realistic inferences. Therefore, the population of the study consisted of grade 8 students of the 2015/2023 academic year in three primary schools of Gida Primary school, Gida Model Primary school, and Ayana Primary school all clustered under Ayana Cluster Resource Center and their teachers of English in the three schools. According to the data obtained from the schools, the total number of grade 8 students attending the schools was 237 and the number of English language teachers was three

According to Singh, (2006); Mugenda & Mugenda, (2003), “in descriptive research design where the number of population is less than 10,000, one could select 10-30 % of the population for the sample.” Therefore, the researcher will select 30 % of the 237 students which is 72 sample students through simple random sampling techniques. Further, all the three English languages teachers will be taken using availability sampling technique.

**Table 1: Grade 8 students and teacher- population with sample sizes**

No	Name of schools	Population and Sample Sizes			
		Student- populations	Student-sample size	Teacher- population	Teacher- sample size
1	Gida Primary	114	34	1	1
2	Gida Model	61	19	1	1
3	Ayana Primary	62	19	1	1
<b>Total</b>		<b>237</b>	<b>72</b>	<b>3</b>	<b>3</b>

### **3.4.2. Sampling Techniques**

In order to conduct the study, the researcher used grade 8 students and English language teachers of the same classes as a population of the study. As shown in table 1 above,

Gida Primary School had 114,

Gida Model School had 61 and

Ayana Primary had 62 grade 8 students making a total of, 237 grade students.

In order to determine sample size of the study, the researcher followed Mugenda and Mugenda (2003) who stated that in descriptive research design, one could select 10-30 % of the population, for the sample. Therefore, the researcher selected 30% of the student population from each school. In order to select 72 students from population, the researcher used simple random sampling techniques using lottery method to give equal opportunities for each student because the populations are homogeneous and easy to be listed in the form of number list and in addition to this; every unit of population has equal chance of being selected. Since the total number of teachers teaching English in the three schools is three, the researcher used all of them using availability sampling method.

## **3.5. Instruments of Data Collection**

### **3.5.1. Classroom Observations**

Observation is the main data collection instrument for this study because it is used to get first-hand information from the exact situation of teaching learning in the actual classrooms. In addition to this, it helps the researcher to study the pedagogic processes and strategies English language teachers employ in teaching readings skills in the natural setting. Observation is the systematic description of events, behaviors and arte facts of the social setting Marshall and Rossman, (1989). Therefore, the researcher prepared relevant checklist reflecting the use of the three phases of reading and techniques to observe EFL teachers' practices. Using the checklist with "Yes" / "No" classification, English teachers in each school were continuously observed for three days to check whether English language teachers of Ayana cluster implement the three stages and techniques to teach reading skills

### **3.5.2. Questionnaire**

Questionnaire is popular for gathering descriptive information .Therefore, the researcher used questionnaire as a tool to collect data related to the three phases of reading and techniques EFL teachers used to teach reading in actual practices and it is a good way to obtain information from the respondents to take their time, think about it and come back to the questionnaires latter (Marshall and Rossman, 1989).Therefore, the researcher prepared questionnaires for student-respondents containing relevant information about teacher related activities in applying the three phases of reading and techniques to teach reading skills. These questionnaires contain two parts; the first part is the three stages of reading (pre-reading, while-reading and post reading) and the second part was about techniques of teaching reading skill teachers' related activities.

Moreover, the researcher prepared these items from Journal of Education and Practice (Leyla and Almacioğlu, 2009; Teshome, 2016; Dereje, 2013; and Bedasa, 2013) with some modifications and some of the items were designed by the researcher based on theoretical bases of teaching reading skills and questionnaires consists of both closed and one open- ended items for the student- respondents, and it contained 20 items altogether to answer teachers' related activities in teaching the three phases of reading and the use of various reading techniques. The

questionnaire is in likert scale type which ranged from strongly agreed to strongly disagree. In order to get reliable information from student-respondents, these questionnaires were translated from English language to the students' mother tongue (Afaan-oromo) with professional language teachers especially those who have MA degree in English language and Afan-Oromo in collaboration with the researcher to make it easily understandable and get realistic information.

### **3.5.3. Interviews**

Interview is one of the instruments for this study. As indicated by Wilkinson and Bhandorkar (1999) interview is necessary to get deep feelings, perceptions, values or how people interpret the world around them. Farther more, Jack et al, (2012) elaborated that semi-structured interview allows participants to discuss in more details and raise issues that may face them. Therefore, in order to investigate EFL teachers' practices of teaching reading skills, relevant information with semi-structured interview were prepared and conducted depending on the convenience of time and place for teacher respondents to triangulate the information collected through classroom observation and questionnaire from the students.

### **3.6. Procedures of Data Collection**

Since it is difficult to implement two or more data gathering tools at the same time, the researcher used the instruments one by one. First, the questionnaire which was originally developed in English was translated into the Oromo language (the students' first language) for easy communication and made ready for use. Then, in order to gather relevant data, the purpose of the research was clearly explained to the students and teachers to get their consent of participation. After they expressed willingness, first, copies of the questionnaire were dispatched to the sampled students and collected back after they were filled in. Then the teachers were observed while teaching in the classrooms to capture real life situations in the classrooms and how they teach reading. Finally, interview was conducted with the three teachers to get genuine information on how they are practicing to teach reading skills in the actual classrooms.

### **3.7. Method of Data Analysis**

The data collected through classroom observation and interview was analyzed using qualitative approach, and on the other hand, the data collected through students' questionnaire were

analyzed using quantitative approach and also SPSS. Further, data from both teacher and student respondents were shown using tables and charts and then analyzed.

### **3.8. Validity of the Instruments**

Before the actual data collection, validity was checked (face, content and construct validity) by consulting English language teachers specialized in TEFL to see if revisions of tools would be necessary.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION

#### 4.1. Introduction

This chapter deals with the presentation and interpretation the data obtained through class room observation, open-ended questionnaire from student-respondents and interview with teachers. In doing so, the close-ended questionnaire was conducted and the result of data were analyzed and presented quantitatively. On the other hand, the results of data collected by respondents, classroom observation was analyzed and presented in words.

#### 4.2. Analysis of Students' Questionnaire

##### 4.2.1. Close-ended Questionnaire Data Analysis

**Table 2: Demographic Back grounds of Student- Respondents**

Demographic characteristics	Descriptions	Frequency	Percentage (%)
Sex	Male	43	59.7
	Female	29	40.2
Age	14-16 years	45	62.5
	17 and above	27	37.5

As shown in the above table, 43 (59.7) of the student-respondents were males and 29 (40.2) were females. Thus, it is possible to say both male and female student-respondents were included in the study. Concerning the age, 45(62.5%) were between 14-16 and 27 (37.5%) of the respondents were 17 and above. This means students can understand and forward their ideas to the close-ended questionnaire set for the purpose of study concerning the way EFL teachers' practice teaching reading skills in classrooms.



#### 4.2.1.1. Students' Responses on EFL Teachers' Implementation of Pre-Reading Activities

In the analysis of most of the items in the questionnaire, a Likert Scale with five options was used to examine students' extent of agreement or disagreement to statements provided to them. The scale ranges from 1 to 5 where 1=Strongly Disagree, 2=Disagree, 3=Undecided/Neutral, 4=Agree, and 5=Strongly Agree.

**Table 3: Students' responses on EFL teachers' implementation of pre-reading activities**

Items related to pre-reading activities.	Freq. &%	Level of Agreement					Total	M	SD
		5	4	3	2	1			
1. Your English language teacher introduces the topic of the text briefly before starting to teach reading.	Freq.	3	19	4	40	6	72	2.62	1.09
	%	4.2	26.4	5.6	55.6	8.3	100		
2. Your teacher helps you to discuss on the topic of reading text before you start to read.	Freq.	3	5	5	42	17	72	2.09	5.02
	%	4.3	6.9	6.9	58.3	23.6	100		
3 Your teacher encourages you to discuss the topic in relation to your experiences (your back ground knowledge).	Freq.	6	4	3	49	10	72	2.26	1.04
	%	8.3	5.6	4.2	68.1	13.9	100		
4 Your teacher gives you clear instructions before you start reading.	Freq.	1	9	1	46	15	72	2.09	.92
	%	1.4	12.5	1.4	63.9	20.8	100		
5. Your teacher motivates you to arouse your interest to read.	Freq.	7	4	4	35	22	72	2.15	1.20
	%	9.7	5.6	5.6	48.6	30.6	100		
6 your teacher teaches you unfamiliar words to make the reading text easier.	Freq.	1	26	2	37	6	72	2.70	1.09
	%	1.4	36.1	2.8	51.4	8.3	100		
7 Your teacher prepares questions from the passages and gives for you to answer.	Freq.	5	37	4	17	9	72	3.16	1.23
	%	6.9	51.4	5.6	23.6	12.5	100		
Grand mean		2.43							

In table 3 above, the first question was if English language teachers introduce the topic of the text briefly before students start to read. In relation to this item, students' responses showed that 6(8.3%) strongly disagreed and 40(55.6%) disagreed to the idea while, 4(5.6%) remained neutral. On the other hand, 19(26.4%) agreed and 3(4.2%) strongly agreed with the item. This may indicate that, in most cases, teachers do not as such introduce the topic of the text to the students so they would understand what they are going to read about and prepare themselves. This could be an obstacle to the students' smooth reading as they have to spend some time attempting to understand the issue they are going to read about.

On whether the teacher helps them to discuss the topic of the reading text before they start reading (Item 2), 17(23.6%) of the students strongly disagreed and 42(58.3%) disagreed. Some 5(6.9%) were neutral while 5(6.9%) agreed and 3(4.2%) strongly disagreed to the item.

Item 3 indicated that, whether their English language teachers encouraged them to activate their background knowledge in relation to the text. They response as followed, 10(13.9%) strongly disagreed and 49(68.1%) disagreed while 3(4.2%) remained neutral. In opposite to this 4(5.6%) agreed and 6 (8.3%) strongly agreed with the ideas. This indicated that the teachers were not encouraged student to relate their back ground knowledge with what they were gonging to read and it needed attention.

In the same way, the respondents provided to identify whether the teacher gave clear instruction for students before they started to read the text given (item 4).They responded that, 15(20.8%) strongly disagreed and 46(63.9%) disagreed while a few 1(1.4%) remained neutral. On the other hand, 9(12.5%) agreed and 1 (1.4%) strongly agreed with the item. This implied that the teachers do not give them clear instruction and this hinders their reading ability. So, one can think of how it could be solved.

Item 5 was used to see if the teacher motivates students to arouse their interest in reading, the student responses indicated that 22(30.6%) strongly disagreed, 35(48.6%) disagreed, and 4(5.6%) remained neutral, but 4(5.6%) agreed and 7 (9.7%) strongly agreed with the item

Item 6 was designed to investigate whether the teacher teaches unfamiliar words to make the reading text easier. The students responded as follows, 6(8.3) strongly disagreed and 37(51.4)

disagreed and some 2(2.8) remained neutral, while other reacted 26(36.1) agreed and 1(1.4) agreed to the ideas.

Item 7 inquired students to reveal whether the teacher prepared questions from the reading passages and gave them to answer after reading. The deal to ideas as followed, 9(12.5%) strongly disagreed and 17(23.6%) disagreed, while 4(5.6%) remained neutral, but others reaction was 37(51.4%) agreed and 5(6.9%) strongly agreed to the item.

It assumed that pre-reading activity was where learners benefited a lot. Hence, so as to make this effective as possible, from table 3 above, teachers' implementations of pre-reading activities to practice reading skills, the response obtained from student-respondents were calculated and described in terms of mean values. Thus, the mean value of each item set for pre-reading activities, number 1,2,3,4,5,6 and 7, were (2.6, 2.09,2.26, 2.09,2.15,2.7and 3.16 ) respectively. Furthermore, the grand mean for pre-reading activity is (2.43) which showed, the mean values for all items and the grand mean values were less than the average. Therefore, it is possible to say that teachers of the three primary schools were not properly implementing the pre-reading activities to practice reading skills.

#### 4.2.1.2. Students' Responses on EFL Teachers' Use of While-Reading Activities

**Table 4: Students' responses on EFL teachers' use of while-reading activities**

Items related to while-reading activities.	Freq & %	Response scales					T	M	Std. D
		5	4	3	2	1			
1. Your teacher encourages you to read silently to answer comprehension questions set in pre-reading activities.	Freq	1	8	9	32	22	72	2.08	1.003
	%	1.4	11.1	12.5	44.4	30.6	100		
2. The teacher helps you to guess the meanings of new words using contexts of reading.	Freq	2	3	2	42	23	72	1.87	.871
	%	2.8	4.2	2.8	58.3	31.9	100		
3. Your teacher observes you while-reading and intervenes to clarify the activities.	Freq	1	4	11	18	38	72	1.77	.996
	%	1.4	5.6	15.3	25	52.8	100		
Grand mean								1.91	

As indicated in table 4 above, the respondents reacted on item 1 which says do teacher encouraged you to read silently to answer comprehension questions set in pre-reading activities. Their reaction is followed, 22(30.6%) strongly disagreed and 32(44.4%) disagreed, while some 9(12.5) remained neutral, but others 8(11.1) agreed and 1(1.4) strongly agreed.

On whether teacher helped them to guess the meanings of new words using the contexts of reading (item 2). They dealt it 23(31.9%) strongly disagreed, 42(58.3%) disagreed, and 2(2.8%) still neutral, while others 3(4.2%) agreed and 2(2.8%) strongly agreed with the item.

Regarding item 3, the respondents are asked whether the teacher observed during while-reading and intervenes to clarify the activities. They reacted to the ideas 38(52.8%) strongly disagreed and 18(25%) disagreed, while 11(15.3%) remained neutral but 4(5.6%) agreed and 1(1.4%) strongly disagreed with the item.

In general, as in the above table indicated, EFL teachers' implementations of while-reading activities to practice reading skills, the data obtained from student-respondents were calculated and described in terms of mean values. The mean values for each item 1, 2, and 3 were (2.08, 1.87 and 1.77) respectively. Furthermore, the grand mean value for while-reading is (1.91) which showed the mean and the grand mean values were less than average. From this it is possible to say that EFL teachers in the three schools were not using while-reading activities to practice reading skills in EFL classrooms. This implied that while-reading activities were not get considerable attention in teaching reading skill.

#### 4.2.1.3. Students' Responses on EFL Teachers' Implementation of Post-Reading Activities

**Table 5: Students' responses on EFL teachers' implementation of post-reading activities**

Items related to post-reading activities.	Freq &%	Response scales					T	M	Std. D
		5	4	3	2	1			
1. Your teacher makes you to discuss in groups on what you have read.	Freq	3	5	1	33	30	72	1.861	1.038
	%	4.2	6.9	1.4	45.8	41.7	100		
2. Teacher asks students questions to evaluate what they have read.	Freq	3	2	3	38	26	72	1.861	.939
	%	4.2	2.8	4.2	52.8	36.1	100		
3. Your teacher encourages you to summarize the reading text.	Freq	9	10	11	21	21	72	2.513	1.373
	%	12.5	13.9	15.3	29.2	29.2	100		
Grand mean								2.07	

In table 5 above, item 1 was designed to investigate whether teacher made them to discuss in groups on what they had read 30(41.7%) strongly disagreed, 33(45.8%), disagreed, while a few 1(1.4%) still remained neutral. On the other hand, 5(6.9%) agreed and 3(4.2%) strongly disagreed with the item provided to them

Item 2 was intended to see if the teacher asked students questions to evaluate what they have read 26(36.1%) strongly disagreed and 38 (52.8%) disagreed, while 3(4.2%) still remained neutral. But some of them 2(2.8%) agreed and 3(4.2%) strongly disagreed with ideas.

In item 3above, students were also asked whether their teacher encourages them to summarize the reading text or not. They reacted as follows, 21(29.2%) strongly disagreed, and 21(29.2%) disagreed, while 11(15.3%) remained neutral. On the other hand 10(13.9%) agreed and 9(12.5%) strongly disagreed with the item. Concerning EFL teachers' implementations of post-reading activities to practice reading skills, the data obtained from student-respondents were also calculated and described in terms of mean values. Then, the mean value of the items 1, 2 and 3 were (1.8, 1.86 and 2.51) respectively. Similarly, in the same table above, the grand mean value for post-reading is (2.07) which means, the mean values for each item and the grand mean values were less than average. From this, it assumed that EFL teachers in the three primary schools were not effectively implementing the post-reading activities to practice reading skills.

#### 4.2.1.4. Students' Responses on EFL Teachers' Use of Techniques to Practice Reading Skill

**Table 6: Students' responses on EFL teachers' use of techniques to practice reading skills**

Items related to techniques of teaching reading	Freq &%	Response scales					T	M	Std. D
		5	4	3	2	1			
1. Your teacher encourages you to scan the text or read to answer comprehension questions.	Freq	3	8	4	25	32	72	1.95	1.155
	%	4.2	11.1	5.6	34.7	44.4	100		
2. Your teacher helps you to skim the text to get the main ideas of the reading activities.	Freq	2	6	7	32	25	72	2.00	1.020
	%	2.8	8.3	9.7	44.4	34.7	100		
3. Your teacher motivates you to predict what the reading text is about by using clues of contents in the context.	Freq	5	7	1	22	37	72	1.90	1.246
	%	6.9	9.7	1.4	30.6	51.4	100		
4. Your teacher sets precise goals or purposes for reading the text to make clear for the reason you read.	Freq	7	7	3	38	17	72	2.29	1.215
	%	9.7	9.7	4.2	52.8	23.6	100		
5. Your teacher encourages you to read simple texts written in EFL in and out sides of class.	Freq	2	3	1	23	43	72	1.58	.930
	%	2.8	4.2	1.4	31.9	59.7	100		
6. Your English language teacher gives you the freedom to choose any text written in English language and guides you to read.	Freq	4	6	2	30	30	72	1.94	1.136
	%	5.6	8.3	2.8	41.7	41.7	100		
Grand mean								1.94	

As indicated in Table 6 above, on whether the teacher encourages students to scan the text or read to answer comprehension questions. 57(79.1%) of the student-respondents did not agree with the item but 11(15.3%) of them agreed with the item.

In Item2, students responded on whether teacher helped them to skim the text to get the main ideas of the reading 57(79.1%) of the respondents do not agreed with item but only 8(11.1%) agreed with this item.

In the same table, item3, student-respondents asked if the teacher motivate students to predict reading text by using clues of contexts in the reading text, 59(82%) of the student-respondents did not agree with idea. On the other hand, only 12(17%) of the student respondents agreed in relation to the item.

Regarding Item 4, most of the students agreed to the item. According to the data obtained above, on whether the teacher set precise goals for the reading the text to make clear for the reason why students read, 55(76.4%) of the student respondents did not agree to the idea, and only 14(19.4%) of the students agreed in relation to the item.

Item 5, the student respondents were also asked, if their teacher encourage them to read simple texts that have been written in EFL in and out sides of the classrooms. Thus, 67(91.6%) of the student-respondents did not agree with the item but only 5(7%) of the student- respondents agreed in relation to the item. Similarly, on item 6, majority of the student-respondents did not agree with the item.

Like that of the other three stages of reading activities, the mean and grand mean values for using techniques in practicing reading skill, was calculated and presented as follows. The mean values of items number 1, 2,3,4,5 and 6 were (1.95, 2.00, 1.90, 2.29, 1.58 and 1.94) respectively. The grand mean for this item was also (1.94).The mean for each item and grand mean value was less than average. So, it is possible say that EFL teachers were not implementing various techniques to practice reading skills.

To conclude this, student responded on EFL teachers' implementation of the three stages of reading activities and the use techniques to practice reading skills in EFL classrooms, as the result of data obtained from student-respondents through close-ended questionnaire indicated, the grand mean value for (pre-, while, post and techniques) were (2.43, 1.91, 2.07 and, 1.94) respectively. Since, the grand mean values for all of them were less than the average; it is possible to say that EFL teachers in the three schools were not implementing teaching reading skills in EFL classrooms.

### 4.3. Classroom Observations Data Analysis of EFL Teachers' Practices of Teaching Reading Skills

The researcher prepared checklist containing activities of pre-reading, while-reading, post-reading and techniques to check EFL teachers' practices of teaching reading skills. Thus, the researcher implemented classroom observation three times in each schools and total of 9 times in all the three schools. The researcher changed total times of observation in to numbers and the result was presented and analyzed as the following in words.

#### 4.3.1. Results of Observations In Relation to EFL Teachers' Use of Pre-Reading Activities

**Table 7: Results of observations in relation to EFL teachers' use of pre-reading activities**

No	I. Items related to pre-reading activities.	Total observation			
		Yes		No	
		Freq	%	Freq	%
1	The teacher introduces topics of the texts briefly before students start to read.	-	-	9	100
2	The English language teacher helps students to discuss on the topic of reading text before they start to read.	-	-	9	100
3	The teacher encourages students to discuss the topic in relation to their own experience's (back ground knowledge of the students).	2	22.2	7	77.8
4	The teacher asks students questions to predict about what they are going to read.	2	22.2	7	77.8
5	The teacher gives clear instructions for the students before they start to read.	-	-	9	100
6	The teacher motivates the students to arouse their interests to read.	-	-	9	100
7	The teacher pre-teaches unfamiliar words to make reading text easier for the students.	3	33.3	6	66.7
8	Teacher motivates students to activate their prior knowledge related to topic (text) they are going to read.	2	22.2	7	77.8
9	Teacher gives comprehension question such as (Wh-questions, Yes/ No, True/False, Multiple-choices etc.) for the students to read	3	33.3	6	66.7



As it can be seen in table 7 above, regarding the implementation of EFL teachers' of pre-reading activities in the three primary schools, as the researcher observed classroom practically, during the first days of observation, the English language teacher in Ayana primary school wrote new words on the black board and explained their meanings without asking the students to predict and gave comprehension questions for students like: yes/ no and the teacher read the passage, complete the questions without participate the students in reading.

Similarly, the English language teacher in Gida primary school likes that of the teacher in Ayana provided comprehension question for the students but there were no students' participation in reading. However, the English language teacher in Gida Model primary school to some extent motivated students to activate their prior knowledge related to topic (text) they were going to read. Moreover, as far as the researcher continuously observed the three English language to cheek teachers' practices of teaching reading skill in three schools, with exception of what is stated above; none of the three teachers as it should be used pre-reading activities to practice reading skills in the classrooms.

#### **4.3.2. Results of Classroom Observation on EFL Teachers' Use of While-Reading Activities**

**Table 8: Results of classroom observation on EFL teachers' use of while-reading activities**

No	II. Items related to While-reading activities.	Total observation			
		Yes		No	
		Freq	%	Freq	%
1	Teacher encourages students to read silently to answer comprehension questions set in pre-reading activities.	2	22.2	7	77.8
2	Teacher helps students to guess meanings of unknown words using context of reading.	-	-	9	100
3	The teacher encourages students to scan the text/reading information/ to answer comprehension questions.	-	-	9	100
4	The teacher observes students while- reading to clarify the activities.	-	-	9	100

As indicated in table 8 above, the researcher prepared checklist containing four items to gather data on how EFL teachers practice reading skills in the three primary schools. From the researcher three times of observation in each school and 9 times in all of the three schools, the English language teacher in the Ayana primary school to some extent encouraged students to read silently to answer comprehension questions set in while -reading activities which means, the researcher observed 2 times number of “Yes” in relation to this item which is (22.2%) and observed 7 times number of “No” which is (77.8%).

On the other hand, item 2 to 4 was designed to see, if the teacher helped students to guess meaning of unknown words using context of reading, encouraged them to scan the text/reading information/ to answer comprehension questions and observed students during while-reading reading to clarify the activities. The three teachers used lecture method for students in reading instruction. Students are passive learners in the three schools; they couldn’t read and understood what has been written in their text book. Therefore, it is possible to say English language teachers’ in the three schools are not applying while-reading activities to practice reading skills in EFL classrooms.

#### **4.3.3. Results of Classroom Observation on EFL Teachers’ Use of Post-Reading Activities**

**Table 9: Results of classroom observation on EFL teachers’ use of post-reading activities**

<b>No</b>	<b>III. Items related to Post-reading activities.</b>	<b>Total observation</b>			
		<b>Yes</b>		<b>No</b>	
		<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>
1	The teacher makes the students to discuss in groups on what they have read.	-	-	9	100
2	Teacher asks students different questions to evaluate what they have read.	-	-	9	100
3	The teacher makes the students to summarize the reading text.	-	-	9	100

As indicated in table 9 above, the data obtained from classroom observation 9 times in the three primary schools, the result of the study revealed that none of the three English language teachers in the three schools encouraged students to discuss in groups and did not ask students different questions to evaluate what they had read. Most of the time, teachers started reading by

themselves, and explained orally what have been read for students regarding the text they read and left the classroom without asking and checking whether the student understood or not. This means, teachers did not participate the students to reading and also did not initiated them to the read the passages in their text with their friends.

As far as the researcher observed, the EFL teachers' practice of teaching reading skill in the three schools for three rounds, none of them was using post-reading activities to practice reading skills in EFL classrooms.

#### 4.3.4. Results of Observation on EFL Teachers' Use of Techniques to Practice Reading Skill

**Table 10: Results of observation on EFL teachers' use of techniques to practice reading skills**

No	IV. Items related to teachers' use of techniques to teach reading skills	Total observation			
		Yes		No	
		Freq	%	Freq	%
1	Teacher encourages students to scan text (read text quickly to find out pieces information like: names, dates, words or names of particular thing).	1	11.1	8	88.9
2	Teacher helps students to skim the text (encourage students to get the main ideas of the reading passages).	-	-	9	100
3	The teacher makes students to understand the meaning of the text in general or specific.	-	-	9	100
4	The teacher sets precise goal or purpose for reading text for the students.	-	-	9	100
5	Teacher motivates students to read simple texts that are written in English languages.	-	-	9	100
6	The teacher gives freedom for the students to choose any text that are written in English language and guides them to read.	-	-	9	100
7	The teacher encourages students to read in and out of the class in order to develop their reading ability.	-	-	9	100
8	The teacher encourages students to read in and out of the class in order to develop their reading ability.	-	-	9	100

As it has been indicated in table 10 above, the researcher prepared eight items to analyses EFL teachers' practices of teaching reading skills by using different techniques in the three primary schools. From the researcher continuous observation three times in each school and 9 times in the three schools, the researcher observed that EFL teacher in Ayana primary school to some extent encouraged students to scan text (read text quickly to find out pieces information like: names, dates, words or names of particular thing) in relation to the reading text. With exception of this, from the 8 items listed for observation, none of the three teachers motivated students to read simple texts that have been written in English languages, did not encourage students to read in and out sides of the classrooms in order to develop students reading ability. In addition to this, the teacher didn't makes students to understand the meaning of the text in general or specific. Thus, from this it is possible to understand that English language teachers' in the three primary schools were not implementing techniques of reading to practice teaching reading skills in classrooms.

#### 4.4. Results of Data from EFL Teachers' Interview

The researcher prepared questions and interviewed for the three English language teachers' to assess the way they practices teaching reading skills in classrooms. The result of data obtained from the three teachers via this instrument was presented and analyzed in words.

**Table 11: Demographic back ground of Teachers Respondents**

No	Demographic	Descriptions	Freq	%
1	Sex	Male	3	100
		Female	-	-
2	Qualifications	Diploma	-	-
		BA Degree	3	100
		MA	-	-
3	Teaching experiences	1-5	-	-
		6-10	-	-
		11-15	-	-
		16-20	2	66.7
		21-25	-	-
		26 and above	1	33.3

From the table 11 above, we see that all the teachers in the three primary schools are males. Concerning their qualification, all of them were BA degree holders. In addition to this, the teaching experiences of two the teacher was between (16-20) and one had above 26 which show they are well qualified and experienced to practice teachings reading skills in EFL classrooms.

Interview was one of the tools researcher used to collect data on EFL teachers' practice of teaching reading skills. The researcher prepared 5 questions containing (pre-reading, while-reading, post-reading) activities and techniques of teaching reading skills. The English language teacher in Gida Primary was substituted as "T1", the teacher in Ayana primary was substituted as "T2" and the teacher in Gida Model was substituted as "T3". The results data obtained from all the teachers were discussed as follows in words.

#### **4.4.1. EFL Teachers' Responses to Use of Pre-Reading Activities to Teach Reading Skills**

In item 1, the English language teachers were asked whether they use pre-reading activities to practice teaching reading skills in the classrooms to develop students reading ability in reading. The teachers in the three schools responded their ideas as follows: teachers of Ayana primary school react to the item one by saying 'some times' he taught pre-reading activities and teachers from Gida primary school and Model primary school were answered by saying "no" "they thought that teaching pre-reading activities as it was time consuming." So, that they were not teaches and they proceed to read orally by themselves and give them word meaning. And explained their ideas as: "none of the three teachers was implementing pre-reading activities to practice reading skills in English classrooms. Some of them had wrong assumptions that as if teaching reading take a lot of time. Due to this, teachers jumped over the reading passages and teach grammar part."

#### **4.4.2. EFL Teachers' Responses to Use of While-Reading Activities**

In item 2, the respondents were asked whether they use while-reading activities to practice reading skills in the classrooms to help their students' became better reader. On this item, none of EFL teachers were using while-reading activities to practice reading skills. The reasons they

forwarded were: reading takes a lot of time, students have no text book and the contents of the students' text did not support to use the while-reading activities to practice reading skills.

#### **4.4.3. EFL Teachers' Responses to Implementation of Post-Reading Activities**

For item number 3, the EFL teachers were also asked whether they implement post-reading activities to practice reading skills in the classrooms to encourage students to read and understand the ideas of the texts. Then, all of the three teachers' responded by saying "no" and explained their ideas as, there were lack of text books for the students to read, and even the students were overcrowded in the classrooms.

#### **4.4.4. EFL Teachers' Responses to Use of Techniques to Practice Teaching Reading Skills**

The researcher asked the three English language teachers whether they apply different techniques to practice reading skills in EFL classrooms (item 4). The teachers responded their ideas: teacher from Ayana primary school was sometimes taught to scan the information in the text and other teacher from the two schools were not taught the reading techniques.

Furthermore, in the last item, the teachers were asked the problems encountered them during teaching reading and they responded as, classroom arrangement, lack of students' text book, students lack of interest, large class size and the school context like lack of library and supportive materials were the main problems.

### **4.5. Discussion of Results**

In the following part, the results obtained were discussed by supporting with reviews of related literatures from different sources. The discussion focused on the basic results of questionnaire, classroom observation and interview. The discussion was on how English language teachers' practices teaching reading skills by applying the three phases of reading activities and various techniques and problems that EFL teachers encountered during teaching reading in English classrooms were explained.

#### **4.5.1. Did EFL Teachers' Implement The Stages of Reading Activities in The Class Rooms to Teach Reading Skills?**

One of the specific objectives of the study was to identify whether English language teachers implement the three stages of reading activities in teaching reading skills in the class rooms. To achieve the stated objective, questionnaire, classroom observations, and interview were used. The results of the data obtained by different instruments were described as follows. The implementation of pre- reading activities was accessed using items related with it. The data obtained through close-ended questionnaire from student respondents showed that EFL teachers in general did not practice pre-reading activities as indicated by majority of the student respondents. Besides this, the grand mean values calculated from student respondents to pre-reading activities was  $M=2.43$ . This means, mean was less than average and this indicates that pre-reading activities were not appropriately implemented. Similarly, as data obtained from students respondents through open-ended questionnaire showed, English language teachers did not give students pre-reading activities to encourage them in the classrooms. Moreover, the result of practical classroom observation conducted 9 times in the three schools showed that reading skills were not properly practiced by English language teachers using pre-reading activities. The teachers were not seen trying to help and encourage the students in reading in all of the three schools. Teachers were using lecture methods without involving students in reading and sometimes read the text orally by themselves and students were merely passive listeners. The result of data from teachers' interview even teachers from Ayana primary schools sometimes taught pre- reading activities; it was impossible to say that pre-reading activities were taught in the class room. Due to the above reason the students were not developed good habits and unmotivated toward reading skill.

In connection to this finding, the study conducted by Mesifin, 2008 and Nardos, 2016 the result of their study showed that: “teachers teaching reading skills were traditional and teachers were not practicing the appropriate methods to teach reading. Students were not given opportunity to read by themselves.”

However, against to this finding, Williams 1984 states that introducing, feeling interest in the topic, motivating learners by giving a reason for reading and provide some language preparation for the text help the learners to be better reader. In addition to this, Hedge, 2000:192 also

explains that pre-reading is a stage where what is called schemata knowledge could be made use of one of the major responses to increasing insights about the role of schematic knowledge in reading has been focus in current reading methodology on a pre-reading stage. Therefore, from the result of this study, it is possible to understand that English language teachers were not implementing pre-reading activities to practice teaching reading skills in EFL classrooms.

Like that of pre-reading activities, the while-reading activities were checked with items prepared for it. As the result of data collected from student respondents using close-ended questionnaire, grand mean value for while-reading activities calculated from student respondents was 1.91 which is less than average and this revealed that EFL teachers implementation of while-reading activities were very low. From the researcher's classroom observation, teachers' were teaching the students in the class room using the traditional way of teaching reading rather than encouraging the students to use while-reading activities to practice reading skills. In addition to this, the result of data obtained from English language teachers' interview confirmed that, they did not use while-reading activities to practice reading skills. The reasons teachers explained were shortage of textbook, lack of convenient classroom arrangement and inappropriate supportive materials are the main problems.

Similar to this finding, Mesfin, 2008, Chali, 2018 and Simachew, 2019 conducted studies in related areas and their findings shown that, "English language teachers were not implementing the while- reading activities to practice reading skills in the actual classroom."

However, in opposite to the finding, Anderson, et. al. (1999), explained that teachers may remind students to use the while-reading activities as the students read to monitor their understanding, ask questions that keep students on track to focus their attention on main ideas and important points in the text.

Regarding English language teachers' implementation of post-reading activities, similar procedures like that of the former activities were used. The result of data obtained from student respondents via close-ended questionnaire, grand mean value for post-reading activities obtained from student respondents was 2.07 which is less than average and this shows that teachers implementation of post-reading activities were low. In addition, the result of data obtained from



open-ended questionnaire and classroom observation revealed that teachers were not effectively and efficiently implementing post-reading activities to practice teaching reading skills.

In connection to the finding, Nardos, 2016, Chali, 2018 and Simachew, 2019) conducted in related areas and concluded their findings as English language teachers were not using post-reading activities to practice teaching reading skills. But in contrary to this finding, Hedge, 2000:192 states that:

...wider range of activities focusing either on the content of the text can be under taken, for example, debate, role-play, reading of contrasting texts, or focusing on its language, post reading exercises take students beyond the particular reading text in one of two ways either by transferring reading skills to other texts or by integrating reading skills with other language skills.

#### **4.5.2. EFL Teachers' Practices of Teaching Reading by Using Various Techniques**

To find out the extent to which teachers use different techniques of reading activities in teaching reading skills in the class rooms. To achieve the stated objectives, questionnaire, classroom observation, and interview were employed. As data obtained from student respondents via close-ended questionnaire, grand mean values for various techniques obtained from student respondents was 1.94. This means it was less than average and this depicted that EFL teacher's implementation of techniques to practice teaching reading skills were low. Through open-ended questionnaire and classroom observation conducted in each of the three schools, the results proved that EFL teachers were not using any techniques. In addition, as data obtained from teachers interview the result showed that teachers were not practicing reading skills.

Similar to this finding, the result of the study conducted by Mesfin, 2008, Nardos, 2016, Chali, 2018 and Simachew, 2019 revealed that English language teachers were not implementing multiple strategies or techniques to teach reading in classrooms. But in contrary to the finding, as Nuttal, 1982 cited in Simachew, 2019 suggested that unless encouraging the students to skim and scan to read some text with appropriate, relevance, students may never deal in reading. Besides this, Reutzela et.al, 2005 cited in Chali, 2018 explained that employing multiple comprehension strategies within a collaborative, interactive and engaging routine task has a significant to teach reading skills.

### **4.5.3. Problems That EFL Teachers' Encountered During Teaching Reading Skills**

In relation to the problems that teachers encounter in implementing the three phase of teaching reading skills, the result of interview conducted with the teachers showed that teaching reading skills were not practically implemented in the classrooms because of the following reasons: shortage of students text book, in appropriate classroom arrangement, time constraints to cover the lesson, and lack of library and supportive materials. These and others such as political situation, particularly these days were major problems identified

From practical of classroom observation, the researcher proved that sitting arrangements of the students in three schools were dire and it was not comfortable for the students to make group to share their ideas with each other. In connection to this, as Nuttall, 1982 cited in Nardos, 2016 also states that if the schools use different interested library books, qualified librarians it can motivate and invite the students to read more in and outside the classrooms. In addition to this, as Akin bade, 2007 cited in Simachew, 2019 also found that a conducive environment is the bedrock without which teaching and learning would be impaired and not effective

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Introduction

This chapter presents summary, conclusions and recommendations of the study. First, summary of the study will be presented then follows the conclusions, and finally, recommendations of the study are sequentially presented.

#### 5.2. Summary

The study was conducted in three primary schools of grade 8 under Ayana Cluster in Gida Ayana. The purpose of the study was to study how EFL teachers' practices teaching reading skills by applying the three stages of reading activities and the techniques of teaching reading skills in EFL classrooms. To achieve the stated purposes, a descriptive research design which contains, both quantitative and qualitative methods was employed. The participants of the study were 72 students and 3 EFL teachers sampled from the three schools. Instruments of data collection were questionnaire, classroom observation and interview. For data analysis, both quantitative and qualitative methods were used. The data collected via close-ended questionnaire were analyzed and described using quantitative methods (descriptive statistics) using mean, SD, frequency and percentage. Whereas those collected through open-ended questionnaire, classroom observation and interview were analyzed qualitatively.

Concerning EFL teachers' Practices of applying the three stages of reading activities to teach reading skills, the grand mean values for pre-, while- and post- reading activities obtained from students were 2.43, 1.91 and 2.07 respectively. The grand mean values for the three stages were less than average and this indicates that the stages of reading activities were not performed as should have been. In addition, from students' open-ended questionnaire, majority of the students explained that EFL teachers did not use the three stages of reading activities to encourage or motivate students in the classrooms. Similarly, the result of data obtained from classroom observation conducted 9 times in the three schools showed that, none of the teachers were practicing the three phases of teaching reading skills. Students were not involved in reading and

they were passive listeners. Moreover, the result of EFL teachers' interview showed that teachers were not usually practicing reading skills. Concerning EFL teachers' use of different techniques to teach reading skills, the grand mean value for various techniques obtained from student respondents was 1.94 which is less than average and this indicates that EFL teacher implementation of various techniques to practice reading skills were low. From students' open-ended questionnaire and practical classroom observation conducted in each of the three schools, the results proved that EFL teachers' were not using techniques like scanning, skimming, intensive or extensive activities to practice teaching reading skills. Similarly, the data obtained from EFL teachers' interview showed that teachers were not practicing reading skills in the three schools.

The last objective of this study was to identify problems that teachers encounter in implementing the three phase of teaching reading skills. From open-ended questionnaire and EFL teachers' interview, the results of data obtained showed that teaching reading skills were not implemented in the classrooms because of the following reasons. Students' lack of text book, in appropriate classroom arrangement, time constraints to cover the lesson, and the school context (lack of library and supportive materials) were the major problems identified. From researcher classroom observation, the researcher observed and proved that, sitting arrangements of the students in three schools were very bad, immovable and not comfortable for the students to sit in groups to share their ideas with each other in all of the three schools.

Generally, the three stages of reading activities and teaching techniques of reading skill expected to be practiced in reading were not appropriately implemented in the three schools. The EFL teachers in the three schools were teaching reading in traditional way, students were not involved and they were merely passive listeners. Therefore, it is possible to conclude that there have been huge gaps between the theoretical part of teaching reading and the current EFL teachers' actual teaching reading in the three primary schools in Gida Ayana Ayana cluster resource center.

### **5.3. Conclusions**

Based on what have been found as a result of the study and summary stated above, the following conclusions were drawn. The result of the study showed that reading skills were not practiced in the manner that was expected to help students to develop their reading skills.

Concerning the three phases of reading (pre-, while- and post-) activities were not as it should be implemented in the three schools. The result of data collected via all instruments used for the study showed that EFL teachers' in the three schools their methods of teaching reading were traditional. Particularly, the classroom observation result proved that applying effective way of teaching reading was not practiced. The current methods of teaching reading like briefing on the topic and activating prior knowledge of the students were not carried out in the schools. From this study, the researcher understood that there have been huge gaps between theories of teaching reading and the way EFL teachers taught reading skills in the classrooms.

Concerning EFL teachers' using techniques of teaching reading skill, the result of data obtained from instruments employed, revealed that EFL teachers' practices of teaching reading by applying techniques in the three schools were low. From the researcher practical classroom observation in each of the three schools, the results proved that none of the three teachers used scanning, skimming, predicting, intensive or extensive activities to practice teaching reading skills. Thus, techniques of teaching reading were poorly recognized and used by EFL teachers.

The last objective of the study was to identify problems that teachers encounter in implementing the three phase of teaching reading skills in classrooms.

As the result of data obtained through open-ended question from both students and teachers, the major problems were: lack of text book, EFL teachers' lack of commitment, in appropriate classroom arrangement, time constraints to cover the lesson, and the school context (lack of library and supportive materials) were the major problems identified.

To summarize, EFL teachers of grade 8 in the three primary schools was not properly practicing reading skills by implementing the phases of reading activities and various techniques in EFL classrooms. Therefore, it is possible to conclude that, there is a gap between methods of teaching reading explained in theory and the EFL teachers' actual practices in the schools.

## **5.4. Recommendations**

Based on the results of the study, the following recommendations are made:

EFL teachers as it should be implement the three phases like (pre-,while- and post) reading activities to practice teaching reading skills in order to develop the students' reading ability.

EFL teachers should effectively apply various techniques of reading like: scanning, skimming, intensive or extensive activities in order to encourage and motivate students to develop their reading skills in the classrooms.

Oromia Education Bureau, Woreda Education office, the School Principals, Parent Teacher Association (PTA) as well as the concerning bodies should give attention in reducing problems that EFL teachers encounter during teaching reading skills to make the environment for teaching reading to be attractive in the classrooms.

EFL teachers should be committed to developing students' reading skills. They should hold experience-sharing among themselves in order to develop better methods of teaching reading skills, because asking for support is not a sign of failure.

Finally, the researcher would like to recommend that it is better if any interested researcher conduct in-depth investigations in relation to the title in the area in order improve the way teaching reading skills are implemented.

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# APPENDICES

## APPENDICES: A

### Addis Ababa University

#### College of Humanities, Language Studies, Journalism and Communication

#### Department of Foreign Languages and Literature

#### Class room Observations.

The purpose of this observation is to gather data on how English language teachers of grade 8 at Ayana Cluster centre teach reading skills in the actual classroom.

1. School name: \_\_\_\_\_
2. Teacher's name: \_\_\_\_\_
3. Sex:          Male                                  Female
4. Level of education  
A. Diploma           B. B.A degree                   C. M.A degree
5. Work experiences  
A. Under 5years     B. 6-10     C. 11-20           D. above 20
6. First date of observation \_\_\_\_\_
7. Second date of observation\_\_\_\_\_
8. Third date of observation\_\_\_\_\_
9. Duration of each observation\_\_\_\_\_

No	<b>A. Teachers' related activities regard to apply the three stages of reading to teach reading skills in EFL classrooms.</b>						
	Items	Days					
		Day 1		Day 2		Day 3	
I. Items related to pre-reading activities.		Yes	No	Yes	No	Yes	NO
1.	The teacher introduces topics of the texts briefly before start to teach reading.						
2.	The English language teacher helps students to discuss on the topic of reading text before they start to read.						
3.	The teacher encourages students to discuss the topic in relation to their own experience's (back ground knowledge of the students).						
4.	The teacher asks students questions to predict about what they are going to read.						
5.	The teacher gives clear instructions for the students before they start to read.						
6.	The teacher motivates the students to arouse their interests to read.						
7.	The teacher pre-teaches unfamiliar words to make reading text easier for the students.						
8.	Teacher motivates students to activate their prior knowledge related to topic (text) they are going to read.						
9.	Teacher gives comprehension question such as (Wh-questions, Yes/ No, True/False, Multiple-choices etc.) for the students to read.						
	<b>II. While-reading activities.</b>						
1.	Teacher encourages students to read silently to answer comprehension questions set in pre-reading activities.						
2.	Teacher helps students to guess meanings of unknown words using context of reading.						
3.	The teacher encourages students to scan the text/reading information/ to answer comprehension questions.						

4.	The teacher observes students while-reading to clarify the activities.						
<b>III. Post-reading activities.</b>							
1.	The teacher makes the students discuss in groups on what they have read.						
2.	Teacher asks students different questions to evaluate what they have read.						
3.	The teacher makes the students to summarize the reading text.						
<b>B. Teachers' related activities with regard to use of various techniques to teach reading skills in EFL classrooms.</b>							
1.	Teacher encourages students to scan text (read text quickly to find out pieces information like: names, dates, words or names of particular thing).						
2.	Teacher helps students to skim the text (encourage students to get the main ideas of the reading passages).						
3.	The teacher makes students to understand the meaning of the text in general or specific information.						
4.	The teacher sets precise goal or purpose for reading text for the students.						
5.	Teacher motivates students to read simple texts that are written in English languages.						
6.	The teacher gives freedom for the students to choose any text that are written in English language and guides them to read.						
7.	The teacher encourages students to read in and out of the class in order to develop their reading ability.						
8.	Teacher motivates students to develop their reading habits.						

## Appendix- B

### Addis Ababa University

#### College of Humanities, Language Studies, Journalism and Communication

#### Department of Foreign Languages and Literature

#### Students' questionnaire (English version)

**Dear Student,**

First of all, I would like to thank you for your cooperation to respond to this questionnaire. The purpose of this instrument is to collect data about EFL teachers' practices of teaching reading by using the three stages of reading and various techniques in English language classes of Ayana Cluster Centre primary schools of grade 8 in 2015/2023. Therefore, the researcher kindly requests you to give your answer to the question. Your contribution is highly important for the success of this study. The researcher would like to assure you that all the responses you give will be kept confidential and used only for the research purpose. The questionnaire has two parts, and you don't need to write your name on each part. Thank you in advance for your co-operation.

#### **Part I: Personal information:**

Please, give information about yourself for the following by putting a tick (√) mark or by writing appropriate information where necessary.

1. Name of your school \_\_\_\_\_
2. Sex : Male  Female
3. Age 14-16  17 and above

**Part II:** Below is a list of items related to EFL teachers' practice of teaching reading skills (their employment of the three phases of teaching reading skills). Please give your response to each item based on your understanding. The alternative responses have five scales varying from "strongly agree" to "strongly disagree." Respond to each item by putting a tick mark (√) in the box of your choice

**Items related teachers' use of phases and techniques of teaching reading.**

<b>A. Teachers' related activities with regard to use of the three phases of reading in teaching reading skills.</b>		<b>Response scales.</b>				
<b>I. Items related to pre-reading activities.</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	Your English language teacher introduces the topic of the text briefly before starting to teach reading.					
2.	Your teacher helps you to discuss on the topic of reading text before you read.					
3.	Your teacher encourages you to discuss the topic in relation to your experiences (your back ground knowledge).					
4.	Your teacher gives you clear instructions before you start reading.					
5.	Your teacher motivates you to arouse your interest to read.					
6.	Your teacher teaches you unfamiliar words to make the reading text easier.					
7.	Your teacher prepares comprehension question such as (Wh-questions, Yes or No, questions, True/False questions, multiple-choice questions) from the reading passage.					
<b>II. While-reading activities.</b>						
1.	Your teacher encourages you to read silently to answer comprehension questions set in pre-reading activities.					
2.	Your teacher helps you to guess the meanings of new words using the contexts of reading.					
3.	Your teacher observes you while-reading and intervenes to clarify the activities.					
<b>III. Post-reading activities.</b>						
1.	Your teacher makes you discuss in groups on what you have read.					
2.	Teacher asks students questions to evaluate what they have read.					
3.	Your teacher encourages you to summarize the reading text.					
<b>B. Activities related to teacher's use of various techniques to teach reading skills.</b>						
1.	Your teacher encourages you to scan the text or read to answer comprehension questions.					
2.	Your teacher helps you to skim the text to get the main ideas of the reading activities.					
3.	Your teacher motivates you to predict what the reading text is about by using clues of contents in the context.					
4.	Your teacher sets precise goals or purposes for reading the text to make clear for the reason you read.					
5.	Your teacher encourages you to read simple texts that are written in English languages in and outside of the classrooms.					
6.	Your English language teacher gives you the freedom to choose any text written in English language and guides you to read.					



## Appendix- C:

### Bar-gaaffii Barattootaa (Afaan-Oromoo)

Kabajamoo Barattotaa,

Kaayyoon gaafannoo kanaa barsiisonni Afaan Ingilizii yammuu barannoo dubbisuu barsiisan shaakala itti fayyadama tooftaalee fi maloota adda addaa fayyadamuun barattoota barsiisaa jiraachuu fi dhiisuu isaanii irratti odeeffannoo funaanuufidha. Kanaafuu,qoratichi odeeffannoo barbaachisaa ta'e iftoominaan akka kennitaniif kabajaan isin afeera. Ga'een keessan fiixaan ba'umsa qorannichaaf murteessaa dha. Dabalaatanis, qoratichi deebii isin gaaffii kanaaf kennitan icciitiinsaa kan eegamuu fi qorannoo kanaan alatti dhimma biraaf kan hin oolle ta'uusaa isin beekisisa. Odeeffannoo kana keessatti maqaa keessan barreessuun hin barbaachisu. Tumsa Keessaniif guddaa galatoomaa!

Kutaa I: Ibsa wa'ee mataa kee Qajeelfama Iffaa : Odeeffannoo waa'ee dhuunfaa keetii kanatti aananii jiran iddoo deebii siif kenname irratti guuti. Iddoo barbaachisetti immoo mallattoo (√) kana fayyadami.

1. Maqaa mana barumsaa kee \_\_\_\_\_
2. Saala: Dhi  Dub
3. Umurii: 3.1. (14-16)  3.2. 17 fi isaa oli

#### Kutaa II:

Gaafannoowwan armaan gadii barsiisonni Afaan Ingilizii wiirtuu gurmuu manneen barnootaa Ayana kutaa 8 ffaa yammuu barannoo dubbisuu barsiisan shaakala itti fayyadama tooftaalee , maloota yookiin tarsiimoowwan adda addaa fayyadamuun barattoota barsiisaa jiraachuu fi dhiisuu isaanii irratti odeeffannoo funaanuufidha.Kanaafuu,filannoowwan (5) “baayyee waliigala” hanga “bayyee mormaati”, jiran keessa filachuudhaan mallatto (√) fayyadamuun saanduqa kenname keessatti guuti. Gaaffii tokkoof deebii tokko qofatu barbaachisa.

Furtuu:

5= Bayyeen itti waliigala.

4 =waliin gala.

3=hin murteessinee.

2=nan mormaa.

1= Bayyeen mormaa.

Gaaffileen armaan gadii adeemsa shaakala barsiisaan Afaan Ingilizii gochaawwan,tooftaalee(tarsiimoowwan)adda addaa fayyadamuun barannoo dandeettii dubbisa barattoota barsiisaa jiraachuu fi dhiisuu isaanii raga funaanuuf kan qophaa'eedha.

T.L.	<b>A. Gaaffilee gochaawwan barsiisaa waliin walqabatan</b>	5	4	3	2	1
	<b>I. Gochaawwan dubbisa -duraa</b>					
1.	Barsiisaan barannoo waa'ee dubbisaa utuu hin eegaliin dura mata duree dubbisaa sana irratti ibsa bal'aa barattootaaf ni kenna.					
2.	Barsiisaan barattoonni dursanii waa'ee mata duree(dhimma)dubbisaa sana irratti yaada akka waljijjiiran ni jajjabeessa.					
3.	Barsiisaan barattoonni muuxannoo kanaan dura qaban waliin walqabsiisuun akka dubbisa shaakalan ni kakaasa.					
4.	Barsiisaan barattoonni dubbisa utuu hin eegaliin dura, dubbisan sun waa'ee maalii akka ta'e akka tilmaaman ni jajjabeessa.					
5.	Barsiisaan barattoonni waa'ee maalii akka dubbisan dursee gaaffilee miira barattoota kakasan ni gaafata.					
6.	Barsiisaan barattoonni dandeettii barannoo dubbisuu akka qabaataniif ni jajjabeessa.					
7.	Barsiisaan jechoota haaraa ijoo dubbisa keessatti argaman dursee barsiisuun dubbisich barattootaaf akka salphatu ni tasisa.					
8.	Barsiisaan gaaffilee adda adda dubbisa keessaa ba'an kan akka 'eyyee' ykn 'mitii',dhugaa/sobaa,filannoo fi kan biroo dursee qophessuun,barattoonni kana deebisuuf akka dubbisan ni tumsa					
<b>II.Gochaawwan barsiisaa yeroo dubbisaa.</b>						
9.	Barsiisaan barattoonni callisaan dubbisuun,gaaffilee dubbisa keessaa ba'an deebisuuf akka hojjetan ni kakaasa.					
10.	Barsiisaan barattoonni jechoota haaraa dubbisa keessatti argaman akkaataa galumsa isaaniitti hiika isaanii akka tilmaamaniif barattoota ni onnachiisa.					

11.	Yeroo barattoonni barannoo dubbisaa shaakalan,barsiisaan irra adeemuun bakka rakkoon jirutti barattoota ni jajjabeessa.					
<b>III.Gochaawwan dubbisa boodaa.</b>						
12.	Barsiisaan barattoonni mata duree(dhimma) dubbisa sana irratti yaada isaanii akka wal jijjiirani ni taasisa.					
13.	Barsiisaan barattoonni waan dubbisan sana hangam akka hubatan beekuuf,dhuma irratti barattoota gaaffilee adda addaa qopheessee gaafachuun barannoo dubbisaa guyyaa ni goolaba.					
14.	Barsiisaan yaada(ergaa dubbisichaa) barattoonni cuunfanii akka dhiyyeessan ykn ibsan ni jajjabeessa.					
<b>B. Maloota(tarsiimoowwan)barsiisaan dandeettii barannoo dubbisaa barsiisuuf fayyadamu.</b>						
15.	Barsiisaan barattoonni mata duree(dhimma dubbisaa)sana xiyyeeffannoon dubbisuun,odeeffannoo bal'aa argachuun gaaffilee adda addaaf deebii akka kennan ni jajjabeessa.					
16.	Barsiisaan barattoonni dhimma dubbisaa(mata duree) sana irratti saffisaan dubbisuun yaada ijoo bira akka ga'an barattoota ni onnachiisa.					
17.	Barsiisaan barattoonni dubbisich waa'ee maalii akka ta'e dursanii akka tilmaaman ni kakaasa.					
18.	Barsiisaan kaayyoo fi galmi dubbisichaa maaliif akka ta'e barattootaaf dursee ifa ni taasisa.					
19.	Barattoonni barreeffamoota sasalphoo afaan Ingileffaan barreeffaman dubbisuun dandeettii dubbisuu isaanii akka cimsatan barsiisaan ni onnachiisa.					
20.	Amilee barattootaa jajjabeessuun,waan fedhii isaanii filachuun amaleeffanna dubbisuu akka gonfatan barsiisaan ni jajjabeessa.					

**Appendix- D**

**Addis Ababa University**

**College of Humanities, Language Studies, Journalism and Communication**

**Department of Foreign Languages and Literature**

**Interview Questions for Teachers**

This interview questions was discussed by teachers to cross check EFL teachers' practice of teaching reading skills how they are applying the three stages and various techniques to teach reading skills.

**Instruction:** These interview questions are intended to create an in-depth discussion with teachers who are involved in the study. Therefore, by taking this into account, try to be open and free in order to forward whatever you feel on the following questions.

1. How often do you teach reading skills to your students in the classrooms?

---

2. Do you use pre-reading activities to teach reading skills to encourage your students to develop their reading ability in and out sides of the classrooms?

---

3. Do you apply while-reading activities to teach reading skills in the classrooms to help your students to be a better reader?

---

4. Do you apply post-reading activities to teach reading skills in the classrooms to encourage your students to read and understand the main ideas of the texts?

---

5. Do you check your students understanding when you teach reading? How often?

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6. Is teaching reading skill important for your students? Why?

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7. Do you use different techniques to teach reading skills in the classrooms? How often?

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8. If you are not applying the three stages of reading and various techniques to teach reading skills, what do you think are the challenges that encounter you not to teach? Are challenges related to (teacher, students, subject content (student's textbook), school contexts or if any)?

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**The end**