



Teachers' Practices And Students' Preferences Of Reading Instruction: Its Implication On Reading Comprehension and Fluency

Selamawit Zewdie

University of Gondar Email: selamawitzewdie19@gmail.com

ABSTRACT

The teachers' practice of effective reading instruction may not be the one that students perceive as useful and effective reading instruction. This qualitative case study research examines the reading instruction practices of teachers and the preferences of students with that of its implication on reading comprehension and fluency. Classroom observations and Semi-structured interviews were used to collect data from 2 experienced teachers and 6 students of a school in Gondar town, Ethiopia. The collected data were analyzed thematically. The findings of the study showed that teachers practice the traditional way of teaching reading whereas students prefer the interactive process to reading. Thus, it was found that there is a discrepancy between teachers' practices and students' preferences for reading instructions. It was also found that the teachers and students do not believe that the actual classroom instruction positively impacts students' reading comprehension and fluency. Based on the finding I argue that teachers should tune their way of teaching reading with the present theories as well as the students' preferences so that students improve their reading comprehension and fluency. Teacher educators also should train pre-service and in-service teachers to use the reading models that are up to date.

Keywords: Reading Comprehension, Reading Fluency, Reading Instruction, Students' Preference, Teachers' practices

1. INTRODUCTION

1.1. Background

English is considered one of the most important languages to be mastered as it is deemed the world's lingua franca and is spoken all over the world (Crystal, 2003). To master the English language, one has to master all four skills: reading, writing, listening, and speaking. Among the four skills, however, reading, which enriches readers' knowledge in any field of study either in their native language (L1) or second/foreign language, is considered important since it provides comprehensible input for students in acquiring a new language. Reading is generally viewed as a way of pursuing new information and knowledge. Ogeyik and Akyay (2009) affirm that it is an important tool for lifelong learning as it opens the gates to the treasures of knowledge. Therefore, reading is a crucial process of individual development of capacities in understanding prevailing information of the world as it plays a pivotal role in the life of a person.

In the process of acquiring a new language, reading is considered an important part of the learning process (Floris & Dvina, 2015; Palani, 2012). As a means of seeking knowledge, information, or entertainment through written words, the activity of reading, which starts at the beginning of school age and continues throughout students' lifetime, is the basic tool of learning. The ability to read is acknowledged as the most stable and durable of the second-language (L2) skills (Bernhardt, 1991). Palani (2012) affirms that effective reading is the most significant venue of effective learning as academic success requires successful reading. Thus, being a good reader is not a luxury in the 21st century, but a basic life skill. It can be argued that reading is the essence of all formal education as literacy in academic settings exists within the content of a vast amount of print information (Grabe, 1991). Students primarily access this information through reading.

Koda (2005); and Snow (2002) investigated the role and significance of reading and revealed that learners who read effectively and use reading strategies are more proficient and achieve better academic results. Regarding this, the National Reading Panel (2010) depicts five pillars of reading skills for effective Reading: phonics, phonemic awareness, vocabulary, fluency, and reading comprehension. Among the five reading comprehension which is the ability to understand, remember, relate, and make meaning of what has been read, and fluency which is the ability to read accurately, with rate and prosody/expression are highly related. The primary goal for a reading development program from an L2 point of view is to facilitate students with the tools

necessary for them to be able to read the text in another language independently, at a decent speed, and with comprehension (Nuttall, 2005; Hoing et al., 2013; Tekle, 2016). The disposal of these skills needs well-designed teaching procedures and techniques that enable students to use the target language appropriately (Ramirez & Jones, 2013).

The purpose of teaching is to facilitate learning and to encourage learners to learn more effectively. One of the most important aspects that is always related to teaching beliefs is teaching practice. Teaching practice is the reflection of what is working inside teachers' minds which they perceive to be the true conception of language learning ([Utami, 2016](#)). What teachers believe will be expressed in reality as these concepts will influence their decision-making and instructional classroom practices. EFL teachers make several decisions in their classroom about language teaching/learning processes. These include decisions about which activities their learners might enjoy, which are most effective, and which would provide learners with skills that they could use for academic and communicative purposes. The learners, however, are seldom involved in this decision-making process.

Teachers need to be aware of students' preferences, which Sullivan (2016) defined as the stable likes and dislikes in terms of usefulness, importance, or achievement that individuals possess, to effectively tailor instructional strategies and methods to cater to the student's learning needs and support a conducive learning environment. Paley (1986) and Evans (2002) argue that the student's point of view is the ultimate reality within the classroom. Unfortunately, the students are rarely requested to express their preferences for how they are taught (Erickson & Shultz, 1992). Although students are an important component of the educational process, their preferences for instruction are not typically a consideration for classroom practices (Sykes, Greene & Anna, 2007).

Most of the studies so far have been conducted on links between teachers' beliefs and practices of teaching reading and as far as the researchers' knowledge no study conducted on the practices of teachers and students' preferences of reading instruction and its implication on reading comprehension and fluency. To this end, exploring Teachers' Practices and Students' Preference for Reading Instruction and its Implication on Reading Comprehension and Fluency has received prior empirical attention

1.2.Problem Statement

Reading is a complex process which includes many components. Reading comprehension and fluency, among the five pillars of reading skill (Armbruster et al.,2001) are considered to be major components of the reading process. Reading is a complex cognitive process that involves integrating information, making inferences, and constructing meaning from text (Cain & Outhill, 2006). Whereas fluency is the speed, accuracy, and prosody of oral reading (Hudson, Lane & Pullen,2005; Nathan & Stanovich,1991).

Many ESL learners struggle with reading in their first language as well as in their second language (Rasana, 2002). Studies claim that learners need some level of proficiency in the second language to read effectively (Alderson, 1984; Carrell, 1991; Tan et al., 1994). Hence, it is no longer acceptable for reading teachers to focus solely on early literacy skills and phoneme awareness. They have to adopt a more comprehensive approach to literacy that involves becoming knowledgeable about all aspects of reading, including reading fluency, which has been described as the most neglected reading skill (Allington,2006).

Since fluency and comprehension abilities are inextricably linked, improving these abilities will directly affect the overall reading skills (National Reading Panel, 2000). Nuttall (1982) perceives a non-fluent reader as being caught in a vicious circle: excessively slow, halting reading limits comprehension and the amount of print that can be read, creating a burden that can extinguish the desire to read. This makes non-fluent readers read less text and this lack of practice results in little or no improvement and continued dislike and avoidance of reading. Fluent readers, on the other hand, generally enjoy reading, so read more and, as a result, become more motivated to read and continue to increase in reading proficiency (Nuttall, 1982). There is clear evidence that unless students become fluent in their ability to identify words, they will have difficulty concentrating their attention on comprehending and responding to the texts they read (Nathan & Stanovich, 1991). Comprehension is the basis for reading, and for students to obtain and use effective comprehension skills and strategies they must possess a variety of skills, including decoding and fluency (Pardo, 2004). As Armbruster, Lehr, and Osborn (2001) affirm less fluent readers focus their attention on decoding words, leaving less attention for comprehension.

These two sub-skills of reading are considered interdependent and essential for overall reading efficiency. However, Howie (2006) reports that inadequate methods of teaching are among the factors that contribute to learners' inability to read. Thus, teachers' classroom practices have a significant impact on student performance. To address the learners' reading challenges, Moats et al. (2010) are of the view that knowledgeable teachers who provide quality instruction are crucial in helping children to become effective readers. In addition, Richards et al. (2014) point out that EFL/ESL teachers, to effectively fulfill their instructional roles, are required to possess several qualities that include interaction strategies. Kuzborska (2011) affirms that teachers' understanding and interpretation of reading instruction have a significant influence on their classroom practices. This idea is supported by Richards and Rodgers (2001) who states that teacher's perceptions impact their goals, procedures, materials, classroom interaction patterns, roles, their learners, and the schools they work in. Richards and Rodgers (2001) further point out that teachers' assumptions about language and language learning provide the basis for a particular approach to reading instruction. Teachers practice what they believe in the classroom. Learners' preferences or needs are an umbrella term, which refers to a wide variety of information about the learner, the teacher, the language being learned, or the context of language learning.

Thus, if teachers' perceptions influence their goals, procedures, materials, classroom interaction patterns, roles, and their learners, to ensure that the components of reading skills: fluency and comprehension, are developed, the teachers' practices and students' preferences of reading instruction and its link to reading comprehension and fluency is worth to be investigated. Having this in mind, the following research questions were posed to help narrow the purpose of the study:

1. What are the teachers' practices of reading instruction?
2. What are students' preferences for reading Instruction?
3. Is there a congruence between teachers' practices and students' preferences for reading instruction?
4. Do the teachers and students believe that the teachers' practices of reading instruction improve students' reading comprehension and fluency?

2. METHODOLOGY

2.1. Design

This research was qualitative and inquired about teachers' practices and students' preferences for reading instruction. Qualitative research is usually concerned with the participants' perspectives and experiences (Best & Kahn 2006; Slavin 2007). The study also followed a case study design. Bromley ([1990] in Maree 2007:75) defines a case study as a 'systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest'. Therefore, a case study was deemed relevant as the study sought to explore the teachers' practices of reading instruction and students' preference for it in a primary school. Thus, a descriptive case study design was employed. Observation and semi-structured interviews were, therefore, utilized to identify teachers' practices of reading instruction, and semi-structured interviews were used to examine students' preferences of reading instruction whereas the implication on reading comprehension and fluency was identified by using semi-structured interviews. Since this study was centered around participants' practices and preferences, qualitative interviews were deemed appropriate. Notably, interviews have been extensively used in the L2 literature when studies aim to uncover the underpinning components of participants' practices and preferences (Harwood, Austin, & Macaulay, 2009; Junqueira & Payant, 2015; Zhu, 2004). The result of the semi-structured interviews and observation became a reference to determine what types of reading instruction the teachers perceived to practice what types of reading instruction the students preferred and their implication on reading comprehension and fluency.

2.2. Participants

The participants of this study were the students and the teachers of English Language in the upper primary level. Two teachers out of four who teach English for Ethiopia in grades 7 and 8 were subjects of the study. They were selected by using purposive sampling that the teachers do have more than a decade of experience and they earned their BA degree in the near past. So that their teaching experience is good and their teaching training didn't last for long. The respective classes that were taught by these teachers were subjects for observation as the observation is used to find out teachers' practices of reading instructions. Among the students that are taught by the teachers 3 students from each class were selected by using a random sampling system.

2.3. Instrument

The instruments used to collect the data were observation and semi-structured interviews. The observations of reading classes were conducted to see what teachers' practices of teaching reading look like which will be triangulated by using semi-structured interviews. The semi-structured interview was used to investigate students' preferences for reading instruction. Furthermore, the implication on reading comprehension and fluency was examined by a semi-structured interview. The instruments were pilot-tested before the actual study.

2.4. Data Collection Procedure

The class observation took place for three reading sessions with each teacher. It was a non-participatory observation where the researcher and the co-observer took the back seat, audio-taped, and took every note of the reading class activities.

The interview was a one-on-one interview that took place in the other shift of subjects so that the researcher could find enough time and a serene place for it. Thus, The research was conducted after the go-ahead was granted by the Department of English Language and Literature at UoG and after getting the respondents' school Permission to conduct the study. Ethical issues regarding anonymity, confidentiality, and access to the data were discussed with the participants who gave informed consent before data collection. Each interview took about 20 min. A tape recorder was used to record the interviews with the prior permission of the interviewees. After transcribing the data, the researcher provided the participants with feedback on the transcriptions of their responses to confirm whether the transcriptions were a true reflection of their views.

2.5. Reliability and Validity

To assure the transferability of the study purposive sampling was used. Recruitment of participants and data collection continued until the data were saturated, completed, and replicated. The audiotaped data were meticulously transcribed and scrutinized. After categorizing and making sense of the transcribed data, all efforts were exerted to illuminate themes and descriptors as they emerged. During the analysis phase, every effort was made to document all aspects of the analysis.

To achieve credibility, the researchers collected data repeatedly from the participants till it got saturated, member checks of the solicited data were made and data were triangulated using

different tools. Besides, in this study, dependability was achieved by letting the transcribed data be reviewed by expert qualitative researchers. Thus, themes are validated and the descriptions are identified. Any new themes and descriptors illuminated by the expert qualitative researchers were acknowledged and considered. This was made to ensure that the analysts agreed on the findings related to the themes and meanings within the transcribed materials.

2.6. Ethical Considerations

An ethical clearance letter was taken from the College of Social Science and Humanities College of the University of Gondar, then contacted the school being investigated and got the go-ahead from it which let things get settled for the kickoff. Passing it all, the researchers explained the purpose of the study for the participants and let them get assured anonymity. The researchers also guaranteed the right to participate voluntarily and to withdraw at any time they want. Besides, confidentiality was assured by informing that all the activities throughout the process will be recorded and data will be kept in a safe place.

2.7. Methods of Data Analysis

Creswell (2014) identified six steps to ensure accurate data analysis, providing a deliberate and systemic approach in qualitative data analysis: (a) organizing and preparing data, (b) reading and rereading all the data, (c) coding, (d) developing a description of the context as well as themes, (e) creating a narrative, and (f) interpreting the findings. In analyzing qualitative data, researchers organize and prepare the data by revisiting the research question, transcribing interviews, and categorizing data depending on the sources of information. If the six steps identified by Creswell are completed with fidelity, the research study's findings should be cohesive and valid.

3. FINDINGS

Research question 1

What are the teachers' practices of reading instruction?

The classroom observation results revealed that the teachers employed the traditional approach to teaching reading. The following are excerpts from the classroom observation:

Teacher one (T1) Observation Result

The classroom was a dusty, suffocated building that had sixty-three grade seven students in it. The students sit in a group of three at a desk. A veteran English language teacher, who is in her early

fifties with three decades of teaching service, entered the class. The students stand up and say welcome, welcome our teacher then the teacher greets them.

Vignette 1

T: Good morning.

Ss: Good morning. (In chorus)

T: Listen. Yesterday we learned about active and passive voice. Can you tell me what an active voice and a passive voice is?

S1: Active voice is subject do and passive receive action

T: Ok! Good!

This was the way how the introductory part of the lesson began; greeting the students followed by revising what had been learned.

Vignette 2

T: Nice. Today we'll have a reading lesson with the title....Thus, who will read paragraph one? (some students raised their hands silently while others said me, me, me too, and even the majority never responded). Ok, Abdi, Rita, and Aster (pseudonyms) read paragraphs 1,2 &3 respectively aloud so that your classmates could listen)

(Abdi read the text while the teacher corrects his mispronunciations)as Abdi finished reading :

T: OK, very nice Abdi. Rita goes on. (the same process is held)

T: Who else is going to read the passage?

Ss: me, me, me

T: OK, Thomas, Mohammod, and Melat (Psuedonames), you will read paragraphs 1,2 &3 respectively. (the teacher corrected the mispronunciation throughout their reading)

This way the teacher lets the selected students read the text aloud and give corrections for misspellings while others listen to their classmates' loud reading and the teachers' correction.

Vignette 3

T: Is there anyone who can tell me what the text is about in Amharic?

S1. Narrates the text in Amharic.

T: very nice! Now let's do the reading questions. (the teacher Translates the questions into Amharic)

Then the students were asked to answer the questions given in the text. Finally, the teacher tells students to work out the meanings of unfamiliar words in the text referring to their dictionaries.

Teacher Two (T2) Observation Result

The classroom was a narrow; mud brick building that had sixty-five grade eight students in it. The students sat in a row having three students seated on a bench. A veteran English language teacher, who is in her mid-forties with more than a decade of teaching service, entered the class and greeted students. She wrote the title 'Life Skill' on the board and then she started the lesson

Vignette 1

T: Good morning.

Ss: Good morning, teacher. (In unison)

T: In the previous lesson we discussed suffixes. Do you remember?

Ss: Yes!

T: OK, we said that suffixes make plurals, and change part of speech....

In such a way the teacher revises the previous lesson.

Vignette 2

T: OK, students today we will have a reading lesson with the title life skill. So I will read the passage to you. Listen carefully to how I pronounce the words.

Ss: Ok, teacher. (The teacher reads the passage aloud and the students listen carefully.)

T: I will read the passage for the 2nd time to you. You need to listen carefully.

Vignette 3

T: Now let's discuss the meanings of new words from the passage. So what do we mean by life skill? (*The teacher translates life skills into Amharic to tell it meaning other words are also translated in such a way*). Is the meaning clear?

Ss: Yes!

T: Thus now let's do the reading questions. (*The teacher presents the questions by translating them into Amharic*)

My Observations on the Vignettes

Here are notes of significant things that go on in these vignettes regarding the teachers' practices of reading instruction.

- The teachers never let students get engaged in pre-reading activities such as predicting, triggering background knowledge, and working on meanings of unfamiliar words that make students ready for the while reading.
- The while-reading activities also seem ignored as per the classroom observation as the teachers never let students guess the meanings of words from the context, skimming, scanning, confirming predictions, and making consecutive predictions.
- Students were made to comprehend the text by listening to their friends and their teachers.
- The translation of the meaning of the text by the teacher
- The post-reading questions let students work on only literal meanings based on the translation given by the teachers

The data gained through the classroom observation was triangulated by student participant interviews. All the participants respond that during reading lessons the teachers either read the text themselves or assign good readers to read the text aloud then translate the text into L1 finally let students answer the reading questions in the text. The following statement supports what the (S1) said:

“The teacher makes good readers read a text (one student one paragraph). Then another group of students read the text again. (the students read the teacher corrects wrong pronunciation)”

The other participant (S3) responds that:

“The teacher read the text aloud. We follow pronunciation.”

Student six (S6) also states that:

“The teacher changed the text into Amharic (our mother tongue) ... we learn the meaning and answer questions based on the text.”

Research question 2

What are students' preferences for reading Instruction?

In analyzing the interview data for this question, two themes emerged which will be discussed below. These themes were student's satisfaction and dissatisfaction with the teachers' way of teaching reading. Regarding the preferences of reading instruction one of the respondents (S5) states that the way the teacher teaches reading is the reading instruction that he prefers saying that it helps him to read with ease. S5 prefers reading instruction to be presented the way given by the teacher. The following statement shows the statement by (S5) which is he is in favor of the instruction:

“Reading improves spelling, word, pronunciation, and speed and the teacher modeling and other students loud reading improve the pronunciation.”

However, five out of six student respondents state that they are dissatisfied with the way that the teachers teach reading and that they prefer reading instructions to include pre-reading, while-reading, and post-reading. Regarding this (S1) statement reads as:

“We not predict the text, use no prior knowledge, and never guess meanings of new words before we are reading the texts, if these are done in the class we understand the given passage .”

S3 tells her preference saying:

“it is interesting if the teacher makes us find specific and general information from the text. Good if we asked to check if prediction same to textbecause these essential during our reading.”

S4 also expresses his preference saying:

“If summary writing, expressing the opinion of topic is included we can critical reading, in fact, teacher modeling and the students' loud reading is good but it is overdone.”

S6 describes her preference:

“I prefer my reading class interactive ... the students participate more than loud reading. I do not like reading instruction always follow the same pattern the teacher assigns students read or the teacher models reading after it doing the comprehension questions.”

Research question 3

Is there congruence between teachers' practices and students' preferences for reading instruction?

To answer this research question the researcher compares the data collected to answer research question number 1 &2: what the teachers practice in the reading classroom with the students' preference for reading instruction.

Based on that it is found that teachers read the passage aloud themselves or let students read, correct pronunciations, translate the passage, let students do literal comprehension questions, and let them find meanings of unfamiliar words from the dictionary at home.

Only one respondent was in favor of the teachers' way of teaching reading lessons stating that it helps him to read at ease whereas the rest of the respondents were not in favor of the teachers' reading instruction practices. Based on the classroom observation and the interview with students it was found that the teachers present the reading lesson with the same pattern without dividing the lesson into stages whereas the students prefer to learn by engaging in activities that could be done before, while, and after reading.

Research question 4

Do the teachers and students believe that the teachers' practices of reading instruction improve students' reading comprehension and fluency?

The fourth question was based on the teachers' and students' beliefs of teachers' practices of reading instruction to improve students' reading comprehension and fluency. Concerning this question data were collected from the teacher and student participants through interviews. One of the teacher participants (T1) doubted if her classroom practice would yield positive results as far as reading is concerned. She blamed the overcrowded classrooms and their failure to give a chance to each student to reading aloud. The following is the statement by (T1):

"No, because my classes that I deal with are overcrowded and it is difficult to give the chance to read aloud to learners who experience problems in reading"

However, the second teacher participants showed confidence in her classroom practice. She was of the view that the way she teaches reading would produce successful readers. She attributed this success to the reading activities she organizes in class. For this, she mentioned the fact that she engaged her learners in reading aloud and translating into L1. She added that she models reading focusing on developing spelling, vocabulary, pronunciation, and fluency. She also mentioned that

she aimed to let students understand the meaning of the text. The following statements support the participant's beliefs (T2) about her classroom practice:

“Yes, activities like translating will have a positive impact on effective reading comprehension.”

She added that:

“ Yes, my classroom practice such as modeling and reading aloud helps learners improve their spelling, vocabulary, pronunciation, and fluency.”

Regarding this question, one of the six student respondents states that the reading instruction practices by the teachers helped him to read texts without any problem. The following statements show the participant's idea (S5) about the teachers' practices impact on effective comprehension and fluency:

“Yes, it helps me to read very fast with no problem ... the reading aloud helps improve my spelling, word, pronunciation, and fluency.”

He added that:

“Yes, the teachers' modeling and other students reading aloud help improve the pronunciation.”

Whereas five out of the six student respondents state that the teachers' reading instruction classroom practices do not let all students engaged in the reading activities. They stated that it gives a chance only to some of the students. In reading aloud only students who have good reading abilities get the advantage to improve their reading more. Furthermore, since the teachers translate the contents of the reading texts they never construct meanings of their own from the text. Regarding this, the participants (S4) express the following:

“Even the reading aloud does not let all students get engaged in the reading activities as only some selected students are asked to read the texts aloud in the classroom. Thus the majority can't get this chance.”

In the same vein Participant (S6) explain that:

“For the true advantage, even the teachers' modeling should be followed by the students' practice for the sake of miming but due to time constraints it never happened.”

Furthermore (S3) say:

“Translating the whole text into our L1 makes us dependent and it lets us way more behind critical thinkers. This inhibits us from understanding on our own. “

3.1 Discussion of Findings

The purpose of this qualitative case study was to assess teachers’ practices and students’ preferences for reading instructions and their implications on reading comprehension and fluency. Based on that, the finding revealed that the teachers’ practices of reading instruction are that of the traditional method of reaching reading. It is seen in the result section that teachers promote reading aloud followed by translating, doing literal comprehension, and letting students find out meaning from the dictionary. Unlike what is being practiced in these classrooms Grabe and Stoller (2011) express that reading is a set of complex abilities that cover rapid, efficient, interactive, strategic, flexible, evaluating, purposeful, comprehending, learning, and linguistic processes. These abilities are interrelated to support readers to achieve the ultimate goal of reading. Nuttall (2005) also affirms that reading is an interactive process between the reader and the text. There are several aspects essential to support better reading: comprehending the main idea of a text, recognizing the type of text, arranging the sequence of the text, predicting what a text is about, guessing the meanings of particular words from the text, identifying the specific information of the text, and using different reading strategies (Grabe & Stoller, 2011). Mastering these aspects leads students to read the text better. Teachers are more inclined to regard students as active participants in the process of acquiring knowledge than to see the teacher’s main role as the transmission of information and demonstration of “correct solutions”. The teachers’ instructional practices reflect their concepts of the reading process, thus, it is important to operate consistently from a sound view of reading. However, the teachers’ practice of teaching reading was found to be incompatible with what is recommended by the scholars in the field.

It was also found that students prefer to do reading activities such as reading aloud, modeling, predicting, activating prior knowledge, guessing meanings, skimming, scanning, summary writing, and expressing opinions. Regarding this Palincsar (2003) describes making predictions using their prior knowledge can further enhance students' understanding of the text being read. Besides, Renandya (2004) confirms that vocabulary also affects reading, where vocabulary development leads to improved reading. What students prefer regarding reading instruction is in line with what the state-of-art recommends contemporarily as a means of teaching reading. Thus, teaching EFL reading should develop students' reading skills by developing various sub-

skills. The teacher's role, then, should be as a mediator who facilitates students to go through activities that help them understand the text.

Concerning the compatibility of the teachers' practice with that of the students' preference the findings reveal that it is quite incompatible. This is in line with what is stated by Sykes, Greene & Anna (2007) as although students are an important component of the educational process, their preferences for instruction are not typically a consideration for classroom practices. The discrepancy between students' preferences and teachers' practices for reading instruction has created difficulty on the side of teachers and confusion on the side of the students. The way a teacher approaches teaching can be both dangerous and beneficial for learning if their teaching differs from students' learning styles. Felder and Spurlin (2005) show that when there are mismatches, students might experience a feeling of boredom and may become inattentive, discouraged, demotivated about the class, or even with themselves, and, consequently, they may abandon the class. Oxford (2001) argues that to produce successful classes, the instructor's teaching style should be directed to students' learning styles as much as possible.

The finding revealed that the respondents believe that the teacher's practices of teaching reading negatively affected students reading comprehension and fluency. This implies that the traditional approach (bottom-up model) of teaching reading that is practiced by the subjects doesn't impact the students' reading comprehension and fluency. From this, it can be concluded that the bottom-up model of teaching reading doesn't help students improve their reading comprehension and fluency. This finding is in line with Stanovich (1993); Ruddel et al. (1994); Oyetunde (2009); and Yusuf (2015) who asserted that providing students with opportunities for students to talk or discuss reading texts can promote reading fluency and also help students construct meaning from a given text. Similarly, Nassaji (2003) states that the traditional approach to the reading process is text-driven in nature which emphasizes lower-level text processing and it is not enough by itself to develop the reading skills. On the other hand, the findings of the quasi-experimental studies conducted by Morales (2012); Akbar (2013); Yusuf (2015); Nur and Ahmad (2017) reveal that interactive reading activities unlike the bottom-up reading activities impacted learner achievement in reading skills positively. This finding is also in harmony with Kulo, Odundo & Agnes' (2019) study that, unlike the bottom-up reading strategies effective utilization of interactive reading strategies engages learners resulting in competence in fluency and meaningful depiction of literary texts.

4. CONCLUSION

Teachers' practices of reading instruction should be the ones that employ interactive activities that comply with both bottom-up and top-down, which plays a significant role in boosting achievement in reading skills. The bottom-up processing helps students to improve lower-level skills while the top-down processing helps them develop the higher-level skills. It is the interplay of these skills which lets students become effective and efficient readers. Regarding students' preferences for reading instructions since students are at the heart of learning their preferences should be taken into consideration for effective reading instruction. Teachers need to identify what students prefer to narrow the incongruence between the teachers' practice of reading instruction and the students' preference as the mismatches create difficulty for the teacher to ensure the students follow up and let students be demotivated and less performing. The traditional method of teaching reading (bottom-up approach) does not promote students' reading comprehension and fluency. Thus, other approaches should be examined and employed for the improvement of the reading skills of students.

REFERENCES

- Akbar, T.P. (2013). *The Effectiveness of Interactive Approach to Teaching Reading to the Tenth Grade Students of Smk N 1 Depok In The 2011/2012 Academic Year*. Yogyakarta State University. Unpublished Thesis.
- Allington, R. L. (2006). Fluency: Still Waiting After All These Years. In S. J. Samuels & A. E. Farstrup (Eds.), *What research has to say about fluency instruction* (pp. 94–105). International Reading Association.
- Bernhardt, E. (1991). *Reading Development in A Second Language: Theoretical, Empirical, and Classroom Perspectives*. Norwood, NJ: Ablex.
- Best, J.W. & Kahn, J.V. (2006). *Research in Education*. (10th ed.). Pearson, Boston, MA
- Brown, A. V. (2009). Students' and Teachers' Perceptions of Effective Foreign Language Teaching: A Comparison of Ideals. *The Modern Language Journal*, 93(1), 46-60.
- Crystal, D. (2003). *English as a Global Language (2nd ed.)*. New York: Cambridge University Press.

- Erickson, F. & Shultz, H. (1992). Students' Experience of the Curriculum. In P.W. Jackson (Ed.), *Handbook of Research on Curriculum* (pp. 465-485). New York: Macmillan.
- Evans, K.S. (2002). Fifth-Grade Students' Perceptions of How they Experience Literature Discussion Groups. *Reading Research Quarterly*, 37, 46-69.
- Felder, R. M., & Spurlin, J. E. (2005). Applications, reliability and validity of the Index of Learning Styles. *International Journal of Engineering Education*, 21(1), 103–112
- Floris, F., & Dvina, M. (2009). Study on the Reading Skills of EFL University Students. *TEFLN Journal*, 20(1), 37-471
- Grabe, W. & Stoller, F. (2011). *Teaching and Researching Reading*. Longman/Pearson.
- Grabe, W. (1991). Current Developments in Second Language Reading Research. *TESOL Quarterly*, 25, 375–406.
- Grabe, W., & Stoller, F. L. (2011). *Teaching and researching reading*. Longman.
- Harwood, N., Austin, L., & Macaulay, R. (2009). Proofreading in a UK University: Proofreaders' Beliefs, Practices, and Experiences. *Journal of Second Language Writing*, 18(3), 166-190.
- Junqueira, L., & Payant, C. (2015). "I Just Want to Do it Right, But It's So Hard": A Novice Teacher's Written Feedback Beliefs and Practices. *Journal of Second Language Writing*, 27, 19-36.
- Koda, K. (2005). *Insights into Second Language Reading: A Cross-Linguistic Approach*. Cambridge: Cambridge University Press
- Kulo,A.S., Odundo,A.P. & Agnes.(2019). Interactive Reading Strategies on Learner Achievement in Reading Skills in Secondary Schools in Kisumu County, Kenya *International Journal of English Language Teaching*,7 (5), 1-13
- Kuzborska , I. (2011). Links between Teachers' Beliefs and Practices and Research on Reading. *Reading in a Foreign Language* ,23(1), 102–128
- Moats, L., Carreker, S., Davis, R., Meisel, P, Spear-Swerling, P.M.L. & Wilson, B..(2010).Knowledge and Practice Standards for Teachers of Reading, The International Dyslexia Association, Professional Standards and Practice Committee, Baltimore, MD.

- Morales, K. N. S. (2010). Promoting the Reading Comprehension of Freshmen Engineering Students through an Interactive Approach to Content-based Materials. *Philippines ESL Journal*, 5, 58-82.
- Nassaji, H. (2003). Higher-Level and Lower-Level Text Processing Skills in Advanced ESL Reading Comprehension. *The Modern Language Journal*, 87(2), 261-276.
- Nur, A. H., & Ahmad, D. (2017). Improving students' reading skills through an interactive approach in the first grade of SMAN 1 Mare, Bone. *ETERNAL*, 3(1), 45-56.
- Nuttall, C. (2005). Teaching reading skills in a foreign language. Macmillan.
- Ogeyik, M. & Akyay, E. (2009). Investigating Reading Habits and Preferences of Student Teachers at Foreign Language Departments. *The International Journal of Language Society and Culture*.18, 72-80.
- Oxford, R. (2001). Integrated Skills in the ESL/EFL Classroom. *ESL Magazine*, 4(1) 18-20.
- Oyetunde T.O (2009). *Beginning Reading Scheme: Empowering Teachers to Help their Pupils Become Good Teachers*. Jos: LECAPS publishers
- Palani, K.K. (2012). Promising Reading Habits are Creating Literate Society. *International Reference Research Journal*, 2(1), 91-98.
- Paley, V. (1986). On Listening to What Children Say. *Harvard Educational Review*, 56,122-131.
- Palincsar, A. S. (2003). Collaboration Approaches Comprehension Instruction. In A. Sweet & C. E. Snow (Eds.), *Rethinking Reading Comprehension* (pp. 99-114). Guilford Press.
- Renandya, W. A. (2004). Indonesia. In H. W. Kam & R. Y. L. Wong (Eds.), *Language Policies and Language Education: The Impact in East Asian Countries in the Next Decade* (pp. 115- 131). Eastern University Press.
- Richards, C. & Rodgers, T.S.(2001)*Approaches and Methods in Language Teaching*.Cambridge University Press, Cambridge.
- Ruddel, F.B., Ruddel M.R. & Singer, H. (1994). *Classroom Instruction in Reading*. N.Y: Longman.
- Slavin, R.E.(2007).*Educational Research in an Age of Accountability*. Pearson, Boston.

- Snow, C. (2002). *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. Santa Monica Rand Corporation.
- Stanovich, K.E (1993). Toward an Interactive Compensatory Model of Individual Difference in the Development of Reading Fluency. *Reading Research Quarterly*, 16, 32-71
- Sykes, R.; Greene, B.& Anna, A. (2017). High School Students' Instructional Preferences When Reading Literary Works of Art. *Reading Matrix: An International Online Journal*, 7 (2), 97-116
- Utami, D. N. (2016). The EFL Teachers' Beliefs and Their Teaching Practices. *OKARA Journal of Languages and Literature*, 10, 135-144.
- Yusuf, H.O. (2015). Interactive Activities and its Impact on Students' Performance in Reading Comprehension in Senior Secondary Schools in Kaduna. *Nigeria. Social and Behavioral Sciences*, 523-528
- Zhu, W. (2004). Faculty Views on the Importance of Writing, The Nature of Academic Writing, and Teaching and Responding to Writing in the Disciplines. *Journal of Second Language Writing*, 13(1), 29-48.