

Practice of Teaching Reading Comprehension in Secondary Schools: A Case of Debre Markos Administrative Town

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ABSTRACT

This study aimed to assess practices of teachers in teaching reading comprehension in secondary schools of Debre Markos administrative town. Descriptive survey research design and mixed method research approach was employed, data were collected from 254 students and 33 teachers through questionnaire, interview, classroom observation and document analysis. The data were analyzed with mean, one sample t-test, and thematic narration for qualitative. The one sample t-test value for pre-reading phase obtained from teachers (M=3.01), which is almost equal to expected mean t-value. So, the implementation of pre-reading activity was below the expected level (t-3). And from students (M=2.21) is significantly lower than expected mean value. The while reading phase mean scores obtained from teachers (M=2.73), and students (M= 2.27) are lower than the expected mean value (t=103.27, df=253, p<0.05) this shows that the while-reading activities was below t-3. Similarly, for post reading phase, the mean score obtained from teachers (M=2.82), and from students (M= 2.16), implies that the implementation of post-reading activities was below the expected level of practice. The one-sample test score for the application of teaching strategies obtained from teachers (M=3.67) is significantly greater than the expected mean t-value and But the mean value (M=2.50) obtained from students is significantly lower than expected mean t-value. This indicates that teachers accept they were practice properly but and students were responded that the teachers were not practice properly. And student, teachers, subject content and context related factors were found affecting teachers teaching practice significantly with some differences in between teachers and students. The qualitative data also showed that the three phases of reading comprehension were not practiced to properly. In addition teachers, students, the context were causal factors that hamper the practice dominantly.

1. INTRODUCTION

Reading is important among the four language skills. According to Palani (2012), reading is the identification of symbols and the association of appropriate meaning with them that requires identification and comprehension. For Goodman (1998) reading is receptive and psycholinguistic process which starts with a linguistic surface representation encoded by a writer and ends with meaning constructed by the reader.

Teachers are one of the key elements in any school and effective teaching is one of the key propellers for school improvement. Gibbs (2002) explained that an effective teacher needs the capacity to be persistent, flexible, and innovative on new teaching approaches and be prepared in the case of failure. For Stronge,

Tucker and Hindman (2004), the effective teacher has a psychological influence on the students, having a strong influence on their achievement. Teachers who are effective in teaching reading should employ useful strategies that are helpful to develop students reading skills. At its broad sense, the goal of all reading instruction is ultimately targeted at helping readers comprehend the text (Shewa, 2017). According to Uygun (2013), effective language teaching has become a prominent issue in the field of education as there has been a great demand on learning foreign languages throughout the world. In the process of foreign language learning, the language teacher has a very important role on the students and their success depends on the skills of the

teachers. This is also true in our country Ethiopia, the demand to get effective teachers is the natural question in every school.

As stated in education and training policy of our country Ethiopia, English is selected to be the medium of instruction for secondary and higher education (MOE, 1994). Moreover, it is also one of the subjects that students are taking starting from KG to higher levels of education. Numerous efforts have been made to improve students as well as teacher's English language skills despite visible gains are not observed. Frequent trainings had been given for English language teachers, improvement programs like ELIC is designed and implemented, and English language clubs are established in schools and educational institutions. However, this has been done the proficiency of teachers in teaching the language as well as students' academic achievements in English remain low. Learners enrolled in primary schools in various regions of Ethiopia have reading difficulties and are, thus, challenged in attending their education (EGRA/Ethiopia, 2010; MoE, 2008). Furthermore, the Ethiopian Education Sector Development Program (ESDP-V) (2016) shows that a lack of basic skills in early grades prevents Ethiopian learners from learning their mother tongue, Amharic, and second language English. The problem extends to secondary and higher education levels. Regarding this issue different local studies were conducted among these Dereje (2013), Mesfin (2008), and Teshome conducted a study on similar issue as that of this study but in different contexts.

As per the reviewed studies from the abroad and local on reading skills in particular by focusing on students' performance and practices of teachers teaching reading in general, it was possible to underscore the presence of problems of teaching reading comprehension in one way or another. Alike these researches this study focused on teachers practices of teaching reading comprehension in general but it is made to focus on identification of teachers actual practices of applying the three basic reading phases and related strategies on one hand and what factors were affecting their practice on the other hand. Because of the contexts are different (teachers, students and study area) and the issues considered are important the researcher understood that further investigations were needed to see how teachers' properly teach and apply reading phases and strategies. And the research observed and discussed with English Language teachers at the secondary schools of Deber Markos administrative town the teachers give less emphasis in teaching reading comprehension lessons and were not aware of multiple reading strategies. Moreover, the researcher

believes that there is a gap between what is suggested as effective teaching reading in the literature and the current reading instructional practices, which warrants further study in the area. To this end, this study was focused on the identification of teachers' practices and their proper application of reading phases and strategies in teaching reading comprehension in Debre Markos Administrative Town secondary schools grade 9 in focus. Thus, in order to achieve the main objective of this study the following leading questions were answered the following leading questions.

1. How often teachers apply reading phases properly in their actual classroom teaching?
2. How do teachers' employ the basic reading comprehension strategies required of each reading does phases to teach reading comprehension?
3. What are the factors that affect teachers' not to teach reading comprehension (if there are any)?

2. RESEARCH METHODOLOGY

2.1. Research Design

Descriptive survey design was employed in this study. As the nature of the study is describing teachers' practices in teaching reading comprehension and to explore to what extent they use proper reading phase and strategies descriptive survey design is felt to be appropriate.

2.2 Population, Samples and Sampling Techniques

Debre Markos Administrative town has 4 secondary and preparatory schools of which two are from grade 9-10, the other one is from grade 9 to 12 and one is preparatory school from grade 11-12. The study was conducted by taking three of these schools taking grade 9 into consideration. Thus the populations of the study were all English language teachers (42) and 2540 grade 9th students. The samples were taken from each of the schools proportionally. After proportionality, students in the selected grade level were selected using systematic random sampling from each learning sections. So, in this school, Grade 9th students were holding a total of 50 sections in the three schools in which 2540 students were attending their education. Therefore, by taking lists of students from each section samples 10 % (254 students) were selected using systematic random sampling after sections are selected using random sampling technique (lottery method). Regarding teachers, 33 teachers were selected using random sampling.

2.3 Data Collection Instruments

2.3.1 Class Room Observation

Observation is pertinent data collection instrument to get first hand data from the exact situation. Thus check list guided observation was conducted, at list for 12 different classroom teaching classes 4 (four) from each of the schools particularly on reading class activities. The checklist has three parts; items related to pre, while, post reading phases and other strategies were included.

2.3.2. Questionnaire

Questionnaires' were prepared for both teachers and students containing relevant points to the study. That is, it contains four parts; the first is background information of the respondent, the second part reading phases (pre-while and post reading phases and related strategies), and the third part is teacher practice of teaching reading comprehension, and finally the challenges affecting teachers' practices of teaching reading comprehension were included. For these items were adapted from (Leyla and Almacioğlu, 2009; Teshome, 2016; Dereje, 2013; and Bedasa, 2013) with some modifications and some of the items were designed by the researcher based on theoretical bases of teaching reading comprehension to measure teachers' practices.

2.3.3. Interview

Interview was one of the instruments for this study. It was conducted with selected teachers (five in number). For this semi-structured interview guide was prepared basically focusing on practice of teaching reading phases and related strategies, and factors hindering their teaching practices. Some teaching reading comprehension strategies are mainly covert behaviors that teachers may not certainly respond to that part of the questionnaire. It is believed that, therefore, better evidence could be obtained if teachers' will be invited to tell in a face to face communication about what they do in teaching reading comprehension.

2.3.4. Document Analysis

Document analysis was used as a tool to assess whether the contents of the students' text books are suitable to teach reading comprehension phase and related strategies or not and to cross check whether the teacher practical teaching is based on the text book as well as to see it if it was the factor for teachers do not practiced reading phases as well as reading strategies. Therefore, sample reading lessons that were taught during the observation lessons were analyzed by using checklist. And the checklist was designed by selecting the items which were included in the questionnaire and observation.

2.4. Validity and Reliability of the Instruments

The reliability and validity for the instruments was checked before the instrument distributed and hold on to the respondents.

2.4.1. Validity of the Instruments

Before the actual data collection process was made validity was checked (face, content and construct validity) by consulting English language teachers in Debre Markos university (their specialization is TEFL) and tools were revised accordingly (from student questionnaire English version) 6 items were revised and for teachers questionnaires 3 instructions and 7 items were made some modification based on the comments), and 3 items related to strategies were deleted. And the Amharic version also checked by Debre Markos University Amharic language teachers and there is minor modification on some contents (5 items).

3.4.2. Reliability of the Instruments

After all the instruments was made ready, their reliabilities were check by using pilot test in one of secondary schools in Gozamin Woreda (Gozamin General Secondary and Preparatory school) and calculating the reliability coefficients using Crombach alpha for reading phases, other teaching strategies and factors separately and found that 0.89, 0.79 and 0.72 respectively which was acceptable.

2.5. Data Collection Procedures

In the first place to get authentic data respondents were volunteer, willing and positive. For this cooperation letter was written from the college, and the researcher explained the purpose of the study by communicating with school directors and teachers. After this happens all the instruments was made ready, proper time for data collection was arranged and problems was handled accordingly. The other thing that the researcher has been done that orientation was given for both teachers and students before they fill and respond for the questions. Moreover, a questionnaire was translated in to Amharic for the ease of understanding particularly for students. In addition to this, observation was hold on first, because if the questionnaire and or interview was conducted first, teachers might modify or use artificial teaching method based on some information on these tools on reading class of each school. So, a questionnaire comes second, interview was conducted, and finally document analysis was analyzed to triangulate the data.

2.6. Data Analysis Techniques

As indicated both qualitative and quantitative techniques were employed to analyze the data collected. The quantitative data was analyzed using

descriptive statistics (mean and standard deviation employed for questionnaire and frequency and percentage were for observation) and one sample t-test was employed to compare mean difference of respondents with the expected mean by using SPSS version 20.0 (Statistical Package For Social Sciences). The qualitative data was analyzed using thematic narrations.

3. ANALYSIS AND DISCUSSION OF RESULTS

3.1 Demographic Data Analysis of Respondents

Teachers and students were samples of the study. Students’ sex and grade level distribution as well as teacher’s sex, educational qualification and experiences are reported as follows.

Table 1: Respondents demographics data

Demographic characteristics	Description	Respondents			
		Students		Teachers	
		N	%	N	%
Sex	Male	117	46.06	21	63.64
	Female	137	53.94	12	36.36
	Total	254	100.00	33	100.00
Educational Qualification	First Degree			28	84.85
	2 nd Degree			5	15.15
Experiences in years	6 – 10 years			2	6.06
	11-15 years			12	36.37
	16 -20 years			11	33.33
	Above 20 years			8	24.24

As indicates in table one 117 (46.06%) of students were males and 137 (53.94%) were females. Thus, it is possible to say students were fairly included in the sample. Regarding teachers 21(63.64%) and 12(36.36%) were males and females. Amongst these 33 teachers 21(63.64%) and 12(36.36%) were assigned to teach grade 9 and also 28(84.85%) and 5(15.15%) were first degree and second degree holders in that order. In relation to their experiences, 2(6.06%), 12(36.37%), 11(33.33%) and 8(24.24%) were reported as they have 6-10 years, 11-15 , 16-20 and above 20 years of experiences respectively. From this it is possible to infer that the samples

included were appropriate to collect pertinent data for the intended purpose.

4.3. Quantitative Data Analyses: Data Collected Using Questionnaire

In this part of the analysis data collected through questionnaires are analyzed.

4.3.1. Teachers’ Practices in Teaching Reading Phases: Teachers’ Responses

A. Pre-reading Phase Data Analysis

To assess the implementation of pre reading activities 20 items and 8 items were prepared for teachers and students’ respectively and the responses organized and average values for each of the items were calculated.

Table 2 Pre reading one sample t-test results for teachers and students Response

Reading phase	Respondent	t-value =3						
		N	Mean	SD	t	df	Sig. (2-tailed)	Mean Difference
Pre-reading	Teachers	33	3.01	.21	.36	32	.720	.013
	Student	254	2.21	.34	103.27	253	.000	-0.79

As indicates in table 2 one sample t-test was run to see whether there is a difference between the expected mean (t=3) with the calculated mean value for pre reading activities. The one sample test value

of the implementation of pre-reading activities mean score obtained from teachers (M=3.01) is almost equal to expected mean t-value (t=0.36, df=32, p=0.720) which is not significant. This shows that the

implementation of pre-reading activities was approaching to the expected level. From this it is possible to conclude that the implementation of pre-reading activities was almost performed at the average level based on teachers' responses. And the one sample test value of the implementation of pre-reading activities mean score obtained from students (M=2.21) has a mean difference (0.79) below the expected t-value and it is significantly lower than expected mean t-value ($t=103.27$, $df=253$, $p<0.05$).

This result contradicts with teachers. Thus, this indicates that the teachers were not properly practiced pre reading phase and related strategies.

B. While Reading Phase Data Analysis

To assess the implementation of while reading activities 16 items and 10 items were prepared for teachers and students respectively and the responses obtained are taken to calculate the average score.

Table 3: While- reading one sample t-test result for teachers' responses

Reading phase	Respondent	t-value =3						
		N	Mean	SD	t	df	Sig. (2-tailed)	Mean Difference
While-reading	Teacher	33	2.73	.19	-7.93	32	.000	-.27
	Student	254	2.27	.39	90.86	253	.000	-0.73

As indicates in table 3 one sample t-test was run to see whether there is a significant difference between the expected mean ($t=3$) with the actual calculated mean value for while reading activities. The one sample test value of the implementation of while-reading activities mean score obtained from teachers (M=2.73) is significantly lower than the expected mean value ($t= -7.93$, $df=32$, $p<0.05$). This shows that the implementation of while reading activities was below the expected performance level. Whereas, the mean value (M=2.27) obtained from students has a mean difference (0.73) below the expected t-value which is almost similar to that of teachers but significantly lower. That is the one sample test value of the implementation of while-reading activities mean score obtained from students (M= 2.27) is

significantly lower than expected mean t-value ($t=103.27$, $df=253$, $p<0.05$). Thus, the result obtained from both teachers and students indicate that the implementation of while-reading activities was not as expected and below the expected level of performance. And the practice of teachers in the implementation of related activities required of this phase is found poorly practiced.

C. Post-reading Phases Data Analysis

To assess the implementation of post reading activities 6 items and 7 items for were prepared teachers and student respectively and the responses obtained are taken to calculate the average score.

Table 4 Post- reading one sample t-test result for teachers' response

Reading phase	Respondent	t-value =3						
		N	Mean	SD	T	df	Sig. (2-tailed)	Mean Difference
Post reading	Teacher	33	2.82	.28	-3.76	32	.001	-.18
	Student	254	2.16	.44	78.34	253	.000	-0.84

As indicates in table 4 one sample t-test was run to see whether there is a difference between the expected mean ($t=3$) with the calculated mean value for post reading activities. The one sample test value of the implementation of post-reading activities mean

score obtained from teachers (M=2.82) is lower than the expected mean value ($t= -3.76$, $df=32$, $p<0.05$). This shows that the implementation of post reading activities was significantly lower than the expected performance level. And The mean value (M=2.16)

obtained from students has a mean difference (0.84) below the expected t-value which is lower than that of teachers. That is the one sample test value of the implementation of post-reading activities mean score obtained from students (M= 2.16) is significantly lower than expected mean t-value (t=78.34, df=253, p<0.05). From the above result it is possible to explain that the implementation of post-reading activities was not as expected with small difference in between the teachers and students. As stated above teachers were interviewed to respond whether they were using three phases of reading and important activities that should be included in each of the phases during their class room instruction or not. In this regard most of the interviews responded that they tried to teach reading comprehension but they didn't use the three phase strategies effectively. In general, it understood that they were not properly employ teaching reading phases as well as reading strategies.

But few strategies were practiced by teachers especially at the while reading phase.

4.3.2 Teachers' Practices of Using Strategies in Teaching Reading Comprehension: Teachers' Responses

There are well known strategies to be used by teachers in teaching reading comprehension. amongst these strategies 10 in number namely visualizing/mental images, summarizing inferring, questioning, making connections, predicting, self-monitoring and clarifying were selected and given to both teachers and students to rate them to what extent these strategies were practically used in the actual teaching and learning process of reading comprehension. The responses obtained from teachers and students are analyzed and reported separately as follows.

Table 5 Practices of using teaching strategies one sample t-test result for teacher responses

Strategies	Respondent	t-value =3						
		N	Mean	SD	t	df	Sig. (2-tailed)	Mean Difference
Practices of teaching readings Strategies	Teachers	33	3.67	.28	13.83	32	.000	.67
	Student	254	2.50	.44	91.54	253	.000	-0.50

As indicates in table 5 one sample t-test was run to see whether there is a difference between the expected mean (t=3) with the calculated mean value for actual practices to use different strategies to teach reading comprehensions effectively. The one sample test score obtained from teachers (M=3.67) is significantly greater than the expected mean t-value (t=13.83, df=32, p<0.05). This shows that teaching strategies were usually used properly. The mean value (M=2.50) obtained from students has a mean difference (0.50) below the expected t-value which contradicts with teachers. That is the one sample test value implies reading teaching strategies were used rarely against that of teachers which is significantly lower than expected mean t-value (t=91.54, df=253, p<0.05). This indicates that teachers and students react differently to the practice of using effective

teaching strategies, teachers responded as they practiced and used the give strategies whereas students responded as teachers were not used these strategies to the expected level.

4.3.5 Factors Affecting Teachers' Practices of Teaching Reading Comprehension: Teachers' and students Responses

A. Student Related Factors

To see the extent of this factor, teachers and students were asked 5 (five) items. However, students are different as compared to each other there are some behaviors they can share in common. The results obtained are reported following similar pattern with the previous discussion.

Table 6 Student related factors on reading one sample t-test result for teachers' response

Factors	Respondent	t-value =3						
		N	Mean	SD	t	df	Sig. (2-tailed)	Mean Difference
Student related factors	Teacher	33	4.19	.32	21.59	32	.000	1.19
	Student	254	3.18	.59	85.13	253	.000	0.18

As indicates in table 6 one sample t-test was run to see whether there is a difference between the expected mean (t=3) with the actual calculated mean value for students related factors in teaching reading comprehension. The one sample test value for students related factors mean score obtained from teachers (M=4.19) is significantly greater than expected mean t-value (t=21.59, df=32, p<0.05). This shows that students related factors were highly influences to teach reading comprehension properly. The mean value (M=3.18) obtained from students has a mean difference (0.18) above the expected t-value. That is the one sample test value of the students related factors mean score obtained from students (M= 3.18) is significantly greater than expected mean t-value (t=85.13, df=253, p<0.05). . This indicates

students responded as factors related to students influence teaching/ reading comprehension. Thus, from this it is possible to conclude that students' related factors (confidence, language, vocabulary, and interest and unfamiliarity problem) were the factors which affect the teachers no to teach reading comprehension properly.

A. Teacher Related Factors

Teachers also affect students' learning either positively or negatively. Thus, teachers and students were asked 4(four) items to know to what extent they were influencing the teaching learning of reading comprehension. The results obtained are presented as follows.

Table 7 Teacher related factors on reading one sample t-test result for teachers' response

Factors	Respondent	t-value =3						
		N	Mean	SD	t	df	Sig. (2-tailed)	Mean Difference
Teacher related factor	Teachers	33	2.17	.56	-8.58	32	.000	-.83
	Student	254	3.11	.68	73.02	253	.000	0.11

As indicates in table 7 one sample t-test was run to see whether there is a difference between the expected mean (t=3) with the actual calculated mean value for teachers related factors in teaching reading comprehension. The one sample test value for teachers related factors mean score obtained from teachers (M=2.17) is significantly less than expected mean t-value (t=-8.58, df=32, p<0.05). While the mean value (M=3.11) obtained from students has a mean difference (0.11) above the expected t-value. That is the one sample test value of the teachers related factors mean score obtained from students (M= 3.11) is significantly greater than expected mean t-value (t=73.02, df=253, p<0.05). This indicates

teachers and students responded differently for factors related to teachers. Probably it is possible to say teachers considered themselves as they were not factors to influence teaching reading comprehension whereas students responded the reverse.

C. Subject Content Related Factors

The contents included in the text books may also influence students learning reading comprehension. For this, 5(Five) items were prepared and responded by teachers and students and the result is reported as follows.

Table 8 Subject content related factors reading one sample t-test result for teachers' response

Factors	Respondent	t-value =3						
		N	Mean	SD	t	df	Sig. (2-tailed)	Mean Difference
Content/ subject related factors	Teacher	33	3.05	.35	.90	32	.374	.054
	Student	254	3.12	.68	73.17	253	.000	0.12

As indicates in table 8 one sample t-test was run to see whether there is a difference between the expected mean (t=3) with the actual calculated mean value for subject content related factors in teaching reading comprehension. The one sample test value

for subject content related factors mean score obtained from teachers (M=3.05) is almost equal to expected mean t-value (t=0.90, df=32, p>0.05). The mean value (M=3.12) obtained from students has a mean difference (0.12) which is almost equal to the

expected t-value and that of teachers responses. That is the one sample test value of the subject content related factors mean score obtained from students (M= 3.12) is nearer to expected mean t-value (t=75.17, df=253, p<0.05). This indicates that both teachers and students responded as factors related to subject content moderately influence teaching reading comprehension.

D. Context Related Factors

As that of the other factors responses were collected to know the level of its influence and 4 (four) items were asked for teachers and student. Thus, the results obtained from teachers are reported in the following manner.

Table 1 Context related factors on reading on sample t-test result for teachers’ response

Factors	Respondent	t-value =3						
		N	Mean	SD	t	df	Sig. (2-tailed)	Mean Difference
Context related factors	Teacher	33	3.32	.29	6.34	32	.000	.32
	Student	254	3.18	.51	99.36	253	.000	0.18

As indicates in table 14 one sample t-test was run to see whether there is a difference between the expected mean (t=3) with the actual calculated mean value for context related factors in teaching reading comprehension. The one sample test value for context related factors mean score obtained from teachers (M=4.32) is significantly greater than expected mean t-value (t=6.34, df=32, p<0.05). The mean value (M=3.18) obtained from students has a mean difference (0.18) above the expected t-value. That is the one sample test value of the context related factors mean score obtained from students (M= 3.18) is significantly greater than expected mean t-value (t=99.36,df=253, p<0.05). This indicates that both teachers and students responded as factors related to contexts are highly influence teaching reading comprehension. The classroom arrangement, large class-size, time allotted for a period and shortage of resources were considered as contextual factors affecting teaching reading comprehension. Thus, these factors were influencing to teach reading comprehension properly. In this regard similar responses were obtained from the interviewee.

teaching reading comprehension. As a result, based on the selected passage it can be safely to conclude the section is suitable to teach the while reading phase and related strategies, they are organized in the way to teach reading comprehension following the three steps however the practice of teachers in applying the three phases and basic strategies of teaching seems weak and inconsistent which varies from teacher to teacher, and they includes different strategies but it lacks comprehension questions as well as vocabulary activities.

4.6.4 Document (Text Book Content) Analysis

Finally, document analyses were conducted particularly to check how the lessons (passages) were designed. The passages taken for the purpose were similar to the classroom room observation thereby a match or a mismatch can be observed if the passages are lack of allowing to use phases of reading and reading strategies and to look whether it was the factor which affect the practice of teachers’ in

4.7. Discussion of the Results

4.7.1 Teachers’ Practices of Applying Reading Phases

The implementation of pre- reading activities was assessed using items related with it. The implementation of pre-reading activities was almost performed at the average level based on teachers’ responses but which is not performed properly as per students’ responses. The result obtained from classroom observation and filed notes from observations also indicated that teachers were not practiced properly pre-reading phase. It revealed that teachers were rarely introducing the purposes of the reading passage. Similarly, the result obtained from the interviewee showed that most of the teachers were not usually practiced pre- reading activity but as usual they were tried to introduce the lesson through explaining about the passage or sometimes asking open ended questions to students. Content analyses were also made to check whether the text book contains pre reading phase activities or not. Thus, in the text book pre-reading tasks are included but not in

sufficient and presented valid way. Similarly, Bedasa's (2013) findings revealed that pre-reading activities are not properly being implemented in ELF classrooms and there is inconsistency between what teachers believe and what they practice in classrooms and pre-reading activities were not playing their roles properly at pre-reading phase. This is also support finding of the current study which means that the teachers were not practiced pre reading activities properly and efficiently.

As that of the pre reading phase, the while reading phase was assessed against specific items planned to test the implementation. The implementation of while reading activities was below the expected performance level. Similarly, the interview result indicated that however teachers were responsible to teach this stage properly to enable students to comprehend the passage they didn't focus on different strategies of while reading phase. From the results of classroom observation and filed notes it was also possible to ensure that some of the teachers were tried to practice skimming and scanning while they were teaching but there were some gaps in applying multiple strategies. The implementation of while-reading activities was not as expected. In addition to this document analysis revealed that the text book is carefully designed by considering while reading phase however teachers were not used and practiced it properly as per the grade level and syllabus need. In connection to this, Teshome (2016) there is a match/mismatch between the prescribed procedures in the new Teacher's guide and English language teachers' actual implementation while teaching reading lessons and there is an overlap between what the Teacher's guide suggested and what they really do in the actual classroom implementation of reading lessons.

The implementation of post reading activities was significantly lower than the expected performance level and were not performed in the expected level based. The interview result also indicates that teachers were not properly performed post reading activities. The result obtained from classroom observation and filed notes depicted that teachers were not asking to summarize the reading passage in written form and there is inconsistency of performances among observed teachers in practicing post reading phase. Even though, this phase is essential to the students, teachers were not properly practice all the strategies in the classroom. But the analyzed passages seem good in including post reading phase activities but it is limited to address as needed. Generally, regarding to the practices of teachers in teaching reading phases the result of this

study showed that the teachers were not practiced it properly.

4.7.2 Teachers' Practices in Using Reading Strategies

In this regard, 10 strategies were used to test the extent to which teachers were applying these strategies. The one sample test score indicates that there was some inconsistency of the practices of teachers' in teaching post reading phase. Regarding to what extent teachers were using practical strategies like asking and answering questions, monitoring comprehension, meta-cognition, recognizing story structure, and multiple strategies interviewees reacted differently. That is to mean the result obtained from interview also indicates that the teachers were not practiced majority of the reading strategies except asking and answering questions. Similarly, the data obtained from classroom observation checklists and filed notes indicate that the teachers were not practiced reading comprehension strategies to the expected level. Moreover, all the observed teachers didn't apply Meta cognition. And in applying multiple strategies teachers are teaching without applying proper strategies that enable them to teach reading comprehension as expected and scientifically accepted strategies. Contrary to these findings the content analysis indicated that the text book was designed by including different reading strategies despite teachers didn't use properly. This finding corroborates the work of, the findings of Dereje (2013) and Mesfin (2008) also found that teachers neglected to provide reading comprehension strategy instruction except a few strategies and they failed to teach the importance of reading comprehension strategies.

4.7.3. Factors that Affect Teachers' Practices of Teaching Reading Comprehension

One of the factors considered was students' related factors. The results indicate both teachers and students responded as factors related to students (language problem, Being unfamiliar with the topic and unable to understand every word, Lack of confidence, motivation and interest) are highly influence to teach reading comprehension properly. The students themselves were influencing the teaching and learning in reading comprehension, but when compared with teachers' response; it is smaller nearer to average. In short, the result from questionnaire indicates that students' poor background knowledge, low motivation or interest to learn reading comprehension as well as lack of confidence affect the practices of teachers' in teaching reading comprehension. This is also sported by open ended questions. This is also supported by the interview result.

Another factor which hinders the practice of teachers is factors which are sourced from teachers. The results indicate that the teachers considered themselves as they were not factors to influence in teaching reading comprehension whereas students responded the reverse. Moreover, even though the teachers' were not considered themselves a factor for teaching reading comprehension the students' responded that the teachers' were not engage in all reading phases and they did not teach different reading strategies in their reading class due to lack of confidence, motivation in teaching reading comprehension, teaching experiences, and using proper teaching strategies. Similar to this the result interview also indicates that teachers were not considered themselves they are not a factor for their proper teaching of reading comprehension. In addition to this, although most of the teachers did not express clear awareness of reading strategies, they thought that reading instruction should involve strategy training. In the filed note the result there is teachers were lecture oriented rather than using newly developed strategies and apply multiple strategies while students were passive listeners except very few participants. So, this indicates that the teachers' method which employee in the classroom was not proper. Similar to this result obtained from the current study, Asfaw (2008) indicates that the absence of implementation of pre-reading, while-reading and post reading phases by teachers weaken the comprehension ability of grade 9 students. English teachers did not give the learner reading strategy training. They did not give adequate support on how to develop reading activities.

Subject contents are also considered one of the factors. In this regard the one sample test mean score indicates both teachers and students responded as factors related to subject content (Difficulty of vocabulary, unfamiliar topic, uninteresting topic, lengthy and detailed text, and complicated grammatical structure)

moderately influence teaching reading comprehension. Moreover, in result obtained from open ended questions revealed that the content of the text book was not designed effectively by considering students cultural, and linguistic background, there is a repetition of the content that makes the students bored, and since the content was too long it push the teachers to select the content and ignore some of the strategies. Interview result indicated that the text book has many pages to cover all the contents on time as a result they obliged to be fast rather than teaching each of the contents. And it also indicates that the contents of the text book were not designed by considering the reading phases and strategies. The

teachers reported that the reading material should be interesting or at least related to the background knowledge of the students.

The last but not the least factor considered as a factor affecting reading comprehension was context related factors. The one sample test value for context related factors mean score indicates both teachers and students responded as factors related to contexts (Class room arrangement, large class size, time constraints to cover the lesson, and shortage of resources) are highly influence teaching reading comprehension. In the support of this result the result obtained from the open-ended questions illustrates shortage of time to handle multiple reading strategies and engage the all the students in their reading class. Interviewees responded that the classroom context highly affect students learning as well as teachers teaching practice. Numbers of students in a classroom, time allocated for a lesson, cultural backgrounds where students grew up were some of the context related factors affecting the teaching and learning in English class reading comprehension in particular. In the classroom observation-field notes result ensured that the sitting arrangement, the class size was daunting factors exist in every classroom and the time which was given for the reading lesson is not enough and impedes the teachers don not teach all reading phases and related strategies properly.

3. CONCLUSION AND RECOMMENDATIONS

3.1. Conclusions

Based on the results obtained and the summary stated above, the following conclusions are drawn.

1. The reading phases (pre, while and post) that should be followed in teaching reading comprehensions were not properly practiced in secondary schools of the study area with insignificant and inconsistent differences among teachers. The teachers were not able to apply and practice the three important phases; particularly the actual classroom observation proved that teachers were not teaching following the procedures and applying effective reading teaching strategies.
2. Applying proper and compatible teaching strategies that fit content of the lesson as well as in line with addressing the intended objective of the lesson is mandatory and useful. In teaching reading there are plenty of teaching methods that teachers can choose from. And most of the strategies were not used in the expected way. Teachers

usually use incomplete question and answer method and providing activities now and then. In sum, strategies were poorly recognized and used by teachers in teaching reading comprehension.

3. Problems considered in this study were found serious however teachers deny themselves were not sources of problems. Factors related to students, context and teachers hampered the teaching and learning process. Subject content related was realized that averagely affect the process but the document analysis contradicts this. Except some contents analyzed most of the contents were comfortable to teach following reading phases and applying effective teaching strategies. To this end teachers as well as students should look at thoroughly to ensure whether the contents included in the text are covered properly and the intended objectives are achieved.

3.2 Recommendations

Based on the results obtained, summary and conclusions made the researcher would like to recommend the following:

1. The schools, Woreda Education office, Zone Education Departments, Region Education Bureau MoE and Universities can take training initiatives either in short term or long term training.
2. School supervisors should conduct frequent classroom observation to check how the teaching learning process is going on
3. Text book based discussion among English teachers should hold to share their experiences, knowledge and skills
4. Woreda Education office and other responsible bodies- can organize capacity building trainings to solve the identified problems one by one rather than devoting their time on irrelevant tasks are some recommendations
5. Finally, any interested research can search and investigate scientifically to improve English language teaching and learning.

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