Assessing Factors Affecting the Students’ Reading Speed and Comprehension: Manasibu Secondary School Grade Nineth in Focus: Western Wallagga Zone

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Abstract: The aim of this study was to find out the factors that affect students’ reading speed and comprehension that are related to students, teachers, and school with particular reference to Grade Nine Manasibu Secondary of West Wallagga Zone, Oromia. A descriptive survey of quantitative and qualitative data analysis method was employed to carry out this study. 97 students and 12 teachers were selected using purposive and simple random sampling techniques. The data were gathered through questionnaires, interview and classroom observation. The questionnaires were used to explore the teachers’, students’ and school related constraints with respect to the learning and teaching of reading speed and comprehension skills. The interview and classroom observation supplemented the data obtained through the questionnaires. Numbers and percentages were used to analyze the collected data. The result of the study revealed that the teachers rarely played their roles to improve the students’ reading speed and comprehension in the classroom reading due to lack of awareness. The finding also revealed the problem related to school like less oriented to the reading skills, lack of finance, lack of awareness, large number students in each class, unsuitability of seating arrangements to pair and group works and lack of access to teaching aids. Finally, on the basis of the findings, it was recommended that in order to improve students’ reading speed and comprehension, above all, the students have to practice reading in the target language by reading in the library and at their homes and by participating activities in the classroom. To this end, teachers also ought to play prominent roles to improve the students’ reading speed and comprehension.

Keywords: Reading, Reading Speed, Comprehension, Reading Comprehension

1. Introduction

Reading is important language skills among the four language skills. Having this in mind, reading at an acceptable speed and comprehension play a great role in learning in general. In countries where English is used as a medium of instruction, students are expected to read textbooks, handouts, recreational materials, and non-academic materials. Most of these materials are written in English. In order to read all these materials, secondary school students must read in a good speed and comprehension. There will be some need to improve reading speed and comprehension during high school. The need for reasonable speed and comprehension is, therefore, paramount for secondary school students to continue the next courses thereby (Miller & Groff, 2008). English has a major role both in the academic and non-academic fields in Ethiopia. It is taught as a subject from KG to higher education in all over the country. And it is taught as a medium of instruction from grade nine (in Oromia and Tigrai Regional States, grade five (in Southern Nation and Nationality People Regional State), and grade seven (in Amhara Regionanal State). Ethiopian secondary students are expected among other things, to read at a reasonable speed and comprehension at least, at their level after learning as a subject starting from lower grade and after using it as medium of instruction. Because academic success in secondary and higher education, to large extents, depends mainly on the ability to read and understand in English. And students could study all subjects on the curriculum. Nuttal (1986) argues that reading is required in about 90% of the
work done in secondary and college subjects.

According to Atkins et al (1996), the secondary students have problems in reading, especially, in reading speed and comprehension even though the Ethiopian schools have such a program as a whole and the status of the English language in the country. In addition to these, scholars like Hailom (1993) observed that reading skills in general is inadequate in almost all the students joining higher education. In similar way, from his language teaching experiences in grade ninth classes, what the above mentioned scholars said regarding the students’ reading problems is still a problem for most Manasibu Secondary Schools Grade Ninth Students. But grade ninth students need to read a lot of materials in a good speed and comprehension.

A lot of studies with regard to reading in general have been done in and out of the country. As it can be seen from the studies, there can be a lot of factors that affect students’ reading in general at high school and college levels. For instance, Tamene (1992) conducted a survey of Addis Ababa University students’ level of reading comprehension, Abdu (1993) investigated grade 11 students reading preferences, and Girma (1994) investigated reading strategies, Mendida (1988) college students reading expected of them and the others. Hence, investigating why students are failing to read in speed with good comprehension is indispensable. Some researchers tested and experimented students’ reading speed and comprehension internationally. For instance, the most notable researchers are Shafer’s (1958), Hildreth’s (1958), Leuw’s (1965), Smith’s (1966), Augustine’s (1967), Boer and Dolman’s (1970), Wainwright’s (1977), Narayanasawa’s (1972), Hill’s (1981), Nuttall’s (1981), in Molla (1987).

These works have supported that high school students are low in their reading speed and comprehension. According to them, the average speed and comprehension of native speakers’ range between 300-600 W.P.M and 70-80% respectively. Nuttall (1986) also estimated that the average reading speed of secondary students be ranging between 120-150 W.P.M where English is used as a second language.

The related works have also done in local context. To the present researcher’s knowledge, one local research, Molla (1987), has conducted an experimental research on students’ reading speed and comprehension. His findings show us that his samples, Addis Ababa University Freshman students, are handicapped in their reading speed and comprehension. His findings show also that his samples read at an average of 96 W.P.M which is very low when compare to the above international (like of Nuttall) students. Yet, despite years of practice for many years in reading high school students find difficult in reading speed and comprehension.

The researcher of this study believes that one of the reasons why students fail to read in speed and comprehend is because of relatively little research in local settings on reading speed and comprehension. Research is cyclical. That is, when one research ends with its own objectives and research questions, the other research rises with new research objectives and research questions and findings. Therefore, there remains a need for further studies why students fail to read in a good speed and comprehension. And the researcher of this study aware one study on some factors that affect students’ reading speed and comprehension of Manasibu Secondary School grade nine students. The condition is so bad as the time is went that the students of this school cannot read in a good speed and comprehend even simple materials.

1.1. Objectives of the Study

In general term, the study wants to find out some factors that are affecting students’ reading speed and comprehension at high school level. Specifically, the study wants to identify some factors that are related to the students’, teachers’ and school that affect students’ reading speed and comprehension.

1.2. Research Questions

Research question acts as the forces behind the research to be conducted. This article designed to find out some factors affecting students’ reading speed and comprehension.

1) What are students’ related factors that are affecting students’ reading speed and comprehension?
2) What are teachers’ related factors that are affecting students’ reading speed and comprehension?
3) What are schools’ related factors that are affecting students’ reading speed and comprehension?

2. Literature Review

2.1. Reading Speed Defined

Reading is a complex mental process that involves many different skills. The most important skills that reading involves reading speed (Matsui & Noro, 2010). People read different materials for different purposes. Fraser (2007) said that reading different materials for different purposes requires different reading speed. Reading speed is as a rate at which readers cover a piece of printed matter (Nuttall, 1982).

These researchers defined reading speed in the same idea. According to them, reading speed is the ability to read words at a reasonable speed without affecting comprehension or understanding. The reason for reading speed is comprehension.

2.2. Comprehension Defined

The word comprehension is Latin word ‘comprehendere’ meaning ‘to grasp.’ Bell (2001) defined comprehension as grasping of meaning of several ideas that are grouped together. Comprehension is also defined as “....extracting the required information from the text effectively as possible (Greller, 1982: 16). Both are part and parcel of reading process. They are closely related to learning speed. They go hand in hand. This is why Nuttall (1982) says reading speed without understanding id valueless.

Smith further explained, “....comprehension must keep pace with speed in reading growth of adult.” Therefore, like
other skills in language teaching and learning, reading speed and comprehension should take into consideration in language learning.

Reading at an acceptable speed and comprehension play a great role in one’s life. In respect to this point, Leedy (1963), as cited in Molla (1987) says the following:

Reading, precise reading is a skill that will pay you big dividends throughout your life, the chances are that will effectively reading in school you will learn better grades with less efforts; and in latter life, you will find that the ability to read well will save you time and enable you generally more efficient in your work (p; 2).

2.3. Students Related Factors That Affect their Reading Speed and Comprehension

Learners success in improving reading speed and comprehension can be affected by either their own personal factors or by general factors. Nunan (1998) suggested the learners’ factors as: background knowledge, motivation, confidence, linguistic competence, cultural knowledge, and so on. The followings are some factors which hinder students’ reading speed from the students’ point of view.

Motivation is the key element in gaining positive attitude toward reading skills because motivated and interested students can values the skills (Nuttall, 1982; Wigfield & Guthries, 1983, in Simon, 2010: 1). Harmer (1983) described motivation as some kind of internal drive that encourages somebody to pursue a course of action. There are two main types of motivation. These are intrinsic and extrinsic motivation (p; 14). Intrinsic motivation is an inner drive that comes from personal interest, whereas, extrinsic motivation is when environment stimulates the person. Motivated students do well in the school.

Therefore, high school teachers can help students by setting up reading texts that are relevant to their cultural knowledge, appropriate language level.

Reading habit is a student reading habit that result from word-by-word reading. The followings are students’ bad reading habits that slowdown their reading speed and comprehension. Finger-Point and Head Movement, Regression, Speaking to Oneself

Regression is also a bad reading habit that slows down students reading speed and comprehension. It is going back and seeing again what already seen in the line or in the previous line (Richard et al, 1985). Richard et al stated that “......regression is the repetition of a syllabus, word, or phrase that already been read.” Efficient readers sometimes regress for some reasons: may be when finding difficult material, and examine critically idea of the writer or when they are of their of regress (knowledge). But poor readers make many unnecessary regressions.

Another reading habit that slow down students’ reading speed and comprehension is vocalizing. Vocalization is saying words to oneself (Nuttall, 1982). She also said that “Sub vocalization takes almost as long as reading aloud.” Speaking is saying word by word; but reading saying words in sense groups. In saying word by word it is difficult to improve reading speed and comprehension. Nuttall (1982: 37) “Sub vocalization takes almost as long as reading aloud.” Speaking is saying word by word; but reading saying words in sense groups. In saying word by word it is difficult to improve reading speed and comprehension.

2.4. Teachers Related Factors That Affect the Students’ Reading Speed and Comprehension

Teachers have an important role to play in the learners’ reading efficient improvement. McDonough and Shaw (1993), and Stern (1983) list teachers’ factors that affect students’ language learning. These include: attitude toward teaching the skills, beliefs about language teaching, and language teaching experiences, knowledge of subject matters, and language teaching methods.

Some teachers are lagging behind in their approach to teaching reading skills and comprehension. There are also cases when teachers fail to realize the presences of differences among students with regard to their style of learning. The effects are poor performance among students. Harmer (1991) depicted teachers as managers of knowledge, mediator of learning, disciplinarians, socialites, supervisors, examiners, leaders, organizers, resources and so on. Students must develop their own skills, but we as a teacher make them aware of reading. The skills students learned during their junior school may less efficient than they should be. In order to restore the skills they lost at the junior school, further guidance and training must be given. Nuttall explained that guiding students in or out-of-class reading as teachers’ responsibilities (1982).

Teaching reading is not only relying on the shoulder of the English teachers. The other subject school teachers should also be the teacher of reading skills. This is why Robinson (1975) has also strongly believes on this issue. He said that: Secondary school teachers do no usually consider themselves responsible for teaching reading or study strategies. They tend to feel that these abilities should be taught elsewhere, by someone else, subject teachers have been reluctant to assume responsibility for teaching the reading study skills characteristic area for several reasons (p; 3).

2.5. School Related Factors That Affect the Students’ Reading Speed and Comprehension

The school is an establishment where teaching of reading, learning of reading, liking to read, practicing reading, is carried out as part and parcel of the whole instructional understanding. All schools strive to equip their learners and their teachers with the skills of reading. However, all of them may not make their students succeed in improving reading. This may due to the wide discrepancy that exists between schools regarding the quality and quantity of the qualities and qualifications of teachers who teach reading. For instance, if the school trains the teachers by refreshment course, and if the schools have enough references with necessary equipments, the well trained teachers can influence the
improvement of students’ reading speed and comprehension. If the schools use different interested library books, qualified librarians can motivate and invite the students to read more outside the classroom. Reading skill is more of learnt and improved if the students find interested reading materials (Nuttall, 1982). The use of library for improvement of reading speed and comprehension is suggested by different researchers (Hedge, 1984; William, 1984).

3. Methodology

The descriptive survey method was employed on the assumption that it would help to reveal the current hampering factors that are affecting students’ reading speed and comprehension. It involves both qualitative and quantitative techniques. Descriptive survey method enables the researcher to gather information concerning the factors affect the facts obtained from respondents (Best, 1989).

3.1. Area and Subjects of the Study

The study was carried out in one government school in West Wallaga Zone, Oromia Regional State. The school is Manasibu Secondary and Preparatory School. This school was selected through purposive sampling based on its convenience (familiarity). The first reason to do this is the staff members are familiar to the researcher. Therefore, it is assumed to be suitable to make free classroom observations and to get required collaboration for the study. In addition to this, the school is where the researcher attended his secondary school in 1993-1997. The other reason is to the researcher’s knowledge so far not MA thesis has been done on the students’ reading problems in the school. In the selected school, Manasibu Secondary School, the target population of the study encompasses grade nine students and grade nine language teachers who teach English at grade nine levels in the school were the subjects of the study. There were about 1394 (809 males and 585 females) and 12 grade nine English teachers (10 males and 2 females). There were about 14 grade nine sections. Average class size is 100 students. They are randomly assigned. For this study, five sections were elicited as the sample population. From each section, 20 (twenty) students were received as the sample participation using simple random sampling. Thus, the total sample of students consisted of 100 for the questionnaires that represent 20% of the population. Out of 100 students, 8 students were selected for the interviews. Out of 12 grade nine English teachers, all of them were selected for questionnaires and out of 12 teachers who filled the questionnaires, 8 teachers were selected for classroom observation and interviews.

3.2. Sampling and Sampling Techniques

The procedures employed in selecting the students were as follows: The students’ roll numbers were first recorded on a piece of paper from their attendance sheet and lots were drawn to select 20 students from each section intended to include as population. This simple random sampling technique was, therefore, given equal chance for the entire population to be considered as representative sample of the study. Because it was costly and time consuming to include the whole population in this study.

Grade nine students from the school were the participants of the study. A purposive sampling techniques method was employed for selecting the grade level on which the study was to be carried out. They were selected because; these students are the first level in high school education. Therefore, the problems encountered at this level have a long lasting effect on their future achievement.

3.3. Instruments of Data Collection

Three different types of data collection instruments were used in this study. These are questionnaire, classroom observation and interview.

3.4. Methods of Data Analysis

A number of statistical tools have been developed by many scholars to measure different variables. Among various statistical techniques, in analyzing the findings of this study, frequency count and percentages were used so as to identify the factors affecting students’ reading speed and comprehension. A percentage was used in which respondents are examined in relation to individual responses. Interview and observation are going to be analyzed qualitatively. All the data are going to be analyzed manually. This means, the research is both qualitative and quantitative in nature.

4. Presentation Analysis of the Findings

As it has been explained in the previous chapter, the objective of this study was to identify some factors that affect students’ reading speed and comprehension that are related to the students, teachers and the school. Related data were, therefore, collected through questionnaires, interviews and observation checklists. Hence, this chapter deals with the analysis of the already collected data.

4.1. Presentation and Analysis of Data

This chapter attempts to present and analysis the collected data using the three data collecting tools. Thus, the data that are gathered through questionnaires are presented and analyzed using percentages and descriptive statements.

4.1.1. Analysis of Teachers’ Related Factors

I. Analyses of Students’ and Teachers’ Responses on Classroom Teachers’ Activities

Language teachers need to know the procedures of teaching reading during classroom reading (Nuttall, 1996) so that they actively play all their roles. To this effect, then part two of teachers’ and students’ questionnaires was designed to gather information on how the English teachers play their roles in teaching reading procedures. The responses obtained through fifteen-items on the teachers’ classroom activities
which have been tabulated in the table 2 show that the teachers did not play all their roles to improve the students’ reading speed and comprehension in the classroom reading. This is for the matter that some teachers did not tell the students to read the passage before reading it in the classroom, did not prepare their own pre-reading questions, did not use reading aids to facilitate the students’ reading, did not teach new and difficult vocabularies before reading the passages, did not guide the students to use previews of the texts, did not score the students’ reading speed and comprehension in the form of practice or in the form of grades.

Table 1a. Teachers’ Responses Regarding Teachers Classroom Activities.

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Very often</th>
<th>sometimes</th>
<th>Rarely</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher tells the students to read the passage before reading it in the classroom.</td>
<td>75%</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The teacher asks pre-reading questions when classroom reading.</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The students actively participate in pre-reading questions.</td>
<td>42%</td>
<td>58%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The teacher uses reading aids to facilitate the students’ reading.</td>
<td>25%</td>
<td>50%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The teacher teaches new items of vocabularies during classroom reading</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The teacher practices skimming and scanning during the classroom reading.</td>
<td>67%</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The teacher guides the students to use title, subtitles, heading, pictures etc clues when reading in the classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The teacher limits or times the students’ reading when reading in the classroom.</td>
<td>25%</td>
<td>58%</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The teacher scores the students’ reading speed and comprehension for practice or for grades.</td>
<td>17%</td>
<td>25%</td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The teacher over emphasized grammar than reading</td>
<td>36%</td>
<td>63%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The teacher sets the purpose for any reading text in the classroom.</td>
<td>75%</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1b. Students’ Responses Regarding Teachers Classroom Activities.

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Very often</th>
<th>sometimes</th>
<th>Rarely</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher tells the students to read the passage before reading it in the classroom.</td>
<td>75%</td>
<td>48%</td>
<td>7%</td>
<td>14%</td>
</tr>
<tr>
<td>2</td>
<td>The teacher tells pre-reading questions when classroom reading.</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The students actively participate in pre-reading questions.</td>
<td>69%</td>
<td>12%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The teacher uses reading aids to facilitate the students’ reading.</td>
<td>12%</td>
<td>88%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The teacher teaches new items of vocabularies during classroom reading</td>
<td>63%</td>
<td>37%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The teacher practices skimming and scanning during the classroom reading.</td>
<td>67%</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The teacher guides the students to use title, subtitles, heading, pictures etc clues when reading in the classroom</td>
<td>24%</td>
<td>53%</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td>8</td>
<td>The teacher limits or times the students’ reading when reading in the classroom.</td>
<td>19%</td>
<td>35%</td>
<td>27%</td>
<td>20%</td>
</tr>
<tr>
<td>9</td>
<td>The teacher scores the students’ reading speed and comprehension for practice or for grades.</td>
<td>3%</td>
<td>15%</td>
<td>35%</td>
<td>46%</td>
</tr>
<tr>
<td>10</td>
<td>The teacher over emphasized grammar than reading</td>
<td>26%</td>
<td>39%</td>
<td>25%</td>
<td>10%</td>
</tr>
<tr>
<td>11</td>
<td>The teacher sets the purpose for any reading text in the classroom.</td>
<td>18%</td>
<td>14%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In line with the above ideas, item 1 in table 1 was intended to analyze how often the teachers told the students to read the passage before reading it in the classroom. The findings of item 1 above are in consistent with Simon’s argument. The teacher-respondents said that they very often tell the students to read the passage before reading it in the classroom (75%), while (25%) of them responded ‘sometimes’. The students’ and teachers’ responses do not share similar views. This is why the majority of the student-respondents (47%) responded that their teacher only tell them sometimes to do so. On their part, 30%, 7% and 14% clarified very often, rarely, and never respectively. In the observation checklist for the statement ‘The teacher introduced the previously given passage’, none of the teacher did that, therefore, the observation checklists support the students’ responses.

For the statement ‘The teacher asks pre-reading questions’, all of the students’ and teachers’ samples (100%) responded that the teacher asked pre-reading questions. An attempt was also made to identify whether the teachers prepared their own pre-reading questions or not. Accordingly, all of the teachers depended on the questions written down on the students’ textbook. They did not prepare their own questions and the teachers only depend on those questions written down in the textbooks.

For the next item 4, only 5 (42%) of the teachers and 67 (69%) students said that the students were only sometimes actively participated in the pre-reading questions whereas, 7 (58%) of the teachers said that the students were rarely participated in the pre-reading activities.

The results reveal us that only very few of the students were actively participated in the pre-reading questions. The item 6 was concerned with how often the teachers used reading aids during reading lesson to facilitate the students’ reading or not. It is no doubt that reading aids can enhance the students’ reading speed and comprehension. Students should encouraged sharing their knowledge visually or in any diagram before reading the texts. This is a form of transferring information or knowledge. This, in another way, activates the students’ prior knowledge (Simon, 2010). Inline with this idea, half (50%) of the teacher-respondents used reading aids during classroom reading. 3 (25%) of them responded they used ‘sometimes’ and ‘never’ respectively. The students’ responses are nearly similar to teachers, nearly all 86 (88%) of them agreed up on that their teachers never
used reading aids, while about 12% responded ‘rarely’. The classroom observation checklists result also support the students’ responses that in all observation made, none of the teacher used reading aids in the classroom, or any equipment than text books.

Teaching new and difficult vocabularies which hinders the students’ reading speed and comprehension is one way of helping the students in the classroom reading. Having this in mind, item 5 tried to ask how often the teachers taught the difficult words when reading the passage. Accordingly, 36 (37%) of the student-respondents agreed that the teachers very often taught difficult words during the classroom reading. The rest 36 (37%) of the student-respondents reported that their teachers taught them only sometimes.

In similar way, those said very often or sometimes were asked to identify when the teachers taught difficult words. Accordingly, majority (75%) of the teachers and all of the students 97 (100%) responded that their teachers taught the difficult vocabularies after the reading passage is already completed; while about 5 (42%) said they taught difficult words before the reading passage already completed. The observation checklist result shared similar views with students’ and teachers’ responses, in that in all classroom reading observed, all of the teachers taught difficult and new vocabularies after the reading passage.

In connection with the frequency of teachers’ practice of skimming and scanning during the reading passage in classroom to practice reading speed and comprehension, table 1, item 6 indicates that 8 (67%) of the teacher-respondents agreed that they did very often skimming and scanning to practice reading speed and comprehension. The rest 4 (33%) of them responded that they only sometimes practiced students skimming and scanning during the classroom reading. However, more than half 49 (51%) of the student-respondents responded that their teachers only did skimming and scanning in the classroom. The rest 15%, 20%, and 14% responded very often; ‘rarely’ and ‘never’ respectively.

The next item 7 is aimed at checking the above item of questionnaires. This item was asked both the teachers and the students how frequently the teachers guided the students to use title, subtitles, headings, pictures, and other clues when classroom reading. Accordingly, the teachers responded similarly with the item 9 that they guided their students to use titles, subtitles, heading, and other clues during the passage reading in the classroom. In similar way, the students (53%) also said that their teachers only sometimes guided them to use the clues.

The observation note depicted that the teachers used only the title of the passage, but none of the teacher used the other clues to practice skimming and scanning. The rest 4 (33%) said ‘moderate’. However, in the same table and item, majority (53%) of student-respondents responded that the practical use of teachers' skimming and scanning to be found moderate, and about 28%, and 19% evaluated as fair and low respectively. The observation checklist result show that only some teachers were encouraged their students to practice skimming and scanning during classroom reading.

Timing reading by teachers or by students themselves is the very important in improving reading speed and comprehension. Majority (58%) of the teacher-respondents, and majority (35%) of the student-respondents agreed on the only sometimes that their teachers limited or timed their reading during classroom reading. The rest 20% of the student-samples responded that their teachers never timed or limited their reading during the classroom reading. During the classroom observation in the classroom reading, it was also observed that only some teachers limited or timed before start the reading.

The items 9, in the table 1a are almost similar, i.e. they were about scoring the students’ reading speed and comprehension in the form of grades or for practices. Some scholars commented that scoring students’ reading speed and comprehension for practice or for grades give the students confidence to press further reading that increase their speed and develop their comprehension.

In line with the above ideas, in the table 1 item 9, the results of the findings are, however, inconsistent with all the above ideas. Hence, majority (42%) of the teacher-respondents agreed that they rarely scored their students’ reading speed and comprehension for practice or for grades, while 2 (17%) of them said that they very often scored their students’ reading speed and comprehension.

In similar way, the students’ responses shared almost similar views, that is, majority 45 (46%) of them responded that their teachers never scored their reading for practice or for grades, while the next majority 34 (35%) said they scored rarely. The rest 3% and 15% responded ‘very often’ and ‘sometimes’ respectively. The observation checklist and the researcher’s secondary learning and teaching experiences support the idea that the high school teachers never scored the students’ reading speed and comprehension for practice or for grade in the classroom.

Item 10 was designed to gather information on the frequency of teachers overemphasizing of grammar than reading. Accordingly, majority 7 (63%) the teacher-respondents answered that they sometimes over emphasized on grammar than reading. The rest 4 (36%) of them said they very often over emphasize on grammar. In similar way, the student-respondents’ response was also support the teachers’ response. 39% of the student-respondents said that their teachers sometimes over emphasized on grammar than reading, While 25 (26%) of them responded ‘very often’. The rest 25%, and 10% of them clarified that their teachers rarely and never over emphasized on grammar than reading. In this item 14, the students’ and teachers’ responses are almost similar in that majority in both respondents agreed on the idea that their teachers sometimes give much emphasized on grammar and neglecting reading skills.

One of the most important activities in any reading is to have purpose for what is read that can help to adapt the reading based on the purposes. Inline with this, the item 15 in...
the same table is prepared to ask the students and teachers how often the teacher sets the purpose for reading in the classroom. Hence, about the three-fourth (75%) of the teacher-respondents agreed that they very often set the purpose for any reading in the classroom, whereas more than half (52%) of the student-respondents, in the same table and item agreed that their teachers only sometimes set the purpose for any reading in the classroom, while 16% of them said that their teachers very often set the purpose for reading. The rest 17% and 14% of the student-respondents said ‘rarely’ and ‘never’ respectively.

In the observation checklists depicted that most of the teachers did not say about the purpose of reading passage, for what they will do after reading the passage.

**II. Analyses of Students’ and Teachers’ Responses on whether the Teachers Training Students by Reading Speed and Comprehension**

<table>
<thead>
<tr>
<th>R.No</th>
<th>items</th>
<th>Teachers’ responses</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>F</td>
<td>P</td>
</tr>
<tr>
<td>1</td>
<td>Did the students had reading speed and comprehension courses at their elementary school?</td>
<td>-</td>
<td>-</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>Do you have reading speed and comprehension course or program now in English?</td>
<td>7</td>
<td>63%</td>
<td>4</td>
</tr>
</tbody>
</table>

**Table 2a. Teachers’ Responses on whether the Teachers are Training Students on Reading Speed and Comprehension.**

<table>
<thead>
<tr>
<th>R.No</th>
<th>items</th>
<th>Students’ response</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>F</td>
<td>P</td>
</tr>
<tr>
<td>1</td>
<td>Did the students had reading speed and comprehension courses at their elementary school?</td>
<td>12</td>
<td>12%</td>
<td>85</td>
</tr>
<tr>
<td>3</td>
<td>Do you have reading speed and comprehension course or program now in English?</td>
<td>31</td>
<td>32%</td>
<td>66</td>
</tr>
</tbody>
</table>

**Table 2b. Students’ Responses on whether the Teachers are Training Students on Reading Speed and Comprehension.**

Hence, in the table 2a and 2b, the item 1 and 2 concerned with whether their students had reading speed and comprehension courses at their junior school. Accordingly, all (100%) teacher-respondents, and nearly all (88%) student-respondents disagreed with the statement. Only 12% of the student-respondents agreed with the statements, they had reading speed and comprehension at their elementary school.

Item 2 was designed to identity whether secondary school teachers were training the students by reading improvement courses or not. Accordingly, majority of the teacher-respondents (63%) responded that they were training their students by reading speed and comprehension improvement courses. The rest 36% of them disagreed with the statement. However, the student-respondents responses in the same table, was different from the teachers’ idea, majority (68%) of them said that they had no such courses at secondary school. On their part, the rest (32%) responded that they had no the courses in the classroom. As was observed during the classroom reading, none of the teacher had such courses with the goal of improving the students’ reading speed and comprehension. Therefore, the finding revealed that lack of training on reading speed and comprehension made the secondary students not to read in speed and comprehend the reading.

**III. Analyses of Students’ and Teachers’ Response on whether the teachers Encourage the Students to read Out of the class.**

Table 3: Teachers’ and Students’ Responses on how often the Teachers Encourage the Students to read out-of-the-class

All (100%) of the teacher-respondents responded that they were very often encouraged their students to read outside the classroom, but in the item 2 on their encouragement, (67%) aim at improving the students’ academic purposes, not for reading improvement (16.5%). The rest 16.5% of them said the encouragement was aimed at improving the students’ reading ability. The teachers ‘responses are shared similar view with that of the students. This is why majority (46%) of the students-respondents responded that the teachers’ encouragement to read outside the classroom was aimed at improving the students’ academic improvements. The next large number of the students (40%) said, ‘for grammar improvement’. They were only 14% those said for reading improvement and neither of the student-respondents nor teachers said ‘for pleasure’.

The next item in the same table 3, item 3 was designed to identify how frequently the teachers encouraged the students to read in the library so as to improve their reading speed and comprehension at their free times. This is for the matter that half (50%) percent of the teacher-respondents reported that they very frequently encouraged their students to read in the library, while the same percent of the respondents said ‘sometimes’. However, the students’ tone and the observation checklists point of view did not support the teachers’ response. Majority (48%) of the student-respondents said that their teachers only sometimes encouraged them to read in the library. The next (43%) said ‘very often.’ The rest 6%, and 2% of the student-respondents said that their teachers encouraging them to read in the library rarely and never respectively.

Another finding in this study is the teachers rarely informed the students the books of the students’ interest in the library so that the students easily get and read them. Having this in mind, it is surprising that half (50%) of the teachers did not inform the books of students interest in the library, whereas 42% of them agreed that they sometimes inform the books they currently read in the library. In other
way, 8% of them said ‘very often’.

4.1.2. Analysis of Student Related Factors

1. Analysis of Students’ and Teachers’ Responses Regarding how students read in speed and comprehend when reading in a speed

II. Analysis of Students’ and Teachers’ Responses Regarding Attitudes Toward Reading

Table 3. Teachers’ and Students’ Responses.

<table>
<thead>
<tr>
<th>R. No</th>
<th>Items</th>
<th>Teachers’ response</th>
<th>Students’ response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Alternatives</td>
<td>Yes</td>
<td>F</td>
</tr>
<tr>
<td>1</td>
<td>Do the students like reading in English?</td>
<td>1</td>
<td>82%</td>
</tr>
<tr>
<td>2</td>
<td>Do the students like to read in the library?</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Do the students like to borrow library books at their home?</td>
<td>3</td>
<td>25%</td>
</tr>
<tr>
<td>4</td>
<td>Do the teachers like reading in English?</td>
<td>12</td>
<td>100%</td>
</tr>
<tr>
<td>5</td>
<td>Do the teachers like read in the library?</td>
<td>6</td>
<td>50%</td>
</tr>
<tr>
<td>6</td>
<td>Do the teachers like to borrow library books at home?</td>
<td>12</td>
<td>100%</td>
</tr>
<tr>
<td>7</td>
<td>Do other subjects teachers are the teachers of reading skills in the school?</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>Do the students have reading speed and comprehension programme with the goal to improve their reading speed and comprehension?</td>
<td>12</td>
<td>100%</td>
</tr>
</tbody>
</table>

The item 1-3 designed on students’ attitudes, and items 4-7, are prepared to identify the attitudes teachers have toward reading. All questions were asked both teachers and the students. In the item 1, for the ‘Do the students like reading?’ nearly all (92%) of the teachers and (92%) of the student-respondents said ‘no’ that the students do not like reading. Only the rest 8% of the teachers’ and student-respondents said ‘yes’, they agreed on the question. The next item 2 in the same table was designed to identity whether the students like to read in the library or not. Accordingly, all (100%) of the teacher-samples said the students do not like to read in the library, while 9 (50%) of the student-respondents disagreed also with the question. The left (49%) of the student-samples responded that they like to read in the library.

The subjects were also asked to identify whether the students like to borrow library books at their home. Borrowing library books to home enables the students to apply the strategies they learned in the classroom at their own pace. This, in another way, builds confidence in them. Have this in mind, and majority (75%) teacher-respondents said ‘no’ that the students do not like to borrow library books to read at home. However, majority (54%) of the student-respondents reported that they like to borrow library books to their home, while the left (46%) said ‘no’ that they do not like to borrow the books to their home.

All 12 (100%) of the teacher-samples responded that they like reading in English. However, majority (68%) of the student-samples said the teachers themselves do not like to read in English, while (32%) of them support teacher-respondents’ response.

For the next question, item 5 for ‘Do the teachers like to read in the library?’, half (50%) of the teachers, and majority (70%) of the students disagreed with question, whereas, half (50%) of the teachers’ samples, and (30%) of the student samples agreed with the question that the teacher like to read in the library. From the majority point of view, it is simple to say the teachers themselves do not like to read in the library.

The item 6 asked the subjects whether the teachers like to borrow library books to their home. Accordingly, all 12 (100%) of the teacher-subjects said ‘yes’ that they like to borrow library books to their home to read. However, nearly all (85%) of the student-subjects said ‘no’ that the teachers do not like to borrow the library books. The rest (12%) of them responded the teachers like to borrow library books to their home.

For item No 8 in the table 3 above, all (100%) of the teacher-respondents, and nearly all (92%) of the student-respondents disagreed with the statement that the students do not have such programme at their home. Only the rest 8% of the student-respondents disagreed also with the question. As to the time they spent on reading, for those who said ‘yes’, 5 (62%) of them reported that they spent two times a week to their programme. The left 3 (38%) of them spent an hour per week.

III. Analysis of Students’ and Teachers’ Responses on the students’ Bad Reading Habits

Table 4. Students’ and Teachers’ Responses on Some Students’ Bad Reading Habits.

<table>
<thead>
<tr>
<th>R.No</th>
<th>Items</th>
<th>Students’ responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Alternatives</td>
<td>Always</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
</tr>
<tr>
<td>1</td>
<td>Do you turn back and see the words you already read?</td>
<td>55</td>
</tr>
<tr>
<td>2</td>
<td>Do you pronounce aloud words you read?</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>Do you move your head and your lip when you read?</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>Do you try to point each word by finger?</td>
<td>43</td>
</tr>
<tr>
<td>5</td>
<td>Do you stop too long on a word?</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>Do you your teacher warns you not to do the above all bad reading Habits?</td>
<td>35</td>
</tr>
<tr>
<td>7</td>
<td>Do you consider the bad reading of your students?</td>
<td>6</td>
</tr>
</tbody>
</table>
Item 1 in table 4 was asked the students to report on how often they turn back and see the words already read. Majority of the students, 55 (57%) said that they always go back and see the words they already read. The other 36% have responded that they sometimes turn back and see the words they already read. Contradictingly, 2%, and 7% of the students turn back and see the words already they read respectively.

The findings reveal that more than half (57%) of the student-respondents are habituated to employ regression, the bad reading habit, that reduce the speed and comprehension in their reading. The observation checklists also support the above finding that some students tried to reverse their eyes to words previously they read.

Therefore, the subjects had better try to avoid regression while they read. To avoid the bad reading habits, more practice with easy materials is recommendable. On its part, item number 3 was asked to analyze how often the students pronounce aloud words when they read. In line with this, majority (38%) of the student-samples responded that they pronounce words aloud when they read. 23% on their part, said that they always pronounce words they read. To this contrarily, 19.5% of them responded that they rarely and never pronounce aloud words when they read.

From this anybody can generalize that most of the students pronounce aloud words they read. The observation checklists support the finding that some students speak aloud to themselves when reading. In other words, item No 4 was presented to find out how often students move their heads and lips when reading the text. For the matter 38% and 28% of the student-respondents reported that they move their heads and lips ‘sometimes’ and ‘always’ respectively. The rest 2% and 32% of the student-respondents responded that they ‘rarely’ and ‘never’ move their heads and lips respectively. Observation checklists also support that most of the students move their heads and lips during reading texts.

As far as finger pointing each word is concerned in this study, majority of the student-respondents (44%) they use finger-pointing when reading. On the other hand, 12% and 18% of them rarely and never used finger-pointing when they read. The great majority of the respondents (44% and 26% always and sometimes respectively) confirmed that they habitually use their fingers to point each word when they read. As it has been observed during classroom reading, some students used their finger when they were reading.

Item 5 was asked to analyze how often students stop too long on a word when reading. As one can infer from the students’ responses, 62% of them have clarified that they sometimes stop too long on a word when they read a text. In contrast to this, 18.5% have responded that they rarely stop too long on a word and 19.5% have revealed that they never stop too long on a word when reading. This finding from the majority shows that the subjects have experienced fixation when reading.

In order to identity how frequently teachers tell the students not to do the above bad reading habits. Hence, 36% of the student-samples responses to item No 6 indicate that their teachers rarely warn them not to do the bad reading habits. 20% of them responded ‘sometimes’. The rest 10% and 34% have said ‘always’ and ‘never’ respectively. In order to get sufficient and reliable information, the teachers were also asked the similar question how frequently they consider the students’ bad reading habits in classroom. Accordingly, about three-fourth, 67% of the teachers-samples responded that they very often consider their students’ bad reading habits and told them not to do the bad reading habits. The rest of them (33%) have said it is only sometimes that they tell to their students not to do the bad reading habits, and 25% of them responded ‘never’. To check whether the teachers consider bad reading habit or not, the observation checklists were included. The observation checklist supported the students’ responses that the teachers did not aware about students’ bad reading habits.

Table 5. Analysis of School Related Factors.

<table>
<thead>
<tr>
<th>R. No</th>
<th>Items</th>
<th>Alternatives</th>
<th>Students’ responses</th>
<th>Alternatives</th>
<th>Teachers’ responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>F</td>
<td>P</td>
</tr>
<tr>
<td>1</td>
<td>Average number of students per class</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Are there public libraries in your area?</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Do the school library is available at any time to read and borrow books?</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Do you have a chance of consulting the card catalogue in the library?</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Does the school provide enough English textbooks?</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>Do the text-books, magazines newspapers, hobby handbooks are suitable to involve in practicing reading speed and compression?</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>If you say yes for question No. 6 above, are they available in your library?</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>Does your school provide a necessary support in teaching and learning reading skills?</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>Do the teachers are participated in seminars or meeting prepared by the school?</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>12</td>
<td>Does your school have reading guidance program?</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
4.1.3. Analyses of School Related Factors

With respect to the class size, all respondents (100% of students’ and teachers’ respondents) agreed that average number of students in each class is greater than 90. For the question, “Are there public library in your areas?”, it is surprising that all respondents, both students and teachers, responded that there is no public library in their area or in Manasibu District in general. The third item was intended to collect information on the availability of the school library to read at any time they want to read or to practice reading. 100% of both the students’ and teachers’ respondents responded that the school library is not available at any time.

For the statement “Do you have a chance of consulting the card catalogue? it is surprising that all samples responded that there is no card catalogue in their school library.

It was also asked whether of magazines, news papers, hobby handbooks are or suitable to involve in reading speed and comprehension practices or not. Accordingly, 92% of the students, and all of teachers’ respondents mentioned that the above materials were not suitable to involve in reading speed and comprehension practice. For those who said ‘yes’ were asked to whether the materials are available in the school library. All of the students, 8 (8%) of them responded that the materials are available in the school library.

For the statement ‘Do your school provide enough English textbooks?’, 56/58% and 8 (67%) of students and teachers’ respondents respectively agreed that the school provided enough English Textbooks. To this contrarily, 41 (42%) of students and 4/33% of the teachers’ respondents said that the school provide them enough English textbooks. From the majority sound, it is simple to conclude that the school provided enough English textbooks. The provision of enough English textbooks is not enough to practice reading in the school.

As it has been pointed out in the review of related literature, schools have the essential role in teaching and learning of reading. Materials like enough textbook, library books /reference books, scheduling class for learning reading with payment for the teachers, notebooks for teachers, preparing different instructional materials like reading aids, comfortable places for learning read and practicing reading skills in classroom and out of classroom. These and other materials are only provided and fulfilled by the schools which are very important for reading speed and comprehension improvements. In line with this, the findings of this study indicate that the school had not offered the needed assistance for reading skills improvements. This is why 63% of the respondents agreed up on the statement and 37% students’ respondents disagreed with the statement. However, the teachers, responses are contradicting with students’ respondents. Accordingly, 74% of the respondents indicate that the school had not offered the necessary support in teaching reading skills, whereas the rest 25.33% said ‘no’.

For the next questionnaire, ‘Do your school have a reading guidance program? Regarding the reading guidance of the school all the students’ and teachers’ respondents (100%) agreed that the school had not have such program in the school. A number of scholars have confirmed that training teachers in teaching language skills contribute to promote effective language skills teaching. Lack of knowledge of teaching as skills which requires new roles and commitment reading speed and comprehension will be hampered seriously.

It is true that the participation of teachers in meeting or seminars etc by the school plays decisive role in upgrading the knowledge and skills of English language teachers. In line with this Table 5 item 10 shows that, 91.67% of the teachers had not got the opportunity to participate in the seminars regarding the teaching language skills in general and reading skills in particular. However, 8.33% of the teachers had got the chance to participate in seminars prepared by their schools concerning language skills teaching.

4.2. Analysis of the Students’ Related Factors

The teacher-respondents confirmed the following factors related to the students that affect students’ reading speed and comprehension. Almost all of the teachers said that:

1. Lack of reading culture. Most of the teachers reported that their students have no reading habits.
2. The academic background of the student is not well-founded in early classes or lower grades. Many of the teachers reported that the students lack prior knowledge. For instance, T5 said that, “They came to high school without any prior knowledge or reading ability.”
3. Attitudes of students toward reading. Some teachers reported that the students have negative attitude toward reading and do not like reading rather they like to learn grammar.
4. Lack of awareness toward the importance of reading speed and comprehension. Some teachers said that their students do not know the benefit of reading speed and comprehension.
5. Lack of interest in reading. Some teacher-respondents in open-ended clarified that their students get bored during classroom reading.
6. The students’ bad reading habits. Some of the respondents mentioned that fixations, regression, sub vocalization, and finger-pointing among bad reading habits that affect students’ reading speed and comprehension.
7. Using same speed for different purposes. Some of the teachers said that the students do not adapt their speed to the reading based on the level of difficulty and purposes.
8. Mother-tongue influence. Some of the respondents said the students use only Afan Oromo during group work in pre-reading comprehension questions in the classroom.
9. Incapable of the purposes of skimming and scanning. Some of the teachers reported that the students do not know the purpose of skimming and scanning.
10. Unable to attend the class regularly. Some teachers reported that some students absent from the regular class.
11. Unable to buy references. Some teachers reported that as the students came from poor families, they cannot buy additional interesting reference books.

4.2.2. Analysis of Teachers’ Related Factors
The subjects were also asked to list some factors related to the teachers that affect students’ reading speed and comprehension. Based on this, most of the teacher-respondents in the open-ended questions mentioned the following factors:
1. Lack of awareness on reading speed and comprehension. Majority of the teachers agreed that they did not test their students’ reading speed and comprehension, even their own.
2. Lack of interest in teaching reading skills. Most teachers reported that as their students uninterested in reading, they are also uninterested in reading.
3. Carelessness. Some of them reported that they do not bother for their students’ achievement.
4. Insufficient practice. Some of the teacher-respondents said that they did not practice students with some sort of interesting references.
5. Other subject teachers are not regarding themselves as the teacher of reading. Some teachers rewarded that the other subject teachers should reading teachers.
6. Lack of extra time to train students. Most of the teachers reported that they spent much of the time on writing Continuous Profession development (CPD).

4.2.3. Analysis of School Related Factors
The school related factors that were listed by the subjects in open-ended questions are as follows:
1. Problem of large class size.
2. Physical distance of the school from the center of the town. Most of the teachers said that the students do not read in the library, because of the distance of the school.
3. Lack of enough English text books.
4. Unavailability of seating in the library for both students and teachers.
5. The construction nature of the school library does not give sense.
6. Lack of qualified librarians. Majority of the teachers reported that the school librarians were not interested to welcome students to read in the library.
7. Lack of training by school how to teach reading speed and comprehension. Some teachers reported that they need the training on how to record the students’ progress on reading speed and comprehension.
8. Lack of school administrative support. All of the teachers said that the school did not pay for tutor and did not schedule to teach reading.
9. Lack of management. It was reported that some students misbehaved in the classroom.

4.2.4. Analyses of Interview Responses
As it has been pointed out in the chapter three, an interview was conducted with students and teachers to obtain further information which could either validate or refute the perception they revealed through questionnaires. Therefore, in this section an attempt is made to discuss briefly the findings of the interviews responses.

I. Analyses of Students’ and Teachers’ Interview that are related to roles of teachers in classroom reading

The interview with both students and teachers revealed some interesting findings which were even different from the ones obtained in the questionnaires on roles of teachers’ in classroom reading. For example, with regard to the purpose of reading being set by the teachers before reading the passage, 75% of (see table 1, item 15) of the teacher respondents responded that they very often set the purpose for any reading before reading it in the classroom. But this response does not seem to be in line with what they responded in the interview. In interview, majority of them reported that they did not always set all the purpose clearly, because of lack of times.

However, in order to check the validity of the responses of the teacher-samples, the same question was presented to the students, who majority of them said that the teacher did not give them clear purpose of the reading passage. The following extracts are taken from what the students said:

-----the teachers do not tell us for what and for why we read--

-----we do not know what kinds of exercise we will do--

-----after finishing the reading that we look the exercises at the end of the passages-------

If the students know the why reading, they do not give attention to irrelevant words or points. Two of the student-respondents reported that their reading speed and comprehension increase when they understand the purpose of the reading.

“I love reading; I am good reader when I understand what I am reading-------------

--------I lose my concentration when I am without purposes.

From the above extract there is evidence that if the students understand the purpose of the reading, they increase their reading speed and comprehension.

Concerning how often the teachers tell the students to read the passage at their home before reading it in the classroom, majority (75%) of the teacher–subjects responded they always tell the students to do it in responding the questionnaire (see table 1). However, the students’ responses did not support the teachers’ responses (see table 1, item 1).

The teachers’ responses in the interview result seems to be matching with students’ responses in answering the questionnaire (item 1), in which the teachers only told sometimes to the students read at their home before reading it in the classroom; because of the students’ discouragement.

------most of the time, the students are discouraged if I order them to read it before reading ----- in the class. For this reason, most of the time, I do not tell them to do so--

An observation from the above extract tell us that the teachers only sometimes tell the students to exposure to the textbooks before doing it in the classroom, because of the students are much of rely on the teachers. The students do not
encourage doing at their own pace.

With regard to pre-reading questions being asked by the teachers during the classroom reading, both students’ and teacher-respondents responded in the same ways. Accordingly, 75% of the teachers’ and 91% of the student-respondents agreed that the teachers only rely on the pre-reading questions written down in the text books (see table 1, Item 2 and 3).

However, in responding the interview questions, majority teachers agreed that they prepared their own pre-reading questions to motivate the students to share their ideas.
-----sometimes I made my students to interview each other about the topic --- invite them to share their prior knowledge

However, the observation checklists result and the students’ interview result do not support the above teachers’ interview result in an extract.

In answering how many of the students are actively participating in pre-reading questions, both students and teacher-respondents agreed upon the very few of them. In interview session, an attempt was made to ask why only very few of the students actively participated in the pre-reading questions. Accordingly, all teachers reported that the students were not actively participating in pre-reading questions, because of lack of language, and peer-pressure.
-----there is no a feeling of belongingness, --- students not respect and value each other -------

This shows that there is also when the relationships among students is discouraging and because of these students are not courageous to actively participate in pre-reading comprehension questions.

On the assumption that reading aids being used by the teachers during the classroom reading, in answering the questionnaire No 6 in table 1, half (50%) of the teachers’ and 88% of the student-respondents said ‘rarely’ and ‘never’ respectively. The interview question asked why the teachers do not use the reading aids or any equipment to activate the students’ prior knowledge. Almost all of the respondents talked about lack of time, lack of resources, and the vastness of the textbook did not permit them to use reading aids in the classroom.

“in the school, the vastness of the book, --- we run only to cover the text---- finishing the textbook is our responsibility. If we practice more---- we cannot complete the text-------
-----the text itself is quit bulky, and unmanageable to go with in a semester

Concerning when the teacher teach new items of vocabularies, it is surprising that all of the student-respondents and majority of the teacher-respondents responded that the teacher taught new items of vocabularies after the reading passage is already completed (see table 1, item 8). The same question was also presented to them during interview. Accordingly, their responses shared similar view with the responses in the questionnaire. Accordingly, the following extract is taken from the teachers’ interview responses:

“yes, most of the time, I teach difficult vocabularies after reading the passage in the context, but our students do not like to learn words in a context……
-----we [teachers] translate --- in to Afan Oromo

In similar way, all of the students also reported that their teachers taught the new words after the reading passage is already completed. The following extract was taken from the students’ interview responses:
-----we [students] learn new words after the reading passage.

......Most teachers translate the words in to Afan Oromo ---

The aims of teaching new items of vocabularies, according to sample teachers, to grow students’ word knowledge, not develop the students’ reading ability. Therefore, the teachers must taught new items of vocabularies that hinder the students’ reading speed and comprehension before reading the passage.

Concerning the frequency of teacher practice of skimming and scanning, the interview with teacher revealed different results. In answering the questionnaire, 67% of the student-respondents said ‘very often’ and ‘sometimes’ practice skimming and scanning during the classroom reading respectively. The finding from the observation and literature review suggest that the most teachers did not practice skimming and scanning before, or after reading the passage in the classroom. The following extract is taken from the teachers’ interview responses:

------of course, in our school, we do not have time because of overloaded period, sometimes I try to practice them with finding main ideas, supporting ideas,

This share the result of the finding of how often the teacher ask their own pre-reading questions supplement to those written down in the textbooks, the teachers only used the text-based pre-reading tasks (see table 1, item 3). Therefore, the teachers must prepare their own pre-reading questions to which the students are required to find out the answer from the text. Doing this, students practice skimming and scanning so as to read effectively when reading. In the same table, item 12 presented the result of the frequency of teachers’ limiting or timing students’ reading speed and comprehension in the classroom reading, which show that the teachers only sometimes limited or timed the passage during classroom reading (see table 1, item 12).

Whatever the frequency, an attempt made in the interview was asked the teachers the criteria of the limiting reading passage. Based on these points, two issues were raised. They reported that the two criteria of limiting the passage. The following extracts tell us the two criteria.

----first of all, I read it at home and time myself. Based on the time I read at home, I order the students to finish in that time……

The observation from the above two teachers’ sounds interviews the criteria teachers used where not reasonable. Concerning the scoring the reading passage for practice or for grades in the classroom, the majority (42%) of the teacher-respondents, and the majority (46%) the student-respondents that the teacher did not score the students’
reading speed and comprehension for practice or for grades (see table 1, item 13). Having this in mind, in answering the interview question two teachers rewarded the large class size. Six of the teacher-respondents reported that they had no such awareness before. The following extract is taken from the interview responses:

“of course, I did not score my students’ reading speed and comprehension for practice or for grades……

-----there is no such awareness [scoring students’ reading speed and comprehension] before-

On the assumption that whether the teachers teach all language skills equally or not, students and teachers were asked to express their views toward reading and grammar language skills equally or not, students and teachers were asked to express their views toward reading and grammar learning and teaching. Majority (63%) of the student-respondents and (39%) of the teacher-respondents agreed on the teachers’ over emphasize on grammar than reading (see table 1, item 14).

The information gathered through interviews tried to identity why teachers sometimes over emphasize on teaching and treating grammar than reading. Most of the teachers’ interview respondents responded that majority of their students like to learn grammar, many times they were asked by student to teach only grammar. The following extract is taken from the interview responses:

-----our students do not like reading skills, rather they like more of learning grammar…

The student-interview response seems to be similar with of teachers’. According to the majority of the students’ agreement, unless the teachers teach them grammar in details, they feel as if they did not learn anything. For instance, the following extract is taken from the students’ interview responses:

-----I do not participate in the classroom reading activities.

-----I only probe by learning grammar--

-----I feel as if I learn nothing and the lesson becomes boring during reading lesson……

The next items all the teachers’ and students’ interviewed were on the provision of the teachers interesting materials to the classroom and whether the teachers involved the students in selecting their own reading texts to bring and practice in the classroom. In answering the questionnaire, both students’ and teachers-samples strongly agreed that the teachers did not present out-side interesting reading texts (see table 5, Item 1). The information gathered through interview was very similar with questionnaire results.

The first student interview-respondents stated strongly that their teachers never bring their own or interesting extra reading text to be used in the classroom to practice reading speed and comprehension. The second two respondents said similar views. The followings are the two interview responses:

-----they [teachers] never bring the materials from outside -

-----the teachers do not ask us the books of our interest--

Six respondents emphasized that their teachers only bring non-textbook reading texts during final examination. The followings are taken from the two of the respondents; the others are very similar to these views.

----sometimes the teacher brings the passage to read in the classroom for grades --- not for practice ----

-----the teachers give us their own reading during mid, and final exams ----- 

All teachers were also asked whether they bring the outside interesting material texts to practice in the classroom or not. Accordingly, all teacher interviews respondents pointed out similar reasons. According to these teachers, choosing sort of books is difficult because of lack of time and the vastness of the English textbooks.

----concerning this [choosing a sort of books], I only bring during the examination-----

-----I only run to cover the textbooks-----

One of the interview respondents pointed out that the text book itself was enough to practice reading speed and comprehension in the classroom.

-----the textbook is enough for practicing in the classroom --

But good teachers ask the students the books of students’ interest to practice in the classroom. This is to motivate students’ further reading at their free times.

II. Interview Responses on Reasons for the Students’ Failure to Read in Speed and Comprehend

As it can be seen in the former table 4 item 1 and 2, the teacher-respondents and student-respondents agreed on that the students are very slow readers when compared to other international students. For this reason, the following extracts are teachers’ and students’ views for why the students failed to read in speed and comprehend what they read.

The first four teachers said the following sounds that they never measured their students’ reading speed and comprehension before.

......till today, I did not measured my students’ reading speed and comprehension....

......I have not evaluated the students' reading speed and comprehension, because it is not accustomed in our school....

......my students...cannot comprehend what they read...they bored reading.

......more words are for the students...

The other two interview respondents emphasized that there no reading culture in the society and lack of encouragement out of the school on reading.

......one reason for their [students'] failure is...we [teachers] do not..ask..to read out of the school.

......students are not motivated to read…no reading culture…reading habits at all...

The rest two respondents related to their carelessness. According to these teachers, some students are not bothering for their achievement, and they do not follow the regular classes. And also they emphasized the students' family background and elementary learning reading background.

......student did learn reading effectively at lower grades...

......majority of the students came from illiterate family...

......some students do not know what learning itself mean...

The same question was also presented to the interview sample students. All of them agreed that they were very slow readers, and tried to reason out some reasons for their failure.
Their responses are very similar; especially these were mentioned under students' attitudes toward reading. The following sounds are two of the students' interview responses:

....when I read, I got sleepy....
....after some times...reading is boring for me...

4.2.5. Analyses of Students' and Teachers' Interview on Students Related Factors

I. Students' Attitudes Toward Reading

As said earlier, the students' outlook for reading is critical determinant for effective improvement for their reading speed and comprehension.

On the very assumption that the students' and teachers' attitudes toward, they were asked to express the attitude they have toward reading. As it can be seen in the table 5, item 1-7, the students and teachers were asked whether they like reading in English, reading in the library, borrowing library books to their home, and whether the other subject teachers considered themselves as the teacher of reading or not. Majority of the teachers responded negatively item number 1, 2, 3, and 7, they responded positively item 4, 5, and 6. However, the end result of the interview revealed that the students and teachers do not like reading. The following was taken from the students' interview responses:

......I do not like reading in English, because the words are less than the words I do not know......

As said earlier (see table 1, item 1-4), most of the students do not like reading, rather they like grammar. "I like to read in Afan Oromo, but materials are not available even in Afan Oromo itself......."

As it has been pointed out in the review of related literature, there is reading ability transference, but this is only if the students applied what they read in their mother-tongue to the foreign language reading. However, according to the above extract, some students only read in their first language. An attempt gone to ask why the students do not apply in English language reading. Almost all of the respondents responded that the reference or reading texts are no available in the area, in the library; even there were no public libraries in the area. According to these students, some materials are available in English, which are out-dated, and old and only used for higher learning. Some students are underestimated themselves as they cannot improve their reading speed and comprehension.

The teachers' responses seem share the students' views. The following extract is taken from the teachers' interview responses:

......always they [students] cannot understand and enjoy it [reading]....... The teachers also underestimate their students. This is commonly happened to the majority of the teachers. Therefore, the teachers must try to improve their students through practice and advices. What I would like to comment here is that success first comes from texts that are suitable and well-devised to the students' level of competence, This, in turn, motivate to practice more, which leads to liking reading.

The student interview-samples were also asked why they do not like to read in the library. Based on this, their responses seem lack of recourses and the conditions of the library.

......I do not get what I want in the library.....
......the librarian does not welcomed us......
......seating arrangement, desks...are not comfortable.

The other reason why the students do not like to read in the library is, according to the student interview-respondents, the physical distance of the school from the center of the town.

The teachers teach what they themselves stand for. Students' learnt and affected by what their teachers excited and show the value they give over books. All of the students' interview responses said that their teachers do not show them the love they have for books. This can negatively influence the students' liking to read in their free times and in the library. In interviews, the teachers were also asked for why they do not like to read in the library. Accordingly, most of them responded that they were not interested in because of the nature and the bad conditions of the library. The following extract was taken from the teachers' interview responses:

......I am not interested to read...library because of bad library conditions like seating.....

Another concern in the interview was to check the validity of the students whether they had reading speed and comprehension program at their homes or not. They were asked to report their ideas. Accordingly, their answers in the questionnaires and the interviews were similar. In answering questions, nearly all (92%) of them reported that they had no such program at their home. In similar way, the following extract was taken from the students' interview responses:

......I never tried to read by programme at the home.....
......I have no such awareness..
......I did not see who read by programme at the home.....
......I have no time for reading.....

Concerning the bad reading habits, the students habituated doing the bad reading habits. For example, the following extract is taken from on interview student responses:.....mostly, I come back and see the words because I do not know a lots of words.

Some teachers also tried to mention what they observed in their classroom reading. Most of the students only sometimes that they considered the students' bad reading habits in the classroom.

II. Analyses of Students' and Teachers’ Interview Responses on Some School Related Factors that affect students' Reading Speed and Comprehension

The respondents in the interviews responses were asked whether the reading materials in the school library, library conditions, school support in teaching and learning reading skills, awareness the school toward reading are available in the school or not. All of the students and teachers interview respondents emphasized the negative influence of these factors in the school on the students’ reading speed and comprehension.
The teachers were also discussed that there was not reading guidance program or reading club in the school because of two reasons. These reasons were according to these teachers, are lack of the school's awareness and lack of budget. The following extracts are taken from the teacher interview responses:

......there is no minimedia club in the school on reading skills.....
......no seminar by the school on the awareness of reading......
......there are some clubs in the school, but no reading club.....

5. Conclusions of the Study

In general, this study correlates fairly well with the previous findings. According to the analyses made, the following major findings were obtained.

1. The finding in this study shows that the majority of teachers did not play their roles during classroom reading. The previous study revealed that students’ reading speed and comprehension improvement depend on the teachers’ role in classroom during reading. However, they expressed several reasons that prevented them from playing their roles in classroom reading. Among the reasons, the most prominent ones mentioned by the teachers were large class size, poor teaching facilities, lack of balance between portions to be covered and the limited time given, and lack of school emphasis on teachers training on reading speed and comprehension that help them to teach reading speed and comprehension.

2. On the other hand, the findings show that the teachers themselves made it clear that they did not train their students on the reading speed and comprehension improvement, and did not measure the students’ reading speed and comprehension. This was because of lack of awareness on reading speed and comprehension before. Thus, it is clear to conclude the school had no contributions in awaring the teachers.

3. The study also reveals that the majority of the students were very low in reading speed and comprehension. From this, the students reached the high school without some proficiency in the reading speed and comprehension at their junior school. The results of the study in another way clarified that the curriculum did not include the reading speed and comprehension courses in the students’ textbooks.

4. The results of the study show that the students are low readers and the quality of their understanding is also low. The study is evidence that much practice was not made by the students and the teachers did not train the students with interesting reading materials.

5. Teaching reading in classroom, according to the findings, is solely depended on the classroom reading. According to the finding, the teachers were only sometimes encouraging the students to read at their free times. Concerning the frequency of encouragement made by their free times, the result of the study confirmed that the majority of the teachers rarely encouraged and involved the students to prepare their own interest texts to facilitate the students’ reading speed and comprehension. Hence, it can be concluded that involvement of the students in selecting the text for reading the classroom so that the students will be motivated to read at their free times. However, the interview responses indicated lack of school contribution for extra practicing. The school did not pay or provide sufficient necessary support for extra practices.

6. Another important conclusion made concerns the type of reading texts teachers used to practice students in the classroom. As the review of research about reading revealed authentic reading materials are superior over others in encouraging and motivating the students to read in speed and comprehend. However, the findings of the study indicated that the reading texts presented by the teachers during classroom practice or during examination was not related with what learners know and familiar with in their society. This implies that the teachers were not aware of authentic reading materials on the improvement of students’ reading speed and comprehension.

7. The questionnaires, interviews and observation checklists revealed that both teachers and students were not readers. They did not like to read in English, in the library, and they did not like to borrow library books to their homes. This implies that the teachers themselves did not value reading. The findings also show that other subject teachers were not considering themselves as a teacher of reading. However, the students’ academic success in all subjects largely depends on the extent of the students’ reading ability in English. This also implies that the school was less oriented about reading ability of the students. The library books and library itself were not attractive to the students and to the teachers.

8. The findings on the necessary encouragement given by the teachers to students to improve their reading speed and comprehension shows that the teachers did not encourage their students to improve their reading speed and comprehension.

9. The students were not taking their own responsibility of their reading speed and comprehension improvement. This implies that the teachers did not encourage the students to read at their free times. The interview results also revealed that the students had not reading culture and are unaware of what reading itself mean. However, the teachers said that lack of appropriate reading texts in the school was one reason why the students could not read at their free times at their homes and in the library.

10. One great problem that affects the students’ reading speed and comprehension identified in this study was the students’ bad reading habits.

11. The findings revealed that there is lack of reading references, lack of awareness to reading. In general, the school did not make the students succeed in their reading ability. The study show that the condition of the library was bad, no card catalog available, lack of qualified librarians, lack of current and interesting books, the existing references
were out-dated, old, and not attractive even for the teachers.

12. Other school related problem identified using questionnaires and an interview was that the school did not have meeting on reading speed and comprehension awareness. Lack of such awareness lead to the teachers to use only a single method of teaching reading. For instance in interview, the teachers responded that their school had no such meetings on reading speed and comprehension awareness before. Furthermore, the necessary support the school provided was inadequate. The school library was not available at any time students wanted to read.

13. The findings also revealed that the students did not use appropriate reading strategies to facilitate their reading speed and comprehension. Thus, they did not contribute their opinion on the given texts, and did not use their prior knowledge before reading the texts. In addition to this, the teachers did not encourage and play their roles during the pre, while and post reading phases.

14. The research also identified that the school had no programme on reading skills with the aim to improve the students’ reading speed and comprehension in the form of club to motivate the students to read more and more in the school and out of the school.

Recommendations of the Study

1. From the data collected, it is noted that the teachers did not actively play their roles during classroom reading to motivate the students to improve their reading speed and comprehension in the classroom. Therefore, the English language teachers should play their crucial roles to improve their reading speed and comprehension during the classroom reading.

2. As it was concluded, the teachers were also not training the students to improve their reading speed and comprehension in the classroom. As a result, the teachers need to be aware of training students to improve the reading speed and comprehension is highly recommendable. Thus, it is good if the school informs the teachers and students the advantages of reading speed and comprehension.

3. To integrate the students’ prior knowledge the teachers should use reading aids, guide the students to preview the text before reading, and use effective oral questions. Moreover, reading materials those actively engage the students in practicing of reading have been found to be effective in motivating the students to use their prior knowledge in the classroom reading.

4. The next recommendation focuses on the criticism that the teachers themselves were not readers themselves in English and in the library. To be successful teachers of reading, the teachers should be a reader! Reader! Reader! to be a model of their students. For how often the teachers read in the library, she recommended that the teachers should always be in the library to aware their students to read in the library.

5. In order to avoid students’ bad reading habits the students do in reading, the teachers need to give a lot of practices with easy, leveled and interested. Training the students on bad reading habit improvement is also recommendable.

6. Another important point in encouraging students to read out-of-the class is by practicing them with simple, easy materials in the classroom. To do this, the school should pay and budget for the teachers to practice the students with more reading materials at their free times.

7. The materials teachers used should promote the students’ reading. It is possible, also, to ask the learners in what text they preferred, even in first language, then encouraging them to read in similar texts in foreign language. Based on their interests, the teacher can also aware the school to available the texts in the school and public libraries.

8. A lot of students in our country, those in the high schools believe that only their teachers are responsible for their reading ability improvement. Most of the students, according to the finding also, did not know even what does reading mean. Therefore, efforts should be made to raise the students’ awareness of what reading mean. The students on their part need to take their own responsibilities in improving their reading speed and comprehension. To do this, the teachers and the school should guide the students in taking their own responsibilities to their reading speed and comprehension improvement like how to test, score their reading and report their reading progress each day. For the time the students should spend in reading to their programme.

9. In order to avoid their bad reading habits they do in reading, the students should follow the teachers training and apply and practice. To involve the students in practicing more, the school libraries should make available to the students a range of interesting, authentic materials, and the school should arrange the schedule the students to read such materials.

10. According to the conclusions, the students’ reading speed and comprehension were affected by an unavailability of leisure reading materials in the school. The unavailability of those materials was, according to the findings, the school’s lack of budget. The following points were recommended to the problem. The school should have fund for the lack of interesting and recent texts in the library. Not only the school, the teachers themselves should have found some solutions to the problems by persuading the head master to allocate the funds to buy reference books, getting each student to buy or contribute money for one book, by organizing fund raising events with the help of the students, by appealing to local donors like firms, individuals, organizations, by asking local book sellers to provide some interesting reference books for the school.

11. Another important point to be suggested is something needs to be done to keep information flowing in to the school and reaching awareness to the ears, the eyes and the brain. To do this, the school together with teachers should form a reading programme in the school with the goal to create interest in students’ reading, enjoy reading develop confidence in students, good will of the school, good will to each other, to acquaint the students with the library, in
encouraging students to read and report their progress of each
day, evidence of progress made, to discover the students’
difficulties, steps taken to correct the students, in which
students and teachers share and inform the books they like,
they have at their homes, and so on.

12. The school need to aware and encourage other subject
teachers to be the teachers of reading in the school.

13. The school needs to have a regular or periodic meeting
on the improvement of reading speed and comprehension
teaching and implementing.

14. The curriculum should include reading speed and
comprehension courses in elementary and high school
English textbooks. These courses enable the students to read
in a good speed and comprehension at the high school.

15. Our final recommendation focuses on the inviting
further researches on the problem under the study. Reading
speed and comprehension are very important in general
learning and in ones life. It is apparent that both reading
speed and comprehension are affecting by different factors in
and out of the school. However, these factors are complicated
so there should be further studies in the area.

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