

**THE PRACTICE AND ASSESMENT OF TEACHING READING SKILLS:
BISHOFTU SECONDARY SCHOOLS GRADE 9 STUDENTS IN FOCUS**

M.A. THESIS

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HARAMAYA UNIVERSITY, HARAMAYA

**THE PRACTICE AND ASSESMENT OF TEACHING READING SKILLS:
BISHOFTU SECONDARY SCHOOLS GRADE 9 STUDENTS IN FOCUS**

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DEDICATION

This thesis is respectfully loyal to my parents, my father Mr. Garoma Tao and my mother Mrs. Alemitu Kinati, in acknowledgment of their permanent role in my life and in appreciation of the values and strength they have inspired in me.

STATEMENT OF THE AUTHOR

I confirm that this thesis is completely original, as indicated by my signature below. I have prepared,

Analyzed, and collected this thesis according to all technical and ethical academic ethics. Every academic reference used in the thesis has been properly cited.

This thesis meets the requirements for the Master of Arts in Teaching English as a Foreign Language (TEFL) degree at Haramaya University. Haramaya University placed Library and will be available to patrons according to the library's rules. I certify that no other academic institution has received this thesis for the purpose of awarding a degree, diploma, or certificate.

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ABBREVIATIONS AND ACRONYMS

EFL	English as a Foreign Language
MoE	Ministry of Education
SPSS	Statistical Package for the Social Sciences
USAID	United States Agency for International Development

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ABSTRACT

This study investigated the teaching and assessment of reading skills in Grade 9 English classrooms in government secondary schools in Bishoftu Town, where reading remains a cornerstone of academic achievement within Ethiopia's English-medium instructional context. Despite the recognized importance of the three-phase reading instruction model: pre-reading, while-reading, and post-reading, evidence shows persistent gaps between recommended practices and actual classroom implementation. The study aimed to examine teachers' instructional practices, explore the challenges they encounter, and analyze how they apply the stages of reading instruction. A mixed-methods approach, specifically an explanatory sequential design, was employed. Quantitative data were gathered from all 77 Grade 9 English teachers through a structured questionnaire, followed by qualitative data from semi-structured interviews and classroom observations involving five purposively selected teachers. Descriptive statistics were used to analyze the quantitative data, while thematic analysis guided the interpretation of qualitative findings, with methodological triangulation strengthening the validity and depth of the results. The findings revealed that reading instruction is largely dominated by while-reading and post-reading activities, including skimming, scanning, guided comprehension, summarizing, and whole-class discussions, whereas pre-reading strategies receive minimal attention. Teachers' use of learner-centered, interactive techniques and authentic reading materials was also limited. Major challenges identified include large class sizes, inadequate instructional resources, low student motivation and proficiency, and insufficient instructional time, all of which hinder the effective use of recommended reading practices. Assessment practices were found to rely predominantly on oral questioning and immediate feedback, with limited utilization of structured, continuous, or varied assessment techniques. The study concludes that reading instruction and assessment in Bishoftu Town are not fully aligned with established pedagogical frameworks, resulting in imbalanced instructional stages and restricted opportunities for students' comprehensive reading development. Accordingly, the study recommends strengthening access to reading materials, enhancing teachers' professional development, promoting balanced and interactive reading strategies, and integrating systematic formative assessment at classroom, school, and broader educational levels.

1. INTRODUCTION

This chapter presents the background of the study, the statement of the problem, the objectives of the study, research questions, the significance of the study, operational definition of key terms and its scope and delimitation.

1.1. Background of the Study

Reading is widely recognized as a fundamental component of academic success and personal growth. It involves more than decoding symbols; it requires active cognitive engagement, combining word recognition with comprehension strategies that draw on prior knowledge and contextual cues (Anderson, 2003; Beatrice, 2008). In foreign language contexts, reading becomes particularly challenging, as learners must navigate unfamiliar language structures while simultaneously constructing meaning, making it one of the most complex skills to master among the four language areas.

Globally, reading is considered critical for educational achievement and lifelong learning. Scholars such as Alderson (2000) and Grabe (2009) argue that reading opens access to knowledge across subjects and fosters higher-order thinking, problem-solving, and creativity.

In Ethiopia, the Ministry of Education (MoE, 2024) emphasizes reading as essential for academic performance and national development, particularly since English serves as the medium of instruction in secondary schools. Students who struggle with reading comprehension are disadvantaged not only in English but across other subject areas. Despite its importance, national and international reports indicate that many Ethiopian students continue to perform below expected reading proficiency levels (USAID, 2017; Mekonnen, 2005).

Reading Lessons often overemphasize the while-reading phase while giving limited attention to pre-reading activities, which help activate prior knowledge, or post-reading activities, which encourage reflection and critical thinking (Mulatu & Regassa, 2022). Resource limitations, such as a shortage of graded readers, newspapers, and digital tools, restrict students' exposure to authentic texts. Many teachers rely on translation, rote learning, and textbook-centered approaches due to limited training in modern, learner-centered strategies. Additional challenges include low learner motivation, restricted vocabulary, and cultural mismatches between texts and students' experiences.

From a theoretical perspective, effective reading instruction should be interactive, supportive, and learner-focused. Vygotsky's social constructivist theory highlights the teacher's role as a facilitator, guide, and source of feedback, promoting active social interaction in learning (Harmer, 2000). Practices in reading instruction include combining extensive and intensive reading, using collaborative strategies, and engaging with real-world materials, which enhance comprehension and motivation. (Desta Wendaferew & Abebe Damtew (2023)

Furthermore, recent advances in educational technology, including e-books and digital platforms, alongside student-centered techniques such as reciprocal teaching and literature circles, have demonstrated potential to enrich reading experiences.

Evidence from Ethiopian classrooms, however, indicates that these recommended practices are not consistently implemented. While teachers are generally aware of the three-phase reading approach (pre-reading, while-reading, post-reading), pre-reading activities receive limited attention, and collaborative strategies and authentic reading materials remain underutilized (Mulatu & Regassa, 2022; Alebel, 2020). Structural constraints, including crowded classrooms, insufficient resources, and limited instructional time, alongside learner-related issues such as low motivation and limited language proficiency, further hinder effective reading instruction (Mekonnen, 2005; USAID, 2017). Assessment practices are often restricted to oral questioning and immediate feedback, with little use of structured continuous assessments, peer evaluation, or formative assessment strategies (Abebe, 2012).

These observations reveal a clear gap between theoretical recommendations and actual classroom practices in Ethiopia. Although teachers may be aware of effective strategies for teaching and assessing reading, contextual limitations often prevent full implementation, leading to an imbalance in teaching and assessment practices. (Minwuyelet, 2020) To address these issues, a context-sensitive approach is needed that integrates structured teaching strategies, interactive and collaborative learning, adequate resources, and comprehensive assessment practices.

In the context of this study, the independent variables include the instructional practices, teaching strategies, and assessment methods used by Grade 9 English teachers. The dependent variable is the students' reading skills, which are influenced by these instructional and assessment practices. By examining both practices and challenges, the study aims to understand how teaching strategies and assessment approaches affect reading outcomes.

This study focuses on evaluating the practice and assessment of teaching reading skills in six government secondary schools in Bishoftu Town, with Grade 9 students in focus. The study specifically investigates the instructional practices employed by English teachers, the challenges they face, and how they assess students' reading abilities.

1.2. Statement of the Problem

Reading is a foundational skill for academic progress, especially in educational systems where students must learn through a second or foreign language. In Ethiopia, English serves as the medium of instruction beginning from upper primary and continuing through secondary school, making strong reading proficiency essential for students' success across subjects. Despite this importance, national and international reports indicate that many Ethiopian students face persistent challenges in reading comprehension, which are closely linked to the quality of reading instruction and assessment practices used in classrooms (USAID, 2017; Mekonnen, 2005).

To address these challenges, the Ethiopian Ministry of Education promotes a curriculum grounded in constructivist principles, encouraging teachers to implement student-centered and interactive reading instruction. This includes the structured use of pre-reading, while-reading, and post-reading phases; the use of authentic texts; vocabulary development; and continuous, formative assessment (MoE, 2024). In theory, these approaches are designed to enhance learners' engagement and support deeper comprehension.

However, research indicates that classroom practices do not fully align with these curriculum expectations. Empirical studies across different regions of Ethiopia show that teachers frequently rely on traditional approaches, such as translation, teacher-centered explanation, and textbook-driven routines. At the same time, key instructional practices—such as activating students' prior knowledge, guiding vocabulary development, promoting critical analysis, and using reflective post-reading tasks—are underutilized (Abebe, 2012; Alebel, 2020; Mulatu & Regassa, 2022). This gap between theory and practice is further widened by contextual constraints, including large class sizes, limited reading materials, inadequate teacher training, and insufficient use of formative assessment strategies (Wendaferew & Damtew, 2023).

Although several studies have examined reading instruction in Ethiopia, much of this research focuses on lower grade levels, general English language teaching challenges, or broader curriculum reforms (Mumed, Getachew, & Tadesse, 2024; Abebe, 2018; Kassaye, 2013). There is limited evidence specifically addressing how reading is taught in Grade 9 classrooms, how teachers implement instructional strategies, and what factors influence their assessment practices. In particular, the reading

instruction practices of Grade 9 English teachers in Bishoftu Town—an area experiencing rapid urbanization and educational expansion—remain largely unexplored.

Therefore, this study seeks to fill this gap by investigating the practices of teaching reading skills in six government secondary schools in Bishoftu Town, focusing on Grade 9 students. Specifically, it examines the instructional methods teachers employ, the challenges they encounter, and the assessment techniques they use in reading instruction. By providing context-specific evidence, the study aims to inform improvements in reading pedagogy and contribute to enhanced reading comprehension outcomes for students.

1.3. Objectives of the Study

1.3.1. General Objective

To investigate the overall practices, implementation, and challenges of teaching and assessing reading skills among Grade 9 English teachers in government secondary schools of Bishoftu Town.

1.3.2. Specific Objectives

The specific objectives of this study are:

1. To examine the instructional practices Grade 9 English teachers use in teaching reading skills in Bishoftu Town government secondary schools.
2. To identify the major challenges teachers face in teaching and assessing reading skills in these schools.
3. To investigate how teachers implement pre-reading, while-reading, and post-reading strategies and how they assess students' reading skills.

1.4. Research Questions

1. What instructional practices do Grade 9 English teachers use in teaching reading skills in Bishoftu Town government secondary schools?
2. What major challenges do teachers face in teaching and assessing reading skills in these schools?
3. How do teachers implement pre-reading, while-reading, and post-reading strategies, and how do they assess students' reading skills in their classrooms?

1.5. Significance of the Study

This study is significant because it contributes both theoretically and contextually to the understanding of reading instruction in Ethiopian secondary schools. It provides evidence on how Grade 9 English teachers' practices align with constructivist principles and curriculum expectations that emphasize pre-reading, while-reading, and post-reading strategies. By documenting actual classroom practices, challenges, and assessment methods, the study enriches the body of knowledge on EFL reading pedagogy and highlights the gap between recommended instructional approaches and existing realities in Ethiopian classrooms.

Practically, the study offers valuable understandings for multiple stakeholders. English teachers may use the findings to reflect on their instructional methods and better support students' reading comprehension. School leaders and department heads can draw on the results to guide professional development and resource allocation. Curriculum implementers and policymakers may also benefit from the context-specific evidence, enabling more informed decisions regarding training and support for teachers. Additionally, the study serves as a reference for future researchers by providing documented practices from Grade 9 classrooms in Bishoftu Town, which can be compared with other grades, schools, or regions.

1.6. Limitation of the study

Even though the study provides valuable insights into Grade 9 English reading instruction in government secondary schools of Bishoftu Town, it has some limitations. First, it relied primarily on teachers' perspectives, supplemented by classroom observations in selected lessons, providing illustrative evidence of teaching practices and student engagement. Second, practical constraints limited observations and data collection to selected classrooms and lessons. Third, the findings are locally grounded and may not be fully generalizable to other grades, or schools. Despite these limitations, the study offers locally grounded evidence that can inform instructional practices, highlight common challenges, and serve as a reference for future research.

2. LITERATURE REVIEW

2.1. Definition and Concept of Reading

Reading is a complex cognitive process. It helps individuals make sense of written texts. This process combines linguistic and cognitive skills to build meaning. Beatrice (2008) explains that reading includes both automatic and strategic processes. Fluent readers recognize words quickly and engage with the text to interpret and analyze its content.

This dual process shows that reading is not passive. It is an active interaction between the reader and the text. Moreover, reading involves building meaning through the connection of text, prior knowledge, and the reader's purpose (Harvey & Goudvis, 2007; Anderson, 2003). This view emphasizes the need to consider the reader's background, cognitive abilities, and the context in which reading takes place. For instance, students bring their experiences, vocabulary, and cultural understanding to the reading process, which shape their comprehension and interpretation.

In the context of English as a Foreign Language (EFL), these factors are especially important. Learners often face unfamiliar language structures in addition to understanding content. This situation requires focused and guided instruction. The cognitive processes involved in reading are often described as bottom-up and top-down approaches. Bottom-up processing includes decoding symbols and recognizing words. In contrast, top-down processing depends on context, prior knowledge, and predictive strategies to interpret meaning (Brown, 2001; Anderson, 2003).

Effective reading instruction combines both processes using interactive reading methods. This enables learners to decode text accurately and build meaning efficiently. This approach works well in EFL classrooms, where students need to develop decoding skills while also understanding complex language structures.

In Ethiopia, reading is viewed as a foundational skill crucial for academic success and lifelong learning. According to the Ethiopian Ministry of Education (2018), strong reading skills promote higher-order thinking, improve critical analysis, and help learners engage more effectively with different texts. Therefore, it is essential to examine the teaching practices of English teachers in Bishoftu Town for grade 9. This examination sheds light on how reading is taught, the methods used, and how effectively these practices help students become proficient and strategic readers. Balancing decoding skills with comprehension strategies is important for effective teaching. This balance supports students in developing fluency and a deep understanding, setting the stage for

success in all areas of learning.

2.2. Challenges of Teaching Reading Skills in EFL Classrooms

It can be hard to teach reading to people who speak English as a second language (EFL). This problem affects both the way teachers teach and how well students read. Mulatu and Regassa (2022) identify several principal issues in Ethiopian secondary schools.

Similar problems occur in EFL contexts worldwide, showing these issues are common (Grabe, 2009; Nation, 2009). One major issue is the lack of attention to the three stages of reading instruction: pre-reading, while-reading, and post-reading activities. Teachers often focus mainly on the while-reading stage, emphasizing decoding or reading aloud, while neglecting pre- and post-reading strategies. Pre-reading activities, like activating prior knowledge, introducing key vocabulary, and setting clear reading goals, are crucial for helping students understand texts (USAID, 2017).

Post-reading activities like summarizing, questioning, and reflecting on the text strengthen understanding and promote critical thinking. Skipping these steps limits students' ability to connect deeply with texts. This often leads to shallow comprehension and poor reading strategies. As the research studied by Anderson (2003) and Brown (2001) shows that effective reading instruction includes preparation and reflection, along with active reading.

A lack of resources creates extra challenges for EFL teachers. Many schools do not have enough reading materials, such as magazines, newspapers, novels, and graded readers. Without a variety of materials, students gain less exposure to different genres and language structures. This limits their chances to practice reading in meaningful contexts. Mulatu and Regassa (2022) note that limited access to engaging texts lowers students' motivation and interest in reading, which hurts their overall reading skills. Grabe and Stoller (2011) also pointed out that limited resources make it hard for teachers to use interactive and student-centered methods, which need diverse materials for understanding and engagement.

Another significant challenge is the limited training teachers receive in modern, research-based reading methods. Many educators have had little training in interactive or strategy-based reading techniques, making it harder for them to use effective teaching practices (USAID, 2017). Without proper professional development, teachers often stick to traditional methods like rote learning and direct translation instead of using scaffolding, guided reading, or collaborative techniques. As a

result, students find it difficult to develop the advanced skills needed for comprehension, analysis, and critical thinking in English. Alderson (2000) supports this by stating that teacher expertise in reading instruction is directly tied to students' reading success, especially in EFL settings.

Socio-cultural factors also significantly influence students' reading results. Learners' backgrounds, language exposure, attitudes toward education, and familiarity with English affect how they engage with texts. Students from homes or communities where English is rarely spoken often struggle to understand texts, leading to decreased confidence and motivation (Mulatu & Regassa, 2022). Additionally, cultural differences in understanding texts can impact comprehension, particularly when reading materials are not relevant or culturally appropriate. These factors highlight the need for culturally responsive teaching and materials that reflect students' experiences to boost reading engagement and understanding (Gay, 2010; Tadesse, 2018).

Another issue is the lack of emphasis on vocabulary teaching, which is vital for reading comprehension. Knowing vocabulary helps students understand texts, while unfamiliar words can hinder comprehension and lower reading fluency. However, many Ethiopian EFL classrooms provide very little explicit vocabulary teaching, expecting students to guess meanings without enough support (Jha, 2014).

This method can leave students unable to decode complex sentences, grasp subtle meanings, or critically engage with texts. Nation (2009) stresses that systematic vocabulary instruction is crucial for reading comprehension, particularly in EFL classrooms. As a result, even learners who can decode written words may still struggle to understand what they read. This highlights a deeper problem that needs focused attention. The main factor issues contributed may contribute include a lack of systematic focus on reading stages, limited resources, insufficient teacher training, socio-cultural barriers, and vocabulary gaps.

Together, these challenges keep students from developing strong reading skills. Research indicates that many Ethiopian secondary school students perform poorly in reading comprehension. They often find it difficult to answer even simple questions that check their understanding of texts (Jha, 2014).

2.3. Theoretical Framework

The theoretical foundation of this study is grounded in Vygotsky's Social Constructivism, which emphasizes learning as a socially mediated process shaped by interaction, language, and cultural tools (Vygotsky, 1978). According to this theory, learners actively construct knowledge through collaboration, guided participation, and engagement with peers and instructors. In the context of EFL classrooms, reading development is not only an individual cognitive activity but also a socially situated process where learners benefit from scaffolding, peer modeling, discussions, and interactive guidance.

Social Constructivism underscores the importance of teacher and peer support in helping students interpret texts, make inferences, and develop higher-order comprehension skills. Students' reading skills are enhanced when teachers provide structured guidance, model effective reading strategies, and create opportunities for collaborative learning. For example, think-aloud demonstrations, group discussions, and peer-assisted activities help learners internalize comprehension strategies while simultaneously engaging socially with the material.

Closely linked to this is the Socio-Cultural Theory, which highlights how learners' cultural backgrounds, prior knowledge, linguistic exposure, and social experiences influence comprehension and reading development (Mulatu & Regassa, 2022; Jha, 2014). In EFL settings, learners often encounter texts that may be linguistically and culturally unfamiliar. Socio-Cultural Theory emphasizes the need for context-sensitive instruction that connects reading tasks to students' prior experiences and social realities.

Overall, these theoretical perspectives provide a lens to understand how reading skills in EFL classrooms are developed through social interaction, scaffolding, and culturally responsive practices. They justify the focus on collaborative and interactive reading methods, emphasizing that effective instruction goes beyond individual decoding to include social, cognitive, and cultural dimensions of learning.

2.4. Conceptual Framework

The conceptual framework of this study illustrates the dynamic interaction of factors that influence reading instruction and outcomes in Grade 9 EFL classrooms in Bishoftu Town. It identifies four main components that shape reading teaching and learning:

Teaching Methods: This includes the use of interactive, guided, extensive, and intensive reading strategies, as well as explicit vocabulary instruction. Strategies such as pre-reading (activating background knowledge, predicting content, introducing key vocabulary), while-reading (guided reading, questioning, think-alouds), and post-reading (summarizing, reflection, discussion) form a structured instructional cycle that supports comprehension and engagement.

Teacher Expertise and Professional Development: Teachers' knowledge, experience, and training significantly influence their ability to implement effective reading strategies. Professional development ensures teachers are equipped with modern, research-based methods such as strategy-based instruction, reciprocal teaching, formative assessment, and scaffolded approaches.

Resource Availability: The presence of texts, graded readers, newspapers, novels, and digital tools enables teachers to apply interactive and student-centered strategies effectively. Limited resources constrain teachers' instructional options, potentially reducing students' exposure to varied reading materials and contexts.

Socio-Cultural Influences: Learners' linguistic backgrounds, home literacy environments, cultural knowledge, motivation, and attitudes affect engagement and comprehension. Instruction that is responsive to students' social and cultural contexts can improve motivation, understanding, and participation in reading activities.

These components interact dynamically. For instance, a highly skilled teacher may be limited by inadequate resources, or abundant resources may fail to improve outcomes if instruction is not interactive or scaffolded. This framework guides the study in examining three key areas: the teaching methods used by English teachers, the challenges they face in implementing effective reading instruction, and the assessment strategies applied to evaluate students' reading skills.

The conceptual framework highlights the importance of a holistic, context-sensitive approach to EFL reading instruction, where pedagogy, teacher expertise, resources, and learner context converge to enhance comprehension, fluency, and lifelong reading habits.

2.5. Strategies and Principles of Teaching Reading in EFL Classrooms

Teaching reading effectively in English as a Foreign Language setting requires a well-rounded approach and the approach should combine proven strategies, solid teaching practices, and an understanding of the learning environment. According to Mulatu and Regassa (2022), instruction should focus on the learner, be interactive, and respond to different student needs. This method goes beyond just teaching basic decoding skills. It encourages deeper understanding, boosts learner engagement, and helps develop lifelong reading habits.

2.5.1. Strategies for Teaching Reading

The literature used various strategies to improve reading skills in EFL classrooms. Pre-reading activities, such as activating background knowledge, predicting content, and introducing essential vocabulary, prepare learners to connect new material with what they already knew. This connection increases comprehension and motivation (Biancarosa & Snow, 2004). Studies in Ethiopia show that structured pre-reading activities improve students' learning outcomes (Mulatu & Regassa, 2022).

The other important techniques considered here is Guided and interactive reading methods like small-group work think-aloud demonstrations, questioning, and prediction provide support that enhances comprehension and engages learners. Visual tools such as story maps, timelines, and Venn diagrams help students organize their ideas and see the relationships between them (Kim & Hannafin, 2019). Moreover, extensive reading programs that encourage reading for pleasure significantly contribute to building fluency, expanding vocabulary, and maintaining motivation. **Access** to graded readers, novels, and newspapers lets students choose texts that align with their interests and proficiency levels, encouraging independent learning (Day & Bamford, 2018; Venkateswaran, 2009). Reciprocal teaching and collaborative activities, such literature circles and peer discussions, foster deeper understanding, critical thinking, and greater learner confidence (Palincsar & Brown, 2017).

Explicit vocabulary instruction also supports reading comprehension. Teaching methods like word-part analysis and using context clues help learners expand their vocabulary in meaningful ways (Beck, McKeown, & Kucan, 2013). The Digital resources like e-books and interactive apps offer engaging and personalized learning experiences. They make reading more accessible and motivating for learners (Chen & Hsu, 2020). On the other hand, reading aloud is still an important teaching method to shows fluent reading, improves listening skills, cares pronunciation, and demonstrates expressive interpretation of texts (Rasinski & Hoffman, 2016).

2.5.2. Principles of Effective Reading Instruction

Several teaching principles support effective reading instruction as well as specific strategies; reading should be realized as an active process where learners focus on creating meaning rather than just decoding symbols (Harmer, 2008). Motivation and enjoyment are other essential because students are more likely to build consistent reading habits when they genuinely like the texts they read (Gerry et al., 2012). Hopeful learners to guess content also boosts engagement and promotes active participation in reading. At the same time, tasks must be carefully matched with texts, taking into account genre, difficulty level, and teaching objectives.

Using reading materials effectively is the other important principles which Teachers should fully utilize texts by transforming them into chances for discussion, critical thinking, and thoughtful analysis (Harmer, 2008). Research from Ethiopia shows that applying these principles along with structured reading strategies leads to better understanding, vocabulary growth, and learner engagement. In particular, balancing intensive reading for detailed comprehension with extensive reading for fluency and enjoyment creates a well-rounded teaching model (Mulatu & Regassa, 2022; Tadesse, 2018; Ayele, 2020). These strategies and principles directly inform the first research question: "What teaching methods do English teachers use to improve reading skills?" By examining their use in secondary schools in Bishoftu Town, this research assesses both the effectiveness and suitability of current practices.

Moreover, considering broader principles like learner engagement, teaching platforms, and culturally responsive teaching provides more understanding of the challenges in reading instruction and the types of strategies needed to improve reading assessment in EFL settings. In conclusion, effective reading instruction requires combining evidence-based strategies with sound teaching principles while adapting them to the cultural and linguistic context of learners. In Ethiopian secondary schools, where students often encounter language barriers and limited resources, a holistic, interactive, and context-sensitive approach is most effective for enhancing comprehension, fluency, motivation, and lifelong reading habits (Mulatu & Regassa, 2022).

2.6. Reading Assessment in EFL Classrooms

Assessment of teaching reading skills in EFL setting offers valuable understandings into learners' Comprehension abilities, guides teaching decisions, and supports overall language development. However, in Ethiopian secondary schools, assessment practices often doesn't show applied in such way as Mekonnen (2005) noted that teachers mostly depend on oral questioning and basic comprehension checks. These methods mainly test literal understanding rather than higher-level

thinking. Consequently, they provide an incomplete picture of students' skills and contribute to weak reading proficiency. Also the issues addressed by, Mulatu and Regassa (2022) stress the need for systematic and varied assessment strategies.

Formative assessment techniques, like classroom observation, running records, comprehension checks, and think-aloud protocols, help teachers monitor learners' progress in real time. These approaches give immediate feedback, reveal learning gaps, and guide teaching adjustments. They also encourage metacognitive growth by making students more alert of their reading processes. Summative assessments, including standardized tests, end-of-unit evaluations, and comprehension exams, strengthen formative methods by measuring achievement at the end of a unit or term while aligning results with curriculum standards. However, Mulatu and Regassa (2022) warn, depending only on summative measures is not enough in EFL contexts, especially for students with varied linguistic backgrounds. A mix of formative and summative results offers a fuller and more reliable view of student progress.

Furthermore, self- and peer-assessment strategies are becoming important for promoting learner independence and critical thinking. When students assess their own or their peers' understanding, they gain self-regulation and take more responsibility for their learning. This matches findings by Boud and Falchikov (2019), which show that collaborative assessment practices boost engagement and independent learning. Portfolio- and project-based approaches further enhance assessment by letting teachers gather students' written responses, reflections, and projects over time. These practices are especially useful in Ethiopian EFL classrooms because they show gradual progress and allow learners to incorporate cultural and contextual knowledge into their work.

Technology-enhanced assessments are also gaining significance. Digital platforms, online quizzes, and interactive reading tools offer instant feedback, track performance, and adapt to different learner needs (Chen & Hsu, 2020). They also make assessment more engaging and accessible, particularly in resource-limited settings. However, significant challenges persist. Teachers deal with wide differences in student proficiency, limited instructional time, insufficient training in assessment methods, and restricted access to both print and digital resources (Mekonnen, 2005; Mulatu & Regassa, 2022). Cultural and linguistic issues further complicate assessment, especially when materials do not reflect students' experiences.

To tackle these challenges, a structured, context-sensitive, and student-centered approach is necessary. For secondary schools in Bishoftu, this means mixing formative and summative methods, adding self- and peer-assessment, integrating portfolios and projects, and using digital tools when possible. This approach not only offers a better understanding of students' reading skills but also helps pinpoint areas for improvement and supports the growth of independent, critical readers. Ultimately, enhancing assessment practices directly answers the study's third research question: *How do English teachers assess the reading skills of their students?* Recognizing and improving these practices is vital for boosting teaching quality, fostering student development, and raising reading outcomes in Ethiopian EFL contexts.

2.7. Recent Developments in EFL Reading Instruction

Recent trends in EFL reading instruction show a clear shift from traditional teacher-centered methods to more student-focused, strategy-based approaches. In the past, reading lessons often focused on oral reading, where students read aloud while teachers checked their pronunciation and fluency. Research has demonstrated that silent reading, combined with comprehension strategies, encourages deeper engagement with texts and helps develop reading fluency (Harvey & Goudvis, 2007). This change has been supported by strategy-based instruction, which teaches learners to predict, infer, question, and summarize. This approach allows them to actively construct meaning instead of just decoding text.

The use of technology and digital resources represents another important improvement in modern reading teaching. Digital platforms, e-books, and mobile learning tools offer interactive and flexible reading experiences that suit different learning styles and skill levels (Nuttall, 2005; Chen & Hsu, 2020). In Ethiopian EFL classrooms, recent studies have stated the potential of technology to enhance reading engagement and provide personalized learning opportunities (Mulatu & Regassa, 2022). For instance, the use of tablets, online reading platforms, and educational apps can supplement traditional textbooks, offering immediate feedback, adaptive exercises, and access to authentic materials that are otherwise unavailable in resource-limited settings. Another emerging trend is the emphasis on extensive reading programs that prioritize reading for pleasure and fluency alongside intensive reading for comprehension.

Encouraging learners to explore a wide variety of texts graded readers, newspapers, and culturally relevant literature enhances vocabulary, develops background knowledge, and fosters lifelong reading habits (Day & Bamford, 2018; Venkateswaran, 2009).

In Ethiopian secondary schools, such programs have been linked to improve reading motivation, higher engagement, and enhanced comprehension, particularly when teachers support student choices and provide guidance on text selection (Mulatu & Regassa, 2022). Student-centered approaches have become central to modern reading instruction. Techniques like reciprocal teaching, literature circles, and collaborative learning encourage student interaction, critical thinking, and thoughtful engagement with texts (Harmer, 2008; Gerry et al., 2012).

As studies in Ethiopia display that classroom with peer-led discussions, group problem-solving and supportive guidance often have higher comprehension levels and more positive attitudes toward reading (Mulatu & Regassa, 2022).

Another focus is emphasizing on critical thinking and culturally responsive teaching. Teachers should choose texts that reflect various cultural experiences and create activities that promote analysis, discussion, and reflection. This helps students connect reading materials to their lives, leading to better comprehension and engagement (Jha, 2014). Along with targeted vocabulary instruction, these strategies challenge comprehension issues and let students interact with more complex texts.

In addition to applying the Practices move toward learner-centered, holistic, and technology-enhanced reading instruction. They provide a standard for assessing current practices in secondary schools, including those in Bishoftu Town, where limited resources, insufficient teacher training, and a reliance on traditional methods can obstruct the use of new strategies.

2.8. Importance of Reading in Academic Achievement and Lifelong Learning

Reading is consistently described in the literature as a key skill for academic success and lifelong learning. Alderson (2000) explains that reading is not just a classroom requirement; it is the gateway for learners to access content across all subjects. In EFL contexts like Ethiopia, where English is the medium of instruction from secondary school onward, being good at reading is crucial for students. It helps them understand scientific texts, analyze historical documents, and engage with literary works. When students have weak reading skills, their performance in other subjects suffers. This shows the importance of reading across different fields (Grabe, 2009).

Additionally, research highlights that strong reading skills are linked to higher-order thinking skills. Anderson (2003) notes that good readers can interpret, evaluate, and synthesize information from various sources. These skills are essential for higher education and professional life. In this sense, reading goes beyond just decoding and understanding; it also involves using knowledge critically and creatively. The MoE (2018) supports this view, emphasizing reading as a key part of developing citizens who can contribute productively to national growth.

The lifelong feature of reading is vital as Day and Bamford (2018) show that students who develop early habits of widespread reading are more likely to remain engaged readers into adulthood. This results in better vocabulary, broader knowledge, and lasting intellectual curiosity. In EFL classrooms, encouraging these habits requires intentional teaching practices. These practices should

focus not only on comprehension skills but also on motivating students and making reading enjoyable (Palincsar & Brown, 2017). This is especially crucial in Ethiopia, where limited access to books and technology can restrict students' opportunities for independent learning. As the result, a key take-out from the research is that reading instruction should address immediate academic needs while also working to create independent, lifelong readers.

2.9. Contextual Relevance of Reading Instruction in Ethiopia and EFL Settings

Incase English is used as medium of instruction in secondary schools, making reading essential for success in all subjects. Having good reading skills support language development and help students understand complex material, analyze information, and think critically. However, a government effort to improve literacy and English education, research shows that the quality of teaching is still lacking. Many students enter higher education without strong reading skills (USAID, 2017).

Abebe (2012) found that interactive methods significantly boosted tenth-grade students' comprehension compared to traditional techniques, as local studies highlight ongoing challenges in teaching reading. Alebel (2020) noted that the limited use of pre-reading and post-reading activities reduced students' engagement with texts. Mekonnen (2005) pointed out that assessments often only focus on basic understanding, ignoring analytical and inferential skills. These matters recommend deeper problems, such as inadequate teacher training, lack of resources, and disconnect between curriculum goals and what happens in the classroom. Similar challenges occur in other African EFL settings. Large class sizes, few graded materials, and socio-cultural factors limit students' engagement with English texts (Jha, 2014; Biancarosa & Snow, 2004). To tackle these challenges, a well-rounded approach is needed that includes pre-reading, during reading, and post-reading activities. Interactive strategies like guided reading, reciprocal teaching, and collaborative learning—when tailored to students' levels and cultural backgrounds—have proven effective in improving comprehension and motivation (Mulatu & Regassa, 2022; Harmer, 2008).

It is also crucial to match assessments with teaching practices. Formative methods like peer and self-assessment, portfolios, and regular comprehension checks give valuable insights into students' progress and inform teaching decisions (Mekonnen, 2005; Mulatu & Regassa, 2022). Digital tools such as e-books, mobile apps, and online platforms can help expand access to real texts and address resource shortages (Chen & Hsu, 2020).

In general, effective reading instruction in Ethiopian secondary schools stresses a clear and context-aware framework. This framework should incorporate proven strategies, ongoing assessment, and suitable use of technology, while also tackling systemic issues like insufficient resources and teacher

training. This approach lays the groundwork for evaluating how grade 9 English teachers in Bishoftu Town secondary schools teach reading and finding ways to enhance their practices.

2.10. The Role of Motivation and Attitude in Reading Development

A central theme in EFL reading instruction is the role of learners' motivation and attitudes. Guthrie and Wigfield (2000) stated that motivation is a main factor in reading engagement and success. Motivated learners are more open to tackling challenging texts, using reading strategies effectively, and expanding their reading beyond the classroom. In other words, when students assumed reading as insignificant or too hard, their motivation drops. It implies to poorer performance and less engagement.

In Ethiopian secondary schools, motivation often suffers due to the lack of relevant reading materials and the focus on rote learning (Tadesse, 2018). Alebel (2020) points out that when texts do not connect with students' experiences and cultural backgrounds, they tend to disengage from reading. Culturally relevant teaching is important for maintaining motivation. Students engage more with texts that relate to their lives and values (Gay, 2010). Attitudes toward English as a foreign language also affect students' willingness to read. Jha (2014) notes that negative views of English as a "difficult subject" can prevent students from actively participating in reading tasks, especially if they lack confidence in their vocabulary and grammar. Teachers must create supportive environments that encourage taking risks, lower anxiety, and highlight reading as a meaningful and rewarding activity (Harmer, 2008). Strategies like cooperative reading, literature circles, and reading aloud can help foster positive attitudes by turning reading from an individual challenge into a shared, interactive experience (Mulatu & Regassa, 2022).

2.11. Teacher's Role and Professional Development in Reading Instruction

The literature regularly highlights the important role of teachers in shaping students' reading outcomes. Harmer (2000) argues that teachers are not just knowledge providers but also facilitators who create meaningful reading experiences, offer support, and demonstrate effective strategies. In the Ethiopian EFL context, where many learners mainly encounter English in the classroom, the teacher's role becomes even more vital. Mekonnen (2005) states that the degree to which teachers involve students in interactive pre-reading, during-reading, and post-reading activities directly affects learners' comprehension and motivation. Professional development is essential for helping teachers use modern reading methods. However, studies show that many Ethiopian teachers have limited access to ongoing training in reading instruction. USAID (2017) reported that professional

development opportunities are often inconsistent, leaving teachers reliant on outdated, teacher-centered methods.

This lack of exposure to research-based strategies prevents educators from using new practices like reciprocal teaching, strategy-based instruction, and formative assessment (Grabe & Stoller, 2011). Additionally, teachers' beliefs greatly affect their classroom practices. Borg (2003) noted that teachers' instructional choices are influenced not only by their training but also by their personal experiences, cultural values, and views on students' abilities. In Ethiopian classrooms, some teachers still focus on translation and rote memorization because they think students cannot engage with more interactive or independent approaches (Mulatu & Regassa, 2022). Changing these beliefs requires targeted professional development that blends theoretical knowledge with practical demonstrations, mentoring, and peer collaboration. By improving teachers' teaching skills and changing their beliefs about students' potential, professional development can play a key role in enhancing reading outcomes in EFL contexts.

3. RESEARCH METHODOLOGY

This chapter presents the methodological framework implemented for the study and explains the research design, research setting, population of the study, sampling techniques, data collection instruments, data collection procedures, and methods of data analysis, and as well ethical considerations observed during the study.

3.1. Research Approach

This study adopted a mixed-methods research approach, which combines both quantitative and qualitative data to achieve a more complete understanding of the research problem. As Creswell (2014) and Tashakkori & Teddlie (2010) explain, mixed-methods research allows scholars to draw on the strengths of both paradigms—quantitative data offer numerical trends and measurable patterns, while qualitative data provide deeper explanations, viewpoints, and contextual understanding.

In this study, the quantitative component helped capture the frequency, extent, and general patterns of reading instruction practices among Grade 9 English teachers through structured questionnaires. The qualitative component, which included interviews and classroom observations, offered detailed insights that clarified the meaning behind the numerical findings. Using both approaches compensated for the limitations of each method when used alone and strengthened the credibility, depth, and completeness of the overall findings.

3.2. Research Design

To operationalize the mixed-methods approach, the study employed an explanatory sequential design, a type of mixed-methods design where quantitative data are collected first, followed by qualitative data (Creswell & Plano Clark, 2011). In this design, the initial quantitative phase provides broad patterns, which are then further explored and explained in the qualitative phase.

In this research, the questionnaire results first revealed general trends in teachers' reading instruction practices. The follow-up qualitative phase, interviews and classroom observations, helped interpret these results by exploring the reasons behind the patterns, challenges teachers face, and how instructional strategies are implemented in real classroom settings. This sequential structure made the findings more robust because it connected quantitative trends with context-rich qualitative explanations, resulting in a clearer and more comprehensive understanding of how reading skills are taught in Bishoftu Town secondary schools.

3.3. Research Setting

The study was carried out in Bishoftu Town, involving six government secondary schools. These schools were selected because they represent the typical public secondary school environment in which English is taught as a foreign language (EFL). Focusing specifically on Grade 9 was appropriate, as this level marks an important stage in students' academic development where reading skills become increasingly essential for understanding subject content. The setting therefore provided a relevant and authentic context for examining how reading skills are taught and assessed within the EFL classroom.

3.4. Population of the Study

The population of the study consisted of all 77 English teachers teaching in the six government secondary schools in Bishoftu Town. Grade 9 teachers were of particular interest because this grade serves as a transition point in secondary education where students are expected to strengthen and apply reading skills more independently across subjects. Since English teachers are directly responsible for implementing reading instruction strategies, their practices, perceptions, and challenges were central to understanding the effectiveness of reading instruction in this context. Including the entire teacher population ensured that the study captured a comprehensive and representative picture of reading instruction practices in the town's secondary schools.

3.5. Sample Size and Sampling Technique

A census sampling technique was employed for the quantitative phase of the study. All 77 English teachers from the six government secondary schools in Bishoftu Town were included. A census was appropriate because the population size was small enough to allow the inclusion of every member without selecting a subset. This technique also minimizes sampling error and enhances the accuracy, completeness, and contextual generalizability of the findings since the results reflect the entire population under study (Kothari, 2004).

For the qualitative phase, five teachers were selected using purposive sampling. These participants were chosen based on criteria such as their questionnaire responses, years of experience, and ability to provide rich and diverse perspectives. Each selected teacher was observed in two separate lessons to capture actual instructional practices and to triangulate the data obtained from the interviews. The integration of multiple instruments—questionnaires, interviews, and classroom observations—strengthened the credibility, dependability, and validity of the findings through methodological triangulation (Denzin, 2012).

3.6. Data Collection Instruments

The study employed three data collection instruments: questionnaires, semi-structured interviews, and classroom observations to obtain a comprehensive understanding of the practices and assessment of reading instruction among Grade 9 English teachers in Bishoftu Town secondary schools. The questionnaire generated quantitative data on instructional practices and assessment methods, while the interviews provided deeper insights into teachers' perceptions and challenges. Classroom observations offered direct evidence of how reading lessons were implemented, particularly regarding pre-reading, while-reading, and post-reading strategies. The combined use of these instruments ensured methodological triangulation and enhanced the validity and richness of the findings.

3.6.1. Questionnaire

A structured questionnaire was administered to all 77 Grade 9 English teachers in the six government secondary schools. The instrument consisted of four sections: demographic information, instructional practices of teaching reading, challenges encountered, and assessment practices used in reading instruction.

Most items were rated on a five-point Likert scale, allowing for the generation of measurable and comparable data. Additionally, a few optional open-ended questions were included to give teachers the opportunity to express personal views or clarify their responses. This design enabled the identification of broad patterns in teaching reading skills while also capturing supplementary qualitative insights from teachers (Morrison, 2017).

3.6.2. Interview

Semi-structured interviews were conducted with five purposively selected English teachers from the participating schools. These teachers were chosen based on their questionnaire responses, experience, and ability to provide rich information. The interview guide focused on teachers' experiences, perceptions, and practices in teaching and assessing reading skills.

Semi-structured interviews were appropriate because they allowed flexibility to explore emerging themes while maintaining a clear focus on the core research questions. This method yielded detailed explanations that clarified and enriched the quantitative findings (Kvale & Brinkmann, 2009).

3.6.3. Classroom Observation

A structured classroom observation checklist was used to record instructional practices during two reading lessons for each of the five interviewed teachers, for a total of ten observed lessons. The

checklist focused on the three stages of reading instruction (pre-reading, while-reading, and post-reading) as well as teacher–student interaction, use of materials, and assessment techniques.

Observing actual lessons provided concrete and unbiased evidence of teaching practices and helped validate the self-reported data obtained from questionnaires and interviews (Wragg, 2011). This instrument was particularly important for documenting how reading instruction and assessment strategies were applied in real classroom settings.

3.7. Data Collection Procedures

Data collection followed the steps of an explanatory sequential mixed-methods design, beginning with quantitative data and progressing to qualitative inquiry. Prior to data collection, formal approval was secured from the university, the Bishoftu Town Education Bureau, and the six participating secondary schools. Participants were informed about the objectives, procedures, and ethical considerations of the study.

In the first phase, a structured questionnaire was administered to all 77 Grade 9 English teachers across the six schools. The questionnaire was distributed at different times based on teacher availability and generated broad, quantifiable information on instructional practices, challenges, and assessment methods.

Based on the questionnaire results, five teachers were purposefully selected for the qualitative phase. Semi-structured interviews were conducted to gather deeper explanations of their practices and challenges. Subsequently, classroom observations were carried out using a structured checklist during two reading lessons for each of the interviewed teachers. These observations provided firsthand evidence of how reading instruction was implemented and helped validate teachers' self-reported data.

The use of multiple data sources—questionnaires, interviews, and observations—ensured methodological triangulation, enhancing the credibility and depth of the study (Creswell, 2014).

3.8. Methods of Data Analysis

Both quantitative and qualitative analyses were used to address the research questions. Quantitative data from the questionnaires were coded and analyzed using SPSS. Descriptive statistics—frequencies, percentages, means, and standard deviations—were employed to summarize teachers' instructional practices, assessment methods, and challenges.

Qualitative data from interviews and observations were analyzed thematically following Braun and Clarke's (2006) procedures. The researcher coded relevant segments of text and organized them into themes that clarified, supported, or extended the quantitative findings.

Consistent with the explanatory sequential design, the two datasets were integrated during interpretation. The qualitative insights helped explain the statistical trends and provided a richer understanding of reading instruction in Grade 9 classrooms.

3.9. Validity and Reliability of the Study

To ensure the validity of the study, multiple strategies were used. Methodological triangulation, combining questionnaires, interviews, and classroom observations helped cross-verify the data and strengthen the accuracy of the findings. In addition, the instruments were developed based on established literature and reviewed by experts to enhance content validity.

The reliability of the study was supported through consistent procedures during data collection. The questionnaire included standardized items with a Likert scale to ensure uniform responses. Interview guides and observation checklists were applied systematically across all participants. Moreover, qualitative data were analyzed using clear coding procedures, which increased the dependability and consistency of interpretations.

3.10. Ethical Considerations

To protect the rights, dignity, and safety of the participants, this study followed accepted ethical standards. Letters of support were given to the administrators of the six secondary schools in Bishoftu Town after securing official approval from Haramaya University's School of Foreign Languages and Journalism. Teachers learned about the study's goals, methods, and importance before any data was collected, and participation was completely voluntary. Participants gave their consent and were assured they could withdraw at any time without any consequences.

Anonymity and confidentiality were carefully maintained. The identities of the teachers and schools were coded, and all information was used solely for research purposes. In line with international ethical standards outlined in the Belmont Report (1979), which include beneficence, justice, and respect for persons, the research process also adhered to principles of professional integrity, academic honesty, and respect for participants.

4. DATA ANALYSIS, INTERPRETATION AND DISCUSSION

This chapter shares the results of a study on teaching reading skills in Grade 9 English classes at six government secondary schools in Bishoftu Town. The findings are presented in two formats: quantitative data from a questionnaire filled out by 77 English teachers, and qualitative data from interviews with five teachers, along with classroom observations of three teachers, where each was observed during two lessons. First, we analyze the demographic characteristics of the participants to give context for understanding the results. All findings are organized based on the objectives and research questions of the study.

4.1. Demographic Characteristics of Respondents

Table 1: Demographic of English Teachers (N = 77)

Variable	Category	Frequency	Percent (%)
Sex	Male	68	88.3
	Female	9	11.7
Age	Under 25	4	5.2
	25–34	28	36.4
	35–44	29	37.7
	45 and above	16	20.8
Educational Qualification	Bachelor’s Degree	31	40.3
	Master’s Degree	46	59.7
Teaching Experience	1–5 years	5	6.5
	6–10 years	13	16.9
	11–15 years	20	26.0
	16 years and above	39	50.6

As shown in Table 1, most teachers are male (88.3%), with only 11.7% being female. This highlights a significant gender imbalance among English teachers in grade 9 at secondary schools in Bishoftu Town. Regarding age, the majority of respondents fell into the 35-44 years (37.7%) and 25-34 years (36.4%) categories, indicating that most teachers are in their early to mid-career stages. A smaller portion was 45 years and older (20.8%), while only 5.2% were under 25 years. This suggests that the teachers are generally experienced but come from various age groups. In terms of educational qualifications, a significant number of teachers held a Master’s degree (59.7%), while the remaining 40.3% had a Bachelor’s degree. This shows that these teachers are relatively well qualified, with postgraduate degrees being the norm rather than the exception. Regarding teaching experience, half of the teachers (50.6%) reported having 16 or more years of experience teaching English. Additionally, 26% had 11-15 years, 16.9% had 6-10 years, and only 6.5% had 1-5 years.

This distribution indicates that most teachers are highly experienced, with many years of professional engagement in English instruction. After discussing the demographic characteristics of the respondents, the next section presents the quantitative results of the questionnaire, starting with teachers' reported practices in teaching reading.

4.2.The Teaching practices English teachers used in teaching reading skills

Table 2: Teachers' Reported Use of Reading Strategies

Item Code	Description	SD%	D%	N%	A%	SA%	Mean	Std. Deviation
N1	I frequently use pre-reading activities to activate students' Background knowledge.	2 (2.6)	22 (28.6)	20 (26.0)	24 (31.2)	9 (11.7)	3.21	1.07
N2	I use while-reading activities (e.g., skimming, scanning) to enhance comprehension.	—	4 (5.2)	3 (3.9)	44 (57.1)	26 (33.8)	4.19	0.74
N3	I integrate post-reading activities (e.g., summarizing, discussion) in my lessons.	2 (2.6)	—	5 (6.5)	40 (51.9)	30 (39.0)	4.25	0.80
N4	I vary my reading strategies depending on the students' level and text type.	3 (3.9)	4 (5.2)	6 (7.8)	35 (45.5)	29 (37.7)	4.08	1.01
N5	I provide individual and group reading tasks regularly.	18 (23.4)	33 (42.9)	5 (6.5)	21 (27.3)	—	2.38	1.12
N6	I use authentic reading materials (newspapers, websites, etc.) in my classes.	27 (35.1)	41 (53.7)	8 (10.4)	1 (1.3)	—	1.78	0.68
N7	I encourage students to read outside the classroom.	3 (3.9)	—	3 (3.9)	31 (40.3)	40 (51.9)	4.36	0.89

Note. Response options: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree

Teachers use a structured three-phase approach to reading instruction, which includes pre-reading, while-reading, and post-reading activities. The focus varies at each stage. According to Table 2, teachers often encourage students to read outside the classroom ($M = 4.36$, $SD = 0.89$). Post-reading activities, like summarizing and discussing ($M = 4.25$, $SD = 0.80$), and while-reading strategies, such as skimming and scanning ($M = 4.19$, $SD = 0.74$), are also common. These findings suggest that teachers prioritize reinforcing understanding after reading, while also guiding comprehension during reading. There was moderate use of strategies adjusted for students' levels and text types ($M = 4.08$, $SD = 1.01$) and pre-reading activities aimed at activating background knowledge ($M = 3.21$, $SD = 1.07$). This indicates that these were used less often compared to while-reading and post-reading strategies.

In contrast, individual and group reading tasks ($M = 2.38$, $SD = 1.12$) and the use of authentic reading materials, like newspapers or websites ($M = 1.78$, $SD = 0.68$), were among the least used practices. This shows limited use of collaborative tasks and diverse texts in classroom instruction. Interviews confirmed these patterns. Teachers recognized the importance of each phase. They noted pre-reading activities as key for activating background knowledge and preparing students for texts. T1 said, —start with pre-reading, asking questions to connect with their background knowledge.‖ T3 mentioned that pre-reading questions help students anticipate the content. However, teachers acknowledged that they do not always apply these activities regularly.

During reading, teachers actively guided comprehension using techniques such as reading aloud, group reading, and paired activities to keep students engaged. T2 mentioned, —Sometimes I read aloud, sometimes they read in groups,‖ while T5 highlighted the use of pair activities to support understanding. Post-reading strategies, including summarizing and discussion, were widely seen as essential for comprehension, with T3 stating, —After reading, I usually ask them to summarize or answer comprehension questions,‖ a practice supported by several colleagues.

Classroom observations confirmed both the questionnaire results and interview findings. During lessons, there was more focus on while-reading and post-reading practices, where students engaged in skimming, scanning, and guided comprehension tasks. Techniques like summarizing and discussion were regularly used to improve understanding.

In contrast, pre-reading techniques were applied inconsistently. Some sessions included limited preparatory tasks, while others did not use them at all. Additionally, the use of supplemental materials outside the textbook and opportunities for collaborative reading were rarely seen. This suggests that reading tasks were mostly individual and text-specific. The combination of

questionnaire data, teacher interviews, and classroom observations shows that while English teachers follow a three-phase reading approach, they place more emphasis on while-reading and post-reading strategies than on pre-reading. Collaborative reading and authentic materials are used less consistently, indicating an uneven application of comprehensive reading instruction strategies.

4.3. Challenges English teachers Face in Teaching Reading

Table 3: Teachers' Reported Challenges in Teaching Reading Skills

Item Code	Description	SD%	D%	N%	A%	SA%	Mean	Std. Deviation
N8	Large class size limits my ability to teach reading effectively.	2 (2.6)	2 (2.6)	6 (7.8)	34 (44.2)	33 (42.9)	4.22	0.90
N9	Lack of adequate teaching materials affects my reading instruction.	–	4 (5.2)	4 (5.2)	41 (53.2)	28 (36.4)	4.21	0.77
N10	Students lack interest and motivation in reading lessons.	1 (1.3)	4 (5.2)	1 (1.3)	45 (58.4)	26 (33.8)	4.18	0.81
N11	Students' low language proficiency makes teaching reading difficult.	–	3 (3.9)	8 (10.4)	36 (46.8)	30 (39.0)	4.21	0.78
N12	I have limited training in teaching reading skills effectively.	27 (35.1)	40 (51.9)	7 (9.1)	2 (2.6)	1 (1.3)	1.83	0.80
N13	Time constraints within the curriculum hinder focused reading instruction.	1 (1.3)	28 (36.4)	8 (10.4)	38 (49.4)	2 (2.6)	3.16	1.00

Table 3 shows the main challenges teachers face when teaching reading skills. Among the items listed, large class size was identified as the biggest challenge ($M = 4.22$, $SD = 0.90$). Most teachers agreed or strongly agreed that it limits their ability to teach reading well. The lack of adequate teaching materials ($M = 4.21$, $SD = 0.77$), students' low language proficiency ($M = 4.21$, $SD = 0.77$), and students' lack of interest and motivation ($M = 4.18$, $SD = 0.81$) were also common difficulties. These results indicate that both teaching resources and student-related issues significantly impact reading instruction. In contrast, limited training in teaching reading skills received the lowest mean score ($M = 1.83$, $SD = 0.80$), showing that most teachers do not see inadequate training as a major problem.

Time constraints in the curriculum ($M = 3.16$, $SD = 1.00$) were reported as a moderate challenge. Nearly half of the teachers agreed that limited instructional time affects focused reading lessons. Overall, the findings show that teachers face several obstacles. Large class sizes, a lack of materials, and student-related issues seem to be the most pressing challenges in teaching reading. These quantitative results are backed by interview data, which provide a clearer view of how these challenges appear in practice.

Teachers pointed out that managing large classes makes it hard to give individual attention and teach effectively. T1 said, —The class size is too large. It makes it difficult to manage teaching reading lessons.‖ T3 and T4 also noted that overcrowded classrooms reduce opportunities for personalized guidance.

Insufficient teaching materials were highlighted as a significant concern. T2 reported, —We don't have enough books or authentic reading texts.‖ T3 and T5 shared similar feelings, reflecting the limitations created by scarce and uniform instructional resources.

Interviews revealed that low student motivation and interest are major issues. T3 explained, Students are not motivated to read. They find it boring.‖ T4 and T5 mentioned that learners show little engagement during reading activities. This lack of interest makes teaching more challenging, especially in classrooms where interactive or group tasks are rarely used.

One of the main challenges identified in the study is students' low level of language proficiency. Teachers reported that many learners do not have enough vocabulary to understand texts. This issue

hinders comprehension and forces teachers to simplify lessons or move at a slower pace. As a result, it limits the syllabus coverage and decreases the effectiveness of reading instruction. Time constraints were also noted as a significant barrier. Several teachers mentioned that the time set for

reading lessons is not enough, making it hard to implement pre-reading, while-reading, and post-reading strategies fully and meaningfully.

Evidence from classroom observations backed up these findings. Large class sizes made it tough for teachers to monitor and provide individual support, especially during reading tasks that needed personal attention. Low student motivation and limited engagement were also clear, particularly when interactive or varied activities were missing. The lack of teaching materials further restricted the range and quality of reading activities that could be done in the classroom.

As general, data collected through questionnaires, interviews, and classroom observations show that English teachers in Bishoftu face related challenges. These include students' weak language proficiency, insufficient time for lessons, overcrowded classrooms, low motivation, and limited resources. Together, these obstacles make teaching reading skills particularly challenging. Large class sizes, lack of materials, low student motivation, weak language skills, and limited time all make it hard to teach reading effectively and consistently. These challenges highlight how both student factors and classroom conditions affect reading instruction.

4.4. Assessment Practices of Students' Reading Skills

Table 4: Teachers' Reported Assessment Methods for Reading Skills

Item Code	Description	SD	D	N	A	SA	Mean	Std. Deviation
N14	I regularly assess my students' reading comprehension through written tests.	14	26	4	27	6	2.81	1.31
N15	I use oral questioning to check reading understanding.	–	3	5	36	33	4.29	0.76
N16	I provide feedback to students on their reading performance.	–	1	5	35	36	4.38	0.67
N17	I use continuous assessment (not just exams) to evaluate reading skills.	13	28	5	25	6	2.78	1.28
N18	I use peer or group evaluation during reading activities.	10	15	30	17	5	2.90	1.09

The data in Table 4 show that teachers use different assessment methods with varying frequency. The highest mean score was for providing feedback on students' reading performance ($M = 4.38$, $SD = 0.67$), closely followed by using oral questioning to check reading understanding ($M = 4.29$, $SD =$

0.76). This indicates that teachers prioritize immediate and interactive ways of assessing during or after reading activities. In contrast, more formal methods, like regular written tests ($M = 2.81$, $SD = 1.31$) and continuous assessment beyond exams ($M = 2.78$, $SD = 1.28$), were reported less often. Peer or group evaluation ($M = 2.90$, $SD = 1.09$) was also rare, showing that collaborative and structured forms of assessment are less common in classrooms.

Overall, the results reveal that teachers mainly rely on oral questioning and feedback. More systematic tools, such as written tests, continuous assessment, and peer evaluation, are used infrequently. The interview data confirmed and built on the quantitative findings. Oral questioning was marked as the main assessment method because it is practical, especially in large classes. T1 said, I usually ask oral questions after reading to check understanding,^{||} and T2, T3, and T5 mentioned similar practices, indicating their widespread use for assessing comprehension. Written tests and exams were discussed less often. T2 stated, —We sometimes give written tests, but not regularly,^{||} while T4 added that these tests are mostly for formal evaluations, indicating that written assessment occurs only occasionally.

Continuous assessment was also mentioned but usually done informally. T3 said, I consider Participation and classwork as part of assessment,^{||} and T4 noted monitoring engagement as an evaluative strategy, reflecting inconsistency and limited structure. Peer or group evaluation was rarely implemented. T5 commented, Sometimes I ask them to evaluate each other in group reading,^{||} showing that there are occasional attempts to involve students in self-assessment. Teachers further highlighted the absence of standardized **tools**. T2 stated, —There are no well-prepared assessment tools; we just depend on on questions.^{||} T1 shared this concern which teachers' dependence on practical methods rather than organized tools.

Classroom observations confirmed such points: Teachers frequently used oral questions and checks for understanding during or right after reading activities. They provided feedback on students' answers, offering immediate guidance. However, continuous assessment, structured written tests, and peer evaluation occurred rarely, suggesting a limited use of systematic assessment practices.

The combined data from surveys, interviews, and observations shows that of Bishoftu secondary schools English teachers mainly assess reading through oral questioning and feedback. They irregularly use written tests and informal ongoing assessments. Peer evaluation is rare, and the lack

of standardized assessment tools restricts the use of systematic methods for gauging students' reading skills. Consequently, teachers' assessment practices are largely interactive and immediate, influenced by classroom conditions and the limited availability of formal resources.

4.5. Discussion

Concerning teaching methods English secondary teachers use to reading skills, the study found that teachers followed a three-phase approach to reading instruction: pre-reading, while-reading, and post-reading. However, they focused more on while-reading and post-reading activities than on pre-reading strategies. While-reading activities like skimming, scanning, guided comprehension, and pair reading were consistently used. Post-reading activities, such as summarizing and discussing, were also common. In contrast, pre-reading activities, including activating prior knowledge and introducing key vocabulary, were less frequent. Authentic texts and collaborative reading tasks were rarely used.

These results align with earlier studies from Ethiopia (Mulatu & Regassa, 2022; Mekonnen, 2005), which showed that EFL teachers often concentrate on decoding and comprehension while overlooking preparatory strategies. International research (Anderson, 2003; Brown, 2001) also highlights the importance of pre-reading activities in getting students ready for deeper engagement with texts. The limited use of these strategies may reduce students' comprehension and critical thinking. The findings support Vygotsky's Social Constructivism and the Socio-Cultural Theory of Learning, which view reading as a socially shaped process developed through interaction, guidance, and support.

Teachers' use of guided comprehension, questioning, and feedback reflects support practices. However, the rare use of pre-reading and collaborative tasks indicates lost chances for students to create meaning together, interact with peers, and connect texts to their own experiences. Classroom issues, like large class sizes, lack of time, and resource shortages, may explain this uneven application. The findings also connect with teaching principles that emphasize structured reading instruction across pre-reading, while-reading, and post-reading stages. This includes guided practice, interactive questioning, and extensive reading (Williams, 1984; Hedge, 2000; Harmer, 2008). While teachers showed some awareness of these methods, their inconsistent use highlights a gap between what they know and their actual classroom practices.

The challenges English teachers face in teaching reading, the study identified several factors that affect instruction quality. Large class sizes were frequently mentioned, making it hard for teachers to offer individual support or use interactive strategies. A lack of teaching materials, especially authentic texts and diverse reading resources, further limited instruction. Teachers also cited low student motivation, weak language skills, and insufficient time as major difficulties. These challenges agree with earlier Ethiopian research (Mulatu & Regassa, 2022; Mekonnen, 2005) and international studies (Grabe, 2009; Nation, 2009), which show that structural issues like overcrowded classrooms and limited resources often weaken effective EFL teaching.

Although limited teacher training was mentioned less frequently, it may still be a factor, since resource shortages and tough classroom conditions hinder optimal instruction. Socio-cultural and linguistic issues, such as minimal English exposure outside of school, lack of familiarity with texts, and limited background knowledge, also impact comprehension. These findings support theories that stress the role of prior knowledge, context, and social interaction in learning. Teaching challenges are deeply connected. Structural issues, like class size and material shortages, combine with learner-related factors, like motivation and proficiency, forming significant barriers that affect teaching and reduce the use of research-based strategies.

The observations at how English teachers assess students' reading skills, and the findings showed that assessment practices mainly relied on oral questioning and immediate feedback during lessons? Some teachers occasionally used written tests and peer evaluations, but structured tools, portfolios, or project-based assessments were rare. This shows a preference for quick, practical, and interactive method that are easier to handle in large classes.

These findings match earlier studies from Ethiopia (Mekonnen, 2005; Mulatu & Regassa, 2022), which also found a strong dependence on oral questioning and simple comprehension checks instead of more in-depth strategies. In other ways, international literature (Boud & Falchikov, 2019) states the importance of formative assessment methods, including peer assessment and portfolio-based approaches. These methods help improve understanding, critical thinking, and student independence. The limited use of structured and varied assessment strategies in Bishoftu's Grade 9 classrooms seems to be related to local challenges like overfull classes, not enough instructional time, and a lack of resources. As a result, assessment remains mostly traditional and narrow, hindering its ability to fully support the growth of students' reading skills. From a theoretical standpoint, assessment practices tie into Social Constructivism, which stresses guided feedback and support.

While oral feedback aids comprehension, the rare use of collaborative or self-assessment reduces chances for students to track progress, think critically, and develop independent reading skills. Across all research questions, common patterns emerged: teachers understand structured reading instruction but struggle to implement it fully. While-reading and post-reading activities are common, but pre-reading and collaborative tasks are less frequently used. Assessment primarily relies on oral questioning, and challenges such as large class sizes, resource shortages, and low motivation hinder effective reading instruction.

These findings support both Ethiopian and international research and fit within theories that emphasize social interaction, support, and culturally responsive teaching. The study reveals a clear gap between teachers' knowledge and classroom practice, largely shaped by structural and learner-related challenges. Improving practice requires not only better teacher expertise but also enhanced resources, contextual adaptation, and more systematic assessment strategies.

5 . SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter provides a brief summary of the study, focusing on the actual practices of teaching and assessing reading skills among Grade 9 English teachers in Bishoftu Town government secondary schools. It highlights the key findings, draws conclusions based on the results, and offers recommendations for improvement. Limitations of the study and suggestions for further research are also included.

5.1. Summary of the Study

The purpose of this study was to examine the practices of teaching and assessing reading skills in Grade 9 English classrooms in government secondary schools of Bishoftu Town. The study focused on what teachers do in practice, the strategies they use, the challenges they face, and how they assess students' reading comprehension during actual instruction.

An explanatory sequential mixed-methods design was used. First, a questionnaire was administered to all 77 Grade 9 English teachers using a census sampling approach. Then, five teachers were purposively selected for interviews and classroom observations to gain deeper insights into their instructional practices. Data were collected through three tools: questionnaires, interviews, and structured classroom observations. Quantitative data were analyzed using descriptive statistics, while qualitative data were coded and analyzed thematically.

The findings reveal that teachers' reading instruction in Bishoftu secondary schools is dominated by while-reading and post-reading activities which include skimming, scanning, asking comprehension questions, summarizing, and guided discussion. However, pre-reading phase such as activating background knowledge, predicting content, introducing vocabulary, or setting purposes for reading—are used less frequently. As a result, students often begin reading tasks without adequate preparation or engagement.

The study also found that collaborative learning, interactive techniques, and the use of authentic reading materials are rarely practiced. Most teachers rely heavily on the textbook, teacher explanations, and whole-class questioning. Instruction tends to follow a more traditional, teacher-centered pattern rather than a process-oriented or strategy-based approach.

Teachers reported numerous challenges that limit effective reading instruction. These include large class sizes, limited teaching resources, insufficient training on reading pedagogy, low student

motivation, and weak English proficiency. Time constraints and the pressure to cover the textbook further reduce opportunities for interactive or student-centered reading activities.

Regarding assessment practices, teachers mainly depend on oral questioning and immediate feedback during lessons. Written assessments and exercises are used occasionally, but continuous, varied, and strategy-based assessment techniques such as checklists, portfolios, peer assessment, or structured formative assessment are rarely implemented. This indicates that reading assessment practices are not fully aligned with the expectations of the current curriculum.

In general, the findings show that although teachers are aware of different reading strategies, their actual classroom practices remain limited, mostly due to structural constraints and lack of adequate support. Consequently, reading instruction does not consistently follow the stages of pre-, while-, and post-reading that are recommended in the curriculum.

5.2. Conclusions

The study concludes that the teaching of reading skills in Grade 9 English classrooms in Bishoftu Town largely centered on activities carried out during the while-reading and post-reading stages of instruction. Teachers commonly engage students in tasks such as skimming, scanning, guided comprehension, summarizing, and whole-class discussion. Although these practices support basic comprehension, the pre-reading stage—which is essential for activating background knowledge, building vocabulary, and preparing students for meaningful engagement with a text—receives considerably less attention. This indicates that teachers’ instructional practices are not fully aligned with the recommended three-stage reading lesson structure.

The study further concludes that teachers make limited use of interactive and student-centered reading practices, such as group work, pair reading, collaborative problem-solving, or the use of authentic reading materials. Instruction therefore tends to remain highly teacher-centered, with fewer opportunities for learners to actively construct meaning or develop independent reading strategies.

Several significant challenges constrain effective reading instruction. Large class sizes prevent individualized support and reduce interaction. Shortages of instructional and supplementary reading materials further limit opportunities for extensive reading or varied classroom activities. Teachers also face low student proficiency and motivation, which makes it difficult to implement more advanced or interactive approaches. In addition, limited instructional time restricts the completeness of the reading lesson stages and encourages a focus on coverage rather than depth. These constraints collectively hinder the application of recommended practices and reduce the overall quality of reading instruction.

In relation to assessment, the study concludes that teachers primarily rely on oral questioning and immediate feedback during lessons. While these approaches provide quick checks of understanding, they do not constitute a comprehensive or systematic assessment of students’ reading abilities. Written tests are used occasionally, but continuous and varied assessment techniques—such as structured formative assessments, reading portfolios, peer evaluation, or extended reading tasks—are rarely implemented. As a result, students have limited opportunities to demonstrate their reading development across different skills and contexts. The findings therefore indicate that current assessment practices do not fully support the development of strategic, independent readers.

5.3. Recommendations

School administrators are encouraged to provide adequate instructional and supplementary reading resources that support effective classroom practice. Strengthening teacher support through continuous professional development, mentoring, and regular supervision—particularly those focusing on interactive pedagogy—is essential for improving instructional quality. Administrators should also implement practical strategies for managing large class sizes, such as organizing students into smaller reading groups to increase participation and engagement. In addition, promoting collaboration and resource sharing among schools can contribute to more consistent and effective instructional practices.

Teachers are advised to give balanced attention to pre-reading, while-reading, and post-reading activities, with particular emphasis on strategies that activate students' prior knowledge. Incorporating collaborative and authentic reading activities is important for fostering active engagement and meaningful learning experiences. Furthermore, teachers should diversify their assessment approaches by integrating oral questioning with structured continuous assessments, peer evaluation, and written tasks to more effectively monitor students' comprehension and participation.

For the Oromia Education Bureau, it is recommended that adequate resources be allocated to help schools improve access to quality reading materials. The Bureau should also organize training programs and workshops designed to equip teachers with learner-centered and contextually relevant reading strategies that align with current curriculum expectations.

At the national level, the Ministry of Education is encouraged to update and enforce assessment guidelines that give stronger emphasis to formative and continuous evaluation practices. Additionally, both pre-service and in-service teacher training programs should be strengthened to incorporate modern, research-informed approaches to the teaching and assessment of reading skills.

5.4. Limitations and Implications for Further Research work

The limitation study was narrowed to six government secondary schools in Bishoftu, which restricts the generalizability of its findings. In addition, the limited number of interviews and classroom observations, the reliance on self-reported teacher data, and the absence of students' perspectives constrained the breadth and depth of the analysis.

In the future, it will be important to explore students' perspectives on reading instruction to better understand how teaching practices affect their learning experiences. Further studies should also compare instructional methods across private and public schools, different grade levels, and varied educational settings.

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APENDEX- A

Questionnaire for Teachers

Dear Teachers,

The primary aim of this questionnaire is to gather data regarding the teaching methods employed by EFL teachers in instructing reading skills. Furthermore, this questionnaire seeks to identify the challenges that teachers face when delivering effective reading instruction. In addition, it aims to explore how reading skills are evaluated and assessed within the educational context.

Please note that the information collected will be used solely for academic research purposes, and I assure you that all responses will remain confidential and will not be shared with any third parties. Therefore, you are encouraged to answer all questions honestly and to the best of your ability. Thank you for your participation, as your insights are invaluable for enhancing reading instruction practices in secondary schools.

Direction: Underline the number of your choice.

Part 1: Demographic Information

- 1. Gender:**
 - 1) Male
 - 2) Female
- 2. Age:**
 - 1) Under 25
 - 2) 25–34
 - 3) 35–44
 - 4) 45 and above
- 3. Educational Qualification:**
 - 1) Diploma
 - 2) Bishoftu Townhelor’s Degree (BA/B.Ed)
 - 3) Master’s Degree (MA/M.Ed)
- 4. Years of Teaching Experience in English:**
 - 1) 1–5 years
 - 2) 6–10 years
 - 3) 11–15 years
 - 4) 16 years and above

General Direction: please read the statement under Part 2, 3 and 4, and put tick (✓) in the box
against each statement to indicate your level of agreement.

The scale: (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Part 2: Teaching Methods Used to Improve Reading Skills

No.	Statement	1	2	3	4	5
1	I frequently use pre-reading activities to activate students' Bishoftu Townkground knowledge.					
2	I use while-reading activities (e.g., skimming, scanning) to enhance comprehension.					
3	I integrate post-reading activities (e.g., summarizing, discussion) in my lessons.					
4	I vary my reading strategies depending on the students' level and text type.					
5	I provide individual and group reading tasks regularly.					
6	I use authentic reading materials (newspapers, websites, etc.) in my classes.					
7	I encourage students to read outside the classroom.					

Part 3: Challenges Faced in Teaching Reading Skills

No.	Statement	1	2	3	4	5
8	Large class size limits my ability to teach reading effectively.					
9	Lack of adequate teaching materials affects my reading instruction.					
10	Students lack interest and motivation in reading lessons.					
11	Students' low language proficiency makes teaching reading difficult.					
12	I have limited training in teaching reading skills effectively.					
13	Time constraints within the curriculum hinder focused reading instruction.					

Part 4: Assessment of Students' Reading Skills

No.	Statement	1	2	3	4	5
14	I regularly assess my students' reading comprehension through written tests.					
15	I use oral questioning to check reading understanding.					
16	I provide feedback to students on their reading performance.					
17	I use continuous assessment (not just exams) to evaluate reading skills.					
18	I use peer or group evaluation during reading activities.					

Section 5: Open-Ended Questions (if any)

19. What challenges do you personally face when teaching reading skills in your classes?

20. What do you suggest to improve the teaching of reading skills in your school?

APENDEX- B

Interview Guide for Teachers

Good morning! I am Mokonnen Garuma. Thank you for taking the time to participate in this interview. I am conducting a study on the practices of teaching reading skills in secondary schools, focusing on Grade 9. This interview is intended to gather your experiences and views on how reading is taught, the challenges you face, and how you assess your students' reading skills. Your responses will be kept confidential and used only for academic purposes. So, you are free to skip any question or stop the interview at any time. With your permission, I may take notes or record the interview to ensure accurate data collection. Shall we begin?"

1. Can you describe the typical approach you use to teach reading? Do you use pre-reading, while-reading, and post-reading activities?
2. What kind of reading materials do you usually use? Why?
3. Do you differentiate your reading instruction depending on student levels or reading purposes?
4. How often do you integrate group or pair reading activities?
5. What are the main challenges you face when teaching reading?
6. Do you think your teacher training has effectively prepared you to teach reading skills?
7. How do students typically respond to reading lessons?
8. How do you usually assess your students' reading skills?
9. Do you give feedback to students about their reading performance? If so, how often and in what form?
10. In your opinion, what could be done to improve the teaching and learning of reading skills in your school?
11. What kind of training, resources, or support would help you teach reading more effectively?

Thank you very much for your valuable insights.

APENDEX – C

Classroom Observation Checklist

Observer's Name: _____ Date: _____ School Name: _____
 Grade Level: **Grade 9** Class Size: _____ Duration of Lesson: _____

No.	Teaching Methods and Activities	Clearly observed	Partially observed	Not Observed	Not Applicable
1	The teacher introduces the reading topic using pre-reading activities.				
2	The teacher activates students' Background knowledge.				
3	Students are engaged in while-reading activities (e.g., skimming, scanning).				
4	The teacher guides students through reading comprehension tasks.				
5	Post-reading activities (e.g., summarizing, discussing meaning) are used.				
6	The teacher uses varied reading materials (textbook, additional texts).				
7	Reading tasks are conducted in pairs or groups.				
	Observed Challenge				
8	Students show signs of low motivation or engagement in reading activities.				
9	The teacher appears to struggle with managing a large class.				
10	Instruction is affected by lack of teaching materials/resources.				
11	Students seem to have difficulty understanding the reading text.				
	Observed Practice				
12	The teacher checks students' understanding during or after reading.				
13	Oral questions or comprehension checks are used during the lesson.				
14	The teacher gives feedback on students' reading responses.				
15	There is evidence of formative/continuous assessment (not just summative).				

- Any notable strengths or weaknesses observed:
