Jimma University

College of Social Science and Humanities

Department of English Language and Literature

MA in Teaching English as a Foreign Language (TEFL)

EFL Teachers' Perception, Practices and Challenges in using strategies in Teaching Reading Skills: The Case of Grade 10 Teachers in Doyogena and Kechebira Woredas' Secondary Schools.

By

Delelegn Erbeto

A Thesis Submitted in Partial Fulfillment of the Requirements for Master of Arts in TEFL

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Declaration, Confirmation, Approval and Evaluation

Thesis Title: EFL Teachers' Perception, Practices And Challenges of Using Phases of Teaching Reading Skills: The Case of Grade 10 Teachers in Doyogena and Kechebira Woredas' Secondary Schools.

Declaration

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged.

Delelegn Erbeto   _____   _____

Name   Signature   Date

Confirmation and Approval

This thesis has been submitted for examination with our approval as thesis advisors.
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Abstract

The purpose of this study was toinvestigate (EFL) teachers' perception, practices and challenges of using phases of teaching reading skills. The subjects of the study were EFL teachers in the stated districts. In order to select the teachers, purposive sampling technique was used. Descriptive survey research design was employed and accordingly mixed approach was used to analyze the data. Questionnaire, interview and observation were used as data gathering instruments. Quantitative data were analyzed through descriptive statistics and qualitative datawas analyzed by using words. The findings indicated that teachers practiced three phases of reading in the reverse order of strength like more emphasized given for post reading ,while reading and pre-reading ,teachers perception on teaching three phases of reading was moderate and most of challenges of teaching three phases of reading was sourced from teachers themselves. Recommendations forwarded were: The findings obtained by this study pointed, using pre, while and post reading strategies can be highly effective for teaching three phases of reading. Therefore, teachers of respective schools should give focus for pre-reading phase which key for a while and post reading phases by toping up their perception towards teaching three phases of reading and improve their teaching the three phase of reading by passing through the challenges of teaching the three phases of reading.

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List of Abbreviation

EFL   English as a Foreign Language

ESL   English as a Second Language

KTZ   Kambata Tambaro Zone

MoE   Ministry of Education

OECD   Organization for Economic Co-operation and Development

SD   Standard deviation

SNNPRS   Southern Nations, Nationalities and people Region States

SPSS   Statistical package for social science

X   Mean of the response

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Chapter One: Introduction

1.1. Background of the Study

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. Leipzig (2001) defines reading as a multifaceted process involving word recognition, comprehension, fluency and motivation. Based on this definition, Leipzig points out that understanding how readers integrate these facets to make meaning from print is important in the reading process.

Historically, teaching reading as stated by Silberstein (1987) discusses reading instruction as reflected during the twenty-five-year's publication of the journal English Teaching Form (1962 – 1987). She divides the reading instruction into three periods of development: (i) a decade of questioning (1962 – 1973), (ii) reading and psycholinguistics (the 1970s), and (iii) interactive reading (the 1980s). During the first period, there was a substantial debate over the role of reading instruction in language classrooms, that is, on the utility of audiolingualism in which the written texts were used as grist for an oral mill.

The reading strategies are defined as deliberate, conscious procedures used by readers to enhance text comprehension (Sheorey&Mokhtari in Monos 2004) and their application is believed to contribute to efficient reading (Auerbach& Paxton in Monos 2004). In the reading context, reading strategies indicate how readers perceive a task, what textual cues they attend to, how they make sense of what they read and what they do when they do not understand (Block in Li 2010). Based on the definition of the reading strategies, Cekiso and Madikiza (2014) are of the view that teachers' knowledge and application of reading strategies instruction is important to improve learners' reading proficiency. This view is supported by Sheorey and Mokhtari (2001) who point out that in order to develop reading skills programmes in an informed manner, teachers' understanding of their learners' metacognitive knowledge about reading and reading strategies must be increased.

Strategy based instruction is teaching the reader, not merely the reading (Harvey, S. &Goudvis, A., 2007). Harvey describes strategy based instruction as teaching kids to use strategies purposefully when reading any text for any reason and to walk away from their

reading experiences with new understandings that may generate more learning (Harvey, S. &Goudvis, 2007).

The ability to read refers to more than just being able to recognize letters and decode words; it includes the ability to construct meaning from the written word and familiarity with the various forms and functions of written texts (Pretorius &Machet 2004).Responding to this problem, the reading literacy literature has revealed that in order to teach the reading components (e.g. phonemic awareness, phonics and alphabetic code, and comprehension), the effective reading strategies can be taught and learners benefit from such instruction (Cekiso 2012; Lai, Tung &Luo2008; Scruggs 2008; Song 1998).

Consequently, a number of studies have been conducted that sought to identify learners' reading strategies (Cekiso&Madikiza 2014; Lau & Chan 2003; Li 2010; Oranpattanachi, 2010) and those that focused on reading instruction strategies (Cekiso 2012; Lai et al. 2008; Song 1998; Scruggs et al. 2010). These results are supported by a number of studies that maintain that comprehension strategy instruction has positive effects on learners' reading comprehension (Caverly, Nicholson & Radcliffe 2004; Lai et al. 2008; McNamara &Magliano 2009; Song 1998). Similarly, Hurst, Wallace and Nixon (2013) point out that there has been a common perception among teachers that being a skilled reader is a qualification enough to be a skilled teacher of reading. He argues that being a skilled reader does not mean one has an explicit awareness of the structures of written and spoken language that is necessary to effectively teach reading. Carrel (1984), for instance, tried to investigate the effects of rhetorical organization on ESL readers from different backgrounds and different native languages. The study found that Arabic students—the population examined in the current study—performed differently from Spanish and Oriental groups. Thus, it is important to understand how differences in native language and culture affect the ultimate results. There are considerable differences between Carrel's (1984) study and the present study in terms of the pre-reading strategies used.

The reading phases are taught through the teachers' choice of pre-, while- and post-reading activities. Cataldi (1997) along with Urquhart and Weir (1998) give examples of pre-reading activities such as "thinking about the title before reading the actual text, which could be linked to Gibbons (2009) who gives an example of pre-reading activities such as activate learners previous knowledge and understandings" (Gibbons, 2009). Gibbons (2009) also provides examples of while reading activities, such as scanning for information, and post-reading activities such as reading comprehension and true/false statements. The teacher tells

students to read the text on their own and then, students are directed to identify the main idea and draw inferences from the information given (Durkin, 1978; Collins &Gillies, 2010; USAID, 2014). The researcher believes that all these problems will be alleviated if teachers are honestly deploying comprehension instruction properly.Based on this theoretical background this study was done to investigate EFL teachers' perception towards, practices in and challenges of using phases of teaching reading skills in study area.

1.2. Statement of the problem

Reading is important among the four language skills. Although reading is the most essential skill in learning a foreign language, students are not proficient enough in comprehending texts written in English. Moreover, studies have been conducted in the area of students reading ability. Ayalew (2011) studied factors that obstructed the development of students' reading skill and competency at Allage ATVET College". Ayalew examined only contextual factors without exploring the techniques teachers used to teach reading but this study fail to examine teacher's perception and practices of the phases of teaching reading.

Hailemichael (1984) showed that education in Ethiopia is shortened because of the gap between students reading comprehension and the reading difficulty level of an assigned text books. Atlabatchew (2015) pointed out that most studies done in Ethiopia on the field of reading shows that most students are poor in their comprehension skill. Researchers such as Gebremedhin (1993); Mandida (1998) carried out researches concerning reading problems of students in university levels. The studies indicate that students' reading comprehension skill is below what is expected of them. The same problem was also confirmed by some of local researchers of government high schools. For example, Gebrie (2012) suggested that text related factors impede students reading comprehension practice in English class room at Harar senior secondary school grade nine in focus.

Teachers are one of the key elements in any school and effective teaching is one of the key supporters for school improvement. Teachers who are effective in teaching reading should employ useful strategies that are helpful to develop students reading skills.

According to Johnson (1999), research on teachers perceptions consist of three basic assumptions: first teachers' perceptions influence their decisions and judgment. The second assumption teachers' perceptions play a role on how information on teaching is translated into classroom practices and finally understanding teachers' perceptions is essential to

improve teaching practices and other education practices. Since teachers are the critical factor in the implementation of appropriate instructional methods, their values, attitudes, and perceptions about classroom practices are important.

In addition, classroom practices are based on a logical system of opinion;, however, past research on teacher practices in regard to strategy use in reading has given little attention on the thoughts and perceptions teachers hold about their practice (Garner ,1987).For many years, several research works have been done in the area of teachers' perception. For example, teachers education and general education in the area of teachers' perception laid foundations for the researchers in the second language acquisition to investigate language teachers' pedagogical beliefs in second language learning (Breen,1991 ;cumming,1993;Freeman,Richards1996;Richard&Nunan,1990;Jhnson,1994;Woods,1996).Accordingly,teachers,perception,deep cognition of teachers' perception such as teachers' beliefs system have been maintained and the result obtained showed mixed that was by supporting the positive role of teachers perception on teaching reading while the others pointed out teachers perception in significantly related.

To the researcher's knowledge, no one has yet investigated teachers', perceptions, practices and challenges of using the three phases of teaching reading in doyogena and kechabira secondary schools EFL students, thereby indicating the need for the current study.

One of the local researchers is YohannesTefera in 2011. He designed to investigate 'Secondary School Students' Reading Strategy Use, Teachers' Perceptions and Practices: the Case of Grade Nine. The findings were designed in a quantitative model: instrument used to collect data was a questionnaire. The finding suggests that teachers' perception of reading strategies was high level but students' reading strategy use as well as teachers' reading strategies instruction is of 'moderate' level to a large extent. To the researcher's knowledge, no one has yet examine teachers', perceptions, practices and challenges of using the three phases of teaching reading in doyogena and Kechebira secondary schools EFL students, thereby indicating the need for the current study.

This study defers from the above, in three reasons first ,this study employed mixed model by using interview and observation in addition to questionnaire to collect qualitative views and opinions of respondents.

Secondly, challenges of practicing phases of reading were included in this study in addition to perceptions and practices of teaching three phases of reading. Finally, this study was done

geographically different area since the finding the study varied from one geographical location to another.

As said by school community of respective schools most of the students are said to be weak in reading and this may emanate from the weakness of their teachers (report of 2011E.C KambataTambaro zonal education conference). Moreover, the empirical investigation pointed out that teacher's perception can determine teachers' practices of the three phases of reading (Horwitz, 1999).

This study is different from the research done by various scholars in such points as most of the reaches were done on pre-reading phases but post reading and while reading phases were not researched well this study included post reading and while reading phases. Similarly, challenges of practicing teaching reading was not done togatherwith three phases of reading in other researches but this study was incorporates it**.**Finally,there is no research done with similar title at respective secondary schools. This issue motivated the researcher to engage in this study .Hence, this study was done to fill the gap by raising the following research question:

1.3. Research Questions.

- How do the EFL teachers perceive using the phases of teaching reading skill?
- To what extent do EFL teachers implement the three phases of teaching reading in the classroom?
- What are the challenges of EFL teachers' in teaching reading skill using the three phases?

1.4. Objective of the Study
1.4.1. General objective

The overall objective of the study is to investigate EFL teachers' perception, practices and challenges of using phases of teaching reading skills in stated district.

1.4.2. Specific objectives

- ➢ Identify teachers' perceptions of the phases of teaching reading skill.
- ➢ Find out the extent to which the EFL teachers implement the three phases of teaching reading.
- ➢ Find out the challenges of teachers in teaching reading using the phases of teaching reading.

1.5. Significance of the Study

This study will provide information for educators on the status of EFL teachers' perception, practices and challenges of using the phases of teaching reading skills and discover the success of teaching reading skill and the current challenge influencing teachers 'practicing teaching reading in Grade 10 classes of sampled secondary schools in Doyogena and KechebiraWoredas. The findings of this study will be used as reference by other researchers This study will also help policy makers by providing information on how to overcome the challenges of teachers during teaching reading skill by incorporating the results of this study during educational policy designing.

1.6. Delimitation of the Study

The study was delimited by area-focusing on grade 10 sampled secondary schools of Doyogena and KechebiraWoredas'. This was aimed to make the study manageable and obtain relevant and sufficient information. In addition, this study was delimited to the overall situations of the EFL teachers' perception, practices and challenges of using phases of teaching reading skills in grade 10 Doyogena and KechebiraWoredas secondary schools. Finally the study was done to investigate 2012.E.C. the EFL teachers' perception, practices and challenges of using phases of teaching reading skills in grade 10 Doyogena and KechebiraWoredas secondary schools.

1.7. Definitions of Key Terms

Perception:mentalconstructions of experience often condensed and integrated into schemata or concepts that are held to be true and that guide behavior (Cekiso, M.andMadikiza, N., 2014)

Challenge:A new/ difficult tasks that tests somebody's ability and skill(Vacca, L. et al,2006).

Reading: The process of interpreting written language(OECD, 2014),

Practice: Action rather than ideas/ a way of doing something that is the usual expected way in particular situation (Yeeding, S., 2007).

1.8. Limitation Study

This study had some limitations. Primarily, the study had the limitations of time (for instance, data gathering consumed more than planned time of the researcher because the respondents were reluctant to return distributed questionnaires on time), financial capacity, transportation and   internet access. And there were problems of getting recently published books and guidelines about the EFL teachers' perception, practice and challenges of teaching three phases of reading worldwide in general and Ethiopian context in particular.

1.9. Organization of the Study

This study encompassed   five chapters. Chapter one deals with introduction: background of the study, statement of the problem, basic research question, objective the study, significance of the study, delimitation of the study, limitation study, definition of key terms and organization of the study. Chapter two deal with review of related literature. Chapter three deals with research methodology: Research design, population, sample size and sampling technique, source of data,   instruments of data collection, validity and reliability of data collection tools, methods of data administration, methods of data analysis and ethical considerations. Chapter four deal with result and discussion. Finally, chapter five deals with summary of finding, conclusion and recommendation.

Chapter Two: Review of Related Literature

In this unit theoretical and empirical literature were reviewed based on the objective of the study. The parts included were: Definition of Reading, . Purpose of teaching reading strategies, Characteristics of Effective Strategies of Teaching Reading, Reading strategies, Three phase approach of teaching reading in the classroom, The Role of Teachers in Teaching the Three Phases of Reading, The Practice of Teaching Reading Skills in EFL Classroom, Teachers' Beliefs about Reading Strategies, Challenges of Teachers in Teaching Reading Skill Using the Phases of Teaching Reading and empirical literature.

2.1. Definition of Reading

Scholars have defined reading in various ways and all the definitions seem to have similar concepts. For instance, Williams (1984) states reading as a process of decoding symbols: looking at words and understanding what has been written. Reading could also be seen beyond this level.

Good man (1982)defines reading as a psycholinguistic guessing game that involves an interaction between taught and language. 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. Nunan (1989)defines reading as the process of decoding written symbols working from smaller unit to larger one in order to arrive at meaning. In this process the readers try to look at and understand the idea of graphic scripts in the absence of writing. Carrel (1988)defines reading as an „interactive process‟ where readers employ their background knowledge and past experience to make sense of the text.

Additionally smith (1978) suggests reading as follows:

> *Reading is not different from all the other common words in our language; it has a multiplicity of meanings. And since the meaning of the word on any particular occasion will depend largely on the context in which it occurs, so we shouldn't expect that a single definition for reading will be found.*

For Harmer (2001) reading involves both the eyes and the brain where the eyes receive message and the brain performs the interpretation of messages received. It is the process of looking at and understanding what is written (Mikulecky, 2008).

From the above definition it is clear that reading is process in which the reader extracts information from written text. The word process encompasses the processer (reader), the processed (text) ,the processes(phases of reading) and facilitator(teacher).

2.2. Purpose of teaching reading strategies

Reading instruction has been viewed in a variety of different ways for learners who struggle to read, and there were several different techniques and strategies that educators used sporadically over the years to teach reading. As a result of this situation, reading instruction was not considered to be as important as other areas of instruction such as vocational, functional and social skills Grellet (1981).

According to Hedge (2000), one text may be read in verity of styles and that reader will have different purpose at each stage of reading process and will apply appropriate strategies. Moreover, Williams (1984) states being able to read skillfully and flexibility is important use of language." Grellet (1981) also noted that understanding a written text means extracting the required information from it as effectively as possible.

Even though applying the practice of teaching reading skill so complex, there are various importance that learners are going to deduce gist and interpret for synthesizing by their own words. Porter (2009) suggested that teachers use adapted texts or abridged versions of texts activate students' schemas and background knowledge by asking them to read summaries of scenes before reading the full text chunk texts by breaking scenes down into smaller sections based on a shift in focus action or emotion use visual aids, such a map of character relationships, student drawings of characters and student-produced storyboards of important events in the play provide explicit instruction in difficult vocabulary and structures, that is, teaching students how to use word analysis, context clues, cognates, and dictionaries to access the meanings; and incorporate instructional conversations, having students participate in discussions during the course of all these activities.

One part of the knowledge base that emerged in relation to teachers' pedagogical skills in teaching reading to ELLs has to do with facilitating EFLs ability to make meaning of oral and written text. Ajayi (2008) defined "Meaning making isas a process by which learners gain critical consciousness of the interpretation of events in their lives in relation to the world around them." In this way, the meaning that individual learners arrive after reading a story or watching a video is mediated by their social, cultural, and historical experiences, what is critical to this process is the connections built between learners' own lives and the experience

of learning. When individuals learn to read, the meaning-making process involves receiving and decoding textual or visual scripted input and labeling the input with meaning. The pedagogical skills needed to help ELLs construct meaning expand upon the linguistic knowledge base of utilizing ELLs' native language in reading instruction. The literature on reading strategies has shown that teaching strategies is one of the most effective means of helping students to overcome their reading problems (McNamara and Magliano, 2009). McNamara and Magliano further state that strategy instruction across a variety of domains builds on the notion that less skilled learners should learn strategiesthat mimic those exhibited by skilled learners. In addition, Lau and Chan (2003) point out that while skilled readers know how to use effective strategies to facilitate the functioning of various cognitive processes and construct meaningful understanding of the text, poor readers simply read the text word by word without any strategies.

From this it can be understood that the ability to comprehend a written text requires a special skill of reading and this was the most important issue that the study concentrated on.

2.3. Characteristics of Effective Strategies of Teaching Reading

Chandavimol (1998) suggested that in general practice of teaching reading, the learner would be assign a reading task to read by themselves and do the post-reading exercises. In such reading activity, the teacher did not provide any activities that could motivate the reader or achieve better comprehension. On the other hand, Chatwirote (2003) suggested that the teachers could provide reading promoting activities, such as the activities that interest the learners. The activities should contain the reading objectives that suit the learners and teacher's interest. From this one can understand that the features of effective teaching reading realized when teachers provide reading promoting activities.

According to Graves (1994) effective process of teaching reading, the teacher should have suitable steps of teaching reading. There should be a pre-reading step to prepare the reader before they read the whole material. The instructor should provide them with the pre-reading the learners did not have any background knowledge it would be the teachers' responsibility to provide the background knowledge to the learners in order that they could achieve the most comprehension from the reading (Watts,1994). The teachers should provide the learners with various rereading activities that help them have certain amount of background knowledge about the reading text because the schema would help the reader get better comprehension (Watts and Graves,1994), as shown in the following studies.

Yeeding (2007) investigated the effects of pre-reading activities on learners' motivation and reading comprehension ability. Results showed that the activities subjects were highly motivated, enthusiastic to read. After the experiment, they scored significantly higher. In another experimental study Taglieber, Johnson, & Yarbrough (1988) provided the experiment subjects with 3 pre-reading activities: guessing reading content from pictures, learning vocabulary before reading, and pre-reading question. The control group did not receive any of the 3 pre-reading activities. A pre-test and post-test were administered to both groups. It was found that the experimental subject performed better than the control group. In addition, the reading scores from the reading with guessing reading content from pictures, and pre-reading questioning were better than the reading with learning vocabulary before reading.

2.4. Reading strategies

2.4.1. Bottom-up reading strategies

Teachers who possess a bottom-up belief system believe that students must decode letters and words before they are able to construct meaning from sentences, paragraphs, and larger text selection (Goodman, 1986). Consequently, they view reading acquisition as mastering and integrating a series of word identification skills. Letter–sound relationships and word identification are emphasized instructionally. Because recognizing each word is believed to be an essential prerequisite to being able to comprehend the passage, accuracy in recognizing words is seen as important. If you hold a bottom-up set of beliefs, you may consider the practice of correcting oral reading errors as important in helping learners learn to read (ibid). On the other hand, it might be believed that helping students to read a passage over and over is an important instructional activity because they develop accurate word recognition. Teachers who hold bottom-up belief systems often emphasize the teaching of skills in a sequential and systematic manner.

Bottom-up set of beliefs, that transforms the input and passes it to then exit stage without any feedback or possibility of later stages of the process influencing earlier stages (Stanovich,1980) .In other words ,language is viewed as a code and there adder's main task is to identify graphemes and convert the min to phonemes. Consequently, readers are regarded as passive recipients of information in the text.

2.4.2. Top-down reading strategies

Teachers who have a top-down belief system consider reading for meaning an essential component of all reading instructional situations. They feel that the majority of reading or language arts instructional time should involve students in meaningful activities in which they read, write, speak, and listen(Vecca et al, 2006). These teachers may also emphasize the importance of students' choosing their own reading material and enjoying the material they read. Sentences, paragraphs, and text selections are the units of language emphasized instructionally (Vecca et al, 2006). Because recognizing each word is not considered an essential prerequisite to comprehending the passage, word errors during oral reading may not be corrected. Instead, the teacher may advocate noninterference during oral reading or encourage a student to use the context or meaning of the passage to identify unrecognized words (Vecca et al, 2006)..

The reading theory closely related to top-down processing called *schema theory* also had a major impact on reading instruction. It describes in detail how the background knowledge of the learner interacts with the reading task and illustrates how a student's knowledge and previous experience with the world is crucial to deciphering a text. The ability to use this schemata, or background knowledge, plays a fundamental role in one's trial to comprehend a text(Vecca et al, 2006).

2.4.3. Interactive reading strategies

Teachers who hold an interactive view of reading and learning to read fall between bottom-up and top-down belief systems on the beliefs continuum. Such teachers recognize that a reader processes both letter–sound cues and meaning cues during reading. Reading as a meaning-making activity is utmost in their thoughts about reading and learning to read, but they also believe that readers must be able to identify words quickly and accurately if they are going to make sense of what they read (Duke, N. K., & Pearson, P. D. ,2011). Moreover, teachers with interactive belief systems integrate reading, writing, speaking, and listening activities; in the process of doing so, they scaffold children's literacy experiences.

Teachers provide instructional support and guidance in the development of skills and strategies. Because they recognize the importance of teaching skills and strategies, interactive teachers blend explicit instruction with learners' immersion in various reading and writing activities. Teachers who possess interactive belief systems are likely to achieve balance in the teaching of reading because they strike equilibrium between children's immersion in reading

and writing experiences and their development as skillful and strategic readers and writers (Duke, N. K., & Pearson, P. D. ,2011).

2.5. Three phase approach of teaching reading in the classroom

Currently, there are three phases in the teaching of reading in the classroom. These are pre-reading, while-reading and post-reading phases (Williams, 1984; Nuttall, 1982 and Bycina and Dubin 1991).

2.5.1. Pre-reading phase (setting the stage for understanding and response)

Pre-reading activities have gained a prominent importance in the foreign language classroom. These activities must not only be motivating and varying but they must also precede and integrate themselves in a classroom ritual. Wallace (1992:86) calls this ritual a "three-phase framework" that is made up of activities which "precede presentation of the text, those which accompany it and those which follow it". It is what we call pre, while and post reading activities – vital stages in any lesson construct. Wallace describes two types of activities which precede the text: those which simply consist of questions to which the reader is required to find the answer in the text and tasks focused on preparing the reader for likely linguistic difficulties in the text. Whether they are made up of questions or whether they rise awareness of necessary linguistic elements, pre-reading activities always remind readers of what they already know about the subject or topic at hand. In other words, pre-reading activities "activate existing schematic knowledge" (Wallace, 1992).

This activation facilitates "the recall of knowledge" and helps students to "understand and associate with what is being presented to them" (Ajideh, 2006).

As Zhang quoted by Hesham (2005)briefs that comprehension is facilitated by explicitly introducing schemata through pre-reading activities). Thus the pre-reading stage helps in activating the relevant schema. Most teachers tend to neglect the pre-reading procedure claiming that there is not enough time (ibid). In fact, pre-reading activities motivate students before the actual reading takes place. For example, teachers can ask students questions that arouse their interest while previewing the text.

With regard to pre reading tasks Drucker (2003) suggests the following procedure teachers can take before reading a text: relate the passage students are going to read to something that is familiar to them. Next, provide a brief discussion question that will engage the students

and, after that, provide an overview of the section they are about to read. Name the selection, introduce the characters, and describe the plot (up to, but not including, the climax). Last, direct the students to read the story and look for particular information. Similarly, Abraham (2002) states that an interactive approach "demands that the teachers activate the students' schema" during the pre-reading phase by helping "students recognize the knowledge that they already have about the topic of a text", i.e. through discussion of titles, subheadings, photographs, identifying text structure, previewing, etc."

Pre-reading stage aims at introducing the reading text and developing a frame work for reading. It also intends to build and activate students' relevant prior knowledge about the topics, concepts, issues, and vocabulary contained in the text to be read (Williams, 1984; Nuttall, 1982 and Wallace, 1992).Nuttall (1982) notes that before the students begin to read the text the teachers are expected to do many things to make their task more explicit and their way of tackling it more effective. They need to consider the following points in order to initiate their students for the reading of any text.

According toWallace (1992**)** Pre-reading strategies actively involve students in the themes, concepts, and vocabulary of the text before they even pick up the article, textbook passage, or piece of literature. Effective pre-reading strategies also stimulate students' prior knowledge about a topic; when the knowledge that we already have in our heads about a topic or a related topic is pushed to the forefront of our minds, it is easier to make connections between what we are learning from the text and what we already know, make predictions about what will happen next, and organize what we read into the mental file folders that already exist in our brains (Nuttall, 1982). This shows that readers are expected to use their schemata for understanding the text before they are engaged in reading, simply by observing the topic what is being read.

Learners comprehend a text more easily if they have a clear idea about what kind of information they can expect to encounter. Before learners start reading any text, they need to see a "preview" of it as if they were at the movies in order to build up their expectations towards it. This preview will help them to access what they already know in terms of content and vocabulary and will help them to learn what they still do not know(Taglieber,e.al. ,1988). Previewing makes for smoother reading and smoother reading lessons because the more learners "look forward to reading and anticipate what a text holds in store for them, the easier it will be for them to comprehend its main points" (Day, 1993). Grellet (1981) considers this

stage of previewing one of "psycholinguistic sensitizing". A good trailer will normally lead people to want to watch the movie – the same goes with pre-reading activities. An effective pre-reading activity will arouse learners' curiosity and encourage them to delve deeper into the world of the text. Learners will be sensitized and led to think about the theme and content of the text thus facilitating its comprehension.

In the broad sense of the word, comprehension of a text implies linking new information to what we already know. Ajideh (2003) refers to this process as "building bridges between a student's existing knowledge and new knowledge". Thus, we understand texts by using our knowledge of the world, the content area, the context involved as well as our knowledge of syntax, lexicon, grammar, semantics and orthography, for example. However, if the text embodies difficulties for learners in these directions they will only be able to scratch the surface of the text's comprehension. On the other hand, if difficult aspects of a text are explained and content schemata are activated beforehand, learners will undoubtedly go further than just scratching the surface. This is what pre-reading activities are for: to familiarize learners with the text and its linguistic elements they are to encounter thus facilitating posterior comprehension. In the absence of a pre-reading activity the learner will still have to unravel crucial information and run into constant obstacles due to insufficient background knowledge or lexical knowledge whereas when a pre-reading activity is introduced the learner has a smoother reading process because there has been guidance towards crucial information in the text. Even though time is gained by excluding a pre-reading activity, it will all be lost when learners repeatedly hit dead ends and continuously ask the teacher for help thus losing motivation and, above all, autonomy in the comprehension tasks. Therefore, introducing apre-reading activity will surely ensure learners "not to stumble on every difficulty or get discouraged from the outset" (Grellet, 1981).

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familiarize learners with the text and its linguistic elements they are to encounter thus facilitating posterior comprehension.

The ultimate goal of any pre-reading activity is to encourage and motivate learners to read. In order to obtain learners' engagement and joy in reading we have to spark it up before they actually read the text. In this light, pre-reading activities are "warm-up" moments that, just as with athletes, prepares readers to jump into the text's meaning. If readers do not exercise gently beforehand they are likely to dislocate meaning from its context just as an athlete may dislocate a muscle. Whether learners are motivated intrinsically, doing something for pleasure, interest or to challenge and develop skills and knowledge or extrinsically, doing something in order to gain a separable outcome such as getting a job, pleasing a teacher or avoiding punishment (Ryan and Deci 2000), it is essential to encourage students to read and learn from reading. If teachers provide structured feedback, earned praise, interpersonal support, "promote self-directed learning" and create a positive atmosphere in class (Readence et.al,2000), then learners can redirect their thinking in more positive ways. Learners need to be involved with what they are about to read so that once they grasp the text they will immediately feel closer to it. This involvement will therefore create a context and help establish a consequent meaning. There are two factors linked to this involvement: activation and prediction.

2.5.2. While-reading phase (engaging in text)

The aim of while reading stage is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. Hedge (2003) argues that although some oppose the interactive activities carried during the while-reading phase, there are only few research studies that show the "effects of intervention and their outcomes". Moreover, "many students report positively on the usefulness of while-reading activities. On the contrary, as Paran cited by Hesham (2005) believes that modern interactive reading models enable ESL readers to be "less reliant on top-down processing" and enable them to achieve "greater reliance on bottom-up strategies as they become more proficient".

According to Wallace (1992), the principal aim of while-reading phase is to encourage learners to be flexible, active and reflective readers. This phase, too, requires the teacher's guidance to ensure that students assume an active, questioning approach to the material. Such guidance can be supplied by a number of while-reading tasks (Bycina and Dubin, 1991). For

example, learners can be asked to mark characters in story, cohesive devices in the text, adjectives which tell about the feeling of characters in the story, etc (Davies, 1995).

According to Vaez (2006); Nattall, (1982); Williams (1994); Rivas (1999); Crilly (2002) and Saricoban (2002) the most important activities of while-reading phase are the following:

➢ Extracting the main ideas and supporting details
➢ Identifying the specific information
➢ Inferring information contained in the text
➢ Transferring information of the text into tables, graphs, etc
➢ Filling in the blank space with the required information
➢ Guessing new words from context
➢ Paraphrasing and interpreting texts, etc.

During the reading process, students should be required to continually practice and apply the comprehension strategies that good readers employ almost subconsciously, such as making connections, monitoring understanding, and stopping to summarize, asking questions, etc. While teacher modeling of a "think aloud" is a critical step to helping students "see" what happens in a good reader's mind when reading (Crilly ,2002). While-reading strategies provide a necessary structure for helping students to practice these strategies effectively. When students engage in these while-reading strategies, a teacher also gets a view into the thought processes of his or her students, as their "thinking" becomes visible on paper and in classroom discussion (Rivas, 1999). Thus, it is possible to understand that readers go on suggestion while reading the text for comprehending the text and teachers play an important role in creating a comfortable situation.

2.5.3. Post-Reading phase (making connections and extending understanding)

The post-reading stage is, generally, intended to involve the students into text evaluation, reconstruction of the writer's opinion, summarizing the text and relating the message with their own knowledge, experience and feelings (Bycina and Dubin, 1991; Williams, 1994).

Vaez (2006) states that students need to reflect on what they have read in order to extend their thinking. By talking and writing in response to reading, students become more engaged in reading and develop a deeper understanding and appreciation of various texts.

Post reading is a strategy of inferring meaning after readers run over their first task in reading. According to Hedge (2000) as teacher realize, and as they will need to explicitly

teach their students, the process of actively engaging with a text does not end once the reader have completed the reading. To truly foster the active reading and writing skills that will carry their students to academic achievement in all content areas, teachers must guide students as they process the information they have read and help them to systematically exercise their ability to clarify, connect, summarize, and evaluate. The stage of the reading process after students have read is ripe with opportunities to build students' meta cognitive muscles in these areas.

2.6. The Role of Teachers in Teaching the Three Phases of Reading

The reading strategies are taught through the teachers" chose of pre-, while- and post-reading activities. Urquhart and Weir (1998) give examples of pre-reading activities such as "thinking about the title before reading the actual text", which could be linked to Gibbons (2009) who gives an example of pre-reading activities such as "activate learners" previous knowledge and understandings" (Gibbons, 2009). Gibbons (2009) also provides examples of while reading activities, such as scanning for information, and post-reading activities such as reading comprehension and true/false statements. In the end; "There is no one magic way to teach reading: learners need to be shown a variety of strategies to use in reading texts, and take on a range of reader roles to do so." (Gibbons, 2009).

Reading is considered to be an interactive process in which readers have a conversation with the writer even though the writer is not present in the immediate environment. In that sense, teachers should be aware of that particular process and pay attention to incorporate related reading activities adopted or adapted to their own teaching practices accordingly, so that they can ensure students' interaction with the texts effectively(Rubin and Wenden ,1987). There is a plethora of reading strategies which help teachers to design these activities appropriately and Reading strategies are purposeful, cognitive actions that are used to construct and maintain meaning(Singhal, 2001).They reveal how the readers manage to interact with the text for comprehension (Singhal, 2001).The readers apply many strategies to interact with the text to reconstruct the meaning of the texts. For instance, the reader compares information in the text to his or her background knowledge or prior experience(Rubin and Wenden ,1987).

2.7. The Practice of Teaching Reading Skills in EFL Classroom

Practicing teaching reading skill is very complex task which is going to determine by teachers that are delivering this skill in the class. According to Kennedy (2007) teachers' effective

practices refer to practice that attends to the particular aspects of teaching reading for ELLs, considering the diverse characteristics of the ELLs. By linguistics, teachers refer specifically to properties of linguistics such as phonology, morphology, lexicon, syntax, and semantics as these apply to language acquisition and content learning for the sake of reading to be taught in the second language classroom. This shows that teachers' facilitation on how reading is used to communicate and construct meaning while developing students' reading skill. Effective pedagogical practices that teachers' draw upon while teaching reading skill has a significant role for ELLs.

There are components that make up teachers' understanding of reading skills when scaffolding or developing ELLs' reading skills in EFL classrooms. More specifically, three areas of effective teaching practices that arise from essential knowledge about linguistics are highlighted, again on the basis of addressing what is particular to teaching reading to ELLs. Most of the studies reviewed reflect normative arguments, although some are empirical pieces that demonstrate the importance of a particular practice.

Akamatsu (2003) the first area of effective practice is that teachers should recognize that literacy skills in ELLs' native languages might influence their processing of linguistic information in reading. This is to imply that mother tongue affects the learners' reading ability for applying the practice of teaching reading skill. Similarly, Akamatsu (2003) found that there are cross-linguistic transfer effects of native-language orthographic features on second-language reading comprehension. Teachers' recognition of a possible interaction effect between the native language and English could help them to understand and remediate the causes of ELLs' misconceptions or errors in English. Therefore, practicing to teach the skill is important by recognizing such factors.

Herrera et al (2010) stated that in addition to the awareness of the interaction between students' native language and their learning to read in English, research findings suggest that teachers are advised to master skills needed to incorporate a balanced variety of cooperative, direct, contextualized, and repeated vocabulary instruction into their classroom practice. Those teachers should be cognizant of the lexical challenges that ELLs face while reading texts and should differentiate their instructional practices accordingly.

Further, Herrera et al (2010) has depicted that one of the ultimate goals while learning to read and reading to learn is to construct meaning. One way to make reading meaningful is to connect the new content to what is already familiar or known. From an instructional

viewpoint, contextualization refers to drawing connections between what needs to be learned and students' existing schema or experiences. That is, ELLs should have the chance to link new vocabulary to their existing lexical repertoire and experiences. While teaching reaching in various academic vocabularies to ELLs, the kinds of connections that teachers make provide ELLs with an important scaffold, especially if they are grappling with abstract and new concepts. Contextualizing and drawing connections between new vocabulary and ELLs' experiences is one way that teachers could address ELLs' lexical needs.

The third area of effective practice concerns teachers' guiding ELLs through meta cognitive reading strategies that can provide them with the tools to monitor and repair comprehension of text when needed (Calderón, 2007). All these show an virtue for practicing the teaching of reading for students in mastering these effects.

The other way that teachers are going to practice for teaching reading is designing collaborative activities. According to Calderón et al (1998) collaboration activity is another effective teaching practice that supports the teacher skill and knowledge base of helping ELLs construct meaning from text. Teachers should design collaborative activities to provide ELLs with opportunities to fill in gaps in their comprehension of text and to construct meaning. Creating a collaborative classroom environment allow for linguistic interactions with peers and the teacher.

2.8. Teachers' Beliefs about Reading Strategies

In essence, teachers' beliefs deeply influence their own consciousness, their teaching attitudes, methods and techniques, subsequently, learners' development (Kunt and Özdemir, 2010).

In a similar vein, teachers' positive beliefs towards teaching strategies or techniques influence their performance in the classrooms positively. Peacock (2001) defines belief as psychologically held understandings, premises, or propositions about the world that are felt to be true. Pajares(1992) states that beliefs are ….attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertories of understanding, and social strategy… . Beliefs are basic constructs in every discipline that deals with human behavior and learning. Teachers' beliefs influence classroom practices they implement, their consciousness, teaching attitude, teaching methods and teaching policies. Teachers' beliefs

also strongly affect teaching behavior and, finally learners' development naturally (Horwitz, 1999). According to Johnson (1994), research on teacher beliefs consists of three basic assumptions: (1) Teachers beliefs influence their perception and judgment. (2) Teacher beliefs play a role in how information on teaching is translated into classroom practices. (3) Understanding teachers' beliefs is essential to improving teaching practices and teacher education programs. Based on these assumptions, it may be declared that teachers' preconceptions about actions and decisions they made in EFL classrooms influence learners' progress directly. It is important, therefore, to understand teachers' belief system towards reading strategies.

2.9. Challenges of Teachers in Teaching Reading Skill Using the Phases of Teaching Reading

Taglieber et al. (1988) listed the main sources of difficulty in reading that EFL students usually encounter—namely, a lack of vocabulary knowledge and a lack of conceptual knowledge and cultural allusions. Thus, if EFL learners are not prepared with conceptual and cultural allusions in addition to the ability to use some skills related to vocabulary, their comprehension may be impaired.In addition to this, Nuttal (1982), Ur (1991) said that we read because we want to get something from the writing. However, in the reading process a reader might not comprehend the message that the writer want to transmit.Reading comprehension is an important goal of the reading process and comprehension is influenced by several factors. The decoding process comprises one level of reading comprehension. Decoding skills are thought to be particularly important in comprehension among younger students. In addition, working memory span impacts the understanding of text (Garrison, Long, &Dowaliby, 1997; Kintsch&Kintsch, 2005). When the working memory is limited, the processing of text is constrained, thus impacting understanding. Other factors affecting reading comprehension include knowledge of words and general knowledge. Meaning and deep understanding occurs when an individual has prior knowledge in the memory to connect with the visual information received from the text (Baldwin, Peleg-Bruckner, & McClintock, 1985; Carr & Thompson, 1996). For instance, expert readers comprehend texts more easily than novice readers because of their vast experience and familiarity with domain specific vocabulary and knowledge (Kintsch&Kintsch, 2005).

Reading comprehension, then, does not simply involve decoding letters and sounds or seeing whole words, but is —the interaction of the child's previous experience and language skills

with the writer's printed message‖ (Kibby, 1979). Furthermore, metacognitive skills are imperative in reading comprehension (Kintsch&Kintsch, 2005; Miller, 2005; Oakhill & Cain, 2000). Good readers must have the ability to make inferences from the text or understand figurative language. The expert reader must also know when to use particular reading strategies and monitor understanding of text.

Additional factors such as motivation and interest affect reading comprehension (Kintsch&Kintsch, 2005). Saarnio et al. (1990) found that motivational factors such as positive and high self-perceptions in the area of reading, student value in reading, and the enjoyment of reading influence the understanding of text. In addition, motivational factors gain importance as predictors of reading comprehension ability as readers'age and develop more skill. The effect of topic interest may also have a separate effect from prior knowledge on reading comprehension (Baldwin et al., 1985).

2.10. Empirical evidence

Carrel (1984), for instance, tried to investigate the effects of rhetorical organization on ESL readers from different backgrounds and different native languages. The study found that Arabic students—the population examined in the current study—performed differently from Spanish and Oriental groups. Thus, it is important to understand how differences in native language and culture affect the ultimate results.

Yeeding (2007) investigated the effects of pre-reading activities on learners' motivation and reading comprehension ability. Results showed that the activities subjects were highly motivated, enthusiastic to read. After the experiment, they scored significantly higher.

In another studyTaglieber, Johnson, & Yarbrough (1988) provided the experiment subjects with 3 pre-reading activities: guessing reading content from pictures, learning vocabulary before reading, and pre-reading question. The control group did not receive any of the 3 pre-reading activities. A pre-test and post-test were administered to both groups. It was found that the experimentalsubject performed better than the control group. In addition, the reading scores from the reading with guessing reading content from pictures, and pre-reading questioning were better than the reading with learning vocabulary before reading.

Dole et al. (1991) also highlight the changing role of the teacher from being "a director and manager of practice" to "a mediator who helps students construct understandings". Hence, effective instructional actions will include planning of lesson and activities that act as a blueprint from which teachers can make flexible adjustments according to students' emerging

understanding, selecting appropriate academic work to attain lesson objectives, providing information explicitly through methods like teacher modeling to help students understand the selected academic work, and restructuring student understandings by obtaining feedback about their progress and gradually decreasing assistance to facilitate student independence.

Although(Duke, N. K., & Pearson, P. D.,2011) feel that effective comprehension strategies vary from one research review to another, they note that frequently mentioned strategies include setting purposes for reading, predicting, activating prior knowledge, monitoring, visualizing, drawing inferences, self-questioning and summarizing. They have also identified some strategies that are more effective for particular text types, such as making sense of story structure for narrative texts and searching and skimming for informational texts. Once again, they recommend the model of instruction that Duke and Pearson (2002) describe where there is a gradual release of responsibility from the teacher to the student.

After reviewing recommendations over the past 50 years from influential writers on how to teach reading,Duke and Pearson (2002) conclude that a successful Guided Reading lesson depends on specific elements such as the use of a three-part lesson plan structure that incorporates the use of specific teaching strategies at each phase (before, during and after reading) according to a main overall lesson objective, lessons are aimed to help children become independent readers while teachers facilitate and assess individual children when necessary, and recognizing that comprehension is at the heart of reading so teachers continuously engage children in discussions about the texts they read. Pinnell and Fountas (2010) have also reviewed the research base for Guided Reading by describing how the approach can be used to accomplish eight main components of effective reading instruction.

The research of Hawkins et. al. (2010) proved that adding vocabulary previewing before reading led to the highest performance levels on the vocabulary matching task and in the comprehension section. The findings of this study showed that adding in previewing of key vocabulary terms before reading helped the students understand reading material better. Correspondingly, the study of Hawkins et. al. (2010) also found when teachers clarified difficult words before reading by providing the meaning through synonyms, descriptions, or definition students scored significantly higher than student who did not receive the same strategy.

2.11. Theoretical framework

This study was done based on cognitive constructivist theory of learning and schema language theory. The former describes the integrations of prior knowledge and new knowledge during learning and the later theory give focuses activating prior knowledge before integrating new and prior knowledge. Therefore, the above two theories and their relation with this study discussed as follows:

Cognitive constructivist theory of learning informs University ELT is that learning is an active processes in which students construct new ideas and concepts based on their past and present language knowledge. They develop abilities to select information, originate assumptions, and make decisions in the process of integrating learning experience into their existing cognitive structure. This process allows them to proceed beyond the surface of information given and to interact with the environment by exploring and manipulating objects (Bruner, J., & Haste, H.,1987).

According to (Tracey & Morrow, 2006), the language teacher, not being a theoretician, usually depends on the research done by linguists, psycho-linguists and socio-linguists. The teacher practices the theories put forward by the theoreticians, including linguists and educationalists, in the class. These theories which eventually lead to methods help the teacher to create techniques to teach a foreign language in the classroom effectively. Thus language theories guide a teacher to select and follow an approach to the teaching of any new language(Tracey & Morrow, 2006).

According to constructivism, learning occurs when individuals integrate a new knowledge with a prior one (Tracey & Morrow, 2006). Learners need to build schemata and make connections between new ideas and what they already have in their minds, which is known as schema theory. This theory describes the process by which readers combine their own background with the information in the text (Stott, 2001). Therefore, according to schema theory, comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate textual material to one's own background (Carrel &Eisterhold, 2000).

Schema theory is based on the notion that past experiences lead to the creation of mental frameworks that help a reader make sense of new experiences. Smith (1994) explained the it "extensive representations of more general patterns or regularities that occur in our experience". . This means that past experiences will be related to new experiences, which

may include the knowledge of "objects, situations, and events as well as knowledge of procedures for retrieving, organizing and interpreting information" (Kucer, 1987).Anderson (1994) presents research showing that recall of information in a text is affected by the reader's schemata and explains that "a reader comprehends a message when he is able to bring to mind a schema that gives account of the objects and events described in the message". Comprehension is the process of "activating or constructing a schema that provides a coherent explanation of objects and events mentioned in a discourse" (Anderson, 1994). For Anderson and Pearson (1988), comprehension is the interaction between old and new information. They emphasize: "To say that one has comprehended a text is to say that she has found a mental 'home' for the information in the text, or else that she has modified an existing mental home in order to accommodate that new information". Therefore, a learner's schemata will restructure itself to accommodate new information as that information is added to the system (Omaggio, 1993).

Based on the aforementioned ideas, it is obvious that in order to teach reading effectively, the teacher's role to activate and build schemata is of paramount importance. To achieve it, he should in advance select texts that are relevant to the students' needs, preferences, individual differences, and cultures in order to provide meaningful texts so the students understand the message, which entails activating existing schemata and helping build new schemata. Then, after selecting the text, he needs to do the following three stages of activities to activate and build the students' schemata. (1) Pre-reading activities, in which the teacher have students think, write, and discuss everything they know about the topic, employing techniques such as prediction, semantic mapping, and reconciledreading. The objective is to make sure that students have the relevant schema for understanding the text. (2) During-reading activities, in which the teacher guide and monitor the interaction between the reader and the text. One important skill teachers can impart at this stage is note-taking, which allows students to compile new vocabulary and important information and details, and to summarize information and record their reactions and opinions. (3)Post-reading activitieswhich facilitate the chance to evaluate students' adequacy of interpretation, while bearing in mind that accuracy is relative and that "readership" must be respected as long as the writer's intentions are addressed (Tierney and Pearson, 1994). Post-reading activities focus on a wide range of questions that allow for different interpretations. While schema activation and building can occur in all three stages, the pre-reading stage deserves special attention since it is here, during the students' initial contact with the text, where their schemata will be activated.

2.12 .Summary of literature review and knowledge gap

In this chapter literature reviewed consisted of both theoretical and empirical in their types. The theoretical part focused the theory about teaching three phases of reading while empirical literature on the other hand dealt with practical investigation done by various authors. Most of empirical reviews gave attention on pre reading activities by passing over while reading and post reading activities. In this case pre reading in input, while reading is process and post reading is output of teaching reading. Therefore, giving focuses for input without observing process and output cannot bring the true result. Thus, this study gives attention for all of three phases of teaching reading phases.

Chapter Three: Research Methodology

3.1. Introduction

This chapter presents, the methodology has tried to include such sub parts as research design, research approach, sample and sampling techniques, source of data, instruments of data collection, procedures of data collection, validity and reliability, methods of data analysis and ethical considerations.

3.2. Description of the Study Area

The KembataTembaro Zone (KTZ) is one of a zone in southern nation nationalities and people region (SNNPR). It is bordered on the south by Wolyita, on the southwest by Dawro, on the North West by Hadiya, on the north by Gurage, on the east by Halaba special woreda, and on the southwest by an exclusive of Hadiya zone. The administrative center is Durame. It is 301 kms far from Addis Ababa and 119km. From Hawassa, KembataTembaro Zone (KTZ) have seven woreda and three city administration like, KedidaGamela, Kachabira, Angacha, Doyogana, Damboya, Tembaro, HaderoTuntozuriaworeda and Durame, Shinshcho, and Hadaro city administrations. There are 32 secondary schools in the Zone.

3.3. Research Design

Research design is the basic plan that guides the data collection and analysis phases of research project (Kinnear and Gray, 2004).In this study, the researcher adopted the descriptive research design since both qualitative and quantitative data were collected to describe the current perceptions, practice and challenges of teachers' teaching three phases of reading in secondary schools of Doyogena and KachebiraWoredas such as Doyogena ,Sarera and Amecho of 10th grade teachers from DoyogenaWoreda while Shinshicho ,LeshoandHobicheka of 10th grade teachers form Kachebira Woreda. .

This study employed the mixed approach. Mixed approach is an approach that combines quantitative and qualitative research methods in the same research inquiry. It is an approach in which the researcher collects, analyzes, and integrates both quantitative and qualitative data in a single study or in multiple studies (Creswell, 2003). The mixed method designs are useful to capture the best of both quantitative and qualitative approaches and to provide a better understanding of research problems than either approach alone (Creswell & Plano-Clark, 2007). In this study both quantitative and qualitative research methods was applied because the nature of the problem under investigation requires collecting data by triangulating the weakness of one type of research method with the strength of the other.

3.4 .Sources of Data

The study was done by using both primary and secondary sources of data. The responses from English teachers were used as primary sources of data and relevant literature was utilized as secondary sources of data for this study.

3.5. Sample size and sampling technique

3.5.1. Sample Size

The whole 28 grade 10[th]English teachers of secondary schools from Doyogena Woreda and 30 grade 10th English teachers of secondary schools from KachbiraWoreda participated in this study. Thus, totally   58 teachers were included as the participants Six (6) English department heads of the six secondary schools were interviewed. These were also members 58 teachers who participated in the study.

3.5.2 .Sampling Technique

Doyogena and Kechebiraworedaswere selected by using convenient sampling technique because the researcher proximity and hesupposed to get information easily by classroom observation, interview and questionnaire .On the other hand, all of secondary schools in sampled woredas' were selected by using purposive sapling technique because the number of secondary schools were six and the study was designed to examine teachers as the unit of analysis so that to include all of teachers all of secondary schools were involved as the study. Grade ten(10) were selected by using purposive sampling technique because Ethiopian high schools where English was taught not only as a subjects of matter but also as a medium of instruction .Thus, selecting purposively grade 10th in studying EFL teachers perception, practice and challenges of teaching three phases of reading appropriate technique of sampling. This was supported by (Kothari, 2004) that said purposive sampling can be used when the respondents are intentionally taken from the population. Based on this; two Woreda, six secondary schools , the total teachers (58) of teachers from the respective woredas were participated in this study since the purpose of the study was examining teachers' perception, practice and challenges of teaching three phases of reading.

3.6. Instruments of Data Gathering

In order to improve the trustworthiness of data, researchers suggest use of multiple data collection methods or what they called —triangulation‖ process (Gall, M. D., Gall, J. P., &

Borg, W. R, 2007a; Bogdan&Biklen, 2007). Triangulation process not only helps researchers to increase the credibility and validity of their study but also to eliminate biases that may result from relying exclusively on any one data-collection method, source, analyst or theory. In this research, data was collected through questionnaire, interview and class room observation.

3.6.1. Questionnaire

Questionnaire is a list of carefully designed questions or a set of questions usually in a highly structured written form to be answered by selected group of research participants or respondents (Gay, Mills and Airasian, 2009). Accordingly, in this study a series of questionnaires were prepared and used in a written form to the respondents. The questionnaire had two parts. These were close- ended and open – ended questionnaire items to collect information from sample teachers. The questionnaire items were prepared in English and developed by using the Likert-type of rating scales of the five points according to the level of agreement very high (5), high (4), medium (3), low (2) and very low (1) and degree of agreements will be strongly agree (5), agree (4), neutral (3), disagree (2) and strongly disagree (1). Questionnaires administered to 52 teachers.

3.6.2. Interview

Interviews are used to collect data verbally in face-to-face situation (Best and Khan, 2002). So, interviews were taken in the form of person-to-person encounters using semi-structured and unstructured questions enabling respondents to address matters in their own terms and words. Hence, semi structured interview was used. Interview was prepared for teachers who took part on filling questionnaires. Six (6) teachers who were Englishdepartment heads at each school involved in interview.

3.6.3. Classroom observation

Observation is useful tool to obtain direct information and it is the best data collecting technique for gaining insight into the subject in a natural environment. It will be the primary data gathering method to be used in the study (Waxman,2004). Because it helps the researcher to obtain practical data on how teachers teach reading skill, to what extent they implement the three phases of teaching reading advocated in the literature. The researcher beliefs classroom observation was appropriately designed and supported by check list. It was one of the effective tools of data collecting in descriptive educational research. For this reason, the researcher prepared observation checklists and observed the techniques teachers

used to teach reading. Then the researcher observed whether teacher's classroom practices reflect their perceptions. The observation was made twice for 6 teachers with in the interval of two week .

3.7. Procedures of Data Collection

After the items of the instruments were checked by the advisor, the researcher takes time and meets the respondents one by one or groups by briefing the purpose of the study. The respondents were asked to arrange time for the research underlining the status of the study its merit also. They received request letter to willingly participate in the study. The interview was conducted for about 30 minutes and systematically recorded. The researcher was also take field notes and write down main points of the interview. For the questionnaires five days were given to the all respondents to which the questionnaires were distributed. They were kindly requested to extend their cooperation by writing additional comment and explicitly require in case they have extra comment to write down. Then the questionnaires were collected after relevant information written on them and the responses was edited for analysis by using appropriate statistical methods.

3.8. Methods of Data Analysis

This study employed the mixed method. For the data generated by the questionnaire, quantitative method that employed descriptive statistics was used. White (2005)noted descriptive statistics as a mathematical technique for organizing, summarizing and displaying a set of numerical data. Based on this ground quantitative data was analyzed by mean score and standard deviation. The quantitative data was categorized and frequencies were tallied that was used to analyze the characteristics of the population as they help to determine the relative stand of the respondents. The items in the questionnaires were presented in tables according to their idea coherence. The scores of each item is organized, statistically compiled and entered into SPSS 20 version to obtain the mean value and standard deviation of each item. The qualitative data was collected from the classroom observation and interviews and open ended items were analyzed qualitatively. The written notes of interview was transcribed, categorized and compiled together into theme and were summarized and organized with related category to support quantitative analysis.

3.9. Validity and Reliability of the Instruments

Validity refers the extent to which instrument measures what it was supposed to measures and the reliability of the research instrument was extent to which yields the same results on repeated measures (Haber &Lobiondo– Wood, 2006). Therefore, in this study the data collection instruments distributed to respondents of the secondary schools of the study area to check validity and reliability of them.

The validity of instruments were assessed by the pilot test done by the researcher. It was administered to 10 English teachers of grade 10[th]Yekatiti 25 /67secondary school that were not included in the main study. To enhance content validity, appropriate and adequate items relevant to research objectives were included in the questionnaire.

To ensure reliability of the instrument, the researcher used the pilot test. The technique involves administering the same instrument to the same respondents twice. This is administered at an interval of one to two weeks.

Table 1. Reliability Coefficients Cronbach's Alpha

Category of items	No Ofitem	Cronbach's Alpha Coefficients	Rank
Pre reading phases activities	11	0.928	4
While reading phases activities	11	0. 944	1
Post reading phases activities	6	0.934	3
Teachers perception on teaching three phases of reading	10	0.908	5
Challenges of teaching three phases of reading	11	0.940	2
Average Reliability Coefficients		0.9308	

Source: sample survey of 2020

As can be seen from Table 1, all the instruments used in this study were reliable since their Cronbach's alpha coefficients ranged from 0.908 to 0.944 for the subscales and with the average reliability coefficient 0.9308. In line with this, the standards that an instrument with coefficient of 0.60 is regarded to have an average reliability while the coefficient of 0.70 and

above shows that the instrument has a high reliability standard (Sekaran and Bougie, 2010). Accordingly, the pilot test applied to test the reliability and validity of data collection instruments for this study was within the range of high reliability standard. The instruments were tested for their validity and reliability in order to reduce measurement error as the most useful instrument is both valid and reliable.

3.10. Research Ethics/ Ethical consideration

It is a researcher's responsibility to protect the interest of its participants and to avoid un intended negative effects toward the participants both during and following the actual study. The researcher adhered to ethical guide lines and ensured that the interests of students and EFL teachers, the participants of this study, were not harmed as the result of participating in this study. These guidelines were including, gaining informed consent, maintaining confidentiality of the participants, and sharing results with the interested participants.

The researcher was doing everything to make this work professional and ethical. To this end, the researcher tried to clearly inform to the respondents about the intention of the study i.e., simply for academic purpose alone. While introducing the purpose of the research in the introduction part of the questionnaire, the researcher confirmed that respondents' confidentiality was protected. Moreover, the study was based on their permission. The researcher also did not personalize any of the response of the respondents during data presentations, analysis and interpretation. Furthermore, all the materials were used for this research have been appropriately acknowledged.

Chapter Four: Data Presentation, Analysis and Interpretation

In this chapter the sample population and analysis of quantitative and qualitative data was done based on the information obtained through the questionnaires, interviews and observation analysis. The purpose of these data were to assess the EFL teachers' perception, practices and challenges of using phases of teaching reading skills. In view of that, 58 teachers of the districts were participated in the study. The data was composed from a total of 58 out of this 52 respondents filled and returned the questionnaires and 6 respondents were interviewed. Mean scores were calculated from the data. For the purpose of easily analyzing and interpreting, the mean values of each item were interpreted as follows: The teachers perception, practice and challenges of teaching by using three phases of reading with a mean value of 0-1.49 as very low (strongly disagree), 1.50-2.49 as low (disagree),2.50-3.49 as medium(undecided), 3.50- 4.49 as high(agree) and 4.50-5.00 as very high(strongly agree). On the other hand, for items related to the teachers perception towards, practice in and challenges of teaching three phases of reading which are negatively constructed, the scale was inversely interpreted.. Additionally, mean and SD: standard values were used to analysis and interpret. Finally, data from open ended questions, and interviews were triangulated to validate the findings. The qualitative data was analyzed based on their source and tools of gathering and then quantitative data analyzed by substantiating it qualitative data analysis.

Table 2. Respondents Background Information

s/n	Item category of Background Information		Frequency	Percent
1	Sex	Male	53	91.4
		Female	5	8.6
		Total	58	100.0
2	Age	20 and Less than	-	-
		21-25	2	3.5
		26-30	16	27.5
		31-35	22	37.9
		36-40	18	31.1
		Total	58	100.0
3		BA degree	34	58.6
	Educational level	MA	24	41.4
		Total	58	100.0
	Work experience	0-5 years	-	-
		6-10 years	20	34.5
		16-20 years	20	34.5
		21 and above years	18	31
		Total	58	100.0

Source: sample survey of 2020

As can be seen from the table 2, with regarding to sex category most53(91.4) of the respondents were male while the remaining 5(8.6%) of them were female. In terms of age , few 2(3.5%) of the respondents were with age range of 21-25years and the rest 16(27.5%) ,22(37.9%)   and 18(31.1%) of them were with age interval 26-30, 31-35 , 36-40 years respectively. As educational level of the respondents observed in the same table, above average 34(58.6%) of them BA degree holders whereas the remaining 24(41.4%) were educated MA degree holders. In terms of work experience few 18(31%) of respondents served 21 and above years. Twenty (thirty eight percent) of the respondent served for 6-10 years and 16-20 years for each categories, respectively. This implied that the respondents were appropriately selected because most of them were matured enough in terms of age and

more experienced in terms of work experience so that they provided relevant information to the study.

4.2.1. Data analysis with regard to practicing phases of teaching reading

Table 3. Pre reading activities during teaching three phases of reading

SN	Item	Mean	Std. Deviation
1	I give background knowledge about the title of the passage	3.54	1.093
2	I provide information about the text reading it quickly	3.73	0.992
3	I offer information about the text by using the title of the work	3.50	1.094
4	I give information about the text using some related pictures	3.50	0.700
5	I present information about text using the students' previous knowledge about the author/poet	3.12	0.704
6	I deliver background knowledge about the period in which the work was written	3.17	1.150
7	I furnish background knowledge about the author/poet of the work	3.38	1.087
8	I give background knowledge about the characters of the work.	3.27	1.140
9	I provide background knowledge about the cultural features of the work	3.50	1.196
10	I form a situation for classroom discussion on the title of the work.	3.54	1.260
11	I ask questions using words such as ; how, why, where, who, what, when	3.62	1.087
		3.44	1.0457

As indicated in the table 3 of item 1, the mean score of giving background knowledge about the text for students prior to reading was (X=3.54) and with standard deviation of (SD=1.093). When the mean of the above pre reading activity is compared to average mean it was greater than the average mean (X=3.54>3.44). This pointed out that giving background knowledge about the text for students prior to reading was practiced in grade 10th of sampled secondary schools but the practice was at the interval of medium level. Furthermore, the information obtained through interview supported the idea that giving background knowledge about the subject of the work for students prior to reading was practiced in grade 10th of sampled secondary schools practiced at the interval of medium level as:

"……..I am not practice giving background knowledge about the subject of the work for students prior to reading in the class room always but sometimes I do if need is raised to discuss.(teacher 01 interview).

In item 2 of table 3, the mean score of the responses on providing information to students before reading a text about the subject of the work by reading it quickly was (X=3.73) and with standard deviation of (SD=0.992). When the mean of the above pre reading activity is compared to average mean it was greater than the average mean (X=3.73>3.44). This indicated that providing information to students before reading a text about the subject of the work by reading it quickly was practiced in grade 10th of sampled secondary schools but the practice was at the interval of intermediate level. This confirmed by classroom observation by researcher of this study.

As depicted in the table 3 of item 3, respondents asked to tell the level practicing offering information about the subject of the work by using the title of the work. The mean score of the responses was (X=3.50) and with standard deviation of (SD=1.094). When the mean of the above pre reading activity compared to average mean it was greater than the average mean (X=3.5>3.44). This indicated that the level practicing offering information about the subject of the work by using the title of the work in grade 10th of sampled secondary schools practiced was at the interval of middle level.

The responses of Teacher 01said,

> *"..............I have many years' experience with students in practicing pre-reading tasks during reading lesson. I am really interested and believed in the practices of pre-reading tasks for active reading engagement of students. But, now a day teaching is very difficult to manage our learners in the school. It was exactly the way in which I learned from the students conduct. But now I can practically see that students learn more when they are engaged in activities that make them participant. As to its practicability, it is difficult to make it fully because of some problems such as interest, motivation, lack of teaching materials, etc.*

In item 4 of table 3, the mean score of giving information about the subject of the work by using some related pictures. The mean score of the responses was (X=3.50) and with standard deviation of (SD=0.700). When the mean of the above pre reading activity compared to average mean it was greater than the average mean (X=3.5>3.44). This indicated that the level giving information about the subject of the work by using some related pictures in grade 10th of sampled secondary schools practiced was at the interval of moderate level.

As shown in the table 3 of item 5, respondents requested to reply the practice of presenting information about the subject of the work by using the students' previous knowledge about the author/poet before reading . In view of that ,the mean score of the response was (X=3.12) and with standard deviation of (SD=0.704). When the mean of the above pre reading activity compared to average mean it was lower than the average mean (X=3.12<3.44). This pointed out that the practice of presenting information about the subject of the work by using the students' previous knowledge about the author/poet before reading in grade 10th of sampled secondary schools practiced was at the interval of middle level.

In item 6 of table 3, the mean responses on delivering background knowledge about the period in which the work was written before reading was (X=3.17) and with standard deviation of (SD=1.150). When the mean of the above pre reading activity compared to average mean it was lower than the average mean (X=3.17 <3.44). This pointed out that the practice of delivering background knowledge about the period in which the work was written before reading in grade 10th of sampled secondary schools practiced was at the interval of meduim level.

As can be seen from table 3 of item 7, respondents asked to answer the practice of furnishing background knowledge about the author/poet of the work before reading. Accordingly, the mean score of the response was (X=3.38) and with standard deviation of (SD=1.087). When the mean of the above pre reading activity compared to average mean it was lower than the average mean (X=3.38<3.44). This pointed out that the practice of furnishing background knowledge about the author/poet of the work before reading in grade 10th of sampled secondary schools practiced was at the interval of moderate level.

The responses of teacher 06 interviewee:

> *(…………I use different ways of teaching reading in the class, using pre-reading tasks is one of the methods which I apply during reading lesson. I am interested to make students to sit individually, in pairs, in groups or the teacher works with the whole class. I use one of these ways, based on the nature of the lesson, and I found pre-reading is appropriate to attain my objectives.(teacher 06).*

This implied the responses of interview question indicated that most of the teachers have believed that of practicing pre-reading tasks during reading lesson is important for reading

engagement of students. However, most of teachers' didn't apply pre-reading tasks during reading lesson in English language classroom.

In table 8 of table 8, the mean score of the responses on practice of giving background knowledge about the characters of the work before reading was (X=3.27) and with standard deviation of (SD=1.140). When the mean of the above pre reading activity compared to average mean it was lower than the average mean (X=3.27<3.44). This pointed out that the practice of giving background knowledge about the characters of the work before readingin grade 10th of sampled secondary schools practiced at the interval of moderate level.

As shown table 3 of item 9, respondents requested to tell the practice of providing background knowledge about the cultural features of the work before reading. In line with this request, the mean score of the responses on practice of giving background knowledge about the characters of the work before reading was (X=3.50) and with standard deviation of (SD=1.196). When the mean of the above pre reading activity compared to average mean it was greater than the average mean (X=3.50>3.44). This implied that the practice of providing background knowledge about the cultural features of the work before reading in grade 10th of sampled secondary schools practiced at the interval of moderate level.

In item 10 of table 3, the mean score of the responses on practice of forming a situation for classroom discussion on the title of the work before reading was (X=3.54) and with standard deviation of (SD=1.260). When the mean of the above pre reading activity compared to average mean it was greater than the average mean (X=3.54>3.44). This pointed out that the practice of forming a situation for classroom discussion on the title of the work before readingin grade 10th of sampled secondary schools practiced at the interval of reasonable level.

As observed in the table 3 of item 11, respondents asked to reply practice of asking questions using words such as ; how, why, where, who, what before reading. In line with this request, the mean score of the responses on practice of asking questions using words such as ; how, why, where, who, what before reading was (X=3.62) and with standard deviation of (SD=1.087). When the mean of the above pre reading activity compared to average mean it was greater than the average mean (X=3.62>3.44). This was true as of (Taboada&Gunthrie, 2006) that said questioning prior to reading will allow students to construct a high standard of coherence for understanding. This implied that the practice of ask questions using words such

as ; how, why, where, who, what, when before reading in grade 10th of sampled secondary schools practiced at the interval of higher level.

The responses of teacher 02 interview:

"……..I am not practice giving background knowledge about the subject of the work for students prior to reading in the class room always but sometimes I do if need is raised to discuss.(teacher 02).

The responses of teacher 03 interviewee:

(………..I encourage my students to use their prior knowledge that help understand the text by telling the main idea of the text before reading the text. In addition, after receiving comments raised by the students in the process of teaching reading skills further I show the authors intentions clearly before they engage into the text reading .(teacher 03).

Table 4.Activities of while reading phases

s/n	Item	Mean	Std. Deviation
1	Involving students in extracting the main ideas and supporting details were done as intended as possible	3.42	1.016
2	Encouraging students to find the specific information from the reading text	3.69	1.213
3	Asking students to infer information contained in the text	3.65	1.219
4	Students try to understand the whole work	3.35	1.083
5	My students try to understand only a part of the work	3.54	0.939
6	My students try to have their own interpretations about the whole work	3.31	1.147
7	After reading some parts of the work, my students are wanted to predict the other parts of the works	3.27	0.910
8	I ask my students to make their interpretations in the classroom discussion	3.58	1.258
9	My students take part in reading in the classroom	3.62	1.286
10	My students create a discussion about the characters of the work	3.35	0.968
11	My students put themselves in the shoes of the characters and write diaries	3.46	0.979
	Average	3.47	1.092

As depicted in the table 4 of item 1 above, the mean response on the students involvement into extracting main idea of the text by their teachers as while reading phase activity was (X=3.42) with the standard deviation (SD=1.016). When it compared to average mean lower than it(X=3.42 < 3.48 but the mean score of the response compared to scale of interpretation it fall at range of moderate level. This implied that the students' involvement into extracting main idea of the text by their teachers as while reading phase activity was practiced at moderate level.

In item 2 of table 4, respondents asked to reply whether encouraging students to find specific information from the reading text practiced as while reading phase activity sampled secondary or not. Accordingly, the mean response on the students involvement into extracting main idea of the text by their teachers as while reading phase activity was (X=3.69) with the standard deviation (SD=1.016). When it compared to average mean greater than it(X=3.69 >3.48) but the mean score of the response compared to scale of interpretation it fall at range of moderate level. This implied that the students' involvement into extracting main idea of the text by their teachers as while reading phase activity was practiced at moderate level.

As can be seen from the table 4 of item 3,respondents asked to tell whether asking students to infer information contained in the text practiced as while reading phase activity sampled secondary or not. Accordingly, the mean response on the asking students to infer information contained in the text practiced as while reading phase activity was (X=3.65) with the standard deviation (SD=1.219). When it compared to average mean greater than it(X=3.65>3.48) but the mean score of the response compared to scale of interpretation it fall at range of moderate level. This implied that asking students to infer information contained in the text practiced as while reading phase activity was practiced at moderate level.

In item 4 of table 4, , the mean score of response on the students' understanding the whole work in practicing while reading phase activity was (X= 3.35) with the standard deviation (SD=1.083). When it compared to average mean lower than it(X=3.35< 3.48 but the mean score of the response compared to scale of interpretation it fall at range of moderate level. This implied that the students' understanding the whole work in practicing while reading phase activity was practiced at moderate level.

Interview result also confirmed that:

(...........The learners may be asked to find the answers to the questions given at the beginning of the text (pre-text questions), or to questions inserted at various points within the text. Another activity to involve less successful readers to work with successful readers for their improvement can be to compose mixed groups to complete diagrams or maps, making lists, and taking notes to develop their reading comprehension. This may lead to further individual effective reading habits.)(teacher03)

In item 5 of table 4, , the mean score of response on the students' partial understanding only a part of the work in practicing while reading phase activity was (X=3.54) with the standard deviation (SD=0.939). When it compared to average mean lower than it(X=3.54< 3.48) but the mean score of the response compared to scale of interpretation it fall at range of moderate level. This implied that the students' partial understanding only a part of the work in practicing while reading phase activity was practiced at moderate level.

As depicted in the table 4 of item 6, the mean score of response on the students' having their own interpretations about the whole work in practicing while reading phase activity was (X= 3.31) with the standard deviation (SD=1.147). When it compared to average mean lower than it(X=3.31< 3.48) but the mean score of the response compared to scale of interpretation it fall at range of moderate level. This implied that the students' having their own interpretations about the whole work in practicing while reading phase activity was practiced at moderate level.

In table 4 of item 7, the mean score of response on students' after reading some parts of the work predicting the other parts of the works in practicing while reading phase activity was (X= 3.27) with the standard deviation (SD=0.910). When it compared to average mean lower than it(X=3.27< 3.48) but the mean score of the response compared to scale of interpretation it fall at range of moderate level. This implied that the students' after reading some parts of the work predicting the other parts of the works in practicing while reading phase activity was practiced at moderate level.

As can be seen from the table 4 of item 8, the mean score of response on the students' asking to make their interpretations in the classroom discussion in practicing while reading phase activity was (X=3.58) with the standard deviation (SD=1.258). When it compared to average mean greater than it(X=3.58> 3.48) but the mean score of the response compared to scale of interpretation it fall at range of moderate level. This implied that the students' asking

to make their interpretations in the classroom discussion in practicing while reading phase activity was practiced at moderate level.

As indicated in the table 4 of item 9, the mean score of response on students' taking part in reading in the classroom at the time of practicing while reading phase activity was (X=3.62) with the standard deviation (SD=1.286). When it compared to average mean greater than it(X=3.62> 3.48) but the mean score of the response compared to scale of interpretation it fall at range of moderate level. This implied that the students' taking part in reading in the classroom at the time of practicing while reading phase activitywas practiced at moderate level.

As shown in the table 4 of item 10, the mean score of response on students' creating a discussion about the characters of the work at the time of practicing while reading phase activity was (X=3.35) with the standard deviation (SD=0.968). When it compared to average mean lower than it(X=3.35< 3.48) but the mean score of the response compared to scale of interpretation it fall at range of moderate level. This implied that the students' creating a discussion about the characters of the work at the time of practicing while reading phase activitywas practiced at moderate level.

In the table 4 of item 11, the mean score of response on students' put themselves in the shoes of the characters and write diaries at the time of practicing while reading phase activity was (X=3.46) with the standard deviation (SD=0.979). When it compared to average mean lower than it(X= 3.46< 3.48) but the mean score of the response compared to scale of interpretation it fall at range of moderate level. This implied that the students' put themselves in the shoes of the characters and write diaries at the time of practicing while reading phase activity was practiced at moderate level.

Table 5. Practices of   post reading phase activities

s/n	Item	Mean	Std. Deviation
1	involve the students into text evaluation based on the pre phases information	3.62	.973
2	Encouraging students to become more engaged in reading and develop a deeper understanding and appreciation of various texts	3.62	1.013
3	I foster the active reading carry their students to academic achievement in all content areas	3.62	1.123
4	the information they have read and help them to systematically exercised to clarify, connect, summarize, and evaluate	3.58	1.016
5	summarizing the text and relating the message with their own knowledge, experience and feelings	3.69	1.112
6	reconstruction of the writer's opinion after reading	3.54	1.093
		3.611	1.055

Response of Teacher02 interviewee:

"……. In my opinion features of good pre- reading tasks include exploring the main idea of the text before engaging into it in the context of the author intention, audience of the text with respect to students background knowledge about the text(Teacher02).

2. What the extent of your practicing pre-reading phase in teaching three phases of reading?

*(……………I am not interested to give pre-reading tasks during reading lesson because the time given within one period is not enough. In addition to this, my students give attention for only national exam portion , so it is impossible to cover all the lessons in this text by using three phases of reading. For me teaching reading directly is the best way in teaching reading rather than wasting time with pre-reading tasks). (*Teacher 01).

The responses of Teacher 05 said,

"………Yes, I believe those of pre-reading tasks are very important to students to engage in reading skill properly. But, whatever they are important to the students, it is impossible to apply in the classroom because they are difficult to be applied within short period of time together with other phases".(Teacher

As indicated in the table 5 of item 1,the mean score of involving the students into text evaluation based on the pre phases information as the practice of post reading phase was (X=3.62) with the standard deviation (SD=0.973). When it compared to average mean lower than it(X=3.62> 3.611) but the mean score of the response compared to scale of interpretation it fall at range of higher level. This implied that the students' involving the students into text evaluation based on the pre phases information as the practice of post reading phase was practiced at higher level.

But interview result showed that:

"…………...The work does not refer directly to the text, but grows out of it. Post-reading may also include any reactions to the text and to the while-reading work. For example, learners say whether they like it, and find it useful or not (evaluation and commenting on the reading). Setting up and organizing post-reading work very much depends on all the objectives of the program as a whole. Post-reading work should, thus, contribute in a coherent manner, to the writing, speaking and listening skills that a foreign language program aims to develop(teachers 02)".

In item 2 of table 5, respondents asked to tell whether encouraging students to become more engaged in reading and develop a deeper understanding and appreciation of various texts practiced in sampled secondary schools or not. Accordingly, the mean score of encouraging students to become more engaged in reading and develop a deeper understanding and appreciation of various texts as the practice of post reading phase was (X=3.62) with the standard deviation (SD=1.013). When it compared to average mean lower than it(X=3.62> 3.611) but the mean score of the response compared to scale of interpretation it fall at range of higher level. This implied that the students' encouraging students to become more engaged in reading and develop a deeper understanding and appreciation of various texts was practiced at higher level.

This was also confirmed during class room observation the teacher said

"……………These exercises are more concerned with summing up the content of the text, investigation into the writer's opinion and may entail some kind of follow-up-task related to the text. Here you can use the following tasks: Find the most important sentence in each paragraph. Match each sentence of the jumbled summary with the correct paragraph. Use your imagination and write your end of the story. Express your attitude to the story, What is your attitude to the story?''

As shown in the table 5 of item 3 the mean score of fostering the active reading carry their students to academic achievement in all content areas as the practice of post reading phase was (X=3.62) with the standard deviation (SD=1.123). When it compared to average mean lower than it(X=3.62> 3.611) but the mean score of the response compared to scale of interpretation it fall at range of higher level. This implied thatfostering students' active reading carry their students to academic achievement in all content areas as the practice of post reading phase was practiced at higher level.

The responses of teacher 01 interview:

(…………Giving clues about the text background information for students to relate idea with their prior knowledge is part of my activities when I teach reading lessons. Usually, it engages the learners in what I teach and in whatever activities that may be practiced in teaching-learning process. I believe that it gives opportunities for learners to ask questions and to compare their answers with their group members, and it also gives opportunities to challenge each other. Additionally, my students are ready to explain and use their back ground knowledge with one another in teaching reading lessons (teacher, 01).

In table 5 of item 4, the mean score of the request on the information that students got during reading help them to systematically exercised to clarify, connect, summarize, and evaluate as the practice of post reading phase was (X=3.58) with the standard deviation (SD=1.016). When it compared to average mean lower than it(X=3.58< 3.611) but the mean score of the response compared to scale of interpretation it fall at range of higher level. This implied that the information that students got during reading help them to systematically exercise to clarify, connect, summarize, and evaluate as the practice of post reading phase was practiced at higher level.

But Brown (1994) suggested that

Students need to utilize a wide range of strategies while reading a text and specially in reading comprehension, because in reading comprehension process students should utilize several of conscious and unconscious strategies to solve their problem in order to construct meaning from written message /messages.

(…….This section sought to the summary of data collected to find out teachers perceptions on reading skill and the use of techniques for comprehension. This includes teachers" opinions on meaning of reading, the importance of reading skill, perceptions about reading techniques and their importance in reading lesson).(teachers 01)

The findings from the interviewed teachers concerning their perceptions on teaching three phases of reading revealed that reading is the interaction between the learner and the writer. Besides, they said that reading is the way to understand and construct meaning from a text.

As can be seen from the table 5 of item 5, the mean score of the request on summarizing the text and relating the message with their own knowledge, experience and feelings as the practice of post reading phase was (X=3.69) with the standard deviation (SD=1.112). When it compared to average mean lower than it(X=3.69> 3.611) but the mean score of the response compared to scale of interpretation it fall at range of higher level. This implied that the summarizing the text and relating the message with their own knowledge, experience and feelings as the practice of post reading phase was practiced at higher level.

As can be seen from the table 5 of item 6, the mean score of the request on reconstruction of the writer's opinion after reading as the practice of post reading phase was (X=3.54) with the standard deviation (SD=1.093). When it compared to average mean lower than it(X=3.54< 3.611) but the mean score of the response compared to scale of interpretation it fall at range of higher level. This implied that reconstruction of the writer's opinion after reading as the practice of post reading phase was practiced at higher level.

The interview results also pointed that :

Obviously, this three-phase approach is not to be carried out mechanically on every occasion. Sometimes the teacher may wish to cut out the pre-reading stage and get learners to work on the text directly. Sometimes the post-reading work may not be suitable. However, the advantage of the three-phase approach is twofold. Firstly, it respects and makes use of the students' own knowledge of the language and of the world, and uses this as a basis for involvement, motivation, and progress. Secondly, the three-phase approach leads to the

integration of the skills in a coherent manner so that the reading session is not simply isolated.

In table 5 above item 1, 2 and 3 have the same mean value but their standard deviation varies relatively. The smaller the standard deviation implies the better practice of post reading activities. Accordingly, involving the students into text evaluation based on the pre phases information was practiced relatively in better manner than encouraging students to become more engaged in reading to develop a deeper understanding and appreciation of various texts and fostering the active reading carry their students to academic achievement in all content areas.

Table 6.Teacher's perception on using the three phases of teaching reading

s/n	Item	Mean	Std. Deviation
1	Students told to practice pre reading phases in class room	3.65	1.118
2	Students have motivation and interest to reading in class room	2.46	1.128
3	During reading students followed the steps told by teacher	2.96	1.298
4	I facilitate reading activities in classroom because my students have high in of reading	3.12	1.231
5	Students have prior knowledge in the memory to connect with the visual information received from the text	3.08	1.311
6	Students are enabled to identify sentence, phrases and words in the text in the reading lesson	2.85	1.178
7	Students have positive and high self-perceptions in the area of reading	3.00	1.085
8	Students have prior knowledge in the memory to connect with the visual information received from the text	3.04	1.102
9	Students have motivation and interest to reading in class room	3.08	1.281
10	Main idea of a text is made understood by students in the reading lesson	2.85	1.144
		3.01	1.1876

As can be seen from the table 6 of item 1,the mean score of telling students to practice pre reading phases by their teachers in class room as measurement of teachers perception was (X=3.65) with the standard deviation (SD=1.118). When it compared to average mean greater than it(X=3.65 >3.01) but the mean score of the response compared to scale of interpretation it fall at range of higher level. This implied that telling students to practice pre reading phases by their teachers in class room as measurement of teachers perception was alleged at higher level.

In item 2 of table 6, the mean score of motivation and interest students to practice reading in class room as measurement of teachers perception was (X=2.46) with the standard deviation (SD=1.128). When it compared to average mean lower than it(X=2.46 <3.01) but the mean score of the response compared to scale of interpretation it fall at range of higher level. This implied that motivation and interest students to practice reading in class room as measurement of teachers perception was practiced at higher level.

In contrast to this , The response of Teacher 02 said,

"..........I do not think pre-reading tasks are that much necessary rather than wasting time. Therefore, the teachers should directly proceed to the main passage without any beginning is advisable."

The responses of Teacher 04 said,

> *"........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 language. Specially, in reading skill they are very weak rather than other skills because their result in all subjects is becoming less and less.(Teacher 04)".*

In item 3 of table 6, the mean score of students' practice of following the steps told by teacher during reading as measurement of teachers perception was (X=2.96) with the standard deviation (SD=1.298). When it compared to average mean lower than it(X=2.96 <3.01) but the mean score of the response compared to scale of interpretation it fall at range of lower level. This implied that students' practice of following the steps told by teacher during reading as measurement of teachers perception was practiced at lower level.

The responses of teacher 01 interviewee:

(……….. I believe the important skill teachers can impart at while reading is note-taking, which allows students to compile new vocabulary and important information and details, and to summarize information and record their reactions and opinions. During reading phase I rarely support students reading activity if I do so most of my students with low performance of reading activity are not interested so that I give focus for post reading activity.(teacher 01).

Teacher 5 responded,

"………..I believe that using pre-reading tasks is necessary in order to get students attention before reading passage."

As Teacher 03 answered,

"………..All the pre-reading tasks can't be equally important to the learners to be engaged in teaching reading lessons, but it is possible to use them situational."

Teacher 04 said,

"………..Personally I see most of the pre-reading tasks are important and appropriate to the level, whereas it is difficult to say all of them can be important equal."

Finally, teacher 5 said,

"………….As much as in my understanding there is no means to say all the pre-reading tasks are equally adequate for students because of that I'm not using them frequently." The above data indicates that all of the pre-reading tasks are not equally important and appropriate to the learners.

As can be seen from the table 6 of item 4, the mean score of teachers facilitation of reading activities in classroom because students have high interest of reading as measurement of teachers perception was (X=3.12) with the standard deviation (SD=1.231). When it compared to average mean greater than it(X=3.12 >3.01) but the mean score of the response compared to scale of interpretation it fall at range of moderate level. This implied that teacher's facilitation of reading activities in classroom because students have high interest of reading as measurement of teachers perception was practiced at moderate level.

As indicated in the table 6 of item 5, the mean score of responses on students' prior knowledge in the memory to connect with the visual information received from the text as

measurement of teachers perception was (X=3.08) with the standard deviation (SD=1.311). When it compared to average mean greater than it(X=3.08 >3.01) but the mean score of the response compared to scale of interpretation it fall at range of moderate level. This implied that students' prior knowledge in the memory to connect with the visual information received from the text as measurement of teachers perception was practiced at moderate level.

As shown in the table 6 of item 6 the mean score of the responses on teachers' level of making students enabled to identify sentence, phrases and words in the text in the reading lesson as measurement of teachers perception was (X=2.85) with the standard deviation (SD=1.178). When it compared to average mean greater than it(X=2.85 <3.01) but the mean score of the response compared to scale of interpretation it fall at range of moderate level. This implied that teachers' level of making students enabled to identify sentence, phrases and words in the text in the reading lesson was practiced at moderate level.

In item 7 of table 6, the mean score of the responses on students' positive and high self-perceptions in the area of reading as measurement of teachers perception was (X=3.00) with the standard deviation (SD=1.085). When it compared to average mean greater than it(X=3.00 <3.01) but the mean score of the response compared to scale of interpretation it fall at range of moderate level. This implied that students' positive and high self-perceptions in the area of reading were practiced at moderate level.

As depicted in the table 6 of item 8, the mean score of the responses on students prior knowledge in the memory to connect with the visual information received from the text as measurement of teachers perception was (X=3.04) with the standard deviation (SD=1.102). When it compared to average mean greater than it(X=3.04 >3.01) but the mean score of the response compared to scale of interpretation it fall at range of moderate level. This implied that students' prior knowledge in the memory to connect with the visual information received from the text was practiced at moderate level.

In connection to this, teacher 01 replied as follows:

*(………...As I think having knowledge of teaching three phases reading techniques helps students answer the given activities easily. If not, they may kill their time to read all passage and feel boring. Without applying necessary reading techniques it is difficult to understand message of the writer (teacher 01).*Garner, (1987) confirmed the responses of the teachers by

saying strategic reader can promote reading comprehension and failure to be strategic in reading may result from either development inability or poor reading.

The responses of Teacher 02 responded,

"..................In my opinion pre-reading tasks in tenth English text book are not timely and inappropriate. Also the problem is that the students couldn't understand and there is no enough time to implement these activities in actual classroom teaching learning process of reading."

As can be seen in the table 6 of item 9, the mean score of the responses on teachers perception on students have motivation and interest to reading in class room as measurement of teachers perception was (X=3.08) with the standard deviation (SD=1.281). When it compared to average mean greater than it(X=3.08>3.01) but the mean score of the response compared to scale of interpretation it fall at range of moderate level. This implied that teachers' perception on students' motivation and interest to reading in class room was practiced at moderate level.

In table 6 of item 10, the mean score of the responses on main idea of a text is made understood by students in the reading lesson as measurement of teachers perception was (X=2.85) with the standard deviation (SD=1.281). When it compared to average mean lower than it (X=2.85<3.01) but the mean score of the response compared to scale of interpretation it fall at range of moderate level. This implied that main idea of a text is made understood by students in the reading lesson was practiced at moderate level.

The interview results also pointed that:

Obviously, this three-phase approach is not to be carried out mechanically on every occasion. Sometimes the teacher may wish to cut out the pre-reading stage and get learners to work on the text directly. Sometimes the post-reading work may not be suitable. However, the advantage of the three-phase approach is twofold. Firstly, it respects and makes use of the students' own knowledge of the language and of the world, and uses this as a basis for involvement, motivation, and progress. Secondly, the three-phase approach leads to the integration of the skills in a coherent manner so that the reading session is not simply isolated.

Table 7. Challenges of teaching three phases of reading

s/n	Item	Mean	Std. Deviation
1	Lack of interest from students to learn reading skill	4.15	1.334
2	Limited background knowledge of students to learn reading	4.27	1.206
3	Limited proficiency of teachers to teach reading phases	3.96	1.204
4	Lack of good preparation to teach three phases of reading	3.96	1.066
5	Teachers poor assistance and support during teaching phases of reading lesson	4.04	1.171
6	Lack of good knowledge to create a discussion about the characters of the work	3.85	1.109
7	Lack of good knowledge of predicting the other parts of the works after reading some parts of the work.	3.77	1.131
8	Large class student ratio to teach three phases reading	3.77	1.381
9	Structural differences between my students' mother tongue and target language cause a problem.	3.85	0.998
10	unknown words are problem on my students' understanding	3.08	1.281
11	insufficient cultural background knowledge causes a problem of understanding	3.88	1.060
		3.87	1.176

4.2.2. Challenges of teaching three phases of reading

As can be seen from the table 7 of item 1, the mean response on lack of interest from students to learn reading skill as challenges to practice teaching three phases of reading was (X=4.15) with the standard deviation (SD=1.334). When it compared to average mean greater than it(X=4.15>3.87) but the mean score of the response compared to scale of interpretation it fall at range of higher level. This implied that lack of interest from students to learn reading skill as challenges to practice teaching three phases of reading was at higher level.

The responses of Teacher 04 similarly suggested,

> *(…………..Any pre-reading task can be a good pre-reading task if it should encourage and motivate students to have a good time when they read. If the students motivated at the beginning of the passage, they can read the passage and complete it with a great success.*

The responses of teacher 02 interviewee:

> *(…………It is impossible to engage students into pairs or small groups during pre-reading tasks because it is only one phase from those of three reading phases. Therefore, passing to reading comprehensions without any consideration of pre-reading tasks is better way (teacher 02).*

Teacher 03 replied,

"…….Good pre-reading tasks look like the tasks that consider students' background and interest. Unless it consider it is impossible to teach the whole reading tasks in the text book."

As indicated in the table 7, the mean response onlimited background knowledge of students to learn reading as challenges to practice teaching three phases of reading was (X=4.27) with the standard deviation (SD=1.206). When it compared to average mean greater than it(X=4.27>3.87) but the mean score of the response compared to scale of interpretation it fall at range of higher level. This implied that limited background knowledge of students to learn reading as challenges to practice teaching three phases of reading as challenges to practice teaching three phases of reading was at higher level.

Item 3 of in table 7, the mean score response onlimited proficiency of teachers to teach reading phases as challenges to practice teaching three phases of reading was (X=3.96)

with the standard deviation (SD=1.204). When it compared to average mean greater than it(X=3.96>3.87) but the mean score of the response compared to scale of interpretation it fall at range of higher level. This implied that limited proficiency of teachers to teach reading as challenges to practice teaching three phases of reading as challenges to practice teaching three phases of reading was at higher level.

This was true as that of(Greenwood, 1989) :Language preparation does not mean that the teacher should explain every possible unknown word and the structure in the text, but that he should ensure that the learners would be able to tackle the text task without being totally frustrated with language difficulties. One way of stimulating interest and understanding their lacking points is to spend at least one or more lesson hours in this stage for arousing curiosity about the subject, message, characters and actions in the text (Greenwood, 1989).

Responses teacher05 interviewee:

"...................I have limited time to teach reading by following per phases by two reasons.first, government secondary schools students' start teaching learning late at the beginning and at semester break student did not found in the class for about 15 days other than permitted bearktime.Second, work overload for me in teaching reading and limited background knowledge ofmy student hindered me practicing pre reading phases of reading(teacher 05).similarly,

Teachers 02 said,

"...........In my opinion pre reading tasks which motivate students to read a passage are the most useful and best to engage students in the process of reading comprehension. But, I didn't use these activities because of the time constraints."

As can be seen from the table 7 of item 4, the mean score response onlack of good preparation to teach as challenges to practice teaching three phases of reading was (X=3.96) with the standard deviation (SD=1.066). When it compared to average mean greater than it(X=3.96 >3.87) but the mean score of the response compared to scale of interpretation it fall at range of higher level. This implied that lack of good preparation to teach as challenges to practice teaching three phases of reading were at higher level.

The responses of Teacher 04 said,

"………It is impossible for the whole class to process the strategies properly. Then, it is better to divide the class into small groups and practiced pre-reading tasks by relating the objectives of the reading lesson takes place at that time."

The responses of Teacher 05 responded,

 "……………Really it is unthinkable to use pre-reading activities within whole class. For this mater, it is better to make them to be engaged into different groups when they do pre-reading tasks."

Teacher 01 said,

> *I faced a lot of challenges when I tried to use pre-reading tasks during reading lesson like: students' background knowledge, lack of students' interest, and limited class time were branded to implement such kind of tasks during reading lesson. Therefore, pre-reading tasks that able to solve the above problems are good for teachers to implement them in the classroom.*

As can be seen from the table 7 of item 5, the mean score response on teachers poor assistance and support during teaching phases of reading lesson as challenges to practice teaching three phases of reading was (X=4.04) with the standard deviation (SD=1.171). When it compared to average mean greater than it(X=4.04>3.87) but the mean score of the response compared to scale of interpretation it fall at range of higher level. This implied that teachers' poor assistance and support during teaching phases of reading lesson as challenges to practice teaching three phases of reading were at higher level.

*(……….On the contrary, to the question about types of techniques they use during reading lesson and how they teach, more than half of the interviewees mentioned techniques such as asking students to read quickly for specific information (scanning) and letting students to read for general information (skimming) and they could not mention other reading techniques). (**teachers05**)*

In table 7 of item 6, the mean score response on lack of good knowledge to create a discussion about the characters of the work as challenges to practice teaching three phases of reading was (X=3.85) with the standard deviation (SD=1.109). When it compared to average mean greater than it(X=3.85<3.87) but the mean score of the response compared to scale of interpretation it fall at range of higher level. This implied that lack of good knowledge to create a discussion about the characters of the work as challenges to practice teaching three phases of reading were at higher level.

Teachers 04 said,

> *"…………..It has hindered students to not work hard on their lesson including reading English. The disparity of students in their ability of reading is also a*

problem. The fact that a few of them who had passed through kindergarten work better than those who came directly from home. If students lack the ability to read in any subject, they lack understanding and success in their life. But, if they lack pre-reading tasks in English language, they lack motivation to read any passage with ease".

In table 7of item 7, the mean score response on lack of good knowledge of predicting the other parts of the works after reading some parts of the work as challenges to practice teaching   three phases of reading   was (X=3.77) with the standard deviation (SD=1.131). When it compared to average mean greater than it(X=3.77 <3.87) but the mean score of the response compared to scale of interpretation it fall at range of higher level. This implied that lack of good knowledge of predicting the other parts of the works after reading some parts of the work as challenges to practice teaching   three phases of reading were at higher level.

As can be seen from the table 7 of item 8, the mean score response onlarge class student ratio to teach three phases reading as challenges to practice teaching   three phases of reading   was (X=3.77) with the standard deviation (SD=1.381). When it compared to average mean greater than it(X=3.77<3.87) but the mean score of the response compared to scale of interpretation it fall at range of higher level. This implied that large class student ratio to teach three phases reading as challenges to practice teaching   three phases of reading were at higher level.

The responses of teacher 02 interviewee:

(…………misuse of pre-reading tasks is destructive practice for the teaching and learning process of reading in English language class. If teachers do not encourage their students by using pre-reading tasks during teaching reading lesson, they cannot put the best of their efforts. Therefore, the teachers' misuse of pre-reading tasks during reading lesson is one of the major reasons to students' poor reading engagement (teacher 02).

From the above interview results of pre-reading practice one can say that many of the participant teachers were not practiced pre-reading tasks during reading lesson. Unless the teachers create awareness through pre-reading tasks before the students start reading comprehension, the whole process become disturbed or the learners can't give attention to their reading text. Therefore, the study revealed that the learners were not activated to express their idea on practices of pre-reading tasks during reading lesson.

As indicated in the table 7 of item 9, the mean score response onStructural differences between my students' mother tongue and target language cause a problem as challenges to practice teaching   three phases of reading   was (X=3.85) with the standard deviation (SD=0.998). When it compared to average mean lower than it(X=3.85<3.87) but the mean score of the response compared to scale of interpretation it fall at range of higher level. This implied that Structural differences between my students' mother tongue and target language cause a problem as challenges to practice teaching   three phases of reading were at higher level.

As indicated in the table 7 of item 10, the mean score response on unknown words are problem on my students' understanding as challenges to practice teaching   three phases of reading   was (X=3.08) with the standard deviation (SD=1.281). When it compared to average mean greater than it(X=3.08<3.87) but the mean score of the response compared to scale of interpretation it fall at range of higher level. This implied that unknown words are problem on my students' understanding as challenges to practice teaching   three phases of reading were at higher level.

As shown in the table 7 of item 11, the mean score of the response on insufficient cultural background knowledge causes a problem of understanding as challenges to practice teaching three phases of reading   was (X=3.87) with the standard deviation (SD=1.060). When it compared to average mean lower than it(X=3.88>3.87) but the mean score of the response compared to scale of interpretation it fall at range of higher level. This implied that insufficient cultural background knowledge causes a problem of understanding as challenges to practice teaching   three phases of reading were at higher level.

The responses teachers 06 interviewee:

(…….Concerning the challenges during reading lesson, the interviewees raised about shortage of time, broadness of passage to be read, unwillingness of students to come with a text book, large number of students in a class and less attention from students(teachers 06).

In the same table above, items 3 and 4 had the same mean score but different standard deviation the smaller the mean score, the higher the challenge of teaching three phases of reading so that lack of good preparation to teach three phases of reading challenged more than limited proficiency of teachers to teach reading phases. Similarly, in item 7 and 8 of the same table lack of good knowledge of predicting the other parts of the works after reading

some parts of the work challenged more than large class student ratio to teach three phases reading.

This implied a lot of challenges; like: students' background, lack of students' interest, and limited class time were branded to implement pre-reading tasks during reading lesson, lack of students' independence to actively involve on using pre-reading tasks during reading lesson and the students' dependence on their teacher.

Observation analysis

Observation was done for 40 minute in each of six class rooms. It was observed that most of the teachers leave out pre reading activities in classroom in teaching three phases reading. While reading activities were not practiced EFL teachers that was impractical during observation by the researcher. It was observed that post reading phases practiced by most of the teachers in teaching three phases of reading.

Table 8 Data analysis classroom observation pre reading

s/n	Possible pre reading activities observed	Comment by observer			
		Observed		Not observed	
		F	%	F	%
1	Introduce the day's reading lesson through short discussion.	2	33.3	4	66.7
2	Use titles, pictures related to the topic or a set of selected key words to get students predict what the text is about	1	16.7	5	83.3
3	Give purposes for reading	2	33.3	4	66.7
4	Pre teach selected key words from the passage	3	50	3	50
5	Break up the text into components for easy reading	1	16.7	5	83.3

As can be seen from the table 8, except item of pre reading activity the remaining item were not practiced below average in sampled secondary schools of the study area.

Table 9 data analysis classroom observation of while reading

s/n	Possible while reading activities observed	Comment by observer			
		Observed		Not observed	
		F	%	F	%
1	Get students to read the text silently and quickly for gist (skimming)	2	33.3	4	66.7
2	Get students to read the text silently and quickly for specific information (scanning)	4	66.7	2	33.3
3	Encourage students to guess at word meaning from context	1	16.7	5	83.3
4	Provide students ample time for reading and discussion	3	50	3	50
5	Encourage students to find the answer themselves rather than telling them what it is	5	83.3	1	16.7

As observed in table 9, out of six teachers three of them practiced while reading which was relatively better than pre reading in table 8.

Table 10 classroom observation of post reading

s/n	Possible post reading activities observed	Comment by observer			
		Observed		Not observed	
		F	%	F	%
1	Get students to discuss answers to the comprehension questions in pairs/ small groups	4	66.7	2	33.3
2	Encourage students to read out their answers to the comprehension questions	5	83.3	1	16.7
3	Summarize the day's reading lesson	4	66.7	2	33.3
4	Encourage students to relate the information in the text to their real life experience	3	50	3	50
5	Encourage students to explore the ideas and issues in the text through writing activity	3	50	3	50

As indicated in table 10, it was observed that post reading was practiced in better performance the pre reading and while reading phases of reading.

I observed teachers more concerned with summing up the content of the text, investigation into the writer's opinion and may entail some kind of follow-up-task related to the text. Here you can use the following tasks: Find the most important sentence in each paragraph. Match each sentence of the jumbled summary with the correct paragraph. Use your imagination and write your end of the story.

Chapter Five: Summary, conclusions and Recommendations

5. Introduction

This chapter provides a summary of the study, significant conclusions that were drawn from the data analysis and recommendations. The main objective of this study was to examine EFL teachers' perception, practices in and challenges of using the three phases of teaching reading skills. The study used both quantitative and qualitative approaches, and descriptive research design. Quantitative data were obtained through questionnaires distributed to 52 teachers, insampled secondary schools of KambataTambaroZone, SNNPRS. The return rate was 100%. The quantitative data analyses were conducted by using SPSS 20 version of software. The qualitative data were obtained through interview of six teachers of sampled, open ended questions and classroom observation by the researchers that were analyzed by using narration.

Their responses were categorized according to the basic research questions and themes that emerged in the process of research design. The research questions were:

Question 1: To what extent do EFL teachers implement the three phases of teaching reading in the classroom?

Question 2: How do the EFL teachers perceive using the phases of teaching reading skill?

Question 3: What are the challenges of EFL teachers' in teaching reading skill using the three phases?

5.1. Summary of Finding

For pre-reading strategies, the majority of teachers showed agreement on planstudents'consideration to the topic before reading. The findings showed that EFL teachers do not prefer to use the same strategy for all texts. Although there is a variety of reading texts to be used as teaching materials, only single strategy may not work appropriately for all the text. It is impossible to oversimplify reading strategies to all the texts. Contrariwise, certain teachers upset on the use of pre- reading strategy on encouraging students to increasetheir understanding by activating prior knowledge before reading.

With regard to while reading strategy, most of the teachers specified that sometimes they ask and encourage students to use contextual meaning assignments for the unknown words. On the other hand, teachers indicated that they ask their students to read the text more than once.

Teachers believe that the students need to deal with the text in detail for better understanding. In addition, teachers do not agree to focus too much on the phases of reading at the expense of meaning. They may think that when students focus on structures too much, the students may miss the core meanings of the words or the sentences.

Among the post reading activities, majority of the teachers made students to read the details of the text to have a deeper understanding of the text. They may think that the students need to read the texts' details to internalize it and evaluate after reading the text to know the intention of the writer . On the contrary, some of teachers pointed out that there is no need to read the texts in details. Instead, it is sufficient to catch the gist idea of the text.

It is not even and easy process to integrate and employ the three phase reading strategies in EFL classes. Challenges like the problems with the unwillingness of the students, limited timeand work overload and so on all made the practice of teaching three phases of reading more difficult to apply appropriately.

In terms of EFL teachers' beliefs regarding the use of three phases reading strategies in their teaching practice are essential because teachers perceptions towards teaching three phases of reading was at the moderate level and this was also supported by qualitative data .In order to provide perpetual and effective teaching three phases of reading ,EFL teachers should gain great deal of knowledge and skill about use of reading strategies through their committed lesson preparation on the three phases teaching reading strategy. The teachers were not realize their personal instruction strategies, considering new ones, learn how to perfect and impart them. In addition, EFL teachers have many chances to practice and evaluate teaching three phases and methods, and plan how they will implement strategy based instruction.

5.2. Conclusions

It was concluded that in sampled secondary schools three phases of reading were practiced as much as possible. However, when we compare average mean scores(pre-reading =3.44,while reading=3.48 and post reading 3.611) in teaching three phases reading teachers practiced by focusing on post reading phase than pre-reading and while reading phases. This conclusion was supported by empirical investigation that pointed out pre-reading phases can affect students reading;

It was generalized that teachers' perception of using the three phases of reading was at the interval of moderate level. In items designed to know their perception of teachers toward

students interest and motivation to learn three phases of reading, the mean score was lower than the items designed to know teachers responsibilities but during class room observation teachers perceived their students cannot successful readers even if teachers thought three phases of reading.

It was concluded that teachers related challenges like limited proficiency of teachers to teach reading phases , lack of good preparation to teach three phases of reading , teachers poor assistance and support during teaching phases of reading lessonchallenged teaching three phases of reading , lack of good knowledge for teachers to create a discussion about the characters of the work and insufficient cultural background knowledge causes of challenges for teachers to teach three phases of reading. It was generalized that other factors such as lack of interest from students to learn reading skill, limited background knowledge of students to learn reading, lack of good knowledge of predicting the other parts of the works after reading some parts of the work, structural differences between my students' mother tongue and target language cause a problem and unknown words are problem on my students' understanding causes of challenges for teachers to teach three phases of reading.

5.3. Recommendations

1. In sampled secondary schools of the study area the three phases of reading was practiced but it followed traditional approach in which more focus was given for post reading phases. Therefore, teachers should give focus for pre-reading phase which key for a while and post reading phases.

2. EFLteachers should improve their perception towards teaching three phases of reading in order to gain satisfactions from teaching profession.

3. Challenges of using the three phases of teaching reading emanate from student side and from teachers themselves. Teachers should improve their using of the three phases of reading by preparation and general language development and students should be made to know the importance of the three phase reading of reading.

4. Respective EFL teachers should know teaching three phases of reading practically, also be trained about the necessities of implementation of teaching three phases of reading strategies into their teaching practices, and when/ how and why to employ three phase reading strategies in reading English.

5.4. Suggestions for Further Study

This study was done in sampled secondary schools of two Woreda in KambataTambaro Zone it better if the study replicated itself in other secondary schools of KambataTambaro Zone. Limited Class room observation was undertaken in this study because of CVD 19 epidemics. Therefore, it is better if other study come up with repeated classroom observation that clarifies the finding more than the current study. Students are subjects of practice in teaching reading but they were not included in this study. Thus, it better if other researchers engaged in doing the same tittle by including students opinion particularly at the time of practice rather than teachers perception and challenges in teaching three phases of reading.

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Appendix

Jimma University

College of Social Science and Humanities

Department of English Language and Literature Questionnaire for teachers

The purpose of this questionnaire is to study the perception, practice and challenges of teaching three phases of reading in case of doyogena and kachebirawaredassecoundary schools grade 10 in focus for the partial fulfillment the requirement for Degree of Master of Art TEFL. Thus, your genuine view and frank information can determine the success of the study so that you are kindly requested to fill the questions honestly without any fear since your responses will be kept confidential.

<div align="center">Thank you in advance for your cooperation !!</div>

General direction

- Please read the instruction and each item in the questionnaire carefully before you give responses.
- All the responses that offered by you will be kept confidential and used for research purpose only.
- There is no need of writing your name on the questionnaire.
- Please try to make your answer legible and brief.
- **Part I: Personal Information of respondents.**
- Please put your personal background a (x) sign in the box corresponding to your choice.
- 1. Sex: Male ☐ Female ☐
- 2. Age in year: 20 and Less than ☐ 1-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐

  41and above ☐

  3. Educational Qualification BA/ Degree ☐ MA Degree ☐

1) Questions with regard to EFL teachers' practicing three phases of reading

1.1. Items Teachers practice of Pre reading activities

A=Always,**U**=Usually,**S**=Sometime,**R**=Rarely,**N**=Never

s/n	Item	Frequency of practice				
		A	U	S	R	N
1	I give background knowledge about the subject of the text.					
2	I provide information about the subject of the text by reading it quickly.					
3	I offer information about the subject of the work by using the title of the text.					
4	I give information about the subject of the text using some related pictures.					
5	I present information about the subject of the text using the students' previous knowledge about the author/poet.					
6	I deliver background knowledge about the period in which the text was written.					
7	I furnish background knowledge about the author/poet of the text					
8	I give background knowledge about the characters of the text.					
	I provide background knowledge about the cultural features of the text.					
10	I form a situation for classroom discussion on the title of the text.					
11	I ask questions using words such as how, why, where, who, what, when.					

If any

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1.2 Items related to Teachers' practice of while reading

A=Always,**U**=Usually,**S**=Sometime,**R**=Rarely,**N**=Never

s/n	Items	Frequency of practice				
		A	U	S	R	N
1	Involving students in extracting the main ideas and supporting details were done as intended as possible					
2	Encouraging students to find the specific information from the reading text.					
3	Asking students to infer information contained in the text					
4	my students try to understand the whole work.					
5	my students try to understand only a part of the work					
6	my students try to have their own interpretations about the whole work					
7	After reading some parts of the work, my students are wanted to predict the otherparts of the works.					
8	I ask my studentstomake their interpretations in the classroom discussion.					
9	My students take part in reading in the classroom.					
10	My students create a discussion about the characters of the work.					
11	my students put themselves in the shoes of the characters and write diaries					

If any

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1.3.Items related teachers' practice of post phases of reading

A=Always,**U**=Usually,**S**=Sometime,**R**=Rarely,**N**=Never

s/n	Items	Frequency of practice				
		A	**U**	**S**	**R**	**N**
1	involve the students into text evaluation based on the pre phases information					
2	Encouraging students to become more engaged in reading and develop a deeper understanding and appreciation of various texts.					
3	foster the active reading carry their students to academic achievement in all content areas,					
4	the information they have read and help them to systematically exercised to clarify, connect, summarize, and evaluate					
5	summarizing the text and relating the message with their own knowledge, experience and feelings					
6	reconstruction of the writer's opinion after reading					

If any

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2.Items related to perception of EFL teachers during teaching three phases of reading SA=Strong- agree**,A=**Agree**,N=**Not sure**,DA=**Dis agree**,SDA=**Strong dis-agree

s/n	Items	Level of agreement				
		SA	A	UD	DA	SDA
1	Students told to practice pre reading phases in class room					
2	Students have motivation and interest to reading in class room					
3	During reading students followed the steps told by teacher					
4	I facilitate reading activities in classroom because my students have high in of reading					
5	Students have prior knowledge in the memory to connect with the visual information received from the text					
6	Students are enabled to identify sentence, phrases and words in the text in the reading lesson					
8	Students have positive and high self-perceptions in the area of reading					
9	Students have prior knowledge in the memory to connect with the visual information received from the text					
10	Students have motivation and interest to reading in class room					
11	Main idea of a text is made understood by students in the reading lesson					

If any

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3. Items related to the challenges of EFL teachers' in teaching three phases of reading .

VA=very high ,H=high ,M=meduim,L=low,VL=verylow,

s/n	Items	Levels of being challenge				
		VH	H	M	L	VL
1	Lack of interest from students to learn reading skill					
2	Limited background knowledge of students to learn reading					
3	Limited proficiency of teachers to teach reading phases					
4	Lack of good preparation to teach three phases of reading					
5	Teachers poor assistance and support during teaching phases of reading lesson					
6	Lack of good knowledge to create a discussion about the characters of the work.					
7	Lack of good knowledge of predicting the other parts of the works after reading some parts of the work.					
8	Large class student ratio to teach three phases reading					
9	Structural differences between my students' mother tongue and target languagecause a problem.					
10	unknown words are problem on my students' understanding					
11	insufficient cultural background knowledge causes a problem of understanding					

If any other challenge

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JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Interview for teachers

Dear, teachers

The purpose of this interview is to study   the perception towards,the practice in and challenges of teaching three phases of reading in case ofdoyogena and kachebiraworedas secondary schools grade 10 in focus   for the partial fulfillment the requirement for Degree of Master of Art TEFL. Thus, your genuine view and frank information can determine the success of the study so that you are kindly requested to fill the questions honestly without any fear since your responses will be kept confidential.

1. Do you apply per-reading activities to activate your   students' prior knowledge to make them understand the ideas in the passage ?

2. What are your challenges in teaching reading skill using the three phases?

3. What is the importance of pre-reading for you?

4. What is/are the problems of misusingpre- reading activities in teaching three phases of reading?

5. What are the activities done by you while reading phases in teaching three phases of reading?

6. In your opinion what does good pre-reading tasks look like?

7. What the extent of your practicing pre-reading phase in teaching three phases of reading?

8. What are the activities of done at while reading phase and what the frequency of your practice in teaching three phases of reading?

Appendix c Class room observation

Place of observation Doyogena **secondary school grade 10th A**

Time of observation   40:minute

Classroom Observation pre reading

s/n	Possible pre reading activities observed	Comment by observer	
		Observed	Not observed
1	Introduce the day's reading lesson through short discussion.	✓	
2	Use titles, pictures related to the topic or a set of selected key words to get students predict what the text is about		✓
3	Give purposes for reading		✓
4	Pre teach selected key words from the passage	✓	
5	Break up the text into components for easy reading	✓	

Classroom Observation of while reading

s/n	Possible while reading activities observed	Comment by observer	
		Observed	Not observed
1	Get students to read the text silently and quickly for gist (skimming)	✓	
2	Get students to read the text silently and quickly for specific information (scanning)		✓
3	Encourage students to guess at word meaning from context	✓	
4	Provide students ample time for reading and discussion		✓
5	Encourage students to find the answer themselves rather than telling them what it is	✓	

Classroom Observation of post reading

s/n	Possible post reading activities observed	Comment by observer	
		Observed	Not observed
1	Get students to discuss answers to the comprehension	✓	
2	Encourage students to read out their answers to the comprehension questions	✓	
3	Summarize the day's reading lesson	✓	
4	Encourage students to relate the information in the text to their real life experience		✓
5	Encourage students to explore the ideas and issues in the text through writing activity		✓

Place of observation Sarera **secondary school grade 10thB**

Time of observation   40:minute

Classroom Observation pre reading

s/n	Possible pre reading activities observed	Comment by observer	
		Observed	Not observed
1	Introduce the day's reading lesson through short discussion.		✓
2	Use titles, pictures related to the topic or a set of selected key words to get students predict what the text is about		✓
3	Give purposes for reading		✓
4	Pre teach selected key words from the passage	✓	
5	Break up the text into components for easy reading	✓	

Classroom Observation ofwhile reading

s/n	Possible while reading activities observed	Comment by observer	
		Observed	Not observed
1	Get students to read the text silently and quickly for gist (skimming)		✓
2	Get students to read the text silently and quickly for specific information (scanning)		✓
3	Encourage students to guess at word meaning from context	✓	
4	Provide students ample time for reading and discussion		✓
5	Encourage students to find the answer themselves rather than telling them what it is		✓

Classroom Observation of post reading

s/n	Possible post reading activities observed	Comment by observer	
		Observed	Not observed
1	Get students to discuss answers to the comprehension questions in pairs/ small groups	✓	
2	Encourage students to read out their answers to the comprehension questions	✓	
3	Summarize the day's reading lesson	✓	
4	Encourage students to relate the information in the text to their real life experience		✓
5	Encourage students to explore the ideas and issues in the text through writing activity		✓

Place of observation Amecho **secondary school grade10th A**

Time of observation 40:minute

Classroom Observation pre reading

s/n	Possible pre reading activities observed	Comment by observer	
		Observed	Not observed
1	Introduce the day's reading lesson through short discussion.	✓	
2	Use titles, pictures related to the topic or a set of selected key words to get students predict what the text is about		✓
3	Give purposes for reading		✓
4	Pre teach selected key words from the passage	✓	
5	Break up the text into components for easy reading	✓	

Classroom Observation of while reading

s/n	Possible while reading activities observed	Comment by observer	
		Observed	Not observed
1	Get students to read the text silently and quickly for gist (skimming)		✓
2	Get students to read the text silently and quickly for specific information (scanning)	✓	
3	Encourage students to guess at word meaning from context		✓
4	Provide students ample time for reading and discussion		✓
5	Encourage students to find the answer themselves rather than telling them what it is		✓

Classroom Observation of post reading

s/n	Possible post reading activities observed	Comment by observer	
		Observed	Not observed
1	Get students to discuss answers to the comprehension questions in pairs/ small groups	✓	
2	Encourage students to read out their answers to the comprehension questions	✓	
3	Summarize the day's reading lesson	✓	

4	Encourage students to relate the information in the text to their real life experience		×
5	Encourage students to explore the ideas and issues in the text through writing activity	✓	

Place of observation Shinshicho Secondary school grade **10ᵗʰ C**

Time of observation   40:minute

Classroom Observation pre reading

s/n	Possible pre reading activities observed	Comment by observer	
		Observed	Not observed
1	Introduce the day's reading lesson through short discussion.		✓
2	Use titles, pictures related to the topic or a set of selected key words to get students predict what the text is about		✓
3	Give purposes for reading		✓
4	Pre teach selected key words from the passage		✓
5	Break up the text into components for easy reading		✓

Classroom Observation of while reading

s/n	Possible while reading activities observed	Comment by observer	
		Observed	Not observed
1	Get students to read the text silently and quickly for gist (skimming)	✓	
2	Get students to read the text silently and quickly for specific information (scanning)		✓
3	Encourage students to guess at word meaning from context	✓	
4	Provide students ample time for reading and discussion		✓
5	Encourage students to find the answer themselves rather than telling them what it is		✓

Classroom Observation of post reading

s/n	Possible post reading activities observed	Comment by observer	
		Observed	Not observed
1	Get students to discuss answers to the comprehension questions in pairs/ small groups	✓	
2	Encourage students to read out their answers to the comprehension questions	✓	
3	Summarize the day's reading lesson		✓
4	Encourage students to relate the information in the text to their real life experience		✓
5	Encourage students to explore the ideas and issues in the text through writing activity	✓	

Place of observation <u>Lesho secondary school **10th B**</u>

Time of observation <u>40:minute</u>

Classroom Observation pre reading

s/n	Possible pre reading activities observed	Comment by observer	
		Observed	Not observed
1	Introduce the day's reading lesson through short discussion.	✓	
2	Use titles, pictures related to the topic or a set of selected key words to get students predict what the text is about		✓
3	Give purposes for reading		✓
4	Pre teach selected key words from the passage		✓
5	Break up the text into components for easy reading	✓	

Classroom Observation of while reading

s/n	Possible while reading activities observed	Comment by observer	
		Observed	Not observed
1	Get students to read the text silently and quickly for gist (skimming)	✓	
2	Get students to read the text silently and quickly for specific information (scanning)		✓
3	Encourage students to guess at word meaning from context	✓	
4	Provide students ample time for reading and discussion	✓	
5	Encourage students to find the answer themselves rather than telling them what it is		✓

Classroom Observation of post reading

s/n	Possible post reading activities observed	Comment by observer	
		Observed	Not observed
1	Get students to discuss answers to the comprehension questions in pairs/ small groups	✓	
2	Encourage students to read out their answers to the comprehension questions	✓	
3	Summarize the day's reading lesson	✓	
4	Encourage students to relate the information in the text to their real life experience	✓	
5	Encourage students to explore the ideas and issues in the text through writing activity		✓

Place of observation Hobicheka secondary school **10thA**

Time of observation 40:minute

Classroom Observation pre reading

s/n	Possible pre reading activities observed	Comment by observer	
		Observed	Not observed
1	Introduce the day's reading lesson through short discussion.	✓	
2	Use titles, pictures related to the topic or a set of selected key words to get students predict what the text is about	✓	
3	Give purposes for reading		✓
4	Pre teach selected key words from the passage		✓
5	Break up the text into components for easy reading	✓	

Classroom Observation of while reading

s/n	Possible while reading activities observed	Comment by observer	
		Observed	Not observed
1	Get students to read the text silently and quickly for gist (skimming)	✓	
2	Get students to read the text silently and quickly for specific information (scanning)		✓
3	Encourage students to guess at word meaning from context		✓
4	Provide students ample time for reading and discussion	✓	
5	Encourage students to find the answer themselves rather than telling them what it is		✓

Classroom Observation of post reading

s/n	Possible post reading activities observed	Comment by observer	
		Observed	Not observed
1	Get students to discuss answers to the comprehension questions in pairs/ small groups	✓	
2	Encourage students to read out their answers to the comprehension questions	✓	
3	Summarize the day's reading lesson	✓	
4	Encourage students to relate the information in the text to their real life experience	✓	
5	Encourage students to explore the ideas and issues in the text through writing activity		✓