

Exploring Teachers' Perceptions Towards the Challenges of Teaching Reading Skill Using Communicative Language Teaching Approach: Focus on Wolaita Sodo Preparatory School

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Abstract

The main purpose of this study is to explore teachers' perceptions towards the challenges of teaching reading skill using communicative language teaching approach: focus on Wolaita Sodo Preparatory School. Descriptive research design was employed. The data were collected through semi-structured interview and classroom observations. Six grade eleven EFL teachers of the Wolaita Sodo Preparatory were selected as a participant of the study without any sampling due to their limited number. The Interview data were tape recorded and transcribed into textual form and the classroom observation data were noted to analyze. The findings of this study disclosed that EFL teachers have a positive perception in towards teaching reading skills using communicative language teaching approach but students were negatively perceived in learning reading using CLT. Hence, based on the findings, recommendations were made. In concurrence to this, the researcher recommends that the concerned bodies should give due attention to overcome selected problems which hampers teaching reading skills using communicative language teaching approach particularly mobilizing EFL teachers through continuous capacity building activity is paramount.

Keywords: Perceptions, Challenges, Reading Skills and Communicative Language Teaching Approach

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1. Introduction

English is the language used to achieve better academic results as well as reading the latest achievements of science and technology if it is taught through communicative language teaching approach effectively (MOE, 1997). Consequently, it is necessary for all literate Ethiopians to have a good command of English language to convince the growing needs of their developing country. Reading provides the learners with a source of comprehensible input and serves to facilitate communicative competence in other language skills (Harmer, 2001). Furthermore, reading ability has always been viewed as critical to academic success. Reading is a receptive and decoding skill in which the reader receives the writer's message and tries to recreate the writer's message to the extent possible (Chastain, 1988: 216). The goal of reading is to make meaning or to recreate the writer's meaning. By definition, reading involves comprehension. When readers do not comprehend, they are not reading (ibid, p. 217).

According to Borg (2003) teacher's perceptions regarding reading instruction through communicative language teaching is one of the most influential factor on what is done in classrooms and in the end on what students learn. There is now agreement in general in language education that teaching is a cognitive activity in which teachers' perceptions greatly impact their instructional decisions in the classroom (Harmer, 2001; Richards and Lockhart, 1997). Within second language education, teaching reading is also viewed as a complex cognitive activity (Borg, 2003). The same author advocates that teachers are active, and thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs (Borg, 2003:81). Irrefutably, research has indicated that teachers have a vast collection of complex beliefs about pedagogical issues including perception about teachers' and students' thought processes and classroom practices (Berliner, 1987; Borg, 2003; Burns, 2003; Richards and Rodgers, 2001).

These beliefs are whispered to form a structured set of principles and are derived from a teacher's prior experiences, school practices, and a teacher's

individual perceptions (Borg, 2003). Furthermore, Hall (2005) suggested 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. Borg (2003), Graves & Aimonette,(2008), Singhall (2001), Farrell (2001), Breen, Hird, Milton, Oliver, & Thwaite, (2001) point out that there is need to understand; and give account for the underlying belief systems of language teachers while teaching reading through CLT and the impact of these have on their classroom practices in order to improve instructive practices.

Every nation today, including Ethiopia, pursues scientific progression. This means there is need for instructive learners to appropriate reading practices in order to facilitate their development of reading expertise expected of them as they build their professional career communicatively. The nature of communicative

language teaching and its concerns of creating an interaction while teaching reading, in the field of language learning and teaching which has been assigned by the Ethiopian ministry of education. However, students are seen not well in reading. This is the researcher has seen in his long years' experiences of teaching reading in the school selected for this study. Thus, the researcher was inspired to exploring teachers' and students' perceptions towards the challenges of teaching and learning reading skill using communicative language teaching approach at Wolaita Sodo Preparatory School. In general, as communicative language teaching is a modern and effective approach in language teaching in general and reading in particular, it is believed that the students reading problems could be decreased through exercising the method to teach reading skill. Hence, it is reasonable to uncover the challenges in using CLT in teaching reading lesson.

2. Statement of the problem

According to Greenwood (1998), especially English as Second and Foreign Language learners, confront a variety of difficulties while reading. These difficulties comprise inadequate vocabulary, lexical inefficiency, structural complexity, language inaccessibility, poor reading skills, lack of schemata, and so on. Students' lack of interest is another major cause of their failure in reading. Reading is, for many of them, "is a passive, boring activity, performed constantly in isolation and perhaps associated with skills which they feel they do not possess" (Greenwood, 1998: 5). Dechant (1982: 73) expressed the same opinion and stated that achievement in reading is dependent "upon the learner's motivational readiness, and poor reading or reading failure may be caused by lack of interest." He also mentioned 'personal maladjustment' as another cause of reading failure and explained that difficulties in adjusting to a new environment, poor parent-child relationships, lack of encouragement from home, 'negative attitudes of parents to learning in general' etc. may all lead to failure in reading.

Concurrence to this, some researchers point out that teachers have some problems in implementing CLT in ESL reading contexts such as teachers problems with the size of the classes as these classes are not large enough to implement reading by means of CLT, and most of the teachers are eager to take form based and knowledge based examinations which conflicts with the principals of CLT (Anderson, 1993; Li, 1998; Little wood, 2007; Liao, 2003). Cohen and Teller (1994) pointed out that perception of the teachers and students can play a very important role in their implementation of an approach, so teachers' and students' perception regarding the implementation of teaching reading via CLT can affect their practice too. Alemu (2004) investigated the importance of implementation of CLT by the teachers on the students interest in language learning in the context of Ethiopia, at the end of the research he came up with the conclusion that teachers' classroom practices in CLT can affect student's performance to a high extent; results of this study reflected this point that Ethiopian students are eager to do form based activities rather than communicative ones.

In understanding the language teacher by studying teachers' perception about reading instruction, Allen and Bruton, (1998) and Macaro (2006), reveal the knowledge that reading cannot be regarded as a set of perfunctory skills to be learnt. They point out that reading is a complex process of making meaning from a text for a variety of purposes and in a wide range of contexts. To a large extent in Ethiopia, reading in English is essential for learners' academic success because English is the medium of instruction in all formal settings put aside the other languages. However, in many situations where English is learnt as a second language (L2), learners usually experience the lack of reading strategies which are essential for them to read competently and overcome the challenges in the classroom when dealing reading within communicatively designed exercises, (Pressley, 2006; Beard, 1988; and Block and Pressley, 2002).

Communicative language teaching approach was introduced as a main language teaching approach in our country Ethiopia before two decades. Conversely, the reading skill of our high school students is not as expected at their level. For example; sometimes students fail to use basic words for communication and even they cannot express themselves clearly because of lack of reading proficiency.

Local research done by Surafel (2002) shows that large class size, in adequate background knowledge of the students, scarcity of textbooks, absence or scarcity of supplementary materials (for listening reading) and exam practice are some common problems English language teachers face while they are trying to implement the CLT approach. Amare (1998) in his article, 'Teachers' Perceptions of Educational Problems in Ethiopia,' has identified the following problems: overcrowded classes, shortage of instructional materials, heavy teaching loads, etc. He further mentions that teachers' attitudes are another source of problems in the teaching learning process in Ethiopia. So far, it seems that no research has been conducted about challenges of teaching reading skill using CLT in the Ethiopian context of language teaching and learning, and as a result of this, it is difficult to know what secondary school English language teachers perceive about communicative language teaching in EFL reading classroom. Besides, as CLT was spread around the world to contexts different from that it was developed (believed to be developed in Europe and America), it is essential to document the prevalent constraints in our context of language teaching and learning. However, current research was focus teachers' and students perceptions related challenges in teaching and learning reading using CLT at Wolaita Sodo Preparatory School

rather than CLT itself.

3 Objectives of the Study

3.1 General objective

The general objective of the study is to Teachers' and Students' Perceptions related challenges in Teaching and Learning Reading Skill using Communicative Language Teaching Approach.

3.2 Specific objectives.

Specifically, this study will be intended to achieve the following objective:

1. To spot teachers' perceptions associated with the challenges of teaching reading via CLT in Wolaita Sodo Preparatory School.

4. Research Design and Methodology

4.1. Research Design

It is said that research design is selected based on the purpose and nature of a research. The purpose of this study is identifying teachers and students allied challenges in teaching and learning reading skill using communicative language teaching approach. To achieve the purpose of this study, descriptive survey design was employed that includes both quantitative and qualitative techniques of data analysis. The activities to be performed in this study were descriptive in their nature. For this reason, descriptive research design was used to conduct this study.

4.2. Research Setting

This study was conducted at Wolaita Sodo Preparatory School. Currently, it has 450 male; 388 female students and totally 838 students; 4 male teachers, 2 female teachers (totally; 6 teachers) one principal. It has also vice academic and administrative principals and 8 administrative workers. Wolaita Sodo is located in South, Nations, Nationalities, and Peoples; Regional State, Wolaita Zone, Sodo city administration. It is located about 315 Km away from Addis Ababa via Alaba direction. The major reason why the researcher selected this school to conduct his study is that the researcher observed that the extent to which communicative language teaching approach was used to teach reading was not yet studied.

4.3. Participants of the Study

In this study, EFL teachers and students of grade twelve were selected. There are six English language teachers in the selected school. All six English language teachers were selected for this study. Thus, it is believed that they can provide the data needed for this study as they can provide efficient data about the practices in the classroom. These six participant teachers have experience in the teaching of English as a foreign language. Their experiences range from one up to thirty years. Four of them are first degree holders in English language and the remaining two are M.A in TEFL.

4.4. Sampling Techniques

The researcher was used all six EFL teachers without any sampling technique. This is because of their limited number which is manageable for this study. For interview the entire teachers who teach English were interviewed. Teachers were observed during teaching reading via communicative language teaching approach.

4.5. Tools of Data Collection

To collect valuable and relevant data, two important instruments of data collection were employed. These are semi-structured interview and non-participant observation. These tools were developed primarily to meet the objectives of the study.

4.5.1 Semi-structured interview

Among the types of interview, the researcher employed semi-structured interview. The interview was developed primarily to meet the objectives of the study and to answer research questions.

4.5.2 Classroom Observation

The classroom observation is important to get direct and practical information rather than self-report accounts (Dornyei, 2007). Sarantakos (2005) points out that in non-participant observation, the researcher or observer do not take part in the classroom teaching learning process and the observer simply observes the existing situation. Besides, he expresses that in non-participant observation the role of the observer is not part of the activity. Hence, among types of observation, non-participant observation was employed to collect data for this study.

4.6 Methods of Data Analysis

The data which was gathered from teachers through interview, classroom observation and questionnaires would be analyzed, interpreted and discussed. The interview data was transcribed and changed into textual data form.

Finally, the qualitative data were analyzed thematically. Based on the results, conclusions and recommendations were made.

5. Discussions and Results

To achieve objectives of the study, data was gathered from teachers of Wolaita Sodo Preparatory school via interview and classroom observation. The data assembled through close-ended items of the interview and classroom observation was analyzed quantitatively. While the data gathered through interview and open ended questionnaire was analyzed qualitatively or verbatim.

5.1 English Language Teachers Perception allied challenges in teaching reading using CLT

I. Teachers' Response on their Perception related challenges in teaching reading using CLT

It is palpable that one's perception and attitude on certain arena can affect one's own practice of certain activities. In the same reason, the perception of English language teachers' perception in teaching reading using communicative language teaching approach can have positive or negative impact on the extent to which they practice it. With this regard an attempt has been made in this study to explore the perception of EFL teachers' associated challenges in teaching reading using CLT. Their response is presented as follows:

In item 1, the researcher interviewed four grade nine English Language teachers on whether or not they believe that teaching reading using CLT at high school level is difficult to put it into practice. In retort to this item, all of four teachers said that it is possible to teach reading using CLT but it is problematic to put it into the EFL reading classroom context and forwarded different points for example, large class size, insufficient textbook and lack of reading proficiency of students. From the above data, one can say that it is possible to teach reading using CLT if the class size and textbook should be to the standard unless it is difficult to teach reading using CLT at Wolaita Sodo school context.

With regard to item 2, the EFL teachers were asked to answer whether or not they believe that teaching reading promotes communicative activities and if yes how and no why. In reply to this, T1 believed that teaching reading doesn't promote communicative activities and forwarded that in order to promote communicative activities, teaching speaking sole option to promote communicative activities rather than reading. On the other hand, the remaining three teachers (T2, T2 and T3 believed that teaching reading promotes communicative activities if it is implemented properly. In conclusion to this, we can say that EFL teachers believed that teaching reading promotes communicative activities if it is implemented properly.

Concerning to item 3, EFL teachers of the School were asked to respond whether they believe or not CLT is suitable method to teach reading skills and if yes how and no why. In response to this, T4 believed that communicative language teaching is not suitable method to teach reading skill that is because of large class size and lack of authentic materials and it is better to teach speaking rather than reading. While as three teachers (T1, T2 and T3) replied almost all in a similar way that communicative language teaching approach is suitable method to teach reading. However, there are challenges putting it into class context and forwarded different points; shortage of textbooks, lack of students communication skills even they were interested to reading silent rather than reading aloud; lack of a skill of material adoption and make use of authentic materials are what they faced when teaching reading in EFL classroom context. Therefore, we can deduce that most teachers believed that communicative language teaching approach is suitable to teach reading skills if school setting related challenges solved effectively.

In item 4, EFL teachers were asked to respond whether or not they believe that teacher preparation can affect teaching reading using CLT if yes how and no why. In riposte to this, four of them (all of them) were believed almost all similar way that teacher preparation can affect teaching reading make use of communicative language teaching approach. They said that preparation can affect both positive and negative effect in teaching learning process if it implemented well it has positive effect and if they have not prepared well before teaching reading using CLT has negative effect.

In conclusion to this, they said that preparation is the key element for teaching learning process. Therefore, one can deduce that teachers' preparation can affect teaching reading using CLT. The response of teachers is supported by previous research findings. For example, Boreg (2003) and Lee (2004) have investigated teachers' preparation can affect teaching reading using communicative language teaching approach. It was found that teachers' preparation on teaching reading using CLT is a tool for effective teaching learning process in EFL reading class context if it is well prepared. Henceforth, it is possible to say that teachers' response agrees with other research findings.

In item 5, teachers were interviewed to reply that in their own experience, mention teachers' perception related challenges in teaching reading using communicative language teaching approach. In retort to this, T 1 believed that most of the time new graduate teachers those who haven't trained PGDT (post graduate diploma in teaching) fails language teaching methodology and teaching experience has its own value and it affects their perception. On the other hand, T2, T3 and T4 in similar way believed that most of the time EFL teachers lack

confidence in subject matter knowledge, lack of preparation in teaching reading rather than communicative ones, most of teachers give less attention to reading and they only focus on grammar part, mother tongue influence in EFL teaching context, shortage of experience and resistance to take any feedback from the experienced teachers and poor in classroom management.

Therefore, one can infer that teachers' perception related challenges in teaching reading using CLT are: loss of confidence in teaching reading using CLT in EFL class context, lack of preparation in teaching reading skill make use of CLT, teaching method is dominated by rule based which focus on grammar rather than communicative approach, mother tongue influence in teaching EFL reading class context, shortage of experience and poor class management.

From the responses of the interviewees, it can be deduced that teachers' perception related challenges in teaching reading using communicative language teaching approach is one of the factor that affect teaching reading make use of CLT. These are: negative attitude towards CLT which means that most of the EFL teachers conceived that CLT solely focus on speaking rather than reading, lack of interest of students, shortage of textbooks, anxiety of language, loss of confidence in teaching reading using CLT in EFL class context, lack of preparation in teaching reading skill make use of CLT, teaching method is dominated by rule based which focus on grammar rather than communicative approach, mother tongue influence in teaching EFL reading class context, shortage of experience and poor class management.

This perception related challenge really confirmed by classroom observation context which means most of the EFL reading lessons were not observed when EFL teachers teaching reading using communicative language teaching approach. This implies that the EFL teachers of the School faced different challenges while teaching reading using CLT. It is profound that one's perception and attitude on certain arena can affect one's own practice of certain activities.

In the same logic, the perception of English language teachers' in teaching reading using communicative language teaching approach can have positive or negative impact on the extent to which they practice it. This finding of the study is confirmed by the previous findings of study. For example, Borg (2003), Grabe, (2004), Singhall (2001), Farrell (2001), Breen and Thwaite (2001), Hall, (2005) suggested 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. Consequently, teacher related perceptions could affect teaching reading using CLT.

In item 6, teachers were asked to retort whether or not do they believe that EFL teachers do not give due attention when teaching reading skills. In comeback to this, T1 believed that teachers should give due attention when teaching reading skills make use of communicative language teaching approach. He said that reading is a skill which needs a great attention. On the other hand, three teachers (T2, T3 and T4) were said that most of the time EFL teachers shouldn't give due attention when teaching reading using communicative language teaching approach. They forwarded different factors such as large class size for example, student class ratio one to ninety (1:90), students lack of interest, motivation to practice reading in communicatively, poor in prior knowledge, lack of inferring and referring skills during reading lessons, lack of commitment of teachers, lack of instructional materials, lack of authentic materials, shortage of time, poor classroom management and lack of textbook (student textbook ratio 1:12) and lack of reading space. These factors impede them to give less attention when teaching reading using communicative language teaching approach. Therefore, we can conclude that most of EFL teachers didn't give due attention when teaching reading using communicative language teaching approach.

With regard to item 7, teachers were asked to retort whether or not they believe that the effectiveness of teaching reading depends upon teachers' commitment of teaching reading using communicative language teaching approach. Four of the EFL teachers of the school said that to teach reading using communicative approach effectively, it needs great commitment. They were asked to react how. They forwarded that the effectiveness of teaching reading depends upon not only in mere commitment but teachers should use integrative skills to teach reading using oral questions, making reading lessons into interactive activities. Therefore, it is possible to say that teaching reading using CLT depends upon teachers' commitment to put it into classroom context. Unless we can't sure that teachers' use reading in EFL class context and commitment has its own negative or positive effect.

In item 8, the EFL teachers were interviewed to reply whether or not do they believe that teaching method affects reading skills and if yes how and no why. In response to this, four of the EFL teachers believed that teaching reading using communicative language teaching approach should be depends upon language teaching methods. Without effective teaching method any instruction is inefficient and effective. Henceforth, it is possible to deduce that teaching reading using communicative language teaching approach depends upon the effectiveness of language teaching methods.

In item 9, teachers were interviewed to reply whether or not do they believe that authentic materials does not need when teaching reading using communicative language teaching approach. In rejoinder to this, four of them believed that using authentic materials is important tool to communicative with instruction effectively.

However, most of the time as they EFL teacher they didn't use authentic materials. This implies that their positive belief mismatch with their practical engagement of teaching reading using communicative language teaching approach. Therefore, one can deduce that using authentic material is important to teach reading via communicative language teaching approach if it is implemented effectively.

Concerning item 10, teachers were asked to retort in their own experience what they face when teaching reading using CLT. In reply to this, T 1 believed that native language affects foreign language teaching and students performance is the below the standard, textbook is not suitable to teach reading using CLT. On the other hand, three teachers replied that they face different challenges when they were teaching reading using communicative language teaching approach. Some of the reflected challenges are: shortage of instructional materials, inappropriate use of language teaching methodology and learning methods, negative attitude towards CLT, background knowledge, poor classroom management, lack of motivation, fail to use interactive activities, lack of training in teaching and learning using communicative language teaching approach in EFL reading classroom context, giving less attention when reading taught through CLT, a clear misunderstanding between principles of CLT and teachers' practical engagement in teaching reading skills. These and other factors which affect teaching reading using communicative language teaching approach.

In conclusion to this, it is possible to say that there are factors that affect teaching reading using communicative language teaching approach. Some of the forwarded factors are: lack of instructional materials, inappropriate use of language teaching methodology and learning methods, negative attitude towards CLT, background knowledge, poor classroom management, lack of motivation, fail to use interactive activities, lack of training in teaching and learning using communicative language teaching approach in EFL reading classroom context, giving less attention when reading taught through CLT, misunderstanding between principles of CLT and teachers' practical engagement in teaching reading skills, native language affects foreign language teaching and students performance is the below the standard, textbook is not suitable to teach reading using CLT. Therefore, EFL teachers were facing different challenges in teaching reading using communicative language teaching approach. This was really revealed when the researcher observed the EFL teachers of the school teaching reading using communicative language teaching approach.

5.2 The Result of Classroom Observation on What kind of challenges EFL Teachers face when teaching and learning Reading using CLT

Four teachers observed for three times and totally the twelve reading lessons were observed what kind of challenges both teachers and students face when teaching and learning reading using CLT. In rejoinder to this each items were analyzed below:

Concerning item 1, the twelve reading teaching lessons were observed to see whether or not the English teachers afford bottom up approach when teaching reading skills. With regard to this, T1 and T3 afforded bottom up approach when teaching reading using different strategies such as reminding them meaning of each words, phrases and sentences. Further, T2 afforded when teaching reading using simply calling letters and symbols. Besides, T4 afforded bottom up approach using key words then defining them and giving activities how his students refer and infer activities which is taken from reading passage. This data obtained from classroom observation reveals that majority of teachers afford bottom up approach when teaching reading. Therefore, EFL teachers of the school afforded bottom up approach to teach reading skills.

With regard to item 2, T3 provided top down approach when teaching reading skills using varieties of tasks. On the other hand, T1, T2 and T4 were not observed when teaching reading skills providing top down approach. This implies that majority of teachers have gap in providing top down approach when teaching reading using communicative language teaching approach. Hence, the classroom data revealed that most EFL teachers of the school gave less attention for top down approach when teaching reading skills. In item 3, EFL teachers were observed to see whether or not they use inference when teaching reading skills. In retort to this, among the twelve reading lessons none of reading lessons were observed when they used inferences in teaching reading skills. The classroom data disclosed that most of EFL teachers of the school did not used inferences when they were teaching reading skills.

In item 4, reading skills lessons were observed whether or not EFL teachers activate prior knowledge when teaching reading skills. With regard to this, almost all teachers of the school activated prior knowledge of their students when teaching reading skills. The result of the classroom data revealed that almost all teachers activate their students' prior knowledge when teaching reading skills. In item 5, twelve reading skill lessons were observed whether or not EFL teachers use reference questions when teaching reading. With regard to this, almost all EFL teachers of the school used reference questions when they were teaching reading. This implies that almost EFL teachers were using reference questions while teaching reading.

Again then in item 6, EFL reading lessons were observed whether or not teachers provide varieties of interactive activities when teaching reading. In riposte to this, none of the EFL reading lessons were observed when the EFL teachers were providing varieties of interactive activities when teaching reading make use of

communicative language teaching approach. Henceforth, the classroom observation data disclosed that most of the EFL teachers were not providing varieties of interactive activities while teaching reading skills this is because of the lesson plan is not suits for teaching reading using varieties of interactive activities.

Concerning item 7, the EFL reading lessons were observed to see whether or not teachers of the School convey the interactive approach when teaching reading skills. With regard to this, none of the EFL reading skills lessons were observed when they were conveying interactive approach teaching reading skills. Therefore, almost all EFL teachers of the school did not conveyed interactive approach when teaching reading skills.

In item 8, T1 used task based instructions when teaching reading skills. He delivered different task based instructions such as varieties of tasks when he was teaching reading skills. In contrary to this, majority of EFL teachers of the School were didn't use task based instruction when they were teaching reading skills. The result of classroom observation disclosed that almost all EFL reading lessons were not observed when they were using task based instructions in teaching reading skills. This infers that most of the EFL teachers were not used task based instructions when they were teaching reading skills.

In item 9, reading lessons were observed whether or not EFL teachers use content based instructions when teaching reading skills using communicative language teaching approach. In rejoinder to this, most of the EFL lessons were not observed when they were using content based instructions to teach reading skills. Henceforth, the classroom observation result unveiled that most of the EFL teachers did not use content based instruction when teaching reading skills using communicative language teaching approach.

In item 10, EFL reading lessons were observed to see whether or not teachers deliver cooperative language learning approach to teach reading using communicative language teaching approach. In retort to this, T1 and T2 assigned students in group and giving different activities which is taken from the reading text. While as, T3 and T4 were not observed when they were teaching reading skills using communicative language teaching approach. Therefore, the result of the classroom observation revealed that half of EFL teachers of the school delivered cooperative language teaching approach when teaching reading skills using communicative language teaching approach.

In item 11, EFL reading lessons were observed to see whether or not the class size suitable for teaching reading using communicative language teaching approach. With regard to this, the researcher observed that class size is not suitable for teaching reading using communicative language teaching approach. Therefore, the class size of the school not suitable for teaching reading using communicative language teaching approach. This implies that all of the observed classes are overcrowded and the class is said to be large. The result of the observation disclosed that the class size is not suitable to teach reading make use of communicative language teaching approach in Wolaita Sodo Preparatory School context.

With regard to item 12, EFL reading lessons were observed to see whether or not teachers use authentic materials when teaching reading. In riposte to this, none of the reading lessons observed when EFL teachers were using authentic materials when teaching reading using communicative language teaching approach. This implies that all of the EFL teachers of the school used authentic materials when teaching reading using communicative language teaching approach. Thus, the result divulged that all of the EFL teachers of the school didn't use authentic materials when they were teaching reading skills.

In item 13, the researcher was observed the existing challenges of teaching reading using communicative language teaching approach. The observed challenges are: lack of knowing strategies of teaching reading using CLT, lack of prior knowledge, lack of experience in teaching reading using CLT, lack of enough space between chairs, tables and desks, lack of enough sitting materials, lack of textbook, large class size, lack of interest of students, loss of confidence, language anxiety and teaching method itself.

6. Summary, Conclusions and Recommendations

Based on the analyses of the collected data, the following summary, conclusions, and recommendations were made. Hence, these parts intended to enlist the summary of the major findings, conclusion and recommendation.

6.1. Summary of the Major Findings

Different findings were obtained from the analysis of data. The findings of the study were organized and grouped according to the objectives of the study. Thus, in this subsection, the summary of the major findings is presented according to the objectives of the study.

➤ Teachers' Perception's related Challenges on Teaching Reading Skills

The study disclosed that almost all EFL teachers of the school believed that teaching reading using communicative language teaching approach is important to develop reading skill proficiency using communicative language teaching approach. This indicates that they were positively conceived teaching reading skills using communicative language teaching approach. As a result, they have no any perception related challenge in teaching reading using CLT. However, the interview and classroom observation result disclosed that they were facing different challenges in teaching reading make use of communicative language teaching

approach. Some of the forwarded factors are: lack of instructional materials, inappropriate use of language teaching methodology and learning methods, negative attitude towards CLT, background knowledge, poor classroom management, lack of motivation, fail to use interactive activities, lack of training in teaching and learning using communicative language teaching approach in EFL reading classroom context, giving less attention when reading taught through CLT, misunderstanding between principles of CLT and teachers' practical engagement in teaching reading skills and students performance is the below the standard, textbook is not suitable to teach reading using CLT. Therefore, EFL teachers of the school were facing different challenges in teaching reading using communicative language teaching approach. This was really revealed when the researcher observed the EFL teachers of the school teaching reading using communicative language teaching approach.

6.2 Conclusions

Based on the analysis of data in the previous sections, the researcher came up with the following conclusions.

The interview and classroom observation disclosed that almost all EFL teachers of the school believed that teaching reading using communicative language teaching approach is important to develop reading skill proficiency using communicative language teaching approach. This indicates that they were positively conceived teaching reading skills using communicative language teaching approach. As a result, they have no any perception related challenge in teaching reading using CLT. Nevertheless, the interview and classroom observation result disclosed that they were facing different challenges in teaching reading make use of communicative language teaching approach.

Finally, teachers' response on students' perception related challenges in teaching reading using CLT, the majority of teachers believed that EFL students of Belle Secondary and Preparatory School forwarded that there are challenges which impede students while teaching reading using communicative language teaching approach. For example, students' ability of learning reading using CLT into classroom context, interest related perception, shortage of textbook, lack of interest, large class size, shortage of sitting materials, shortage background knowledge, lack of practice, lack of motivation, negative attitude towards interactive activities, poor in comprehension skills, lack of contextualizing meanings, shortage of vocabularies, lack of grammar, lack of collaborative tasks and interactional nature of learning, lack of confidence, lack of awareness and less attention.

6.3 Recommendations

Based on the findings obtained and conclusion made, the following recommendations are forwarded:

As divulged in the findings, the respondents listed different factors that affect teaching and learning reading using communicative language teaching approach. Hence, the concerned bodies should fulfill the school setting related challenges that can affect the teaching of reading skills using the communicative language teaching approach, and the student and teacher related factors should mitigate through well-built mobilization. Finally, the researcher would like to suggest further research to be carried out in different aspects and levels of the same topic at various levels of education.

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