



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

**EFL TEACHERS' PRACTICES AND CHALLENGES OF TEACHING
READING THE CASE OF GRADE 9 STUDENTS AT TEPP
SECONDARY AND PREPARATORY SCHOOL**

BY:
TAREKEGN MELESE HABTEMARIAM

**A Thesis Submitted in Partial Fulfillment of the Requirements for Master
of Arts in Teaching English as a Foreign Language (TEFL)**

FEBRUARY, 2021
JIMMA, ETHIOPIA

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Declaration, Conformation, approval and evaluation

Research Title: **EFL Teachers’ Practices and Challenges of Teaching Reading the Case of Grade 9 Students at Teppi Secondary and Preparatory School”**

Declaration

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

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Abstract

The purpose of this study was to investigate teachers' practices and challenges to teaching reading. The study was conducted in a sample of 4 teachers were selected purposefully and 64 students randomly selected in grade 9 students of Teppi secondary and preparatory school. In order to achieve these objective three sub-questions were designed. The first question focused how to EFL teachers practice teaching reading? The second question focus on challenges of teaching reading, and the last question focus on what strategies teachers' used to support students of having reading problem. In order to understand the phenomenon in depth, qualitative approach was used with case study design. To collect the required data for the study, classroom observations, interviews and questionnaires were used as an instrument the gathered data indicated that most teachers used different reading strategies to practice teaching reading in the classroom. These includes, integrated reading strategies, read about, depending on the purpose of reading using scanning, skimming and intensive reading and giving reading comprehension activities were used. Even though there were good practices in teaching reading in the research school, there were challenges of teaching reading according this finding. These includes students' over enrollment students' back ground problem with regard to reading, un appropriate use of students centered method of teaching, lack of motivation lack of text books are major among the conditions. These make difficult for teachers to teach reading properly. This can be done through minimizing the enrollment rate of students in the class, using both teachers centered and students' centered method appropriately, practicing students to read aloud, identifying and supporting students of having reading problems using phonics at tutorials program, motivate students to read, increase cooperative work of parents with school administrators and teachers to improve their learners' educational performance in general and a reading particular. In additional giving training for teachers especially on how and how often to use students' centered method and how to implement teaching of phonics for students who lag behind in reading is the main concern of MOE as recommended in this study.

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List of Acronyms used in this study

CPD: Continuing Professional Development

EFL: English as a Foreign Language

ELIP: English Language Implementation Program

IAE: International Academy of Education

MOE: Ministry of Education

PTA: Parents Teachers' Association

CHAPTER ONE

INTRODUCTION

The aim of this study was to investigate EFL teachers' practices and challenges of teaching reading the case of grade 9 students at Teppi secondary school. This chapter deals with the back ground of the study, statement of the problem, the objective of the study, the significance of the study, the scope of the study and limitation of the study.

Back ground of the study

Historically teaching readings has begun in the 19th century and consist as & chapters or lesson's organized around the grammar points through time reforms and changes were made in curriculum development and syllabus design. (J.C Richards and S. Rodgers (1896)

With respect to learning theory we concerned with an account the central process of learning. Based on this, the study emphasizes on learners cognitive development and teacher's practices & teaching reading, Hence, it promotes, Learners' cognitive development through reading Learners develop reading habits reading cultural Get knowledge by reading d/t text books Develop socio- cultural interactions Understand about the real world Become confident in reading. Thus, teaching reading requires using d/t reading strategies as it indicated in the review & literature.

Thus, reading is become basic and fundamental to acquisition of language and learning which leads to high academic performance. The ability to read with understanding is also one of the most important skills not only in learning English language, but also in other subjects. (Eliss, 1985). Reading in early years of schooling should among other things, aimed at reading for pleasure through learners' exposure to a variety of reading materials. Stern (1983) argues that reading widely helps learners' to develop a word bank of vocabulary, and exposes them to new ideas and sentences and structures that are used later to communicate both verbally and in written form.

In addition, reading plays crucial role in promoting learning and serving as instrument by which students could study subjects in the curriculum. Furthermore students' general educational achievement depends on their ability to read (Wells, 2007 cited in Dereje, 2008). This also true that if learners' ability to read with understanding is strengthened, EFL learners will make greater progress and attain greater development in all academic areas. To add, it is widely recognized that learning to read is one of the most crucial learning process in which students are involved throughout their academic life. However, becoming a proficient reader

is not equally easy for all learners. When it comes to development of reading skill many students to have persistent problems. (Bersisa, 2014). These includes lack of interest and poor reading background are the major ones.

In line with this, the development of reading skill of many students of grade 9th at Teppi secondary and preparatory school faced challenges of teaching reading in every year. What inspired the researcher to conduct the research on this topic that in this school he noticed that more than 50 % Students have reading problem in reading passages different texts and even to identify letters names , shapes and sounds in English letters of alphabetical order at this grade level. And also lack of interest to read.

Therefore, the researcher interested and wanted to know the reasons why some of the learners of grade 9th in the research school lagged behind in reading were as ground rooted with this study.

1.2 Statement of the Problem

In Ethiopia, English is introduced as a subject from grade one and then it also a medium of instruction in high schools and higher education level.

The current education policy insists on teachers help learners to be proficient in using English language and to make them critical readers with the increasing concern about the ability of learners to read adequately, especially when they enter high school.

However, the researches experience show s that learners in high school are still experiencing problems with reading tasks. For examples, problems such as lack of interest to read, unable to read passages, or different texts, and even they don't identify letters name ,shapes and sounds in English of alphabetical order. And also poor reading background is the main cause root of the problem in the research school.

Furthermore, students are failed to ask and answer questions and participate in group discussions after reading. More than 50 % of students in every classes of grade at this research school, they are focus that they didn't have sufficient reading skill in order to understand what they learn for their teachers or read from their text books. Based on this idea, a few researchers have been conducted practices in teaching reading in EFL classroom at domestic level and other foreign researchers, for example: At domestic level yellow,(2004) studied teachers' beliefs knowledge and practices of learners centered approach in the

teaching of reading. Hence, he recommended that the teacher education institution needs to incorporate teachers centered approach in their reading program.

In addition, according to Tamene, (1992), Berhe (1989) and Abdu (1993), cited in Dereje ,Wondemneh (2013),research findings students weakness' or the challenge they face is because of scarcity of reading materials that consists interesting to topics, problem of selecting reading topics based on studiers' interest and preference and lack of encouragement or motivations.

Other foreigner researchers seen in the above findings came agreement with the issue that phonemes and phonics is the key in requiring skills and basic with regard to preventing reading problems. Ander son Hebert Scott and Wilkinson (1995), cited in matches (2013).

Therefore, the current study is different for the above research findings were stated as follows.

According yellow (2004) finding he recommended the importance of using learners' centered method teaching and teachers acts as facilitate in the teaching learning process.

But the above findings towards learners centered in education, and the interest in learners' reading strategy in particular it is not quite clear how and how often individual teachers are participating reading strategies in the classroom. And also the study ignored how to use the teacher centered method in EFL class.

Therefore, the present study is different from the above finding was that the teachers practices teaching reading is focused on or using both teachers centered & students centered of teaching of appropriate method in order to prevent the challenges teaching reading.

As stated in the above research funding was that lack of motivation is one of the problem of teaching reading in EFL class but the study did not show us that what type of motivation was encouraged by the teachers that helps the learner to become autonomous learners whereas the current study focuses on the type of motivation encouraged by the teacher (this types motion is intrinsic motivation encouraged by the teacher. This type motivation is intrinsic motivation. Moreover, teachers should be role model and initiate learners. Teachers should initiate the learners to make them intrinsically motivated, this is because such students are willing to read a wide range of topics and consider themselves as more competent individuals in reading. In addition, intrinsically motivated learners are self-regulated and do not depend or reinforcement like extrinsic motivated students. According to Mathias (2013)

he recommended that phonemes and phonics is the key in regaining skills and basic with regard to preventing reading problems.

The present study different from the previous is that phonics comes first before phonemes to prevent challenges of reading. This is because the understanding of how words are formed together with letter knowledge leads to phonics. Phonics as a method of teaching refers to helping learners understand the mappings between letters and sounds. Hence, learners will be able to grasp the alphabetic code and learn how to read and write whereas phonemes separate and distinguish between different sound units (phoneme).Therefore the present study shows us phonics is a key in acquiring reading skill and basic with regard to preventing reading problem. In line with this the following research questions were designed.

- 1 How do EFL teachers' practice the teaching of reading skill?
- 2 What are the challenges of teaching reading in EFL class?
- 3 Do teachers support students of having reading problems

1.3 Objectives of the Study

The study has both general and specific objectives

1.3.1 General Objective

The main aim of this study was to investigate teachers' practices and challenges of teaching reading.

1.3.2 Specific Objective

The study attempted to:

- ✓ Investigate how EFL teachers' practice teaching reading skill.
- ✓ Assess the challenges of teaching reading skill.
- ✓ Investigate how EFL teachers identify and support learners with reading difficulties.

1.4 Significance of the Study

Anticipated beneficiaries of the study include classroom participants (teachers and or educator) curriculum designers, students and other researchers.

Based on the emphasis from the study, teachers' or professionals will look in to their work to amend their practice about teaching reading lesson is required by principles of teaching.

For curriculum developers, it is expected that they will see the necessity of incorporating the issues related to teachers' practices in teaching reading and their classroom practices

(activities) in to curriculum in wider context, especially in teacher education programs of the country.

For students, it is expected that the quality of reading lesson will be improved because teachers would work better and gradually who will become proficient readers.

Finally, this study can serve as reference for those who are interested to peruse studies in the area.

1.5 Delimitation of the Study

The scope of the study restricted to grade nine EFL teachers' practice and challenge of teaching reading skill at Teppi secondary and preparatory school. The reason for the restriction is that grade ninth students are selected because many of them are unable to read and they need special support which helps them to familiarize them with the next grade level. However, there might be students with similar problems of reading in other grade levels, who were not included in this study because it is difficult to manage all at the same time.

In addition, the researcher focused on reading skill because other skills of the English language are not focal point of the study as the researcher found it unmanageable to investigate the practices of teachers in teaching all language skills simultaneously.

1.6 Limitation of the Study

As a researcher, to conduct this research, he would like to investigate the entire have reasons why EFL teachers learners have faced problems and challenges of teaching reading. But in this research, maybe some factors were not included so that they limit the study. These include; learners economic status, their residence where they live, the environmental factors. In addition, the researcher focused on reading skill because he found it unmanageable to investigate the practices of teachers on all language skills at the same time.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 What Is Reading?

Reading is one of the crucial skill in real life situations of people require reading ability in order to be successful in their life. In real life situations people read different genres of reading (Getachew.W, 2009)

Reading is basic and a fundamental acquisition of language and learning in which leads to high academic performance. It is the process of extracting or getting meaning from written or printed language. Reading includes extracting information from news –paper and popular magazines, personal letters office documents, business correspondence, academic text books, scientific and technological reports. Reading is a communicative process which is receiving and understanding information (message) transmitted to as through printed media.

Many scholars agreed upon the above definitions of reading. For example; According to Kamhi and Catts,(2008). Reading is an interactive process consists of inferring, knowing correct sound and comprehension. The effective use of these skills in reading environment enables the reader to comprehend the text. In general, reading is interactive process that goes on between the readers and the text resulting in comprehension.

The text presents letters, words, sentence and paragraphs that encode meaning. The reader use knowledge, skills and strategic to determine what the meaning is. The purpose of reading also determines the appropriate approach to reading comprehension. A person may read for enjoyment, or to enhance knowledge of the language being read, or for safety

2.1.1. The Importance of Reading

The ability to read with understanding is one of the most important skills not only in learning English language, but also in other subjects (ELLIS, 1995). Hence reading has the following advantages.

- ❖ Source of language learning students can activate knowledge of English outside the class room through reading.
- ❖ A reader should read a text to know what it is about or what writer's purpose in producing it is.
- ❖ Knowledge of the world and knowledge of the language in which the message in the text is being transmitted.

2.1.2 Reading and Readers Back Ground Experience

A reader comes to a reading text with some shared assumptions. Assumptions about the world and how it works. The kind of assumption we make about the world depend on what we have how well his/her social interaction, culture and institutional interplay, between a Childs difficulties (challenges) or success in learning to read and write. Based on this argument policy makers should consider and shape to adopt methodologies for teaching reading skill.

2.1.3 Reading Difficulty

EFL learners having reading difficulties are those who are unable to read letters, words, phases, sentences, paragraphs and all texts. Poor readers having reading challenges as a result of a lack of skills such as, perceiving the unit of meaning using strategies and connecting prior knowledge to new information. (Jitendra, 2008)

Reading difficulty is the major problem of east African EFL learners. Uwezo (2001) an organization that promote learning in East Africa has released an assessment for teaching and learning in the region indicating low level of learning in the institution.

The same is true in our country Ethiopia, according to Ethiopian education policy, the quality of education is in question. To improve this ministry of education (MOE) Ethiopia in collaboration with British council with the “Refresh your English” which is a part of ELTIP project trained secondary school. English teachers to overcome reading difficulty of learners in all parts of the country.

2.2 Principle of Teaching Reading Skill

According to international academy of education (IAE, 1986) the following principles were taken from different research findings in teaching reading skills. These principles are the most important for teachers to consider in teaching reading.

Teaching reading and writing is difficult work teachers must aware of the progress that students are making and adjust instruction to the changing abilities of the students. It is also important to remember that the goal of reading is to understand the texts and to be able to learn from them.

Reading is a skill that will empower everyone who learns it. They will must able to benefit from the store of knowledge in printed materials, and ultimately, to contribute to that knowledge. Good teaching enables students to learn to read and read to learn.

The principles outlined below are based on studies of children, and native speakers, as well as those learning to read in a second or foreign language.

2.2.1 Oral language

Early progress in reading depends on oral language development (Snow Burns & Griffin, 1998).

Research findings do not indicate that normally developing children raised by caring adults develop speech and language abilities naturally and without effort. Learning to read is a different process because it involves learning about a systematic system (writing) used to represent speech before children begin to learn to associate the written form with speech they need to learn the vocabulary, grammar and sound system of oral language.

2.2.2. Phonological and phonemic awareness

Phonological and phonemic awareness are closely associated with reading ability (Adams, 1998)

Phonological awareness refers to the ability to attend to the sound & language as a distinct from its meaning. Phonological awareness is highly correlated with reading ability because the letters and the alphabet map on to and divide sound units (Phonemes) children who are able to attend to the indivisible phonemes in alphabetic language are much more likely to learn the alphabetic principle (how letters map on to phonemes) and therefore learn to recognize printed words quickly and accurately. Phonics is based on the systematic teaching of sound and letter relationships, as well as sound and spelling patterns. This is helpful in beginning English reading instruction.

2.2.3 Fluency

Fluent readers read with accuracy and understanding (Clay, 1995) Fluency is important because it is closely related to comprehension. Fluency in reading means being able to read text accurately, quickly and with expression fluent readers can do this because they don't have problems with word recognition. As a result, they can focus on the meaning and the text

2.2.4 Vocabulary

Vocabulary is crucial to reading comprehension, (Nagy, & Scott, 2000) Good readers have good vocabulary knowledge. In order to understand text readers need to know the meaning of individual words. They construct an understanding of the text by assembling and making sound and the words in the context. Vocabulary knowledge is difficult to measure. It is

however very important in teaching to read and in future reading development words that are recognized in print have to match readers oral vocabulary in order to be understood.

2.2.5 Prior Knowledge

Readers use prior knowledge to understand the text. (Droop & Verhoeven, 1998)

There are many aspects & prior knowledge subject matter knowledge and linguistic Knowledge a reader's interest in subject matter will also influence the level & prior to different Degrees depending on the reading task.

2.2.6 Comprehension.

Comprehension. Is an active process in the construction & meaning (National reading Panel, 2000) Connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning

Therefore, Comprehension is not an opposite process, but an active one. The reader actively engages with text to construct meaning. This active engagement involves making use & prior knowledge. It involves drawing inferences from the words and expressing that a writer uses to communicate information, ideas, and viewpoints.

2.2.7 Motivation and purpose

There are many purposes for reading. (Turner & Paris, 1995)

A reader reads a text to understand its meaning as well as to put that understanding to use. A person reads a text to learn, to find out information, to be entertained, to reflect or as a religious practice. The purpose for reading is closely connected to a person's motivation for reading. It will also affect the way a book is read.

2.2.8 Texts

Choose texts of the right difficulty and in the right level. (Alex Ander, Jetton & Kuli Kowich 1895)

Texts of the right reading level are neither too easy nor too hard for a reader choosing texts of the right difficulty and interest level will encourage children to read and to enjoy what they are reading vocabulary word length, grammatical complexity and sentences length are traditionally used to indicate the difficulty level of a text. For both children and adults, native and non-native speakers, it is important to use authentic texts. This means materials written with readers in mind, not texts constructed to illustrate specific vocabulary or word forms. It

is also important to use variety of authentic texts, including both in formation texts and narrative or story texts. Furthermore, choosing reading materials, culturally appropriate that drawn on student's lives experiences and interests is a good starting point.

2.2.9 Assessment

Use assessment to provide feedback and measure progress (Caldwell, 2002)

There are two form of reading assessment. There first is to find out how well children are reading in order to help them improve (diagnosis). Diagnostic assessment is about giving feedback and assistance to learners. The second is to measure how much progress has been made. Both forms of assessment are needed for effective reading instruction.

In beginning leading, assessment is normally done by listening to students reading aloud. Teachers' asses word recognition and fluency in this way. Beyond this stage, assessment should focus primarily on text comprehension is usually assessed through question. Questions should focus on main ideas. Methods of assessment vary with the types of responses students make to the questions. The students' responses can be spoken or written. Written responses can be in the form of a multiple choice. Response, short answers or extended pieces of writing. Materials should be authentic. They should reflect the type of reading normally encountered in daily life.

2.2.10 Practice

Readers make progress by reading more (National reading panel, 2000)

Good readers read with ease, accuracy, and with understanding. Good readers also read more and more and by reading more, they increase their vocabulary and Knowledge. Once children can relative ease, they need to develop fluency in reading. Fluency develops with both oral language development and print exposure. The more children read, the more vocabulary and knowledge they acquire, and the more fluent they become in reading.

Conclusion:

A cording to IAE, what they have presents in the above set of points are the most important principles that are closely connected with this study. It is directly or indirectly related with enquiry of the research questions how EFL learners' and teacher's practices in learning teaching methods of reading skills and what challenges they have faced

2.3 Approaches of Reading

There are two commonly mentioned approaches used by readers to process reading text. These are bottom-up and Top-down processing.

2.3.1 Bottom-up approaches

refers to the process of recognizing smaller units, letters, words, Phrases and sentences and decoding meaning from them bottom-up or data driven processing has important contribution to fluent reading. The reader engages in considering the incoming information at lower level which requires the activation of the reader's background knowledge to treat the incoming information.

2.3.2 Top-down approach

Refers to the process of constructing meaning of reading comprehend during background knowledge and experiences. This approach is based on schema-theory that emphasizes the reader's knowledge of the word (or schemata) which is very essential to understand and interpret a text.

In reading schemata of the reader, enable him /her to interpret the new information by directly relating it either his /her existing knowledge or making sense of it through inference. After interpreting the new information, the reader incorporate it into his/her existing knowledge

2.3.3 The interactive model

Is the use of both the top-down and bottom-up processing model?. Organized the knowledge we have got from our experience (Droop & Verhoeven, 1998) Suggested on prior knowledge of a reader." Readers use prior knowledge to understand the texts." There are many aspects to prior knowledge, including knowledge of the word, cultural knowledge subject matter knowledge and linguistic knowledge. A reader's interest in a subject matter will also influence the level of prior knowledge.

A reader's knowledge of the word depends on lived experience. This is different in different countries regions and cultures. Reading tasks and reading instructions should be sensitive to the type of prior knowledge that are needed is for the reader to understand.

One of the prominent psychologists and educator whose works have played a key role in teaching in the 21st century is Lev Vygotsky. In his book cited in Mathis (2013) that Mind and Society, (1978) he presents his theory to human development in which he describes the

interplay between an individual and the society and argues for the interaction between learning and development. In other words, culture plays an important role in human development because the activities, thoughts and inventions are dependent on the past and that is it is this past that shapes the future. Consequently, the younger generations depend on the experienced adults from whom they learn skills and knowledge through social interaction.

Hence, the child in which he lives (environment). In other words, interactive approaches to reading can refer not only to the interaction of information from different sources while bottom-up and Top-down processing takes place but also to the general interaction which takes place between the reader and the text. The interaction between the during the construction of the meaning. (Getachew., 2009, pp.168-169)

Even though all the models of reading are commonly used by readers to process the text, there is still reading challenges faced on most of EFL learners. The questions should be raised. Why some EFL learners do face challenges in reading skill?

Which one of these models is the most convenient as one solution for the problem of learners' reading skill? Therefore, this text will be roots with this study.

2.4 Reading Strategies

(Buehl, D, 2001) stated some strategies for developing reading skills. Strategies that can help students read more quickly and effectively include

- Previewing reviewing titles, section leadings, and photo captions to get a sense of the structure and content of a reading selection
- Predicting using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension, using knowledge of the text type and purpose to make predictions about discourse structure using knowledge about the author to make predictions about writing, vocabulary and content
- Skimming and scanning using a quick survey of a text to get the main idea, identifying text structure conform or question predictions.
- Guessing from context, using prior knowledge of the subject and the ideas in the text as clues to the meanings of an known words, instead of stopping to look them up
- Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text.

In addition this (Brown, 2004, pp. 188-189) lists

Some principle of strategies for leading comprehension

- Identify your purpose in reading text
- Apply spelling rules and conventions for bottom- up decoding
- Using lexical analysis (presides, roots, sulfite, etc) to deter mien meaning
- Use silent reading techniques for rapid processing
- Use margins notes outlines , charts, or semantic map to understanding and retaining information
- Distinguish between literal and implied meanings
- Capitalize or discourse markers to process relations

Therefore, effective reading comprehension requires the integration and application of multiple strategies. These strategies can be classified in to memory, cognitive, Meta cognitive affective, social and test strategies. Hence, these strategies help EFL learners to enhance their reading ability however; EFL learners have faced challenge of reading skill everywhere with world, especially in east in to account of procedure in teaching- learning method of reading skill for those who have faced challenges in leading skill in clouding Ethiopia, especially for grade 9 students of Teppi secondary school.

2.5. Types of Reading

Readings and activity with purpose a person may read in order to gain information or verify exiting knowledge, or in order to critique a writer's idea or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading also determines the appropriate approach to reading comprehension (Based on Brown, 2004) identified four types of reading scanning, skimming, interactive and extensive readings each type has different quieting and all types are useful to improve students' knowledge.

- Scanning-It is a strategy employed by different readers to look for specific information from different material quick survey of the text. For example leading Maps Charts, graphs, diagrams, headings, cumbers & symbols.
- Skimming:- It is the process of a quick survey of the text to get its gist or main idea. E.g. reading for looking for main idea of the passages.

- Interaction reading:- is the paces to make used Reader's linguistic and schematic knowledge and interact with the text. It is a critical leading. (Reading for purpose of knowledge, exams & different tasks)
- Extensive reading:-refers to understanding information from the lunges texts, such as journals articles technical reports, longer Essays, short stories and books. Reading such types of text usually require of fowling on meaning using predominantly top-down Processing and responding in writing (Brown, 2004).

To conclude, reading is a purposeful activity. Reading needs a lot of supporting skills that can support it to become success fully progress. According to Bernhard et. as. (Garcia-madruga et. al, 2013).It is widely discussed that reading comprehension requires many supporting skill such as vocabulary knowledge back ground knowledge, knowledge of grammar, meta cognitive knowledge, awareness, syntactic knowledge, and reading strategies. This is fact unless it is difficult to understand the meaning of the context in the text. Hence, instructors are responsible to identify the is students and the problem that they have faced in the process of learning teaching method of reading skill in order to support them through reading enrichment program.

2.6 Reading assessment and prevention for reading challenges.

In the above preceding section we have discussed above reading and types of reading with its strategies as well as to some extent challenges of EFL learner to learn reading. It is time now to turn to assessment in reading and prevention for reading challenges. (Mathias, 2013) stated that assessment plays two roles in education. Firstly, it is used to evaluate teaching and learning secondly, it is used to support learners who have faced reading challenges so, evaluation is an integral part of the teaching and learning process. It is also the first step towards solving the existing problem unless teachers understand what evaluation is, there may be handles of in all aviating the reading problem of student who have faced challenges. From this idea, evaluation has to do with making judgments about the process of and outcome of thin king through assessment.

2.6.1 Assessment in Reading

2.6.1.1. Definition of assessment

(Getachew, 2009) Assessment can be defined a process of gathering information about students learning and making judgment on their knowledge the language ability to

communicate and change of attitude the process of assessment includes the following components.

- Collecting information using variety of an assessment.

2.6.1.2 Purpose of Assessing Reading.

The main purpose of assessment is to improve students' learning. Similarly, reading assessment aims to provide data on test takers' skills, strategies, and ability of reading. Through assessment, teachers get useful information that may be linked to classroom instruction for instance; using the data obtained from reading assessment, teachers may relieve the presence of variations in individual performance.

Because of this, they develop appropriate lessons and improve instruction for all students. The information gained from appropriate assessment enables teachers to provide exceptional students with improved access to the general education curriculum

In addition, these, reading assessment take place for the purpose of making decision on students' achievement which can result in promotion, gradually with information on what skill students have and have not mastered. It helps them to know what to do, and to make judgments about this method of teaching as well as to identify the status of their students regarding their strengths and weakness. (Getachow, 2009)

- Comparing the evidence (learning outcomes) to the learning goals or criteria used for assessment.
- Analyzing and interpreting the data collected about the students learning, and
- Based on critically analyzed data decision is made on non-achievement (that is, pass or fail) or competent or yet not competent in the case of summative assessment use the findings to improve students' learning (addressing problems revising in struggling of supporting students to develop the skills

2.6.1.3 Types of Assessment

(Mathias, 2013) stated that assessment is not only about measuring performance of learners in reading or writing but also considering how the teaching and learning process is in place on the children so there cannot be effective teaching and learning without effective assessment. It has to do with making out of learners' behavior with a view to finding appropriate way of reducing or removing their challenges. Therefore, the teacher has a number of questions to reflect on.

- Do I have children with reading difficulties in my class?
- How do I identify them?
- How can I effectively assess my learners in reading in order to bring about? Positive change?
- Why should I assess them and how of the should be this?
- What instruments (tools) are effective for identifying Children's real problems? Above all how do I interpret the assessment results in order to benefit the learners? A realistic answer to each question is one of the keys to alleviating children's reading difficulties.

Based on the above idea, there are basically two kinds of assessment, formative and summative (Wold, Young, and Risko). The former is ongoing and aims at capacity building the learners while the latter is done at the end of the programme. Any kind of assessment given to the learners should be systematic if it is to bear good results.

Amanda, Mrcutte, and Hintze, (2009) defines systemic formative assessment as monitoring an academic transition of an indivisible method through a consistent and systematic formative evaluation attached will be able to change the way of doing things so as to benefit individual learners and place them in appropriate levels, this can only succeed if the following factors of socio-cultural theory are taken into consideration collaboration interaction, role of tools giving assistance and guiding to learners, the power of cooperative learning (group learning and assessment).

Mokhtari, Porter and Edwards, (2010) stated a teacher should consider the following points in the classroom these including taking time to assess learners reading strengths and needs using assessment information collected to inform instructional decisions, monitoring learners reading patterns not only as a group but on group needs of the learners instruction recording how learners are responding to assessment and teaching and the teacher reflect on instructional practices in view of the learners performance.

2.6.1.4 Assessment in reading ability of learner in EFL class.

How do we assess the reading ability of learner in EFL class?

For students to develop communication competence in reading, classroom and homework reading activities must resemble real life reading tasks that involve meaningful communication. Hence, the reading material must be authentic and the reading purpose must be authentic.

In the teaching of leading comprehension.

Firstly, teacher has to make it more approachable by eliciting student's existing knowledge in pre-reading discussions, reviewing new vocabulary before reading and asking students to perform tasks that are within their competence, such as skimming to get main idea, or scanning for specific information before they begin intensive reading.

Secondly, the teacher has to make the student to read aloud. Wilhelm, I.D. (2001) - stated a student's performance when reading aloud is not a reliable indicator of that student's reading ability. A student who is perfectly capable of understanding a given text which reading it silently with word recognition and speaking a ability in the Woy that reading aloud requires however, reading aloud can help the teacher assess whether a student" seeing" word endings and other grammatical features when reading.

Thirdly, instruction of the use comprehension questions to test whether the students have understood what they have read. Comprehension questions including short answers, multiple choices, fill in the blanks, as well as different features of comprehension pages. (Main ideas) lastly, the instruction can use the varieties of methods in assessing leading skills.

EFL learns who have faced reading challenges

Might be idea lifted by such mechanisms and with variety of instruments in the teaching-learning methods of leading in the classroom.

2.6.2 Prevention for reading Difficulties

After assessing learners, intervention should follow intervention for learners with reading challenges; especially early intervention is very effective towards alleviating these difficulties. Fletcher, et.al. (2010) . The intervention may be preventive or aimed at solving the already existing problem remediation) through preventive activities. The methods teachers use to teach reading play an important role in alleviating pupil's difficulties. According to Lyster (2001) and Lyon(2003), obtaining meaning from print, having frequent and intensive opportunities for reading, exposure to frequent regular spelling-sound relationships, learning about the nature of the alphabetic language system, and understanding the structure of the spoken words are key in reading development In addition, creating conducive learning environments for pupils' challenges unforgettable task and enrichment reading study programmer should be applicable.

Thus, this study is with the assumption however it's more emphasizes on how regular spelling sours by poor learners (who have pot reading challenges) as well as of the two approaches using more bottom- up approach is learning teaching methods of leading skill

scold here been considered through this study process. 2.7 EFL Learner and Teacher Roles in learning Teaching Method of Reading Skills

2.7 Learner Role

Richards Jack, c [1999] described the design of an instructional system will be considerably influenced by how teachers are regarded.

Method reflects explicit or implicit response to questions concerning the learners' contribution to the learning process. This is seen in the activities learners' carryout.

The degree of control learners have over contact of learning ,the patterns of learners influence the learning of others, and view of the learner as processor ,performer, initiator, and problem solver.

- Johnson and Poalston (1976) spell out learners roles in an individualized approach to a language learning in the following terms
 - A) Learners plan their own learning program and thus ultimately assume responsibility for .what they do in the class room.
 - B) Learners monitor and evaluate their own progress.
 - C Learners are member of a group and learn by interacting with others.
 - D) Learners tutor must be applicable.
 - E) learns learn from the teacher from other student, and from other teaching sources.

In addition according to the Ministry of Education (MOE, 1997) the learner has duties and responsibilities in the school.

Based on the above point of view, it is possible to suggest about the design of an instructional system of Ethiopian Education and training policy in which self-contained class was one of the factor that influenced on educational quality.

Hence, most of the students have faced challenges in the learning –teaching method of reading Skills. That is why the problems have been seen in Teppi. Secondary school the case of students of grade 9.

2.7.1. Teacher Roles

Learners role in an instructional system are closely linked to the teachers status and function .Teachers roles are great ,Mathias (2013) stated teachers need to consciously ask themselves whether their practice on reading writing is making any positive impact on their learners right from the input (planning) through the process (implementation of lessons) and up to the product (realization of the learning out comes).

Teachers should clearly aware the knowledge of the subject matter (content) variety teaching methods, evaluation system, how make decisions, background of the students, class management, the condition of the school environment and cultural knowledge.

Richard, Jack, (1999) described teacher role in methods are related to the following Issues.

- A) The type of function teachers are expected to fulfill whether that of practice, director, counselor or model.
- B) The degree of control the teacher has over how learning takes place.
- C) The degree to which the teacher is responsible for determining the content of what is taught.
- D) The instructional patterns that develop between teachers and learners. Furthermore, the teacher facilitates students' group work and developing reading activities.

The tutor or the enrichment reading programs and applications can be used for children having reading challenge by the teachers.

Recent research has provided that enrichment reading programs are one of the applications positively affecting reading comprehension, reading awareness and expression skills Good Man (2007) .Schreiber, (2003).

In light of the above- given in formation, the main purpose of this study is to overcome the challenge of teachers in the teaching learning methods and to improve the reading skills of students having reading difficulties through enrichment reading program.

2.8 Vital Elements of Reading

Mathias ,(2013) stated with the realization through stated development model that reading is a process that does not happen at once but involves different others skills, there are vital elements in the teaching of reading that teachers should focus seriously. These include phonemic awareness and phonic-decoding skills.

2.8.1 Phonemic Awareness

Mathias, (2013) indicated that the first important step towards reading is phonemic awareness. Phonemic awareness is about the knowledge that words are built up of sound units. Phonemic deluding skills are necessary in the formation of accurate memory for the spelling patterns comes a result of the connections that the learner makes between graphemes (alphabetical letters) and phonemes (basic sound units) and meanings'.

Phonemes are distinctive units that replacing 'one' by another' sound unit and the result of the connection that the learner makes b\n alphabetic letters that change the meaning .Thus,

practices in teaching reading that take phonemic awareness in to consideration may succeed if well implemented, unless it may not succeed for learners for having reading challenges. Because, there is no clear study how to implement teaching of phonemic awareness to overcome the challenges of reading skill of students.

2.8.2. Phonics and decoding skills

The understanding of how words are formed together with letter knowledge leads to phonics. Phonics. As method of teaching refers to helping learners, understand mapping between letters and sounds Mathias, (2013)

Through exposure of this in suction learners will be able to grasp the alphabet code and learn how to read and write whereas phonics is on instruction aspect, decoding is skill a learner develops so decoding is the ability to separate and distinguish between different sounds units phonemes . for example the word big is made up of three different sounds /b/i/g/ which are also letters phonic method of teaching reading skill is the best way for learners of who have faced challenges. But how and why is the basic questing which requires response for the problem seen below in phonic teaching methods which challenges student. For example,

➤ For vowels

The function of ‘i’ ‘In’ ‘big’ ‘and’ ‘i’ in site; have different sound with pronunciations .of the words.

➤ Form consonants in addition in consonant vowel letters of mapping similarly one consonant sound may has different sound in other word.

Studies focus to these questions regarding teaching methods of phonics clearly to fill the gap of the researchers (findings).

2.9. The three phases in the reading lesson

According to Durkin .D (2004), Harvey. S & Goudvis. A. (2000), stated that about how to develop leading activities in relation to teaching the thou of leading a fully developed reading, support students as readers through pre-reading, while reading and post reading activities that are meant to increase competent should be success oriented and build up students confidence in the is reading activities however the presentation of the three phase in the method of teaching reading skill for to students and for students who have faced leading challenges may varies hence the teacher has to consider this difference. Phonics played an important role in the reading acquisition process. Chau. (1967).

Other researchers have confirmed this in the 1980s. Anderson, Hiebert, Scott & Wilkinson (1985) cited in Mathias (2012). All researchers in agreement with this findings that phonics is a key in acquiring reading skill and basic with regard to prevent reading problems.

Therefore, teachers are responsible to develop reading activities with is three phases in the reading lesson focusing on how gaps are formed together with letter knowledge that leads phonics. Phonics as a method of teaching refers to helping children understanding the mappings between letters and sounds. (Beck, Juel, 2002) cited in Mathias (2013) Hence, the activity that are fully developed should be focus on to enable the learner to grasp the alphabetic code and learn how read and write in order to overcome the learners' reading challenges through pre-reading, while reading and post reading stages.

2.10 Summary

This chapter has reviewed some of the literature on best practices in the teaching reading. It has attempted to defend terms and the context in which they have used. Following it is clearly stated that EFL learners and teachers practices in the learning teaching method of leading skill should be led by the principles of teaching methods.

Teaching reading and writing is difficult work. Teachers must be aware of the progress that students are making and adjust instruction of the changing abilities of students. It is also important to remember that the goal of reading is to understand the texts and to be able to learn from them. (IAE, 1986).

It is clear from the presentation that teaching reading to learners with reading challenge requires a lot of expertise from the teacher. Unless teachers take consideration of the main elements of teaching reading; namely, phonics and phonemic awareness, phonics fluency, vocabulary development and reading comprehension teaching reading will not be succeed.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Introduction

The aim of this study was to investigate EFL teachers' practices and challenges of teaching reading the case of ninth grade students of Teppi secondary and preparatory school. In this chapter, the research processes involved are described. This includes research design, the research site, population, sample size and technique and ethical considerations. It also deals with the procedures and method that were used to collect and analyze data.

3.2. Research design

Research design refers to the overall plan, structures, and strategy of investigation is conceived to obtain answers to research questions. Mathias,(2011), research questions for a study may determine the design to be used. So the aim of this study was to investigate how EFL teachers practice and challenge of teaching reading that need consideration in designing and using different strategies and techniques which help to promote students' engagement in their reading. Hence, descriptive survey with qualitative approach was chosen.

The descriptive method could enable researcher to find out the existing use reading strategies and techniques teachers' practices in reading lesson and analyze the students' reading ability as well as challenges observed in the teaching of reading. The researcher used the qualitative research because he requires a strong commitment to study a problem the qualitative approach. Commonly used to investigate classroom behavior and general educational behavior in learning- teaching the research intends to investigate the complex social process. And also, it used when a researcher conducts observation, interview and questionnaire analysis as data instruments. Therefore, the objective of study were to investigate how do the reading strategies used and challenges faced by teacher in the research school, the researcher assumed the method to be appropriate for the analysis of the issue under investigation, thus, the researcher has selected this method.

3.3. Research Site

The research sites for this study were conducted in south nation's nationalities people's regional state Sheka zone Teppi town admonition at Teppi secondary and preparatory school. It is about 255KM from Jimma in south-west.

3.4. Population, sample and sampling procedure

3.4.1. Population

According to McMillain and Schumacher (2001, P.169), population is a group elements or cases, individuals, objects or events that conform to specific criteria to which one intends to generalize the results of the research the population for this study were Teppi secondary and preparatory school grade 9 English teachers and students.

3.4.2. Samples and sampling procedure

In order to conduct this study, Teppi secondary and preparatory school grade 9 students were selected purposely. Moreover, grade nine students were selected because many of the students are unable to read and they need special support which help them to familiarize themselves with grade level and also to investigate the challenges of teaching reading. Because of these reasons, the target population was Teppi secondary school grade 9 students in academic year 2012 E.C. for this study, four sections were selected as sample population by sung purposive sampling techniques. It is to get sample of students who are taught by several teachers. As a result, from the English teachers 4 teachers were selected using purposive sampling techniques who have 15&25 experience of teaching English in secondary school. In addition, from the total population of the students, sample of students were selected using sampling techniques. As Gay (1992) stated that the minimum samples size should be at least population of 320 students 64 sample students were selected using random sampling technique method to fill the questionnaire. Hence the main purpose of the random sampling technique to give the population is equal probability of getting in to the sample. Amount of students in each selected sections reads as follows.

Teachers	Sex	Qualification	Teaching experience
1	Male	BA	20
2	Male	BA	20
3	Male	BA	15
1	Male	BA	25

Accordingly, section B, section D, section H, and section K were selected because they taught by these teachers. Then, the name lists of students found in these sections were obtained from their home room teachers.

No	Sex	Students		
		Male	Female	Total
1	B	45	34	79
2	D	42	38	80
3	H	45	36	81
4	K	48	32	80
5	Total	180	140	320

3.5. Data Collection Instruments

Since this research in descriptive is its nature, observation, interview and questionnaires were used as an instrument to gather, data. The researcher found using classroom observation suitable technique to collect the data about strategies teachers' used and challenges they faced in the classroom. This is because it helped the observer to see what goes on inside the classroom on why and how teachers practice the methodologies rather than just depend on what practice the methodologies rather than just depend on what they tell orally (Mathias, 2013). This also strengthens them by interview which aimed to get indirectly perspective of the respondent's idea on the issue. A addition, to classroom observation and interview questionnaire were also to be appropriate instruments to collect data about how EFL teachers' practice and challenges of teaching reading in the classroom.

3.5.1. Classroom Observation

The classroom observation aims at how different strategies teachers' use in implementing teaching reading. The observer used an adapted observation cheek list containing mastery of

the teaching methods, teachers' knowledge, pupils' active participation how the lesson plan used, teachers' class management of the learning environment, and related with achievement of the stated learning outcomes. In addition to this, the observer made notes about the happenings in the classrooms. What was written was based on the research questions. Observation was meant to aid the investigation in understanding some of the respondents' answers given during the interview and avoid prejudices Gullet 2007) cited in (Mathios, 2013). It is also helped the observes to see what goes on inside the classroom on why and how teachers' practices the methodologies rather than just depend on what they tell orally, hence, using the observation cheek list, the researcher use to practice teaching reading and challenges faced during implementation of reading for the three weeks in four sections in the research school. Following this, the procedure, strategies teaching lesson and challenges faced during implementation were identified.

Finally, the researcher four classroom observations was suitable technique to collect data about how teacher's practice teaching reading and challenges they faced rather than asking them, about how teachers' practice teaching reading and what challenges they have faced. In addition to one of the appropriate instruments to collect data about students' perception of how teachers practice of teaching reading in the classroom.

3.5.2. Interview

Interviewing is a commonly used method of collecting information from people through face to face interaction in which oral questions are posed by the interviewer to elicit oral response from the interviewee. The data attempted answer the research questions. The researcher used semi structured interview to get deep information by making different contacts individually with 4 selected teachers of grade 9 students of Teppi secondary and preparatory school. These 4 teachers were selected by using purposeful sampling method and also contacted with school directors for help in order to conduct interview with English teachers. Finally, he prepared materials such as sound recorder and conducted an interview.

3.5.3 Questionnaire

Two separate questionnaires were prepared which were used to obtain information from teachers and students. The first questionnaire aims at gathering data about teachers' opinion on how well they practice teaching reading and challenge they faced during implementation of reading lesson in the classroom and also strategies they used to support students of having

reading problem. The second questionnaire was designed to identify students' opinion how often teachers give emphasis to practice teaching reading and for students' reading improvement and support for students who lag behind in reading. The questionnaire has – open ended items, the questionnaire were first designed in English and after necessary improvements were made based on advisory comments, they were translated in to Amharic in order to help respondents fillout them with ease. In the translation stage, two Amharic high school teachers were participated made necessary amendments in the phrasing of certain items.

3.6. Research procedure

To conduct this research, the researcher used the following procedures. First, he prepared different research data collection instruments, such as observation, interview, and questionnaires. These instruments were selected because the research is descriptive in nature and qualitative in approach. Then, he contacted with the school administrators and teachers who help him in gathering data. After that, he selected sample teachers purposely and 64 sample students randomly based on the purpose next, he gathered data using different tools and described, analyzed, and interpreted the data finally, based on the data he reached at the findings and give conclusion as well as recommendations based on research findings.

3.7. Data Analysis

Data analysis is the process of systematically applying qualitative or logical techniques to describe and illustrate, condense and evaluate data. An essential component of ensuring data is the accurate and appropriate analysis of research findings.

3.7.1. Analyzing data from observation

As the observer, the researcher used the checklist and watched the four sections of grade 9 students in the research school for 3 weeks. He recorded the activities as teachers and students performed. A number of observation and conclusion were drawn together data about the functions of teachers' practices carryout in the EFL class and challenges of teaching reading moreover the data was analyzed by the researcher based on the following steps. The researcher evaluated the checklist for observation at different times of classrooms.(Observed data).

Based on the research questions set for the study, the relevant themes were identified related with objective of the study. Finally, the identified themes were analyzed and interpreted the data for the study.

3.7.2. Analyzing data from interview

The researcher made different contact with selected participants (4 teachers) and school directors for an interview and gathered data about methods and techniques that the English language teachers used and challenges of teaching reading they faced in EFL class. Then, the researcher analyzed the data from an interview as follows. First he changed what he recorded by using audio recorder in to written form. After the data was transcribed, he codes the data in to different themes. Next with research objectives following that, he analyzed the data in to meaning full form based on research questions. Finally, he interpreted and described the data qualitatively.

3.7.3. Analyzing the data from the questionnaire

Two separate questionnaires were prepared which were used to obtain information from teachers and students. At the beginning, the data which were collected from the questionnaires were marked accordingly. Then, the researcher used statistically techniques, such as frequencies, tables and percentage to analyze the data. The data gathered from the two separate questionnaires were sorted according to themes based on the research questions. Finally, the researcher analyzed and interpreted the data qualitatively using percentage number of respondents from total sample size of respondents.

3.8 Ethical considerations

After receiving official letter of corporation from Jimma University, the researcher commented legally and smoothly with school administrators, 4 EFL teachers and 64 students of grade nine at Teppi secondary and Preparatory school. The purpose of the study was made clear and understand able to for all respondents. Any communication with concerned bodies was accomplished at their voluntary consent without harming and treating the personal and institutional well-being. In addition, all information obtained from respondent were kept confidential.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

The previous chapter has outlined the methodology for the study and justified its suitability. This chapter describes how the data was analyzed. It will also present the findings of the study and put them in context in relating to the research objectives and main research questions with regard to how teachers practice teaching of reading and challenge of teaching reading towards supporting students of grade nine in the research school. The data was collected through observation, interview and questionnaires. Purposeful sampling technique was used to select 4 from 10 teachers and random sampling was used to select 64 students from the total of 320 students from 12 sections. The data was analyzed and presented in the form of tables. Each table was followed by descriptive method analysis and interpretation in line with the objective of the study

4.1. Observation

In order to investigate teachers' practices teaching reading and the challenges they faced in the classroom, observation of classes were conducted. The observation result showed the strategies teachers used in teaching and challenges of teaching reading and strategies teachers used to support students.

The researchers used observation check list and made notes about what was happening in class room. During observation in four sections then the data collected from each classes were analyzed and organized in terms of similarities, patterns and concepts to come up with merged themes from four sections under each research questions.

4.1.1. Strategies teachers 'use

Teachers were observed while using different reading strategies. The observations of the classes showed that the teachers mostly used the following strategies to involve learners in reading activities in the classroom. These includes, they gave clear instruction, motivated students, set and presented per, while ,and post reading activities, made the learners to read aloud, identified the learners with reading difficulty, used different reading techniques like, scanning skimming guessing from the context, pair and group work activities by the of respondents during the observation .

4.1.2. Challenges of teaching reading observed in the classroom

The following challenges were observed while teaching learning process was going on in the classroom. These includes, Large class size, lack of English text books, Students 'poor reading background, Methods of teaching reading teachers used, Lack of intrinsic motivation of students.

- ❖ Large class size: on average there were 80 students in the classroom. This was the major problem for the teacher to identify and to know the students with reading challenges and to check and correct their class work and homework
- ❖ Lack of English text books: In the school there were no enough English text books for students. Due to this it was difficult to do their comprehensive questions and to read at their free time.
- ❖ Students' poor reading background in previous sections of some students didn't learn to elements of reading. So some of the students have problem of reading and understanding the text due to lack of awareness on English letters, names, shapes and sounds. Because of this, students faced reading challenges at this class level. As a result, most students are unable to read words, phrases, sentences and any other texts.
- ❖ **Methods of teaching reading Teachers' use ;**

In this school, most teachers use different teaching reading strategies in the classroom. However, few teachers used more of the student centered method of teaching. This indicated that they act as only facilitator in a class without adding anything from them or unless introducing the topic. Hence, they become fall on reading challenges.

❖ Lack of intrinsic motivation of students

Dereje(2008) stated that, intrinsically motivated students are self-regulated. They set numerous and varied goals for themselves. They engage in reading from internal motives. They don't wait for their teachers expecting many things. Rather they perform tasks by themselves. However, in this school most students weren't self-initiated to read under investigation. In addition, to this, providing students with constructive feedback and praise to their reading was limited by a few teachers. Hence, most students lagged behind in reading due to lack of interest.

4.1.3 Strategies teachers' used to identify and support learners with reading challenges

It was observed that one of the methods of identifying students with reading challenge was making the students to read aloud. A student's performance when reading aloud is not a reliable indicator of that student's reading ability. Reading aloud can help the teacher assess whether a student read words and other grammatical features when reading. Following this, the teacher asked the students to read aloud to check their reading ability. Few students were voluntary read. However, other students did not want to read. Hence, this indicated that the majority of the students probably have problem of reading and they were identified. According to the observation, even though students were identified and known, supporting the students with reading problems at this grade level was limited that only in the class room. Even if in the class there were no providing elements of reading to help these students.

4.2 Interviews

In order to investigate how EFL teachers ' practices teaching of reading and challenges they have faced in the classroom there was needed to observe them do the implementation process. Hence, interviews were used as an instrument to collect data in depth the researcher used the qualitative method to analyses. The data collected through individual in reviews, the researcher used semi structured in reviews to avoid biased ness.

Before analysis they were in reviewed individually then the researcher used voice recording transcribed, read many times and coded. In this case, purposeful sampling was used to select 4 teachers of grade 9 English teachers who were in Teppi secondary and preparatory school were interviewed individually regarding EFL teachers' practices and challenges of teaching reading. Qualitative data were collected and analyzed from each of the teacher as follows.

4.2.1 Data presentation

Data analysis is the process of systematically applying qualitative or logical techniques to describe and illustrate, condense and evaluate data. Hence, only 20 interview questions were processed for this selected school.

4.2.2 Data processing (Analytic method)

According to Ranjit K(2011) for writing about the findings the researcher needs to go through content analysis. Content analysis means analyzing the content of interviews or observational field notes in order to identify the main themes that emerge from the response given by participants or observational field notes made by the researcher. This process involves a

number of steps. Hence, in this study, after data was collected through interview, data processing were involved in several steps in order to obtain different themes that integrate them in to the text of this report.

Following this, the data was carried out over one week for individual interviews when interviewing the participants. The researcher used voice recorder for recording and writing short notes in a note book. Then, the researcher transcribed the data from recording by listening and ensuring the recordings when he wrote line by line carefully about sample's response. This means he identified the main themes carefully through descriptive response by respondents to each questions in order to understand the meaning they communicate. It is also selected the important expression or wording of respondents' theme to categorize under the themes. These themes were the basis of the analyzing the text of unstructured interview to identify the main themes.

After the data was transcribed, the researcher assigned codes to the main themes. He organized the information and read it several times which means after sorting and typing the data. Themes were mainly established from coding (clustering similar codes or patterns) and categorizing in to main themes. Therefore, responses from interviewers were coded and analyzed to form codes, categories and themes. Additionally, the data gathered were presented and analyzed according to themes drawn from research questions to ensure that data collected answered the relevant main research questions. Finally, having identified responses that fall with in different theme intergraded them in to text for the final report.

4.2.3 Data Analysis and Interpretation

In this study, the data was obtained from individual interviews. In this research school, there were 4 teachers interviewed. Qualitative analysis was used in this study using interview questions in order to establish that could develop data. When data collected through interviews, voice recording helped the researcher in the transcription of data. Data obtained from individual interview of 4 teachers transcribed in to text. Themes were mainly established from coding. Coding is a process of reading carefully through one's transcription of data line by line and dividing it in to meaningful analytical units (macro,2003). After the transcription of data, the researcher looked for similar codes or patterns and categorized in to main themes. The themes emerged from meaningful response of the participants. In short, the grouping of code was identified to form categories and then emerging themes were

established. Hence the following themes emerged regarding in the individual interview analysis of grade 9 students in the research school.

- ✓ Different reading strategies in the research school
- ✓ Use of reading strategies
- ✓ Challenge faced by the teacher in teaching reading
- ✓ Strategies used to support students who have reading problem

Hence, the main theme indicated above, analyzed, interpreted in line with the objective and presented in detail as follows

4.2.3.1 Reading strategies used by teachers in research school

The participants used many reading strategies in the research school. All participants indicated that the following strategies were used in the school: Integrated reading strategies, reading aloud, developing reading activities, reading comprehensions, applying individual and group –guided reading strategies but they used them differently when applying them. The researcher noticed that most teachers knew the reading strategies. Moreover, these participants agreed that they used different reading strategies based on the purpose of reading and that means no problem of understanding and applying the strategies but there were a few teachers applied differently.

4.2.4.2 The use of strategies

The participants indicated that the strategies used when applying them in teaching reading based on the purpose of reading but they used in different ways;

❖ Integrating reading strategies

The respondents said that they helped their students to become effective readers by using stages of reading: before, during and after reading as follows.

- Before reading: planned for the reading task set a purpose in advance what to read for related background knowledge to the new topic.
- During reading: gave directions for purpose of reading. Reading for gist, reading for specific information, critical reading and extensive reading.
- After reading: evaluating reading comprehension in a particular area through given class work and home work activities such as:

- ✓ reading comprehension passage
 - ✓ answering comprehension questions
 - ✓ find contextual meanings of new words
 - ✓ find main idea of each paragraphs
 - ✓ find main idea of the passage
- ❖ Reading aloud:-most teachers agreed that it is preferred to make students read silently and individually. In a class in order to give them comprehension questions in the class room or for home work and check their understanding level after correction and gave feedback. However, reading aloud helps the teacher to assess the students reading ability to read or not. For instance, respondents indicated that the teacher understand or consider students:
- How to read the text, fast ,slow or not to read
 - How to pronounce the words in the text
 - Word recognition within a minute and number of errors made

When the student read aloud as it was indicated in the above, the researcher noticed that the teachers used and applied the strategy when they practice teaching reading in the classroom.

- ❖ Managing vocabulary: all participants agreed that vocabulary is crucial to reading comprehensions. Teachers should give vocabulary note for their students from reading texts(reading passage).respondents indicated that teaching vocabulary was limited in various cases so that there were gaps on practices of teaching reading in the sample section of research school,
- ❖ Developing reading activities: according to the sampled respondents, all of them agreed that a fully developed reading activities support students as a reader through pre-reading, while reading and post reading activities. Reading activities helped students' confidence in their reading ability. Hence, they said that most of them constructed the reading activities around a purpose that has significant for the students and provided the activities as class and homework.
- ❖ Pair and group work: respondents indicated that these reading strategies were best for students in this research the school because learners learn from others. Learners sharing idea and imitate what other learners says, moreover students of having reading problem can learn from these peers or group members. The respondents said

that groups were formed one of top, two medium and three slow learners cooperatively to support each other. Basically groups were formed by the teachers aimed to fill once gap in reading by the others.. According to the respondents forming the groups were considered that three up to six members in the group that depend on selection. Hence, they that said they gave them group work activity at different time of a lesson. The researchers noticed that those who were unable to read learned from their group members and also easy to identify and correct learners when they were reading.

4.2.4.3 Challenges faced by the teachers in teaching reading

Teachers faced many challenges in applying reading strategies. All of the respondents indicated that the students ‘poor reading background, lack of teaching materials, teachers teaching method, lack of motivation, the absence of parent involvement. Over enrollment was one of challenges encountered by teachers.

Over enrollment: on average there were 80 students in each classroom. Sample of respondents indicated that they found it harder to help all the learners and to give immediate feedback for their class and homework reading activities. Because of this, it was difficult to teach, control, and manage and to correct and check their practice of reading activities.

- ✓ **Lack of textbook:** all participants agreed that there were no sufficient English text books for the students to practice reading and to do reading activity in class and at home.
- ✓ **Students ‘poor reading background** all the participants indicated that students poor reading background were the root causes of reading problem. Most students were unable to read words, phrases and reading passage at this class level.
- ✓ **Method of teaching reading teachers’ use**
Participants said that the majority of teachers used student’s center method of teaching acting as facilitate and ignoring teachers’ center method of teaching in the reading lesson.
- ✓ **Lack of motivation:** all respondents agreed that most students lagged behind in reading due to lack of interest. In addition to this, a few teachers limited providing students with constructive feedback and praise for their reading.

- ✓ **Lack of parental involvement:** all respondents said that according to the environmental factors most parents did not manage and control their children after school. Due to this case, most students spent their time on watching television and films everywhere they like. Furthermore, they did not do their homework and studied their lesson to improve their reading skill. So, this was one factor to lag behind in reading.

4.2.4.4. Strategies teachers used to support students with reading problem

All respondents agreed upon strategies teachers used to support students with reading problem. This indicated that there were good practices of teaching reading using different strategies during teaching learning process in the classroom. These includes: integrated teaching strategy, reading aloud, developing reading activities, individual reading, pair and group reading, question and answer techniques were used, to encourage learners to participate in the lesson as well as to check their ability. Although all teachers identified students of having reading difficulties, there was no support with special attention for learners who really needed help due to some challenges in the research school. These includes: the absence of extra class for giving tutorial class, lack of students interest, over enrollment, lack of teaching material as well as environmental factors.

4.3 Analysis of teachers questionnaire

Using an appropriate teaching strategy in a reading lesson is helpful to improve students' reading skill. One of the intentions of this study was to investigate EFL teachers 'practice in teaching reading and the challenges they faced in the teaching of reading. Thus, the information of obtained through questioner presented below.

Table 1: Teachers' response to their practices of teaching reading

No	Items	Strongly disagree		disagree		Agree		Strongly agree	
		N	%	N	%	N	%	N	%
1	I compare students group reading activities			3	75	1	25		
2	Help students think critically and do their Exercises very well			1	25	3	75		

	based on their reading Passages								
3	I teach all types of reading purposely and properly in every lesson			1	25	3	75		
4	I make my students practice pre, while and post reading activities			1	25	3	75		
5	I encourage students to reading silently					2	50	2	50

Table presented EFC

Table 1 presented EFL teachers' practice of teaching reading. The points were developed on the basic assumptions, principles and the areas of teaching reading. As it indicated in item 1, 3(75%) of respondents replied as disagree but 1(25%) agree respectively, It means the sampled response indicated that only few teachers responded by saying that compete students group reading activates whereas the majority of teachers did not give appropriate emphasis to compete students group reading activates the result indicated that group reading activities were not emphasized by the majority (75%) teachers in the research school. Hence, it could be concluded that teachers should be emphasized on group reading activates.

In item 2 of the same table above ,1(25%) and 3(75%) respondents answered disagreed and agree respectively on the awareness about critical reading.

Based on brown (2004) stated that interactive or critical reading is the paces to make use readers linguistic and schematic knowledge and interact with text. Its critical leading (reading for the purpose of knowledge, exams and different tasks as indicated in the review literature thus, the result in dictated that majority (75%) teachers did it very well whereas the rest (25%) teachers were limited.

Regarding item 3 of the same table above, 1(25%) and 3(75 %) respondents answered disagreed" and agreed ' respectively this the majority(75%)teachers didn't teach all types reading purposely and properly in every lesson. The result reveled that based on the purpose of treading the majority of teachers didn't practice all types reading as well. Hence, it could be conclude that teacher should practice all the types of reading.

In item 4 above provided samples was used to know the extent of teachers emphasis on per while and post reading activities. The sample respondents as said 1(25%)and 3(75%)answered “ disagreed ” and agree. It is to mean that the majority (75%)of teachers gave emphasis to make their students practice per, while and post reading activities were as 1 (25%) teachers didn’t practice the stage of reading. Thus, the result indicated that the emphasis was given by majority of teachers benefited to encourage students to develop their reading ability whereas stages of reading were not practiced by few teachers influence on the cognitive development of the rest students. Hence using stage of reading in teaching reading benefit cognitive development of students.

Concerning items 5.2 (5%) and 2(50%) respondents answered agreed’ and strongly agree respectively as students encouraged reading silently.

According the data majority teachers encouraged students to read silently. Thus, the result Revealed that EFL teachers had believes on the importance of silent reading of students in teaching learning process.

Table 2: Teachers’ response to challenges of teaching reading

No	Items	Strongly disagree		disagree		Agree		Strongly agree	
		N	%	N	%	N	%	N	%
6	Most students have no reading culture					1	25	3	75
7	There is lack of educational material. (e.g.English text books and IT equipment and library necessary to teach reading)					1	25	3	75
8	The students background is the root cause of their problem in reading							4	100
9	Identifying English letters with their names, shape and sound are the major problems of most students.							4	100
10	Most students lack confidence to read aloud							4	100

Table 2 presented challenges faced by the teacher in the teaching of reading in the research school.

As it indicated in item 6,1(25%) and 3 (75%) of respondents replied as “agree” and “strongly agree ”. The majority respondents answered most students have no reading culture. Thus, the

result revealed that this was one of the challenges of teaching reading. Hence, the EFL teachers should have encouraged their students to read.

In item 7 of same table above, the question aimed to know whether sufficient educational materials were provided for the learners to read and do their activities in school and after school. With regard to this, 1(25%) and 3(75%)respondents answered “agree” and “strongly” respectively, to decide about educational materials in the research school. Thus, the result implied that there was shortage of educational materials (English text book) and also pointed out teaching reading without text books challenged the teaching learning process as the whole.

In item 8 of the same table above, the question was provided to the samples to know the students poor reading background. In line with this, 4 (100%) respondents replied “strongly agree “respectively suggest about the students poor reading background. This was the root Cause of their problem in reading. Hence the result revealed that more than 50% students of grade 9 in the research school have reading problems with regard to poor reading background.

Regarding item 9 of the same table above, 4 (100%) respondents answered “strongly agree” about identifying English letters with their names, shapes and sounds are the major problems of most students. Hence, the result indicated that more than 50 % of students have reading challenges in teaching-learning process.

For the last item (10) in the table above, respondents were asked to give their opinion about students reading confidence, since they are experienced teacher in teaching reading. With regard to this, 4 (100%) of respondents answered “strongly agree” about the students’ confidence.

This means all respondents showed that most students have lack of confidence in reading. Thus, the result indicated that lack of confidence in reading affects students’ reading ability with understanding for their educational achievement also for communicative purposes.

Table 3: Teachers' response on supporting students with reading challenges

No	Items	Strongly disagree		Disagree		Agree		Strong agree	
		N	%	N	%	N	%	N	%
6	I provide students with constrictive feedback					1	25	3	75
12	Identify and support learners with reading challenges					1	25	3	75
17	Focusing on phonics methods of teaching reading is the first step for learners with reading challenge							4	100
13	Dividing EFL learners according to their ability level is helpful to support reading lesson					1	25	3	75
14	Forming mixed groups (talented with poor) readers to support each other through cooperative learning							4	100
16	Bottom up approach to teaching helps students who have problem in reading							4	100
18	Parents are being unable to help their learners in reading at home					4	100		

Table 3 presented EFL teachers' support for the Students of having reading challenges. As it indicated in item 6 the question aimed to know if teachers provide students with constructive feedback. In line with this, 1(25%) and 3(75%) Sample respondents replied agree 'and strongly agree' respectively According to the data ,majority of teachers provided students with constructive feedback after reading comprehension activities had done. Hence, the result of finding indicate that providing students with constructive feedback by the teachers made (the student) to promote his /where strong side and improve his /her drawbacks.

In item 12 of same table, above the question aimed to know how the teachers identify and support students with reading challenges. With regard to this, 1(25%) and 3(75%) sample respondents answered 'agree 'and 'strongly agree' strongly agree respectively this indicated that almost all teachers identify and support learners with reading challenges using different strategies. The result of this finding revealed that when the teachers practice reading lesson he /she has to identify and support learners with reading challenges using different reading strategies such as group reading, reading aloud, giving reading comprehension activates in the classroom and home work as well as arrange class for tutorial.

Regarding item 17 of the same table above, the question presented to the sample respondents were to know teachers perception of content of teaching reading phonics method of teaching for students who have reading challenges. In line with this 4 (100%) sample respondents answered 'strongly agree'. All the respondents agreed that phonics is crucial element of reading that must be taught to overcome the challenges of students who have reading problem. Thus, result of this finding indicated that phonics instruction is said to be the first key element and effective in teaching students how to read especially for students who have faced challenges of reading.

Concerning item 13, the question aimed to know the effectiveness of dividing students according to ability level based on assessment given in order to support them. With regard to this, 1 (25 %) and 3 (75%) of the respondents replied 'agree and strongly agree' respectively, this indicated that the majority (75%) of respondents emphasized that dividing EFL learners according to the ability level is helpful to support reading lessons as 25% of respondents didn't emphasize on dividing EFL learners according to ability. Hence, the result of the finding revealed that dividing EFL learners according to their ability level is helpful to support learners in their reading lessons these include top, medium and slow readers. And also it helps to form mixed groups to work cooperatively in the school and after home after school which is more beneficial to students of having reading problems.

In item 14 of the same table above, 4 (100%) of sample respondents replied 'strongly agree' to suggest about forming mixed groups (talented with poor) in order to enable the student to improve their reading skills. In line with this all the respondents said that forming mixed groups (talented with poor) readers to support each other through cooperative reading enable them to read.

Thus, the result indicated that when students paired or grouped with mixed reading ability (talented with poor) readers, they can improve their reading abilities this finding suggested that teachers should form mixed groups (talented with poor) readers to support to each other through cooperative learning especially to help students who have reading problems.

In item 16 above, the question aimed to know the effectiveness of bottom up approach on how teachers practice in teaching reading that was to help students who lagged behind in reading. With regard to this, 4 (100%) sample respondents replied "strongly agree". That bottom approach to teaching helps students who have problem of reading. The result of this finding indicated that bottom up approach to teaching help students who have problem of

reading. As it indicated in the review literature, bottom up approach is preferred to the process of recognizing smaller units' letters, words, and phrases. And sentences and decoding meaning from then so that bottom up had important contribution to fluent reading for beginners or who have lagged behind students ,Hence the result of this study indicated phonics is in the first stapes for students with reading problems to teach reading.

Table 4: Data parting to parents supports

No	Item	Strongly disagree		Disagree		Agree		Strongly agree	
		N	%	N	%	N	%	N	%
18	Parents are being unable to help their students in reading at home					1	25	3	75

Table 4 presented information obtained from teachers about parents' support of their children. As indicated in item 18, 1(25%) and 3(75%) of respondents answered 'agree' and "strongly agree" respectively about how parents support their children. According to the above data, majority of the respondents answered parents did not help their children in reading at home. Hence, the result indicated, that teaching reading couldn't be successful to achieve its goal unless parents take part in controlling, managing, supporting their children to read at home after school.

4.4 Data presentation on students' questionnaire

Table 5: Students' response regarding reading background

No	Item	Yes		No	
		n	%	n	%
1	Do you know all English alphabetical letters with their names, shapes and sounds?	23	38.3	41	61.7
2	Do you think you are good at reading?	31	47.8	33	52.2
3	Do you have a problem of reading?	25	37.8	39	62.2
4	Can you easily read texts in English	26	41.7	38	58.3
5	Do you like reading at your free time?	20	43.3	44	56.7

As it indicated in item 1, 23 (38, 3%) and 4//6.1.7%) of sample respondents replied “yes” and “no respectively. This indicated that 23(38.3%) of students understand all English alphabetic letters with their names, shapers and sounds whereas 41(61.7%)of students didn’t know all English alphabet latters with their names ,shapes and sounds. The result ideated that majority of the students didn’t know all English letters with their names, shapes and sounds. This indicated that lack of consideration of phonics with its implantation by EFL teachers of the past sections related to the present problems in the research school. Hence, the result of this finding reveled that using phonics is the key for the beginners as well as for those who have problem of reading as whole grade level.

In item 2 of the same table above, 3 (38.3)and 41(61.7%) sample respondents replied “yes” and “ no “ respectively. With regard to this, 31(38.3%) of students were good at reading whereas 33(52.7%) sample respondents were good at reading.

The result indicated that more than have of students were not good at reading so that this was one of the challenges in the research school. As it indicated in the review literature the ability to read with understanding is one of the most important skill not only in learning English language but also in the other subjects ,too .Hence, teaching reading become effective when students have culture of reading with understanding and when they are good at reading.

Regarding item 3 of the same table above, 25(38%) and 39(62%) of sample respondents answered “yes “and “no” respectively. This indicated that less number of students did not have problem of reading whereas the majority of students have faced challenges of reading.

Thus, the result indicated that teaching reading couldn’t have achieved its objective within this students of having reading challenges unless teachers devote to practice teaching reading using different strategies.

Concerning item4,26(42%) and 38 (58%) sample respondents replied ‘yes “and “no” respectively. This in dictated that less number of respondents can read texts easily whereas the majority of respondents said that they were unable to read. According into IAE, readers make progress by reading more. The more students read the more vocabulary and knowledge they acquire and the more fluent they become in reading. But as the data in the above showed us the more percentage of students were unable to read texts in English. The result of this study indicated that reading proficiency of the students were in reading difficulty so that teachers should have encouraged students to read.

For the item (5) in the same table above, respondents were asked to express their feeling regard to reading interest ,with regard to this 20(33%) and 34(57%) of sample respondents replied ” yes and“ no” respectively about their reading interest. “The data indicated that 20 (43%) of respondents said that they liked reading at their free time whereas 44(57%) of the respondents did not like to read their free time.

This indicated that some of the students did not like to read at their free time. The result revealed that learners couldn’t be follow reader with understanding and overcome the challenges unless they use their time properly at their free time.

Table 6: Students’ response on teachers’ practice of teaching reading

No	Item	always		sometimes		Never	
		N	%	N	%	N	%
7	The teacher gives clear instructions and presents reading tasks properly.	8	12.5	37	57.2	19	30.3
8	The teacher encourages us to read critically and silently	10	15.6	45	70.4	9	14
9	The teacher relates ideas in the passage to our prior knowledge	11	17.1	15	23.4	38	59.5
10	The teacher gives me vocabulary note in every lesson	4	6.2	43	67.3	17	26.5
11	The teacher makes us to do reading activities in groups	30	46.8	34	53.2		

Table 6 presented students response related to teachers’ practice of teaching reading.

As indicated in item, 7,8(13%) and (57%) of the respondents replied as “always “ and “ ‘sometimes ’ ‘respectively’. On the other hand 19(30%) of sample respondents answered never. This indicated that majority of teachers give clear instruction and presents tasks properly, whereas a few teachers didn’t give clear instruction and presented tasks properly. Thus, the result revealed that for EFL teachers practices of teaching reading promotes learners reading ability .In this respect, Matthias (2013) stated that teachers need consciously ask themselves whether their practice on reading was making many positive impact on their learners right from the input (planning) through the process of implementation of lessons and up to the product realization of the learning out comes. Teachers showed clearly aware the knowledge of the subject matter (content) variety teaching method, evaluation system,

how to make decisions, background of the students, classroom management, the condition of the classroom environmental and cultural knowledge.

Item 8 of the same table above 10(16%) and as (70%) of the respondents replied as always 'and sometime "respectively whereas of (14%) respondents answer "never". Based on the data, majority of respondents said that teachers encourage students to read critically and silently. Whereas few respondents reported that teacher never encourage students to read critically and saliently. Hence, the result indicated silent reading that benefited the students. As it is indicated in the review of related literature, intensive or critical reading is one of the different types of reading strategies. The purpose of this strategy was for knowledge, exam and tasks. Thus, the teacher should encourage. Students to read critically and silently at this stage in order to comprehend (aware) them.

Whereas few respondents reported that teachers never encourage students to read critically and according to the respondents the majority & teacher did not emphasize vocabulary teaching in the class room. This the result revealed That EFL teachers should give vocabulary note with their contextual meaning and pronunciation before riding (pre-reading stage)so as to make clear for the student understanding the text while reading. In this respect (nogy and scotty 2000 stated that vocabulary crucial to reading comprehension.

Regarding item 9 of the same table above, 11 (17%) and 16 (24%) of the respondents reply as always and sometimes respectively were as 38 (589%) respondents answered never about how ideas of the passages related with students prior knowledge by the teachers. Based on this data more than 50%respondents said that the teachers never related ideas the passage to students' prior therefore the result that indicated that the EFL teachers should related ideas in the passage to students prior knowledge, droop and verhoevea, (1998) stated that the prior knowledge subject matter knowledge, linguistic knowledge, readers interest in subject matter will influence level and prior to different degree on the reading task.

Concerning item (10) of the same table above, 4,(6%) and 43 (67%) of the respondent replied always and sometimes respectively were as 17 (27%) respondents answered never according to the respondents the majority of teacher did not emphasize vocabulary teaching in the classroom thus the result revealed that EFL teachers should gave vocabulary not with their contextual meaning and pronunciation before reading (pre-reading stage) so as to make clear for the students understanding the text while reading in this respect, (Naggy abd Scott 2000) stated that vocabulary is crucial to read comprehension.

For the last item,11, in the same table above respondents were asked how often teachers made them do reading activities in groups with respects to this, 30(47% and 34 (53%) respondents replied ‘always and sometimes’ respectively. The data indicated that more than 50% teachers made the students to reading activates in groups. Thus, the result indicated that teachers should make the teachers do reading activities.

As it indicated in the review of related literature, in the teaching of reading comprehension; the teacher had to make it more approachable by eliciting students’ existing knowledge in pre-reading discussions, reviewing of new vocabulary before reading and asking students to perform task that were within their competence, such as skimming to get main idea, or scanning for specific information before they begin intensive reading and after critical reading comprehensions. These tasks should be given in groups to compare them how fast they read and did the tasks very well.

Table 7: Students response on motivational techniques teachers use

No	Item	always		Sometimes		Never	
		N	%	N	%	N	%
6	The teacher motivates me to read aloud.	6	9.3	44	68.8	14	21.9
11	The teacher corrects and checks class work and home work activities and provided feedback for use	5	7.3	45	70.4	14	21.9
14	The teacher provides the students with constructive feedback, praise and grade to students reading attempts.	4	6.2	42	65.6	18	28.2

Table 7: of students respondents pertaining to motivational techniques teachers use.

As indicated in item 6, 6(9%) and 44(69%) of the respondents replied as ‘always and sometimes’ respectively whereas 14(22%) respondent answered ‘never’. According, to the data majority of teachers’ motivated student to read aloud. Thus, that result revealed the teacher should motivate student to read aloud. This means, teacher’s motivation towards students reading helps the learner’s to make competitive reader among the and develop reading proficiency to become self-confident. The motivation techniques teachers used such as, using different authentic materials such as, magazines, asking, related to prior knowledge, providing pictures of authors, to crating conducive environment for reading , knowing students background and supporting and providing praise toward are some of motivational techniques teacher used in the class rooms.

Reading item 11 of the same table above, 5(7%) and 45(70%) of the respondents answered ‘always and sometime’ respectively. Whereas as 14(23%) of the respondents answered never about how often teachers correct and check classwork and homework activities. According to the data the majority of the respondents said that teachers checked and corrected classwork and homework activities more of sometimes. Thus, the result revealed that for EFL teachers ‘practice of teaching, to promote students’ reading proficiency. They should be considered about their students reading ability by providing reading comprehension tasks, answer as checking and correcting their class work and homework activities.

Concerning of item 14 the same table above, 4(6% and 42(66%) of the respondents answered. on the other hand, 18(28%) of the respondents replied ‘never’ about how often teachers provided the students reading attempts. According to the data majority of respondents said that teachers provided the students with praise and grade to reading attempts.

Thus, the result indicated that when teachers emphasize to provide students with praise and grade to students reading attempt students reading attempt.

Table 8: Student’s response on teachers support

No	Item	Always		sometimes		Never	
13	The teacher supports the students with reading challenges	8	12.5	38	49.4	18	28.1
17	The teachers help me to read in the library.	2	3.1	48	75	14	21.9

As it indicate item 13 ,81113 and 38(49%) raped as always and ‘some times’ respectively but 18(38%) respondents replied ‘never’. According to the data, majority of respondent said teacher supported the students with reading challenges. The result revealed that teachers should support students who lagged behind in reading. In line with this one of the role of teachers ‘duty in the class room was understanding students reading level that was fast, medium or slow reader by using different techniques, after identifying the learners he/she had supported for students who were lagged behind in the classroom.

In item 17 of the same table above, 2(3%) and 48(75%) of respondents answered 'always and some times' whereas 14(22%) respondents 'never'. This indicated that the majority of teachers supported students to read in library but few teachers don't encourage reading in the library.

The result in dictated that EFL teachers should have encouraged students to read in the library. In line with the ,students can develop their reading skills when they read in the library furthermore, teachers encourage students to read in library as well as provide with tasks that can be done in the library.

CHAPTER FIVE

Summary Conclusion and Recommendation

5.1 Summary of the Findings

The purpose of this study was to investigate EFL teachers' practices and challenges of teaching reading. In order to attain these objectives, the following research questions were raised.

1. How do EFL teachers practice the teaching of reading skill?
2. What are the challenges of teaching reading in EFL class?
3. How do teachers identify and support EFL learners having reading difficulties.

This study was conducted in South Nations Nationalities people's Region, Sheka Zone Teppi Town administration Teppi secondary and preparatory school. As the study was concerned with strategies teachers use for teaching reading and challenges faced by the teacher during the implementation. The study employed observation checklist, interview and questionnaires as a means of collecting data. Qualitative and Quantitative analysis was made on the gathered data and point out the following major findings.

5.1.1 Use of different reading strategies

The majority of the teachers believed in the importance of using different reading strategies in reading lesson, however, few teachers did not give emphasis on use of these strategies appropriately. In this regard the finding is divided in to six aspects, they are integrated reading strategy, reading aloud, independent and group reading, reading comprehension questions, motivation, teaching method teachers used at all.

- The majority (75%) of teachers indicated that using integrated reading strategies is very important teaching reading. Most of the teachers helped their students to use this strategy to become more effective readers by making them use stages before during and after the reading lesson the teachers planned how to present, gave directions and taught as well and the students tried to be active participants in the reading

5.1.2. Most teachers preferred reading aloud as the best strategy in teaching.

In this finding, the researcher noted most teachers indicated that reading aloud was one of the strategies used by the teachers in the school under investigation. In line with this teacher made the learner to read aloud. Thus, the teacher knows students' reading ability in the

classroom as well as to identify and support students with reading difficulty. Hence, they identified students who lagged behind and tried to help them in classroom

5.1.3 Some teachers' made students to practice independent and group reading

In findings of this study, the researcher noted that independent reading was done in class but, group reading activities and assignments were given as a homework. The use of pair and group reading enable learners to work together and learn from each another. Moreover students with reading problem could learn from their peers and groups. Hence, the participants said that the teachers gave those pair and group work at different times of a lesson.

5.1.4 Teachers taught reading comprehension questions

As indicated in the review literature, comprehension is active process in the construction and meaning. It involves word knowledge (vocabulary) as well as thinking and reasoning, the reader actively engages with text to construct meaning. This active engagement includes making use and prior knowledge drawing inferences from the words, guessing, find main idea or comprehension questions. In line with this, the researcher noticed that most respondents indicated that they taught reading comprehension, and also reading comprehension questions were provided for the students to test them based on the purpose of reading.

5.1.5 Most teachers used motivational techniques to teach reading in the class room.

According to the data collected and analyzed, more than half teachers used motivations techniques in the class room such as motivated to get ready, introduced the new lesson, revised the previous lesson, gave clear instructions and directions and tasks, encouraged students to do reading activities, and gave feedback and advices for students who lagged behind in reading.

However, as the data, it is indicated that most students were not intrinsically motivated to read in the class room and after school. This is because the problem is related with their background.

5.1.6. Majority teachers used the students' centered method of teaching.

According to different research findings and the review of literature in the chapter two in the research indicated that there were two types of approaches teachers often use: namely

teachers' centered method and students' centered method of teaching the former was considered as traditional method of teaching that was ignored by now; but the use of students' centered method of teaching was accepted by teacher education institution in the present study the majority of the teacher used students center method of reading. However he notes that they was a gap on using of the students centered method among teachers on implementation of teaching reading this is because in different research finding the study ignored how often to use teachers center method in EFL class.

5.1.7 Teachers developed reading activities and provided as homework and assignments

According to the participants' response, a fully developed reading activity supports students as readers through pre-reading, while reading and post reading activities. Reading activities helped student's confidence in their reading ability. Hence, they said that some teachers constructed the reading activities around a purpose that has significant for the students.

5.2 Challenges Faced in Teaching Reading

According to data collected and analyzed most participants said that teachers faced many challenges in teaching reading. They faced challenges such as students over enrollment, students' back ground with regard to reading, lack of teaching material, teachers' method of teaching reading lack of motivation and parental involvement and environmental factors.

5.3 Finding-3: Strategies Teachers used to Support Students with Reading problem.

- All the participants indicated that students' background with regard to reading is the root cause of the reading problem. Sample respondents said that most students did not identify and read English letters names, shapes and sounds with combination of consonants and Vowels to make words, phrases, and sentences and to write texts. This is due to lack of phonics instruction in pervious class, (Mathias, 2013) states that phonemes and phonics instruction is the key to learn children how to teach, but most student faced the challenge of reading in grade 9 at Teppi secondary and preparatory school due to lack of phonics awareness in the previous sections, even though all the teachers identified students of having reading problem, the researcher noted that there were no support with special attention for learners who really need due to some challenges they faced.

5.2. Conclusions

The main aim of this study was to investigate teachers' practices and challenges of teaching reading. The study was conducted in sample of 64 randomly selected grade 9 students and 4 teachers purposefully selected at Teppi Secondary and Preparatory School. This study has attempted to answer the research questions using a case study design within the qualitative approach. To collect the required data for the study observations, interview and questionnaire were used. The gathered data were analyzed and pointed out the findings in line with a number of research findings indicated that how different strategies teachers' use in teaching reading influence the learners' understanding level in general and for reading in particular. Based on the findings of this study, the researcher has arrived at the following conclusions.

- As it indicated in review of related literature in chapter two different researchers stated very similar findings, (strategies, techniques with reading purposes) teachers' use that can help students to read more quickly and effectively. It is clearly stated that EFL teachers' practices of teaching reading lesson presented based on the purpose of reading along with strategies teachers use. The purpose of reading includes, scanning, skimming, intensive and extensive reading.(Brown,2004) In line with this the reading strategies and techniques used such as reading aloud, pair and group reading, developed reading activities and reading comprehension questions presented thorough stages of reading such as: pre, while and post readings.
- In the present study 75% sample respondents of teachers used different reading strategies based the purpose of teaching reading lesson but few teachers lacked skills to use and apply these strategies in the classroom therefore it is possible to say that there were skill gap among teachers on the purpose of teaching reading lesson. Hence, it could be concluded that a few teachers require training for implementing strategy's properly so as to improve students 'reading skill. The findings also in indicated that even though there were good practices of teaching reading in the school under this investigation there were challenges that faced teachers. These challenges includes, poor reading back ground, lack of text books, lack of motivation ,improper use of student centered method of teaching and teachers center method of teaching, lack of parental support.
- In short, the researcher noted that even though teachers faced challenges of teaching reading, some teachers tried to use different reading strategies such as: integrated reading stateless giving pair and group work reading motivations strategies reading

aloud, giving class work and homework activities to achieve the learning at come and also to support learners with reading difficulties

5.3 Recommendations

- The result of this study have important values in the process of promoting EFL teachers' practices in teaching reading using different reading strategies arouse students' interest for reading, however teachers faced some challenges in teaching reading. Therefore, the researcher forwarded the following.
- One of the necessary suggestions of the present study is giving in service training for teachers that could help them to apply properly. In addition since poor strategies set by teachers yield poor results. The concerned bodies in educational offices should intensity training workshops program necessary for teachers professionally. The key effective educational change is the professional development of teachers
- Furthermore; teachers should initiate intrinsic motivation of learners. It is recommended that teachers should be role models for the learners to create in intrinsically motivated learner.
- In addition there should be enough resources when teachers teach reading. The researcher found that there were lacks of text books in the school. And also the school did not have wide enough library classes for students to read. Therefore, woreda education an office along with school administers should buy or borrow books from different **sources**. Moreover, library should built in the school to provide materials to many students at the same time and to prevent reading problems.
- The researcher also suggested that school over enrollment rate should be minimized. To this effect, additional classes should be built in the school: to enable learners to develop their reading skills and to minimize the large number of students in the class, unless extra classes bulled to help all the learners and to give immediate feedback for their class and home homework reading activities. They will help specially students with reading difficulties to give tutorial class.
- Another significant suggestion is that parents should involve in supporting their children to develop their reading skill by providing them with necessary materials and controlling the place where they spend time after school. In addition, they ought to cooperate with school community to know about the children's educational performance in general and reading in particular.

- The study revealed that students 'poor reading background' is the root cause of the problem. Most students were unable to read words, sentences and longer texts at this grade level. It is recommended that teachers should have a role of identifying and supporting these students at their free time by arranging the tutorial, 'it also recommended that using phonics as a content to teach is the main concern, because phonics is said to be effective in teaching learners as it reviewed in the literature. Moreover, teachers should form groups based on students' ability or mix top, medium and learners in forming groups. This helps them to learn, to read and to do reading activities cooperatively in and out of the school.

Lastly, under this investigation there may be limitations regarding collection and analyzing of data which may not have been considered beyond the know-how of the researcher. Therefore, this study certainly used as a reference for someone who initiated and to study on the same issues in the future.

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Appendix A

Jimma University

College of Social Science and Humanities

Department of English language and literature

Class room observation check list

Name of the school_____

Section_____ Topic_____

Date_____ Time begins_____

Time ended_____

Direction

This observation check list is designed to evaluate how EFL teacher's practices and challenges of teaching reading.

Classroom observation check list

	Items	T1		T2		T3		T4	
		Yes	No	Yes	No	Yes	No	Yes	No
1	<u>Proper teacher behavior</u> - He is confident in trading of reading passage								
	- The teachers motivates student of reading passages								
	- The teachers establishes good report with student.								
	- The teachers uses a short and interesting opening activities to start each activity.								
2	<u>Recognizes students effort</u> - The teachers recognizes student effort and achievement - In reading lesson								
	- The teachers recognizes students who log behind in reading								
	- The monitors student progress								
3	<u>Promote learner's confidence</u> - He asses his/her students in every lesson								
	- The teacher provides students with positive feed back								
	- He encourages students try harder								
4	<u>Present tasks properly</u> - He set and present pre and post reading activities based on the passage								

	Items	T1		T2		T3		T4	
		Yes	No	Yes	No	Yes	No	Yes	No
	- The teacher gives clear instructions								
5	Promote learners autonomy								
	- Teacher makes the learner to read around								
	- The teacher adopts the role of facilitator								
	- The teacher encourages								
	- Peer teaching and group presentation								
6	<u>Supporting the students with reading challenges</u>								
	- The teacher helps students having reading challenges								
	- He presents various auditory and visual teaching aids.								
7	<u>Regarding text books</u>								
	- Is there sufficient English text book in each class								
8	- Is the teacher identified students of reading challenges								
9	Is the class swat for teaching-learning process?								
10	Are there sufficient seating in the class room?								

Appendix B

Teacher's Interview Questions

I- General questions

- 1- For how long have you been a teacher?
- 2- How long have you taught English?
- 3- How many students do you have in a class?

II- Teacher's background regarding reading

- 1- Do you your profession?
- 2- Do have interest in teaching reading?
- 3- Hboat how much time peer week do you spend reading for you work? (articles, magazines, news, fictions)
- 4- How often do you involved in the following reading activities?
 - Reading emails
 - Reading online news
 - Searching information's on line to read and relate to your work.

III- Strategy based interview

- 1- What teaching strategy is appropriate to improve students reading skill?
- 2- What techniques do you use effectively these strategies and techniques?
- 3- How often do you use efficiently these strategies and techniques?

IV- Challenges you encountered during implementations of teaching reading

- 1- Do have learners with reading difficulties in your class?
- 2- Why do these learners face challenges of reading skills?
- 3- What are the challenges of teaching reading, as you experienced teacher?
- 4- How do you overcome these challenges?

V- How teachers identify learners with reading difficulties

- 1- Explain how do you identify learners with reading challenges?
- 2- Do you asses your learners?
- 3- How often do you asses your learners?
- 4- What assessment instruments do you use for assessment?
- 5- After you have assessed your learners, what do you do with the results?

VI- Elements of reading

- 1- It is important to implement teaching of phonics at this class level, of not why?
- 2- Which elements of reading do you consider necessary for learners to learn to read? Why?
- 3- How do you implement the teaching methods of phonics to make learners effective and fast reader?
- 4- What is your final opinion about students' reading challenges at grade level?
- 5- How often do you support the learners with reading challenges?

VII- Inputs

- 1- Are there sufficient pupil's books and teachers guide?
- 2- Are there sufficient seating's and equipment's in the class room?
- 3- In the class site suit of teaching-learning process?
- 4- Do you have any thing you would like to say related to the learners with having reading challenges?_____

Appendix C

Jimma University
College of Social Science and Humanities
Department of English language and literature
Teacher's Questionnaire

The questionnaire is designed to identify how HFL teachers practices and challenges of teaching reading.

You are kindly requested to complete the questionnaire. The information you give in response to the items in the questionnaire contribute valuable rewards to the research.

The researcher assures you the information you provide will be used only for the purpose of this research please respond to each item.

Thank you very much for your co-operation

Part 1-General Questions

Name of School _____ town _____

Woreda _____ Zone _____ Region

Work experience _____ sex _____

Qualification _____

Academic year _____

Part II-Read each of the following item and response to each item by putting a 'in appropriate box.

To know how you generally feel about your job how strongly do you agree or disagree with following statement?

		Strongly Disagree	Disagree	Agree	Strongly agree
1	-If could decide again is would still choose to work as a teacher - I enjoy working at this school - All in all, I'm satisfied with my job				
2	In your teaching to what extent can you do the following? -Compare students group reading activities	Not at all	To some extent	Quite bit	A lot
	-Identify and support learns with reading challenges				
	- Provides students with construction feed backs.				
	- Help students think critically and do their exercises very well based on the reading passages				
3	What challenges do you encounter while implementing teaching method of reading	Not at all	To some extent	Quite bit	A lot
	- Most students have lack of interest to read text books				
	- Identifying English letters with their names, shapes and sounds are major problems of most students.				
	-There is comfortable seating in the class room.				
	The students enrollment rate is very high				
	-The students' back ground on reading problem is the root cause for recent reading lesson.				
	- The class size suit for teaching learning process				
	- It is difficult to assess students in every day lesson.				
4	How much do you agree with the following statements?	Not at all	To some extent	Quite bit	A lot
	- Every teacher has a responsibility to improve students' reading comprehension skills.				
	- Bottom-up approach teaching helps students of having reading				

	challenges				
	-Elements of reading should be presents and thought at this grade level.				
5	How do you judge about your learners' motivation towards reading?				
	- Most students are autonomous readers in my class room.				
	-All students are intern sic motivating learners in the class rooms.				
	- Teachers are role models for intern sic learners.				
6	To know what strategies and techniques to use and support learners who lag behind, how strongly agree or disagree with following statements	Strongly	Disagree	Agree	Strongly agree
	- Understanding student's back ground of reading comprehension is very important				
	-Dividing EFL learners according to their ability level is help full to support.				
	-Practicing pre, while & post reading activates is necessary.				
	-forming mixed group (talented with poor) readers enables learners to support each other through cooperative learning.				
	-Teachers should love and learning of having reading challenges while working with them				
	- Focusing on phonics method of teaching is the first step for learners with reading challenges				
	- Making experience sharing on phonic method of teaching				
	- help students on tutorial program				
7	How often do you use the following method of assessing students learning	Never	Some lessons	Many lessons	Every lessons
	- I develop and administer my own assessment				
	- I have individual students answer questions in front of the class.				
	- I provide written feedback on students work (i.e mark in numeric score or letter grade)				

	- It help students judge their own progress				
	- I observe students when working on particular tasks and provide immediate feed back				
	- I collect data from class room assignments or home work				

Do you have thing you would like to say about your practices and challenges of teaching reading as you are experienced teachers? _____

Appendix D

Jimma University

College of Social Science and Humanities

Department of English language and literature

Students' Questionnaire

This questionnaire was designed to collect data related EFL teacher's practices and challenges of teaching reading. You were kindly requested to complete the questionnaire. The information you give in response to the items in the questionnaire contribute to the sources of the research.

The researcher assures you that information you provide will be used only for the purpose of this research.

Thank you very much for Co-Operation

Direction –one –A

Name of school _____ town _____

Woreda _____ Zone

_____ Repine _____

Sex _____ Grade _____ section

Academic year _____

Part B- Read each of the following item and respond to each item by putting 'V' in appropriate box

Part I

No	Items	Yes	Partially yes	No
1	Do you think you are good at reading			
2	Do you have a problem of reading?			
3	Can you easily read texts in English			
4	Do you like reading at you free time?			
5	Do you know all English alphabetic letters with their wares, ships and surds?			

Part II

No	Items	Always	Sometimes	Never
16	The teacher motivates me to read aloud			
17	The teacher gives clear instructions and presents reading tasks properly			
18	The teacher encourages us to read critically and silently			
19	The teacher relates ideas in the passage to our prior knowledge			
20	The teacher gives me vocabulary note in every lesson			
21	The teacher makeups do reading activities in groups.			
22	The teacher checks, corrects class work and home work activates and provides feedback for us			
23	The teacher supports the students with reading challenges.			
24	The teacher provides the students with constructive feedback, praise and srade to students' reading attempts			
25	The teacher uses additional reading materials to teach us reading			
26	The teacher is interested in teaching reading			
27	The teacher helps me to read in library			

Part III- Answer these questions

1-What Kinds of texts do you like to read?

2- Do you have any thing you would like to say about your problem related to reading?

Appendix-E

ጅምዩኔሽርሱቲ

የእንግሊዘኛቋንቋሥነጽሁፍትምህርትክፍል

ለተማሪዎችየቀረበዩጽሑፍመጠይቅ

ውድተማሪዎች

ይህመጠይቅየእንግሊዘኛቋንቋመ/ራንበንባብትምህርትጊዜእንዴትእንደሚያስተምሩናየሚያጋጥማቸውተግዳሮቶችምእንደ ሆኑለማወቅታስቦየተዘጋጀነው።ስለሆነምበዚህመጠይቅየሚሰጣስበውመረጃበሚሰጥርየሚይዝናለጥናቱበቻየሚውልነው።

በመጠይቁላይስምእይገፍም።

እናመሠግናለን

መመሪያአንድ

ከዚህበታችየቀረቡትንዐ/ነገሮችካነበብክ/ሽ/ በኃላያለህን/ሽን/ ሃሳብክእያንዳንዱዐ/ነገርፊትበተሰተውሠንጠረዥላይ << >>

ምልክትበማድረግአመልክት/ች/

ክፍልአንድ፡-

ተ.ቁ	ተግባራት	አዎ	በከፊልአዎ	አይደለም
1	የእንግሊዘኛቋንቋፊደላትየሁሉንምቅርጽናድምጽለይተህ/ሽ/ ታውቃለህ/ቂያለሽ/?			
2	የንባብችሎታህ/ሽ/ በጥሩደረጃላይነውበለህታስባለህ/ቢያለሽ/?			
3	የማንበብክህሎትእጥረትአለብህ/ሽ/?			
4	የእንግሊዘኛጽሑፎችንበቀላሉማንበብትችላለህ/ትችያለሽ/?			
5	በትርፍሰዓትህ/ሽ/ማንበብትወዳለህ/ጃለሽ/?			

ክፍልሁለት

ተ.ቁ	ተግባራት	ሁልጊዜ	አንድጊዜ	በፍጹም
6	ድምጽን ከፍተኛ ሁኔታ ለማስደረግ ማረጋገጥ ታችኛል።			
7	መ/ሩ የት/ቱን ያዘትና መልመጃዎችን በግልጽና በትክክል ያቀርባል።			
8	መ/ሩ በጥልቀትና በፀጥታ እንዲሰጥ ታችኛል።			
9	መ/ሩ የምናበውን ሐሳብ ቀድሞ ከምናውቀው ጋር እንድናገናኝ/እንድናዛምድ/ያደርጋል።			
10	መ/ሩ አዳዲስ ቃላቶችን ለማሳወቅ በየይዘቱ ማስታወሻ ይሰጠናል።			
11	መ/ሩ መልመጃዎችን በቡድን እንድናነብ ያደርጋል።			
12	መ/ሩ የክፍል ሥራዎችንና የቤት ሥራዎችን በማረምግ በረመልስ ይሰጠናል።			
13	መ/ሩ የንባብ ክህሎት ወሰንን የሚታይ ባቸውን ተማሪዎች ዕገዛ ይሰጣል።			
14	መ/ሩ ለሚያደርጉት የንባብ ሙከራ ገንቢ ሆነ ግብረ መልስ ይሰጣል ይሸልማል።			
15	መ/ሩ የንባብ ክህሎት ሲያስተምረን ተጨማሪ ማጣቀሻ መጻሕፍት ይጠቀማል።			
16	መ/ሩ የንባብን ክህሎት ለማስተማር ፍላጎት አለው።			
17	መ/ሩ ቤተ መጻሕፍት ገቢ ጭንቅ እንዲሰጥ ያደርግልኛል።			

ክፍልሦስት

ቀጥሎ የቀረቡ ልሀን/ሽን/ጥያቄዎችን መልስ/ሽ

1. ምን ዓይነት ፅሁፎችን ማንበብ ትወዳለህ/ትወጃለሽ/
 1. መጽሐፍት
 2. ጋዜጣ
 3. መጽሀፍ
 4. ሎሎች
 5. ምንም
2. የንባብ ክህሎት ማርከላለብህ/ሽ/ ካለብህ/ሽ/ መንስኤው ምን እንደሆነ በአጭሩ ግለጽ/ጭ/

