AN INVESTIGATION OF ENGLISH LANGUAGE TEACHERS' CLASSROOM PRACTICES WHEN TEACHING THE READING SKILL

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ABSTRACT

Reading is a complex process. The present study used a questionnaire to find out what features and activities a group of EFL instructors used to develop students' reading skill. A snowball sampling was used to distribute the questionnaire. Seventy-four instructors, from different educational contexts, responded. It was found that the most common aspects of reading teachers focused on are: building students' vocabulary 74(100%), exploiting students background knowledge 70(94.6%), using the PDP framework 68(91.9%), teaching their students reading strategies, 66(89.2%), teaching students ways to comprehend 64(86.5%), and providing students opportunities to read extensively 62(83.8%). The three areas which received less attention are: developing students' fluency 54(73%), building students' metacognitive skills 48(64.9%) and raising students' awareness of text structure and discourse organization 42(56.8%). To develop students' reading skill, instructors indicated using a range of activities—some of these activities seemed appropriate, some seemed inappropriate, and some were unclear. In light of these findings, it is recommended that EFL instructors should be offered training courses on a regular basis.

Keywords: Reading, Yemen, practices, activities.