

JIMMA UNIVERSITY
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT ENGLISH LANGUAGE AND LITERATURE



**A STUDY ON TEACHERS' BELIEFS, PRACTICES AND STUDENTS' APPLICATION
OF READING PHASES: THE CASE OF GRADE 10 AT GEBALLA SECONDARY
SCHOOL**

BY

GEZIMU WOLDESENBET

A THESIS SUBMITTED TO JIMMA UNIVERSITY DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE FOR THE PARTIAL FULFILLMENT OF MASTERS DEGREE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

Main advisor: Mr.Habib Basher (PA) Assistant prof

Co-advisor: Alemayehu Negash (PhD, Associate Prof.)

October, 2022

Jimma, Ethiopia

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Declaration, Confirmation, Approval and Evaluation

The title: A Study on Teachers' Beliefs, practices and Students' Application of Reading Phases:
The Case of Grade Ten at Geballa Secondary School in focus.

Declaration

I, the undersigned, declare that this thesis is my original work, and it was presented for any degree, in any University, and all the sources used in this thesis duly acknowledged.

_____	_____	_____
Name	Signature	Date

Confirmation and approval

This thesis has been submitted for examination with my approval.

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Co-advisor	Signature	Date

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Abstract

The main objective of this study was to assess teachers' beliefs, practices and students application of reading phases at Geballa Secondary School. To achieve the objective of the study, survey research design was employed. To collect data from the participants, questionnaire, class room observation and semi-structured interview was used. The collected data was analyzed quantitatively (descriptive statics such as mean, standard deviation, frequency, percentage) and qualitatively. To achieve the objective of the study, 147 grade 10 students who were selected using the lottery method from Geballa Secondary School and 4 English language teachers were the participants of the study. The study used both quantitative (student questionnaire) and qualitative data (classroom observation and teacher interview). Student questionnaires were employed to collect data about the students' application of reading phases in the EFL classroom. In addition, classroom observation was used to gather data about teachers' classroom practices concerning teaching of reading and reading phases. Moreover, teacher interviews were conducted in order to gather data concerning English teachers' beliefs about teaching reading phase, and the factors that affect classroom practices of teaching reading phases. The data were analyzed using both quantitative (frequency, percentage and mean) and qualitative (inductive analysis) methods and the results were merged at the discussion stage for triangulation. The study revealed that almost all the students in this study did not have the knowledge of most of the reading phase in general and usually stage to using few pre-reading, while reading and post reading phase in the EFL classes. The major findings revealed that a study on teachers' use of practices and students application of the reading phase 4 in the EFL classes were also very poor. Most of the teachers used few reading phase to prepare the learners for reading the given texts. Generally, there was no outstanding use of all the reading phase by the teachers and students in the classroom. Furthermore, according to the data collected through the interview, teachers had a view on / belief about what works well to some extent but they did not put their opinion into practice. Moreover, students' lack of interest towards reading, bulkiness of the content of the instructional materials and equipment's in teaching learning classroom. This made the practice of reading skills difficult in classroom. Teachers' and students' interest to focus on the grammar (linguistic competence) were the major factors that affect classroom practices of teachers teaching.

Finally, On the basis of findings were conclusions and recommendations were made and forwarded that teachers are expected to adapt text book and design practices activities reading phases to teach language skills teachers and students should be their beliefs and practices on reading phases in the classroom.

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CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Reading is one of the essential skills of language learning. It can not be separated from other skills of language learning besides writing, speaking and listening. Those skills must be learned all by English language learners. Reading skill can help improve other language skills.

Reading is a main activity in life with which one can update his/her knowledge. Its importance for academic achievement is crucial so that it is the most important activity in any language class (Patel and Jain, 2008).

Researchers have asserted that reading plays important roles in foreign language learning. According to Anderson (1999), reading is

“An essential skill for English as a foreign language...and the most important skill to master. With strengthened reading skills, ESL/EFL readers will make important progress, and attain greater development in all academic areas” (p.2)

In the classroom, teaching reading is a way of transmitting knowledge from teacher to students by using a certain technique or phase and a certain material in order to help students be skillful in reading itself. Teaching students reading alone doesn't possibly give all the information needed from the teacher to the students. Therefore, teaching students reading phases and skills is one of the ways that help students comprehend other school subjects in teaching – learning process.

Teachers' beliefs are important to understand and improve the learning process. They strongly steer language teachers to assume their teaching phases to deal with their daily language teaching challenges, influence their general well-being, and consecutively, shape language learners' learning environment, and inspire them to be successful in their language capability. The British educational theorist Pajares (1992) noted that teachers' beliefs have greater weight than the teachers' knowledge while they plan their lessons, on the kinds of choice they make, and on their common classroom practice. Teachers' beliefs can affect their actual measures towards students.

Regarding teaching reading, studies conducted by different researchers revealed those teachers' belief systems about the importance of reading phases and its impacts on their practices. For example, Richardson et al. (1991) investigated teachers' beliefs about reading phases and their

corresponding practices in reading comprehension instruction. They studied 39 teachers of grades 4, 5, and 6 and observed their classroom practices. The interviews they conducted on the teachers' beliefs about reading phases revealed that the majority of these teacher participants taught reading using a word approach to comprehend the meaning provided by the writer of the passage. Very few participants taught reading to construct meaning out of the text. The study concluded that there was quite strong relationship between teachers' beliefs about reading phases and instructional practices.

It is true that teaching reading phase is central to a language and is of vital importance to a language learner. Therefore, the interest of focusing on this teaching reading phase comes from various reasons. In the first place, as the researcher believes, it is one of the significant areas language teachers raise as a problem in relation to the practice of reading phases by students and secondly, it is indispensable to help students by teaching reading phases and investigation of teachers' beliefs about teaching reading phases that hampers their practice is of paramount significance (Patel and Jain, 2008).

However, EFL teachers at Geballa Secondary School still seem to have problems in practicing teaching different reading phases to students due to the following reasons. Firstly, the case might be the learning experience of students at Geballa high School. Secondly, there might be the beliefs teachers hold about teaching reading phases which is incongruent and inadequate compared to the theory of teaching reading phases stated by scholars. Considering this, the purpose of this study is to assess English teachers' beliefs about teaching reading phases and the types of reading phases most taught by teachers and practiced by grade 10 students in EFL classes at Geballa Secondary School.

1.2.Statement of the Problem

The main objective of this study is to assess teaching reading phases, beliefs and practices at Geballa Secondary School grade 10 English teachers and students. Concerning teaching reading, learners frequently suffer from the lack of reading phases which are vital for them to overcome the challenges in the classroom. Research into reading has found that resourceful readers are conscious of the phases they use and that they use phases flexibly and capably (Garner, 1987; Presley, Beard EL, Dinary & Brown, 1992). Researchers believed that these phases might be taught to ineffective language students in order that they can become more successful in

language learning. Scholars like Oxford (1990:1), asserts that language learning phases "... especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence." Hence, teachers should deliberately teach students useful reading phases, particularly presenting students how to develop the skills and knowledge that they bring from their L1 so as to manage reading in the second language.

Regarding teaching reading phase, scholars have insisted that teachers' beliefs influence teachers' perception, teaching approach, teaching process, and education policy. Teacher beliefs also strongly influence teaching performance and, finally, learners' progress, because their beliefs guide their decision-making, actions, and communications with students and, in turn, create an objective reality in the classroom, what students experience as true and real. (Heather et al. 2009). Therefore, teachers' beliefs can have a great effect on their planning and material choices, and these in turn impact what should be taught and what curriculum should follow.

There are several local studies conducted, for example, the study by Melkamu (2002) revealed that the way English language teachers present reading lessons concerning the introduction of the new course book, which was designed with communicative orientation than its predecessors. The finding suggested that teachers are presenting reading lessons in the traditional approach. In the traditional method, the teacher plays a key role in the learner's literacy development by choosing what learners have to read or write, learners seem to be merely recipients/receivers and there is little room for them to experiment with the support of the teacher.

Another study conducted by Getachew: Assessment of English Reading Difficulty among Grade Three learners (2018) and he stated that teacher's experience, teaching status and methodology make reading effective and lasting shows in opposite manner. The study recommended progress has been made in understanding the underlying mechanisms that contribute to reading difficulties in monolingual students and future studies should focus on reading phase instruction and interventions on reading outcomes.

A study conducted by Habtamu (2016) has shown that teachers seldom played their roles to enhance the students' reading speed and comprehension in the classroom reading due to lack of awareness. Moreover, he stated that the problem related to school like less oriented to the reading skills, lack of finance, lack of awareness toward reading phases, large number students

in each class, unsuitability of seating arrangements to pair and group works and lack of access to teaching aids are factors related to teaching reading comprehension.

The other study by Shewa, An assessment on factors affecting student –teachers’ inferential understanding in reading comprehension practice (2017) revealed that the main impediments while practicing for reading comprehension are lack of regular practice, poor high school background knowledge, and lack of motivation, large class size and lack of teacher commitment in supporting students, loss of attention towards implied meanings and problem of using reading phases effectively. Similarly, a study conducted by Dereje (2013) on similar issue as that of this study found out those teachers have been giving less emphasis on the usefulness of efforts in promoting students’ reading skills and engagement. He also reported that teachers have not understood the importance incorporating basic reading phases and related phases.

In addition, Mesfin conducted research on the practices of teaching reading in English at first cycle primary schools (2008) also indicated that the practices of teaching reading in schools were traditional where current techniques and procedures of teaching and learning English as a foreign language have not been used. It has been dominated by reading aloud where pre, while and post reading activities are not implemented. Moreover, a study conducted by Teshome (2016) aimed to investigating the way English language teachers implement the procedures described in the new course book, which was designed with communicative orientation for grade nine with particular reference to four selected government schools in kaficho zone, Tello Woreda. The result of this study indicate that there is an overlap between what the Teacher’s guide suggested and what they really do in the actual classroom implementation of reading lessons. Concerning the implementation of the three most common reading phases for teaching reading lessons, the majority of teachers claimed that they sometimes practice in the classroom.

As per the reviewed literature from the abroad and local studies conducted on reading in general and teaching reading phases in particular, it can be concluded that there have been problems with regard to teachers’ reading phases instruction. Therefore, it is possible to underline the presence of problems regarding teaching reading phase instruction in one way or another.

Thus, the current study basically differs from the above studies in the aspects of assessing teachers’ beliefs in teaching reading phases and their practice in the classroom; it focused on the type of reading phases taught by teachers and whether students basically practice the reading

phases learned as well. At Geballa Secondary School, teaching reading phases has been paid less attention by English teachers than it should have been, as compared to the other major and sub language skills.

Moreover, the present researcher understood that the practices of teaching different reading phases are one of the most important mechanisms of teaching in any language class. This argues phases are important for two reasons. In the first place, phases are tools for active self- directed involvement, which is essential for developing communicative competence. Secondly, learners who have developed appropriate reading phases have greater self – confidence and learn more effectively.

Therefore, understanding the problems of teaching-learning reading phases, teachers’ beliefs and students’ practices at Geballa Secondary School and the existing research gap, the researcher is initiated to conduct a research to identify teachers’ beliefs regarding teaching reading phases and to check up the extent of students’ practice regarding reading phases in EFL classroom.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective for this study was to assess teachers’ beliefs, practices and students application of reading phases at Geballa secondary school.

1.3.2 Specific Objectives

The specific objectives of this study were set.

1. Examine teachers’ beliefs about using teaching reading phases in EFL class.
2. Examine the practices of teaching reading phases in EFL class.
3. Identify the challenges teachers face when implementing reading phases in EFL classes.
4. Identify the factors that affects of the students’ application of reading phases in EFL classroom.

1.4. Research Questions:

Based on the above research question, the following specific research questions were set to conduct the study tried to answers .

1. What is the belief of teachers' about teaching reading phases in Geballa Secondary School?
2. What is the practices' of Geballa Secondary teachers' while teaching by using different reading phases?
3. What are the challenges that teachers' face when implementing reading phases in EFL classes?
4. What are the factors that affects of the students' application not used to different reading phases in EFL classroom?

1.5 Significance of the study

It is supposed that this study tried to reveal issues that are related with the effects of teachers' beliefs and the practice of teaching reading phases. Therefore, the study findings expected to be significant to different stakeholders including the Government, teachers, students, Policy makers and preschools. Lastly, it might lead other researchers to study on this area.

Government

The findings of this study will enlighten the Government (MOE, Regional and Woreda Education Bureau) on the factors that Affect teachers' teaching reading phases in class room. The findings could thus be used by the Government to formulate appropriate policies on the implementation of various policies that enhance teachers' awareness about the appropriate way of teaching children.

Students

These are the most beneficiaries of study. Students are expected to benefit from the likely implementation of the outcome and recommendations of the study.

Teachers

Based on the study findings different concerned bodies were give attention for teachers to mend the teachers' belief and knowledge and to improve the current deficient practices of teaching reading phases of EFL classes

1.6 Scope of the Study

This study was delimited to investigating teaching reading phases, belief and practice regarding grade 10 English teachers at Geballa secondary school. The study manly focused on teachers beliefs about teaching reading phases' there practice in the class room.

1.7 Limitation of the study

The study might have the following limitations.

This study was conducted in a rural area secondary school Geballa west kaficho zone. As school the remote, the accessibility of advanced and current references or reviews might be the draw backs of the study. Firstly, due to teaching work load and other duties in the school, Secondly, the unrest conduction in the school was challenging to communicate with the study on teachers practice beliefs and students application of reading phases on focus the planned time schedule. .As the result conclusions or generalizations from such narrow context and recommendations provide might not serve the case of all secondary schools in the country. Finally, it was the research conducted only on one secondary school and one grade level. Also lack of finance was another constraint that I faced during this study.

1.8 Abberviations /Acronyms and Definition of Key Terms

EFL	-----	English foreign language
ELL	-----	English language learners
ELT	-----	English language teaching
SERT	-----	Self-Explanation Reading Training
L2	-----	Second language
SPSS	-----	Statistical package for social science

T1, T2, T3, T4 -----Teacher1, Teacher2...

TEFL-----Teaching English as a foreign language

Reading phases: consciously selected techniques for effective construction of meaning from texts. For instance, Brantmeier (2002) summarizes reading phases as follows:

The phases may involve skimming, scanning, guessing, recognizing cognates and word families, reading for meaning, predicting, activating general knowledge, making inferences, following references, and separating main ideas from supporting ideas.

Teachers' beliefs: Beliefs are often known as our attitudes, values, judgments, and opinions. According to Pajares (1992) definition, teachers' beliefs are attitudes, values, judgments, , opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action phases, rules of practice, practical principles, and their perspectives.

2. CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

The purpose of this chapter was to review some relevant literature on the teaching reading phases, beliefs and practice regarding English teachers and students. Moreover, the importance of teaching reading phases has given a focus.

2.2. Notion of Teacher Beliefs

A lot of scholars like, Eisenhart, Shrum, Harding, and Cuthbert (1988) stated that the complexity in defining beliefs and belief systems and the variation of the meaning in popularity may be clarified by the agendas of researchers and studies. Beliefs are studied in diverse fields, so it resulted in a variety of meanings, and the educational research community has been unable to assume a precise functioning definition. For these reasons, beliefs are seldom clearly defined in researches or used unambiguously as a theoretical tool.

Thus, teachers' beliefs were understood as dynamic, persistently emerging things that are "situated in a social context and formed through the specific instances of social interaction" (Woods 2006, p. 202). Moreover, beliefs will be deliberately used as cognitive constructs but they will be "integrated in a larger dynamic model of thought and action, forming not the periphery/margin but the central framework within which all learning takes place" (ibid, p. 202). The context in which teachers work and form their experiences will be taken as an important factor because the beliefs of teachers are "born out of our interaction with others and with our environment" (Barcelos 2006, p. 8).

2.3 Notion Teachers' instructional beliefs and their roles

Regarding teachers' instructional beliefs, literature provides various definitions that involve a lot of domains. Nevertheless, beliefs are often known as our attitudes, values, judgments, axioms, opinions. Pajares (1992: 4) puts it: "Defining beliefs are at best a game of player's choice. They travel in disguise and often under alias—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, repertoires/productions of understanding, and social phase, to name but a few that can be found in the literature."

Beliefs are formed early; stay relatively constant, and are unwilling to change (Eisenhart, Shrum, Harding, & Cuthbert, 1988; Pajares, 1992). They are hierarchical in nature and set to match with their connection to other beliefs (Bem, 1970; Pajares, 1992). Belief systems systematize and direct the judgments and measures of teachers (Eisenhart, Shrum, Harding, & Cuthbert, 1988). Belief systems act as a relative filter (Kinzer, 1988) or instinctive screen (Goodman, 1988) through which teachers processing information from their experiences in the classroom, make sense of them, and alter or adjust following actions (Pajares, 1992).

In fact, the way teachers think about, realize, and value instruction influences their practice. According to Johnson (1994: 439), research on teachers' beliefs comprises three basic ideas: (1) Teachers' beliefs influence their insight and decision. (2) Teachers' beliefs play its part in terms of how information on teaching is translated into classroom practices. (3) Understanding teacher's beliefs is essential to improving teaching practices and teacher education programs. Because teachers are significant in the implementation of a suitable approach; their ideals, attitudes, and beliefs about classroom practices are important.

Thus, the link between teacher's beliefs and their classroom practice is that the teachers' actions can lead students to learn. Teacher beliefs are related to students' learning via something that the teacher does in the classroom. According to Borg (2003), teachers' decision in teaching are influenced by a set of complex and conflicting cognitions about language, learning in general and students.

2.4. The Definitions of Reading

Reading is one of skills besides speaking, listening and writing. It is the way to understand written messages. According to Nuttal (2000:2)," Reading means a result of interaction between the writer's mind and the reader's mind". It is the way how the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

According to Pang (2003:6) "Reading is defined as understanding written texts". According to him, reading consists of two related processes: word recognition and comprehension. Word

recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other phases can help them understand written texts.

On the basis of the two definitions above, reading can be defined as an immediate recollection of various written symbols with the existing knowledge and it also can be defined as comprehension of the information and the idea communicated. It means that when a reader interrelates with printed messages, the reader tries to get the visual (written) information result or to get meaning in understanding the writer's messages. Moreover, it can be said that reading not only the process of getting the written symbols correspond to one's spoken language but it is also the process of making the meaning of words, sentences and connected text that can be called comprehension.

2.5. Reading Skills and Reading phases

The terms reading skills and reading phases are often used interchangeably in literature on reading. A number of scholars and researchers have come up with different definitions that look at the concept from different angles. Roe claims that reading phases are all the approaches that readers use to enhance understanding (Roe, 2009, p. 84). Hudson acknowledges that there has been much confusion as far as good definitions are concerned (Hudson, 2007, pp. 105-107). However, he uses the definition of Paris, Was like, and Turner which states that:

Skills refer to information-processing techniques that are automatic, whether at the level of recognizing phoneme-grapheme correspondence or summarizing a story. Skills are applied to text unconsciously for many reasons, including expertise, repeated practice, and compliance with directions, luck, and naïve/raw use. In contrast, phases are actions selected deliberately to achieve particular goals. An emerging skill can become a phase when it is used intentionally. Likewise, a phase can "go underground" and become a skill. Indeed, phases are more efficient and developmentally advanced when they become generated and applied automatically as skills. Paris et al. (as cited in Hudson, 2007, p. 106).

This definition matches with Grabe and Anderson's explanations (Grabe, 2009, p. 220). According to Grabe, "phases are cognitive processes that are open to conscious reflection, but that may be on their way to becoming skills." (Grabe, 2009: p.221). Anderson defines a skill as "a phase that has become automatic" Anderson as cited in (Grabe, 2009, p. 221).

There are a number of different reading phases that readers use in order to get a better understanding and outcome of a text. Among others Roe, Hudson and Grabe have compiled lists of the most important and commonly used reading phases. Some of these are: activating prior knowledge, answering questions and Elaborative Interrogations, constructing mental images, forming questions, making associations, monitoring, previewing, summarization, text-structure awareness and story grammars, using graphic organizers, rereading, adjusting speed, concentrating, and selectively reading (Grabe, 2009, p. 228; Hudson, 2007, p. 120).

All these phases are valuable tools in teaching pupils how to become better readers and thus better learners. In addition to the ones mentioned above, I will add four examples of what Simensen calls "a real-life purpose and real-life expectations" (Simensen, 2007, p. 149). The first means intentional use of reading in order to achieve a purpose and by real-life expectations is meant that most people normally have certain expectations about the text they are working with. These expectations can help the reader guess and predict the subject of a text and thus facilitate understanding and reading (Simensen, 2007, p. 149). The following are definitions of skimming, scanning, intensive reading and extensive reading (Simensen, 2007, p. 149).

Skimming: Skimming is reading fast to get an overview over the text. The goal is to get a main idea of what the text is about (Simensen, 2007, p. 149).

Scanning: Scanning is a reading technique for specific information in the text (Simensen, 2007, p. 149). It could for example be a number in the telephone catalog or a historical date in a textbook. You know what you are looking for and don't pay attention to other information. This phase is often unconsciously used in school for example when the teacher asks a question and the pupils look in their textbooks for the right answer. However, many students are not aware that this actually is a valuable reading phase (Bakke, 2008).

Intensive reading: Intensive reading is reading carefully to remember the details and understand all the words and meanings (Simensen, 2007, p. 149). This is the type of reading that is most often taught and used in schools. Many pupils use only this phase no matter what kind of

text they are reading. This is a counterproductive way of handling a lot of material (Hellekjær, 2007b).

Extensive reading: Extensive reading is reading to understand the general meaning of a text. According to Simensen extensive reading “usually means silent reading and reading for pleasure and enjoyment. A global understanding of the text, i.e., without grasping every part of it, is normally aimed at in extensive reading”. (Simensen, 2007, p. 149). Day adds that one important aspect of intensive reading is that large amounts of texts are read (Bamford & Day, 2002).

As mentioned earlier, a Hudson defines skills as automatized phases (Hudson, 2007, pp. 77-79, 106). Thus there are a number of skills that will improve reading capacity. Hudson groups these into four categories, namely word-attack skills, comprehension skills, fluency skills and critical reading skills (Hudson, 2007, p. 79). Each of these skills encompasses numerous sub skills.

Word-attack skills: By word-attack skills or decoding skills is meant the skills that are needed to transfer the orthographic symbols into language (Hudson, 2007, p. 79). Sub skills in this category will first and foremost have to do with the ability to recognize different aspects of the text like syllables, word boundaries, upper and lower case letters etc (Hudson, 2007, p. 79).

Comprehension skills: Comprehension skills are skills where the reader uses his background knowledge and context to understand what is read (Hudson, 2007, p. 79). Sub skills in this category can be 18 grammatical competence, knowledge of how the language is built up, apply Meta cognitive knowledge etc (Hudson, 2007, pp. 79-80)

Fluency skills: Fluency skills mean the ability to read larger sequences of a text without being “interrupted” (Hudson, 2007, p. 80). These “interruptions” often occur because a reader has to spell difficult words or because he does not understand certain words or parts of text and reads it over again. These interruptions lead to slow and fragmented reading. A fluent reader’s sub skills are the abilities to recognize words and letter clusters fast. The fluent reader will also read fast and has a large vocabulary (Hudson, 2007, p. 80).

Critical Reading Skills: By critical reading skills is meant the ability to “analyze, synthesize and evaluate what is read” (Hudson, 2007, p. 80). Sub skills in this category can be recognizing arguments, the ability to discuss pro’s and con’s, seeing the cause-and-effect etc (Hudson, 2007, p. 80).

To make the concept of reading clear, the researcher needs to explore the differences between reading skills and phases. Besides reading skills, reading phases are one of pre-requisites needed in order to comprehend the texts. The differences of each are presented by the following definition.

Reading skill is an important tool that students need to become academically successful. The school curriculum allows texts to use in order to acquire the information. Therefore, when reading a text the goal is to understand its content. In this case, skills are seen as parts of the generalized reading process (Liu, 2010: 153). By having the skills, students will have a good reading competence. They will get fewer difficulties when they do a reading activity.

Urquhart & Weir (1998) cited in Liu (2010: 153) describe a reading skill as —a cognitive ability which a person is able to use when interacting with texts. When interacting with the texts, a reader (i.e. a student) uses his/her cognitive ability in order to grasp the information even to comprehend them.

Reading skills have some sub-skills, i.e. scanning (reading for specific information), skimming (reading for gist), reading for detail, and approaches such as extensive reading and intensive reading. When scanning, the readers do not read the whole text. They just quickly read most of the text until they find the information they are interested in. While skimming is reading quickly through a text to get a general idea of what it is about. Another sub-skill is reading for detail. This sub-skill engages the readers to get the meaning out of every word.

Another approach is extensive reading. Extensive reading involves reading long pieces of text, for example, a story and an article. Besides, there is intensive reading. In an intensive reading, the texts are used to examine the language. Learners are asked to look for all the words in the text related to a particular topic, or work out the grammar of a particular sentence. This activity is aimed at making learners more aware of how language is used. These sub-skills influence how readers read (Spratt, Pulverness, and Williams, 2005: 22).

Different from the definition of reading skills, a reading phase is a plan or a way of doing something; a specific procedure one uses to perform a skill (Hollas, 2002). In this case, phases are used to help learners focus on reading and to do more than just read the words on a piece of paper. Furthermore, he suggests that to improve the effectiveness of each reader, the skills of a phase reader in the content areas can be broken down into seven areas as follows.

1. **Predicting** – declaring in advance or to foretell on the basis of observation and/or experience.
2. **Visualizing** – forming mental pictures of scenes, characters and events.
3. **Connecting** – to link two things together or to associate and see a relationship.
4. **Questioning** – to inquire or examine.
5. **Clarifying** – to make understandable or to become clear and free of confusion. 13
6. **Summarizing** – to concisely obtain the essence or main point of the text.
7. **Evaluating** – to form an opinion about what you have read.

The predicting, visualizing, and connecting areas are implemented as before reading phases. They are used to promote students interest and involvement in the upcoming assignment. These kinds of phases help the students to activate their prior background knowledge so that the learner can begin to make a connection to the reading. The question and clarification areas are implemented as during reading phases. These phases are used to help reinforce comprehension and maintain self-interest. These particular phases help the students engage personally and respond to the text, consolidate ideas, and find a reason for the sequence of information. While summarizing and evaluating are implemented as after reading phases. These phases are used by the student to thoroughly understand what they have just read. The evaluation and summarizing process allow the students to recall the information from the texts they have read.

2.6. The Importance of Teaching Reading phases

Despite the fact that the ability to read and furthermore, to understand what is written, is critical to success in our educational system, our nation's report card in reading achievement is uninspiring at best. Moreover, comprehension problems become most apparent when students are faced with textbook material (Best, Floyd, & McNamara, 2008; McNamara, 2001).

Reading problems stem from several sources. First, the student may not be able to read the words themselves. Indeed, word decoding development and deficits are the concern of many researchers and educators, particularly for younger children and children with learning deficits. However, this concern has sometimes led to the neglect of the counterpart of word decoding: sentence comprehension. Numerous problems can occur for the reader at the comprehension level. Understanding how the words come together in each sentence can be a challenge. Or, the

student may understand each word and even each sentence, but fail to understand the relationships between the sentences and the meaning of the text as a whole. Further, the stumbling block may not be sufficient reading ability to understand more familiar genres of text, but rather, the student may only falter when faced with challenging, knowledge demanding text. The reader may lack the requisite knowledge. More importantly, the student may lack the reading phases necessary to overcome such challenges.

The importance of reading phases is becoming increasingly recognized. This recognition is perhaps best exemplified by the inclusion of a Reading phases strand in English Language Arts College Board Standards for College Success published in 2006 by the College Board College Board Standards (see also, McNamara, Ozark, Best, & O'Reilly, 2007). That this strand was adopted by the College Board underlines growing recognition that high ability students use reading phases and these phases are essential, not only to successful comprehension, but to overcoming reading problems and becoming a better reader and comprehended.

In the reading comprehension domain, there is abundant evidence that reading phases improve reading comprehension (Bereuter& Bird, 1985; Fuchs, D. & Fuchs, L., 2005; King &Rosen shine, 1993; McNamara, 2007; Ozgungor& Guthrie, 2004). Indeed, phase instruction is particularly needed and effective for those students who are struggling most, namely those with less domain knowledge or lower reading skills (McNamara, 2004; McNamara, 2007; O'Reilly & McNamara, 2007).

One such instructional technique is called Self-explanation Reading Training (SERT; McNamara, 2004). SERT was based on research showing the benefits of reading phase instruction (Pressley, Harris, & Marks, 1992). The purpose of SERT was to combine reading phase instruction with a technique designed to induce overt active processing, called self-explanation. OSelf-explanation is the process of explaining orally or in writing, to oneself, the meaning of written text. Research by Chi and colleagues (Chi, de Lewd, Chiu, &Levanter, 1994) indicates that self-explanation can improve deep-level comprehension of text; however, most readers do not naturally self-explain text and self-explain poorly if they are prompted to do so (e.g., Chi et al., 1994). The goal of SERT was to help readers improve their ability to self-explain by using reading phases, and in turn, improve their use of reading phases by using them in their self-explanations.

McNamara, 2004), the participants are given training that includes a description of self-explanation and six reading phases. After being introduced to and given examples of the phases, the participants then practice using self-explanation.

The six reading phases are: 1) comprehension monitoring, 2) paraphrasing, 3) elaboration, 4) logic or common sense, 5) predictions, and 6) bridging. These phases represent reading processes that are characteristic of effective self-explanation.

Comprehension monitoring is the process of being aware of understanding. In effect, the process of comprehension monitoring falls out of using effective reading phases because to use a phase the readers must be at least somewhat aware of their level of understanding. And, ideally, a reader's awareness of low understanding can often lead to the use of reading phases to repair understanding. Usually, comprehension monitoring does not manifest in self-explanations, but when it does, the reader may say "I don't understand what that means, " or, "I see what that means now."

Paraphrasing is the process of restating the text in different words, or in the reader's own words. It doesn't go beyond the information in the text, so it's not an explanation of the text. In the reading phase literature, paraphrasing is often not recognized as an effective phase. However, it is an important part of the explanation because many readers often paraphrase the sentence to begin an explanation (McNamara, 2004; Todaro, Magliano, Millis, McNamara, & Kurby, 2004). Paraphrases are important because they help the reader, particularly less skilled readers, to better understand the explicit information contained in the words and sentences of a text. Thus, paraphrasing can help the less skilled reader improve the basic understanding of the text, or text base level understanding (McNamara, O'Reilly, best, and azure, 2006). Paraphrases also act as a jump start for self-explanations (McNamara, 2004; Todaro et al., 2006). Essentially, the act of paraphrasing externalizes the reader's understanding. This process can force the reader to fill in conceptual gaps and facilitates the activation of relevant concepts that are necessary to

The remaining four phases are the heart of self-explanation because they are all phases for generating inferences while reading. Elaboration is the process of making inferences that link what is in the text or sentence to related knowledge. For example, when reading the following sentence about heart disease, "Coronary artery disease occurs when the arteries become hardened and narrowed," the reader might make the link to prior knowledge that arteries supply blood to

the heart muscle. The reader might also use general knowledge or logic to infer that narrowed arteries would reduce blood flow to the heart muscle, result in a lack of oxygen supply, and potentially lead to a heart attack. Thus, the two phases, elaboration and logic are quite similar, but when learning to use the phase, logic or common sense, the reader is encouraged to use whatever knowledge is available, because readers often don't have enough domain knowledge or directly related knowledge. Instruction to use logic or general knowledge was included in SERT because general knowledge helps readers understand that it is possible to make sense of the text, and go beyond the text, without knowing a lot about the topic (McNamara, 2004). This is an important aspect of SERT because its purpose is to help low-knowledge readers make sense of challenging, unfamiliar text.

The prediction phase involves thinking about what might be coming next in the text. For the most part, predictions are relatively uncommon (Magliano, Baggett, Johnson, & Graesser, 1993; McNamara, 2004) and may be more useful and more common when reading narrative texts than when reading science texts. Predictions are also more common and useful when the predicted outcomes are highly constrained or highly probable (Magliano, Dijkstra, & Zwaan, 1996; van den Broek, 1994). Though predictions are not likely to contribute a great deal to comprehension of science text, they are included in SERT because exposure to them indicates to the student to think ahead and more globally while reading. Predictions are also included because they may eventually enhance readers' ability to understand narrative texts.

Finally, making bridging inferences is the process of linking ideas and understanding the relations between separate sentences in the text. Deep comprehension requires more than merely interpreting individual sentences; the reader must also be able to integrate individual sentence meanings into a coherent text level representation (Kintsch, 1988; 1998). Making inferences is critical to text comprehension because texts normally do not (or cannot) state all of the relevant information (e.g., McNamara et al., 1996). Therefore, to successfully comprehend a text, the reader must generate inferences to fill in "missing" information and build a coherent mental model that incorporates information in the text (Zwaan & Singer, 2003). The meaning of a text can remain fragmented and disconnected without inferences. In sum, inferences that link sentences in a text combine the individual sentence meanings distributed across the text into a more coherent structure (Gernsbacher, 1997; Kintsch, 1988).

2.7. The importance of Reading phases

One of the most valuable skills to develop as a result of learning a foreign language is learning to read proficiently in the foreign language. However, many Foreign Language (FL) educators agree that it appears to be one of the most elusively taught skill in the L2 classroom. Moreover, Breen, et al. (2001) described the practice of reading in L2 classrooms as consisting primarily of simplified, structurally graded texts, using controlled vocabulary, constructed specifically for classroom instructors. Students engage in word-by-word decoding and translation, followed by comprehension questions—who, what, when, where and how. Such decoding developed and practiced in elementary language courses often becomes the only phase with which the learner approaches an L2 text.

The teaching of language today calls for a systematic approach to L2 reading instruction. In the views of Borg, (2003), Chou, (2008), Paris, et al., (1998), reading instruction should approach reading from information-processing perspective where reading should aim at constructing meaning. Chou, (2008) observes that our task as teachers of language is to expose learners to the use of a variety of reading phases. Cummin, et al. (2004:195) aggressively points out, —it behooves us to begin to teach reading phases actively and not assume that it will just happen. Additionally, Pressley (2000) points out that reading may need to be developed via overt training in reading phases which focus on comprehension processes. Pressley (ibid) contends that teachers need to realize that their job as L2 teachers is to encourage students to discover textual messages and not to identify what the teacher or test writer thinks the text is about.

From these views, a well-intended reading instruction should motivate learners to preview a text, predict, guess from context, summarize, clarify, criticize, and paraphrase, making inferences, discuss issues raised and ask questions for sections of the text. The summarizing phase in reading is seen as effective phase for evaluating learners' comprehension, (Pressley, 2006). The implication is that learners will develop as interested readers on their own if the teacher gives them explicit mental tools for unpacking a text. Comprehension through discussion involves lessons that are —instructional conversations that create higher level thinking opportunities for learners. Discussions usually promote critical and aesthetic thinking about text and encourage full class involvement.

phase instruction involves teaching students about phases, teaching them how and when to use them, helping students identify personally effective phases, and encouraging them to make phase behaviors part of their learning schema. When precise phase instruction is provided, students are equipped with the ability to generate ideas. One important approach to phase use in reading is activation and use of prior knowledge. Presumably, it can be argued that all knowledge results from questions—which are another way of saying that asking questions is our most important intellectual tool for discovering information along a certain continuum.

According to Grabe, (1988) reading is a complex and active process of constructing meaning – but not merely skill application. Grabe posits that the act of constructing meaning is interactive, that is, it involves not just the reader but also the text and the context in which reading takes place, it is phase—readers have purposes for their reading and use a variety of phases as they construct meaning and it is also adaptive in that readers change the phases they use as they read different kinds of texts or as they read for different purposes. Reading, therefore, requires a rich background, and also some ability to comprehend the text.

Efficient reading requires that, in order to comprehend a text, a reader should connect new text with past experiences, that is, background knowledge, interpret, evaluate, synthesize and consider alternative interpretations (Pressley and Afflerbach, 1995, Lowe, et al., 2005). While doing these tasks, students need some phases to help them make their reading easy and a pleasurable activity.

This research concerned itself with teaching reading and specifically teaching the use of reading phases. To teach reading phases effectively, the language teacher has to consider some issues to execute the lesson diligently; that the teacher should anticipate learners' needs, that self-direction need to be determined by the learner, that phases should be taught in a meaningful context but not in isolation, that phases are learner-centered rather than teacher-centered, that activities should be purposeful, interactive and independent and that continual practice is necessary for evaluation of what is needed. This makes knowledge and use of reading phases very necessary. When a student consciously chooses phases that fit his/her reading task, the phases become a useful toolkit for active, conscious and purposeful self-regulation for effective reading. Therefore, teaching the use of reading phases is useful if learners are to achieve reading proficiency with maximum comprehension and enjoyment.

In support of the necessity to teach reading phases, Lowe, et. al. (2005) point out that, for students to read well, one must be taught how to effectively interact with the text at hand. This training helps in search for connections between what they know and what is new information in the text selection. Additionally, it would help them fix faulty comprehension when they know it has occurred as well as decide on the important from less important information in the text. Then finally, search for connections within text and across text by using prior knowledge to help integrate information and understanding. The process of seeking for understanding involves learners' ability to question themselves, the author, and the text as they read, and then respond to text both orally and in written forms.

CHAPTER THREE: RESEARCH METHODOLOGY

The aim objective of this study was to assess teacher's beliefs, practices and student's application of reading phases at Geballa secondary school. The Research Design, Participants of the Study, Sampling Size and Techniques, Data Gathering Instruments, Data Gathering Procedure and method of Data Analysis are Stated under here.

3.1 Research Design

This study employed a descriptive case study research design with both quantitative and qualitative method. Descriptive case studies are normally intended to describe and report the way things are. They are characterized by systematic collection of data from members of a given population through questionnaires and interviews (Owen, 2002). Thus, this design was chosen in this study since it involves the collection and analysis of information from the members of a participants in this case teachers and students at Geballa secondary school.

The quantitative method employed for student questionnaires while, the qualitative method on its part used classroom observation, and teacher interview. Thus, both qualitative and quantitative data helped the researcher to draw valid conclusions for advance planning of the methods to be adopted for collecting the relevant data and analysis. In addition, combining both quantitative and qualitative methods were necessary for this study because the combination of the two methods supports each other to bring about better findings in the study.

3.2. Description Study Area

This study was carried out at south west region, kafa Zone, telo Wereda Geballa Secondary School. It is located south west 550 km away from Addis Ababa.

3.3. Participants of the Study

The participants of the study were 4 English teachers and 150 students of Geballa Secondary School

3.4. Sample Size and Sampling Techniques

In this study, Simple random sampling technique was employed to select sample students and availability sampling technique (census) was employed for teachers. Because, the number of the teachers are not numerous and manageable. So, from the total population of 500 students the researcher took 30% of the students i.e. 150 were selected. The respondents are randomly selected from the total population of grade ten students using the lottery method for questionnaire. Because it gives each element in the population an equal probability of getting into the sample; and all choices are independent of one another. And it gives each possible sample combination an equal probability for male and female students. In addition, 4 English teachers were participated for classroom observation and for the interview as well. The researcher used 4 teachers because the actual number of all 8 EFL teachers in Geballa secondary school.

3.5 Data Collection Instruments

The data collection instruments for this study were questionnaire, class room observation and semi-structured interview. As it indicated in the objective of the study, the researcher was more interested to assess the teacher's beliefs about teaching reading phases and their practical application of English language class room at Geballa Secondary School at grade 10 levels. So, in order to obtain useful data from the respondents, three types of data collection tools questionnaire, interview and observation were used.

3.5.1 Questionnaire

A questionnaire containing a five-level frequency likert scale was used to collect necessary data from students. Besides it was used to collect data about the application of reading phases by the students while they learn the reading lessons of grade 10 English textbooks and their study. The questionnaire was translated into a mother tongue language (kafinoonoo /kefigna) to be better understood by the students. On the other hand to answers question two RQ2, the researcher used set of closed ended 21 (twenty-one) questionnaires. The researcher classified them into three: 1-7 for per-reading, 8-14 for a while-reading, and 15-21 post-reading. The questionnaires were prepared both sampled students and the four teachers. The items are kinds of activities that teachers' use during teaching reading skills as practice indicated in appendix one up to three.

The students' questionnaire comprised 2 parts. The first part was students' background information and the second part was questions that assess the students' application of reading phases (the pre-reading while- reading and post reading phases) concerning the texts/passages in their English textbooks, which are being used in the year 2021/2022. The source for these reading phases inventory by Mokhtari and Reichard (2002) was adapted and used. The researcher uses the questionnaire because it is suitable to collect data from a large number of students (150 students). The data were analyzed using descriptive statistics (frequency, percentage and average Mean).

3.5.2 Semi-structured Interview

A semi-structured interview guide was used to explore teachers' beliefs regarding teaching reading phases. The items were developed based on the theories of teaching reading and wider review from related literature on reading phase's instruction and also problems that hamper teaching phases instruction as well. Thus, the interview specifically elicited the data about their knowledge, interests, feelings, beliefs about reading phases and teaching reading phases to the students and the problems that hamper teachers from reading phases instruction in the classroom.

In this study, the researcher selected semi-structured interview method because the questions can be prepared in such a way to incorporate elements of both quantifiable, fixed choice responding, and the facility to explore, and probe in depth certain areas of interest. The interview was done in teachers' mother tongue (Kafiноonoo/Kefigna) and teachers were interviewed individually. The researcher used teachers' mother tongue Kafiноonoo/ kefigna/and Amharic to enhance communication and understanding. In the interview, the researcher collected data by using notes as the teachers are not willing to be audio recorded. Some interview questions include what teachers think reading phases and what their beliefs about teaching reading phases.

3.5.3 Classroom Observation

In the study, 4 sections from grade 10 were observed twice to examine the teachers' and students' practices regarding the teachers' teaching and students' learning and their practice of teaching/learning reading phases. The presence of the application of the reading phases by the students was observed using the checklist for classroom observation by adapting the inventory significantly from Mokhtari and Reichard (2002). In their work, they developed the

Metacognitive Awareness of Reading phases Inventory, an instrument designed to assess students' awareness of reading phases when reading school-related materials and can be adapted was used as a standard/ benchmark as classroom observation checklist . The inventory was divided into three parts that was about three types of reading phases (global reading phases, problem solving reading phases and support reading phases) used commonly at three stages of teaching reading (pre-reading, while reading and post reading stages). Moreover, during the observation, students' and teachers' choice of phases (the kind of phases that were taught by teachers and given focus by students for practice) were observed.

Particularly, the researcher carried out class room observation of one week of 8 periods of teaching practices and learning English reading lesson Before the actual observation, the researcher conducted pre-observation interviews to collect information about the previous lessons and to give the way for adjusting and observing reading lessons. During the observation, the researcher filled the checklist that was prepared and took notes as well. According to Ohata (2005), the main purpose of classroom observation as a data collection tool is that it can provide access to get first hand accurate information. This means to know how the teachers perform their lesson, what atmosphere is in the class, and what interactions of students and teachers teaching reading there during the lessons.

3.6 Data Collection Procedures

The data collecting process began in May 2022 by conducting teachers' classroom observations. After conducting classroom observations, student questionnaires were administered from 20th May, 2022 on ward respectively. The researcher collected both qualitative and quantitative data through questionnaires observation and interview.

The researcher observed four grade 10 English language teachers while they were teaching English. The researcher observed each class for 2 times. To do this, first the researcher observed four classes 8 observations. The classroom observation took 40 minutes each. During the observation the researcher filled a checklist. Secondly, questionnaires for both teachers and students were distributed after the completion of the observation. Thirdly, the teachers were interviewed.

After the data collected from students, English teachers were used to administer the questionnaires. After the student questionnaires are returned, teachers' interviews were conducted by the researcher at the end of June / 2022. The researcher used teachers' mother tongue Kafinoonoo Kefigna / Amharic to enhance communication and understanding.

3.7 Methods of Data Analysis

The collected data was analyzed using SPSS (Statistical package for social sciences) version 21.

The data collected through student questionnaire were analyzed quantitatively using descriptive statistics. Frequency, percentage and the average mean is calculated for the questionnaire data and then analyzed accordingly. Frequency, Percentages and mean results were used to identify and compare the kinds of reading phases students give attention to and use whenever they read in the classroom and out of the classroom. The data gathered through classroom observation and teacher interviews were analyzed.

Both the quantitative (student questionnaire) and qualitative (interview and classroom observation) data were analyzed independently first. Next, at the discussion stage, the results were merged. Finally, depending on the qualitative and quantitative data analysis, conclusions and recommendations were made by integrating both the qualitative and quantitative results in the discussion stage. The mixing of qualitative and quantitative data in the discussion section is usual for triangulation.

While analyzing the data the researcher was generated through the given tools and data induced for interpretation to reach on the relevant conclusions.

Such process of organizing and analyzing the data was helped the researcher to develop and understand how each point is connected to each other

Finally, based on the analysis of the data the researcher was tried to summarize the research finding, draw meaningful conclusion from the finding and suggests a few recommendations.

3.8 Data Validity and Reliability

3.8.1. Validity

Validity is the degree to which test measures what is supposed to measure (Kombo, 2006). Validity of the content of the study was sort out. The research instrument should be able to depict what it is supposed to measure. Therefore, for the purpose of this study, language expert's opinion was sought after, to determine the relevance of the content used in the questionnaires. They each examined the questionnaires, the interview schedules, and the classroom observation checklist and provided a feedback to the researcher. Essentially validity in the above context was concerned with establishing whether the instruments contents measured what it was supposed to measure.

Thus, the content validity of the instruments was commented by the advisor and followed by the pilot test that was conducted in Geballa general secondary school with two sections of grade 10 students and 2 English teachers that were selected by the researcher.

3.8.2. Reliability

The reliability of the study was able to address the similarity of the results through repeated trials. Reliability is the degree to which a question consistently measures (Orodho, 2009). The identified problems are supplied with the instruments for the consistency of results. The responses were analyzed after which one week period was allowed to pass before the same treatment was supplied to the same respondents and analysis done. The results were recorded accordingly. Reliability of questionnaire was checked by using SPSS software window 20.0 versions. Hence, internal consistency reliability of the items was estimated by employing Cronbach's alpha. Cronbach's alpha ranges from 0.0-1.0 with value close to 1.00 indicating that high consistency. As a rule, alpha value of 0.7 is considered to be low, whereas value between 0.7-0.9 is high and above 0.9 is very high. According to this, if the alpha value of the item in the interval of 0.7-0.9 can be inferred that the items will be reliable for their internal consistency. Upon calculation 0.86 was obtained which indicated high reliability of the questionnaire.

3.9 Ethical Considerations

The ethical issues are very important in conducting the study. Therefore, in this study, the following basic ethical principles were taken into consideration as the study progresses. First, the researcher conducted the study without causing any harm to participants. Secondly, the researcher informed the participants properly about the purpose and the activities of the study during the process of conducting the study order to obtain their consent. Moreover, the study participants were reassured/ pleased of confidentiality by explaining to them, their name and other identifier of their status are not documented in the study.

3.10 Pilot Testing

In this study, before collecting the data using the selected instruments, the researcher developed questionnaire, interview questions and observation checklist and pilot tested the instruments. The researcher administered the pilot study on grade 10 students from 4 sections and also interviewed English teachers. The insights gained from the pilot study helped the researcher to cross out repeated and ambiguous items; especially the interview was significantly modified. The researcher also carried out two observations in grade 10 in Geballa Secondary School so as to check the content validity of the observation checklist. Then, significant adjustment was made on the classroom observation checklist before conducting the main study.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETION

This chapter deals with data analysis and interpretation. To collect data for the study, questionnaire for teachers and students, an interview for teachers and classroom observation analysis were employed. Quantitative and qualitative data were obtained through these data collecting instruments. For example, the questionnaires were completed by students, the interview questions were answered by teachers and classroom observation was completed by the researcher to address the broad question, that is, to examine English teachers teaching reading phases, beliefs and practices of students.

4.1 Analyses of Quantitative Data

In this part, the data gathered through questionnaires were analyzed and the findings were reported. The data were gathered from one hundred forty-seven grade ten students. The questionnaire contained questions to be responded by using a five-point frequency Likert scales (1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = very often). The questionnaires were designed to elicit teacher's beliefs and practices as well as students' response concerning their practice/ application of reading phases in their EFL classroom.

4.1.1 Reading phases Practiced By Students

The students' questionnaire that was intended to find out students' application of reading phases in the EFL classroom was prepared using a five- level frequency Likert scale (1=never, 2=rarely, 3= sometimes, 4=often, 5=very often) which contains 21 items. The items were are organized into three themes; questions that focus on pre-reading phases, questions related to while-reading phases and questions that focus on post reading phases. Supporting this, (Noli & Sabariah, 2011) noted that phase reading involves three phases, namely, pre-reading, while-reading and post-reading. Moreover, phase readers actively construct meaning as they read and interact with the text. They set purposes for reading, select methods of realizing these purposes, monitor, and repair their own comprehension as they read, and evaluate the complete task (Gardner, 1983). It is also said that a phase reader creates, examines, and broaden meaning before, during, and after reading for a selection of texts. On the other hand, poor readers tend to initiate reading without thinking about the process of reading or the subject matter, omit or pay

no attention to meanings of unfamiliar but crucial words, and do not incorporate prior knowledge in attempting to understand the text they are reading.

Moreover, for the purpose of the analysis, items that have the same theme are presented in the same table as pre- reading, while-reading and post reading phases. For the purpose of the analysis, frequency, percentage and the average mean were used.

The tables below presents how the teachers and students practice of the items are the reading skills.

Table 1: The Frequency of Students' Application of the Pre-reading Phases.

No.	Items	N	R	S	O	VO	Average mean
		Freq. & (%)	Freq. & (%)	Freq. & (%)	Freq. & (%)	Freq. & (%)	
1	I have a purpose when I read	62 (42.17)	23 (15.64)	46 (31.29)	9 (6.12)	7 (4.76)	2.15
2	I use tables, figures, and pictures in text to increase my understanding.	114 (77.55)	21 (14.28)	12 (8.16)	-	-	1.30
3	When text becomes difficult, I read aloud to help me understand	4 (2.72)	6 (2.72)	18 (12.24)	32 (21..76)	87 (59.18)	4.30
4	I try to understand new words by translating into my mother tongue language(Kafi noono)	-	-	12(8.16)	61(41.49)	74(50.34)	4.42
5	I read by activating prior knowledge/ background knowledge	59(40.13)	61 (41.49)	12(8.16)	6(2.72)	9(6.12)	1.94
6	I skim the text first by noting characteristics like length and organization.	74(50.34)	61(41.49)	12(8.16)			1.57

1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often.

In Table 1, the analysis concerning students' application of pre reading phases, item 1 shows that 62 (42.17%) said 'never' and 46 (31.29%) of the respondents said 'sometimes' towards the idea of having purposes when they read. The others 23 (15.64), 9 (6.12%) and 7 (4.76%) responded 'rarely', 'often' and 'very often' respectively. The mean for this item is 2.15, which is just above 'rarely'. The students' response shows that their practice of having a purpose was not this much satisfactory, so it is poorly applied by most of them. Supporting this, research has found that phase readers use planning phases before they begin to read in order to make the texts more accessible during reading. For example, Saricoban (2002) affirms that pre-reading activities assist students to activate what they know about a topic and foresee what they will read or hear. Students' attention too is aimed at the major points through such phases.

Item 2 depicts that the practice of using tables, figures, and pictures in text to increase their understanding was almost insignificant. For this item, 114 (77.55%) of them responded 'never' the other 21(14.28%), and 12 (8.16%) said 'rarely' and 'sometimes' respectively. The mean analysis is 1.30 that indicates between 'never' and 'rarely'. Here the students' response shows that this reading phase is poorly practiced and this also shows lack of understanding towards the use of tables, figures, and pictures in text to increase their understanding of the reading material. Thus, the low level of students' pre-reading phase practice may be due to the fact that their teachers have not trained them well regarding this item which is very important to enhance students' reading ability.

Furthermore, Item 3 that seeks students response regarding 'When text becomes difficult, I read aloud to help me understand', 87 (59.18%) and 32 (21.76%) said 'very often' and 'often' respectively. The others, 18(12.24%), 6 (2.72%), and 4(2.72%) responded 'sometimes', 'rarely' and 'never' respectively. The average mean analysis shows 4.30 which is in between 'often' and 'very often'. This shows that most of the time students read aloud texts to help them understand better by using this pre- reading phase. This finding confirmed Dhaif, (1990); Conley (1992) belief that reading aloud is beneficial, both in the early stages of reading development which is aimed at improving learners' reading fluency, accuracy, and pronunciation as well as in the advanced stages of reading, where a need to improve reading speed and accuracy still exists. In support of this point of view, Kailani (1998) gives the prospect that the advanced level learners

need to practice speech delivery skills for public speaking, speech and drama and acting in theatre.

Item 4 says, 'I try to understand new words by translating into mother tongue.' For this item, 74(50.34%) and 61(41.49%) said 'very often' and 'often' respectively. The other 12(8.16%) responded 'sometimes'. The mean for this item shows 4.42, which is very high level (near to very often) on a five- level frequency Likert scale. Thus, from these responses it is possible to conclude that most of the students try to translate words into mother tongue to understand better the given text almost always whenever they read. This shows that though mother tongue translation is one of the phases, it is obvious to conclude that students lack knowledge of using contextual guessing phase as they mostly rely on bilingual dictionaries.

The analysis of item 5, revealed that 61 (41.49%) and 59 (40.13%) participants said 'rarely' and 'never' for the item that says 'I read by activating prior knowledge/ background knowledge.' The other 12(8.16%), 9(6.12%) and 6(2.72%) responded 'sometimes', 'very often', and 'often' respectively. The mean for this item is 1.94. The finding reveals that using the reading phase (using prior/background knowledge) by the students is not substantial. This is supported by Koda (2005), and Pearson and Hamm (2005) that learners find meaning when their background knowledge is directed toward the content under review. The meaning of any written text is derived from the integration of information contained in the text with the readers' prior knowledge (Kitsch, 1998). However, comprehension can fail at any stage of the reading process. That is, it is possible that many people can adequately decode but are poor at understanding the gist.

Concerning the application of the use of reading phases by students, scholars support that students should be trained in order to be confident in their reading. For example, Pressley, (2000), points out that in such cases it would be useful that English language teachers teach reading comprehension phases and guide students when reading so as to help them comprehend a text selection. Oxford, (1999) argues that phases are important for two main reasons. In the first place, phases are tools for active, self-directed involvement, which is essential for developing communicative competence. Secondly, learners who have developed and internalized appropriate reading phases, have greater self-confidence and learn more effectively. Both of these points expand the role of the teacher as a facilitator in the learning process. Thus, it is

possible to conclude that grade 9 and 10 students of Geballa secondary school are not familiar with this reading phase as they are not well trained by their English teachers in general.

As shown in the above table 1, the students response for item 8 shows that 74(50.34%) and 61(41.49%) said 'never' and 'rarely' respectively for skimming the text first by noting characteristics like length and organization. The other 12(8.16%) responded 'sometimes' and the average mean for this item shows 1.57 which is just in between 'never' and 'rarely'. From this finding it can be possible to conclude that most grade ten 10 students do not use it though it is one of the most important reading phases whenever they read.

In summary, a limited number of pre-reading phases were used by grade 10 students. An overview revealed that there was no demonstrated use of the phases at a remarkable degree. The findings showed that the most used pre -reading phases were: reading aloud to help them understand, and trying to understand new words by translating into mother tongue. Pre -reading phases that were least used by students included having purposes for reading, the practice of using tables, figures, and pictures), reading by activating prior knowledge/ background knowledge, and skimming the text first by noting characteristics like length and organization.

Table 2: Students' Practices of Regarding the While-Reading phases

No.	Items	N	R	S	O	VO	Averag Mean
		Freq. & (%)	Freq. & (%)	Freq. & (%)	Freq. & (%)	Freq. & (%)	
1	I use the connectors in each paragraph	85 (57.82)	45 (30.61)	17 (11.56)	-	-	1.53
2	I try to identify the types of the text (exposition, Comparison and contrast).	73 (49.65)	54 (36.73)	18 (12.24)	2 (1.36)		1.65
3	I use typographical aids like bold face and italics to identify key information.	26 (17.68)	47 (31.97)	62 (42.17)	12 (8.16)	-	2.40
4	I use the context clues to help me better understand what I am reading	32 (21.76)	41 (27.89)	40 (27.21)	21 (14.28)	13 (8.84)	2.60
5	I try to guess the meaning of the new words using context clues	69 (46.93)	55 (37.41)	13 (8.84)	5 (3.40)	3(2.04)	1.72
6	I use scanning techniques to get information	8 (5.44)	7 (4.76)	45 (30.61)	33 (22.44)	54 (36.73)	3.80
7	I use visual support like charts, diagrams, images etc.)	92 (62.58)	55 (37.41)	-	-	-	1.37
8	I use skimming techniques to read passage/ text	-	-	40 (27.21)	62 (42.17)	45 (30.61)	4.03
9	I try to find main ideas	8 (5.44)	19 (12.92)	74 (50.34)	30 (20.40)	16 (10.88)	3.18

1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often.

Concerning item 1 of table 2, the frequency students use connectors in each paragraph when they read as while reading phase, of the respondents 85 (57.82%) and 45 (30.61%) responded 'never' and 'rarely' respectively. The others 17 (11.56%) said they sometimes use connectors in each paragraph when they read. The average mean for this item shows 1.53 which is just in between 'never' and 'rarely'. From this finding it is possible to conclude that there is poor application of

this phase by students which leads to low level of understanding among students regarding reading.

Item 2, the response for their trying to identify the types of the text (exposition, Comparison and contrast), indicate that 73 (49.65), 54 (36.73), 18 (12.24) and 2 (1.36%) responded 'never', 'rarely', 'sometimes' and 'often' respectively. The average mean for this item shows 1.65 which is nearer to 'rarely'. From this finding it is possible to conclude that students lack the knowledge and application of this reading phase in their reading process.

The analysis for item 3 that says 'I use typographical aids like bold face and italics to identify key information', 62 (42.17%), sometimes, 47 (31.97%), rarely 26 (17.68%), and never 12 (8.16%) responded 'sometimes', 'rarely', 'never' and 'often' respectively. The mean for this item shows 2.40, which is around 'sometimes'. From this finding it is possible to conclude that students sometimes use this phase to tackle the problem they face whenever they read a text.

Concerning item 4, which says, "I use the context clues to help me better understand what I am reading." 41 (27.89) and 40 (27.21) responded 'rarely' and 'sometimes' respectively. The others 32 (21.76), 21 (14.28) and 13 (8.84) said 'never', 'often' and 'very often' respectively. The mean is found to be 2.60 that shows 'sometimes'. Here the students' response shows that using context clues has been given some focus though it did not indicate the exhaustive use of it by the students to tackle the problems they face during reading. This shows that teachers sometimes train students in the classroom to apply during reading, so teachers should work towards the use of all available reading phases by their learners.

Regarding item 7 shows 92 (62.58%) responded that they 'never' used visual support when they read. The other 55(37.41%) said that they 'rarely' used this phase. The mean analysis for this item shows 1.37 which is very low level of using visual support (like charts, diagrams, images etc.) from this finding it can be said that grade 9 and 10 students do not practice this reading phase in their reading activities. The use of visual support during reading plays a great role in students' understanding and comprehension of a given text, so students should be aware of and make use of the reading phases if they want to be good readers. Supporting this, Nuttall, (2005) and Thornbury, (2005) views that use of visuals made it possible for learners to think creatively and critically both of which helped the learner interact with the text.

Concerning item 8, skimming the passage/text, 62 (42.17%), 45 (30.61%) and 40 (27.21%) responded ‘often’, ‘very often’ and ‘sometimes’ respectively. The mean analysis shows 4.03, which is more of ‘often’. The finding implies that most of the students make use of this reading phase (skimming) when they read texts. Therefore, as skimming is very important to get the general idea of a given text and comprehend the information it conveys.

In summary, only a few while-reading phases were used by grade 9 and 10 students. An overview revealed that there was no demonstrated use of the phases at outstanding level. The findings showed that the most used while -reading phases were: skimming, the use of context clues, and the use of typographical aids like bold face and italics only. While -reading phases that were least used by students included using connectors in each paragraph, identifying the types of the text (exposition, Comparison and contrast), and using visual support (like charts, diagrams, images and so on)

Table 3: Students’ Practice Regarding the Post-Reading phases

No.	Items	N	R	S	O	VO	Average Mean
		Freq. & (%)	Freq. & (%)	Freq. & (%)	Freq. & (%)	Freq. & (%)	
1	I try to outline the main ideas / points in the reading selection	20 (13.6)	26 (17.68)	71 (48.29)	16 (10.88)	14 (9.52)	2.85
2	I try to discuss the text with others after reading	48 (32.65)	41 (27.89)	32 (21.76)	15 (10.2)	11 (7.48)	2.31
3	I try to check comprehension by asking others or teachers for the correct answer	25 (17)	28 (19.04)	54 (36.73)	25 (17)	15 (10.2)	2.84
4	I try to summarize the text	114 (77.55)	33 (22.44)	-	-	-	1.22
5	I try to re tell the text.	116(78.91)	31(21.08)	-	-	-	1.21

1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often.

Item 1 depicts that, 71 (48.29%) of the respondents said that they sometimes try to outline the main ideas / points in the reading selection. The other 26 (17.68%), 20 (13.6%), 16 (10.88%) and 14 (9.52%) responded 'Rarely', 'never', 'often' and 'very often' respectively. The mean analysis shows 2.85 which is nearest to 'sometimes' that implies students are not practicing reading phases well the as expected. Here, teachers should be aware of the reading phases themselves first and train students to use whenever they read to enhance their comprehension of a given text.

The analysis for item 2 shows that 48 (32.65%) and 41 (27.89%) said that 'never' and 'rarely' concerning trying to discuss the text with others after reading. The other 32 (21.76%), 15 (10.2%) and 11 (7.48%) responded 'sometimes', 'often' and 'very often' respectively. The mean for this item shows 2.31 which shows less than 'sometimes'. This finding indicates students are not doing well on this phase as they are not given such experience and related trainings by their respected teachers.

Concerning item 3, how frequently students try to check comprehension by asking others or teachers for the correct answer, 54 (36.73%) said that they sometimes apply this when they read. The other 28 (19.04%), 25 (17%), 25 (17%) and 15 (10.2%) responded 'rarely', 'often', 'never' and 'very often' respectively. The mean shows 2.84 which is less than 'sometimes'. His finding implies that grade 9 and 10 students do not mainly focus on checking their answers after reading as they might lack this phase because of lack of exposure during their classroom teaching learning process.

Additionally, item 4 which says 'I try to summarize the text' for this item, 114 (77.55%) and 33 (22.44%) responded 'never' and 'rarely' respectively. The mean analysis indicate 1.22 which is very near to 'never'. Pedagogically, summary involves teaching students how to discern the most important ideas in a text, how to ignore irrelevant information, how to differentiate important from less important ideas and how to integrate the central ideas in a meaningful way. Generally, the finding clearly shows that students almost never practiced/ used this phase as they have no experience and skill to apply this in their reading activities.

Concerning Item 5, the frequency students use the phase 'I try to re tell the text', for this item 116 (78.91%) and 31 (21.08%) respondents said 'never' and 'rarely' respectively. The mean analysis shows 1.21 which means almost all the students never applied this phase in their reading experience in the classroom or elsewhere. This finding indicates this is one of the critical

problems students face, that is, it implies lack of experience and practice among teachers on how to train and teach students reading activities. In reading instruction, teachers can do so by asking students to retell, in their own words, the main ideas they have read from a selected material. Needless to say, retelling is a useful phase because it could be used to measure simple to advanced comprehension.

In summary, from the above analysis one can understand that some post-reading phases were rarely used by grade 10 students. An overview revealed that there was no application of the post reading phases at outstanding level. The findings showed that very little attention was given by the students to post -reading phases were: comprehension by asking others or teachers for the correct answer, and trying to outline the main ideas / points in the reading selection only. Post -reading phases that were never used by students included trying to discuss the text with others after reading, trying to summarize the text' and trying to re tell the text after reading.

4.2 Analysis of Qualitative Data and Findings

The analysis of qualitative data gathered through classroom observation checklist and teachers' interviews were organized and presented as follows.

4.2.1 Analysis of Classroom Observation

A classroom observation schedule (Appendix II) was prepared to collect data on teachers' classroom practices concerning teaching of reading phases. In order to obtain first-hand information on how reading lessons are conducted, the researcher attended a total of 8 observations, two rounds with two teachers of grade 10 and two other rounds with two English teachers of grade 10 between May 20 and June 20 , 2022. Each class in the sample was observed twice. Observation was mostly focused on reading instruction stages; before reading (pre-reading phases), during the lesson (while-reading phases) and after the lesson (post-reading phases). According to Enon, (1998), observation uses a few subjects and can be used in all studies. He pointed out that the researcher must know what to look for, what to monitor keenly and record it for future analysis. The researcher used this tool to find out whether teachers' beliefs about teaching reading phases were integrated in their teaching of reading steps in their classroom practices and the problems that could hinder the effectiveness of teaching reading phases.

To make this possible, a prior appointment to make consultations with the selected teacher on when s/he would be teaching reading was made. Then meeting time between the teacher, the researcher and the class was arranged. This was done to make the participants at ease during classroom attendance by researcher. During observation, the researcher filled in the prepared observation checklist the major events of the lesson. The observation technique was designed to provide adequate analysis of classroom teaching on realistic report. The researcher then analyzed the information in the observation checklist.

4.2.1.1 Analysis of Pre-Reading Instructional phases

This section presents teachers' classroom practices related to reading phases that were useful before reading. It consisted of those phases that prepare learners to get ready to read a text selection.

Understanding of reading phases used before reading helps learners create a mental alignment that is useful for anticipating the meaning of a text selected before one started reading.

Table 4: Items Teachers Used as a Pre-Reading phases

The findings in table 4 on teachers’ use of pre-reading phases revealed that teachers used a few of pre-reading phases to direct learners’ attention before they began reading. The most common phase used to help the learner increase the capacity to understand the text was semantic mapping

Actions of the language teacher	<i>Not Demonstrated</i> <i>(number of rounds)</i>	<i>Needs Improvement</i> <i>(number of rounds)</i>	<i>Satisfactory</i> <i>(number of rounds)</i>	<i>Outstanding</i> <i>(number of rounds)</i>
1. Involves students in setting a purpose for reading	4	4	1	
2. Asking the learners to read the title and predict what the text is about	4	2	2	
3. Asking learners to look at illustrations (pictures/diagrams, etc.) and try to guess how they relate to the text	6	2		
4. Engaging students in group discussions on topic and writing down gist sentences	6	2		
5. preview of structural organizers (text structure: how main idea and details are presented, cause and effect, etc.) used in the text	8			
6. Semantic mapping (pre-teaching vocabulary as a way to judge students Schema availability on topic)		2	4	2
7. Asking learners to answer the pre reading questions from the textbook (already there)			6	2

(pre-teaching vocabulary as a way to judge students schema availability on topic (item 6) and asking learners to answer the pre reading questions from the textbook already there (item 7), and, involving students in setting a purpose for reading and encouraging them to read (item 1).

Regarding item 7, as the finding shows, all the teachers were observed using this phase successfully. This demonstration by teachers revealed that by engaging learners in answering/predicting answers for the pre reading questions about the text, the teachers helped learners check their comprehension when they read. This practice helped learners focus their attention on what they were reading. Supporting this, Asselin, (2002), and Birch, (2002) asserted that questions help readers rethink about a text and they approach the reading text with an open mind.

Concerning item 6, almost all the teachers tried to use this reading phase, semantic mapping (pre-teaching vocabulary as a way to judge students' schema availability on topic). The findings indicated that this pre-reading phase was necessary and important to be employed by teachers to prepare the learner for reading, which involved pre-teaching vocabulary. This phase was necessary for observation as it sought to find out how teachers assessed learners knowledge in regard to the topic. Findings showed that most teachers made use of it though one of the teachers' instructions was inadequate and it needs improvement.

The other pre reading phase which was observed, (item 1), sought to find out whether teachers involved students in setting a purpose for reading and helping them make connections to the text through the use of the pre reading questions before they began to read. The findings indicated that half of the teachers (2) were not observed teaching/ using this phase in their instruction. When learners are guided in setting a purpose for reading, they establish a goal. This active involvement motivates students to read and this enhances their reading comprehension. They think and reason throughout the text to achieve their goal. The findings of the observation checklist show that half of the teachers tried to involve students in this activity, but this instruction still needs improvement.

Item 2 in table 4, on teachers' use of pre-reading instruction revealed that teachers used this pre-reading phase (asking learners to read the title and make predictions) on what the text was poorly demonstrated in the observation. This phase is about to direct learners' attention before they begin reading. The most common phase that should be used to help the learner enhance their

understanding about the text is asking learners to read the title and make predictions on what the text was about. The findings of the classroom observation revealed that half (2) of the teachers observed using this phase inadequately and the other two never demonstrated this. Learners were not given a chance of looking at clues suggested by the title and understand what information they were likely to get from the reading. This phase was meant to find out whether teachers activated learners prior knowledge about the text. Therefore, teachers should be aware of the phases at this stage themselves first and help learners accordingly.

In addition, the findings of classroom observation (item 4) indicated that engagement of learners in discussions, either in groups or in pairs was not a common practice by teachers. This phase was useful in that it helped to get the learners share what they thought the text was about. This item required information to determine whether teachers organized learners to discuss briefly for the teacher. It can also help to measure general understanding that learners possessed in order to help them develop and process appropriate knowledge in preparation for comprehension of new information in the selected text. Findings revealed that this pre-reading phase was not used to engage learners in readiness for reading comprehension as only one teacher observation was demonstrated and even that was not adequately seen. Nonetheless, it is important to point out that class discussions (pair or group discussions) can be used to develop confidence of the learners.

The findings of the observation on item 3 revealed that language teachers hardly used illustrations (pictures/diagrams, etc.) and helping students try to guess how they relate to the text in the text books or created their own in order to help learners activate appropriate schemata (internal representation) in order to use it in relation to the material they were about to read. From the 4 observed teachers 3 of them never demonstrated any element of use of this phase clearly may result in poor preparation of learners to access supplementary information / knowledge about the text they are going to read. Moreover, the finding indicated that learners' comprehension of new experience was not aided in this stage. This finding was contrary to Nuttall, (2005) and Thornbury, (2005) views that use of illustrations can prepare students to think imaginatively and significantly both of which helped the learner interact with the text.

The finding (item 5) further showed that the preview of structural organizers (text structures: how main idea and details are presented, cause and effect, etc.), was a phase never observed

during teachers' instruction. Text previews may provide learners with an outline into which information from the texts could be better understood. Use of this phase helps raise learners' attention by activating their prior knowledge and creating clear mental image how information in a text is organized. Through use of previewing phase, teachers also could help learners built interest and focus on the text. Nevertheless, it was observed that use of the previewing phase, though necessary and important for reading, was not practiced by any of the teachers in preparing learners for reading. Accordingly, learners were not able to generate their own ideas about the text and because of this gap, they did not learn much during the reading lesson.

From this it can be inferred that only a few of pre-reading phases were used by language teachers. An overview revealed that there was no demonstrated use of the phases at outstanding level. The findings showed that the most used pre-reading phases were: asking learners to answer the pre reading questions from the textbook already there, semantic mapping (pre-teaching vocabulary as a way to judge students schema availability on topic, asking the learners to read the title and predict what the text is about and involving students in setting a purpose for reading and encouraging them to read. Pre-reading phases that were infrequently used were engaging learners in pair/group discussion and writing gist sentences, the preview of structural organizers (text structures: how main idea and details are presented, cause and effect, etc.), and using illustrations (pictures/diagrams, etc.).

4.2.1.2 Analysis of while-Reading Instructional phase

This section presents teachers' classroom practices of while-reading phases that include those phases that learners were taught to use when they read a given text. These phases were intended to help the learners focus on the actual message of the given text and to match the information with what the learners already knew. These phases were likely to be influenced by the pre-reading phases for the reason that learners would be keeping them in their mind.

Table 5 Teachers Use of the a while-Reading phases

Actions of the language teacher	<i>Not Demonstrate d (in rounds)</i>	<i>Needs Improvement (in rounds)</i>	<i>Satisfactory (in rounds)</i>	<i>Outstanding (in rounds)</i>
1. Telling students to make guesses / predict about up-coming information in the text	4	4		
2. asking learners to identify the main idea of the reading passage	2	4	2	
3. Asking questions to check comprehension of the learner		2	4	2
4. engaging learners' in group work	6	2		
5. Helping students guess the meaning of unknown words by providing clues,	2	4	2	
6. confirm, revise or reject predictions	6	2		
7. drawing inferences	6	2		

Item 1 of table.5, Findings of the classroom observations of teachers, half (4) of the observations with two teachers revealed that teachers helped learners (though it needs improvement) while they were reading by encouraging them to make guesses about up-coming information. The others four observations with two teachers never demonstrated this activity doing in their lessons. This item intended to find out whether teachers aided learners reading by directing them to use topic sentences. Despite the fact that the phase is very useful in helping learners read fast in search of information to fulfill their curiosity, just half of the teachers were observed to use the

phase. Therefore, it is possible to conclude that teachers almost lack the knowledge and awareness to use this reading strategy in their reading lessons.

Item 2 and 3 were some of the phases that were used to some extent by the teachers as a while reading phase. It was about asking learners to identify the main idea of the reading passage and helping students guess the meaning of unknown words. These phases were observed to establish whether teachers guided the learners in distinguishing relevant from irrelevant information; facts from opinion, supporting details from the main ones and finding out the connection between the information in the text and students' self- experience. Moreover, it was about helping students to use context clues and other correct guessing phases to help deduce the meanings of unfamiliar words in a given text. However, most of the teachers did not give attention to this, either because of lack of training or other problems related to classroom situation. Supporting this Cummins & Lindsey (2004), and Asselin (2002), stressed that teachers who might not have sufficient training and concentration about reading comprehension phases in their content areas cannot teach using them.

Another while- reading phase (item 3) that was mostly emphasized by all English teachers as the observation checklist indicated was asking questions to check comprehension of the learner.

Though the ways they presented to the learners lack clear purpose, but still most of them stick to it. However, it was better to do this as an option than doing nothing at this stage of reading. Generally, as the findings of observation checklist revealed, it is possible to conclude that teachers still lack the knowledge and experience of teaching reading phases.

Concerning item 4, 6 and 7 (engaging learners' in group work, confirm, revise or reject predictions and drawing inferences), almost all the teachers overlooked these phases in their instructions. The finding of the observation show that teachers were in critical problem because they all preferred explanations and lecture methods in their teaching learning process. This might indicate that English teachers seemed to miss the phases of teaching English language in general and teaching reading in particular.

In brief, looking at the preceding findings, teachers' use of while-reading instructional phases was insignificant. However, the most used while reading phases in their instruction by some of English teachers as the observation checklist indicated were asking questions to check comprehension of the learner, asking learners to identify the main idea of the reading passage

and helping students guess the meaning of unknown words. The while reading phases that were hardly used were engaging learners' in group work, confirm, revise or reject predictions and drawing inferences.

4.2.1.3 Analysis of Teachers' Post-Reading Instructional phases

This section discusses teachers' use of post-reading instructional phases. It was based on the data obtained from classroom observation with 4 teachers in real classroom setting.

Table 6: Teachers' Used as Post-Reading phase

Actions of the language teacher	<i>Not Demonstrated (in rounds)</i>	<i>Needs Improvement (in rounds)</i>	<i>Satisfactory (in rounds)</i>	<i>Outstanding (in rounds)</i>
1. Asking students to discuss the text after reading	8			
2. Asking learners to retell the text	8			
3. Asking learners to outline the main ideas / points in the reading selection	4	4		
4. Asking learners to summarize the text	8			
5. Giving students follow up activities related to the text	8			
6. Asking students to complete a given task			6	2
7. Asking learners to read other related/new material and demonstrate use of the phase on their own	8			
8. Providing feedback		4	4	

In general, the findings of the classroom observation regarding the post reading phase instruction in table 6 above revealed that all (4) of the teachers used asking students to complete a given task from the text. The next most used phase by teachers was only providing feedback on the answers to questions. This analysis that teachers' adequate use of this phase implies that teachers used the phase quite often to assess learners understanding of what they read.

Additionally, the findings in the table show some (2) teachers engaged learners sufficiently in making outlines of the main ideas of the text they had read. The outlining phase may help learners to summarize what they read. Although this phase is essential in reading, half the number of the teachers did not prepare the learners for sketching the main points in the reading selection. This indicates teachers' the result of receiving poor training in colleges and teacher training universities. Moreover, absence of adequate preparation among teachers in how to use the phase was likely to impact negatively on the learners' ability to summarize reasonably large pieces of writing.

From this one can deduce that, post reading phases, which were essential but totally nonexistent during the observation, were teachers encouragement of learners to retell what they had read, asking students to discuss the text after reading, asking learners to retell the text, asking learners to summarize the text, giving students follow up activities related to the text and asking learners to read other related/new material, and demonstrate use of the phase on their own. Retelling is an excellent way that helps learners to examine how much they could remember. Related with this, Kinzer (1988), and Fang (1996), pointed out that failing to use post-reading phases signifies that teachers did not set up useful pre- and active reading phases to follow up at the end. Therefore, teachers should make use of these phases because the post reading stage is critical to understanding without which learners cannot clarify their interpretations of the text and relate it with their real life situation as well.

4.2.2 Analysis of Teachers' Interview

The questions were categorized under five main concepts. These are: teachers' beliefs about reading phases and teaching reading phases, what reading phases they use during reading instruction, which phases they usually suggest students to use in pre-reading, while reading and post reading stages. In addition, the interview was conducted to gather data concerning English

teachers' beliefs about teaching reading phases, and the factors that affect classroom practices of teaching reading phases

4.2.2. 1 Teachers' Beliefs about Teaching Reading phases

This part of the analysis focuses on teachers' beliefs about reading phases and teaching reading phases and the nature of reading phase they suggest in their instructions mainly during pre-reading, while reading and post reading stages. Moreover, the interview focused on the factors that affect classroom practices of teaching reading phases. The purpose of this analysis was to demonstrate how 4 teachers of English generally believed teaching of reading and use of reading phases.

According to the interview data, teachers had almost related beliefs about the nature of reading phases. For example, T2 said that:

As to me, reading phases are the techniques that we usually employ during reading in order to answer the comprehension questions taken from the reading. I think most of the time we use skimming, scanning and using context guessing while we are reading.

Similarly, T1 added that reading phase is the ways we use in teaching students reading in order to help the students achieve the objective of the reading lesson. He added that, "When I teach reading, I teach the words which I think are new and unfamiliar in advance before students read the text so that they can understand the message of the given reading activity."

Depending on the respondents (T1, T3 and T4), most teachers further indicated that reading phases as scanning, skimming and pre teaching new words to help learners to understand what they are going to read in advance. They (T2 and T3) added that they sometimes try to translate new words in students' mother tongue from the text and that is highly expected from the teachers.

As the findings of the interview shows, teachers believe that they knew all the required phases for teaching reading instruction. However, the teachers lack the motivation to use varieties of reading phases available in helping reading comprehension. Therefore, teachers are highly expected to be aware of almost all the reading phases and skills and apply that in their instruction.

Concerning teachers' beliefs about teaching reading phases, the data from the interview revealed that almost all the interviewed teachers believe that in order to instruct reading, teachers of English should be aware of the methods that they needed and carefully plan to teach reading and reading phases in their classrooms. As (T4) suggested:

We have all the knowledge and even received training on language teaching. While we were on the job of teaching last year. Every English teacher in this School took the training let alone the previous training at colleges and universities. And teaching students reading phases is very important, I believe.

Teachers were asked to find out whether they have sufficient knowledge about teaching reading phases. Most of them believe that they have sufficient knowledge and in-service training as well. Others (T1 and T2) also suggested they have the required awareness and skills to teach reading and that was not the problem. Regarding the challenges they face in reading phase instruction, T1 forwarded that there are a lot of challenges during reading phase's instruction and following the teaching learning procedures of this skill. As he stated:

Students' lack of interest towards reading and some teachers focus on the grammar Parts of the course discourage all of us. By nature, students prefer something that does not challenge them, you know, if someone (an English teacher) at same grade level always teach the grammar, you will be hated by the students if you follow the Curriculum, because in your class students are going to carry the textbook. This situation always pull me back from teaching reading, as reading cannot b taught without the textbook, and students do not like to bring it.

Regarding what is expected from them as English teachers, especially when they teach reading, it was clear that they know everything expected from them to teach reading phases. T4 suggested, "Regarding preparing the lesson planning and putting that into effect is not the problem, but lack of time to follow all the procedures of teaching reading phases and letting students read within that limited time is another problem." The other respondent (T3) added that students' lack of background knowledge about learning English, their poor reading speed and the need to cover the bulky syllabus from the school principals, affected them (teachers) to give little emphasis on teaching reading and following all the phases that help students.

From the above findings it is possible to conclude that teachers are expected to train their students and bring about behavioral change among the students and some teachers concerning

the advantage of learning/ teaching reading phases and reading skill. Because students may lack awareness about the advantage of being a good reader at this level, so they need encouragement and inspiration by modeling reading phases. Here English teachers who usually focus on the language/grammar part, however, should update themselves in terms of language teaching in general and reading instruction in particular as well. advantage of reading Moreover, regarding the syllabus, it is not the quantity that matters, but the qualities of the way students learn that determines their language skill improvement. Thus, teachers of English should not be concerned about the bulkiness/ largeness of the content, but they should be selective of the most important parts and develop those using supplementary materials which are authentic in their reading lessons.

The next theme of the interview was about which phases teachers suggest students to use during reading instruction. As the response of the interview implies, they usually teach students new words from the reading text in order to help them understand the message and asking students answer the comprehension questions which usually need scanning skimming. As most of them put it, they intentionally teach students these limited number of phases in order for the students comprehend the text and answer the questions that are taken from it. One of them (T3) added,

“I can do nothing better than this because I have to check the availability of students textbooks and take measures. As a result, almost the first ten minutes may be wasted. Then I directly ask them to read the text selected, sometimes asking them to scan or skim depending on the questions that appear after the passage.”

From the teachers' response, it is clear to suggest that most of the teachers use only teaching new words, scanning and skimming as their only reading phase. In addition, they usually lack time doing the pre teaching preparation for reading instruction as students are not willing to bring materials fully. The thing is that teachers' knowledge about teaching reading phase is limited to only a few numbers, only three (3) to apply in their reading class. Lack of awareness or carelessness in planning is highly visible in their interview response. Thus, teachers need preparation and planning in order to present their reading instruction and train students reading phases.

Supporting the above point, Nuttal, (2005) view that reading phases help learners become prudent readers as they increase their awareness, practice, use and monitoring of the phases they

are using. The findings also suggested that learners' assistance during reading was crucial. This meant that if learners were taught how to use reading phases, then they needed practice to internalize use of the same. This would be possible if they were assisted. This pointed to the fact that teachers were responsible for planning the necessary support activities for learners. This opinion agrees with Oxford, (2001) perceptions that learners needed guidance and support when reading.

Regarding the reading phase instruction, how teachers usually start their reading instruction and when students start reading, which phases they usually suggest students to use, most of them held similar views about the pre-reading instruction and while reading phases. From the respondents, T3 said that "I just begin by writing the title on the chalkboard and tell them some of the new words from the passage/text in advance. Then, I usually ask them to read using scanning or skimming technique depending on the nature for the comprehension questions." The other teachers support this view and added that the sometimes prefer students to read the text aloud turn by turn. Generally, the teachers believe that their job is just to ask students to answer the comprehension questions and understand the meaning of the unfamiliar words in students' mother tongue during these stages.

From the above finding, it is possible to conclude that teachers mostly use to teach reading to help students do comprehension questions and understand the meaning of new vocabulary from the reading text. As discussed, limited numbers of reading phases have been taught by teachers so far. This shows that teachers lack preparation and planning in teaching reading though they had the knowledge and the training needed to teach reading skill. Therefore, teachers need to prepare well and practice these reading phases themselves in order to familiarize themselves, so that they can be able to transfer this knowledge to the learners better.

The next point in the interview was used to identify whether teachers encourage students to use reading phases after reading or not. The teachers responded to this interview question and stated their answer as follows. T1 said that most of the time he gives feedback to the students after doing the comprehension questions at the while reading stage. The other respondents supported this view and they told that at this stage they do not do anything else to encourage students except answering the questions that students were not able to answer. The researcher tried to

probe what reading phases they may use/ know at this post reading stage, but they all insisted on holding similar opinions about what they prefer to do - providing feedback.

From the views of the respondents and the findings, it can be possible to conclude that teachers were not familiar with post reading phases. The purpose of post-reading phases is to examine or evaluate the purpose of the reader and how well s/he achieved the stated purpose at the pre-reading stage. In addition, the instructional activities in the post-reading phase assists in review and evaluation of the reading phases used. The most common post-reading phase was providing feedback to students about the while reading questions in general.

According to the data collected through the interview, most teachers believe that they only focus on instructing students as much as possible on how to answer the comprehension questions and help deduce the meaning of new words from context to a little extent. For example, T4 expressed his belief that “Students always need to answer questions and understand the unfamiliar words especially in their mother tongue translation. And I always try to satisfy their needs and interests, I can do nothing else.” Another teacher (T3) added that “Students prefer the grammar of the language, so they do not follow you if you talk about reading phases as it had not been given any focus by others in their language teaching previously.

From the interview analysis all teachers of English held a general opinion. From this, it is possible to conclude that although the learners should be independent in using reading phases and that they should study on their own, there was need to teach techniques. This shows that it would enable them to become successful readers during their time in English reading class only. However, from observation, it was established that the reading instruction was associated with giving learners comprehension exercises as a class work and just checking the answers or offering feedback. Regardless of the students’ advantage, learners need to be lead into and taught reading phases more explicitly, for the reason that they would become enthusiastic readers elsewhere.

The final interview question was regarding what teachers think that influences their teaching of reading phases. Teachers suggested that a lot of things influenced their teaching of reading phases. T2 stated about this as follows:

Students have no background knowledge about the advantage of being a proficient reader. They usually used to learn only the grammar part. Most teachers including me prefer to teach only the

grammar of the language. Students also do not like challenges as reading requires a lot of practices, so they always give credit to those grammar teachers and do not complain if you teach them grammar only. Therefore, the influence comes from both teachers as well as students, because teachers indirectly affect your practice and students always complain your way of teaching from lack of awareness.

Other teachers (T1 and T3) added that there were lots of things that influenced their teaching of reading phases. According to the data collected through the interview, problems such as overlooking reading skill among students and teachers that resulted from lack of awareness about language teaching and learning leads to poor reading phase instruction. They further said that teaching reading phases seemed to be meaningless where everyone holds wrong perception about language learning, especially reading instruction.

Overall, the findings of the study revealed that teachers' beliefs about teaching reading phases and what they actually do in the classroom are quite different. In the pre-reading phase, the reading techniques that teachers engaged learners in were very few considering the fact that learners needed to be prepared adequately before they began to read.

In summary, while-reading and post reading phases were not exploited adequately by teachers of English. Teachers had a view on / belief about what works well to some extent but they did not put their opinion into practice because of the problems they tried to reveal. However, it was teachers' responsibility to lead students to learn and raise their awareness about the fundamental use of learning reading phase training. Similarly, teachers felt all phases were important, but they showed no use because of lack of planning and preparation before the lesson. This finding revealed that there was a gap between teachers' professional training and practice because if teachers believe that reading phase instruction is important they should find ways to change into practice. Further, the findings also revealed that teachers lack practical knowledge on how to teach reading and reading phases. This is a drawback to teaching reading phases.

4.3 Discussion

The main purpose of this study was to examine English teachers teaching reading phases, beliefs and practices of students in the case of Geballa Secondary School.

In this study both the quantitative and qualitative techniques were employed. Thus, questionnaire, interview, and classroom observation were used for the study. Depending on the nature of the research objectives, the discussion addresses four research questions which were answered using students' questionnaire, teachers' interview and classroom observation.

In order to answer the first question – examining if students basically practice the reading phases in EFL classroom, questionnaire was used to gather data from grade nine and grade ten students. The result of the questionnaire indicates that a limited number of pre-reading phases were used by grade 10 students. The finding shows that the most used pre -reading phases were: reading aloud to help them understand, and trying to understand new words by translating into mother tongue. Pre -reading phases that were least used by students included having purposes for reading, the practice of using tables, figures, and pictures), reading by activating prior knowledge/ background knowledge, and skimming the text first by noting characteristics like length and organization.

In addition to the above, that is, students' reading phases practice; only a few while-reading and post-reading and phases were used by grade 10 students.. The finding indicates that the most used while –reading and post phases were: skimming, the use of context clues, and the use of typographical aids like bold face and italics. While -reading phases that were least used by students included using connectors in each paragraph, identifying the types of the text (exposition, Comparison and contrast), and using visual support (like charts, diagrams, images and so on).

Similarly, very little attention was given by the students to post -reading phases like, comprehension by asking others or teachers for the correct answer, and trying to outline the main ideas / points in the reading selection only. In the same way, post -reading phases that were never used by students included discussing the text with others after reading, summarizing the text' and re telling the text after reading.

The second research question is intended to identify the common teaching reading phases used to teach reading skills. In order to answer this question, classroom observation checklist was used. The findings of this analysis show that only a few of pre-reading phases were used by language teachers. The findings showed that the most used pre-reading phases were: asking learners to answer the pre reading questions from the textbook already there, semantic mapping (pre-

teaching vocabulary as a way to judge students schema availability on topic, asking the learners to read the title and predict what the text is about and involving students in setting a purpose for reading and encouraging them to read. Pre-reading phases that were infrequently used were engaging learners in pair/group discussion and writing gist sentences, the preview of structural organizers (text structures: how main idea and details are presented, cause and effect, etc.), and using illustrations (pictures/diagrams, etc.).

Likewise, teachers' use of while-reading instructional phases was insignificant. However, the most used while reading phases in their instruction by some of English teachers as the observation checklist indicated were asking questions to check comprehension of the learner, asking learners to identify the main idea of the reading passage and helping students guess the meaning of unknown words. The while reading phases that were hardly used were engaging learners' in group work, confirm, revise or reject predictions and drawing inferences. Similarly, concerning post reading phases, which were essential but totally nonexistent during the observation, were teachers encouragement of learners to retell what they had read, asking students to discuss the text after reading, asking learners to retell the text, asking learners to summarize the text, giving students follow up activities related to the text and asking learners to read other related/new material, and demonstrate use of the phase on their own.

Concerning the above, retelling is an excellent way that helps learners to examine how much they could remember. Related with this, Kinzer (1988), and Fang (1996), pointed out that failing to use post-reading phases signifies that teachers did not set up useful pre- and active reading phases to follow up at the end. Generally, an overview revealed that there was no demonstrated use of the phases at outstanding level in all the three reading stages.

The third and fourth research questions are intended to identify Geblla Secondary School English teachers' beliefs about teaching reading phases and to assess the factors that affect classroom practices of teaching reading phases. In order to answer the third research question, teacher interviews were conducted. The result of the interview indicates that teachers thought/ believed they had the knowledge and the training needed to teach reading skill. According to the data collected through the interview, most teachers believe that they only focus on instructing students as much as possible on how to answer the comprehension questions and help deduce the meaning of new words from context to a little extent. They mostly teach reading to help students

do comprehension questions and understand the meaning of new vocabulary from the reading text. Thus, limited numbers of reading phases have been taught by teachers.

Concerning the factors that affect classroom practices of teaching reading phases, problems such as, students' lack of interest towards reading, bulkiness of the textbook, some teachers' focus on the grammar part were the factors that affect classroom practices of teaching reading phases. Moreover, overlooking reading skill among students and teachers that lead to poor reading phase instruction were also other factors that influence their practice. Generally, Teachers had a view on / belief about what works well to some extent but they did not put their opinion into practice because of the problems they tried to reveal.

Generally, as indicated in the above table, the data collected from the students' mirror that there are barriers that hinder the practice of language skills EFL class in the school.

The data collected from the teachers using a questionnaires and interview are categorized and presented below.

1. **Problems related to students:-** The respondents reported that the following students related problems were found to have hindered the implementation of integrated practices language skills.
 - The students were weak at English language.
 - In adequacy of basic knowledge and reading skills stapes.
 - Some of the students do not participate in group and pair discussion.
 - Many of the students do not know reading skill practically.
 - Many of the students used their mother tongue.
 - Some of the students had limited vocabulary and grammar knowledge.
 - Some of the students had little interested and reading activities to learn.
2. **Problems related to teachers:-** The teachers beliefs ,practices confirmed that the following factors are problem's related to teachers (them).
 - Some of the teachers that it was challenging of the find authentic materials for practices of the language skills in EFL class.

- Teachers limited knowledge towards addressing the micro skills.
 - Poor class room management and Lack of interest in teaching and some of the teachers were careless in their work as seem during classroom observations.
3. **Problems related to the schools:-** The respondents claimed that the following problems related to the schools were found to have hindered the practical application of reading skill teaching.
- Shortage of instructional materials equipment and such as newspapers, references Magazines, language Laboratory and audiovisual materials.
 - Less attention was given for skills integration.
 - Lack of trying on integrated skills and reading phases teaching practices the depart as well as from the school.

Over all the problems that hindered the practical application of skills integrated teaching in the school seemed to work linked together. Lack of training of teachers on how they practices and students in adequacy of basic knowledge and reading skills of the language can affects in teaching phases and a study on teacher's beliefs practices the reading skills teaching.

Generally it seems that many of the hindrances to a study on teachers' beliefs, practices and students application of reading phases of the related to integrated language skills chain teachers teaching and learning in the school more teaching reading and practically have been may to be reduced if the teachers get adequate tearing on how can they teach language and reading skills beliefs and practices to changing actively in EFL classes.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

The main purpose of this study was to English teachers beliefs, practices and students application of reading phases: the case of grade ten at Geballa Secondary School by employing mixed methods design and collecting data using questionnaire, interview and classroom observation. It came up with a number of insights presented, interpreted and discussed in the previous chapter. This last chapter summarizes the major findings that emerged from the analysis of the quantitative and qualitative data collected for the study. Finally, based on the findings, it draws conclusions, implications of the findings, and recommendations.

5.2 Summary

The aim of this study was to assess English language teachers reading phases, beliefs and practices in the case of grade ten at Geblla Secondary School. The study was conducted by taking samples from EFL teachers and students in the target school. Mixed methods design that comprised of both quantitative and qualitative method was used. The quantitative data were collected employing one type of questionnaire - only for students. The qualitative instruments consisted of interview and classroom observation.

The participants of the study were 150 students and 4 English teachers of Geblla Secondary School (grade 10). In order to get answers for the research questions, quantitative and qualitative data were used. The quantitative data were gathered from students using questionnaire and the qualitative data were collected from teachers using classroom observation and interview. Students' questionnaire contains 21 questions that were designed to elicit students' response concerning their practice/ application of reading phases in their EFL classroom. Classroom observation was used to find out teachers' classroom practices concerning teaching of reading and reading phases. In addition, teachers were interviewed to gather data concerning English their beliefs about teaching reading phases, and the factors that affect classroom practices of teaching reading phases.

The data collected using quantitative methods were analyzed using descriptive method. Frequency, percentage and mean were used to find out students' practice/ application of reading

phases in their EFL classroom. The qualitative data were analyzed inductively and both the results of the qualitative and quantitative data were merged at the discussion stage.

Accordingly, the major findings are summarized as follows:

- Students practiced few numbers of pre -reading phases, like reading aloud, and translating new words into mother tongue in EFL classes. Students also rarely used pre -reading phases, such as having purposes for reading, the practice of using tables, figures, and pictures, activating prior knowledge, and skimming the text first by noting characteristics like length and organization.
- Concerning while-reading phases, students used a small number of these phases such as skimming, using context clues, and using typographical aids like bold face and italics. While -reading phases that were rarely used by students included using connectors in each paragraph, identifying the types of the text (exposition, Comparison and contrast), and using visual support (like charts, diagrams, images and so on).
- Students gave very little attention to post -reading phases like, comprehension by asking others or teachers for the correct answer, and trying to outline the main ideas / points in the reading selection only. In addition, post -reading phases were never used by students, for instance, discussing the text with others after reading, summarizing the text' and re-telling the text after reading.
- The findings of classroom observation show that pre-reading phases teachers infrequently used were: asking pre reading questions, semantic mapping, asking the learners to read the title and predict what the text is about and involving students in setting a purpose for reading and encouraging them to read. Pre-reading phases that were rarely used were engaging learners in pair/group discussion and writing gist sentences, the preview of structural organizers (text structures: how main idea and details are presented, cause and effect, etc.), and using illustrations (pictures/diagrams, etc.).
- Teachers' use of while-reading instructional phases was insignificant. Thus, they used few while reading phases in their instruction like asking questions to check comprehension, asking learners to identify the main idea of the reading passage and helping students guess the meaning of unknown words. The while reading phases that

were hardly used were engaging learners' in group work, confirm, revise or reject predictions and drawing inferences.

- Post reading phases such as encouraging learners to retell what they had read, asking students to discuss the text after reading, asking learners to retell the text, asking learners to summarize the text, giving students follow up activities related to the text and asking learners to read other related/new material, and demonstrate use of the phase on their own were essential but totally nonexistent during the observation.
- Regarding English teachers' beliefs about teaching reading phases the data from the interview depicts that teachers believed they had the knowledge and the training needed to teach reading skill. According to the data collected through the interview, teachers had a view on / belief about what works well to some extent but they did not put their opinion into practice. They mostly teach reading to help students do comprehension questions and understand the meaning of new vocabulary from the reading text. Thus, limited numbers of reading phases have been taught by teachers.
- Lastly, students' lack of interest towards reading, bulkiness of the textbook, teachers' and students' interest to focus on the grammar part were the major factors that affect classroom practices of teaching reading phases. Moreover, overlooking reading skill among students and teachers that lead to poor reading phase instruction were also other factors that influence their practice

5.3 Conclusions

Based on the findings of the study and the summary made from the discussion, the following conclusions are drawn.

1. The study found out that Grade 10 students had inadequate knowledge of reading phases. They use limited reading phases like reading aloud, translating new words into mother tongue, skimming, using context clues, and using typographical aids like bold face and italics , comprehension by asking others or teachers for the correct answer.
2. Teachers application of the reading phases was very poor. Most of the teachers used few reading phases to prepare the learners for reading the given texts. Generally, there was no frequent use of all the reading phases by the teachers in the classroom. Therefore, there was mismatch in what teachers believed as the best practice and what they actually did in class.

3. Teachers believed that they had the knowledge and the training needed to teach reading skill. According to the data collected through the interview, teachers had a view on / belief about what works well to some extent but they did not put their opinion into practice. However, teachers did not teach as they theorized and trained. Inconsistencies were observed between teachers' beliefs and their classroom practices.

4. Factors that affect classroom practices of teaching reading phases were found to be students' lack of interest towards reading, bulkiness of the content of the syllabus, teachers' and students' interest to focus on the grammar (linguistic competence) were the major factors that affect classroom practices of teaching reading phases. Moreover, overlooking reading skill among students and teachers that lead to poor reading phase instruction by teachers were also the other factors that influence teaching reading phases

5.4 Recommendations

Based on the findings of the study, it appears to be reasonable to make the following suggestions as recommendations for actions:

The findings in this study show that there was poor application of reading phases by teachers and students as well. English teachers' beliefs about their knowledge of teaching reading phases do not match their classroom practices and the factors they raised affected their application of reading phases. Therefore, the following recommendations need to be taken into consideration by students, English teachers, teacher educationists and education policy makers if quality in reading proficiency has to be attained and performance in English improved at all levels.

1. It can be seen clearly that the sampled students have lack of knowledge about reading phases and this implies that they were not exposed to the reading phases. Therefore, English teachers should upgrade their own knowledge of reading phases and train learners until they are confident enough to use the phases in their reading activities.

2. It was concluded that teachers' application of the reading stages in the classroom was very poor. Therefore, teachers should plan their reading instruction well and put that into practice in regarding the pre, while and post reading phases. In addition, teachers should evaluate their day to day reading instruction and minimize their limitation from time to time.

3. Teachers had a view on / belief about what works well to some extent but they did not put their opinion into practice. Thus, they lack practical and theoretical knowledge, so they should first update their own theoretical and practical knowledge about reading phases. This can be done through reading a lot, through peer discussion at school level or sharing experiences from those who have achieved a lot on this. Teachers should be made aware of effective reading phases for use before, during and post-reading phases through refresher training. This could be done by providing materials for trainings by respected bodies from woreda and zonal education offices.

4. It was identified from the discussion that students' lack of interest towards reading, bulkiness of the content of the syllabus, teachers' and students' interest to focus on the grammar (linguistic competence) were the major factors that affect classroom practices of teaching reading phases.

Even though the challenges facing the teachers are many, it is teachers' responsibility to lead and encourage their students in the class. Therefore, it would be advisable for teachers to plan and teach within the given time frame.

Finally it is suggestion for future research is recommended here that for activity to improving the English language teachers should be also focus a study on teacher's beliefs, practices and students application of reading skills. Research in this area would be shade of values light on the source leading to anxiety.

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APPENDICES: Kaficho Mother Tongue /Kafinoonoo Kefigna/

APPENDKIES/APPENDIX/

Yuuniversiti Jimma

Dipaaritimeento Ingilizoonaa koriicha Kooroona

Doyeekexo Gabaalli 2ne DaqqeDoyee Kexxi Boshe Phire Osheto

Doyee kechi Gawaate Boshe Phire Oshete Echena’o

Oget Axxe Doyechina’t

Hini Boshe Qihe Phiroona Yeshetona Iteshi Ariiti Iiqqoomoona EchaaWoche Qihoon Immeemooch Ebiyee Desh Beeton Iibaariyoona Getemooch Ogiyoona Giddiho.

.BOSHEE PHIRE OSHETE QIHENAO

Oshete phiro dojjech Dojjoona yaamoonaa Gabee Gibeenoona Herechoona Yesheeti Nabeena’na Gabaalli 2ne Daqqe Doyee kexooch Ingiliize Noonona Dojjechinaonaa Doyechnaona Doyee BoshePhire Osheto.Ebina Ta Echo Immeemo Gubich Woyeemooch Gaboona Oshete phiroona Iiqqe kuphiyoona Wochiyemooch Gibeenoona.

M.B /Note/

Ebina Echaa wochooch Ittesh Shigoon Kooraanon Ciini Shemmeye Aabicha Doyaabeetoga Kimoochena Iibaariyoona xiish Wochiyemooch Ogiyoona Galetohon.

WULLE SHEQQE TEPPEENA’O

1. Oogetonaa weyee oogephixaashoona shemmoo Kime Dojjee Aabooba Shuuraaroo Beemmo.
2. GaawaatDoyoona Aabiti yaamoonaa 1-12noch Bedaha Beeti shuuraaro.
3. IKiikkee Aaboon/Adaachiich Neh’Doyaabeeto 12 Yuuniitoch Aabiiti Dojjoona 5-6 Yuuniite Shuuraaroo Gimmo.
4. Ubbi Aabe Decon Adaachiich Neh’Doyaabeeto Hini kime shuuraaroonaa 8-10 Yuuniitena’o.

5. Ogiya Bulliaabe Decoon Neh' Doyaabeeto Doyee Tajooba 1-12 Yuuniit shuuraaroo Giito Tunoon.

Y/H	Shaaho /Item/	1	2	3	4	5
1.	Taachi beet gaboona aatoobe Ta'shemmeemo.					
2.	Ta'daakkiyee mulli beshiye M.B/kooroonata shemmeemo.					
3.	Doyee shemmeemo daggiiyeemo					
4.	Indee noonee doyoona mihee biishoo beshiyoo					
5.	Doyii shuuraaree besheton qelli shalligooni gabichi qelli shallige ariiyoo					
6.	Iikkee mokaashee haaroonaa doyii beetina danniyoonaa					
7.	Doyoochi doyee shaahee kooricoona sheqqe birriyoonaa herechoon tophiyoo					
8.	Ta ame kooricoon gacheyeete gaawee doyoona digginiye shemmiyeemo					
9.	Abichiyeete mihe qaaree biishoon immeemo					
10.	Abichiyeete Doyee qihemiihoon gaa'ona /scan/ dano					
11.	Aabibchiiniy doyee indee wulle qihoon shitte shette sheemm/skim/ dano.					
12.	Aabiicheyet dojjoonadooyoonaa indewulle shalligo tuniyo.					

13.	Abichiyeete dojjoona dooyoon daakke gawooto tuniyo.					
14.	Ta gach shaahe mokashe haaroona indewulle qihoon immo					
15.	Dojjoona doyoona daakki kooriicoоче getos					
16	Gaache shiche /figeroona kooriicooch daakkoona diggeniyo					
17	Ta deggee gaache dojjechi kooriicoоче shemme inde wulle teppon kaaco					
18	Ta lihaatiyoona kooriicoоче bareenaon shemmiyo					
19	Ta herech tophiyee goommiyoona bari bare echaа wochoona tatte wochoon immo					
20	Dojje doyoona gummishallige/raaii/visual/dege immo					
21.	Ta gaache shallige gumi /raai'i/ visual degoon shaa shiichoona imoo/ woyee uuboon ciiniimi daakkee diggeenoona ciichoona gawaate xiishiyo/					

APPENDIX I : Questionnaire to be filled by students.

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Dear students,

This questionnaire is intended to gather relevant data for the study entitled

A study on Teachers’ Beliefs Practices and Students Applications Of The Reading phases: Case Of at Geballa Secondary School in Focus.”

Therefore, I kindly request you to give your genuine response for the successes of the study. Your response will be used only for the purpose of the study and will be kept confidential.

Note: you do not need to write your name on the questionnaire. Thank you very much for your cooperation in advance.

Please fill the following personal information

Name of school -----

Sex -----

Age -----

Actual Employment of Reading Theories/phases in Your Reading Classroom

How often do you employ the following activities in your reading classes? Please check the frequency of each item used in your reading classes.

1 Never or Almost Never (i.e., you never or almost never employ this activity in your reading classes)

2 Rarely (i.e., if you learn 12 units, you employ this activity in about 1 to 2 units)

3 Sometimes (i.e., if you learn 12 units, you employ this activity in about 5-6 units)

4 often (i.e., if you learn 12 units, you employ this activity in about 8-10 units)

5 very often (i.e., you almost always employ this activity in 11-12 or each unit)

The table of below present how the teachers and students practice methods in class room to teach and learn types of reading skills in such as EFL class rooms.

In relation to these 21 items were presented to students to find out a study on teachers' beliefs, practices and students' application of reading phases of teaching and learning of the assess to integrated language skills of the methods are the factors of the affecting the use of the items of reading skills are the English language teaching and learning EFL class room during lesson.

Findings from data collection throughout the questionnaires.

Finding the student's questionnaires' of the data collections

S.N	Item	1	2	3	4	5
1.	I have a purpose when I read					
2.	I take notes while I read					
3.	Learning by reading aloud					
4.	Learning by translating in mother tongue					
5.	Learning activating prior knowledge/ background knowledge					
6.	Learning the connectors in each paragraph					
7.	Learning the types of the text i,e exposition, Comparison and contrast					
8.	I use the context clues to help me better understand what I am reading					
9.	Learning how to guess the meaning of the words					
10.	Learning how to scan information					
11.	Learning how to skim the passage					
12.	Learning how to find main ideas					

13.	Learning how to summarize					
14.	I use typographical aids like bold face and italics to identify key information.					
15.	Learning to re tell the text.					
16	Using tables, figures, and pictures in text to increase my understanding.					
17.	I try to outline the main ideas / points in the reading selection					
18.	I try to discuss the text with others after reading					
19.	I try to check comprehension by asking others or teachers for the correct answer					
20.	Learning using visual support					
21	I use visual support (like charts, diagrams, images etc.)					

APPENDI II: Obesrvation Schedle Check List

A) Items related to Pre-reading phases

Actions of the language teacher	<i>Not Demonstrated (number frounds)</i>	<i>Needs Improvement (number of rounds)</i>	<i>Satisfactory (number of rounds)</i>	<i>Outstanding (number of rounds)</i>
1. Involves students in setting a purpose for reading	4	4	1	
2. Asking the learners to read the title and predict what the text is about	4	2	2	
3. Asking learners to look at illustrations (pictures/diagrams, etc) and try to guess how they relate to the text	6	2		
4. Engaging students in group discussions on topic and writing down gist sentences	6	2		
5. preview of structural organizers (text structure: how main idea and details are presented, cause and effect, etc.) used in the text	8			
6. Semantic mapping (pre-teaching vocabulary as a way to judge students Schema availability on topic)		2	4	2
7. Asking learners to answer the pre reading questions from the textbook (already there)			6	2

(B) Items related to during-reading phases

Actions of the language teacher	<i>Not Demonstrated</i>	<i>Needs Improvement</i>	<i>Satisfactory</i>	<i>Outstanding</i>
1. Telling students to make guesses predict about up-coming information in the text	4	4		
2. Asking learners to identify the main idea of the reading passage	2	4	2	
3. Asking questions to check comprehension of the learner		2	4	2
4. Engaging learners' in group work	6	2		
5. Helping students guess the meaning of unknown words by providing clues,	2	4	2	
6. confirm, revise or reject predictions	6	2		
7. drawing inferences	6	2		

C) Items Related to post-reading phases

Actions of the language teacher	Not Demonstrated (4)	Needs Improvement (3)	Satisfactory (2)	Outstanding (1)
1. Asking students to discuss the text after reading				
2. Asking learners to retell the text				
3. Asking learners to outline the main ideas / points in the reading selection				
4. Asking students to draw conclusions about the text they have read				
5. Asking learners to summarize the text				
6. Giving students follow up activities related to the text				
7. Asking students to complete a given task				
8. Asking learners to read other related/new material and demonstrate use of the phase on their own				
9. providing feedback				

APPENDIX III: Teachers' Interview Guide

Questionnaires to be filled in by teachers

Dear Teachers

This questionnaires intended to gather relevant data for the study entitled A study on teachers' beliefs, practices and students application of reading phases teaching reading : the case of grade 10 at Geballa Secondary school in focus. There for I kindly request you to give your genuine response for the success of the study. so your response will have great contribution for the teaching and learning process of the academic knowledge skills study.

Would like to assure you that the information you give would be kept confidential and only used for study purpose.

Note-You don't need to write your name.

Thank you for your cooperation /

Part one- Background information

- ✓ Peals put and write of the tick (✓) marks in each questions and give the short answer on the empty spaces of the provided.

Name of the school-----

Sex -----& Age -----

Area of The Teachers' Qualifications:

1. BA -----
2. ED -----
3. MA -----
4. M.Ed -----

Teaching experience -----

ENGLISH TEACHERS' INTERVIEW QUESTIONS ON THEIR BELIEFS ABOUT practices
READING PHASES

1. What do you think reading phases are?
2. What is your beliefs about teaching reading phases?

3. Do you believe you have sufficient knowledge of reading phases?
4. What is expected from you as an English teacher, especially when you teach reading?
5. Do you often suggest students to use reading phases during reading instruction?
6. What are your reasons for use?
7. What difficulties do you face?
8. What are some of the reading phases that you believe are effective? Why?
9. Suppose you are giving reading text to your students:-
10. How do you start teaching reading?
11. When students start reading, which phases do you usually suggest them to use?
12. After reading do you encourage your students to use reading phases? What are they?
13. How do you ensure that student understand the reading material?
14. What do you think influences your teaching of reading phases?

Part two- Questions and related to teachers current parties of English language skills.

1. Do you teach two or more language skills to your students at a time?

A, yes -----B, NO -----

B, Factors which hinder integrated skills teaching

2. What are the factors, if any, which hinders are a study on teachers' beliefs practices and students' application of readings kills?

3. Please write your response in the space provided below

I, Problems related to the students

A, -----

B, -----

II. Problems related to the teachers.

A. -----

B. -----

III. Problems related to the school

A. -----

B.-----

V. Other problems if any-----

VI. As an English language teachers teaching what do you sagest for -----
