

**WOLKITE UNIVERSITY**



**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES  
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**ASSESSING OF INTENSIVE READING SKILL IN CASE OF  
WOLKITE UNIVERSITY THIRD YEAR ENGLISH LANGUAGE  
AND LITERATURE STUDENTS**

THIS THESIS SUBMITTED TO DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE IN  
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## **Abstract**

*The purpose of this study was to assess the students' intensive reading skill of third year English language and literature major students at Wolkite University. The specific objectives of the study were to examine learners' level of intensive reading skill, to identify major factors that affect learners' intensive reading skill and to indicate way of improving students' intensive reading skill. To collect the relevant data, the researcher employed questioner and interview tools of data gathering instrument. To select the sample from the population, purposive sampling were used for both the student and the teachers. To analyze data mixed method approach was employed. After collecting the data the researcher organized it through tables and percentage. Based on the above techniques and analyses of data, this research revealed that students have low level of intensive reading skill, the factor were lack of interest, teacher intolerance, students low proficiency in reading and unfavorable teaching method those all are the major factor that affect intensive reading skill and to improve learning intensive reading skill student should have awareness about reading skill and strengthen reading by group and developing their helping culture. Based on the findings of the study, the researcher forwarded valuable recommendation for the concerned body.*

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Intensive reading is one types of reading skill which requires deep attention of reading to understand the material being reading. Brown (19 89) explain that intensive reading skill calls attention to grammatical. From this discourse marker and other structure detail for the purpose of understanding. Literal meaning implication the critical and relation.

Long and Richard (1987) explain that detailed in class analysis lead by the teacher of vocabulary and grammar point in short passage in his research invest reading skill some time narrow reading .may involve student reading selection by some authors of several text; also he state low it look usually class room based reading is intensively looking inside the text.

Categories of question that may be used intensively reading skill these include.

How Plan to understand the factual exact surface meaning of the text.

What is implication to make inference and be sensitive to emotional tone in text?

Reading in second language remained teacher that the most important objective in the reading class. Should not be testing student to see if they have understood. Teacher should instead by spending most of time training student to understand what they read (Markty1968)

Markey` attitude toward intensive reading skill more over focus on teacher centered strategy when he say this anything in learning process of intensive reading skill is not totally done by the teacher. But teacher Should play vital for improvement of intensive reading skill of students specially by preparing some brain storming question for students to practice in class daily through these method student can easily develop their intensive treading skill or habit As a researcher the aim of this research is to assess the Intensive Reading skill of third year English Language and Literature Students in Wolkite University.

## **1.2 statement of problem**

Many English language learners found that learning new vocabulary and words is one of the most challenging parts in mastering English. Learners have many difficulties in acquiring words, even for quite proficient learners, the extent of their knowledge of vocabulary is only a fraction of what it is for native speakers of English, and the failure to understand even a few words of a text can have negative effects on comprehension because every words has its form, meaning, and usage. Intensive reading by its nature takes lot of time. Reading material with a lot of new vocabulary and grammar is slow and trying process as a result even if you spend an hour data reading which quite habit for language students (Mark 2008)

(Burglar, 2009) states that in learning many vocabularies is not an easy matter for learners that occurs progressively over many years for foreign language learners and even for native speakers. Ethiopian countries students in general and Wolkite university students in particular face a lot of problems in acquiring English vocabulary. This is due to the educational system and the methods of teaching, (Seed & Jafar, 2016).

Some students acquire new vocabulary through new words in their textbooks and memorize these words in their mind and then they can use it correctly in their speech or a written text, but mastering a word is not only to know its meaning, but to know other seven aspects .All these properties are called word knowledge. (Schmitt, 2000). Insufficient of vocabulary knowledge is a serious problem for learners. To learn new words is not an easy job, so teachers have a hard task to find effective strategies, (Heggins, 2015)

Therefore in order to make student effective in terms of vocabulary knowledge intensive reading skill is important. However, even at the level of university intensive reading skill is not practiced as much as possible. Previously the study is not conducted on the problem in the area. The researcher so that inspired to fulfill the literature review gap existed regarding to the problem. The study particularly focused on the third year English language and literature students in Wolkite University.

## **1.3 Objective of the study**

### **1.3.1 General objective of the study**

The general objective of the study was to assess the extent of learners' intensive reading skill: in case of third year English language and literature students' in Wolkite University.

### **1.3.2 Specific Objective of the study**

The specific objectives of the study were:

- To examine learners level of intensive reading skill.
- To identify major factors that affect learners' intensive reading skill.
- To indicate way of improving students intensive reading skill.

## **1.4. Research Question.**

- How can we know level of learners' intensive reading skill?
- What is the factor that affects learners' intensive reading skill?
- What should be done to improve learners' intensive reading skill?

## **1.5 Significance of the study.**

The study can be a base for researchers who are interested to investigate for further studying and it may help to identify the major problems in intensive reading skill in case of third year English language and literature students. Also it is very important issue to make improvement on intensive reading skill for students who have no experience of such reading skill

## **1.6 Scope and delimitation of the study.**

The study was conducted on assessing intensive reading skill of third year English language and literature students in Wolkite University. The study was limited on third year English language and literature Students. The study was carried out in Wolkite University. It is difficult to effectively study because relate with covid-19 enough time for the study is no available as well as lack of finance is another problem of the study.

### **1.7 Limitation of the study**

During the study researcher may face the limitation those are, lack of enough relevant book, and documented materials, lack of finance, limitation of time because covid-19 and to collect accurate information and the study of the research is find enough time.

## CHAPTER TWO

### REVIEW RELATED LITRATURE

In this chapter the researcher presents of definition of reading, types of reading, definition of teaching reading strategies, reading comprehension strategies, summarizing technique, rule for summarizing, definition of narrative text and previous studies. A. Definition of Reading There are several definition of reading. According to Harmer (2007:99) reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, better they get it. Guthrie (1996) states that engaged reading are based on the motivation and cognitive characteristic of the reader. This means that teacher has responsibilities to motivating reading by selecting appropriate materials especially related with social from reader and they interest with the text Teacher selecting task texts, they should seek interesting texts and consider variety of topics. Nunan (2003:63) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Reading can be seen as an “interactive” process between a reader and a text which leads to atomicity or reading fluency (Alyousef, 2006). In this process, the 10 reader can interact directly with the text to get the meaning of the text. From this definition, it can be concluded that reading is the interaction between the reader and the text to understand and comprehend the writer’s ideas or messages that have been expressed in the writer’s text.

According to Day (1998:12) reading is construction of meaning from a printed or written message. The construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning at an understanding. Based on the explanations, the writer concludes that reading is a process to convey the text or information. By reading, the reader will know what they read and challenged to response the ideas of the author. In order to make the text or information that comes from the author can be understood and comprehend easily by the reader. B. Types of Reading

1. Intensive reading is aloud reading According to M.F. Parel (2008; 117), intensive reading is related to further progress in language learning under the teacher’s guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It ill also provide material for developing greater control of the language

in speech and writing. Intensive reading not only be read but will discussed in detail in 11 target language, sometimes analyzed and used as a basis for writing exercises. At this stage, some teacher fall into the monotonous pattern of setting a section of reading material for homework preparation every night. Then they begin the lesson each day by asking student to translate what they have prepared, sentence by sentence around the class. Sometimes sections of intensive reading material may be set for preparation beforehand, the students being supplied with question to think about before they come to class. The ability of students to talk and write in the foreign language about the material chosen for intensive reading will be very dependent on the teacher's choice of texts.

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. There are few characteristics of intensive reading such as this reading helps learner to develop active vocabulary, teacher play main role in this reading, linguistic items are developed, this reading aims at active use of language, intensive reading is reading aloud and on intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected. Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. According to S. Venkatesaran reading aloud is not useful at the secondary level because of the following reasons such as it is very difficult skill. In unseen text or in other text there are many words which student does not know how to pronounce it, if student have not prepared himself for reading, it will be very difficult for him.

The reading will be unnatural, reading basically is reading silently and according to Venktes, only those text should be read aloud, which have been written to read aloud like poetry, dialogue, and other type of text. The texts which have no need not to read aloud should not be read aloud. How to make reading aloud interesting; English teaching is very important task at secondary level. Because at this stage learner comes in contact of other people and have to talk and read any subject matter. So it becomes very necessary for him to pronounce very well in English. What the teacher can do for better and effective teaching of reading as under such as: the material which the teacher presents before students should be according to previous knowledge of the students or related their own experience, the teacher should emphasize on the stress of

learners, and the teacher should care about all readers. He should also draw his attention toward weak readers. The advantages of 13 aloud reading such as it enables learner to develop the skill of reading very well by speaking or expressing ideas, it enables learner to develop the skill of pronounce very well, and it makes reading very enjoyable while teacher uses reinforcement during reading. The disadvantages of aloud reading such as over crowded class are very big problem. The teacher cannot provide sufficient opportunities to all students and at earlier stage reading aloud is very necessary. If enough training of reading aloud is not given at primary level, it will be difficult to read aloud at secondary stage.

2. Extensive reading is silent reading According to M.F. Parel (2008; 119), Extensive reading: material for extensive reading will be selected at a lower level difficulty than that for intensive reading. The purposes of extensive reading will be to train the student to read directly and fluently in e target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion. It may be the source for written composition in which students deal with specific issues arising from the material in the book. On occasions, the class may be divided into groups to read interrelated material. Each group may prepare some part of the 14 project on some present a group report to the rest of the class. This type of class project gives a point and purposes to extensive reading by building reading practice into a matrix of purposeful activity. Thus, the attention of the reader is directed toward the extraction of information from the text, rather than toward the reading process itself. Extensive reading assignments may direct students to articles to current interest in foreign language magazines or newspaper.

To ensure that students do not become bogged down in reading which is too complicated, the teacher will be well advised to discuss the relation of articles to be read, with due regard to the special interests of the reader. Extensive reading is the reading for pleasure. The reader want to know about something the reader does not care about specific or important information after reading. Usually people read for to keep them update. Few Characteristics of Extensive Reading are it helps learner to develop to active vocabulary, extensive reading is silent reading, in extensive reading the subject matter is emphasized, in the extensive reading the learners play main role because they have to ask for measures, in extensive reading the idea can be developed,

the aim of extensive reading is to enrich learners' knowledge, and through extensive reading the good reading habit can be developed. According to M.F. Parel (2008; 122), silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper. How to make silent reading interesting; Teaching silent reading is very important skill because this is stage where the knowledge of learners starts to flight.

The selection of reading material should be authentic. How the teacher can make his teaching silent reading effective such as teacher should tell about the topic first to the learners. He should motivate students. Teacher should not allow the students to read the text, teacher should not allow the students to murmuring while reading, the subject matter should be interested and effective and selected from the reading material developed for it and eclectic approach can be used by teacher for better comprehension and understanding. The advantages of silent reading such as this reading make students very active and accurate, silent reading concentrates the attention of learners toward subject matter and he learns naturally, it saves time because this activity is done at a time. All students participate together in this activity at a time, it is very useful to develop the skill of reading fast and this skill plays main role to increase the knowledge of students. The disadvantages of silent reading such as this technique is not useful at earlier stage of language learning, through this skill on can learn the pronunciation, in this skill the learner can cheat the teacher if subject matter is not interested, and only bright and intelligent students can learn this skill but average students learn it hardly. This precise is about then which intensive reading skill can be employed in classroom as well as in children native language class .one way to understand intensive reading skill is by contrasting it with extensive reading skill.

The goal of one exercise is to push oneself to build specific skill by taking on difficult material .In focused section while the goal of other is to spend as much time as possible reading and building strong language base (Mark 2005).

Clarifying something which most of teacher and student think that intensive reading skills an obstacle in teaching method, But it is sure not.

(Julius 2013) stated the activity that should be involved or used in teaching intensive reading skill those activity are preparing reading material for student with brainstorming question and examining students how they understand it .

(Mucky 2005) stated reading strategy which means collocation. It is intensive reading skill popular in text book is that there are certain words that we tend to use together and others that we don't use .for example if someone ask you how do you do? Both pretty good absolutely fantasy would be natural response .But Pretty and fantasy sound would be a little Unusual to many English speakers and absolutely good would be a very strong answer to these question.

### ***2.1 Significance of the developing intensive reading skill***

Intensive reading skill is designed to enable students to develop their specific receptive skill. such us reading for gist or general understanding often called skimming 'reading for specific information is called scanning and reading for detail or reading for inference is called intensive reading skill Maria in his book stated that the role of teacher in intensive reading skill he said that teacher have to tell students exactly what their reading purpose is? And give them clear instruction about how to achieve It and explain how long they have to do it.[Maria 2002]

(Nutall 1986) suggest that if the teacher read before the text starting work on it then they have assumed the part of the students. Other argues that without someone help some students could not understand the text. Other argues it is still easy to underestimate students it may actually understand more than his /her taught.

Macalester (2011) stated that usually learner read text that are more difficult in terms of content and language than those used for extensive to help learners to make sense of text that may present challenge in terms of vocabulary ,grammar and concept teacher should focus on reading skill. Such as identifying main idea and guessing the meaning of unfamiliar word.

Liang and Dole (2006) explained that when focusing on reading strategies teacher should introduce the idea of skimming (reading rapidly for all idea ) ,scanning (reading rapidly to find specific information and intensive reading (for deep understanding ).Then teachers should ask

students to speculate about the content and confirm their speculation after reading the text. The speculation provides sense of direction and purpose for reading practice.

Galret (2011) stated about intensive reading skill in his explanation intensive reading skill is a receptive reading skill among four types of reading skill .and it needs more focus of teacher and students in order to be developed. Garret in explanation he adds compression between extensive and intensive reading skill. He said that extensive reading skill is reading for general information whereas intensive reading skill is reading for deep understanding.

### ***2.3The method and Approach to Develop Intensive Reading skills***

While improving and developing intensive reading skill in reading simultaneously students build their capacity to understanding the written material in a good way.

In addition to these also students gain the ability to recognize during they read .Because intensive reading skill by its nature involve critical or deep reading which need more attention deeply .Us its name indicate that it is intensive reading skill but not looking through material face only

### ***2.4The factor that Affecting Intensive Reading skills***

The most factor that affect intensive reading skill is weakness of teacher .Because if the teacher will be active also student will be active. Frankly teacher of reading skill spend time only on lecture method without making student to participate in reading skill intensively .This is one factor (Wikipedia).

Another obstacle is the luck of interest among students. Students they don't have interest to read intensively when they go to read somewhere like in library, space and in classroom .Their interest is too small toward the material that they read

They look only for entertainment rather than reading for purpose. (Wikipedia).

The third factor is thinking that reading is too difficult specially intensive reading skill .Due to this students dislike to read intensively., Therefore their capacity of understanding will be minimize ,Because it is one obstacle that students face during they read intensively .(Wikipedia).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Design of the study.**

The researcher used mixed method approach. To collect the data researcher used qualitative method and quantitative method used to present data in numeric and analyzed it. The researcher was used to the quantitative design to collect and analyzed method used present data in numerical and analyzed it data which après in numbers were as the data collected in qualitative way data collected using qualitative methods narrated and described and also, the researcher used to identify the subjects response in descriptive way to gain understanding underlying reasons and motivation.

#### **3.2. Population of the study.**

Population refers to the total number of students in the class. Then the study was carried out in Wolkite University third year English language and literature students in specific. The population was selected on behalf of researcher's experience as part of the target population. Then the total numbers of student in class are 25 among these 19 are female and 6 are male.

#### **3.3 .Sampling Technique**

The target of the study was third year English major students at Wolkite University. The total number of the students is 25. In this study, the researcher used both probability and non-probability sampling techniques. Under probability sampling simple random sampling was used to select students because this technique was better to select sample as it gave equal chance of being selected without bias. In addition to this, based on non-probability sampling purposive sampling was used to select some third year English language teachers for interview because they were believed to give genuine information, since they were outstanding. From the total students, the researcher selected 25 students as respondents by simple random sampling and 2 instructors from the total number of 10 teachers. These instructors were selected purposively means based on their experience or the duration time of their teaching focused on their seniority they were believed to provide genuine information.

### **3.4. Instruments of Data collection.**

The study took the data from primary source through interview and questioner data collection. Structured and unstructured was used to collect data. Structured is the direct way of data collection whereas unstructured is the indirect way of data collection.

### **3.6. Questionnaires**

It is the way in which the researcher uses to get information through distributing question sheet. For people that are considered. Then open ended was employed. To learner express their feeling about their background and present situation on their intensive reading skill.

### **3.7. Interview**

Interview is the method of data collection in which the researcher use to get information by asking people face to face.

### **3.8. Procedures data analysis**

After gathering the data through different techniques mentioned above .The study was organized and analyzed data based on the source or tools of data collection such us questionnaire and interview . For quantitative data descriptive analysis was analyzed by using frequency and percentage of respondent opinion and their level of agreement.

## CHAPTER FOUR

### ANALYSIS AND DISCUSSION OF DATA

This chapter deals with data analysis and discussion on questioner and interview which were gathered from respondents .The data analysis mainly focus on the assessment of intensive reading skill of third year English major students at Wolkite university. Then it contains the result of investigation based on the multiple responses which is gained from respondents.

**4.1 Multiple choices for students.** In this section we can see and identify the problem that affects students’ intensive reading skill particularly third year English major students in Wolkite University. Those factors are students and teachers related factors and their influence also according to teaching and learning process.

Table 1. How often do you read material intensively?

Respondents	Frequency	Percentage
Sometimes	11	44%
Always	9	36%
Often	3	12%
Never	2	8%
Total	25	100%

Above the table to indicate how often does the students read material intensively as show that 11(44%) of respondents said that sometimes they read intensively, 9(36%) of the respondents said that they read always intensively, 3(12%) of respondents said that they read intensively often and 2(8%) of the respondents said that never they read intensively. Therefor as the respondents sometimes should be more emphasis to assess the intensive reading skill of third year English major students at Wolkite University

Table 2. How often does your teacher prepare brain storming tasks to you to read intensively?

Responses	Frequency	Percentage
Always	8	32%

Really	3	12%
Once a week	12	48%
Never	2	8%
Total	25	100 %

Above the table to indicate how often dose teachers prepare brain storming tasks to students to read intensively. As shown that 8(32%) of the respondents said that teacher prepare brain storming tasks always to read intensively, 3(12%) of the respondents said that teacher prepare brain storm tasks rarely to read,12(48%) of the respondents said that teacher prepare brain storm tasks to read once a week and 2(8%) of the respondents said that teacher never prepare brain storm tasks to read intensively. Therefore as the respondents once a week should be more emphasized to identify how often dose teacher prepare brain storm tasks to read intensively and to asses intensive reading skill of third year English major students at Wolkite University.

Table 3. What is the factor that affects intensive reading skill of third year English major students at Wolkite University?

Responses	frequency	Percentage
Un favorable Teaching	7	28%
Lack of interest	12	48%
Lack of time	5	25%
All	1	4%
Total	25	100%

Above the table to identify the factor that affect intensive reading skill of third year English major students at Wolkite university as shown 7(28%) of the respondents said that un favorable teaching method is the factor that affect third year English major students at Wolkite university ,12 (48%) of the respondents said that Lack of interest is the factor that affect intensive reading skill of third year English major university,5(25 %) of the respondents said that lack of time is the factor that affect third year English major students at Wolkite university .and 1(4 %) of the

respondents said that all are the factors that affect third year intensive reading skill. Therefore us the respondents' lack of interest should be more emphasized to identify the factor that affects third year English major students at Wolkite University.

Table 4. What is the major problem to develop your intensive reading skill?

Response	Frequency	Percentage
Loud of work	7	28%
Lack of material	4	16%
Weakness of teachers	8	32%
Lack of interest	6	24%
Total	25	100%

Above the table to identify the major problem to develop intensive reading skill of third year English major students at Wolkite University us shown in table 7(28%) of the respondents said that loud of work is the major factor to develop intensive reading skill of third year English major students at Wolkite university ,4(16%) of the respondents said that lack of material is the major factor to develop intensive reading skill of third year English major students at Wolkite university ,8(32%) of the respondents said that weakness of teacher is the factor to develop intensive reading skill of third year English major students at Wolkite university and 6(24%) of the respondents said that lack of interest is the factor to develop intensive reading skill of third year English major students at Wolkite university . Therefor as the respondents weakness of teachers should be more emphasized to identify the major factor to develop intensive reading skill of third year English major students at Wolkite University.

Table 5. Which of the following factor make you unwilling to read intensively?

Response	Frequency	Percentage
Your low proficiency	8	32%
Teachers intolerance	7	28%
Lack of interest	5	20%

Loud of work	5	20%
Total	25	100%

Above the table to identify the factor that makes third year English major students unwilling to read intensively. as shown above in table 8(32%) of the respondents said that your low proficiency is the factor that make third year English major students un willing to read intensively ,7(28) of the respondents said that teachers intolerance is the factor that make students un willing to read intensively ,5(20%) of the respondents said that lack of interest is the factor that make third year English major students at Wolkite university un willing to read intensively and 5(20%) of the respondents said that loud of work is the factor that make English major students at Wolkite university un willing to read intensively. There for as the respondents your low proficiency should be more emphasized to identify the factor that makes third year major students at Wolkite University UN willing to read intensively.

#### ***4.2 Students Response on open ended questions***

Question 6. What do you think the factor that affects your intensive reading skill?

The majority respondents said that the factors are lack of interest, lack of reading back ground and lack of motivation.

Question 7. How do you develop your intensive reading skill?

The majority respondents said that to develop intensive reading skill is by adjusting program having awareness about intensive reading skill and giving full attention

question 8. Who have responsibility to develop your intensive reading skill?

The majority respondents said that to develop student's intensive reading skill teachers should play a great role further more respondents said that students by them themselves have a great role to develop their intensive reading skill.

#### ***4.3 Teachers Response on interview question***

Item .1. How do you describe third year English major students intensive reading skill?

English teachers stated that third year English major students are low in intensive reading skill because they have no interest to read intensively.

Item 2. Are there factors that affect intensive reading skill of third year English major students?

If yes what might be those factors

Two respondents said that there are a lot of factors that affect students reading skill. Those are lack of interest, low reading interest and lack of vocabulary knowledge .beside this one of respondents said that the main factor that affect students reading skill is students being grade ordinated only .

item 3 .What should be done to improve intensive reading skill students' particularly third year English major students

Two respondents said that students should have awareness about reading skill and strengthen reading by group and developing their helping culture. Again one of respondents said that further more teacher should follow students' weather they read or not in order to improve intensive reading skill of the students.

## **CHAPTER FIVE**

### **FINDING, CONCLUSION AND RECOMMENDITION**

#### **5.1 Findings**

Based on the discussion of data, the following findings were drowning.

- The overall finding of the study revealed that students have low level of intensive reading skill.
- Thus factor were lack of interest, teacher intolerance, students low proficiency in reading and unfavorable teaching method those all are the major factor that affect intensive reading skill.
- According to the respondent in order to improve learning intensive reading skill student should have awareness about reading skill and strengthen reading by group and developing their helping culture.

#### **5.2 Conclusions**

Based on the finding and discussion the following conclusion was drowning.

- Third year English major students of Wolkite University have low level of intensive reading skill.
- The factors for target population for their low level of intensive reading skill were lack of interest, teacher's intolerance, students' low proficiency in reading and unfavorable teaching method
- In order to improve learners' intensive reading skill student should have awareness about reading skill and strengthen reading by group and developing their helping culture

### **5.3 Recommendations.**

Based on the finding of the study and the conclusion drawn above, the following recommendations were forwarded.

- First of all as reading is the receptive skill the teachers should give the great emphasize for the course of reading skill in order to improve the intensive reading skill of students specially by using different techniques such as by preparing reading material to students to read intensively, advising students to read intensively and wasting time on practicing intensive reading skill rather than lecture method.
- As discussed in the above in order to improve students intensive reading skill it emphasized on the teachers so that they should have to know their crucial role.
- In order to improve learners' intensive reading skill, students themselves should have awareness about reading skill and practicing it well.
- All stakeholders should focus on improving learners' intensive reading in providing methods and techniques of intensive reading.

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**WOLKITE UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**APENDEX; 1.**

**QUESTIONER TO STUDENTS**

**DEAR RESPONDENTS'**

This instrument is designed for the purpose of assessing intensive reading skill of third year English major students at Wolkite University. The final research result and recommendation depends on your response. So you are kindly requested to give genuine response.

**Part 1**

1How often do you read material intensively?

A Always B Sometimes C Often D Never

2 How often does your teacher prepare brain storming task to you to read intensively?

A Always B Rarely C Once a week D Never

3What is the factor that affects intensive reading skill of third year English major student at wolkite University?

A Unfavorable teaching method B Lack of interest

C Lack of time D All

4 What is the major problem to develop your intensive reading skill?

A Loud of work B Lack of material C Weakness of teacher

D Lack of interest

5 Which of the following factor make you UN willing to read intensively?

A Your low proficiency B Teacher intolerance

C Lack of work interest D Loud

**Part 2 Interview questions for teachers**

1 How do you describe third year English major students intensive reading skill?

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2 Are there factors that affect third year English students intensive reading skill? If yes what might be those factors?

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3 What should be done to improve students' intensive reading skill particularly third year English major students at wolkite University?

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