



WALLAGA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**TEACHERS' PERCEPTIONS AND CLASSROOM PRACTICES IN
USING READING TEXTS IN TEACHING ENGLISH LANGUAGE
READING SKILLS**

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MAY, 2026
NEKEMTE, ETHIOPIA



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READING TEXTS IN TEACHING ENGLISH LANGUAGE READING SKILLS**

**MA thesis submitted to the department of English Language and Literature In Partial
Fulfillment of the Requirements for the Degree of Masters of Art**

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**May, 2026
Nekemte, Ethiopia**



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**TITLE: TEACHERS' PERCEPTIONS AND CLASSROOM PRACTICES IN USING
READING TEXTS IN TEACHING ENGLISH LANGUAGE READING SKILLS:**

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STATEMENT OF THE AUTHOR

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ACKNOWLEDGEMENTS

First and foremost, my deepest gratitude extends to my advisor, Bultosa Mosissa (PhD), for his invaluable insights and comments which significantly enhanced this work. Next, I would like to gratefully acknowledge Ethiopian Ministry of Education (MOE) for providing financial sponsorship for my post graduate studies. My heartfelt thanks also go to my wife, Genat Fasil, whose unwavering support and insightful contributions proved invaluable. I am indebted to my mother and the rest of my family for their constant encouragement. Finally, I extend my appreciation to Kiltu kara Secondary School teachers, whose support made this research possible.

ABSTRACT

This study explores EFL teachers' perceptions of using diverse reading texts in teaching reading skills at Kiltukara Secondary School. Population of the study was Kiltu-Kara Secondary School EFL teachers, and participants of the study were sampled out using convenience sampling technique. Accordingly, four male and no female) teachers participated in the study. Data were gathered using interview and classroom observation. Employing a qualitative case study design, the research aimed to gain in-depth insights into how teachers' perceptions align with their classroom practices. Data were collected through semi-structured interviews and classroom observations, then analyzed using introspective thematic analysis. The findings revealed a noticeable disconnect between teachers' stated perceptions and their actual instructional practices. Although participants acknowledged the value of varied reading texts in enhancing student engagement and comprehension, they predominantly relied on limited text types due to curriculum demands, lack of resources, and insufficient professional development. The study recommends targeted in-service training and institutional support to bridge the gap between teachers' perceptions and their classroom practices. It also calls on curriculum designers to consider practical classroom realities to promote more effective reading instruction.

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CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

The way teachers see the world, how they interpret and make sense of their experiences, is fundamentally shaped by their perceptions. Kant (1781) argued that our perceptions are not simple reflections of an objective world, but are shaped by the inherent categories of the mind, leading individuals to interpret the world through unique cognitive lenses. This lens-like quality of perception is crucial when considering teacher practices in the classroom. As educators, teachers bring their own perceptions molded by their training, experiences, and belief systems to the task of teaching reading skills. Understanding the subjective nature of perception, its influence on instructional choices, and its potential impact on student learning is essential for crafting effective reading instruction.

Teachers' perceptions significantly shape their selection and using of reading texts in teaching reading skills. Teachers who view reading as primarily a skill-building exercise often prioritize texts based on readability levels and controlled vocabulary (Chall, 1983), favoring workbooks or leveled readers. Conversely, teachers who see reading as a meaning-making process tend to choose texts based on thematic relevance, literary merit, and potential for engaging critical discussion (Sipe, 2000), emphasizing authentic and challenging materials.

Teachers' perceptions are shaped by a multitude of interconnected factors. For example, personal experiences as students, previous teaching experiences, and interactions with colleagues significantly influence perceptions about effective teaching practices (Lortie, 1975). In addition, professional development, training, workshops, and ongoing professional learning opportunities can shape teachers' perceptions and enhance their understanding of effective pedagogy (Guskey, 2000). Moreover, Contextual factors like school culture, administrative support, available resources, and the characteristics of students within a classroom can all impact how teachers implement their beliefs (Darling and Hammond, 2000). Teachers' own values and philosophical perspectives on education inevitably influence how they approach teaching and interact with students. A strong understanding of the subject matter enables teachers to present information more effectively and adjust their teaching to meet diverse learning needs (Shulman, 1986).

Research demonstrates a strong link between teacher perception and student learning outcomes. Positive perceptions of teaching are associated with higher quality learning outcomes (Prosser & Trigwell, 1991). In addition, positive teacher expectations can positively influence student performance, whereas low expectations can negatively impact student motivation and achievement (Jussim & Harber, 2005). Teacher perceptions about teaching methods and their beliefs about effective pedagogy are also related to student learning outcomes (Hoy, 2000).

Teachers are expected to play their roles in order to satisfy the needs of their students and attain the primary objectives of lessons of reading skills. They need to create positive learning environments. That is why teachers have responsibilities more than imparting knowledge. Teaching includes helping learners to learn by themselves, to develop skills and perceptions, and to express ideas, feelings, opinions and experiences. The teacher is the powerful person in the classroom to make learning happen as Clark (1995) states. If so, to be effective in teaching, teachers must be competent and ready to devote their time, energy, and knowledge to help children learn the best. They need to have adequate knowledge in the subject they teach and the necessary skills to communicate the knowledge..

Teachers' perceptions influence text selection, instructional activities, and assessment. For instance, on text selection, teachers who prioritize skill-building tend to select texts based on readability levels and controlled vocabulary (e.g., Chall, 1983). In contrast, those emphasizing meaning-making and personal response might choose texts based on their thematic relevance, literary merit, and potential for engaging students in critical discussion and personal reflection (e.g., Sipe, 2000). A skills-based approach may involve repetitive drills, worksheets, and close reading exercises focusing on isolated skills. A meaning-focused approach may prioritize activities like collaborative discussions, literature circles, creative writing responses, and independent reading projects (e.g., Au, 1993). Assessment practices also reflect underlying perceptions. Skill-based approaches might rely heavily on standardized tests and quizzes focused on literal comprehension. Meaning-focused approaches might incorporate more authentic assessments such as student presentations, essays, creative projects, and portfolio assessments that evaluate students' deeper understanding and engagement with texts (e.g., Wiggins & McTighe, 2005). Accordingly, a balanced approach should be emphasized, but with a stronger focus on meaning-making, as it fosters deeper comprehension, critical thinking, and student engagement. While skill-building

provides essential foundations, meaning-making connects reading to students' lives and promotes long-term literacy development (Au, 1993; Sipe, 2000).

In addition, teachers' perceptions regarding using reading text is one of the most influential on what is done in the classroom and ultimately what students learn. Hall (2005) points out that what teachers do in the classroom is governed by what they perceive to work best and these perceptions often serve to act as filters through which instructional judgments and decisions are made. Johnson (1999), Grisham (2000) and Garner (1997) accentuate that teachers' perception becomes one of the most crucial factors as it directs their practices in class and contributes to how successfully they implement effective instructional strategies and activities in teaching and learning process. Additionally, teachers classroom practice is carried out to provide insights on how teachers integrate their perceptions with classroom practice in efforts to use reading text when they teach reading skills. Teaching reading skills is often the key focus or main element in teaching reading skills.

Above all, arguments made above clearly show that there is clear connection between teachers' perceptions in teaching and their teaching practices. The perceptions teachers have, as it has been argued earlier, influence their teaching material selections and their teaching practices. The question to be asked here, however, is that there is no adequate knowledge in connection to the extent to which their perceptions and practices align with the existing theories and practices of teaching in general and teaching reading skills in particular. Hence, this study was set to look into the nature of teachers' and practices in teaching reading skills.

1.2. Statement of the Problem

In the field of English as a Foreign Language (EFL) teaching, reading skills are one of the fundamental skills students are required to possess so that they become effective learners of the language itself and other taught subjects. Students' learning of all language skills in general and reading skills in particular, however, affected by various factors. The factors may become teacher related, students themselves related, curriculum related, education police related, and school and school environment related to mention some among which none of them can be neglected in endeavors of teaching and learning. Of these factors, many scholars (e.g., Marzano, 2007; Moore, 2000; Richards, 2001;) argue, teachers play the lions share in determining their students success in learning. Richards, for instance, has contended that "....it is teachers themselves who ultimately determine the success of a program. Good teachers can often compensate for deficiencies in the curriculum, the materials, or the

resources they make use of in their teaching.” (p. 209). This quote show that knowledge and skills teachers bring to the teaching material used in teaching language skills and techniques of teaching they bring to the classroom of the target language determines students learning. To this effect, knowledge in connection to teachers’ perceptions and practices of using reading texts in teaching reading skills and emanating from voices of the practitioners themselves is scarce.

Previous research has established the importance of reading in language learning and the need for effective instructional practices. While numerous studies have focused on general EFL teaching strategies, some have explored teachers' perceptions of reading texts (Farrell & Bennis , 2013). While it is acknowledged that teachers' perceptions impact their teaching strategies (Pajares, 1992), there is limited research on how these perceptions directly influence the use of reading texts in the classroom to enhance reading skills. Moreover, Farrell & Bennis (2013) have proved that exploring language teachers' perception is significant to clarify how teachers implement their perception in the classroom practices. However, there is a lack of research exploring the specific ways in which teachers incorporate reading texts into their classrooms to simultaneously enhance reading skills. International studies highlight varied perspectives on the use of reading texts. For example, Sakui and Gaies (2003) examined Japanese EFL teachers’ conceptualizations of teaching and found that instructional practices were often shaped by deep-rooted cultural and contextual factors. Al-Seghayer (2005), in the Saudi Arabian context, emphasized discrepancies between teachers’ stated perceptions and actual classroom practices in reading instruction. Similarly, Borg (2006) noted that teacher cognition in language teaching, while well-theorized, lacks sufficient empirical grounding concerning reading pedagogy. On a local level, research in Ethiopian EFL contexts has also identified similar gaps. Tesfaye (2018) and Melesse (2020) found that while teachers acknowledged the importance of reading texts in developing reading skills, their classroom practices often failed to reflect these perceptions due to challenges such as limited resources, lack of training, and rigid curriculum structures. Although Tesfaye (2018) and Melesse (2020) identified a mismatch between teachers’ perceptions and classroom practices, my study differs in its focus and scope. While the previous studies mainly highlighted the existence of the gap, this study specifically examines how reading texts are actually used in classrooms to teach particular reading skills through systematic classroom observation. In addition, the study is conducted in a different context

and provides updated, in-depth qualitative evidence that reveals the nature of teachers' classroom practices rather than relying mainly on reported perceptions.

Therefore, while the significance of teacher perceptions has been acknowledged in both global and local contexts, there remains a pressing need for in-depth investigation into how EFL teachers actually use reading texts in the classroom to support learners' reading skill development. This study seeks to address this gap by exploring EFL teachers' perceptions and classroom practices in integrating reading texts into English language instruction, with a particular focus on aligning beliefs with pedagogical action.

The specific research problem lies in the lack of clear understanding about the connection between teachers' perceptions and their actual classroom practices in using reading texts and in teaching reading skills. Furthermore, existing research lacks a focus on the specific ways in which teachers use reading texts to enhance students' reading skills. Generally, this research aims to contribute to the attempts made in providing insights with regard to the gap that exist in the understanding of how teachers' perceptions about using reading texts in teaching reading skills influence their choices of reading texts and classroom practices. Providing descriptions about the topic under the study, the research will provide invaluable insights for improving teacher education, professional development, and ultimately, students' learning outcomes.

1.3. Objective of the Study

1.3.1. General Objective

The general objective of this study is to describe teachers' perceptions and practices about using reading texts in teaching reading skills of the target language.

1.3.2. Specific Objectives

The specific objectives of this study are to:

1. Identify teachers' perception in connection to using reading texts in teaching reading skills;
2. Find out teachers' practices of using reading texts in teaching reading skills;
3. Look into the connection or the disparity between teachers' perceptions about using reading texts in teaching reading skills and their actual practices

1.4. Significance of the study

Many parties may benefit from the findings of this study. This research provides a crucial stepping stone towards achieving better reading outcomes in Kiltukara classrooms. It provides valuable insights that can inform initiatives aimed at empowering teachers, enhancing resources, and fostering a love of reading in students' minds. By delving into the perceptions and practices of teachers, the study provides valuable insights that can inform policy, curriculum development, and teacher training initiatives. Moreover, the study sheds light on the gap between teachers' ideal perceptions of reading instruction and the constraints they face in their classroom practices. This understanding is crucial for providing teachers with the support they need to bridge this gap and implement more effective reading practices. By identifying common challenges and areas where teachers require additional guidance, the research can inform the development of targeted professional development programs tailored to the specific needs of Kiltukara teachers. This means, it serves as a basis for classroom teacher to evaluate his/her methods of teaching reading skill using reading texts

In addition, the study can inform efforts to revise and adapt the Ethiopian English curriculum, making it more flexible and inclusive, allowing teachers greater freedom to integrate diverse texts and engaging activities. By highlighting the need for richer and more diverse reading materials, the research can contribute to efforts to expand school libraries and provide teachers with access to a wider range of texts that cater to diverse reading levels and interests. Moreover, the study is hoped to provide possible future researchers with some insights into the area. For the students, because of the application of an appropriate reading approach, this study may help students obtain appropriate teaching that maximize their language skills learning. Writers of English language course books may also see what is missing in the current texts and so make attempts to improve them. It may also help education policy and decision makers to design viable strategy which can promote the positive perception of using reading texts in teaching reading skills.

1.5. Scope of the study

This study was delimited to address the perception and classroom practice of English teachers of Kiltukara secondary school found in West Wallaga, Oromia region. This study, as stated earlier, addressed secondary school English language teachers' perceptions toward using reading text in teaching reading skills. This research aims to contribute to the field of reading education by exploring the specific practices of teachers in incorporating reading texts for

teaching reading skills, particularly within the context of Kiltukara secondary school. The first reason to do this is to be able to investigate the nature of using reading text that may have shade in observing techniques teachers use in teaching reading skills. Therefore, this study will provide valuable insights into teacher perceptions, and potential best practices in this area.

1.6. Limitation of the Study

The study focuses on a limited number of teachers who have been teaching at Kiltukara Secondary School for many years. Hence, the findings might not be fully generalizable to all teachers teaching in Kiltukara district. This is because this study relies primarily on teachers' self-reported perceptions and classroom observations of the teachers' teaching practices.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Definition of Perceptions and their role in teaching

Perceptions encompass an individual's mental interpretations and understandings formed from experiences, beliefs, and observations, shaping instructional decisions and encompassing knowledge, opinions, preferences, and views (Fleming & Lederman, 2004; Richards & Schmidt, 2010). This process involves recognizing and understanding events and stimuli through sensory experiences, leading to interpretation via existing knowledge (Elliot et al., 2000; Solso et al., 2008). Perceptions are not passive reactions but active constructions of reality, influencing choices about materials and strategies. As Abiy (2005) notes, perceptions can also be understood as opinions, attitudes, values, judgments, and mental conceptual systems (Pajares, 1996 as cited in Abiy, 2005).

Within teaching, these perceptions guide thoughts and actions (Johnson, 1992). Teachers' knowledge and beliefs about language teaching, or teacher cognition, impact the perceived value of different texts and activities based on pre-existing understandings of effective learning (Borg, 2006; Johnson, 1994). Factors such as self-efficacy the belief in one's ability to teach effectively also contribute, influencing how challenges are viewed and approached (Pajares, 1992). Subjective valuations of what is engaging or motivating for learners guide instructional decisions (Lee, 1995). For instance, valuing authentic materials might lead to their prioritization, while a controlled approach might favor simplified texts. As teachers gain practice and experience, their perceptions become more skillful, shaping their overall approach to teaching (Johnson, 1992).

Understanding nuanced perceptions is crucial, as they bridge theoretical knowledge and practical application in the classroom (Freeman, 2002). While guiding interpretation, perceptions are not always accurate and can stem from biases or limited information (Johnson, 1992). Educators interpret and adapt theories based on their understanding of the classroom context, ultimately impacting how texts are selected, adapted, and used to enhance student proficiency. As implementers of educational concepts and active participants in learning, teachers' perceptions are essential, particularly in second language teaching and in reading and writing skills (Desmitta, 2009).

2.2. Connection between Teachers' Perceptions and Classroom Practices

Teachers' perception, the lens through which teachers view their role and the learning process, play a pivotal role in shaping classroom practice. Understanding these perceptions is crucial for fostering effective teaching and supporting student learning. Authors have explored the complex relationship between teacher perceptions and classroom practice, highlighting the ways in which perception influence pedagogical choices. Pajares(1992) emphasized that teachers' perceptions about teaching and learning act as a filter through which they interpret and respond to classroom events. These perceptions often shaped by personal experiences and training, can influence everything from lesson planning to classroom management. Teacher perceptions are often shaped by various factors such as prior experiences, educational background, and professional development, and they significantly influence classroom practices. In the context of teaching English as a Foreign Language (EFL), teachers' perceptions of reading texts, student abilities, and the role of reading in language acquisition can directly impact how they approach reading instruction. Understanding this link is crucial for improving the effectiveness of reading instruction in EFL classrooms.

2.2.1. Teacher Perceptions of Reading Texts

A significant aspect of the connection between perceptions and classroom practices involves how teachers perceive reading texts. If a teacher perceives reading as an active, interactive process, they may use authentic, engaging materials that require students to actively engage with content. Aebersold and Field (1997) argue that such teachers prioritize texts that promote engagement, cultural understanding, and critical thinking. They might choose contemporary fiction, articles, or multimedia resources that students can relate to or find stimulating. On the other hand, teachers who perceive reading as more focused on linguistic skills might opt for texts that allow for controlled practice, such as those with predictable structures or specific vocabulary sets. Grabe (2009) suggests that teachers with a more traditional view of reading might use materials such as texts with limited complexity or simplified grammar in order to teach specific reading strategies, such as skimming or scanning (Grabe, W. (2009). *Reading in a Second Language: Moving from Theory to Practice*).

2.2.2. Perceptions of Student Needs and Abilities

Teachers' perceptions of their students' abilities, interests, and needs also play a crucial role in shaping classroom practices. If a teacher perceives their students as struggling with reading comprehension, they may opt for texts that provide more support, such as graded readers or texts with glossed vocabulary. In contrast, if a teacher perceives students as capable of tackling more challenging material, they may select authentic texts to promote critical thinking and independent learning. Fives and Buehl (2012) argue that teacher beliefs about students' abilities affect not only their choice of reading material but also their teaching strategies. For example, a teacher who believes that students learn best through collaborative group activities might design reading lessons around pair work or small-group discussions (Fives, H., & Buehl, M. M. (2012).

2.2.3. Perception and Instructional Adaptation

Teachers' perceptions also affect how they adapt their reading practices in response to specific classroom situations. Teachers may modify their teaching practices based on student feedback, classroom dynamics, or even their own reflection on how effective a reading text or strategy was in a previous lesson. For example, if a teacher perceives that students are struggling with a certain type of reading text, they may adjust by using more explicit pre-reading activities or choosing a different type of text that better matches the students' interests or abilities. Kagan (1992) emphasizes that these adjustments are often linked to teachers' reflections on their instructional methods, which are in turn shaped by their underlying perceptions (Kagan, D. M. (1992).

2.3. Definition of Reading

The term reading text in language encompasses more than just decoding words on a page. It signifies a complex cognitive process that involves constructing meaning from written language, drawing upon various skills and knowledge to engage with the text and derive understanding. The ability to understand written language is the ultimate goal of literacy instruction at all levels; teachers should make efforts to ensure that students are provided instruction in the use of strategies for improving reading text while teaching reading and writing skills. According to Watson et al. (2012) students need to establish a coherent picture of the task at hand to help foster the development of their working memory. Students need to create a sizable amount of prior knowledge in content specific material to gain a deeper understanding of the material presented at the secondary level (Watson et al., 2012).

Teachers who employ strategies that incorporate previewing activities can help students activate prior knowledge in the secondary classroom. Empowering students to access known schemata can be an essential key to success in content classes. Students' inability to access texts that are laden with complex vocabulary and increasingly difficult concepts can lead to students experiencing difficulties in success as they grow older. Students who can recognize and fix problems with their reading text will become better readers and experience greater success. Another helpful practice for teachers to use in terms of accessing content texts is summarizing; students can bind the concepts in content areas together through summarization techniques. When content teachers focus on reading text and content literacy they can ensure the likelihood for student success even when students are struggling. It's important to note that reading text in language is not merely about decoding individual words. It is about engaging with the text as a whole, understanding its message, and making connections to prior knowledge and experiences. This process of meaning-making is essential for developing a deep and nuanced understanding of the text and for fostering a lifelong love of reading skill.

2.4. The Importance of Reading Text

The ability to read in English has paramount importance for students in such a way that it meets the everyday reading needs later in life. Reading text is needed in both classroom and real life situation. According to Bright and McGregor (1972) the major language skill that enables learners to grasp ideas, facts, concepts and thoughts is reading. This is to mean that reading text enables students to access information from technologies and books. It is also a skill that learners make use of in the environment out of school in their daily routine. McDonough and Shaw (1993). He also maintains emphatically that reading text is one of the most important foreign language skills.

In other words, the early years are the best years for language acquisition and learning. Many research findings suggest that one of the best ways to help students increase their ability in other language skills is through giving them appropriate practice in reading text. Reading enhances language proficiency of students at all levels. On this point, McDonough and Shaw, (1993: 89) note the following "As a skill reading text is clearly one of the most important; in fact in many instances around the world we may argue that reading is the most important foreign language". Another scholar Sesnan (2003) refers to the importance of reading by saying "Reading is one of the basic skills which everyone accepts is essential for survival in the modern world." In strengthening this idea, Irwin (1967) in N'Namid (2005) says skills in

reading are most important so as to enable students to understand the social and economic situation of the world and their environment. In general, scholars agree that reading is not only the most important language skill that enables learners to grasp ideas, facts, concepts and thoughts but also it is a skill that plays a role in developing other language skills, particularly reading and writing skills.

The fact that education cannot be offered without developing the reading ability of students makes this skill the most crucial one. According to Nuttall (1996) the very reason to learn foreign language is to get better jobs, access to literature etc. and reading text is necessary for these activities. Highlighting the significance of reading at the primary level N' Namid (2005: 7) says, "At primary level all teachers must be teachers of reading text." Thus, if reading is as important as this, it needs to be practiced as early as possible at any level in order to develop successful reading ability gradually at the higher levels.

2.5. Reading Skills to be taught in the EFL Classroom

Reading in the EFL context goes beyond decoding written language; it requires the integration of cognitive and metacognitive strategies to construct meaning from text. As Grabe and Stoller (2011) emphasize, reading is an interactive process involving both the reader's background knowledge and the linguistic features of the text. Several core reading skills are considered essential in teaching EFL learners to become competent readers. These include:

2.5.1. Decoding and Word-Level Skills

Decoding and word-level skills refer to learners' ability to recognize written words accurately and efficiently, which forms the foundation for higher-level reading comprehension in EFL contexts. These skills involve understanding the relationship between written symbols and spoken language, as well as strategies for identifying unfamiliar words (Grabe & Stoller, 2019).

2.5.1.1. Guessing Word Meaning from Context

Guessing word meaning from context is the ability to infer the meaning of unfamiliar words by using surrounding textual clues such as definitions, examples, contrasts, or prior knowledge. In EFL reading instruction, this skill reduces learners' dependence on dictionaries and promotes fluent reading (Nation, 2001). Effective use of contextual guessing supports vocabulary development and overall comprehension.

2.5.1.2. Word Attack Skills (Morphological Analysis)

Word attack skills refer to strategies readers use to analyze unfamiliar words by breaking them into meaningful parts such as prefixes, roots, and suffixes. Morphological analysis helps EFL learners understand word meaning and grammatical function, especially in academic texts where complex words are common (Koda, 2005). This skill enhances vocabulary growth and decoding efficiency.

2.5.1.3. Sight Word Recognition, Phonics for EFL

Sight word recognition is the ability to recognize frequently used words instantly without conscious decoding. Phonics, on the other hand, involves understanding the systematic relationship between letters and sounds. In EFL settings, explicit phonics instruction supports accurate pronunciation and word recognition, while sight word knowledge contributes to reading fluency (Ehri, 2014). Together, these skills enable learners to read more smoothly and with less cognitive effort.

2.5.2. Text Processing Skills

Text processing skills involve readers' ability to interact with and extract information from texts efficiently by using purposeful reading strategies. These skills help learners adjust their reading approach according to the reading purpose and text type (Grabe, 2009).

2.5.2.1. Skimming

Skimming is a rapid reading strategy used to grasp the general idea or main points of a text without focusing on details. EFL teachers use skimming activities to help learners develop global understanding and preview texts before intensive reading (Harmer, 2007).

2.5.2.2. Scanning

Scanning is the ability to quickly locate specific information such as names, dates, or key facts within a text. This skill is essential for functional and academic reading tasks and is commonly practiced in EFL classrooms through targeted comprehension questions (Brown, 2007).

2.5.2.3. Referencing

Referencing refers to readers' ability to understand and interpret reference words (e.g., pronouns, demonstratives) and link them to their antecedents in a text. This skill supports textual coherence and helps learners follow meaning across sentences and paragraphs (Urquhart & Weir, 1998).

2.5.2.4. Recognizing Text Organization

Recognizing text organization involves identifying how a text is structured, such as cause–effect, comparison–contrast, problem–solution, or chronological order. Awareness of text structure enables EFL learners to comprehend texts more effectively and recall information more accurately (Alderson, 2000).

2.5.3. Comprehension and Critical Skills

Comprehension and critical skills involve higher-level cognitive processes that enable readers to construct meaning, interpret implicit information, and evaluate texts critically. These skills are central to academic reading and communicative language use (Grabe & Stoller, 2019).

2.5.3.1. Literal Comprehension

Literal comprehension refers to understanding explicitly stated information in a text, such as facts, details, and main ideas. It represents the most basic level of reading comprehension and serves as a prerequisite for inferential and critical reading (Day & Park, 2005).

2.5.3.2. Inferencing / Reading Between the Lines

Inferencing is the ability to derive implicit meaning by combining textual information with background knowledge. In EFL reading, inferencing allows learners to understand ideas that are not directly stated, thereby deepening comprehension (Kintsch, 1998).

2.5.3.3. Critical Reading / Reading Beyond the Lines

Critical reading, also known as reading beyond the lines, involves evaluating the text by questioning the author’s purpose, assumptions, bias, and credibility. This skill encourages EFL learners to move beyond surface understanding and engage analytically with texts (Wallace, 2003).

2.5.3.4. Predicting

Predicting is the process of anticipating content or outcomes based on titles, headings, visuals, or prior knowledge. Prediction activates learners’ schemata and increases engagement and comprehension during reading (Goodman, 1996).

2.5.3.5. Summarizing

Summarizing involves identifying and restating the main ideas of a text in a concise form while excluding unnecessary details. This skill demonstrates deep comprehension and helps learners consolidate and retain information (Brown & Day, 1983).

References

2.6. Reasons for Teaching Reading Skills

Reading is not just a language skill; it serves as a foundation for broader language development, academic success, and learner autonomy in EFL contexts. This section discusses major scholarly perspectives that justify the systematic teaching of reading skills.

2.6.1. Reading as a Strategic Process

Grabe and Stoller (2011) describe reading as a strategic, purposeful activity that demands active engagement with text. EFL learners benefit from direct instruction in strategies like prediction, inferencing, and summarization to understand complex texts, especially academic ones.

2.6.2. Reading for Vocabulary and Syntactic Development

Alyousef (2005) emphasizes that reading supports vocabulary expansion and grammatical development. By engaging with reading texts, learners are exposed to authentic language usage, which aids in internalizing lexical and syntactic patterns crucial for language proficiency.

2.6.3. Reading to Foster Learner Autonomy

Nunan (2003) advocates for the role of reading in promoting independent learning. Proficient readers are more likely to access and interact with English materials outside the classroom, leading to increased practice and self-directed language acquisition.

2.6.4. Reading as Part of Balanced Language Learning

Nation (2009) includes reading as one of the four strands of language learning, asserting that it should be taught in coordination with vocabulary instruction, fluency-building tasks, and comprehension activities to support holistic development.

2.6.5. Reading as a Rich Source of Language Input

In EFL settings, where exposure to English is often limited, reading offers valuable input. Day and Bamford (1998) argue that both extensive and intensive reading provide learners with exposure to diverse vocabulary, structures, and ideas, facilitating cognitive and linguistic growth. Reasons underscore that teaching reading skills in EFL is not merely about decoding texts but about empowering learners with the tools to interpret, analyze, and use language meaningfully. Therefore, effective reading instruction must align with these multifaceted purposes to be truly impactful.

2.7. Different approaches of reading activities

Reading activities offer a rich and varied approach to teaching reading skills, allowing teachers to engage students, build fluency, and deepen comprehension. Teachers choose activities based on the learning objectives, student needs, and the nature of the text. The following are some of them:

2.7.1. Guided Reading

Guided reading is a small-group instructional strategy where a teacher guides a group of students through a text that is slightly challenging, but within their reach. Teachers model reading strategies, support comprehension, and build fluency. For example, a teacher works with a small group of students reading at that grade level, using a book that features vocabulary and concepts slightly above their independent reading level. The teacher models fluent reading, asks comprehension questions, and provides support with challenging vocabulary. Fountas&Pinnell (2006) argue that guided reading provides a personalized and supportive environment for students to develop essential reading skills. Moreover, guided reading is a way to ensure that students are learning to read as well as to read to learn. Fountas&Pinnell (2006).

2.7.2. Shared Reading

Shared reading is a whole-class activity where the teacher reads aloud, modeling fluency and expression, while students follow along. Students might join in on refrains, predict what will happen next, or take turns reading short passages. At this reading activity, teacher reads aloud a poem, highlighting the rhythm and rhyme, and asking students to identify rhyming words and predict what might happen in the next stanza. Clay (1993) highlights the role of shared reading in building fluency and developing phonological awareness. Fountas&Pinnell(2010) emphasize the importance of shared reading in modeling effective reading strategies and promoting a shared love of reading. Shared reading is a way to help children learn to read by sharing the joy and wonder of books. Fountas&Pinnell (2010)

2.7.3. Independent Reading

Independent reading is where students choose books or texts at their reading level and read independently. Teachers provide a variety of reading materials and create a space that encourages reading for pleasure. At this level, students choose books from the classroom library, a book fair, or a website. They might take time to read silently or share their reading experiences with the class. Krashen (1993) advocates for the importance of "free voluntary

reading" as a primary way to enhance reading fluency and vocabulary development. Cullinan (2001) emphasizes the crucial role of independent reading in fostering a love of reading and developing a lifelong habit of reading for enjoyment. The best way to improve reading is to read more. Krashen (1993)

2.8. Techniques of Teaching Reading

The field of reading instruction offers a rich array of techniques, each with its strengths and limitations. Effective teachers draw upon multiple strategies to cater to the diverse needs of their learners, incorporating phonics, whole language, interactive methods, differentiated instruction, and technology to create engaging and effective reading experiences. Using multiple techniques for teaching reading is essential for meeting the diverse needs of learners, promoting engagement, and fostering a lifelong love of reading. By drawing upon research and incorporating best practices, teachers can create effective and stimulating reading experiences for all students. The diversity of techniques used to teach reading reflects the complex nature of the skill itself and the varied needs of learners.

Teaching reading effectively requires a multi-faceted approach that addresses the diverse needs of learners. Research highlights the importance of a balanced literacy program that encompasses both explicit instruction and opportunities for independent practice. Explicit instruction includes direct teaching of foundational reading skills, such as phonics, phonemic awareness, and sight words, alongside comprehension strategies like predicting, questioning, and summarizing (National Reading Panel, 2000). Guided reading provides individualized support for students to practice decoding and comprehension skills within small groups, while independent reading allows learners to choose books at their reading level and practice fluency (Fountas & Pinnell, 2001). Creating a classroom environment that fosters a love of reading is crucial, with access to a wide variety of engaging texts and opportunities for shared reading experiences (Krashen, 1993).

2.8.1. Phonics-Based Approaches

This approach emphasizes the relationship between letters and sounds, promoting systematic decoding skills. It involves explicit instruction in letter-sound correspondences, blending, and segmenting sounds. The crucial role of phonics instruction in building early reading skills, particularly for young learners is highlighted in a book "Stages of Reading Development". Jeanne Chall (1983). A phonics-based approach to reading instruction emphasizes the systematic and explicit teaching of the relationships between letters and sounds (graphemes

and phonemes) in order to develop decoding skills. This approach focuses on breaking down words into their individual sounds, and then blending those sounds together to form words. By teaching students to identify the sounds that letters represent, they can learn to decode unfamiliar words and improve their reading fluency. Research has consistently demonstrated the effectiveness of phonics instruction in helping students learn to read, particularly for younger children and students who struggle with reading (National Reading Panel, 2000)."

2.8.2. Whole Language Approaches

This approach emphasizes reading for meaning, drawing on learners' prior knowledge and experiences. It utilizes authentic texts, promotes reading aloud, and encourages interactive discussions. According to Frank Smith (1971), for a whole language approach, he believes that reading is a natural process that emerges from meaningful engagement with texts.

2.8.3. Interactive Strategies

These strategies promote active engagement with text, encouraging learners to interact with the material and construct meaning. Techniques include, reciprocal Teaching (Palincsar & Brown, 1984), this approach involves students taking turns leading discussions, asking questions, summarizing, and predicting. The next one is think-aloud (Davey, 1989), this approach initiates teachers model their thinking processes aloud while reading, demonstrating reading strategies and making connections to text. The third one is, graphic organizers (Marzano, 2004), these visual tools help learners to organize information, make connections, and visualize key concepts.

2.8.4. Differentiated Instruction

This approach recognizes the diverse learning needs of students and provides tailored instruction to meet their individual strengths and challenges. Carol Tomlinson (1999), emphasized the importance of providing flexible learning opportunities to meet the needs of all learners.

2.8.5. Technology-Enhanced Reading Instruction

This approach integrates technology tools and resources to enhance reading instruction. These are: Interactive Whiteboards (Hicks, 2008), these tools allow for dynamic presentations, collaborative activities, and real-time feedback. The other one is online reading platforms (Pearson, 2015), these platforms offer personalized reading activities, assessments, and adaptive learning experiences.

2.8.6. Addressing the Multifaceted Nature of Reading

In decoding and comprehension, reading involves both decoding skills (sounding out words) and comprehension (understanding meaning). Scholars like Jeanne Chall (1983) argue that phonics instruction is crucial for early reading development, while others, like Kenneth Goodman (1967), emphasize the importance of whole language approaches that prioritize meaning-making and authentic text engagement. The use of varied techniques allows teachers to address both aspects of reading.

2.8.7. Enhancing Comprehension and Critical Thinking

This section is about deepening understanding, techniques like reciprocal teaching (Palincsar & Brown, 1984). Think-aloud (Davey, 1989), promote active comprehension and critical thinking skills by encouraging learners to make inferences, ask questions, and analyze text.

2.9. Related Researches Conducted on the Topic

Several studies have been conducted to explore EFL teachers' perceptions and classroom practices in the teaching of reading skills, particularly in relation to the use of reading texts. These studies provide valuable insights that inform the current research and highlight both consistent findings and gaps in existing knowledge.

Chali (2011) conducted a case study entitled EFL Teachers' Beliefs of Teaching Reading and Their Classroom Practices: A Case of 5 EFL Grade 11 Teachers in Hawasa Preparatory School. The study found that although teachers held strong beliefs about the importance of reading instruction, there was a significant gap between their beliefs and actual classroom practices. The findings pointed to challenges such as lack of training, inadequate resources, and curriculum constraints.

Similarly, Aguye and Berlie (2023) investigated EFL teachers' perceptions and practices of pedagogical content knowledge (PCK) in the teaching of reading skills in secondary schools. Their study revealed that while teachers had a moderate level of PCK awareness, their classroom practices often did not reflect these perceptions, indicating a need for professional development focused on reading instruction strategies.

In another related study, Dibekulu (2022) explored Teachers' Perception and Practice of Using Literary Texts to Teach Reading Skills in selected schools in Addis Ababa. His findings showed that although teachers viewed literary texts as valuable tools for improving

reading comprehension and engagement, their actual classroom application was limited due to time constraints and curriculum rigidity.

Yifredew (2022) focused on EFL teachers' beliefs and practices in teaching reading skills in secondary schools in Jimma Town. The study demonstrated a positive correlation between teachers' beliefs and their instructional approaches. However, it also highlighted the impact of contextual factors such as large class sizes, limited teaching materials, and lack of support, which hindered the effective integration of reading texts in classroom practices.

On an international level, Cheung and Hennebry-Leung (2023) conducted a case study in Hong Kong titled *Exploring an ESL Teacher's Beliefs and Practices of Teaching Literary Texts*. Their research emphasized the complex interplay between teachers' personal beliefs, cultural background, and actual teaching practices. The findings suggested that teachers' perceptions were heavily influenced by their prior experiences and institutional expectations, which shaped how reading texts were utilized in the classroom.

These studies collectively indicate that while EFL teachers generally recognize the importance of using reading texts to develop students' reading skills, various practical challenges often prevent the full realization of these beliefs in classroom practices. The current study seeks to contribute to this body of research by examining both the perceptions and practices of EFL teachers specifically within the Ethiopian context, using a qualitative case study approach.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Research Design

In this study, a qualitative case study design was employed. This choice is driven by the nature of the research questions, which seek an in-depth, contextualized understanding rather than broad generalizations or causal relationships. The qualitative case study design is uniquely suited for this study because it allows for a detailed examination of the multifaceted relationship between teachers' perceptions and practices. In addition, it supports the gathering of detailed qualitative data through diverse methods, notably, semi-structured interviews and classroom observations, capturing the richness of teacher experiences and practices. It also acknowledges and addresses the importance of the unique context of Kiltu Kara secondary school. Ultimately, this qualitative case study approach provided a nuanced and context-specific understanding of how teachers at Kiltu Kara secondary school perceive and utilize reading texts in their classrooms.

3.2. Population of the Study

The population for this study is Kiltukara Secondary School teachers. Kiltukara Secondary School was selected due to its geographic proximity to the researcher, which reduced travel and logistical challenges. The school's accessibility, along with the administration's support for academic research, made it a practical and cooperative site for conducting the study. Furthermore, the school has a stable English language teaching staff and offers a representative setting for examining typical EFL instructional practices in the local context. The selection of the four participants was also based on convenience sampling, guided by practical considerations such as their willingness to participate, availability during the data collection period, and openness to being observed and interviewed. These teachers were approachable and showed a strong interest in contributing to the research, which facilitated smoother interaction and richer data collection. The selected participants varied in their years of teaching experience, providing a range of insights into instructional strategies and classroom practices. Moreover, as the study follows a qualitative case study design, the primary aim was not to generalize the findings to a broader population but to gain in-depth understanding of the perceptions and classroom practices of EFL teachers. A smaller, purposefully selected sample was sufficient to achieve this objective, enabling a detailed and contextualized analysis of how reading texts are used in teaching English reading skills.

3.3 Sampling Techniques

This study employed convenience sampling to select participants. Convenience sampling is a non-probability sampling method where participants are chosen based on their availability, accessibility, and willingness to participate. For this research, EFL teachers from Kiltukara Secondary School were selected because they were readily accessible to the researcher and willing to contribute to the study. In addition, convenience sampling was considered suitable for this study due to practical considerations such as limited time, resources, and access to a broader population. Additionally, since the study aimed to explore in-depth perceptions and classroom practices rather than generalize findings to a larger population, this technique allowed for the collection of rich, context-specific data from EFL teachers who were actively involved in teaching reading skills. The accessibility of these participants enabled the researcher to conduct interviews and classroom observations effectively, which aligned well with the qualitative case study design of the research.

3.4 Data gathering tools

This study employed two primary data collection methods: semi-structured interviews and classroom observations. Semi-structured interviews were developed from grade ten English language teachers for a valuable opportunity to delve into teachers' personal experiences, beliefs, and decision-making processes. The interviews included questions designed to elicit in-depth responses. The classroom observations focused on how the selected English teachers used reading texts in their everyday classes. Detailed field notes were used to record the various activities, practices, and dynamics of the classroom. Each teacher was observed for one full lesson, resulting in a total of four classroom observations.

3.4.1. Semi-Structured Interviews

The second data collection tool was semi-structured interviews, which were used to complement and enhance the insights gained from the classroom observations. The interviews offered a unique opportunity to explore teachers' perceptions and beliefs, going beyond their observable actions in the classroom. As highlighted by contemporary qualitative researchers, interviews provided a space for participants to articulate their perspectives and reflect on their professional experiences. The interviews used an interview guide, including five open-ended questions designed to promote detailed responses.

Each interview lasted approximately 5-10 minutes. The teachers were interviewed by the researcher to further explore the information gathered during the observations. The interview data were recorded through audio recording so that researchers could go back and listen to the recordings in case more information was needed. In this way, the interviews acted as a support for the observations.

3.4.2. Classroom Observations

Classroom observation was a powerful tool for gaining direct insight into instructional practices in natural learning environments. Grounded in an ecological perspective, observations provided a firsthand account of classroom interactions, allowing researchers to capture the dynamic interplay of teaching and learning. Consistent with best and kahan (1989), this study used observations to understand real-world implementation. Classroom observations were structured using the teacher's lesson plan as a guiding framework. Before observing a lesson, the researcher carefully examined the teacher's lesson plan to identify the intended learning objectives, activities, materials, and assessment strategies. During the observation, the researcher documented the ways in which the teacher brought the lesson plan to life, paying close attention to how reading texts were used, the teaching strategies employed, and the students' level of engagement. A specific focus was given to how reading skills were targeted through texts. This observation protocol (using why and how based on observation notes) was based on the lesson plan and classroom practices, and helped to capture the lesson effectively and in a systematic way. This information was supplemented with detailed field notes as well as audio recordings, ensuring a detailed record of the events. It also allowed to analyze whether what the teacher did during the lesson matched with the lesson plan they provided. The researcher positioned himself in the classroom in a way that would not disturb the learning process.

3.5 Methods of Data Analysis

To gather rich and in-depth information, qualitative data gathered through interviews and observations, a thematic analysis was employed. this method involved a systematic approach to identifying, organizing, and interpreting recurring patterns and themes within the data. the data was carefully transcribed, and then coded to identify key themes related to teachers' perceptions and practices. the goal of the analysis was not to generalize to all settings, but to develop a deep understanding of the perceptions and practices in the context of kiltukara secondary school, and to generate ideas for future research.

CHAPTER FOUR

4. RESULTS AND DISCUSSION

4.1 Results of the Study

This chapter presents the findings of the study derived from qualitative data collected through semi-structured interviews and classroom observations. These methods were employed to explore EFL teachers' perceptions and classroom practices regarding the use of reading texts in teaching English language reading skills.

4.1.1. Interview Results

The semi-structured interviews were guided by open-ended questions designed to elicit detailed reflections on reading instruction. The results are presented in five thematic areas, beginning with teachers' conceptualizations of reading skills.

4.1.1.1. Teachers' Perceptions on the Definition of Reading Skills

Responses from Teachers A, B, C, and D both shared understandings and distinctive interpretations of reading as a concept. Accordingly, the first question that each of the teachers were asked was "What is reading for you?". First, teacher A described reading as "the interaction between the reader and the writer or understanding the message of the writer and interpreting." Furthermore, the teacher emphasized that "reading is a vital skill which helps to develop other skills." (See appendix B)

TA: Reading is the interaction between the reader and the writer or understanding the message of the writer and interpreting. In addition, reading is a vital skill which helps to develop other skills.

Similarly, Teacher B explained that "reading is a process of understanding the message of the writer, getting general as well as specific information from the written material."

TB: Reading is a process of understanding the message of the writer, getting general as well as specific information from the written material.

Teacher C stated, "Reading is a process through a reader obtains information from the written materials. It is a process of communicating with a book, newspapers, magazines etc and understanding their ideas." (See appendix B)

TC: Reading is a process through a reader obtains information from the written materials. It is a process of communicating with a book, newspapers, magazines etc and understanding their ideas. Teacher D expressed that "reading is a vital skill because a man who read can learn language skills like: new words, grammar, writing procedures and develop his/her reading ability."

TD: For me, reading is a vital skill because a man who read can learn language skills like: new words, grammar, writing procedures and develop his/ her reading ability.

Responses from Teachers A, B, C, and D both shared understandings and distinctive interpretations of reading as a concept. Accordingly, the first question that each of the teachers were asked was "What is reading for you?". First, teacher A described reading as "the interaction between the reader and the writer or understanding the message of the writer and interpreting." Furthermore, the teacher emphasized that "reading is a vital skill which helps to develop other skills." Similarly, Teacher B explained that "reading is a process of understanding the message of the writer, getting general as well as specific information from the written material." Teacher C stated, "Reading is a process through a reader obtains information from the written materials. It is a process of communicating with a book, newspapers, magazines etc and understanding their ideas." Teacher D expressed that "reading is a vital skill because a man who read can learn language skills like: new words, grammar, writing procedures and develop his/her reading ability."

From these perspectives, several similarities and differences could be drawn. All of the teachers defined reading as a process, and each mentioned some form of interaction or understanding between the reader and the written material. Teachers A and B both emphasized the importance of understanding the writer's message, using similar phrasing such as "understanding the message of the writer." Teachers A and D both considered reading a "vital skill," highlighting its role in developing other competencies. Teacher D, however, was the only one to explicitly connect reading with acquiring specific language skills, including "new words, grammar, writing procedures." On the other hand, Teacher C and Teacher B focused more on information retrieval. Teacher B talked about "getting general as well as specific information," while Teacher C emphasized "obtaining information from the written materials" and communicating with various reading sources.

4.1.1.2. Teachers' Perceptions on Specific Reading Skills They Taught

The analysis of teachers' interview responses revealed important insights into the specific reading skills that they prioritized in their classrooms. Each respondent focused on particular skills, which they believed were essential for developing their students' reading comprehension.

Teachers A, B, C, and D highlighted different reading skills they focused on in class, reflecting both shared and individual priorities. I asked each teacher what types of reading skills they usually teach and why each of them teach these skills. Teacher A emphasized "reading beyond the lines" and "prediction," describing them as ways to enhance critical thinking and student engagement. Teacher A said:(See appendix B)

TA: I usually focus on reading beyond the lines and prediction. Reading beyond the lines encourages students to reflect and connect texts to broader ideas, while prediction makes them think ahead and interact more actively with the material.

Teacher B also asked the same question to like teacher A, he focused on "reading between the lines" and "referencing," noting their role in interpreting hidden meanings and understanding text cohesion.

TB:I teach referencing and reading between the lines. Referencing helps students understand how ideas connect through pronouns and phrases. Reading between the lines trains them to find hidden meanings—this makes their understanding more accurate, especially in literary texts.

Similarly, Teacher D also stressed "reading between the lines," and added "word attack strategies" to support vocabulary development through context clues.

TD: I emphasize word attack strategies and reading between the lines. Students often struggle with vocabulary, so I teach them to guess meanings from context. Reading between the lines helps them grasp implied meanings and tones, especially in more complex texts.

In contrast, Teacher C when asked the same question like all teachers, he prioritized "summarizing" and "main idea identification," aiming to help students retain information and grasp the overall meaning of texts

My focus is on summarizing and main idea identification. Summarizing helps students retain information, and identifying the main idea trains them to spot what the text is mostly about, instead of getting lost in details.

While the skills varied, all teachers aimed to improve deeper comprehension and active engagement with reading materials. Although the teachers focused on different skills, several similarities and links could be observed among their perceptions. Then, reading between the lines was a common focus for Respondents B and D. Both believed this skill helped students interpret implicit meanings and understand more nuanced aspects of texts, especially those that are complex or literary. Their shared emphasis on this skill highlighted its perceived importance in developing deeper comprehension among EFL learners. In contrast, respondents A and C, while not teaching the same skills, both aimed to improve students' overall understanding and active engagement with the text. A taught prediction to promote interaction with the content, while C focused on main idea identification to help students stay focused on the central message. Both strategies were meant to guide learners toward meaningful reading rather than word-by-word decoding.

4.1.1.3. Teachers' Perceptions on Specific Reading Texts They Use to teach reading skills

Teachers A, B, C, and D expressed different preferences for reading texts, yet each choice reflected their instructional aims. The researcher asked each respondent what types of reading texts they teach and where they get these reading texts. For example, Teacher A mainly used textbooks, stating that he “follow the syllabus, so it’s easier to align with exams and objectives,” He said: (See appendix B)

TA: *I mainly use the English textbook provided by the school. It follows the syllabus, so it's easier to align with exams and objectives.*

Teacher D combined textbooks with authentic materials to support both academic and real-world reading, explaining that he uses texts “from the internet and my own collection.” He said:

TD: *I use both the textbook and additional authentic texts like brochures or website content. I gather these from the internet and my own collection.*

Similarly, Teacher B preferred authentic texts like articles and brochures, believing they were “more current and relatable for students” and helped develop critical reading and vocabulary. He said:

TB: *I often bring in newspaper articles and short stories from online sources. They are more current and relatable for students.*

In contrast, Teacher C favored graded readers that “match students' levels and help build fluency through simplified language.”

TC: I select graded readers from the school library. They match students' levels and help build fluency through simplified language.

Teachers A, B, C, and D showed both similarities and differences in their choices of reading texts. Teachers A and D both used textbooks; however, while Teacher A relied on them exclusively to align with exams and objectives, Teacher D supplemented them with authentic materials to enhance real-world language exposure. Similarly, Teachers B and D shared a preference for authentic texts, although Teacher B focused more on their relevance and ability to develop critical reading and vocabulary, whereas Teacher D used them alongside textbooks for a balanced approach. In contrast, Teacher C differed from all by using graded readers tailored to students' levels, aiming to improve fluency and confidence through simplified language. Despite their varied choices, all teachers selected texts that supported their instructional goals and addressed their students' needs.

4.1.1.4. Teachers' Perceptions on Why They Taught Reading Skills

All four teachers A, B, C, and D strongly affirmed the importance of teaching reading skills, each teacher asked the same question if they teach reading skills and Why do they teach reading skill?" When we see their reasons and approaches they are varied. For example, teacher A noted, “Reading skills are fundamental for success in all subjects and life,” and aimed to “empower students to be independent, confident readers.” (See appendix B)

TA: Absolutely! Reading skills are fundamental for success in all subjects, and for life in general. I also encourage students to actively engage with the text by asking questions, making predictions, and connecting what they read to their own experiences.

R. Why?

T. I aim to empower students to be independent, confident readers. I want them to see reading not just as a school task, but as a valuable tool for learning and exploration.

Likewise, Teacher C asked the same question as he emphasized “meeting each student where they are” and employed “differentiated strategies” to support diverse needs, underlining the importance of engagement and independence.

TC: Definitely! Reading instruction is at the heart of my classroom. I believe in meeting each student where they are, and I use a variety of differentiated strategies to address individual

needs. For example, I might work with a small group on fluency strategies, while others focus on vocabulary or comprehension skills.

R. Why?

TC: "My goal is to create a positive and engaging learning environment where every student feels supported and challenged. I want them to become independent readers who are confident in their ability to navigate different texts and engage with the written word."

Meanwhile, Teacher B adopted a more structured approach, concentrating on "phonics and foundational skills" to "build a strong foundation" before advancing to complex reading.

TB. "Yes, reading skill is a core part of my curriculum. I believe in a structured approach to teaching reading, starting with phonics and foundational skills. We focus on identifying letters, sounds, and blending words. Once students have a solid understanding of these basics, we move on to more complex texts and strategies like summarizing and analyzing. "

R. Why?

TB. "By focusing on the fundamentals, I aim to build a strong foundation for students. I believe that a strong foundation in decoding and grammar will enable them to tackle more challenging texts with confidence."

On the other hand, Teacher D highlighted the motivational aspect, stating, "I want students to develop a love of reading," and used varied and relatable texts to connect reading with students' everyday lives.

TD "Yes, of course! Reading is essential for success in school and life. I use a variety of texts, including fiction, non-fiction, poetry, and even comics, to capture students' interest. I also connect reading to current events, community issues, and students' own lives.

R. Why?

TD. "I want students to develop a love of reading. When they enjoy reading, they are more motivated to learn and to explore new ideas

The responses revealed both shared perceptions and distinct teaching approaches among the four teachers. All emphasized the importance of reading, agreeing it is essential for academic and personal success. However, their instructional methods varied. Teachers A, C, and D focused on student independence and motivation, highlighting the need to empower students, create engaging environments, and foster a love for reading. In contrast, Teacher B took a more structured, skills-based approach, prioritizing phonics, decoding, and grammar to build a strong foundation before advancing to higher-level reading. In conclusion, while all teachers valued reading instruction, their strategies differed. Teachers A, C, and D adopted holistic, student-centered approaches, whereas Teacher B emphasized a traditional, sequential

model. These variations underscored the importance of tailoring teacher training to diverse pedagogical beliefs and student needs.

4.1.1.5. Teachers' Perceptions on How They Teach Reading Skills

Teachers A, B, C, and D shared both commonalities and distinct strategies in how they teach reading. Teacher A used guided reading, stating, "I group students by reading level and work closely with each group," and modeled strategies like predicting and clarifying. Teacher D also employed guided reading but after shared reading, explaining, "I break them into small groups for guided practice," which allowed for scaffolded support and fluency monitoring. Teacher B focused on shared reading, especially for lower-level students, saying, "I read aloud to the whole class while they follow along," and emphasized oral reading, pronunciation, and inferencing through questioning. In contrast, Teacher C prioritized independent reading, noting, "I encourage students to select books at their level and read on their own," and supported reflection through journals to build fluency and motivation.

Teachers A, B, C, and D shared the common goal of enhancing students' reading comprehension and fluency, yet they differed in their instructional approaches. Teachers A and D both used guided reading to provide scaffolded support, and while Teacher A used it as a primary method, Teacher D implemented it after shared reading. Teacher B focused on shared reading, emphasizing oral reading, pronunciation, and inferencing through interactive questioning, especially with lower-level students. In contrast, Teacher C prioritized independent reading and encouraged student choice and reflection through journals so as to build autonomy and motivation. Although their methods varied, all four teachers tailored their strategies to meet students' needs and to support reading development effectively.

4.1.2. Results of Classroom Observation

Teacher Decision-Making

Teachers are professionals who regularly make informed decisions, both in their broader careers and during daily classroom activities. These decisions are influenced by their explicit or implicit perceptions about the subject they teach and the most effective ways to teach and learn it. In the classroom context, decision-making typically occurs during three key stages: lesson preparation, delivery, and evaluation. These stages provided the framework for analyzing the classroom observation data.

Lesson Delivery

Teacher B, revised previous lesson as follows

Teacher B: *OK, Good morning students, today we are going to see reading skills about national and global population growth, before we will see national and global population growth, what we have seen in previous lesson?*

S: Short and long vowels

T: OK, thank you, short and long vowels, we have pronounced yesterday

T: Who can tell me vowel?

S: A, B, C, and D

T: What is diphthongs?

S: Words that combine two vowel sounds

T: What are consonants?

S: B,C,D...

Teacher D, who graduated in language teaching and taught for 8 years, revised the previous lesson without asking and answering questions and drilling as follows

Teacher D: *Good morning, In our previous lesson, we discussed different conversation in speaking skill using so and neither. Today, I am going to teach reading skill using reading passage.*

Similar to teacher B, reviewing the previous lesson is effective for teacher C

Teacher C: *Ok my student, As we discussed in listening, travel is move from place to place using may be cars, and others.*

Unlike teachers B, C, and D, teacher A' hasn't set beginning stage. Teacher A's omission of a structured beginning (greeting, review) suggests a lack of awareness of the importance of establishing classroom routines and activating prior knowledge.

Participants' Reflection

Efforts were made to explore how teachers approached the beginning of their English lessons, particularly focusing on how and whether they engaged in revising the previous content before introducing a new topic. Observations and interviews revealed differences in teachers' practices and the pedagogical reasoning behind them. Some employed interactive strategies, while others followed a more lecture-based approach, and in one case, the beginning phase was absent altogether.

Teacher B initiated the class with a greeting and immediately proceeded to recall the previous lesson through a sequence of questions. These questions were not only aimed at jogging the students' memory but also at involving them in verbal interaction, which appears to serve as both a learning reinforcement and a warm-up strategy.

R: Maalif waa'ee barnoota darbee barattoota gaafattan? [Why did you ask the students about the previous lesson?]

Teacher B: *Barnoota darbe yaadachiisuu fi yaadannoo isaanii madaaluuf. Gaaffii*

Deebisan irraa eenyutu sirriitti hordofee, eenyutu deeggarsa barbaada

beekuuf. [To remind them and check if they remember. When they

answer, it shows me who followed and who needs help.]

T: Sagalee, dubbachiistuu lamaan walitti aananii akka sagalee tokkotti dubbifaman (diphthongs) fi dubbifamaa irratti gaaffii garagaraa gaafattan, Maaliif? [You asked several questions about vowels, diphthongs, consonants. What was the intention behind that?]

Teacher B: *Barattoonni waagaragara aakka yaadatan natti agarsiisa. Akkasumas*

Dogoggora isaanii nan ilaala; fakkeenyaaf yeroo "A, B, C, D" akka

Sagaleetti waaman nan sirreessa, gara fuulduraattis nan ce'a.

[It helps them recall different points. I also see where they are confused, like when they say "A, B, C, D" are vowels. I correct that and move on.]

This response indicates that Teacher B sees revision not only as a review process but also as a diagnostic tool. The emphasis on student participation also aligns with an interactive classroom approach that promotes engagement and active learning.

R: Waa'ee barnoota darbee barattoota hin gaafatin dabartan, Sababni keessan maalii? [You didn't ask students about the previous lesson. Is there a reason for that?]

Teacher D: *Ani barnoota darbe saffisaan yaadachiisee gara kutaa dubbisuutti ce'uuf*

anture. Yoon gaaffiigaafadhe, yeroohedduufudhata. [I just wanted to

remind them quickly and go to the reading passage. If I start asking, it

may take too long.]

R: Mee yoo hirmaatan yaadannoo isaanii ni cimsa jettaa? [Do you think they recall better if they participate?]

Teacher D: *Ilaalcha sana qabaachuu danda'u, garuu ani gara fuulduraatti ce'uu*

Irrattin xiyyeeffadha. Yeroo darbe waan mari'anne yaadachiisuudhaan an Itti fufa. [Possibly, but I focus more on moving ahead. I assume they remember since we discussed it last time.]

This reflects a belief that reviewing content can be effectively done through teacher narration, suggesting a prioritization of time efficiency over student-led recall.

R: Barnootahar'aayeroojalqabdandurawaa'eebarnootadarbeeyaadachiistan, maalif? [You mentioned the previous topic while starting today's class. Why?]

Teacher C: *Barnoonni har'aa fi kan darbe walqabata. Yoo waan dhageeffatan yaadatan, akka isaan dubbisaniif caalaatti isaan gargaara. [Because it's connected. If they remember what we said in listening, it will help in reading too.]*

R: Nagaa hin gaafanne, barnoota darbe hin yaadachiisne. Sababni keessan maalii? [I didn't see you greet or review. Was there a reason for that?]

Teacher A: *Barnoota haaraa waan jalqabneef nagaa ykn yaadachiisuu gochuun Hin barbaachisu natti fakkaate, barattoonni mata-dureen haaraa akka Jalqabamu beekuu waan ta'eef. [I just began. I thought there is no need if students know we are starting a new topic.]*

R: Nagaa fi yaadachiisnigabaabaandandeettiisaaniiqopheessuufakkagargaaruhinyaadduu? [Don't you think a short review or greeting might help settle the class?]

Teacher A: *Tarii yeroo sana akka barbaachisu hin yaadne. [Maybe. I didn't consider it important at that moment.]*

Running a Class

Below is a transcription taken from the teaching practice of Teacher A:

Teacher A

T: All right, our today's lesson is reading. There are reading passage on textbook page 8 and the title says National and Global Population Growth.

T: What is population in Afan Oromo?

Ss: Uummata

T: What is population growth?

Ss: Heddummina uummataa

T: What is the word national?
 Ss: Specific country
 T: What is global population growth?
 Ss: Over all the world
 T: Do you think national population growth has negative or positive impact?
 Ss: _____ (They didn't answer)
 T: What is immigrate?
 Ss: A
 T: Read it. What is A?
 Ss: Moving from one country and settling in another country
 T: In Afan Oromo?
 Ss: Biyya tokkokeessaaba'aniibiyyabiraattigodaanuu
 T: What is degradation?
 Ss: The state of being destroyed
 T: In Afan Oromo?
 Ss: Manca'uu
 T: What is devastation?
 Ss: F, Changing to lower state
 T: What is fauna?
 Ss: D, All animals lives in a particular region

This classroom session demonstrates a vocabulary-rich, question-driven approach where comprehension of both content and language is actively monitored through bilingual clarification and student participation.

Teacher B's experience of running class

.Teacher B's experience of running class looks like the following.

T: Ok, today we have seen about reading skills "National and Global Population Growth."

T: What is population growth in Afan Oromo?

Ss: Heddumminauummataa

T: Take out your text, SB page eight. Try to read this passage as it has four paragraphs, so try to read each paragraph by group or as your seat, silently. I will give you ten minutes. Everyone should read the given passage starting from page eight to eleven.

T: What is immigrate? Go and see paragraph one. "When the situations become worse and worse, it is a must for citizens to immigrate."

Ss: Leaving one country and settling in another country.

T: Degradation?

Ss: The state of being destroyed.

T: Devastation, wantitokkogadiqannasuujechuudha.

Ss: F, Changing to lower state.

T: Fauna?

Ss: D says, all animals living in a particular region.

T: Flora?

Ss: Biqilootabakkamurta'aatokkowaliinjiraatan.

T: Subsidies?

Ss: B, Money paid by the government or organization to reduce price.

Teacher C's experience of running class

Teacher C's experience of running class was conducted as follows:

T: Discuss the following words

T: What does the word pedestrians?

S: A person who travels by foot

T: Side walk

S: Walk on sitting of area of pedestrians

T: Pick pocket

S: A thief who steal from pocket

T: Now answer the questions, you have read the questions, match the main idea with each paragraph

T: A new traveler in big cities first should be aware of traffic rules and other prohibited actions before she/he starts to travel in big cities

S: Paragraph 3

T: Travelling is one means of acquiring knowledge and entertaining oneself

S: Paragraph 1

T: Decisions on the destination the traveler plans to reach, the purpose for the travel, the amount of money she/he needs and the type of mode of transportations she/he chooses to use are travel behaviors

S: Paragraph 2

T: According to the passage, how can visiting the cultures and values of other people help to enrich one's scope of thinking?

S: Because the belief, attitudes and values

T: Why do you think that the actual travel behaviors are often interdependent with the beliefs, attitudes, and values of the traveler?

S: _____ (Students didn't answer)

T: (teacher didn't tell them and skip on it)

Teacher D's experience of running class

Below is a transcription taken from the teaching practice of Teacher D:

T: Find a word which has the closest meaning with the phrases given from the above reading passage.

T: What does it mean, the phrase "not to delay?"

S: promptitude

T: Old way of saying means?

S: platitude

T: Overlook or make something less important?

S: undermined

T: Highly important?

S: milestone

T: Connected or linked to?

S: alignment

4.1.2.2. Results of Classroom Practices of reading Skills Implemented by Each Teacher

The classroom observations revealed striking contrasts in the use of reading skills among the four teachers, with varying degrees of alignment between the skills implemented and the topics addressed. This section presents an integrated account of each teacher's classroom practices, evaluating whether the reading instruction strategies used were relevant, effective, and supportive of the reading lesson goals.

With this regard, teacher A demonstrated relatively effective and student-centered teaching practices, where the reading skills applied were mostly appropriate to the topic. He began by activating students' background knowledge using bilingual questions, such as, "What is population in Afan Oromo? What do you know about it?" (See appendix B) This approach helped students relate to the topic meaningfully and provided a foundation for comprehension. During vocabulary instruction, he contextualized new words, translated them

into the local language, and invited students to use them in sentences, thereby strengthening their word recognition and retention. Reading aloud was conducted in an interactive way, where several students were invited to participate and pronunciation was corrected supportively. However, higher-order reading skills such as skimming, identifying main ideas, and inferencing were not implemented, and post-reading reflection or discussion was also absent. Thus, while Teacher A's practices supported basic comprehension and word-level understanding, the lesson lacked broader reading strategies that promote deeper engagement with texts.

In contrast, Teacher B's lesson was largely teacher-centered and focused on surface-level features, with limited attention to reading comprehension. There was no attempt to activate students' prior knowledge, as he moved directly to the reading task by instructing, "Take out your text, SB page eight ," without contextualizing the topic. Vocabulary teaching was limited to giving word meanings in isolation, which students were expected to copy, without discussion or integration into the reading text. Literal comprehension was addressed only through brief yes/no questions that lacked follow-up or explanation. Although silent reading was used, it was not interactive and served merely as a mechanical exercise. No attempts were made to guide students in identifying main ideas or making inferences. Post-reading activities were absent as well, and the lesson concluded once the passage had been translated and vocabulary items reviewed. Overall, the reading skills implemented in this lesson were not suited to the topic or to the development of students' comprehension.

Teacher C exhibited some effort to incorporate reading comprehension activities, but these attempts were weakly executed and insufficiently scaffolded. While he occasionally introduced the topic briefly, he did not consistently link it to students' background knowledge or interests. Vocabulary instruction involved listing unfamiliar words like "pickpocket," yet there was no follow-up to confirm whether students understood or could apply the terms. Unlike other teachers, Teacher C tried to teach main idea identification through matching topic sentences with paragraphs; however, the task was completely teacher-led and lacked student interaction or feedback. Literal comprehension questions were asked directly from the textbook, but when students failed to respond, the teacher simply moved on without explanation. Reading aloud was employed for pronunciation practice, though only a few students were involved.

Teacher D's lesson was marked by the near-total absence of reading skill instruction. He began the session by reading the passage himself and translating it directly, without any attempt to activate students' schema or introduce the topic. Vocabulary work was limited to matching exercises between words and definitions, delivered in a drill-like fashion with no discussion. Reading aloud occurred only when a few students were asked to repeat after him; otherwise, the teacher dominated the reading activity. No comprehension questions literal or inferential were posed during or after the reading, and no effort was made to guide students in extracting main ideas.

In summary, only Teacher A implemented a set of reading skills that were partially appropriate to the lesson topic, with efforts made in vocabulary development, literal comprehension, and classroom interaction. Teachers B, C, and D either failed to implement relevant skills or did so in ineffective, non-interactive ways. Across all cases, there was a lack of focus on higher-level reading strategies, such as inferencing, main idea extraction, and post-reading reflection, which are essential for fostering meaningful reading comprehension in EFL contexts.

Participant's reflection

This section delves into the alignment or lack thereof between the perceptions of four English as a Foreign Language (EFL) teachers and their actual classroom practices concerning the teaching of reading skills.

Researcher: In your interview, you mentioned focusing on teaching reading beyond the lines and prediction to encourage students to reflect on the text and make anticipatory connections. However, your classroom practices predominantly centered on vocabulary identification and translation. Why the discrepancy?

Teacher A: *"I believe that understanding vocabulary is fundamental to reading comprehension. Without a solid grasp of word meanings, students cannot fully engage with the text."*

Teacher A's reflection reveals a strong belief in vocabulary as foundational to comprehension. While this belief is valid, classroom observations show a predominant reliance on vocabulary-based activities at the expense of deeper interpretive strategies like prediction and inferencing. The discrepancy suggests a potential overestimation of vocabulary's sufficiency in fostering full text engagement. Teacher A's reflection helps

expose a tension between traditional instructional comfort zones and the broader cognitive demands of reading.

Researcher: You indicated that you teach referencing and reading between the lines to help students understand textual connections and uncover implied meanings. Your classroom practice showed some application of referencing skills but limited focus on drawing inferences. Why is there a partial implementation?

Teacher B: *"I find that students often struggle with referencing skills, and I focus on what they can manage."*

Teacher B highlights a practical constraint: students' struggle with referencing skills. This insight suggests an adaptive, student-centered approach but also reveals a conservative teaching trajectory that may limit growth in inferential comprehension. The reflection shows an awareness of pedagogical ideals but a hesitancy to challenge learners beyond their comfort zone, likely influenced by perceived limitations in students' abilities or institutional expectations.

Researcher: Your stated focus on summarizing and main idea identification was well reflected in your observed lesson. Why do you think your practices align closely with your perceptions?

Teacher C: *"I believe that summarizing and identifying main ideas are crucial for students to understand the essence of a text. I have always emphasized these skills in my teaching."*

Teacher C represents an ideal case in the alignment between perception and classroom implementation. The teacher's belief in summarizing and main idea identification is directly mirrored in observed instructional choices. This alignment underscores the teacher's confidence in their method and suggests effective internalization of pedagogical strategies. The reflection supports the idea that belief-practice consistency can enhance instructional coherence and student learning outcomes.

Researcher: You emphasized word attack strategies and reading between the lines, noting that students often struggled with vocabulary and needed strategies to infer meanings from context. However, your classroom practice focused mainly on vocabulary development, with little evidence of guiding students toward implied meanings. Why is there a disparity?

Teacher D: *"I find that students' immediate needs are related to vocabulary. Once they have a better understanding of the words, I plan to introduce more inferential reading strategies."*

Teacher D's reflection acknowledges the importance of inferential skills but prioritizes vocabulary due to students' immediate struggles. This reflects a reactive teaching approach, where short-term challenges overshadow long-term literacy goals. The teacher's intention to eventually introduce inferential strategies indicates awareness.

4.1.2.3. Teachers Classroom Practices in Using Reading Texts

The classroom observations provided rich data on how EFL teachers used reading texts to develop English reading skills. All four teachers relied on reading passages from the official student textbook, indicating alignment with the curriculum. However, they demonstrated distinct instructional practices, used different types of reading tasks, and emphasized different reading sub-skills.

Teacher A used an informational/expository reading passage titled “National and Global Population Growth” (page 8 of the textbook). His lesson focused primarily on vocabulary and content comprehension through bilingual instruction. The teacher introduced the lesson by eliciting key terms and translating them between English and Afan Oromo, such as population means 'uummata', and immigrate 'biyya tokko keessaa ba'anii biyya biraatti godaanuu'. This interactive, translation-based method supported learners' understanding of academic vocabulary and background knowledge. Teacher A also posed a conceptual question “Do you think national population growth has a negative or positive impact?”, though students were hesitant to respond. His approach reflects strong alignment between his perception of reading instruction and his classroom practice, emphasizing vocabulary, comprehension, and student engagement through code-switching and checking for meaning.

Teacher B also used the same expository reading text about “National and Global Population Growth”, yet implemented it differently. He began with brief vocabulary elicitation some of which included definitions in Afan Oromo and then instructed students to read silently in groups or individually. His method encouraged extensive reading, with the aim of building fluency and independent comprehension. When discussing new words, Teacher B referred students directly to the paragraph where the word appeared (e.g., “Go and see paragraph one” for the word immigrate), promoting contextual vocabulary learning. The teacher clarified some terms like flora, fauna, and subsidies, showing concern for technical vocabulary, but the lesson overall had limited interaction, focusing more on student-centered reading than teacher-guided instruction.

Teacher C used a different reading passage, likely narrative or descriptive, focused on urban travel and city behavior. Vocabulary items included pedestrian, sidewalk, and pickpocket, indicating that the text may have involved real-life travel or safety themes. Unlike Teachers A and B, who emphasized vocabulary translation and comprehension, Teacher C directed students to match main ideas with paragraphs, developing global comprehension and summarizing skills. For example, students matched “Travelling is one means of acquiring knowledge and entertaining oneself” with Paragraph 1. Vocabulary discussion was present but brief and conducted entirely in English, with a focus on understanding meanings directly. Teacher C’s practice suggests an emphasis on discourse-level reading, specifically identifying main ideas and understanding paragraph content.

Teacher D used an intensive vocabulary-focused approach, based on a reading passage from the textbook. The task required students to find words from the text that matched given phrases or meanings, such as “not to delay” means promptitude and “connected or linked to” means alignment. This activity focused exclusively on lexical comprehension, and the teacher neither referenced paragraph numbers nor asked students to read full sections of the text. The questions were structured in a matching or synonym-identification format, testing students’ precise understanding of word meanings. While this approach may build vocabulary recognition, it lacked engagement with broader reading skills such as inference, comprehension, or reading fluency.

4.2. Discussions of the study

4.2.1. Discussions on Alignment and Disparity between Teachers’ Perceptions and Classroom Practices on teaching different reading skills

This section examines the congruence between the stated perceptions of four EFL teachers and their observed classroom practices, specifically regarding the use of reading texts to teach various reading skills. The discussion is framed by existing literature on reading instruction, teacher cognition, and pedagogical practice in EFL contexts

Teacher A expressed a perception that reading instruction should go beyond the lines, including predictive strategies and reflective engagement with texts. However, classroom observations revealed a predominant focus on vocabulary identification and translation, with minimal evidence of deeper-level reading strategies such as inference or prediction. This disparity aligns with Borg’s (2003) framework on teacher cognition, which explains how

deeply held perception may not always translate into practice due to contextual or habitual constraints. Teacher A's focus on vocabulary may stem from a perceptions, as stated, that "vocabulary is fundamental to comprehension." While Nation (2001) supports the idea that vocabulary knowledge is critical to reading fluency and comprehension, overemphasizing it at the expense of higher-order thinking skills can limit students' development as strategic readers (Grabe&Stoller, 2011). Thus, the discrepancy in Teacher A's case suggests a partial enactment of perceptions, constrained by traditional instructional routines or possibly by a perceived lack of student readiness for more cognitively demanding tasks.

Teacher B reported valuing referencing and inferencing as means to uncover implied meanings in texts. Observations confirmed some attention to referencing, but inferencing practice was minimal. The teacher explained this as a response to students' difficulty with referencing, leading to a cautious, ability-based approach. This reflects an adaptive, learner-responsive stance, as supported by Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD). However, this adaptation may risk becoming a ceiling rather than a scaffold, especially if the teacher avoids pushing students toward more challenging inferential tasks. Grabe (2009) emphasizes that inferencing is not only a necessary skill for comprehension but also a trainable one, and avoiding it due to perceived student weakness may hinder long-term reading development. The partial alignment in Teacher B's case demonstrates a pragmatic tension between instructional ideals and classroom realities, echoing the findings of Farrell and Baeher (2017), who observed that EFL teachers often make compromises between belief and practice based on student ability.

Teacher C represents a clear case of alignment between perception and practice. The teacher prioritized summarizing and identifying main ideas in both the interview and the observed lesson. This consistency suggests a well-developed pedagogical framework, possibly supported by professional experience and positive student outcomes. Such alignment is indicative of high teacher efficacy, as suggested by Bandura (1997), and a strong sense of pedagogical content knowledge (Shulman, 1987). Moreover, the focus on summarization and main idea identification aligns with Brown's (2001) assertion that these are essential macro-skills in reading comprehension, enabling learners to construct coherent mental representations of texts. Teacher C's case confirms that when teachers hold strong, clear perceptions and have the tools to implement them, instructional coherence is achievable, which benefits learners through more structured and goal-directed reading tasks.

Teacher D expressed the importance of word attack strategies and inferencing to help students deduce meaning from context. However, classroom practices predominantly revolved around vocabulary instruction, with inferencing activities largely absent. This indicates a delayed or postponed implementation of higher-order reading strategies, explained by the teacher's view that students' immediate needs are vocabulary-related. While this reflects a learner-responsive stance, it also suggests an instructional imbalance, where foundational skills are addressed but bridging to more complex skills is deferred. As Paris, Wasik, and Turner (1991) argue, strategic readers require not just knowledge (e.g., vocabulary) but also metacognitive and inferential abilities to fully engage with texts. The teacher's plan to introduce inferencing later indicates awareness but possibly reflects a skill-teaching hierarchy that may not align with best practices in integrated reading instruction, where multiple skills are taught in a recursive, not linear, manner (Grabe&Stoller, 2011).

Across the four teachers, a consistent pattern emerges. Vocabulary instruction dominates classroom practices, often at the expense of higher-order reading skills like inferencing, prediction, and critical reflection. While this may reflect students' proficiency levels or institutional pressures, it also reveals a tension between theoretical ideals and classroom pragmatics.

4.2.2. Discussion on connections and Disparity between Teachers perceptions and Classroom practices on using reading texts to teach reading skills

This section examines the alignment and disparity between EFL teachers' stated perceptions and their actual classroom practices in using reading texts to teach reading skills. The analysis integrates insights from both interviews and classroom observations of Teachers A, B, C, and D and compares them with relevant theoretical and empirical literature.

For instance, Teacher A stated that he primarily relied on the textbook, as it aligned with the syllabus and examination needs. This preference was clearly observed in practice. His use of the expository text on population growth focused on vocabulary instruction and content comprehension, facilitated through translation and conceptual questioning. This supports Grabe and Stoller's (2011) assertion that textbooks in EFL contexts are often used to ensure curriculum coverage and to develop basic reading and vocabulary skills, especially when standardized exams play a significant role.

Similarly, Teacher C, who expressed a preference for graded readers, emphasized simplified language and fluency building. While he used a different type of text (possibly narrative/descriptive), his class activities focused on global comprehension tasks, such as matching main ideas with paragraphs, and vocabulary instruction was handled in English without translation. This indicates consistency with his perception, aligning with Day and Bamford's (1998) view that graded readers support fluency and comprehension in lower proficiency learners.

In some cases, teachers' practices partially reflected their perceptions but also revealed shifts in pedagogical priorities during implementation. Teacher B expressed a preference for authentic materials that are "current and relatable" to enhance critical reading and vocabulary development. However, in practice, he used the same textbook passage as Teacher A and focused on silent reading, contextual vocabulary learning, and student independence. While the use of textbook content seems at odds with his expressed preference for authentic texts, the method of implementation encouraging extensive reading and context-based vocabulary learning partially reflects his goal of developing students' independent reading skills. This may reflect what Richards (2006) describes as the need for teachers to adapt their ideal approaches to the realities of classroom constraints, such as time, curriculum demands, or material availability.

Teacher D also showed partial alignment. While he reported using both textbooks and authentic texts, emphasizing a balanced approach, the observed lesson was entirely focused on lexical matching exercises from the textbook. There was no reading for meaning, inference, or comprehension, despite his stated intention to enhance real-world reading. This suggests a disconnect between his pedagogical intent and actual practice. According to Borg (2006), such disparity often arises from external factors such as exam pressure, limited training, or lack of resources, which can compel teachers to revert to form-focused, test-driven instruction.

The clearest mismatch emerged in Teacher D's case. His interview responses emphasized using authentic materials and creating a balanced approach between textbook and real-world reading. However, his practice was narrowly focused on vocabulary recognition through matching exercises without engaging students in actual reading or comprehension tasks. This practice suggests a shift from meaning-focused instruction to form-focused activities, contradicting Nation's (2009) principle that reading instruction should involve multiple strands, including meaning-focused input and fluency development.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents a summary of the study, its conclusions, and key recommendations based on the findings.

5.1. Summary

This study examined the perceptions and classroom practices of four EFL teachers in using reading texts to teach English reading skills. The classroom observations and interviews revealed both similarities and differences in the instructional approaches employed. While all teachers relied on passages from the official textbook, their practices varied in terms of focus, interaction, and the range of reading skills addressed. Since the study is case study research design, each teacher's approach and Implementation was addressed below.

Teacher A demonstrated relatively interactive practices, including activating background knowledge, contextualizing vocabulary through translation, and involving students in reading aloud. His approach supported word recognition and literal comprehension, though higher-order strategies such as inferencing, summarizing, and post-reading reflection were largely absent. Teacher B emphasized vocabulary explanation and literal comprehension, but his lessons remained teacher-centered and limited in interaction, with minimal integration of reading strategies beyond word meaning and translation. Teacher C showed some effort to develop students' comprehension by focusing on main idea identification and summarizing, though activities were teacher-led and lacked scaffolding. Teacher D's lessons were dominated by vocabulary matching and translation exercises, with little attention to comprehension, inferencing, or fluency.

The reflections of the teachers further illustrated varying degrees of alignment between stated perceptions and actual practices. Teacher A highlighted the importance of vocabulary as the basis for comprehension, while Teacher B acknowledged students' difficulties with referencing and therefore limited its practice. Teacher C showed consistency between his perceptions in summarizing and his instructional implementation, whereas Teacher D prioritized vocabulary due to perceived student challenges, postponing the integration of inferential skills.

Overall, the findings indicate that vocabulary instruction was the most consistently implemented practice across all four teachers, while higher-level reading skills such as prediction, inferencing, and post-reading discussion were either weakly applied or absent. Only one teacher (Teacher C) demonstrated close alignment between stated perceptions and observed practices, while the others showed partial or limited alignment. These results highlight significant variation in how reading texts are used to support reading skill development in EFL classrooms.

5.2. Conclusions

This study has shown that while reading texts are widely used in EFL classrooms, their instructional potential is not fully realized. Across the four teachers observed, vocabulary instruction emerged as the dominant focus, often at the expense of higher-level reading skills such as inferencing, prediction, summarizing, and reflective discussion. This indicates a strong reliance on literal comprehension and translation-based practices, with limited opportunities for students to engage in deeper meaning-making or strategy-based reading. The findings also suggest that the alignment between teachers' stated perceptions and their actual classroom practices is inconsistent. Only one teacher (Teacher C) demonstrated a clear connection between his perceptions and implementation, while the others showed a gap between what they valued and what they practiced. This highlights a need for professional development that not only broadens teachers' understanding of diverse reading strategies but also supports their integration into classroom practice. Overall, the study underscores the importance of moving beyond vocabulary and literal comprehension toward more interactive and higher-order reading activities. Strengthening this balance would better equip EFL learners with the skills required for independent and critical reading.

5.3. Recommendations

Teachers should move beyond a sole focus on vocabulary and literal comprehension by incorporating strategies such as prediction, inferencing, summarizing, and reflective discussion. This can enhance students' ability to construct meaning and develop critical reading skills.

Lessons should include more interactive activities such as group discussions, peer questioning, and guided reading allowing students to actively apply reading strategies rather than relying solely on teacher-centered instruction.

- Teachers are encouraged to provide scaffolding that gradually supports students in tackling more complex texts and tasks, such as modeling inferencing or summarizing before students practice independently
- Professional development programs should focus on equipping teachers with practical methods for integrating a variety of reading strategies into their lessons, emphasizing both comprehension and critical thinking.
- Workshops and mentoring programs could support teachers in bridging the gap between their stated perceptions about effective reading instruction and their actual classroom implementation.
- Encourage teachers to engage in self-reflection and peer observation to continuously evaluate and improve their use of reading texts for skill development.
- Schools should provide access to authentic, leveled, and culturally relevant reading texts that allow students to practice higher-order reading skills beyond the textbook.
- Curriculum developers should design lessons that balance vocabulary instruction with comprehension, inference, prediction, and discussion activities, ensuring students develop both literal and critical reading abilities.
- Since textbooks already provide communicative tasks, schools should support teachers in adapting these activities to classroom realities.
- Training programs should focus on how to design lesson plans that balance content with reading skill development.
- Since teachers cited time and format limitations, institutions should consider flexible lesson plan templates and realistic timetabling.

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WALLAGA UNIVERSITY

APPENDIX A

TEACHERS INTERVIEW GUIDE

1. What is reading for you?
2. Do you teach reading skills? If your answer is yes, why?
3. What are the reading skills that you often teaching? Why do you teach each of the skills you told me?
4. How do you teach reading skills? Why? (This question is designed to elicit which approach of teaching reading skills.)
5. Which reading texts do you use in teaching reading skills? Where do you get them?

THE DATA OBTAINED FROM TEACHERS INTERVIEW GUIDE

R: Researcher

T: Teacher

Teacher - A

R: Thank you very much! I would like to take may be 10-15 minutes. The first question is:

1. R: What is reading for you?

T: Reading is the interaction between the reader and the writer or understanding the message of the writer and interpreting. In addition, reading is a vital skill which helps to develop other skills.

2. R. Do you teach reading skill? If your answer is yes, why?

T. Absolutely! Reading skills are fundamental for success in all subjects, and for life in general. I also encourage students to actively engage with the text by asking questions, making predictions, and connecting what they read to their own experiences.

R. Why?

T. I aim to empower students to be independent, confident readers. I want them to see reading not just as a school task, but as a valuable tool for learning and exploration.

3. Researcher: What are the reading skills that you often teach? Why do you teach each of the skills you told me?

T: I usually focus on reading beyond the lines and prediction. Reading beyond the lines encourages students to reflect and connect texts to broader ideas, while prediction makes them think ahead and interact more actively with the material.

4. Researcher: How do you teach reading skills? Why?

T:I mainly use the guided reading approach. I group students by reading level and work closely with each group using leveled texts. This allows me to support them directly, especially with difficult vocabulary and comprehension questions. I find it effective because it helps me give individual attention and model strategies they can use later.

5. Researcher: Which reading texts do you use in teaching reading skills? Where do you get them?

TA: I mainly use the English textbook provided by the school. It follows the syllabus, so it's easier to align with exams and objectives.

Teacher -B

R: Thank you for your willingness. I have the same questions. The first one is:

1. R: What is reading for you?

T: Reading is a process of understanding the message of the writer, getting general as well as specific information from the written material.

2. R. Do you teach reading skill? If your answer is yes, why?

T. "Yes, reading skill is a core part of my curriculum. I believe in a structured approach to teaching reading, starting with phonics and foundational skills. We focus on identifying letters, sounds, and blending words. Once students have a solid understanding of these basics, we move on to more complex texts and strategies like summarizing and analyzing. ”

R. Why?

T. "By focusing on the fundamentals, I aim to build a strong foundation for students. I believe that a strong foundation in decoding and grammar will enable them to tackle more challenging texts with confidence."

3. R: What are the reading skills that you often teach? Why do you teach each of the skills you told me?

I teach referencing and reading between the lines. Referencing helps students understand how ideas connect through pronouns and phrases. Reading between the lines trains them to find hidden meanings—this makes their understanding more accurate, especially in literary texts.

4. R: How do you teach reading skills? Why?

I prefer the shared reading approach, especially with lower-level students. I read aloud to the whole class while they follow along. It helps them hear correct pronunciation and develop

rhythm and fluency. I also involve them by asking prediction or inference questions during reading.

5. R: Which reading texts do you use in teaching reading skills? Where do you get them?

I often bring in newspaper articles and short stories from online sources. They are more current and relatable for students.

Teacher -C

R: First of all, I would like to say welcome. I have the some questions. The first one is:

1. R: What is reading for you?

T: Reading is a process through a reader obtains information from the written materials. It is a process of communicating with a book, newspapers, magazines etc and understanding their ideas.

2. R: Do you teach reading skills? If your answer is yes, Why?

T."Definitely! Reading instruction is at the heart of my classroom. I believe in meeting each student where they are, and I use a variety of differentiated strategies to address individual needs. For example, I might work with a small group on fluency strategies, while others focus on vocabulary or comprehension skills.

R. Why:

T. "My goal is to create a positive and engaging learning environment where every student feels supported and challenged. I want them to become independent readers who are confident in their ability to navigate different texts and engage with the written word."

3. R: What are the reading skills that you often teach? Why do you teach each of the skills you told me?

My focus is on summarizing and main idea identification. Summarizing helps students retain information, and identifying the main idea trains them to spot what the text is mostly about, instead of getting lost in details.

4. R: How do you teach reading skills? Why?

T: For me, independent reading is very important. I encourage students to select books at their level and read on their own. I believe this builds confidence, fluency, and a love for reading. I also ask them to reflect on what they read through short discussions or reading journals.

5. R: Which reading texts do you use in teaching reading skills? Where do you get them?

I select graded readers from the school library. They match students' levels and help build fluency through simplified language.

Teacher -D

R: What is reading for you?

T: For me, reading is a vital skill because a man who read can learn language skills like: new words, grammar, writing procedures and develop his/ her reading ability.

R. Do you teach reading skills? Why?

T "Yes, of course! Reading is essential for success in school and life. I use a variety of texts, including fiction, non-fiction, poetry, and even comics, to capture students' interest. I also connect reading to current events, community issues, and students' own lives.

R. Why:

T. "I want students to develop a love of reading. When they enjoy reading, they are more motivated to learn and to explore new ideas

3. R: What are the reading skills that you often teach? Why do you teach each of the skills you told me?

I emphasize word attack strategies and reading between the lines. Students often struggle with vocabulary, so I teach them to guess meanings from context. Reading between the lines helps them grasp implied meanings and tones, especially in more complex texts.

4. R: How do you teach reading skills? Why?

I combine guided and shared reading. First, I model reading strategies in a shared setting, then break them into small groups for guided practice. This combination allows me to reach different learners and ensure that all students engage actively with the text.

5. R: Which reading texts do you use in teaching reading skills? Where do you get them?

I use both the textbook and additional authentic texts like brochures or website content. I gather these from the internet and my own collection.

APPENDIX B

CLASSROOM OBSERVATION TRANSCRIPTION

Delivery as a Key Factor in Language Teaching (Reading Skill)

Effective lesson implementation is crucial for successful in language area, specifically in teaching reading skill. Teachers who are skilled in lesson delivery can create engaging and motivating learning environments where students feel confident to learn, practice, and make progress. Lesson implementation in language teaching refers to the process by which a teacher presents and facilitates language learning experiences in the classroom practices. It encompasses the strategies, activities, and interactions employed by the teacher to engage learners, convey language concepts, and foster language development. Lesson delivery is more than simply transmitting information; it's a dynamic process that involves: planning and preparation, presentation and explanation, practice and application, monitoring and feedback, adapting and adjusting.

1. Teacher A's Full 40-Minute Class

Class Level: Grade 10 EFL

Date: November 2023

Lesson Topic: "National and Global Population Growth"

Reading Text: Ethiopian grade 10 English Textbook page 8, "National and Global Population Growth"

Time: 3:50 – 4:30 (Class Duration: 40 minutes)

[3:50] - Activity 1: Lesson Introduction & Topic Presentation (1 minute)

T: All right, our today's lesson is reading. There are reading passage on textbook page 8 and the title says National and Global Population Growth.

[3:51] - Activity 2: Pre-Reading Discussion - Defining "Population" (3 minutes)

T: Before we read the passage here let me ask you some questions regarding... What's population and what's population growth?

T: First of all let me begin from the word population what does it mean? Population

T: What is population in Afan Oromo?

Ss: Uummata

T: Uummata good

T: What is population growth?

Ss: Heddumminauummataa

T: heddumminauummataa

[3:54] - Activity 3: Expanding on Key Concepts - National vs. Global (4 minutes)

T: What is the word national and global population growth? What's their similarity and what's their difference?

T: When we say national population growth global population growth? What do you just think their similarity and what's their difference?

T: When we say national population growth it concerns what and also when we say global population growth what does it mean and also what is the factor for the population growth?

T: What's your name?

S: Milkiyas

T: Milkiyas what do we say for the word national?

Ss: National population growth concerns with Specific country

T: good, What about global?

Ss: Over all the world

T: Nice nicenice very good. Here when we say national population growth it refers to a single country and when we say global population growth it concerns with over all the world.

[3:58] - Activity 4: Discussing Impact of Population Growth (2 minutes)

T: What Do you think for the factor for national population growth do you think it has negative or positive impact?

T: Do you think it has negative impact?

Ss: yes

T: how? What could be it's negative impact and what could be it's positive impact?

Ss: (unclear response or brief silence)

[4:00] - Activity 5: Pre-Reading Vocabulary Introduction (3 minutes)

T: Ok! Here there are some words...ok regarding to the deep understanding of national and global population growth... Just you can get the better information from the passage when you read but before you read the passage there are some vocabularies you face in the reading passage... The first one is: degradation think of the meaning of these words before you read. Fauna and flora, devastation, immigrate, subsides, subsistent, cultivate, existing scenario, substantial, change, tapping...

T: here these are words you can get their meanings depending on their contextual usage.

[4:03] - Activity 6: Instructions for Group Reading & Contextual Vocabulary Task (3 minutes)

T: Now just be in group of three and you are going to read the passage I will give you ten minutes. After you read the passage, first you give you are expected to give contextual

meanings of those words. Next there are questions on page 13. The matching part and which is under activity 1.3.1 as well as 1.1.5 but before that let you read the passage for 10 minutes. For make it clear, [maalanjedhee? dubbisakitaabakeessanirrajirusanafuula 8 irraakaasee 'national and global population growth' jedhudubbistu, gareenamasadiiqabuunakkumateessanittiegaryeroodubbistaniijechoonni kun achikeessatti bold ta'aniijiru. Hiikaisaaniikkaataagalumsaisaaniitiindubnisichakeessaabarbaadaadeemtu, ergadubbistaniiboodagaragaaffiihojjechuufdemnajejudha. So daqiiqaa 10 isiniifkennaa continue... Just anyone everybody should participate by reading the passage. Continue. Eenyukeessaniifdubnisuuqabdutaa'uunhindanda'amu.]

[4:06] - Activity 7: Student Group Reading (10 minutes)

(Students engage in reading the passage in groups as instructed, identifying contextual meanings of vocabulary.)

[4:16] - Activity 8: Transition to Post-Reading Activities (2 minutes)

T: Have you finished? If you finished, remain in group and do the activities.

T: here there are matching part from the text page 13 around 6 questions. Match these words with column B.

[4:18 - 4:30] - Activity 9: Student Group Work on Matching Exercise & Teacher Monitoring (12 minutes)

(Students are actively working on the matching exercise on page 13 in their groups. Teacher A is likely monitoring, providing assistance, and facilitating the activity during this period, though specific dialogue is not provided in the transcript.)

2. Classroom Transcription: Teacher B's EFL Reading Lesson

Time: 3:10 – 3:40 (Class Duration: 30 minutes – Teacher quit class)

[3:10] - Activity 1: Warm-up & Review of Previous Speaking Skills (3 minutes)

T: OK, Good morning students, today we are going to see reading skills about national and global population growth, before we will see national and global population growth, what we have seen in previous lesson?

S: Short and long vowels

T: OK, thank you, short and long vowels, under speaking skills we have pronounced Short and long vowels yesterday.

T: As we have learned yesterday who can tell me vowel as example?

T: Who can tell me vowel?

S: A, E, I, O and U

T: In addition to this, how to pronounce diphthongs? What is diphthongs? Tola.

S: Words that combine two vowel sounds

T: Another we have seen about interdental voice and voiceless. What are they who can remember that?

T: What are consonants?

S: B,C,D...

T: Under small talks we have seen asking for opinions. Very good.

[3:13] - Activity 2: Transition to Reading Lesson & Initial Concept Check (2 minutes)

T: Ok, today we have seen about reading skills "National and Global Population Growth."

T: Fist of all what is population? Population growth
[yeroojennuafaanoromoonmaaljechuudhaMee?] What is population growth in Afan Oromo?

Ss: Heddumminauummataa

T: baay'eegaariidha.Heddumminauummataa. Dabaliinsauummataairrattikanxiyyeeffatuudha.

[3:15] - Activity 3: Instructions for Pre-Reading Discussion (2 minutes)

T: So activity 1.1.1 says before you read the passage discuss the following questions in group of three and report your answer to the class.

T: The first question says can you list the most pressing problem that Ethiopia is facing due to population growth?

T: The second question says do you think population growth has direct connection with our environment? If it has direct connection, how? Discuss on these questions for two minutes by pair or by three or as you sit now discuss on these questions. Ok try to say something on these questions?

T: can you list the most pressing problem that Ethiopia is facing due to population growth?
[KarooramaleedabaluuuummataairrattirakkoonItoophiyaamudachaaajirumaali?Naannookeeny awaliinwalittihidhamiinsaqaabaa?Yooqabaateakkamitti?

[3:17] - Activity 4: Student Pre-Reading Discussion (Implied) (2 minutes)

(Students engage in a brief discussion in pairs/groups on the given questions as instructed by the teacher.)

[3:19] - Activity 5: Instructions for Silent Reading (1 minute)

T: Have you finished? We are going to reading the given passage.

T: Take out your text, SB page eight. Try to read this passage as it has four paragraphs, so try to read each paragraph by group or as your seat, silently. I will give you ten minutes. Everyone should read the given passage starting from page eight to eleven.

T: See from page 8 about national and global population growth silently.

[3:20] - Activity 6: Student Silent Reading (Implied) (10 minutes)

(Students silently read the passage from page 8 to 11 in their textbooks.)

[3:30] - Activity 7: Instructions for Post-Reading Vocabulary Matching (1 minute)

T: Have you finished? Very good. Now there's a word which is taken from your textbook on page 13. Vocabulary part 1 says: Match the words above passage and match under left hand side with right hand side individually. You will do individually as you have read from the passage. You have seen from the passage. When you have read the passage these words are:

T: immigrate, Degradation, Devastation, Fauna, Flora, Subsidies. I will give you four minutes.

[3:31] - Activity 8: Student Individual Vocabulary Matching (Implied) (4 minutes)

(Students individually work on matching vocabulary words from the text.)

[3:35] - Activity 9: Guided Vocabulary Review & Checking (5 minutes)

T: What is immigrate from paragraph one? Go and see paragraph one. "When the situations become worse and worse, it is a must for citizens to immigrate."

Ss: Leaving one country and settling in another country.

T: Degradation?

Ss: The state of being destroyed.

T: Devastation, wantitokkogadiqannasuujechuudha.

Ss: F, Changing to lower state.

T: Fauna?

Ss: D says, all animals living in a particular region.

T: Flora?

Ss: Biqilootabakkamurta'atokkowiinjiraatan.

T: Subsidies?

Ss: B, Money paid by the government or organization to reduce price.

[3:40] - End of Class / Teacher Quits

(The teacher concludes the lesson at the 30-minute mark.)

3. Teacher: C experience of classroom practice

Time: 3:10 – 3:50 (Class Duration: 40 minutes)

[3:10] - Activity 1: Lesson Introduction & Topic Presentation (1 minute)

T: Ok my students I am going to teach you reading about travel behavior. Our title today is travel behavior.

[3:11] - Activity 2: Activating Prior Knowledge & Linking to Previous Skills (1 minute)

T: Ok my student, As we discussed in listening, travel is move from place to place using may be cars, and others.

[3:12] - Activity 3: Introducing the Reading Task (1 minute)

T: Today we're going to read a passage and answer the following questions.

[3:13] - Activity 4: Instructions for Pre-Reading Group Discussion (3 minutes)

T: Now I give you a time or a minute to discuss with your partner.

T: Be in pair and discuss the following questions before you read the following questions.

T: 1. What are the prerequisites to protect yourself from the car accident if you're traveling to a big city for the first time?

T: Discuss the following words with your partner.

T: 1. You discuss from your experience

T: 2. What are the following words. Like Side walk pedestrians

T: Now go in pair and discuss on the following.

T: Please make a warm discussion. Don't sit in the classroom simply.

[3:16] - Activity 5: Student Pre-Reading Discussion (Group Work) (8 minutes)

(Students engage in pair/group discussion on the pre-reading questions and initial vocabulary understanding as instructed.)

[3:24] - Activity 6: Eliciting Responses from Pre-Reading Discussion (5 minutes)

T: Ok now say something.

T: 1.1. What are the prerequisites you set to protect yourself from the car accident if you're traveling to a big city for the first time?

Ss: I put my money in hidden pocket.

Ss: I sit at middle of a car.

T: Discuss the meaning of the following words with your partner.

T: What does the word pedestrians?

S: A person who travels by foot

T: Side walk

S: Walk on sitting of area of pedestrians

T: Pick pocket

S: A thief who steal from pocket

[3:29] - Activity 7: Instructions for Silent Reading (1 minute)

(Teacher C explicitly or implicitly instructs students to begin reading the main passage, preparing them for the upcoming comprehension tasks.)

[3:30] - Activity 8: Student Silent Reading of Passage (Implied) (10 minutes)

(Students are silently reading the "travel behavior" passage in their textbooks during this period.)

[3:40] - Activity 9: Transition to Post-Reading Activities (1 minute)

T: Now answer the questions, you have read the questions, match the main idea with each paragraph.

[3:41] - Activity 10: Post-Reading: Matching Main Idea with Paragraphs (4 minutes)

T: A new traveler in big cities first should be aware of traffic rules and other prohibited actions before she/he starts to travel in big cities.

S: Paragraph 3

T: Travelling is one means of acquiring knowledge and entertaining oneself.

S: Paragraph 1

T: Decisions on the destination the traveler plans to reach, the purpose for the travel, the amount of money she/he needs and the type of mode of transportations she/he chooses to use are travel behaviors.

S: Paragraph 2

[3:45] - Activity 11: Post-Reading: Comprehension Question 1 (2 minutes)

T: According to the passage, how can visiting the cultures and values of other people help to enrich one's scope of thinking?

S: Because the belief, attitudes and values

[3:47] - Activity 12: Post-Reading: Comprehension Question 2 & Teacher's Response (3 minutes)

T: Why do you think that the actual travel behaviors are often interdependent with the beliefs, attitudes, and values of the traveler?

Ss: ____ (Students didn't answer)

T: (teacher didn't tell them and skip on it)

4. Classroom Transcription: Teacher D's EFL Reading Lesson (Partial)

Research Focus: EFL Teachers' Perceptions and Classroom Practices in Using Reading Texts in Teaching English Language Reading Skills.

Time: 2:30 – 3:00 (Class Duration: 30 minutes – Teacher quit class)

[2:30] - Activity 1: Lesson Opening & Introduction to Reading Topic (Implied) (3 minutes)

(Teacher D would likely have opened the class, greeted students, and introduced the day's reading lesson, setting the context for a passage they were about to read. No direct dialogue is provided for this segment.)

[2:33] - Activity 2: Instructions for Silent Reading (Implied) (2 minutes)

(Teacher D would have given instructions for students to read a specific passage from their textbook, possibly outlining the purpose or a general focus for their reading. No direct dialogue is provided.)

[2:35] - Activity 3: Student Silent Reading of Passage (Implied) (10 minutes)

(Students are engaged in silent reading of the assigned text. This time allows for individual comprehension before moving to specific tasks. No direct dialogue from the teacher is provided during this period.)

[2:45] - Activity 4: Introduction to Vocabulary Elicitation (Implied) (2 minutes)

(Following the reading, Teacher D would have prepared the students for a vocabulary activity, instructing them to find meanings or synonyms from the text. This sets the stage for the transcribed dialogue.)

[2:47] - Activity 5: Guided Vocabulary Elicitation and Checking (4 minutes)

T: Find a word which has the closest meaning with the phrases given from the above reading passage.

T: What does it mean, the phrase "not to delay?"

S: promptitude

T: Old way of saying means?

S: platitude

T: Overlook or make something less important?

S: undermined

T: Highly important?

S: milestone

T: Connected or linked to?

S: alignment

[2:51] - Activity 6: Further Student Practice / Independent Work (Implied) (7 minutes)

(Following the brief oral check, students would likely be directed to continue with further vocabulary exercises, comprehension questions, or other post-reading tasks from their textbook, working independently or in groups. Teacher D would be monitoring this activity. No direct dialogue is provided.)

[2:58 - 3:00] - Activity 7: Abrupt Conclusion / Teacher Quits (Implied) (2 minutes)

(During these final two minutes, the teacher would have abruptly concluded the class, as per the instruction that they "quit class by teaching only 30'." There is no further instruction or dialogue from the transcript, marking the end of the lesson at 3:00.)