

**ADDIS ABABA UNIVERISTY
INSTITUTE OF LANGUAGE STUDIES
DEPARTEMENT OF FOREIGN LANGUAGES
AND LITERATURE**

**THE PRACTICE OF TEACHING READING IN
ENGLISH AT FIRST CYCLE PRIMARY SCHOOLS:
GRADE FOUR IN FOCUS**

MESFIN DERASH

JULY 2008

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MESFIN DERASH

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BY
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Abstract

The main objective of this study is to find out how students learn to read English and teachers teach reading skill in government primary schools especially in grade four. It is also to investigate students English reading ability in the grade level mentioned.

To gather information on the above main objectives various instruments have been used. These are: classroom observation, teachers' questionnaire, teachers' and students' focus group discussions, teachers' and students' interviews and a reading comprehension test.

The data were categorized and descriptively analyzed. As a result, the findings depicted that inappropriate reading techniques and procedures were used in the mentioned grade level. Teachers were observed using the traditional way of teaching reading which is dominated by reading aloud. There has been little or no time given for silent reading. Techniques of reading such as pre- and post- reading were not used at all.

The consequence of wrong reading practices used has resulted in the weak performances of the students in their reading ability. To that end, this research paper provides recommendation that could bring about a change in the practice of teaching and learning reading in the grade level studied so that current techniques and procedures of teaching reading could be employed.

CHAPTER ONE

1. INTRODUCTION

Ever since the teaching and learning of languages started, scholars in the field have been striving to come up with appropriate and effective ways of teaching and learning both first and second as well as foreign languages. English is one of these foreign languages that are widely taught in schools around the world Brewster (1992). According to this scholar, English has now an official status in sixty countries and has paramount position in twenty more countries.

In Ethiopia also the beginning of teaching and learning English as a foreign language dates back to the emergence of modern education in the country in 1941. In those days, it was used as a medium of instruction starting from grade three and later on it has been used at high school level and above. Since then, English has been taught as one of the major subjects at primary, secondary and tertiary levels. It is also used as the medium of instruction in the levels mentioned. The new education and training policy of 1994 states that English should be given as a subject starting from grade one onwards and the policy has also given due emphasis to the use of English as a medium of instruction in the secondary and tertiary levels. To this end, the practice of the English language skills is indispensably much important in language education.

Given the fact that language learning is mainly mastery of the four language skills, it calls for well designed teaching procedures and techniques to enable students at different levels to make use of the target language appropriately. In other words, reading provides effective and adequate ways of learning language. Therefore, teaching reading, like other skills, needs carefully selected activities, methods and procedures at both higher and lower grades. More importantly, the teaching of reading at the primary level is where the base is laid and the foundation is established.

To that effect, this particular study focuses on investigating the practices and problem of teaching reading at primary level with special focus on grade 4 students` reading ability in two selected primary schools in the city of Addis Ababa.

1.2 Statement of the problem

Reading is one of the most important skills to be practiced beginning from the primary school level. Skills in reading help learners to benefit a great deal from educational activities. Moreover, reading in general and reading English in particular is a base to the successful achievement of all other subjects in the Ethiopian education arena. In a second language situation, particularly in a foreign language situation reading is the most useful and important skill. This being the fact, as studies indicate, the reading ability of Ethiopian secondary and tertiary level students is deteriorating over time. Among such studies, to mention a few of them are the PhD dissertations of Gebremedhin (1993), Gessesse (1999) and Taye (1999). Similarly, there are a number of MA theses on the reading ability of students at the secondary and the second cycle primary students. However, all these local studies focused on the tertiary and secondary level of English reading ability of students and their findings concluded that the English language reading ability of Ethiopian secondary and tertiary students has been declining.

With regard to research studies conducted on the English reading ability of the first cycle primary students, despite my attempt to find one, I have not been able to find studies conducted at both PhD and MA level. However, there are some other research findings that depicted the low achievement of English of primary level students particularly in grades 4 and 8. The case in point is the National Learning Assessment (NLA) which is conducted every two years by the Ministry of Education (MOE) under the technical and financial support of BESO/USAID-

ETHIOPIA with the help of the National Organization for Examinations (NOE). Accordingly, in three of the NLAs conducted in the years, 2001, 2004, and recently in

2007, it has been found that the English language scores of students both at grade eight and grade four have been below the standard set by the government. Thus, my assumption is that, this study might give some sort of clue to the causes of the reading problems not only at the primary level but also at the higher levels which could presumably be the lack of well designed methods and techniques of reading practices at the lower levels. On top of this, from classroom observations I carried out as part of my professional activity, I have seen the problems children encounter to read English at this particular level. Thus, I have been motivated to investigate the root cause of the problem and recommend a solution.

1.3 Objectives of the Study

The purpose of this study is to investigate the practices, problems and challenges that hinder children's English reading ability at primary level and to seek solutions. This being the general objective of this research, the following are research questions that would be answered in the study.

- What techniques and procedures of teaching and learning reading in English as a foreign language are used in the primary levels especially in grade 4?
- What is the English reading ability of grade four students like?
- If they perform badly, what are the reasons for this?

1.4 Significance of the study

The study will be significant in clearly showing the practice of teaching and learning reading in English at first cycle primary level. It also depicts the reading ability of the

students in grade four so that if they perform badly the reasons for their low performance will be investigated and solutions could be sought. More importantly, the study can serve

as a stepping stone for future researchers interested in the study of teaching and learning reading in English in primary levels.

1.5 The Scope of the Study

This study is limited to two first cycle primary schools in the Addis Ababa City Administration. The target grade level will be grade 4 which is the terminal grade for first cycle primary school. Because of time constraint, it has been difficult to use more sample schools. The schools were selected on the basis of their better score in national examination at grade eight level. Two sections were randomly selected from the two schools and continuous observations were carried out during the teaching and learning practice of the English reading lesson and a reading comprehension test for students was also administered.

CHAPTER TWO

Review of Related Literature

2. Introduction

In this section, opinions of scholars regarding the teaching and learning of reading foreign language in general and the teaching and learning of reading English at primary level in particular will be discussed. The section is divided into different sub-topics. Firstly, the meaning of reading is presented. Next the importance of reading especially in primary schools is discussed. This is followed by the discussion of the stages of activities in a classroom reading lesson. Then, comes the role of the teacher followed by principles of teaching reading. .

2.1 Definition of reading

Scholars have defined reading in various ways and all the definitions seem to have similar concepts. For instance, Grellet(1981) defines reading as a process of extracting and understanding the required information from a text. He further notes that it is an active skill where the guessing, predicting and checking as well as questioning oneself are entailed. Pressley (2000) states reading as a hierarchy of skills, from processing of individual letters and their associated sounds to word recognition to text processing competencies. According to this definition reading begins as early as the first day of identifying a single letter. Similarly, Williams (1984) states reading as a process of decoding symbols: looking at words and understanding what has been written. Both the definitions stated above indicate that reading begins at the primary level where children are made to acquaint themselves with letters and combination of letters to form words. Reading could also be seen beyond this level. With regard to this level of reading, Davis (1955) states reading as a mental process in which a reader endeavors to interact with the message in a text. Wallace (2003) explicitly deals with the definition of reading as reacting to a written

text by which the reader communicates with understanding of the specific and general messages.

For Harmer (1983) reading involves both the eyes and the brain where the eyes receive message and the brain performs the interpretation of messages received.

According to what have been discussed by all the scholars mentioned above, the practice of reading is not a passive activity even at the primary level since the reader interprets analyses and interacts with the message in the text even though the level of interpretation varies from grade to grade level. Thus, a child is considered to be reading when she or he looks at a written word sentence or phrase and knows what it means Afloyan et al. (1986). These scholars further elaborate that if some one reads the written text aloud without understanding what it means he or she is not reading. Widdowson (1979) in Hedge (2000) explains reading as a dialogue going on between the reader and the text or between the reader and the author.

According to all the definitions stated above reading is an active process where the child deals with the written material in guessing and predicting in relation to his/her prior knowledge. Reading calls for analyzing and interpreting the message which is beyond mere deciphering.

2.2 The importance of reading

The ability to read in English has paramount importance for children's in such a way that it meets the every day reading needs later in life Thompson (2001). Reading is needed in both class room and real life situation. According to Bright and McGregor (1972) the major language skill that enables learners to grasp ideas, facts, concepts and thoughts is reading. This is to mean that reading enables people to access information from technologies and books. It is also a skill that learners make use of in the environment out of school in their daily routine McDonough and Shaw (1993).

also maintain emphatically that reading is one of the most important foreign language skills. According to Brewster and Gail (1992) the reason for the decision of government in many countries and private schools all over the world to introduce English at primary level is the pedagogical belief that young children learn languages better at an early age. In other words, the early years are the best years for language acquisition and learning. Many research findings suggest that one of the best ways to help students increase their ability in other language skills is through giving them appropriate practice in reading. Reading enhances language proficiency of students at all levels. On this point McDonough and Shaw, (1993: 89) note the following “As a skill reading is clearly one of the most important; in fact in many instances around the world we may argue that reading is the most important foreign language”. Another scholar Sesnan (2003) refers to the importance of reading by saying “Reading is one of the basic skills which every one accepts is essential for survival in the modern world.” In strengthening this idea Irwin (1967) in N’Namid (2005) says skills in reading are most important so as to enable students to understand the social and economic situation of the world and their environment.

In general scholars agree that reading is not only the most important language skill that enables learners to grasp ideas, facts concepts and thoughts but also it is a skill that plays a role in developing other language skills.

The fact that education cannot be offered without developing the reading ability of children makes this skill the most crucial one. According to Nuttall (1996) the very reason to learn foreign language is to get better jobs, access to literature etc. and reading ability is necessary for these activities. Highlighting the significance of reading at the primary level N’ Namid (2005: 7) says, “At primary level all teachers must be teachers of reading.”

Thus, if reading is as important as this, it needs to be practiced as early as possible in the primary level in order to develop successful reading ability gradually at the higher levels. However, as has been explained in the statement of the problem above, many research works have concluded that the reading ability of both secondary and tertiary level of students to has been below what is expected of them. To this end, I believe that if the reading practice of children at primary level could be handled appropriately according to the best current practices and language teaching and learning methods and approaches, the problem of the higher level students' reading ability might be alleviated.

2.3. Types of reading

In dealing with the types of reading scholars divide reading in to two kinds, depending upon the purpose of the text for reading, the length of the text and the classroom procedure as well as the very objective the text is prepared for. Accordingly, the two types of reading are called **intensive** and **extensive** reading. These two types of reading however are complementary and children should be exposed to both types Nuttall (1996).

2. 3. 1. Intensive reading

As it has already been mentioned the classification of the two types depends on the purpose of the text for reading, the length of the text and the classroom procedure. Based on this, intensive reading refers to the reading of short text. It entails the reading made at class room level under the guidance of the teacher (Ibid). 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. The fact that lower primary (1st cycle) is a level where students have only begun to recognize individual words and make interpretation of short sentences the emphasis should be on the intensive type of reading. However, this does not mean that the other type of reading should never be carried out at this level.

To that effect, in introducing short texts to children in the early stage, four different ways can be used as follows:

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

(Thompson 2001: 82)

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

- Mouthing the words while reading;
- Pointing to the words being read;
- Moving the head every time they read a word.

These are things students need to be instructed to avoid at lower levels so that they could maintain silent reading at this level and in future.

As for the importance of intensive reading Wilgam (981:278) notes the following:

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

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

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

2.3.2. Extensive reading

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

practice of teaching and learning reading. Extensive reading texts should be selected in accordance with the reading pace and ability of the student so that extensive reading could be practiced in the primary level itself. The purpose of extensive reading is to let children practice reading with out the help of the teacher at home or else where. So, it is

equally important to the primary level students who have already had some sort of reading skill.

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

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

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

Similarly, Bradfield deals with the objectives of extensive reading as follows:

- To increase students' confidence in their reading ability
- To increase students' reading fluency specifically;
- To decrease dependence on word by word comprehension, and
- To increase reading speed.

With regard to what kind of materials could be used for extensive reading in primary level, different scholars recommend various kinds of materials that could serve the purpose. Accordingly the following are worth mentioning:

- **Class readers** - These are short story books. They are used as a class set which means many copies of the same book are available so that pupils read together under the guidance of the teacher.
- **Reading cards** - A collection of cards on different subjects which pupils choose and read individually. Afterwards they answer questions, then return one card and choose another.
- **Class library / reading corner.** A collection of different short reading books. Children read and enjoy individually and silently. Afterwards, they return the book and choose another, Thompson (2001: 88).

Obviously, all the reading materials should be able to interest the students. They should also be relevant to their prior knowledge.

2.4 Phases in Teaching and Learning Reading

There are three main stages in teaching reading: pre-reading, while reading and post reading (Abot and Wingrade, 1981; Thompson, 2001; Williams, 1984; Nuttall, 1986).

2.4.1 The Pre-reading phase

The objective of this stage is to arouse the interest of the readers and to activate their prior knowledge on the topic. In this stage students will be made to think and discuss the topic to be read so that their background knowledge of the message in the text can be recalled. According to Thompson (2001), the possible activities of this stage could be predicting the of the story by simply looking at the title or the pictures if a picture is offered with in the text.

The major objectives of this phase according to Williams (1984) are the following:

- To introduce and arouse interest in the topic
- To motivate learners by giving a reason for reading
- To provide some language preparation for the text

This stage as discussed above is a stage where prior knowledge of the students *visa-vis* the text they are reading is made to be activated. 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 the focus in current reading methodology on a pre-reading stage ...
(Hedge
2000:192)

Therefore, pre-reading is very important to carry out in every reading lesson.

2.4.2. The While-Reading phase

The while- reading stage 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. During this stage activities that could be carried out for the primary level children as mentioned by in Hedge (2000) can be the following:

Read and match: This is an activity in which information given in a written language is matched with pictorial representations. These kinds of activities can be done at all grade levels with reasonable complexity.

Read and label: In this activity children first read the text and then label a diagram or a chart accordingly. The reading text should contain detailed information so that children will be clear in the labeling procedure.

Read and complete: in this type of activity a part of a diagram or map is provided so that children would complete the other part based on the information given in the reading text.

Read and draw: As it can be guessed from the name of the activity, this is an activity in which information in a reading text can be transferred into pictorial form.

These are what are called information transfer activities in reading lesson .I feel and believe that these activities are very important and appropriate in the teaching and learning of reading in primary grade levels.

2.4.3. The Post - reading Phase

In the post reading stage students will be asked whether they have understood the general information of the text in relation to their prior knowledge. In the post reading stage there are three levels of comprehension questions. These are:

- Questions for exact meaning
- Questions for inferred meanings
- Questions related to the students' own experience

This stage can be carried out by arranging small group discussion that could be followed by whole class discussion (Williams 1984). It can also serve as a stage in which the teacher checks whether children have understood the text or not Thompson

(2001). There are levels of questions for this stage of reading for comprehension activities according to the above writer:

- **Questions for exact meanings:** These are the easiest, since answers could be guessed from the passage.
- **Questions for inferred meaning:** This is an activity that entails thinking about the text and understanding the relations between ideas.
- **Questions related to the students' own experience:** Post reading activities should always involve this kind of questions where children relate what they read with their own experience or environment.

More importantly in primary grades the following activities are worth carrying out:

- A word puzzle based on the passage;
- A writing assignment based on the passage
- A discussion about the main topic of the passage; and
- A dramatization of the story.

Thompson (2001)

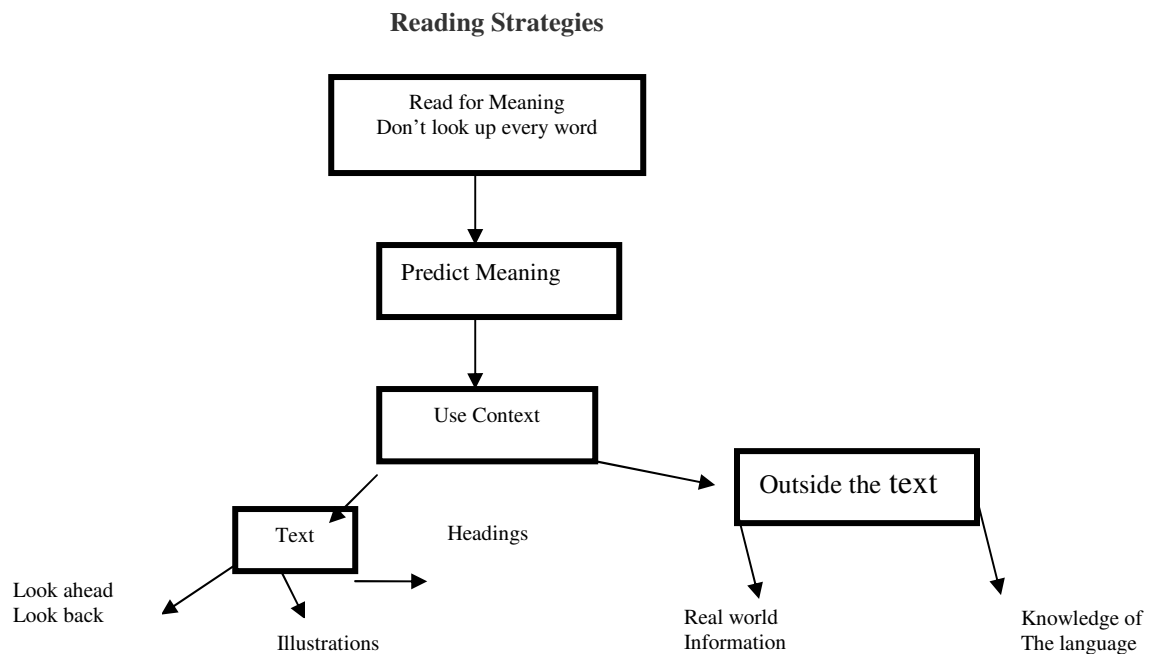
In general, throughout the three phases during reading practices two major areas of knowledge play a decisive role. These are what are called schematic knowledge and language knowledge. Schematic knowledge refers to the prior knowledge the children. It could be what they have already known about their environment locally or the knowledge they have about the world as a whole. Prior knowledge can be gained from both informal sources such as family and the environment as well as from previous reading and education. "Comprehension is the use of prior knowledge to create new knowledge" Adams and Bruce (1982:25).

Thus, readers should bring their prior knowledge to the text they read and writers of texts should consider students' prior knowledge in preparing reading texts.

2.5 Reading Strategy

In dealing with reading strategy, Krashen gives two basic points that teachers and students should follow during reading. These are illustrated in the following diagram.

Diagram 1



Krashen (2000:139)

The above diagram portrays that there are important strategies in practicing reading. According to the strategy the following should be noticed during reading practice.

- Students should read for meaning instead of looking up each word
- Students should be trained for predicting meaning as they are practicing reading

- Students should be trained not only to look up texts but also outside texts so that the integrated practice could help them look into both real world information and knowledge of the language.

2.6. The role of the teacher

The teacher's ability to teach reading plays a decisive role in students acquisition of language skills and ultimately for the successes of the learners. The role of the teacher is to be responsive to the varied needs of each child (N'Namida, 2005). To this effect, the teacher has to present appropriate topics and activities according to the level of the students involved. On this point scholars say the following:

When developing activities for a reading programme, the teachers tasks should activate and extend the pupils' background knowledge should involve real-life issue and interests directly related to the child and to what that child believes to be important. Ruddel and Unrau: (1997) cited in N'Namida (2005:)

According to the above scholars, children are more interested to read about what they know instead of unknown events. McDonough and Shaw (1993) also insist on the use of authentic materials as opposed to traditional types of text used in most cases. Thus, the teacher should bear in mind whether or not the reading text interests the children they teach.

Similarly in Nuttall (1996) the following roles and responsibilities of the teacher in teaching a reading lesson are stated:

- Language teachers have to enjoy and value reading themselves by showing that they read a lot.
- They need to help students enjoy and value reading by offering them attractive texts.
- Teachers should let students understand what reading involves and how language conveys meaning and how texts are put together.

- They should identify what skills students lack and work out ways to develop these skills.
- They should choose suitable texts on the basis of students' educational level and age.
- They should choose and devise effective tasks and practices.
- They should make sure that every student work productively by encouraging students promotes text focused discussion and enable them interpreted the text themselves.

The scholar mentioned above deals with the role and responsibility of the teacher during both intensive and extensive reading. In looking particularly and separately the two types of reading below are what different writers suggest.

2.6.1. The role of the teacher in intensive reading

The major activity of the teacher in a reading session should be creating enthusiasm and interest of reading in the students' .This can be done by using topics that arouse interest in children according to their level Harmer (2000).However there are also technical roles the teacher should play as the reading lesson is in progress. The

following are the roles the teacher has to assume during a reading practice session in the language classroom:

- **Organizer:** As an organizer of the activities he/she needs to tell students exactly what their reading purpose is. It is also necessary to notify the time given for that particular reading activity and stick to the announced time. Changing the fixed time may be destructive. Once for example if we have said 'You have four minutes for this' we should not change that time unless observation suggests that it is necessary.
- **Observer:** When students are made to read by themselves silently they should not be interrupted even though the teacher has some information

to deliver. Teachers rather should observe the progress of the students reading individually or in group. This follow up may give us whether or not we should give some more time or not. It will uncover the problems students are facing during the reading so that we can look for solutions.

- **Feedback organizer:** The teacher has the responsibility of being feedback organizer in such away that once the reading session is well organized and appropriately followed he/she can give feedback and organize the next activity. The activity could be something like comparing answers with each other or ask answers from the class in general or from groups and individuals in particular. In asking, however, students to give answers, it will be important to ask them where in the text they found the information for their answers Harmer (2000). This initiates students to practice a detailed study of the text which will help them the next time they come to a similar reading passage.

- **Prompter:** This means that teachers should be responsible to quickly let students notice language features that they have not been familiar

with or direct them to some other features of the language by clarifying ambiguities and confusion. New language items should be clarified as well.

2.6.2. The role of the teacher in extensive reading

Most students will not do extensive reading by themselves unless they are encouraged to do so by their teachers (Ibid). Therefore the teachers' role in encouraging students to read extensively is crucial. Teachers are expected to arouse interest in the students so that they will make extensive reading part of their language learning ability in general. It will be advisable to supply students with authentic reading materials if possible. The other means can be giving assignments so that they could read authentic materials and report to

class. According to Susenan (2003) the other means of initiating them towards extensive reading is by letting them listen to an interesting story read aloud in classroom and show them how exciting books are.

Having persuaded our students about the benefits of extensive reading, we can organize reading programmes where we indicate to students how many books or short stories we expect them to read over a given period. We can explain how they can make their choice of what to read, making it clear that the choice is theirs, but that they can consult other students' reviews and comments to help them make that choice Harmer (2003).

To sum up, the role of teachers in reading lesson is decisive in both the development of students' reading skills and in creating interest of reading in the students' day to day life. To do this the teacher himself/herself should be an example by showing his/her interest in reading. As Nuttall observes:

The best teachers of reading are also reading teachers, in the sense that they are teachers who read. One of the easiest ways to improve your teaching is to read a lot yourself; with any luck, you will also enjoy the experience, painlessly improve your command of the target language and perhaps enhance your job prospects. Nuttall (1996:229).

This scholar explains more about the exemplariness of the teacher as follows:

- Students follow the example of people they respect, and above all that of their teacher. If the teacher is seen to read with concentration to enjoy reading and to make use of book, newspapers and so on, the students are more likely to take notice of him or her when she urges them to do the same.
- It is important for teachers to demonstrate that they value reading, since it is believed that reading is caught, not taught.(ibid):

2.7. Principles of Teaching Reading

Among writers on reading lesson Harmer (2003) provides six short and precise principles for the teaching of reading. The principles of reading according to this writer are as follows:

Principle 1: Reading is not a passive skill

Regarding this principle the writer tells us that reading is an active occupation. Therefore readers should understand the meanings of words, see pictures understand the arguments and take a position to agree or not. If students do not do these things while readings then they are only scratching the surface of the text and there will a tendency of forgetting it quickly.

Principle 2: Students need to be engaged with what they are doing

According to this principle students should be engaged with the reading text. This helps them to be actively interested in what they are doing and benefit much from it.

Principle 3: Students should be encouraged to respond to the content of a reading text, not just to the language.

Even though the importance of the study of reading texts in relation to their use of language is undeniable, the main purpose of practicing reading is to let students get the meaning and the message of the text. Thus, we must give students a chance to respond to the meaning and message of texts.

Principle 4: Prediction is a major factor in reading.

Book covers, photographs, head lines, contents and titles give us hint of what is in the book before we read a single word. Our brain begins predicting what we are going to read. We build expectations and the active process of reading takes place. Therefore,

teachers should give hints to their students so that they can predict what is going to be read.

Principle 5: Match the task to the topic.

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

Principle 6: Good teacher exploits reading text to the full

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

In general, the literature review presented in this paper began by defining reading which is followed by the importance of reading. Then types of reading were discussed thoroughly. Next, the phases in teaching and learning reading were explained. The roles of teachers in the teaching of reading have also been presented in detail. The last part of this chapter has dealt with principles of teaching reading. In all the discussions an attempt has been made to relate it with reading practice at primary level.

CHAPTER THREE

3.1 Methods of the study

The aim of this study is to find out whether grade 4 students are being taught English reading appropriately or not in government schools. It also tries to see if the teachers are well organized to carry out the teaching of reading. Moreover, the study has looked into the reading ability of students in reading comprehension and if they perform badly what the reasons are. The following are descriptions of the method of the study and the samples.

3.2 Schools for the study

The main study has been conducted in two primary schools in Addis Ababa city. They are Medhainalem Primary School which is located to the west part of the city and Menelik Primary School which is in the centre of the city. These schools were selected because there are teachers with long years of experience in these schools and material provision and physical set up of the schools have been conducive to the teaching and learning process. Moreover, I have been informed that the schools are better achievers in grade eight primary school national examination. The other school included is Aste Naod Primary school which I used to pilot questionnaires and the reading comprehension test.

3.3. Subjects of the study

The subjects of the study were both students and teachers of grade 4. Accordingly, one section in each school was selected randomly and was observed for three days. Teachers of English in grade four were made not only to fill questionnaires but also to attend focus group discussion. Individual interviews were carried out for both teachers and students. A total of 80 students were asked to take a reading comprehension test.

In fact, the number of subjects was different according to different instruments and it ranged from using single whole class in each school to interviewing individual students.

3.4 Instruments of the study

In the study, various instruments were used. Firstly, classroom observation supported by video recording was used. A Questionnaire for the teachers was distributed. A questionnaire for students was developed but it was not used since the responses of the students during piloting the instrument turned out to be less reliable. Focus group discussions and individual interview for both teachers and students were carried out separately. In addition, a reading comprehension test which had been piloted and slightly improved was administered to a total of 80 randomly selected students.

3.4.1. Classroom Observation

According to scholars such as (Harmer, 2003; Nuttall, 1996; Thompson, 2001; Williams, 1984) the practice of teaching and learning reading in classroom includes three phases of activities. These are pre reading phase, the while reading phase and the post reading phase. Thus, continuous observations were conducted mainly to check whether or not these phases were carried out and appropriately managed.

In line with this the class room observation was meant to find out whether the student centered teaching and learning method was being carried out. Most importantly, it was to see the students' reading comprehension ability in terms of their decoding skills where predictive questions, interpretation and other strategies are employed. The observation was a structured one in which a checklist was developed with 14 points to be observed and rated as the teacher performs. The checklist rating scale has been estimated with a rating range from 0 to 3 where 3 stands for 'always' 2 for 'usually' 1 for 'sometimes' and 0 for 'never'. However, this rating scale has not been used since both the observed teachers hardly used any of the procedures at all. This will be discussed in chapter four.

3.4.2 Questionnaires

Questionnaires for both teachers and students were developed in Amharic. Both questionnaires were piloted before their use in the main study. Below are the results of the pilot study.

3.4.2.1. Students questionnaires

The students' questionnaire which was distributed and filled in by randomly selected students was cancelled because of the result obtained from the pilot study. In other words, the students' response to all the items turned out to be unreliable in which they tended to give higher rating for almost all items.

All but three of the respondents gave positive responses to all items on their reading practices. However what was seen in classroom observation before and after the main study was conducted turned out to be entirely different.

The lack of reliability of the responses can be attributed to children's mis- understanding of the study. They thought that the researcher was evaluating their teacher whom they liked most. Thus, they seemed to be protecting their teacher by providing positive feedback. To this end, this instrument was discarded and some of the questions were reformulated and used in individual interview.

3.4.2.2. Teachers' questionnaire

The teachers' questionnaire was prepared in Amharic and was piloted in Aste Naod primary school to check its' effectiveness. As a result, it was found to be effective. The two teachers who filled in the questionnaire were keen and their responses seemed to be genuine and reliable. So, the questionnaire was used in the main study. There were eight teachers in the two schools who currently teach grade 4. All of them filled in the questionnaire and their responses are discussed in chapter four.

3.4.3. Observation

Continuous classroom observation was conducted in the English periods particularly in the periods when reading lessons were carried out. Since the teaching and learning of reading involves different methods and techniques such as pre-reading, while- reading and post -reading procedures, the observed teachers were checked whether they used these reading activities or not. The students were also observed how far they showed interest in the reading lesson.

In one way or another almost all the teachers have been told, trained or learned to use student centered or active learning approach. The observation conducted was also meant to check if this approach was being implemented.

3. 4.4. Focus group discussion

In each of the schools the English teachers were asked to attend a semi-structured focus group meeting. The teachers were co-operative enough to spend their time with me as a result of which considerably important information was gathered. The results of the discussion are significant to maintain the reliability of the findings.

3.4.5. Interview

Structured interviews were conducted with both students and teachers. A total of six students and eight teachers from both schools were interviewed. The interviews were recorded.

3. 4.6 Reading comprehension test

A reading comprehension test was developed and administered to a total of eighty randomly selected students from the two schools. The test was administered in the respective schools on different days. Before the main test was conducted it had been

piloted in another school called Atse Naod School. The items were piloted on 20 students and as a result, a few of the questions were improved. The case in point is

Item no. 4 and Item No. 9. In item number 4- choice-“C” reads as ‘a cook in the pilot study and has been changed to ‘a director’ after piloting. This is because a ‘cook’ could be a difficult word at this level to be understood as a noun. Similarly the distracter “C” in Item No. 9- was ‘battery’ which has been changed to ‘wash dishes’ to maintain similarity of alternatives in multiple choice questions.

In general, various instruments were employed to ensure reliability of the research findings.

CHAPTER FOUR

4. Data Analysis and Discussion

This chapter deals with the presentation and analysis as well as interpretation of the data gathered from the sample schools through various instruments. As mentioned at the beginning of this paper, the objectives of this study are: To look into the techniques and procedures of teaching and learning English as a foreign language in 1st cycle primary school; to see what the reading ability of grade four students is like and if they perform badly, to identify the reasons for grade four students poor achievement in reading. To this end, a descriptive study was employed where much of the study is qualitative and some parts are quantitative.

The data collected through the above indicated instruments are presented below, some with tables and others in a narrative form.

4.1. Techniques and procedures of teaching and learning English reading in grade four

To investigate the techniques and procedures of teaching and learning reading, the best instrument is classroom observation. Thus, continuous observations were made in the two selected schools where the ideal point of the observation started from whether the teachers started their reading lesson by providing pre-reading activities and then proceeded to the subsequent activities.

4.1.1 Classroom observation

Classroom observation is the main tool for this study. Thus, a carefully designed check list was used to observe the teaching and learning practices in the English language reading lessons. Accordingly, in each school, one grade 4 class had been selected and two teachers were observed three times as they taught reading. The

performances of each teacher was checked against the items in the check list prepared based on the literature review. The observations were video recorded.

Except for the last three statements, the practices of teaching reading stated in the checklist and checked against the teachers' performance could be classified into the three phases of

teaching and learning reading .To that end, items 1-6 refer to the pre-reading phase in the reading practice. Likewise items 7-15 were on while reading and post reading phases. The last two statements of performance i.e. 16-17 deal with extensive readings.

Below are statements of reading lesson practices that refer to the pre-reading activities with “Yes”, and “No” columns indicating data relating to the three observation days in both schools.

What is obviously seen in the check list above is that both teachers do not use pre-reading phase activities at all to draw the attention of students towards the text they were going to read. In other words students were not made to activate their prior knowledge so as to gain new information. Many writers tell us that the pre-reading activities are significant for the actual reading practices. Harmer (2003:70) says “Teachers should give students hints so that they can predict what is coming too” However, both teachers failed to do so in almost all the pre reading items except the item stated on number five about introduction of new vocabulary which was performed by the teacher in Medhanialem school on the first observation day. Because of this, it turned out to be impossible to change the “yes” “No” observations into likert scale that ranges from “**always**” to “**never**” since the practices were not totally taking place.

Unlike the pre-reading phase in which both teachers failed to perform any of the practices, the two teachers in the two schools performed differently in the while- reading phase. Accordingly, the performances and procedures of the two teachers are discussed below.

First observation day- the teacher in Menilik School

The teacher started her class by greeting the students and asking the date. She then wrote the page number of the text and the topic instruction that says “Read and Do” and ordered a student to read aloud. This is actually a while reading activity. The pre reading phase was skipped all together. She then let many students read aloud turn by turn. In this case, the seventh item in the check list that reads as: **I read the passage my self to the students before they read**, has not been accomplished. According to Williams (1984) a teacher that starts a lesson by simply telling students to open their books on a certain page and let them start reading, is unlikely to motivate his/her students. As they read students were corrected on the spot for wrong pronunciation

and other mistakes they made. More than half of the students read the same text turn by turn. They were then made to read the questions aloud and answer them in the same manner. She frequently used to give corrections and asked questions while the students were reading aloud. She also praised students on all occasions even when they did not read appropriately.

As many as more than half of the class was asked to read one by one the same paragraph. After half of the period had gone, they were made to answer questions by reading. A student was allowed to read the question and another was made to answer the same question. If the student made an error, the whole class was asked the question “Is he/she right?” at which students said “No” in chorus. Here also item number eight that reads as: **I let them answer questions as they read the text**, has not been observed since they were made to answer questions after they had completed reading aloud. According to Thompson (2001) while reading is done silently and answers for questions are done at the time of reading.

This was what the Menelik School teacher was practicing to teach reading throughout the three days when she was observed. However the teachers in Medhanialm used different methods in the three different period some how.

First observation day- The teacher in Medhanialem School

The teacher in Medhanialem School as observed on the first day started by writing the topic on the black board in the same way like the Minilik school teacher. However, she behaved differently from the Minilik teacher in such a way that she read the passage herself before she let students to do so. After she had finished reading she gave the students the chance of reading aloud one by one. After many of them got the turn, the teacher wrote some of the vocabulary on the black board and explained the meaning with the aid of a picture. The picture was shown to help them give the meaning of the vocabulary item in Amharic. The exercises were discussed orally and the class was over after a while. No written exercise was carried out.

As could be observed from what the teachers in both schools performed, it seems that the practice adopted by the second teacher is far better than the first one regarding the while-reading stage despite its drawbacks. In fact the appropriateness of the while reading activities is also questionable.

Second and Third observation day –The teacher in Minilik School

The teacher in Minilik School used the same procedure in all the three days. She started her class by greeting students and asking the date. She then wrote the topic of the skill to be practiced on the black board i.e. 'Read and Do'. Then she let individual students read the passage one by one. Many of the students read aloud. The students were very careful to correctly pronounce each word in the passage and the teacher gave more significance to the appropriate way of the students pronouncing words. Asking students to read aloud specially unseen texts means is equal to letting them concentrate on pronouncing the words that make them unable to concentrate adequately on the meaning of the message Venkateswaran (1995). The teacher gave correction on the spot for every error students committed. However, according to Ur: (2002) errors that do not create comprehension problem should not be corrected. Regarding speech practice, she explains explicitly that the errors that should be corrected are those which create uncomfortable situation for the hearer.

From the practices observed in all the three days, reading for this teacher was mainly pronouncing words correctly and was to be done aloud at a reasonable speed and appropriate tone. This is what has been confirmed by the teachers involved in the focus group discussions and individual interviews which will be discussed under focus group and individual interview part of the discussion.

Second observation Day- the teacher in Medhanialem School

The teacher in Medhanialem School as observed on the second day started by writing the topic on the black board as usual. However, she did differently from the first day in such a way that students were not made to read aloud. Despite not being briefed about the topic, they were made to read silently. The silent reading however, neither lasted long nor was followed by while reading exercise. It was soon followed by the usual reading aloud where many students took turns to read. However, according to the responses of teachers and students during individual interview, silent reading, though not usually done in a reading period is practiced some times. On the other hand, they said that the use of pictures for guessing meaning of vocabulary has been unusual. Thus, it seems that the teacher knows the appropriateness of silent reading and the importance of teaching aids, but she is not using these methods usually for some unknown reason.

The questions found after each of the reading paragraphs are also treated orally even when there appears writing instruction. The pictures in the text book at the side, below or above the passage were not used during the reading practice. William (1984) states that information given in written language can be matched with pictorial information and these activities can be carried out at all grade levels.

Third observation day- The teacher in Medhanialem School

On the third day the teacher started the lesson as usual. She wrote the topic on the black board and then she read the passage herself aloud after instructing the students to follow her.

Then students were made to read silently for a while. The silent reading did not take more than five minutes. Reading aloud followed and many of the students were given the opportunity of reading one by one. After about three-fourth of the class had read

paragraph by paragraph, the teacher drew their attention to four vocabulary taken from the passage and wrote them on the blackboard. In line with this was a picture that illustrated the vocabulary items. Students were made to say the meaning in Amharic by looking at the pictures. Having discussed the questions orally with students, the teacher told her students to work on the written exercises as home work and at last she announced that the class for English was over as soon as the bell rang.

4.1.2 Discussion on the result of the three days observation

As far as the three continuous observations are concerned, it seems to me that the teachers are not practicing the appropriate methods of teaching reading. Students are not given the opportunity to read by themselves silently and comprehend the message. They were rather taught reading aloud throughout. However, the current English syllabus for grade four states that “student read the passage independently and silently” (English Curriculum Guide for Grade 4. ICDR/MOE 2004:1, 18, 31, 34).

It also explains the application of group work and pair work which have never been carried out during the observations. Similarly, the contemporary techniques and procedures of practicing reading i.e. pre-reading, while-reading and post-reading procedures were not employed. The methods of acquiring reading skills such as interpreting, analyzing, sequencing, synthesizing and the like have not been made use of based on the age and grade level of students. Even though, reading aloud is important at this level, reading is a silent activity in the real situation, students were not trained for this very nature of reading as it was observed. On this point, scholars have a lot to say. Adebisi et. al. (1980) explains that a child is not reading if he/she merely says the words aloud without understanding their meaning. In fact, there is nothing wrong in letting students read aloud at this level. However all reading practice sessions shouldn't be dominated by reading aloud. Nuttall (1996:32) says “Reading aloud is useful in the early stages but it commonly persists far longer than is desirable.” This scholar further elaborates that naturally we seldom need to read aloud

except in class. In Thompson (2001) also it has been stated that in everyday life, it is not normal to read aloud. In elaborating this idea the writer says most readings such as reading books, letters, advertisements and the likes is done silently. Therefore, I think students should practice real life reading i.e silent reading as well.

As has been confirmed by the findings with other instruments that will be discussed later on, the teachers understanding of teaching reading and how students gain the reading skill is minimal. They feel that students reading ability is improved when they are reading aloud with correct pronunciation and at an appropriate speed. The advantage of reading aloud is when it is done purposefully in such a way as creating relationship between sound and its written system Venkateswaran (1995). Having stated the usual attempts of teachers in teaching reading, Adebisi et al. (1980) explains the drawbacks of reading aloud as follows:

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

To this end, it seems that teachers are not following the actual reading method according to the observations made in the three days.

Similarly, the importance of pre-reading seems to have been neglected according to what has been observed. However, pre-reading is a very useful technique in

teaching reading. The main purpose of pre-reading is to create a positive attitude in the minds of students so that they will be initiated to read the text. It is also to activate their prior knowledge so as to gain new information. The teachers observed however, were unable to understand this fact and never used pre-reading activities. The while- reading activity is also dominated by reading aloud which is not advisable in the practice of reading comprehension.

4.1.3 Teachers' Questionnaire

The research question that deals with techniques and procedures of teaching and learning English in grade four was looked into through teachers' questionnaire. To that end, the teachers' questionnaire was distributed to a total of eight teachers who are currently teaching English in grade four. Obviously, the teachers at this grade level are self contained teachers. This means that a teacher teaches all subjects in one grade. However, not all self contained teachers teach English. Thus, the questionnaire was distributed to only those who teach English.

Table 2. General features of the teachers who responded to the questionnaire

Sex		Qualifications			Years of Teaching Experience			Years of experience in teaching English			
Male	Female	10+TTI	12+TTI	Diploma	5-10	10-20	Above 20	1-5	5-10	10-15	15-and above
3	5	1	7	-	-	1	7	1	3	3	1

The above table indicates that all but one teacher has the qualification of 12+TTI which is actually the least qualification in the teaching profession. This is to mean that they had been trained for only one year after completing grade twelve. Regarding the years of experience in teaching English almost all have more than five years of experience. Consequently, the long years of experience they have has been important in handling and managing class-rooms as observed. Nevertheless, the experience alone might not be adequate to teach English as a foreign language particularly. To this end, the teachers were asked whether they had been given special training for teaching English. The following table shows the responses given by the teachers about the in- service training and related issues.

Table 3. Short term trainings courses attended by the teachers to update their teaching profession

Number of teachers trained	The type of In-service training		
	Summer short training course	Workshop and Seminar	Others
8	8	2	-

Obviously 100% of the teachers have received teacher training through different programmes .However, the intensity and duration of the training has not been given. In fact according to their replies in focus group discussions all had been trained in the English Language Improvement Programme (ELIP)prepared by Ministry of Education (MOE) and Regional Education Bureau.

Table 4. Impact of the training on their teaching

Whether the training brought about a change in their teaching method	Yes	To some extent	No
		7	-
Whether the training included how to teach reading	4	-	4

As can be observed above, seven of the teachers said that the training they received has brought about a change in their teaching methodology. On the other hand, four of the teachers said that they had never received a special training for teaching reading whereas half of them said they have received such training. The above data illustrates that most teachers had received training. According to the information gathered during focus group discussion the draw back of the trainings was lack of sustainability and its being short lived. It seems that the reason for the lack of appropriate teaching

methods for reading is lack of training and lack of the teachers' opportunity to be introduced to the current language teaching method.

In the Teachers questionnaire there were some other issues that are considerably significant to the study. Among these are the part of the questionnaire that dealt with the general experience of the teacher in teaching the reading and what he/she feels about teaching reading.

Table 5. General experience of the teachers in teaching reading

	Items	Responses		Remark
		No of respondents	%	
1	Do you teach reading?			
	Yes	8	100%	
	No	-	-	
2	If your answer is "yes" how often do you teach?			
	Always	-	-	
	Usually	2	15%	
	Sometimes	6	75%	
	Rarely	-	-	
3	If you are teaching reading how many of the reading passages in the text do you teach?			
	All	1	12.5%	
	More than half	2	15%	

	Items	Responses		Remark
		No of respondents	%	
	Only some	5	62.5%	
4	Do you teach text (passages) other than the ones in the text book? Yes	1	12.5%	
	No	7	87.5%	
5	If your answer to item 4 is 'yes', how often do you teach? Always	-		
	Usually	-		
	Some times	1	12.5%	
6	How many of the students like reading in English? All of them	-	-	
	Many of them	2	15%	
	Some of them	5	62.5%	
7	To what extent do students understand what they read Fully	-		
	To some extent	7	87.5%	

	Items	Responses		Remark
		No of respondents	%	
	nothing	1	12.5%	
8	Do you privately read English texts? Yes	7	87.5%	
	NO	1	12.5%	
9	If you answer to No. 8 is yes, how often do you read? Always	1	12.5%	
	usually	2	15%	
10	Do you think that the ability of the students in English now at grade -4- enable them to use English in grade 7 as a language of communication after two years of study Yes	1	12.5%	
	No	7	87.5%	

From the above table it can be observed that even though they teach reading 75% of them responded that they teach only sometimes. This is also confirmed by the responses given during the interview and focus group discussion. The majority of teachers said that they work on the read and do section sometimes.

The other item is the one that inquired whether they teach all the passage in the text, or not and the respondents answer contradicts with what has been said in the previous answer in that they responded that they teach more than half of the text. However, the truth is that they teach most of the passages as is proved during focus group discussion.

Regarding the item that deals with the teaching of reading passages other than in the text, seven of the eight teachers responded 'they did not'.

To the question that deals with how many students like reading, five of the respondents said 'some' two respondents said "many of them" and none of the respondents opted for 'all'.

Item 7 refers to the ability of students to comprehend reading texts. As a result, seven teachers opted for 'to some extent' and none said 'fully' and only one respondent opted for 'nothing'. Items 8 and 9 deal with the teachers' themselves. The first one is if they privately read English. Accordingly seven of the respondents said "yes" and the next item was the frequency of their reading habit and four said 'sometimes' and two of the respondents said 'usually' and only one said 'always'.

The last item was very basic and asks whether the English reading ability students now have could enable them to use English as a medium of instruction after two years time when they reach grade seven. As a result, seven respondents affirmed that it won't enable them. Only one respondent said it can enable them.

Discussion on the responses to the questionnaire

The responses to the questionnaire indicate that all teachers teach the reading passage in the text book. However, the frequency of teaching reading differed from respondent to respondent. The majority of them teach ‘sometimes’ and some of them teach ‘usually’. However, reading is certainly an important activity not only to expand knowledge but also to learners’ advantage if given frequently Wilgam(1981).

Regarding whether or not they teach texts other than those in the book, almost all respondents except one said no. This item deals with extensive reading programme which many scholars emphasize for its importance in teaching reading but it seems that the primary teachers have not thought of it.

Extensive reading is equally as important and necessary as intensive reading in teaching language Nuttall (1996).

It was confirmed through item. 6 that only some of the students like reading English. This seems to me that the reading passages are not interesting to the students. The reason being that, students at this level need texts such as stories and puzzles. Subsequently, the implementation of extensive reading is vital since its main purpose is for enjoyment and pleasure Wilgam (1981).

Item 7 deals with the extent to which students understand what they read and seven of the respondents said to ‘some extent’. This response seems to be positive although the phrase ‘To some extent’ couldn’t tell the exact level and might be below average. This lack of full understanding emanates from lack of appropriate strategy of teaching reading. As students focus on pronunciation and form in reading aloud instead of meaning and message, comprehension can’t be achieved.

The other part of the teachers’ questionnaire deals with the points included in the following table.

Table 6 Responses to the teachers’ questionnaire that are directly related to classroom procedure

No	Items	No	Sometimes	Usually	Always	Remark
----	-------	----	-----------	---------	--------	--------

1.	I introduce the topic briefly before they read.	1	5	-----	2	
2.	I let students discuss the topic before they read	3	3	1	1	
3	I let them discuss the topic in relation to their own experience	2	5	1	-----	
4	I ask them questions related to the topic	-----	2	4	2	
5	I help them understand the instruction before they read	-----	1	1	4	
6	I explain difficult words before they read	-----	2	3	3	
7	I read the passage before they read	-----	2	3	3	
8	I let them answer questions as they read	-----	3	2	3	
9	I let them answer the questions orally after they read	-----	1	6	1	
10	I let them discuss what they read in					

	groups	3	1	2	2	
11	I encourage them to read English at home or in the library	1	3	2	2	
12	I let them read aloud	-----	-----	1	7	
13	I let them read silently after they read aloud	1	3	2	2	
14	I give them reading assignment	4	2	1	1	

The table above shows that there is a discrepancy between teachers' procedures and techniques in carrying out the three phases of reading activities. On top of this, the main activity such as introducing the topic at the beginning of the reading lesson is done only sometimes by many of the teachers who filled in the questionnaire. Out of the eight teachers, five confirmed that they introduced the topic sometimes. With regard to the discussion that should be made among the students about the topic they are going to read, six of the respondents said they did not do so. Nevertheless, both of the above activities are vital in the practice of teaching reading at all levels. Similarly, the majority of the teachers are not in a position to activate students' prior knowledge by relating students' experience to what they read. In this case five of the respondent teachers said they perform this activity only sometimes. Half of the respondents, however, said that they ask questions related to the topic.

Regarding the item that reads, "**I explain difficult words before they read**", three of the respondents replied they usually do it and three others said they always do so. Two of

them said they do so sometimes. As far as instruction of the reading text is concerned, half of the respondents made instructions clear for students before they read.

Concerning the teacher reading the passage before students read, three of them responded by saying they 'usually' read and three others said 'always'.

With regard to whether students are made to answer questions while they are reading, the respondents' replies varied in such a way that three of them said 'sometimes' where as three others replied 'always' and the other two gave no response. However, concerning the practice of letting students answer question orally after they have finished reading, six of the eight respondents said 'always' as they asked for oral answers.

Item.10 refers to the post- reading activity and reads as **"I let them discuss in groups what they read."** In response to this, three of them said 'never', two said 'sometimes' two said 'usually' and one said 'always'. This was an issue that has been confirmed during both focus group discussion and individual interview and during observations as well.

Item 11.deals with extensive reading and the respondents were asked if they encourage their students to read different texts other than the passages in the text book. In response to this, one respondent said 'never', three said 'some times', two said 'usually' and only one said 'always'. One respondent didn't react to this item.

The item regarding reading aloud has been replied as 'always' and 'usually'. None of the respondents said 'never' or 'sometimes'. In this regard, seven respondents said 'always' and one said 'usually'. This is what was exactly seen during the observation of the three days in both schools.

Regarding whether silent reading is employed after reading aloud is carried out, three respondents said 'never', one said 'sometimes', two said 'usually', one said 'always' and one respondent didn't respond to this item.

The last item i.e. item.14 was about reading assignments. It asks whether respondents gave reading assignment to students as part and parcel of extensive reading.

Accordingly, four respondents said 'never', two said 'sometimes', one said 'usually' and one said 'always'.

4.1.4 Discussion of the responses of teachers' questionnaire on class room procedure

According to what has been provided as responses by the eight teachers involved, many of the responses directly match with the practices observed during class room observation. To begin with, the item about the introduction of the reading topic which is done only sometimes according to the respondents reply was not done at all during the observation or if done it took only a few minutes. However, the importance of introducing the topic as clearly as possible is paramount in the teaching and learning of reading. Similarly, teachers seem to give less emphasis to the discussion of topics to be read before the reading activity is on progress. Likewise, the discussion of the topic in relation to their experiences is also significant but only few teachers made use of it. All these activities are part of the pre-reading tasks and as it has been discussed earlier both the teachers who were observed failed to carry out the tasks. In this manner, the responses in the questionnaire match with what was observed in class room where no pre-reading activities were performed. However, these activities are important not only to introduce and arouse students' interest in the topic but also to motivate learners by giving a reason for reading and to provide some language preparation as well Williams (1984).

Regarding the idea of making them understand the instruction though it is not known to what extent they could make them understand, many of the respondents have said that they do it. However, giving clear instructions is more than merely telling the instruction orally or by reading it out.

The activity of explaining words that are new to the students should be done most of the time as students at this level might not often be capable of guessing meanings. So, all the teachers would better have provided this instead of only six of them. On top of this, reading the passage aloud before students is helpful. It is also a means of initiating students toward extensive reading. The teacher reads interesting story loudly as the students listen attentively so that students will be encouraged to read more stories Susenan (2003). The other advantage of reading aloud by the teacher would be to be a model in pronouncing words in making use of punctuation marks to stop or pause accordingly.

As far as the items referring to while reading and post- reading are concerned, though there is some variation between what was observed in the classroom and what the respondents replied, many of the responses fit the observation result. The item that deals with whether students answer questions orally after reading was responded by six of the respondents as a usual practice which is exactly in line with what has been observed in the classroom. Nevertheless, it seems that students should be exposed to different ways of giving answers to questions. According to Thompson (2001), during the post-reading phase varieties of activities such as writing assignments on the passage, an oral discussion about the main topic of the passage and a dramatization of the story could be employed. Thus, relying only on oral responses may not be sufficient practice.

Pertaining to the practice of reading aloud what the respondents replied proved the actual practice was carried out in classroom. Reading aloud was observed to be the most dominant activity. Teachers feel that students learn reading through reading

aloud only. This view of the teachers was also conveyed during both focus group discussion and individual interview. They were even arguing against silent reading in favor of reading aloud for the teaching and learning of reading at school. However, reading aloud is meant for other purpose of language practice not for reading comprehension. On this particular issue, Wilgam (1981) says pronunciation of words based on spelling could be a problem when students are reading silently where their

attention is meaning rather than form. Thus, students should be offered opportunities to read aloud so that their correct pronunciation could be checked and maintained. To that effect, reading aloud should not be discarded all together. It should be used purposefully but not for reading comprehension purposes.

4.2. The English reading ability of grade 4 students in Addis Ababa government schools

To find out the reading ability of the students in grade four in the selected Addis Ababa government schools the major instrument used was a reading comprehension test.

4.2.1. A reading comprehension test

To investigate the reading ability of grade four students, a reading comprehension test was prepared and administered to 80 students from the two sample schools.

Forty, students were randomly selected from each school in the two observed sections. Only ten items based on a short reading passage (see appendix) were used in the test.

Table 7. Descriptive statistics of grade four English Comprehension test

Number of Students	Maximum Score out of 10	Minimum Score	Mean	Standard deviation
80	9	0	4.28	2

As it can be observed from the table above, the maximum score is 9 and the least score is 0. Among the 80 students who took the test only two of them scored 9.

Three students scored 0. Accordingly, the mean score is 4.28 and the standard deviation is 2. Regarding the percentile 25 % of the students scored below 3 and 50% scored 4 where as 75% were below 5.75. This result is low and less than the standard set for a pass score since a score below 50% is treated as failing mark.

4.2.2. Discussion on students reading comprehension test achievement

The result achieved reveals that the majority of the students were unable to obtain a pass score. Even though, all the items were multiple choice types, students failed to answer most questions. According to Madsen (1983:89), “There are many ways to test reading. One of the best is a reading passage followed by multiple-choice questions.” The questions were divided into two sections. The first part consisted of six multiple-choice comprehension items from the reading passage. The second part had four vocabulary items for guessing meanings. Still multiple-choice questions were taken from the same passage. The reading passage was short and simple with only nine short sentences written in six lines with 12 fonts in double space. The passage is not only shorter in length than most of the 24 reading passages in the students’ text book but also less complex to understand. As far as the observation is concerned, the reason for students’ inability of reading comprehension undoubtedly is lack of appropriate

reading practice. This result coincides with the English language result of NLA conducted three times at a national level in different years for the same grade level.

4.3 Reasons for weak performance of grade 4 students in English reading

To find out the reasons for the low achievement of grade four students’ reading, two kinds of instruments were used. These are teachers’ and students focus group discussions as well as teachers’ and students individual interviews.

4.3.1 Teachers Focus group discussion

The results so far observed through three different instruments indicate that the English reading performance and practices are below the expected norm. The need to look into the causes of these problems is crucial to recommend solutions. To that end, some more investigation through group discussion and structured individual interview with both teachers and students. Firstly a total of 8 teachers who filled the questionnaire i.e. four teachers from each school were invited to a focus group discussion. The discussion was tape recorded. The structured questions for discussion were the following.

- What does reading entail or when do you say that students are reading?
- How would you evaluate the reading ability of students?
- What do you think is the reason for students' weak reading ability?
- What do you suggest about the reading passages in the text book?

Regarding the question what reading entails and when it is said that students are reading, all of them agreed that they think reading takes place when students correctly pronounce a written word and when they read the sentences appropriately with a reasonable speed aloud. One of the discussant explained the issue as follows:

Students should be heard when reading words and sentences correctly and we are there to correct them. Unless we listen to the way they use punctuation marks and correct them as per their mistakes how can we know that they are reading appropriately? So, it is a must to let them read aloud in every reading period.

They emphasized the importance and appropriateness of reading aloud in the practice of teaching reading. This part of the discussion took the longest time of our discussion since another question was posed to know whether they themselves read aloud when they normally read any written material such as books, newspapers, letters and the like. They said that they do it silently and independently. Thus, we agreed that reading is silent in a real life situation and teachers should train students to read silently and gain specific and general information. Except TV and radio announcers, people do not usually read aloud Cross (1991).

This part of the discussion confirms that all teachers teach reading aloud.

Though a few of them give opportunities to their students to read silently, they do it only to help students to prepare themselves for the reading loud session that quickly follows the silent reading rather than for comprehending the passage. Moreover, the silent reading is usually given only a few minutes.

As far as the discussion on the evaluation of the reading ability of students is concerned, they said that in terms of what we have agreed about reading right now in this discussion, the students are hardly trained to do so and they are weak in reading and grasping general and specific information. However, by reading aloud the students have acquired acceptable speed and pronunciation. This sounds true as it confirms what was seen during class room observation.

Concerning the cause for the poor reading ability of students the teachers agreed that the causes are various. According to what they mentioned as major ones, the following are worth mentioning.

- ***Students pre-school background and the free promotion***

This is to mean that almost all the students did not have early childhood education. They came and joined school and started learning at grade one without prior knowledge such as identification of letters and their sounds. A discussant said the following:

Students who join government schools at this level come directly with out an early child hood education. Hardly any have kindergarten education and we start teaching them from identification of sounds and letters. Thus, one should not expect high ability of reading in this grade level.

The other discussant also confirmed this idea by suggesting that, it is only three and half years since students have started reading English. On top of this, the teachers pointed out that most students do not have anyone to help them read at home. According, to N’Namdi

(2005) parents and the family environment play a significant role in preparing children to read.

The other issue that the teachers emphasized as a cause for poor reading ability is the policy which favored free promotion of students. The students tend to be reluctant not only to reading but also to studying other subjects. Having known that they will pass whether they study or not, students are not in a position to read to their best. On this point the teachers seem to be very serious in objecting to the free- promotion policy and one of them said,

The free promotion has highly contributed to students' carelessness on their education as a whole. Having known that they will pass to the next grade whether they have high or low grades, students don't study their lessons. In other words they don't read as they should. This results in low achievement in reading. The free promotion has also contributed to bad behavior of students such as low respect to their teachers.

Students living conditions

The discussants also raised the problem of low economic status of most students in government primary schools. On this very point, one of the focus group discussion members stated as follows.

Students who join government school at this level are from the families of lowest economic background. Consequently, most students have no time after school at home or any where else to read and work on their lesson. Thus, many of them go to a work from which they can earn money and contribute to the means of living for the family.

This idea has been confirmed by Micheal Daneil Ambachew (2001) in his writing “The Effect of providing Primary English Readers on Reading Skills in Primary Education in Region 14”. This writer says the following “Perhaps poor students spend their time earning their living on the streets and do not have the time and place to sit down and study.”

In support of these suggestions, other discussants also said that there are students who even do not afford to eat lunch and they are usually inattentive in the after noon classes.

- ***Teachers lack of Training***

As the discussion continued, to a question whether their method of teaching reading is effective or not. The teachers were genuine enough to reply to the following specific questions on the use of the reading strategies:

- Pre- reading
- While-reading
- Post-reading

One respondent said the following and the others also agreed to what she said.

There was a training going on in summer. This was ELIP training. Though it has helped us to a certain extent in improving our teaching methods the training didn't continue. Thus, it would be useful for us to have that kind of training in a sustainable way. How ever the phases we should follow in teaching reading you mentioned are new for us and we have not made use of them so far.

As it could be understood from what is said above, the teachers don't use the three phases in teaching reading as they have not been provided trainings to do so. This response triangulates with what has been seen during class room observation and the responses to the questionnaire they filled. On this point, N'Namdi (2005:7) stated that "at primary level all teachers must be teachers of reading, however, not all teachers' are good reading teachers since they have no training for teaching reading effectively."

- ***Lack of reading materials***

In the discussion the importance of extra reading materials was included. Having discussed that extra materials are important, the discussants however disclosed that they have never used such materials so far. They said that they have never thought of

extensive reading. In fact the lack of library or the prohibition of library use for this grade level as they said is what hinders them to think of extensive reading arrangement for the students.

With regard to the comment on the textbook, two of the discussant raised an important point which all others also agreed upon that the book should have given them instruction to perform different activities. If the book has an instructional part to let students read silently and grasp the information they would have made students do so even though they don't have that sort of training. A participant in the discussion said:

The book could have instructed us to let students read silently and do pre, post and while reading activities and we would have done that.

4:3:2. Students focus group discussion

The other instrument used to identify the causes of students' low reading abilities was a group discussion with students. In the group discussion in which care was taken to maintain reliability of responses as much as possible, there were five students in Medhanialem School and four students in Menilik School. Accordingly, the following questions in Amharic were asked and based on each of the questions various other pertinent questions were raised

- Do you like reading English?
- Do you understand what you read?
- If you don't what is the difficult part of your reading?
- Do you read silently?
- What kind of passages do you like most?(fable, puzzle, society, animals),

Most of the students in both schools said that they like reading English. However, the contradictory part of the above response was the reply given by the majority of them in saying that they do not understand what they read. This shows that they were expressing their interest to read English in spite of their inability to understand.

For the question that deals with what part of the passage is difficult some said that the whole idea of the passage and the others said the vocabulary and still others (those in Medhanialem) argued that their teacher explains the difficult vocabularies prior to their reading and so they can understand most part of the reading passage. Accordingly, below is a student's response.

Yes, we usually come across new vocabularies however our teacher explains the meaning in Amharic whenever we have new words.

Based on this response, they were asked why most of them failed the reading comprehension test. Some of them said that they were frightened and they didn't expect to take a test on that day. The same question was raised to teachers during the

focus group discussion and the response one of the teachers offered was different from that of the students. According to the teacher one of the reasons for the failure of the students was lack of experience in taking a test with a written question paper. The teacher said that students have never been given a test this way as they used to be given on a blackboard.

Regarding the question that says what kind of reading passages they like most of the students in Medhanialem said that they like all kinds from what have been listed. But two students from Minilik School said that they prefer fables and puzzles. The others were not in a position to opt for any of the listed items.

4.3.3 Teachers' and Students' Individual Interviews

The other instrument used for data collection as mentioned in the methodology of the study was interview for both teachers and students.

Accordingly, a total of six, students and four teachers were interviewed separately. Below are the responses and discussions of the interviews.

Teachers' Interview

The four teachers i.e. two teachers from each school were made to react on the following questions turn by turn.

- Do you like teaching English?
- What is your major problem in teaching reading?
- How do you rate the adequacy/appropriateness of the text book?
- What should be done to improve student' reading ability?

The majority of the respondents said that they liked teaching English and they were assigned to teach English in accordance with the talents they have towards the subject.

However, one teacher said that she doesn't like teaching the subject because of the students' poor ability to work on the subject. This teacher said as follows:

I personally like teaching English and I have taught English for many years but I don't like teaching this subject nowadays as students are very much weak in English.

Concerning the major problem they have in teaching reading, two of the teachers said that not only in teaching English reading but also in all subjects the ability of students is declining from time to time. Their behavior is also getting worse. Thus, the teachers told that they encounter many problems in teaching children nowadays. In talking about reading English in particular the teachers confirmed that a few of the students are good at reading aloud but the majority neither can read nor understand the message. They also insisted on mentioning the negative impact the policy of free promotion brought about. They said that it has hindered students to work hard on their lesson including reading English. The disparity of students in their ability of reading is also a problem according to another interviewee. The fact that a few of them who had passed through kindergarten work better than those who came directly from home. To alleviate students' inability in reading, according to the teachers:

- Schools and parents should try to make students read a lot.
- Free promotion should be stopped

- Teachers should be given sustainable training.

Students Interview

As it has been indicated above a total of six students from the two schools were randomly selected and interviewed turn by turn. The fact that they need some sort of elaboration and treatment, care was taken to elicit genuine responses. Accordingly, the following questions were forwarded to each of them:

- Do you like reading English?
- Have you been at kindergarten before you joined this school?
- When you read aloud what do you want to accomplish or what is your priority? (Pronunciation, speed, comprehension etc.)
- Do you read at home?

All the 6 students said that they like reading English. Four of them didn't join KG. Two said that they were in a Kebele Kindergarten near their home before coming to this school.

Despite, the question when you read aloud what is your priority was not clear to some of them, four of students understood it at the expense of elaboration given and said they think of their appropriate pronunciation so that they can finish their reading with out being corrected.. None of them said that understanding the message is their priority.

Five of the students said that their difficulty in reading is pronouncing a new word and understanding its meaning. However, they confirmed that their teacher explains the meaning for them in Amharic.

Regarding whether they read at home or not most of the interviewees said that they only read English if they are given home work for English subjects. Here is a representative response from one of them.

I don't have any other English reading materials except my English text and I read it whenever home work is given.

4.3.4 Discussion on the Teachers' and students' individual interview

As can be seen from the interview responses above, the problems that hinder the students reading progress are multifaceted. There are administrative problems such as free promotions which has made the students to be reluctant and careless towards

their lessons. Lack of teachers' awareness on the current teaching methodology was also reflected as most of them emphasize reading aloud and ignore silent reading. More over according to the teachers' response lack of early child hood education has resulted in a negative impact in the students' language performance in general and in their reading ability in particular. On top this, as far as students' response is concerned the practice of reading aloud hinders them to think of grasping the message of the text as they are more concerned with pronunciation and form. It has also been confirmed that some teachers don't like teaching nowadays as the behavior of students is getting worse over time. This seems to be a harmful practice for the teaching and learning process. If teachers are not encouraged to teach, they may not put the best of their efforts.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

This chapter is meant to summarize the steps followed to conduct the study and to state the result found in brief. It also deals with what should be done to solve the problem indicated.

5.1 Summary

As it has been mentioned in this paper this study focused on the practice of teaching reading English at 1st cycle primary schools with a special focus on grade 4 students in two selected schools in Addis Ababa city. The major objectives of the study were three. Firstly, to look into the practice and procedures of teaching and learning process at the grade four. Secondly, the study tried to investigate the reading ability of students in the grade level indicated and the third objective was to examine the reasons for the low achievement of the students.

To this end, a methodology of conducting the study was designed in which different instruments were employed. Classroom observation was the major instrument followed by teacher's questionnaire and reading comprehension test. Moreover, focus group discussions for both teachers and students were carried out. Interviews for both teachers and students were also conducted.

The sample schools were selected on the basis of the long years of experience the schools have and their better performances of grade 8 national examination.

Accordingly, it has been observed that the practice of reading English in grade 4 is dominated by reading aloud where pre, while and post reading activities are not implemented. On top of this, silent reading is never practiced and the teachers' knowledge about the importance of practicing silent reading has been minimal. The

teachers' focus group discussion proved that the teachers assume the best way of teaching reading is through reading aloud. The reading comprehension test also confirmed that the reading ability of grade 4 students is below what is expected of them. Post reading activities are not practiced at all except question and answer activities carried out between the teacher and the student at the end of the reading aloud activity. The practice of extensive reading was never performed due to the absence of libraries and supplementary readers.

In the students' focus group discussion it was revealed that the majority of the students are unable to comprehend what they read. The result found from class observation, teachers questionnaire response and teachers' focus group discussion triangulates with what was found from students reading comprehension test result and student's focus group discussion.

The concern and worry of teachers about students deteriorating ability of not only in reading English but also other subjects over time was also indicated in the data.

As it was vividly explained by the teachers during the individual interview the reason for the bad achievement of students reading ability are multifaceted ranging from lack of interest on the part of students to follow their lessons seriously because of free promotion which made them reluctant because of background education before coming to the regular class.

In general, the study has come up with finding that depict that the practices of teaching reading English in grade four of Addis Ababa government schools are traditional where current techniques and procedures of teaching and learning English as a foreign language have not been used. As a consequence the reading ability of the students is low.

5.2 Conclusion

Based on what has been found out as result of the research study and the summary stated above, the following conclusions are drawn.

- 5.2.1 The grade four teachers assigned to teach English do not have appropriate training for teaching English language in general and teaching reading in particular.
- 5.2.2. The teachers' assumption of teaching reading seems to be wrong since they assume that students learn reading better when they read aloud.
- 5.2.3 Teachers' methods of teaching reading seems to be traditional where no current methods such as briefing on the topic and activating prior knowledge of the students are being carried out.
- 5.2.4 Students' interest in reading seems minimal as they have been made to practice intensive reading ignoring the use of authentic materials and other texts according to their level so as to build up interest in reading.
- 5.2.5 Students don't have opportunities for extensive reading as in most government primary schools there are no libraries or supplementary reading materials.
- 5.2.6 The majority of government school primary level students do not have the opportunity to read at home due to parents' low standard of living and illiteracy.
- 5.2.7 The policy of free promotion that allows students to pass from one grade to another without taking a test has paradoxically encouraged students not to study hard.

5:3 Recommendations

Based on the research findings of this study the following recommendations are made:

5:3:1. The practice of teaching reading English in grade 4 in Addis Ababa city has turned out to be a traditional one. Therefore:

- Teachers should be acquainted with the current foreign language teaching and learning practices through sustainable training.
- The importance of extensive reading in school and out of school should be emphasized and teachers and parents should work together to arouse interest of students in reading.
- Supplementary reading texts should be developed and made available so that students will not rely only on their text books for their reading practices.

5.3.2. Students reading ability was observed to be low. Therefore:

- The fact that reading is silent in the real situation, students should be given more training in silent reading though reading aloud shouldn't be totally abandoned.
- Students should be taught to read and comprehend the meaning and message of the text and teachers have to take care of this fact while teaching fact.
- The method of group work and pair work in teaching reading should be emphasized as students learn from each other and language is better learnt in groups than individually.

5.3.3. The major reasons for low achievements of reading were identified.
Therefore :

- Early child hood education should be offered to every child before he/she comes to regular school.
- Free promotion should be discontinued so that students will put more effort in their lessons.
- Students should be encouraged to read out of school so as to improve their reading ability and schools should work towards this goal.
- Reading rooms or libraries should be set up for students' use.

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Appendix 1

No	Reading lesson practices	Rating frequency scale							
		Day One		Day Two		Day Three		Day Four	
		Yes	NO	Yes	NO	Yes	NO	Yes	NO
1	The teacher gave brief introduction about the reading text								
2	Students are asked to discuss on the topic before they read								
3	The teacher encouraged students to relate the topic with their experience.								
4	The teacher made instruction clear to the students								
5	Difficult words in the text were sorted out and explained								
6	Students were given a chance to predict what the reading passage is about								
7	They were made to read silently								
8	They were made to read aloud								
9	The teacher reads the text aloud before he/she let the students to read								
10	They were made to answer question orally								
11	They were made to answer question in writing								
12	They were given practical activities to demonstrate								
13	Groups were formed to discuss about the passage and report to class								
14	The teacher tried to integrate the reading lesson with other language skills								
15	The teacher encouraged students to read other materials out of their class								
16	The teacher uses other stories that could arouse students interest								
17	The teacher tries to develop reading habit in the students								

Appendix 2

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የቋንቋዎችና ሥነ-ጽሁፍ ትምህርት ክፍል

የድህረ ምረቃ መረጃ -ግብር

የመምህራን መጠይቅ

የተከበሩ መምህር

ይህ ጥናት በ4ኛ ክፍል የእንግሊዝኛ ቋንቋ ንባብ ትምህርትን አስመልክቶ የሚካሄድ ነው። ጥናቱ ውጤታማ እንዲሆን ከመምህራን መረጃ ማግኘት ውሳኔ በመሆኑ የእርስዎ ትክክለኛ መረጃ መስጠት ለጥናቱ ስኬታማነት አማራጭ የለውም በመሆኑም ይህን መጠይቅ በትክክል እንዲሞሉልን በትህትና አጠይቃለሁ።

ስም መጻፍ አያስፈልግም።

ስለትብብርዎ በቅድሚያ አመሰግናለሁ።

መመሪያ 1:- ቀጥሎ የቀረቡት ጥያቄዎች ስለግል ሁኔታዎ እና የመምህርነት አገልግሎትዎ የሚጠይቁ ናቸው።

- 1.ጾታ _____ የትምህርት ደረጃ _____
የሚያስተምሩበት ት/ቤት _____
2. በመምህርነት ስንት ዓመት አገለገሉ? _____
3. የእንግሊዝኛ ቋንቋ ትምህርት ለስንት ዓመት አስተማሩ? _____
4. የእንግሊዝኛ ቋንቋ ትምህርት በየትኞቹ የክፍል ደረጃዎች አስተማሩ? _____
5. የእንግሊዝኛ ቋንቋ ትምህርት የማስተማር ዘዴ የሥራ ላይ ስልጠና ወስደው ያውቃሉ / ይህን “ ✓ ” ምልክት በመልስዎ ላይ ያኑሩ/
 ሀ/ ወስጃለሁ ለ/ አልወሰድኩም

6. ለጥያቄ አምስት መልስዎ “አዎ” ከሆነ ለምን ያህል ጊዜ ወሰዱ በዚህ ሠንጠረዥ ውስጥ ያመልክቱ።

* ምርመራ በሚለው ቦታ ማብራሪያ መጻፍ ይችላሉ።

ተ.ቁ	የሥልጠናው ዓይነት	የወሰደው ጊዜ	ምርመራ
1	የክረምት ሥልጠና		
2	ዎርክሾፕ		
3	ሴሚናር		
4	ኮንፈረንስ		

7. ሥልጠናው በማስተማር ስራዎ ላይ ለውጥ አምጥቷል?

ሀ/አምጥቷል ለ/አላመጣም

መመሪያ 2 :- ቀጥለው የቀረቡት ጥያቄዎች የእንግሊዝኛ ንባብን አስመልክቶ አንዳንድ ግንዛቤዎችን ለማወቅ የተጠየቁ ናቸው ።

በሣጥኖቹ ውስጥ ይህንን “ ✓ ” ምልክት በማስቀመጥ መልስ ይስጡ።

1. የእንግሊዝኛ ንባብ ያስተምራሉ?

ሀ/ አስተምራለሁ ለ/ አላስተምርም

2. ለተራ ቁጥር 1. መልስ “አስተምራለሁ” ከሆነ ምን ያህል ጊዜ ያስተምራሉ?

ሀ/ ሁልጊዜ ለ/ብዙ ጊዜ ሐ/ አንዳንዴ
 መ/ በጣም ጥቂት ጊዜ

3. የእንግሊዝኛ ንባብ የሚያስተምሩ ከሆነ በመጽሀፉ ውስጥ ከተሰጡት ምንባቦች ምን ያህሉን ያስተምሯቸዋል?

ሀ/ ሁሉምንም በየተራ አስተምራለሁ ለ/ጥቂቱን ብቻ አስተምራለሁ

ሐ/ ከግማሽ በላይ አስተምራለሁ

4. የእንግሊዝኛ ንባብ ለማስተማር ሌሎች ምንባቦችን ከውጪ አምጥተው አስነብበው ያውቃሉ?

ሀ/ አስነብላለሁ ለ/አላስነብብም

5. ለተራ ቁጥር 4 መልስዎ አዎ ከሆነ ምን ያህል ጊዜ ያስነብላሉ?

ሀ/ ብዙ ጊዜ ለ/አንዳንዴ

6. ተማሪዎች እንግሊዝኛ ንባብ ይወዳሉ?

ሀ/ ጥቂቶቹ ይወዳሉ ለ/ ብዙዎቹ ይወዳሉ ሐ/ሁሉም ይወዳሉ መ/ሁሉም አይወዱም

7. ተማሪዎቹ የሚያነቡትን ነገር በምን ያህል ደረጃ ይረዱታል?

ሀ/ ሙሉ በሙሉ ይረዳሉ ለ/ በከፊል ይረዳሉ ሐ/ ምንም አይረዱም

8. እርስዎ በግልጽ የእንግሊዝኛ ጽሁፎችን ያነባሉ?

ሀ/ አዎ ለ/ አላነብም

9 . የምንባብ ትምህርትን ከሌሎች የቋንቋ ክህሎቶች ጋር አያይዘው ያስተምራሉ?

ሀ/አስተምራለሁ ለ/አንዳንዴ አስተምራለሁ
ሐ/ አስተምሬ አላውቅም

10.ተማሪዎች እርስዎ በግልጽ ሲያነቡ አይተዎት ያውቃሉ?

ሀ/ አዎ ያዩኛል ለ/ አያዩኝም

11.አሁን ተማሪዎች ያላቸው የእንግሊዝኛ ንባብ ችሎታ ከሁለት ዓመት ማለትም 5ኛ እና 6ኛ ክፍል ከተማሩ በኋላ የመማሪያ ማስተማሪያ ቋንቋ እንግሊዝኛ የሚሆንበት ጊዜ በብቃት ሊጠቀሙበት ያስችላቸዋል ብለው ያምናሉ?

ሀ/ያስችላቸዋል ለ/አያስችላቸውም

Reading Achievement Test for grade 4

Read the paragraph about a boy's mother and answer the questions that follow.
Circle the answer

My Mother always gets up early in the morning. She washes, her face and then has breakfast. She usually drinks two or three cups of coffee. After break fast she goes to work. She often eats lunch at the factory where she works. After work she comes home and cooks dinner. She usually stays at home in the evening but sometimes goes out with friends. My mother takes bath every night to clean herself before she goes to bed. She loves to read the newspaper when she has no work.

1. When does his mother get up?
A) in the afternoon B) in the evening C) in the morning
2. What does she do after getting up?
A) washes her face B) goes to work C) drinks coffee
3. How many cups of coffee does she drink?
A) five B) three C) two or three
4. The boy's mother is _____
A) a worker B) a teacher C) a director
5. When does she cook dinner?
A) early in the morning B) after work C) after breakfast
6. What does she love to do when she has no work?
A) she goes out with friends B) she reads news paper
C) she takes bath

II Choose the meaning of the following words

7. Breakfast A) morning food B) evening food
C) day time food
- 8) stay at home A) be at home B) go out of
C) sleep at home
9. take bath A) wash clothes B) wash body
C) wash dishes
10. Factory A) a place to wash B) a place to work
C) a place to eat lunch

Appendix -4

Answer key for reading achievement test

No of Item

1.C

2.A

3.C

4.A

5.B

6.B

7.A

8.A

9.B

10.B

Appendix 5

የመምህራን የቡድን ውይይት ጥያቄዎች

1. የንባብ ትምህርት እንዴት መሆን አለበት። አንድ ተማሪ ማንበብ ቻለ ስንል ምን ማለታችን ነው?
2. የተማሪዎቻችሁን የንባብ ችሎታ እንዴት ትገመግማላችሁ?
3. የተማሪዎች የንባብ ችሎታ ድክመት ምክንያቱ ምን ይመስላችኋል?
4. ማስተማሪያ መጽሐፋችሁ ውስጥ ስላሉት ምንባቦች ምን አስተያየት አላችሁ?

Appendix - 6

የተማሪዎች የቡድን ውይይት ጥያቄዎች

1. እንግሊዝኛ ማንበብ ትወዳላችሁ?
2. የምታነቡት ይገባችኋል?
3. የማይገባችሁ ከሆነ የሚከብዳችሁ የቱ ነው?
4. የፀጥታ ንባብ / ድምጽ ማታሰሙ / ታነባላችሁ?
5. ምን ዓይነት ምንባብ ደስ ይላችኋል? / ተረት፣ እንቆቅልሽ፣ ስለሕብረተሰብ፣ ስለ እንስሳት?

Appendix – 7

የመምህራን ቃለ መጠይቅ

1. እንግሊዝኛ ማስተማር ይወዳሉ?
2. የእንግሊዝኛ ምንባብ ሲያስተምሩ ዋንኛ ችግሮዎ ምንድነው?
3. የማስተማሪያ መጽሐፉን ብቃት እንዴት ይገመግሙታል?
4. የተማሪዎችን የንባብ ችሎታ ከፍ ለማድረግ ምን መደረግ አለበት ይላሉ?

Appendix – 8

የተማሪዎች ቃለ መጠይቅ

1. እንግሊዝኛ ንባብ ማንበብ ትወዳለህ? ትወጃለሽ?
2. መደበኛ ት/ቤት ከመግባትህ/ሽ/ በፊት መዋለ ሕፃናት ገብተሃል? ገብተሻል?
3. ንባብ ሮክ ብላህ/ብለሽ ስታነብ/ስታነቢ ምን እያሰብክ /እያሰብሽ ነው?
 - የምንባቡን መልዕክት?
 - ቃላቶችንና ዓረፍተ ነገሮችን በትክክል ማለትን?
 - ድምፂ መሰማቱን?