

JIMMA UNIVERSITY



COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

EFL TEACHERS' AWARENESS AND PRACTICE OF USING READING
STRATEGIES IN TEACHING READING SKILLS: THE CASE OF JIMMA
TOWN SECONDARY SCHOOL OF SETO SEMERO SECONDARY SCHOOL.

BY: KETEMA ABEBE

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PRINCIPAL-ADVISOR: Dr. GUTA LEGESE

AND

CO-ADVISOR: Dr. ASHENAFI BELAY

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**EFL Teachers' Awareness and Practice of Using Reading Strategies In
Teaching Reading Skills: The Case of Jimma Town Secondary School of Seto
Semero Secondary School**

By

KETEMA ABEBE

Department of English Language and Literature

College of Social Sciences and Humanities

Jimma University

Advisors

Dr. Guta Legese (Principal Advisor)

Dr. Ashenafi Belay (Co-advisor)

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Declaration, Confirmation, Approval, and Evaluation

Research Title: EFL Teachers' Awareness and Practice of Using Reading Strategies In Teaching Reading Skills: The Case Of Jimma Town Secondary School Of Seto Semero Secondary School.

Declaration

I, the undersigned, declare that this thesis is my original work. It is not presented for any degree in any university, and all the sources used for it are duly acknowledged.

Begidu Begashaw

Name

Signature

Date

Confirmation and Approval

This thesis has been submitted for examination with my approval as a thesis advisor.

Principal advisor: Dr. Guta Legese

Name

Signature

Date

Co-Advisor: Dr Ashenafi Belay

Name

Signature

Date

Thesis Research Evaluators:

External examiner's Name

Signature

Date

Internal Examiner's Name

Signature

Date

Chairperson:

Name

Signature

Date

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ABSTRACT

The present study mainly focused on investigating EFL Teachers' awareness and practices of using reading strategies in teaching reading skills in EFL class room. Based on the study variables, leading research questions were designed. In order to carry out the study descriptive survey research design was used. Thus, questionnaire and qualitative data were collected using the instruments such as questionnaire, semi structured interview and class observation. The data collected via close ended items of the questionnaire were analyzed using quantitative methods of data analysis. These data were presented in table and they were analyzed using descriptive statistics that include frequencies, percentiles, Pearson's correlation coefficient was also computed to check whether there were relation amongst respondent awareness and practices. The qualitative data collected using open ended items of the questionnaire, interview items and class observation checklist were described and narrated thematically using the variable as main and narrated thematically using the variable as main and sub-topics. It was found out that sample teachers commonly used only reading strategies in teaching reading skills. This clearly showed that sample English teachers' awareness towards various reading strategies in teaching reading skills is very unsatisfactory so that they usually practices of using reading strategies in teaching reading skills. However, these respondents have strong beliefs to using reading strategies in teaching reading skills. It was observed that their implementation of the strategies was below the expected level. The finding of the study also showed that challenges that they frequent encountered rose from their own personal case, their learners, and the environmental factors. Finally, recommendation were out forth to the concerned bodies such as English language teachers, school administrator, Zone education bureau workers. Additionally, it continuous experimental, studies are conducted by the coming researchers in each variable of the study , EFL teachers' awareness and practices will be improved a lot.

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CHAPTER ONE

1. INTRODUCTION

1.1 Back ground of the study.

As widely known the main purpose of teaching English as foreign language was to increase students' ability of using the language skills. In other words, students who learn a foreign language need to master the skills of reading and other absents of skills in generally. As a result, EFL researchers always conduct research on the learning and teaching process of EFL.

According to Aisha, (2014) stated that teaching language skills using traditional approach is not supported by recently accepted approach to develop EFL students reading skills. She suggested that reading skills can be taught effectively by using reading strategies of EFL reading lessons. Reading is the activity to search information from a certain source.

It is important if we keep doing reading activity it can develop our mind, improve our memory and it can also develop our knowledge and creativity. In learning English, reading is needed to the language sources of the skills. English lessons specifically in the field of reading are needed to be taught and become the most important thing to learn. Moreover, reading is a thinking process. The process of reading is an activity to collect and build the meaning from words. Reading is a set of skills include making sense of driving meaning from printed word. It means that reading activity is not only the process of record the printed word, but also when someone read the text, he/she gets the message from the text.

Despite this, EFL teachers' awareness and practice of using reading strategies in teaching reading skills. In the real life contexts. According to Dai,Chen, and Xiao (2000) this using of reading strategies in teaching reading skills the EFL teachers' teaching reading skills Besides, these scholars explained that the main objective of EFL teachers' is to prepare their students to pass the national exams. For this reason, they do not give prior attention to the development of reading skills knowledge and vocabulary acquisition. Some English teachers' may think that it is instructionally difficult to teach reading skills at a time of in using of reading strategies in teaching

reading skills. Reading is one of the main four skills that a learner needs to master in order to ensure success in learning.

According to Anderson (2003), reading is the interaction of four things: the reader, the text, the fluent reading, and the reading strategies. Edward, (1980) Royal, (2015) holds that reading skills may include letter and sight word recognition. Marinak and Gambrell, 2010), competency beliefs in reading skills. There are some studies on the EFL teachers' awareness and practice of using reading strategies in teaching reading skills. The authors of these studies reported that EFL teachers' awareness and practice of using reading strategies in teaching reading skills. Researchers show that the use of reading strategies is significantly tied to second language (L2) reading proficiency. This study, thus, intends to investigate EFL teachers' awareness and practice of using reading strategies in teaching reading skills at Jimma Town secondary school. In the process of learning reading by using reading strategies we can develop other related skills like vocabulary and grammar.

In the same fashion, Williams (1990), states the inter activity of reading skills with other skills. The process of reading comprehension and listening comprehension are inter linked with respect to grasping. Details, main ideas and implied meaning summarizing essential points. Therefore, reading skills in the academic context play, a great role for students generally at reading based learning levels. As R. Day (1994) suggests interest is important because of its relation to motivation. Therefore, the aim of using reading strategies in teaching reading skills must be to enable students to know the knowledge of the world, the ability to interpret text (text organization paragraph, the writer techniques and purposes).

As Hichman (1966) states, <<language is the key which unlocks the door of opportunity>>. They need it as a means of self-expressions and satisfying deep personal needs. Likewise, the aim of using reading strategies in teaching reading skills as stated in Nuttal is (1983) <<to enable students to read without help unfamiliar authentic texts at appropriate speed and with adequate understanding >>. Here it is intended to say that reading is a purposeful activities. The teachers' role in using reading strategies in teaching reading skills is facilitating the reading skills process

between all participants in the classroom and various activities in texts. The teachers' also act as an independent participant with in the learning-teaching process.

However, problems have been seen in using reading strategies in teaching reading skills in English classroom in Ethiopian contexts in general and in the researchers' local area in particular. The EFL teachers' in Jimma town secondary school using reading strategies in teaching reading skills in the English classrooms. This is due to various problems and constraints that they experience while using reading strategies. Therefore, this study, thus, intends to investigate EFL teachers' awareness and practices of using reading strategies in teaching reading skills at Jimma Twon Secondary School to address it and to recommend the possible solutions.

1.2 Statement of the problem.

In the current time, EFL teachers' as a foreign language (EFL) have been encouraged to using reading strategies in teaching reading skills to improve students reading skills. The using of reading strategies in teaching reading skills in EFL classroom was also advantageous in providing students with opportunities to exercise the reading skills or improve their reading skills. Saving Son (2001) emphasized that the using reading strategies in teaching reading skills can affect students competence in English by pushing them to read fluently. Due to diverse problems some teachers' do not using of reading strategies in teaching reading skills in their classrooms. According to some researchers teachers do not using of reading strategies in teaching reading skills in EFL contexts such as large class size and attitude of students and teachers'.

Cohen and Teller (1994) pointed out that of the teachers' and students' can play a very important role in the using of reading strategies in teaching reading skills. Thus, it can be inferred that learners with positive attitude towards activities would be more involved and may try to make use of more using reading strategies in teaching reading skills that help them deal with their difficulties.

The problem of using reading strategies in teaching reading skills in EFL classroom especially in Jimma town at Secondary School. Although English language (EFL) teachers' in the school are concerned with the task of producing learners with high school competence. EFL teachers about which of using reading strategies in teaching reading skills help students to be more proficient in EFL classroom. Some EFL teachers' believe that old language teaching methods like Grammar Translation Method (GTM) and Audio Lingual Method (ALM) still works well and seems

effective for their pedagogical purposes, but some of them believe that modern language using reading strategies in teaching reading skills more effective.

There are other related international and local studies which were conducted on the using of reading strategies in teaching reading skills in EFL classroom. However, the study did not focus on EFL teachers' awareness and practices of using reading strategies in teaching reading skills in EFL classroom and students reading skills. Al. Magid (2006) conducted a research entitled EFL teachers' using of reading strategies in teaching reading skills in classroom. This study focus on teachers' awareness and practices of using reading strategies in teaching reading skills. This study was different from the above mentioned research studies because it focuses the EFL teachers' awareness and practices of using reading strategies in teaching reading skills in the classroom.

1.3 Objectives of the study

1.3.1 General objective

The general objective of the study was to investigate EFL teachers awareness to words and practice of using reading strategies in teaching reading skills.

1.3.2 Specific objective

The specific objective of the present study was to:

- find out EFL teachers' awareness towards using reading strategies that were used to teach reading skills.
- identify EFL teachers' practice of using the reading strategies that can be used to teach reading skills.
- inspect whether there was a relationship between EFL teachers' awareness and practice of using reading strategies in teaching reading skills.

1.3.3 Research Questions

Based on the above fact, the researcher can deduce the following questions in order to assess the EFL teachers' awareness towards and practice of using reading strategies in teaching reading skills.

1. What was EFL Teachers' awareness in using reading strategies in teaching reading skills?
2. How do EFL teachers' practice of using reading strategies in teaching reading skills?
3. Is there any relationship between teachers' awareness and practice in using reading strategies to teach reading skills?

1.3.4 Significance of the study

The significance of the study was it identified the EFL teachers' awareness and practice of using reading strategies in teaching reading skills and how the results would be beneficial to them. As education has great value for the development of one country. This study has the following significance. The first significance of this study is that it helps students to enhance their reading comprehension ability the study is also expected to rare the teachers' awareness and practice of using reading strategies in teaching reading skills that hinder their students reading comprehension/skills ability of students in English. Furthermore, this study is also helpful to find out the possible solution for EFL teachers awareness towards and practice of using reading strategies in teaching reading skills.

1.3.5 Delimitation of study (scope)

The researcher was confined him self to EFL teachers' awareness towards and practice of using reading strategies in teaching reading skills in Jimma Town Secondary School. The researcher will be delimited instead of time constraints, experience and budget.

1.3.6 Limitation of the study

Conducting research was a time taking process and at the same time it requires much financial availability. The following are limitations of the study: unwillingness of the teachers' to return questionnaire paper in time.

CHAPTER TWO

2. Review of Related Literature

2.1 Definition of reading strategies

Various views in the area of foreign language learner and second language reading strategies have defined reading strategies depending on different perspective. Some base their views on reading strategies on what the various groups of readers are using of reading strategies where as other claim to identify them according to what they find and result through empirical and theoretical research i.e. what strategies are required to be used and applied depending on learners needs.

In the context of reading comprehensions, strategies can be defined as deliberate actions that the readers take to establish and enhance their reading comprehension. Cohen (1986) defined reading strategy as a mental process chosen by the readers consciously in order to achieve certain reading tasks. In addition to the block (1986) believes that reading strategies are a set of methods and techniques used by the readers, so that they can achieves success in reading. McNama (2007) defines reading strategies refer to the different cognitive and behavioral action readers use under the purpose of achieving comprehension in reading.

The, literature of reading research provided several definition for the term reading strategies. Cohen (1986) defined research strategies as mental processes that readers select and use on purpose to grasp a text. Garner (1987) defined ready strategies as generally deliberate, planned activities under taken by active learners many times to remedy previewed cognitive failure. Reading strategies are deliberate, goal oriented attempts to control and modify the readers of efforts to decode a text, understand word and constructor meaning out of text. Investigation in to learners use of reading strategies is important for reading researchers because from the result of such research they can reveal and explain how readers interact with text they read and how readers use reading strategies to comprehend a text (Carell, 1989).

Reading strategies are intentional and carefully planned actions, procedures and techniques that the readers use to assist them in understanding the text and monitoring, managing their reading compression (Morkthari and shoerey 2002). Research investigates how numerous variables affect reading comprehension and reading strategies readers select. These variables include those related

to learners' natives' first language and in to reading in a second or foreign language. The following are some variables and how they relate to or in flounce reading strategies English language learners use.

Back ground knowledge and L2 reading: - Readers back ground knowledge can effectively aid readers to understand texts. Research showed that readers can improve their reading comprehension if they properly activate their content, cultural and rhetorical backgrounds and provides necessary background information while they are reading (Barnett, 1988).

Major area of study and use of reading strategies: researcher's tried to confirm if there is a relation among back ground knowledge, content area expertise and foreign language reading proficiency exists. Learners with high language proficiency and extensive background knowledge in academic field read more actively in their specialized academic area of study than they do in other academic areas. Grabe (2009) explained that professional knowledge has a weak effect on reader's comprehension of foreign language texts.

Gender and Reading strategy use: A widely held myth among teachers and researchers is that female unlike males are skillful at learning language (Oxford, 1988). Research exploring the relation between learners' genders and their use of learning strategies divides in to three groups. Those who believe that females are better than male in strategy use, that few differences exist between female and males in strategies use, and that males are better than females in using strategies. Most studies (using SIIL oxford inventory) that deals with foreign language learning strategies at the university levels show females are better than males in strategies use.

Good and poor readers

Good readers are strategic readers. They know how to use reading strategies to approach to reading task. They know how to utilize various techniques to perform specific goals or purpose carry out a sequence of planned actions and monitor how they employ those reading strategies (Mayer, 1985). When expert reader's approach a reading task, they have specific and strategic purpose in mind. They know how to connect the text they are reading to their t prior knowledge, to guess what comes next in the text and summarize information they are reading. According to Mokthari and sheorey (2002), they know how to read the text for general knowledge, to find specific information and to locate the Main idea or theme, to enjoy reading and summarize what they have

already read. Different from poor readers, skilled readers use general world knowledge to understand the literal meaning of the text and to infer correctly from the text they are read. They also understand the literal meaning of the text and to infer correctly from the text they are read. They also understand words, watching their comprehension and fixing their comprehensions breakdown. Lastly unlike poor readers good readers are constructively responsive when reading the text. They use specific and intentional actions as well as orchestrate their cognitive and effective resources for definite and unlimited comprehension.

Meta –cognition is important for readers when they read in foreign language. Meta –cognition makes the distinction between good and poor readers. Sheorey and Mokthari (2001) maintained that skilled readers are recognized by their use of strategic awareness and monitors of their comprehension process while they are reading. Skilled readers use their strategies or Meta-cognitive awareness to work with and focus on the text while they read. For example they think of the characteristics of the text they read. According to Mokthari and Sheorey (2002) good reader consciously plan and carry out suitable actions to achieve particular comprehension goals. According to Carrell (1989) strategic readers use comprehension monitoring to achieve three purpose 1, to improve their understanding of the text they are reading. 2, to recognize if comprehension breaks down. 3, To address comprehension problems if they arise while they are reading and to shift or adjust their use of reading strategies accordingly. For example, they may read quickly, slowly, or stop to read a different text to obtain background information to help them understand the text they are working on. In addressing comprehension problems, self-Monitoring helps readers know if they need to use compression repairs. Such readers are deliberate readers because they engage in reading activities that require plan full thinking, flexible strategies and periodic self-monitoring.

Poor reader

Poor readers are typically young, less experienced adult readers with limited meta-cognitive knowledge when they read. These readers neither approach nor try to comprehend texts in the same way as good readers do. One difference is how they deal with and understand the text. According to Brown (1984) beginning foreign language readers think, they must know the meaning of every word to understand the text. Therefore they use dictionary a lot. Failing to transfer the productive, positive feeling about reading, they have in their native language; they

spend hours translating sentence by sentence. Finally, they blame their lack of English proficiency for their poor reading skill. Obviously, these poor readers are decoders rather than meaning getters. Meta-cognition is critical aspect of skilled and strategic reading. Poor readers are not as meta-cognitively aware as good readers. They rarely monitor their own comprehension. They also don't know when their comprehensions fail. They don't know how to fix comprehension on difficulties (Mokthari, 2002). However with good reading training, these unskilled readers can learn and use proficient reading strategies and become strategic tool to raise leading comprehension of reading strategies which has been provide to help students improve their reading comprehension skill. They develop survey of reading strategy (SORS) to measure their reading English speakers' meta-cognitive awareness and perceived use of reading strategies. According to Mokthari and shorery (2002) the items in survey of reading strategy (SORS) are classified in to:

1. Global strategies: a those international, carefully planned techniques by which learners Monitor or manage their reading. Such strategies include skimming the text prior to reading, using illustration or graphs to help understand the text and reading with specific purpose in mind.
2. Problem solving strategies: are actions and procedures readers use while working directly with the text. They are localized focused techniques used when problem develop in understanding textual information.
3. Support strategies: Is support mechanisms intended to aid the reader in comprehending text. Or are techniques student can apply to maximize.

2.2 Reading Comprehension

In contemporary society people are engaged in constant reading of different types of text, such as magazines, newspaper, flyers, advertisements, posters, e-mails and novels through the day. In more formal setting such as academic or work place context they are also involved in reading which more demanding activities becomes as the great deal of learning requires in the presentation of text information in line with the task of the goals set (Grebe 2009). Reading is often defined as the process of recall and interpreting information (Koda 2005). According to Koda (2005) comprehension occurs when the reader extract and interpret various information from the text and combine it with what is already known. Reading comprehension is regarded as a complex multifaceted cognitive skills drawing on many knowledge sources and process ranging from lower

lack process such as decoding to higher level such as interpretation of text ideas with the readers prior knowledge which actively interact to yield comprehension (Grabe, 2009). Oxford (1990) Make parallel the process of reading to tapestry, mentioning that, the reading process is similar to the process of weaving, where the different strands of thread are deployed in similar manner. Readers need to employ various strategies such as predicating, comprehending main ideas, inferences, contextual guessing in order to achieve comprehension (Grabe, 2009). According to Grabe (2009) fluent reading comprehension involves a rapid and efficient process, which requires the combination of various processing component, such as automatic word recognition, syntactic, text comprehension, critical evaluation and activation of prior knowledge in relation to text content.

An interactive process where the different process involved in reading are carried out concurrently. For instance while readers are recognizing words, they are analyzing the structure of sentences, identify the main idea of text, monitoring comprehension and etc. in addition reading is interactive in the sense that the text information interacts with the readers background knowledge which are two essential component of readers interpretation of the text. Readers construct text meaning by interpreting the authors' message in terms of their previous knowledge. Strategic process during which the reader is required to predict, text contents, select key information summarize text information, monitor comprehension, perceive text difficulties, and decide upon the most appropriate actions to adopt to complete tasks or overcome comprehension difficulties depending on the purpose of the text reading. Reading comprehension is a flexible process during which readers monitor comprehension and adjust reading process in line with their purpose. Reading comprehension is an evaluation process where readers monitor comprehension and strategy use according to their purpose for reading. Evaluation occurs in the sense that readers are responsible for deciding whether the text information is coherent, interesting or enjoyable drawing on their expectation and motivation for text reading.

Reading comprehension is a comprehending process during which the reader is expected to construct text meaning. Learning processes during which readers acquire new information and enrich their knowledge. Reading comprehension is a linguistic process where the various linguistic processes such as word recognition or structural organization contribute to text understanding. Koda (2007) asserted that people do not merely read for the sake of reading but they have a clear

cut purpose each of which require a different ways of text information processing. For example they skim the newspaper to keep up with the latest news, they scan the telephone directory to find out specific telephone number, they study biology text book to get ready for exam or they read novel for pleasure. Therefore readers adjust their reading speed and strategies in line with the intended purpose for reading in order to read efficiently as approaching all texts in the same manner would be lots of time and failure to assimilate the desired information (Grellet, 1981).

2.3. The importance of reading strategies

Most of English as foreign language learners often show some troubles and difficulties in reading certain text. They always struggle with some text and find its problematic issue to achieve comprehension and understand the content. Many psychologists and researchers assume that those who always struggle with their reading may lack the reading strategies that may help them to overcome their reading problems.

Many evidences have been shown the importance of reading strategies and their effective role in exchanging and developing reading comprehension. Reading strategies instruction are indeed very effective for leaners who show lack of knowledge in to the domain of reading as well as those with lower reading skill and assume they are strongly needed for this kind of learner(McNamara,2007). Carrel (1983) describes reading as an interactive cognitive process in which readers increase with the using their prior knowledge and cultural back ground. The success of reading comprehension depend on a factors such as type of text, the genre of text structure, readers language proficiency, text difficulty, and task demands (Alderson 2000).

Research findings have indicated that reading strategy in particular are important to student comprehension and not only can improve reading comprehension but also differentiate a good comprehended from poor comprehended. Reading strategy indicate how readers conceive of a task, how they make a sense of what they read, and what they do when they don't understand.

Basically reading strategies can be any comprehension enhancing action taken by the readers. These strategies consist of a whole range of strategies including skimming, scanning, contextual guessing and reading for meaning utilizing background knowledge, recognizing text structure (Cohen 1998).

The importance of using reading strategies has been found to be obligatory and is especially critical for those English as foreign language literacy and uses academic institution. The applications of reading strategies as heuristics and aids that can facilitate reading comprehension and overcome comprehension break down at word and sentence level.

2.4 Some reading strategies

Sheorey and Mokthari (2001) classified reading strategies into cognitive, met cognitive and supportive or effective strategies.

2.4.1 Cognitive reading strategies

O'malley and Chamot (1990:44) argued that cognitive strategies operate directly on incoming information manipulating it in the ways that enhance learning. That is to say one typical characteristic of this group of strategies is to deal directly with the problem arising while reading. Cognitive reading strategies are defined as localized technique utilized by the readers while working directly with the text especially when it becomes difficult. Some typical examples while working directly with the text especially when it becomes difficult. Some typical examples re-reading for better comprehension etc. Cognitive strategies are seen as mental process directly concerned with the processing of information in order to learn that is for obtaining, storage, retrieving or use of information (Brown, 1994). They are more limited to specific learning tasks and involve more direct manipulation of learning material itself. In general studies in both L1 and L2 reading research provide a binary division of cognitive strategies as bottom up and top-down. In bottom up approach, reading is meant to be a process of decoding, identifying letters words, phrases, and then sentence in order to get the meaning. On the other hand top-down model advocates the selection of the fewest and productive elements from the text so as to make sense of it and views the reading process as an active psychological guessing game (Carrell, 1998). Top down rejects the notion of that identification of letters to form words and the derivation of meaning from these words is efficient reading, on the contrary it assumes that efficient reading requires the reader to make predication and hypothesis about the text content by relating the new information to their prior knowledge and by using a few language clues as possible. It is further assumed that the readers can check whether the hypothesis are correct or no by sampling the text (Carrell, 1998).

The top down theory is influenced by scheme theory which emphasizes the importance of the reader's background knowledge in the reading process (Carrell, 1998). According to this theory, so as to comprehend the text, readers make use of both the text and their background knowledge. Therefore interaction of the background knowledge and the text is essential for efficient reading; a variety of process repeatedly occurs in readers minds. Readers with the help of top-down and bottom up strategies use pre-reading information to make some prediction about the text. Processing information is started at the sentence level. That is to say, they focus on identification of meaning and grammatical category of word, sentence strategy, and text details etc. while processing information provided them by each sentence reader's check to see how this information fits, again employing bottom up and top down strategies such as back ground knowledge, prediction, getting the gist of the text, skimming, scanning ect.

2.4.1.1 Repetition

Repetition is repeating a chunk of language (a word or phrase) in the course of performing a language task (O'Malley and Chamot (1990). As Oxford (1990) states that in reading strategy of repeating can be reading a passage more than once to understand it more completely. The researcher states that repetition strategy can be used by the student as they want to remember important points.

2.4.1.2 Imagery

According to O'Malley and Chamot (1990), imagery refers using visual images (either mental or actual) to understand or remember new information. Oxford (1990), states that this strategy is a good strategy to remember what has been read, in the new language to create mental image of it. They stated that the best part of reading is watching the movie in your head and good reader experience seeing strong visual images.

2.4.1.3 Elaboration

According to O'Malley and Chamot (1990) Elaboration is relating new information to each other or making meaningful personal association with the new information. It is an additional processing of the text, by the reader which may increase comprehension. it involves forming connection between the text and the reader's background of the subject. This technique improves reading comprehension and providing learners with the rich linguistic form they need for further language learning as this strategy provides with the full form of the language and allows them to encounter,

more or less authentic and native like material. According to O'Malley and Chamot(1990) simply identifying all the words in the text does not ensure comprehension will occur. Readers must build meaning by linking text information to what they already known.

2.4.1.4 Note taking

O'Malley and Chamot (1990) defines note taking strategy as writing down key words and concepts in abbreviate verbal, graphic or numeric form while reading note taking strategy is good reading strategy. According to those researchers it is good idea to take note from text book. Note taking makes students active participant in their learning help them organize important concepts. Remembers information and become of their study aids.

2.1.4.5 Grouping

According to O'Malley and Chamot (1990) grouping is classifying words, terminology or concepts according to their attributes or meaning. Oxford (1990) adds that grouping strategy in reading involves classifying or reclassifying what is read in to meaning full groups, thus reducing the number of unrelated elements.

2.1.4.6 Deduction

According to O'Malley and Chamot (1990) deduction strategy is applying rules to understand or produce the second language or making up rules based on language analysis. As oxford (1990) states that this top-down strategy leading from general to specific.

2.1.4.7 Summarizing

Reading research seems to support the idea that summarizing what is read is an effective tool in improving text comprehension (Garnen, 1987). Coohen (1990) suggests making ongoing summaries of the reading to aid comprehension of the different pieces of information in the text. The researcher also considered summarization a useful technique to teach reading comprehension. The value of this strategies lies in the fact that student need to understand difference in information status in order to demonstrate text comprehension. To Garner (1978) summarization is both cognitive and Meta-cognitive activities. It is believed that it's cognitive for it synthesizing information and meta-cognitive strategies for it monitor comprehension or cognitive progress. Garner suggest that text summarization requires distinguishing main ideas from subordinating ones, applying rules to produce the gist of the original text and producing the final oral or written summary. To some reading researchers, the process of summarization involves both reproduction

of the original text and construction of the new text. Another important aspect of summary writing as comprehension strategy is that it could develop other important reading skill like critical reading. Readers will be evaluating synthesizing information as well as skillfully producing a coherent synopsis. Although summarization is demanding skill teachers need to develop this strategy in their student to help them get the complete meaning of the reading that summarization is an effective reading strategy as it focuses on both the general meaning of the text and the information status in the text.

2.1.4.8 Using Context Clues

According to Oxford (1994) contextual variation can be categorized as a sense selection or reference specification. Sense selection refers to one sense of the word different, senses according to the context in which it occurs. In this case the context helps the reader to decide on one of somewhat different sense of the word. Reference specification however refers to specifying the referent of the word in a particular context. For example if the pronoun is used the context is help the reader figure out the referent of such pronoun. Again using context clues may help readers assess the importance of certain words in grasping the meaning of the text. Thus developing the use of this reading strategy is crucial importance to EFL readers. According to Oxford (1990) learners should know when context. In addition to their importance of reading for meaning, the strategies of guessing meaning from context, examining word roots and affixes and using context clues to better understanding the reading Message are among the most important strategies. The strategy of using word roots and affixes is important for context clues.

2.4.1.9 Critical reading:

One of the most important objectives of reading is that the reader arrives at the complete meaning of the text. Thus, reading researcher distinguishes between three different of reading comprehension, Literal, inferential and critical. The highest level of reading comprehension is reading critically or what (Alderson (200) called reading beyond the lines. According to the researcher reading in which the reader reacts critically to what he/she is reading through relating the content of the reading material to personal standards, values, attitudes, or beliefs. After reviewing the literature on critical reading strategies many researchers found this strategy is not only to include self-questionnaire and monitoring and inferring and conclusion but also to include using back ground knowledge using cognates, translating and code switching. Thus critical reading is deemed more important in EFL learners (context). Using this reading strategy is believed to easy

the cumbersome transition from reading in the language classroom to reading of authentic every day materials. Oxford (1990) has suggested six reading strategies from learning strategies. These strategies are very easy to be thought, very significant and useful ones in order to make learner familiar with each of them. These suggested strategies are as follows predicting, skimming, a scanning, inferring guessing the meaning the meaning of unfamiliar words and self-monitoring.

2.4.1.10 Skimming

Mean glancing rapidly through the text to determine the gist of the reading text. It is mainly concerned with identifying key topics, main ideas or overall theme of the text (Grellet, 1981). If we are interested in having the general picture of the text, we simply run through the text quickly by discarding what is not essential or irrelevant to the general picture (Grellet. 1981) Skimming gives the reader the advantage of being able to predict the purpose of the passage, the main topic or message and some of the developing or supporting ideas. According to Grellet(1981) skimming should not be done competitively, as more is involved than mere eye movements. Student can be asked to locate facts which are expressed in the sentence rather than in a single word or they can be asked to say briefly what the text generally about or given specific question that can be answered by glancing quickly through the text. Some examples of such skimming question are the following.

- What methods of plant propagation are dealt within this article?
- Which of these topics are dealt with in the text?
- What is the text generally about ?

Is the most useful technique used by readers to make a quick assessment. It is defined as glancing through written material quickly, in order to get overview of the content or the intension of the writer or how material is organized (Grellet 1981). For instance one doesn't want to read the whole newspaper therefore he/she makes a quick glance through the pages in order to get the main information.

2.4.1.11. Scanning

Scanning means glancing rapidly though the text either to look for specific pieces of information (e.g. name data) or to create an initial impression of whether the text is suitable for a given purpose. (E.g. whether a book on gardening deals with the cultivation of particular vegetable) (Grellet,

1981). When scanning, readers only try to identify specific information and often they do not even follow the linearity of the passage to do so. They simply let their eyes wander over the text until they find what they are looking for (Grellet, 1981). The important way of teaching scanning is setting exercises that demand student to search for specific pieces of information. As Nuttal (1982) scanning exercise are easy to devise. The easiest are those requiring the students to scan for single word or specific fact.

Example :- Look at page 100 and find out when Shakespeare died?

- How many times does the word "this" occur in this page?

Scanning is not a thorough activity mainly because the reader uses it to find specific isolated and scattered information. On the other hand skimming is relatively thorough activity that requires having a general picture of the reading text or its part. Like skimming, scanning also requires a quick place through text. However in the case the search is much focused. To scan is to read quickly in order to look for specific information or ideas. In most cases readers know what they are looking for therefore they concentrate mainly on finding a particular idea or answer serve their needs. Scanning involves moving eyes quickly across the text, seeking specific words and phrases (Grellet, 1981). When scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over text until we find what we are looking for, whether it can be a name, a date or less specific pieces of information.

2.4.1.12. Inferring

Knowing how to make inference is very important, valued and indispensable in reading. Inferences require actively interacting with words in a sentence and among sentences (Kristin 2009). They suggested that differencing includes such sub skills as

1. Pronoun reference (Knowing what a pronoun in the sentence refers back to)
2. Forming hypothesis about what is coming next in the text.
3. Guessing the meaning of unknown words and phrases.
4. Forming impressions about character motives and behaviors across multiple location in the text.
5. Knowing the suitable connotation words as they are used in particular context.

6. Understand cause effect relationship of events mentioned at different times in the text.
7. Drawing up an background knowledge in order to fill gaps within text.

2.4.1.13 Guessing the meaning of unfamiliar words

Unknown words often create obstacles to English as foreign language learner's comprehension. They always try to find some solutions to deal with this problem. Smith(1971) argued that the best way used to identify unfamiliar words in the text is to draw inference from the rest of the text rather than looking it up in the dictionary. This view, emphasize the reader depend on the content to interpreted words.

As one of the taxonomies of reading strategies, reading strategies are divided in to two categories. Cognitive strategies and met cognitive strategies. Cognitive strategies are described as mental operation that learners use to process both linguistic and socio linguistic content. These students are used to construct association between new and existing knowledge of learner and they operate on incoming information to enhance learning. The prominent cognitive strategies are

Translation: Using the L1 as base for understanding or producing topic in target language

Note taking : writing down the main idea important point outline or summary

Deduction: Consciously rules to produce or understand the text

Imagery: Relating new knowledge to visual concepts in memory via familiar, easily retrievable visualization phrases or location

Keyword: remembering a new word in the second language.

Contextualization: Placing a word or phrase in a meaning full language sequence.

Elaboration: Relating new information to other concept in the memory

Differencing: Using available information to guess the meaning of new items predicts it.

2.4.2 Meta-cognitive reading strategies

Sheorey and Mokthari (2001) defined met cognitive reading strategies as purpose full, careful, planned action employed by readers to monitor before reading. Oxford (1990:136) established that met cognitive strategies entail three major tasks. Centering ones learning, arranging and planning

ones learning and evaluating learning. Although these definitions are not entirely the same all the authors agreed that met cognitive strategies involves some element of planning and monitoring ones study. Individual awareness of their own thinking as they reflect on what they already know as they deal with problem solving strategies, thought and behaviors to accomplish their goal is referred to as meta-cognition (Brown, 1984). Meta –cognitive involves both the learners' ability to plan, monitor and regulate their behavior toward learning as well as the learner's a\conscious evaluation of their own and performance.

The main focus of meta-cognitive is on self-regulated thinking of readers as they know and apply the appropriate knowledge necessary to complete the task (Brown, 1984). The behaviors undertaken by learners to plan, arrange and assess their own learning are called meta-cognitive strategies (Oxford, 1990). Since reading is hidden process it often goes unnoticed in the language classroom. Some scholar's state that reading is the interaction of two processes, bottom up language based process and top down knowledge based process (carrel, 1998). Furthermore, more scholars believe that readers actively control this hidden process and this control directly affects their ability to understand and to learn from the text (Block,1992). Skilled readers typically know how to identify the strategies they use and what kinds of strategies they use in certain condition (Carrell, 1998). Literally, the awareness and monitory in learning is often referred to in the literature Meta-cognition.

According to Brown (1980) explains as meta-cognitive strategies are knowledge concerning one's own cognitive process or products. This knowledge involves awareness by learners of their learning behaviors of the task they face and their own needs and abilities. As Brown (1980) meta-cognitive includes two main components: knowledge about cognition and regulation of cognition. This refers deliberate conscious control of one's own cognitive actions. This orchestrate cognition. Meta cognitive strategies are self-regulatory strategies in which learners are aware of their own learning. They involve thinking about learning process, planning for learning monitoring of comprehension or production while it is taking place and self-evaluation after the activity is completed. Meta-cognitive strategies may involve a range of behaviors such as assessing linguistic resources for a particular language task, identifying problem which hinder successful completion of task, consciously postponing speaking until sufficient confidence is gained. Brown (1980) contended that the primary problem with meta-cognitive construct is that, it is very different to

separate from cognition. A number of authors have suggested that it is difficult to separate meta-cognitive from cognitive strategy. The number of authors have suggested that it is difficult to separate meta-cognitive from cognitive strategy (Cohen, 1986). Those researchers point out that the literature does not always make a clear distinction between the higher meta-cognitive strategies that manage comprehension and lower level cognitive strategies that carry out the executive decision.

It was found that student without meta-cognitive approaches are essentially without direction and ability to review, their progresses, accomplishments and future learning direction. They argue that it is the use of meta-cognitive strategy that distinguishes learners who are consumers of language courses from those who are actively involved in their own learning program and who are self-directed. Meta-cognitive knowledge extended to areas such as knowledge about the language, about their proficiency, about the outcome of strategies and also about best to approach language learning. Meta-cognitive strategies involve thinking about the reading process, planning for learning, monitoring for comprehension or production while it's taking place and self-evaluation of learning after the language activity is completed. Cognitive strategies are more directly related to individual learning tasks and entail direct manipulation or transformation of the learning material.

A third category of strategy use consisting of social mediation strategies was added and this was most clearly evidenced in cooperative learning. Some of the meta-cognitive strategies include direct attention involving consciously directing attention to the learning task, and evaluation the success and difficulties in one's learning task, and evaluation the success and difficulties in one's learning. Cognitive strategies are influencing or working out the meaning from the text. Elaboration and relating new information to other concepts in the memory are the cognitive. The social strategies are cooperation, involving working with peers, and questioning involving asking the teacher or native speaker for repetition or clarification. On the other hand, meta-cognitive strategies are higher critical thinking skills that help. Readers achieve awareness of whether they understand reading text or not. through the use of these strategies learners identify available resources, decide which of these sources are important for the specific task they perform and sets goals for comprehension.

2.4.2.1 Setting a reading purpose

The objective of task need be informational not linguistics. It maintained that foreign language texts are not read with a clear purpose. The basic premises are that we use language to communicate information. Having a purpose in reading certain passage usually means being interested in its informational content. Thus it is believed that having informational gap before reading will definitely promote purposeful reading. Helping EFL learners to have a particular learning purpose usually result in more learner involvement in learning or reading task. It usually recommended that the purpose of reading be established and discussed before reading and should not be promoted by comprehension in three ways. First, it improves comprehension and recall of reading materials. Second, it activates appropriate back ground knowledge. Third, it guides the readers selection process in reading i.e. student with purpose in reading would know what information is important to this specific purpose and what is not and read the text accordingly. The idea that the teacher should encourage learners to establish a purpose during pre-reading activities is usually discussed in the literature. Reading teachers also advised to choose reading material that match learners interest. Although interest in reading certain text or topic may be different from having a purpose in reading the text, it would be suspected that if reading materials are compatible with readers personal interest, it would be much easier for reading teachers to established reading purpose for their students having purpose in reading is believed to be the way to independent reading. One of the reading strategy statement exposed in the current study examines wither grad 11 and grade 12 EFL learners in the setting of this research perceive having purpose when they read EFL materials or not.

2.4.2.2 Back ground knowledge

The importance of activating ones back ground knowledge while reading has been discussed Carrell (1981) defines back ground knowledge as previous acquired knowledge. As it has been discussed this back ground knowledge could be linguistic (language), Content (topic or culture), formal knowledge, textual or structural (Carrel 1981). Carrell (1981) has found a significant relationship between background knowledge about certain text, whether about the topic or culture and the reader's comprehension of the text. In fact Carrell (1983) maintains that. "If reader is not actively using his/her back ground knowledge, a significant part of the of the reading process is not taking place and the construction of meaning suffers. " the basic idea of background knowledge is that readers relate the meaning of certain text to what they already know about the topic

described or discussed in the text. By activating the appropriate background knowledge, the readers will have the context through which he/she can better grasp the meaning are receiving input from the text and matching it to what they already know about the topic or culture. This fact is easily observable even in one's first language. However, some reading researchers suggest that native and non native speakers activate and utilize background knowledge differently. The important role of general background knowledge in reading emphasizes that, providing and activating the appropriate linguistic, content are important in EFL class

2.4.2.3 Predicting

It is the technique which most of the researchers focused on and considered it an essential one that must be used by readers to achieve comprehension when reading. Smith (1988) is one of those researchers who stressed the importance of predicting and who claimed that it is the core of reading comprehension. Prediction takes one common notion among researchers as well as psychologists. They almost agree that predication refers to the use of prior knowledge about atopic and combine it with the new material in the text i/e. use what they know before and relate it to the material at hand. Smith (1988) assumed that before reading any passage readers usually sub consciously ask themselves what they know about the text, which makes it is easier to see what information they already known about the time they read the text. Therefore predicating is very effective technique to promote readers activation of their prior knowledge which plays a very important role in reading process.

2.4.2.4. Self-Monitoring

It refers to the awareness of using strategies when encountering with some written materials. Some psychologist as well as researchers in EFL education pointed out that EFL proficient reader showed more awareness of their use of strategies in reading English than less proficient ones (kern, 1988). In the reason that these proficient ones use met cognitive strategies which help them to use their back ground knowledge of the text.

Met cognitive strategies are as follows.

Imagine using variety of sense: This strategy enables readers to visualize the scenes in the text and refer their sense the future of substances.

Make connections: Readers connect their background with the information from the text

Analyze text structure: This strategy involves readers to discover the genre and also other specific features in the text such as linking devices.

Recognize words and understand sentences: It refers to familiarity with the lexical and grammatical knowledge and contextual clues to understand the sentence.

Explore inferences: Readers are expected to recognize cause and effect relationship by using this strategy

Ask questions: Readers question themselves for instance on author's message or its relationship with a real life.

Determine important ideas and themes: The introductory and concluding parts are the most important parts that readers need to pay attention in order to determine important ideas and themes.

Evaluate summarize and synthesize : This strategy contains the important of pausing while or after reading to construct meaning .

2.3.3 Socio- affective strategies

Support strategies refer to basic support mechanism to aid comprehension. Sheorey and Mokhtari (2001) support strategies are applying support mechanism like using dictionaries taking notes summarizing comprehension. Several other scholars have attempted to classify reading strategies. Although their studies identify a variety of similar reading strategies there have been significant differences in their strategy groups.

2.3.1 The Theoretical Definition of Reading

Reading was construction of meaning of meaning from a written text. According to Mayer and Mayer (2007) reading was an interactive and constructive process involving the reader the text and the text and the context of reading experiences. It involves the development of an understanding of text thinking about text in different ways and using a variety of text types for different purpose. Therefore, it is the most important skills for second or foreign language learning in academic contexts where English is the medium of instruction.

Gender and Reading Strategy Use in addition, Wallace (1992), Defined reading as interpreting which means reacting to a written text as a piece of communication. In other words, we assume

some communication intent and other readers. Part which the reader has some purpose in attempting to understand.

2.3.2 Definition of Reading Comprehension

Reading comprehension is reading with understanding. As Schum (2006) suggests that reading comprehension is the ability to pick something mentally or it is the capacity to understand ideas and being facts. It implies understanding a given text in all its aspects and being able to answer questions contents. This becomes possible when you read the text and understand its main points. In addition Swaff and Snow (2003) suggest that reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately helping a reader comprehend a text. The most common types of task accompanying readers a text was comprehension or understanding .

Reading is presenting and practicing important language skills such as, vocabulary, grammar and pronunciation. Reading was a process of getting information from written materials, understand the message of written text and skills of interpret written documents. It also involves the process of gaining knowledge from text and the process of associating written symbols with sounds. Different writers express their view on reading in different ways. According to Melakne (2004), reading involves more than vocabulary building, sentence and paragraph comprehension. This implies that it was an activity in which a reader tries to identify the authors' idea and points of view to make sense of it.

Also Sesnan (1999), states, Reading covers a whole range of activities in school, from being able to recognize letters of the alphabet, through being able to read anything which is put in front of us. Furthermore Papilla (1986), defines "Reading involves two ways: Semantics and Syntax. When we read we do not only recognize the meaning full structural relationship within the sentences but also drive and create, then record in abbreviated form. Likewise, Milan (1991) states that, Reading is an active process of communication. Even when you read you enter in to peculiar kind of relationships with a writer a two way process of communication. Although the writer is physically absent, the words on the page nonetheless there to be analyzed, interpreted, questioned perhaps even challenged. In this way, the active reader engages in a kind of silent dialogue with the writer. Harmer J, (1991), defines "Reading is an exercise dominated by the

eyes and the brain. This implies, the eye receive messages and the brain has to workout the significance of there message.>>

2.3 The Purpose of Reading Skills

The purpose of teaching reading skills: to extract specific information, for general understanding or main points, for detailed comprehension questions that means (open ended questions, detailed question), for communicative tasks (to find the story, pooling information, realize, for confirm expectation (to emphasis on the lead in stages) for develop language, for pleasure and for detail function and discourse. According to many scholars, reading is a very important skills that the learners need to develop for their academic success in and out of classroom.

Grellet (1981) claims that one teachers reading for two reasons: Reading for pleasure and reading for information,(in order to find out some thing or in order to do something with the information you get). other scholars rivers and temperately (1978) also mention the following reason for teaching reading skills.

Because, we want information for some purpose or curious about some topics, we need instructions in order to perform some tasks for our daily life. (we want to know how appliance workswe have forms to fill in). we want to know when or where something will take place or what available (we consult time tables, programs, announcements, menus).

According to Willams (1984). the purposes of teaching reading skills includes that it gives the students the chance to practice listening, speaking, re-use in writing and makes sense of text so that the students can learn how to read effectively and efficiently. In short, awareness of teaching-learning a process. More importantly, research has shown that learners need to be instructed to use appropriate reading strategies. In a reading lesson we are not setting out to teach language, alternatively. If we are setting out to teach language, alternatively, we are not giving a reading lesson (Nuttall 1989). This Implies that the primary aim of teaching reading should be helping the students to develop various skills of reading so as to effectively process any reading material for their own purpose.

Since, reading is one of the basic language skills, it should be taught in classroom in order to help students benefits by reading different materials themselves. Regarding this view Nuttall (1996) stated that, << Teaching reading skills will enable the students to have a reading experience which

is use full to read without helping all unfamiliar text at appropriate speed. Silently and without adequate understanding.>>

2.4 The Process of Reading

Reading comprehension skills is process that a reader follows in reading comprehension activities. One reader cannot understand the message of the written without having the concept of reading comprehension process. According to Carnaldi and Oakhil (2013). There are four process to be significant in the reading. The first involves phonology, the also citation of sounds with letter and the basic sound letters corresponding rules being one of the most important skills in reading comprehension process. The second one was morphology the study of the formation of words are put together to form phrases was also thought to be important process in reading comprehension process. The last process of reading comprehension involves decoding the writers idea and using background knowledge to construct on appropriate understanding of the writers message.

2.5 Reading Strategy

According to Mc namara (2007) reading strategies are conscious plan sets of steps that good readers use to scenes of text. It helps the students become purposeful active readers who are in control of own reading comprehension. These strategies are discussed in the following sections.

2.6 Monitoring Comprehension

The student who are good at monitoring their comprehension know when they understand what they read and when they do not. Good readers are aware of what they do understand, identify what they do not understand and use appropriate strategies to resolve problems on comprehension (patterson, 2008).

2.7 Meta cognition

Meta cognition can be defined as <<thinking about thinking good reader use meta cognition strategies to think about and have control over their reading>>. They might clarify their purpose for reading preview the text. During reading they plight monitor their understanding adjust their reading speed to for the difficult of the text and fix any comprehension problems they have.

2.8 Graphic and Semantic Organizations

It illustrates concepts and relationships between concepts and how they are reduced to other concepts. Graphic organizers help the students read and understand textbooks and pictures (Cohen and Coweh, 2007).

2.9 Answering Questions

The question answer relation strategy coverage students are asked to indicate whether the information they used to answer question above the text was textually explicit information enters from the students own back ground (leady, 2009).

2.10 Purpose of Reading Comprehension

Reading is purposeful activities and people naturally do not read every thing they got instead read with selection. Their styles and ways of reading also vary based on these purposes.

According to Wallance (1992) people read for fluvial or reading is the bases for life learning or academic achievement and for pleasure.

2.11 Definition of Reading Strategies

Reading strategies are techniques or conscious action taken to improve understanding and solve difficulties encountered in reading. Reading strategies includes reading aloud, para phrasing, guessing, re-reading the text, visualizing information, asking one self question, translating and using dictionary. The successful use of reading strategies benefits learners' reading comprehension (Huang, Chern, and Lin, 2009). Additionally several studies have shown reading strategies use is also positively correlated with reading comprehension.

2.12 The role of EFL Teachers' using reading strategies in teaching reading skills.

Like their teachers' have crucial role the practice of reading strategies approach in reading skills, Nunan,(1989) explained that students should actively negotiate and interact in groups and pair when they learn reading skills in classroom. In the group or pair work, members are expiated to have their own contributions they give opinions, share experiences and feelings for other members. In sum, students have main roles of asking and answering questions, showing interest and effort, and methods in the group discussion. As a teacher, also have their own role in using reading strategies of in EFL reading skills and engage in negotiating meaning try to make they understand even when their knowledge of the target language is defective. They learn to communicate by communicating and take much time to speak. It is through interaction between speakers and listeners or readers and writers that meaning becomes clear. Students work on all four skills from the beginning and they often work in small groups or teams. Therefore, students have chance to speak exchange their point of view, knowledge and information.

CHAPTER THREE

3. Research Methodology

In order to attain the objective of the study, the researcher will employ different methods gathering the necessary data and analyzing it. The researcher will use questionnaire interview and observation to collect information from both EFL Teachers and Students.

3.1 Research Design

The study is design to assess the EFL Teachers' awareness to wards and practice of using reading strategies in teaching reading skills in Jimma Town Secondary School. This research was a descriptive survey kind of research. Because in this study the researcher primary wants to describe the EFL Teachers' awareness to wards and practice of using reading strategies in teaching reading skills in Jimma Town Secondary School.

3.1.1 Study Setting (Population of the study)

The setting of the study were EFL Teachers' awareness to wards and practice of using reading strategies in teaching reading skills in Jimma Town in Seto Secondary School. Why the researcher was be selected this EFL Teachers' awareness to wards and practice of using reading strategies in teaching reading skills because using reading strategies are the basic of reading skills for the students abilities, so at this time the students must develop their reading skills. The researcher using different Secondary Schools in Jimma Town to find out the EFL Teachers' awareness towards and practice of using reading strategies in teaching reading skills in the classroom.

3.1.2 Participants of the study

The participants of the study were EFL Teachers' in Jimma Town Secondary School of Seto Semero and Aba Buna Secondary School. There are forty four EFL Teachers in both Schools who are currently teaching in the School and also Twelv Female(12) EFL Teachers' and 32 male EFL Teachers' are taken as participants of the study.

3.1.3 Instruments of Data Collection

In order to achieve the objectives of the study, the researcher was use three instruments for data collection. There would be questionnaire, classroom observation and interview. The instruments are selected because of their suitability for gathering important data for the study. In addition to this would be important for triangulation that was useful to ensure the validity of the data that the researcher will collect.

3.1.4 Questionnaire

In order to collect the reliable data the researcher was use questionnaire. These questionnaires have two formats in which close ended and open ended questionnaire. Open ended questionnaires helps to get more and general in formations which close ended needed to collect specific information. Generally, this questionnaires helps to collect large amounts of information from large number of students/ EFL Teachers' in a short period of time and the results of it can easily analyze and interpreted. The questionnaires prepared for EFL Teachers' and students.

3.1.5 Interview

In addition to questionnaire, the researcher was use an interview for EFL Teacher of Seto Semero Secondary School and Aba Buna Secondary School EFL Teachers' because it was necessary to assess checking what the researchers get from the questionnaire and reading comprehension tests.

The researcher was uses semi structured types of interview; because it was open and new ideas to be asked during the interview as a result of what then interviewer says. The procedure that the researcher would use was to communicate with EFL Teachers of Seto Semero Secondary School and Secondary School in Jimma Town after that the researcher takes an appropriate appointment from them to conduct an interview. Finally, the researcher would collect an interview to EFL Teachers' and students.

3.1.6 Class room Observation

The researcher conducted classroom observation in five classrooms in order to get supplementary in formation. It was used to collect first hand information and to observe the EFL Teachers' actual classroom practice relates to English reading skills. In addition to questionnaires and interviews. The observation was made ewes with forty-four (44) EFL Teachers' of the grade. Each teacher was observed two times and a total of six observation sessions were conducted.

3.1.7 Quality Assurance

All instruments that are teachers' interview, questionnaires and classroom observation was revised by the experts. These tools helped the researcher to check the data that will be gathered to find challenges of using reading strategies in teaching reading skills in English classroom. The validity of instruments would be checked by the experts. These instructors who hold their MA would be selected to check the content, face and construct validity. To test the reliability of closed ended items internal consistency method of reliability was used. The researcher was assess correlation between items intended to measure the same construct without repeating items.

3.1.8 Sampling Techniques

The sampling techniques which was employed in the study to get the sample population. The total population of the study is forty-four (44) EFL Teachers'. Regarding EFL Teachers' forty-four (44) EFL Teachers' was selected by using availability sampling techniques because they are the only EFL Teachers' in the School.

3.1.9 Method of data analysis

The researcher was use two analyze techniques. These are qualities and quantitative analyzing techniques. Therefore, after the relevant data are collected, the researcher analyze and interpret the collected data from the EFL Teachers. Questionnaires and reading skills tests in the form of table

and statement while the researcher analyze and interpret open ended questionnaire and that collected from the EFL Teachers' and interview from EFL Teachers' in the form of statement.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

4.1. Presentation of Teachers' responses and the Analysis of survey Questionnaire

In this section, the analysis and result of the teachers' Survey questionnaire have been presented to examine teachers and students practice in teaching and learning reading comprehension skill. In order to get information about teachers' practice in teaching reading comprehension skill, the researcher grouped the questionnaire items in to six categories. The first was focused on teachers' introductory activities in reading comprehension skill session. It contained 4 items. The Secondary was focused on teachers' motivation of the students in reading comprehension skill and contained 3 items. The third was focused on teachers' encouragement of the students in reading

comprehension, which contained 4 items. The fourth was focused on the students' activity in reading comprehension skill which contained 3 items. The fifth was focused on students background on reading comprehension skill which contained 3 items and the last category was focused on teachers' evaluation of students reading comprehension skill and contained 4 items.

Table 4.2: Teachers' Introductory Activity in Reading Comprehension Skill Classroom.

Item No	Statements	Respondent In	Alternatives					Total
			SA	A	UD	DA	SD	
1	The EFL teachers introduces the topic of the reading passage clearly	No	46	14	-	-	-	60
		%	76.6	23.3	-	-	-	100
2	The EFL teachers pre-teach any key vocabularies that may hinder understanding of the passage.	No	21	16	5	16	7	60
		%	35	26.7	8.3	26.7	3.3	100
3	The EFL teacher introduces faster and effective reading skills.	No	10	31	3	11	5	60
		%	16.7	51.7	5	18.3	8.3	100
4	The EFL teachers come to the class with well-designed reading tasks to develop students reading skills	No	18	15	5	14	8	60
		%	30	25	-	23.1	13.3	100

SA: strongly Agree, A: Agree, UD: Undecided, DA: Disagree, SD: Strongly disagree

- As we can see in the table above, item 1, 46(76.7%) of the respondents strongly agree and 14(23.3%) of the respondents agree that the teachers introduce topic of reading passage clearly, when he or she teaches reading comprehension skill. This indicates that most English language teachers give great attention on introduction of reading passage title and using reading strategies.

Similarly in item 2, 21(35%) of the respondents strongly agree and 16(26.7%) the respondents agree that the teachers pre-teach any key vocabularies that may hinder understanding of the reading passage. On the other hand, 5(8.3%) of the respondents were undecided, disagree and strongly disagree that the teachers pre-teach any key vocabularies that may hinder students understanding of reading comprehension skill. This indicates that most English Language teachers give great attention on pre-teach any key vocabularies that may hinder students understanding of reading passage while they were teaching reading comprehension skill. From the above table, item 3,

10(16.7%)of the respondents strongly agree and 31(51.7%)of the respondents agree that the teachers introduced faster and effective reading while they were teaching their students reading comprehension skill. On the other way, 3(5%) of the respondents were undecided disagree and strongly disagree that the teachers introduces faster and effective reading comprehension skill to their students. This indicates that most of the English language teachers introduced correctly faster and effective reading skill to their students.

18(30%)of the respondents strongly agree and 15(25%) of the respondents agree comprehension skill in their students. On the other way, 5(8.3%) of the respondents were undecided. 22(36.6%) disagree that the teachers came to the class with well designed reading task to teach reading comprehension skill in their students. This indicates that most English language teachers come to the class with well-designed reading task to teach their students reading comprehension skill.

From the table above, we can concluded that the majority of English language teachers have great attention on introduction of reading activities in teaching reading comprehension skill.

Table 4.3. Teachers Motivation of Students in Reading Comprehension Skill in classroom.

Item No	Statements	Respondents	SA	A	UD	DA	SA	Total
5	The EFL teachers arouse learner's interest or motivation to read the text.	No	47	11	2	-	-	60
		%	78.3	18.3	3.3	-	-	100

6	The EFL teachers explain different purposes of reading	No	15	9	-	30	6	60
		%	25	15	-	50	10	100
7	The EFL teachers motivate the students to read the passage individually and silently to understand the message of the reading text.	No	20	15	6	11	8	60
		%	33.3	25	10	18.3	13.3	100

we can see in the table above, item 5.47(78%) of the respondents strongly agree and 11(18.3) of the respondents agree that the teachers aroused the learners motivation to read the passage while they were teaching reading comprehension skill. On there hand, 3.3% of the respondents undecided that the teachers arouse the learners interest to read the passage in reading classroom. This indicates that most of the teachers arouse the learners' interest to read the passage.

Under item 6.15(25%)of the respondents strongly agree and 15% of the respondents agreed that the teacher explain different purpose of reading to their students while they teach reading comprehension skill; 60% the respondents were teaching reading comprehension skill.

Regarding the teachers motivation of students to read the passage individually and silently to understand the message of reading text. 29(33.3%) respondents strongly agree and 15 (25%) of the respondents agree. 6(10%) of the respondents undecided 19(31.6) disagree and strongly disagree that the teachers motivation of the students to read the passage individuality and silently to understand the message of the text.

Generally the above result indicated that the majority of the respondents show that most teachers are motivating their students while they were teaching reading comprehension skill except in point of explaining purpose of reading.

Table 4.4. Teachers' Encouragement of their Students in teaching reading skills

Item No	Statements	Respondents in	Alternatives					Total
			SA	A	UD	DA	SD	
8	The EFL teachers helps the students when they are reading a passage	No	38	15	7	-	-	60
		%	63.3	25	11.7	-	-	100
9	The EFL teachers encourages students to read what they have got at their spare time to develop their reading skills and habits	No	14	9	-	35	2	60
		%	23.3	15	-	58.3	3.3	100
10	The EFL Teachers encourages students to guess the meaning of new words from the context.	No	22	26	-	8	4	60
		%	36.7	43.3	-	13.3	6.7	100
11	The EFL teachers gets students to read the passage aloud.	No	32	14	3	6	5	60
		%	53.3	23.3	5	10	8.3	100

- As we can see in the table above item 8, 38(63.3%)of the respondents strongly agree and 15(25%) of the respondents agree that English teachers help their students when they were read a passage, similarly, 7(11.7%) of the respondents were undecided that EFL (English Teachers) help their students when the students read the passage. This indicates that most of English teachers help their students while they teach reading passage.

Item 9, 14(23.3%) of the respondents strongly agree and 9(15%)the respondents agree that the teachers encouraged students to read what they have got in their spare time to develop their reading skills. On other hand, 3(61.7%) of the respondents disagree and strongly disagree that the teachers encourage their students to read what they have got in their spare time to develop their reading skills. This indicates that most of English Teachers encourage that their students to read what they have got in their spare time to develop their reading comprehension skills.

Item 10, 22(36.7%) of the respondents strongly agree and 26(43.3%) of the respondents agree that the teachers encouraged the students to guess the meaning of the new word from the context.

12(20%) of the respondents were disagree and strongly disagree that the teachers encouraged the students to guess the meaning of the new words from context. In the table above, item 11, 32(53.3%) of the respondents strongly agree and 14(23.3%) of the respondents agree that the teachers get students read the passage aloud. On other way 3(5%) of the respondents undecided. 11(18.3%) disagree and strongly disagree that the teachers get their students read the passage aloud.

- To conclude, the majority respondents indicated that most of English teachers encourage their students, in reading classroom, but they were not good to read their students what they have got in their spare time to develop their reading skills.

Table 4.4. Teachers use reading strategies in reading comprehension skills.

Item No	Statements	Respondents in	Alternatives					Total
			SA	A	UD	DA	SD	
12	The EFL teachers use reading strategies such as prior knowledge prediction per-viewing etc, to understand what I read during reading.	No	47	11	2	-	-	60
		%	78.3	18.3	3.3	-	-	100
13	The EFL teachers use different reading strategies to develop students reading comprehension skills.	No	46	14	-	-	-	60
		%	76.7	23.3	-	-	-	100
14	The EFL teachers use reading strategies such as summarizing, reflecting clarifying, etc to understand what the students read after reading.	No	10	31	3	11	5	60
		%	16.7	57.7	5	18.3	8.3	100

- As we can see in the table above, item 12, 47(78%) of the respondents strongly agree and 11(18.3%) of the respondents agree that the teachers use reading strategies in teaching reading skills to read the passage while they were teaching reading comprehension skills. On other hand, 3(3.3%) of the respondents undecided that the teachers use reading strategies in teaching reading comprehension skills. This indicates that most of the teachers use reading strategies in teaching reading comprehension skills.

- Under item 13, 46(76.7) of the respondents strongly agree and 14(23.3) of the respondents agreed that the teachers' use different reading strategies to their students while they were teach reading comprehension skills. This indicates that most language teachers' use different reading strategies while they were teaching reading comprehension skills.
- Regarding the teachers use different reading strategies to understand the message of reading passage, item 14, 10(16.7) of the respondents strongly agree and 31(51.7) of the respondents agree 3(5%) of the respondents undecided, 11(18.3) of the respondents disagree and 5(8.3) of the respondents strongly disagree, that the teachers use reading strategies to the students to read the passage to understand the message of the reading text.

Generally, the above result indicated that the majority of the respondents show that most teachers use reading strategies while teaching reading skills.

Table 4.6: Teachers assesses the students in reading skills.

Item No	Statements	Respondents in	Alternatives					Total
			SA	A	UD	DA	SD	
15	The EFL teachers assesses the students prior (background) knowledge of reading comprehension skills.	No	11	19	5	17	7	60
		%	20	31.7	8.3	28.3	11.7	100
16	The EFL teachers gives reading comprehension exercise at the end of reading text.	No	6	9	9	21	15	60
		%	10	15	15	35	25	100
17	The EFL teachers utilize assessment in reading task.	No	18	20	12	2	8	60
		%	30	33.3	3.3	13.3	20	100
18	The EFL teachers practices the students to	No	42	10	-	8	-	60

	improve their reading skills.	%	70	16.7	-	13.3	-	100
19	The EFL teachers gives chances for students read the passage in classroom.	No	12	10	-	32	6	60
		%	20	16.7	-	53.3	10	100
20	The EFL teachers prepare reading lesson based on students text book.	No	11	9	7	27	6	60
		%	18.3	15	11.7	45	10	100

- As indicated in the table above item 15, 11(20%) of the respondents strongly agree and 19(31.7%) of the respondents agree that the teachers assesses the students' prior (background) knowledge of reading comprehension skills and uses different reading strategies in teaching reading skills. 5(8%) of the respondents were disagree and strongly disagree that the teachers' assesses the students prior knowledge of reading comprehension skills.
- Item 16 indicates that 6(10%) of the respondents strongly agree and 9(15%) of the respondents agree that the teachers gives reading comprehension exercises at the end of the reading text. On other hand, 9(15%) of the respondents, undecided, 36(60%) disagree and strongly disagree that the teachers gives reading comprehension exercises st the end of reading text. This indicated that most of the teachers have no gives reading comprehension exercises at the end of reading text. To conclude the above suggestion mostly teachers have given the comprehension exercises what they understood but they have no reading comprehension exercises at the end of reading text.
- As we can see in the table above, items, 17, 18(30%) of the respondents strongly agree and 20(33.3%) of the respondents agree that the teachers assess the students background knowledge of reading comprehension skill. Where as, only 2(3.3%) of the respondents replied undecided, 20(33.3%) of them disagree and strongly disagree that the teacher assessed the students background knowledge of reading comprehension skill. This indicated that most teachers assessed their students' background knowledge of reading comprehension skill. As it is shown in the table item 18, 42(70%) of the respondents strongly agree and 10(16.7%) of the respondents agree that the teachers give comprehension exercises at the end of reading task. 8(13.3%) of the respondents were disagree and strongly agree as the teachers give

comprehension exercise at the end of reading task. This indicated that most teachers give reading comprehension exercises at the end of reading task.

As indicated in the table above, item 19, 12(20%) of the respondents strongly agree and 10(16.7%) of the respondents agree that teachers utilized assessment in reading task; But, 38(63.3%) of the respondents disagree and strongly disagree that the teachers utilized assessment from reading task. This indicates that most teachers do not utilize assessment from reading task. According to table above, item 20, 11(18.3%) of the respondents strongly agree and 9(15%) of the respondents agree as the teachers give correction while the students were made error on reading. 40(66.7%) respondents disagree and strongly disagree that the teachers give correction while the students made error on reading. This indicates that most teachers did not give correction while their students made error on reading.

4.2. Presentation and Analysis of Classroom Observation

- In this section, the analysis and result of classroom observation has been presented to examine teachers' writes the correct title of reading passage on the board in the classroom. In the classroom observation the researcher obtained data by preparing 14 items checklist, selected 6 teachers selected by random selection and observed three times. The observation aimed at identifying the methods teachers and students practice in a classroom, From this observation the researcher observed different things such as: all teachers write the title of reading passage, use components of reading strategies, summarize the points and the teachers made the students to summarize, evaluation and reflect the text.

But in most classes the teachers forgot the following activities: the teachers did not explain the purpose of reading; they did not use components of reading strategies. The teachers also not monitor personal cooperation through self-question among students did not use visual strategies and the students did not self-motivated to learn reading comprehension skill. So this critical observation of the classroom is one of the best which show viewed information about teachers and students practice in reading classroom.

4.3. Presentation and Analysis of Teachers' Interview

- In this section, the analysis and result of teacher interview have been presented to examine teachers' use different reading strategies to teach reading skills. The primary purpose of this

interview question was to get rich and depth information of the research. For this purposes six English teachers' were selected from Jimma Town Secondary School. According to the interview, most of the respondents agreed that they were not using different reading strategies to enhance improvement of reading comprehension skill of their students. This is because of the fact that the school has no different reading strategies to bring the class and teach the students.

The major problems that teachers faced during teaching reading comprehension skill included: students less motivation on reading task. According to the interviews' response, the solution for above problems in teaching reading skill included the teachers should motivate the students to read different passage, teaching reading skills. To help their students while teaching reading skills, most of the respondents responded that they help their students by giving motivation and also by giving individual reading task, etc.

In relation to the evaluation of students reading comprehension skill, they are evaluating the students reading skill by giving reading exercise by encouraging the student to read different reading passage text. According to my respondents, there are the factors that are hindering students' reading comprehension skill. These factors include less readiness of teacher before a class, boring of school environment, less confidence of students to read in front of the student etc. In this sub section I would try to give a very general picture of the feelings and beliefs of the majority of thee interviewees. In Seto Secondary School there were only Sixteen English language teachers and sixteen of them were included in this study. To assess further information the researcher employed semi-structured interview which could support the response gathered through questionnaire. There for responses from the teachers interview were used to analyze the data gathered through other tools. The interview contains 8 questions items and the response of every individual teacher found under Appendix B. Thus their reposes were analyzed as follows:

1. What do you think about using reading strategies in teaching reading skills?

Thus, when asked about the use of reading strategies of EFL teachers; all of the teachers agreed here are some of their responses:

Most of the students are poor in English language in reading ability particular.

They do not want to read because they don't want to suffer. They believe that to read English texts is very challenging. Teachers; as it seems clear from the responses given above, know that their students are not good in reading strategies one of the reasons, for the low use of using reading strategies in teaching reading skills could be the teachers themselves because they are not making learners acquire the reading by using skills. As Clark and Peterson quoted in Alamirew (2005)

Stated that teachers have a lion share in the success or failure of their students. Thus big part of the blame goes to teachers. On the other strategies in the text books be interesting, short and precise and should consider the context and language level of the students. This seems acceptable. In relation to what could be done to improve the teaching of EFL reading strategies, the following responses were given by the teachers. As we all know most of our students are not exposed to reading. If they had the custom of reading, they can really improve their reading ability by using different reading strategies. But here some of the contents of the reading pass ages in the text book aren't as such attractive. The time given for the English class must be improved. The other is the lessons are too much and they are only given by one teacher. The teachers also said that students do not like to read in English. This could be mainly as explained above, due to the lack of reading practice. As Witt rock cited by Ebabu(2013) Stated learners' back ground knowledge and their practice in using reading strategies in teaching reading skills influence their perceptions about the teaching and learning thus, this results in low performance.

2. Do your students participate in reading activities using different reading strategies in teaching reading skills? If yes which reading strategies you use most?

Regarding this question, during the lesson all students are not active participant in reading different reading strategies as compared to learning grammar and doing other activities and most of the students are passive. Majority of the students show un willingness to participate in reading activities using different reading strategies most of students were disinterested to participate actively in doing reading activities. But some of them that means male and female students used mostly the following reading strategies the kind of reading strategies listed by two interviewees are, skimming, scanning, prediction, repetition and guessing from context. This is also the same response given by students during the close ended and the teachers' interview response.

3. What do you think are some of the major problems that students face in using different reading strategies in teaching reading skills?

The interviewees replied that poor background knowledge, poor learning performance, majority of them are simply sitting in the class, students show un willingness bring the text book to the class and low participation in using different reading strategies. Absence of the teachers' strategies, poor experience of reading, lack of reading strategies, lack of support students interest to use different reading strategies and most of students aren't exposed to reading strategies.

4. What solutions do you suggest to overcome the problems?

To overcome the problem motivate students to be active participant, encourage students to evaluate their performances, teachers must give attention and focus to students, stud since teachers are like learners, they are responsible to upgrade their teaching knowledge and experiences, encourage students to used different kinds of reading strategies, and to be active participants in educational activities.

4.4. Discussion

The results which were gathered using questionnaire, interview and document analysis check list were presented and analyzed above. The data for this study were collected using questionnaire items from 44 English language teachers who have been teaching English in different selected Schools. 32 of them male English teachers and 12 of them were females English language teachers were interviewed to substantiate the data collected through questionnaire.

The grand mean value of sample teachers' awareness to wards using reading strategies in teaching reading skills is very low. The sample teachers' response to the interview items had similar findings. Most of the interviewees clearly indicated that they did not know most of the strategies they used to teach reading skills could be used for the purposes. In addition, the same result was found out from the document analysis checklist. This is to say that the documents checked against the criteria set in the document analysis assured that only reading comprehension questions were used as strategies for reading skills. The findings of the present study are similar to the study

conducted by Black and William (1998) who stated that English language teachers' awareness towards using reading assessment strategies is in question.

Contrary to the above findings about sample teachers' awareness, the respondents have favourable beliefs towards implementing various reading strategies in teaching reading skills. The minimum mean value of the sample teachers' responses was 3.98 which is above the average mean value. The grand mean participants response to the close ended items was also 4.38 which means that all sample English teachers believed that using reading strategies in teaching reading skills could be used to improve learners reading skills. This finding has similar result with the responses collected using interview items. Uriboe-Enciso (2015) who conducted a study on improving EFL students performance in reading comprehension through explicit instruction strategies; noted that most of the sample English teachers had positive belief in the reading strategies in teaching reading skills.

The sample teachers responses given to their practices of implementing various reading strategies in teaching reading skills are very low. The grand mean was 1.21 also ascertained that the respondents did not implement reading strategies in teaching reading skills. The data collected using the interview item also assured that teachers did not attempt to practice various reading strategies in teaching reading skills.

Further more, correlation was made in order to see whether there are relationships among the three study variables. The findings showed that teachers' beliefs did not have any relation with their awareness and practices. Though there were relationships between teachers' awareness and practices, the result showed that the relationship was negative. This is to say that sample English teachers were not aware of many of reading strategies in teaching reading skills, and thus in term they did not practice most of the strategies in their language teaching career. The respondents mentioned various challenges they encounter in their attempt to implement various reading strategies in teaching reading skills.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

- We have been, so far, analyzing and interpreting the data gathered from quantitative and qualitative on the basis of the result and findings, summary, conclusion and Recommendations have been made below.

5.1. Summary

- As it has been mentioned in this paper, this research was designed to investigate EFL Teachers' awareness and practice of using reading strategies in teaching reading skills in Jimma town in Seto Secondary School in Seto Secondary School in Jimma Zone in focus. This study was conducted with the population of EFL Teachers of Seto Secondary School. From this population 12 female and 32 male were the sampled EFL teachers'. The data were collected from 42 EFL teachers. To this end the researcher adopted descriptive survey research design because descriptive survey research design attempts to establish cause and effect relationship among variable in the study determine the reason for preexisting differences in group of individuals. Questionnaire and interview were carried out to collect quantitative and qualitative data.

The quantitative data was analyzed by descriptive survey like mean, standard deviation and independent sample test. The qualitative data was analyzed by using sentences and thematic. The

quantitative and qualitative data analysis revealed that significance was obtained between English teachers'. According to the descriptive survey analysis the teachers (English teachers' using cognitive meta cognitive and sociolect-affective reading strategy use. The same to that the result of well designed reading task to teach reading comprehension skill in their students.

It was found that the value of well designed to teach reading skills. As it was vividly explained by the English language teachers' interview think English teachers are aware of using reading strategies to teach reading skills. The result of quantitative data like independent sample and qualitative data interview confirmed that significant was found between English teachers' awareness and practices of using reading strategies in teaching reading skills. Generally with respect to the English language teachers' in using reading strategies in teaching reading skills, the difference was found in teachers' awareness and practices of using reading strategies in teaching reading skills.

5.2. Conclusion

The main focus of the study was investigating EFL Teachers' awareness and practice of using reading strategies in teaching reading skills they faced in teaching and learning processes. First and for most, from the review of related literature and previous studies it was found out that the issues of using reading strategies in teaching reading skills were not addressed very well. Thus, based on the information gained from the related literature, instruments such as questionnaire and interview and class observation were designed in order to get primary data from the respondents of the study. In addition, document analysis checklist was developed from various sources in order to gather secondary data by analyzing the documents.

The collected data from these three instruments were first presented in descriptive survey format using frequencies, percentages, Besides, inferential statistics using independent sample was also computed to compare the mean scores of the study variables. Then, the presented data in tables were analyzed using quantitative analysis method. Furthermore, the data collected from open-ended items of the questionnaire, interview and class observation were narrated and described according to the sub-themes derived from each variable of the study. In general, from the findings of the study, it could be concluded that ;

From the collected data on sample English teachers about their awareness about using reading strategies in teaching reading skills. It was observed that majority of the respondents response portrayed that they were not aware of various using reading strategies in teaching reading skills. The responses showed that most of the participants considered that using reading strategies in teaching reading skills.

It was also observed that the respondents of the study have favorable beliefs towards reading strategies in teaching reading skills. Never the less mismatch among the teachers' beliefs awareness and practice was clearly seen in the discussion of the findings of the study. Though there are many reading strategies that can be used to teaching reading skills.

The qualitative data collected using open ended items of the questionnaire, the interview items and the class observation displayed that the sample English language teachers lack awareness of using reading strategies in teaching reading skills. Because of this, they did not use reading strategies in teaching reading skills. Most of the challenges the sample English language teachers' faced in the selected schools were common every where in our country.

5.3. Recommendations

Based on the conclusion drawn above the following recommendations have been formulated

EFL Teachers should guide, encourage and motivate students and give opportunity to participate in using reading strategies in teaching reading skills. The teachers should give due attention on the using reading strategies in teaching reading skills and they should give adequate practice to help students develop confidence in reading in English.

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Appendix A

EFL Teachers Questionnaire

General direction

Dear teacher

This questionnaire is prepared to collect data about teachers awareness and practice in teaching reading skill for seto secondary school . Answer each question by putting a thick (✓) mark in front of the statements which are followed by the choice that are expected to show varying degree of your agreement .

Alternatives: 5=strongly agree 4= Agree 3=undecided 2=Disagree 1=strongly disagree

No	Items	5	4	3	2	1
1	The EFL teacher introduces the topic of the reading passage clearly.					
2	The EFL teacher pre-teach any key vocabularies that may hinder understanding of the passage.					
3	The EFL teachers introduce faster and effective reading skill.					
4	The EFL teachers come to the class with well-designed reading tasks to					

	develop students reading skills.					
5	The EFL teachers arouse learner's interest or motivation to read the text.					
6	The EFL teachers explain different purpose of reading.					
7	The EFL teachers motivate the students to read the passage individually and silently to understand the message of the reading text.					
8	The EFL teachers helps the students when they are reading a passage.					
9	The EFL teachers encourages students to read what they have got at their spare time to develop their reading skills.					
10	The EFL Teachers encourages students to guess the meaning of new words from the context .					
11	The EFL teacher gets students read the passage aloud.					
12	The EFL teachers use reading strategies such as prior knowledge prediction per-viewing etc, to understand what I read during reading.					
13	The EFL teachers use different reading strategies to develop students reading comprehension skill.					
14	The EFL teachers use reading strategies such as summarizing, reflecting clarifying, etc to understand what the students read after reading.					
15	The EFL teacher assesses the students' prior (background) knowledge of reading comprehension skill.					
16	The EFL teachers gives reading comprehension exercise at the end of reading text.					
17	The EFL teachers utilize assessment in reading task.					
18	The EFL teachers practices the students to improve their reading skill.					

19	The EFL teachers gives chances for students to read the passage in classroom.					
20	The EFL teachers prepare reading lesson based on students' text books.					

Appendix B

Teachers Interview

General Direction

Dear teacher, This interview is prepared to collect data about teachers' practice in teaching reading comprehension skill from in Seto Secondary School.

Background Information

Teacher's 1 Sex_____ 2Age_____ 3 Teaching 4experience _____ 5 Qualification_____

1. Do you use different reading strategies to teach reading skills to your students?

If your answer is 'yes' what strategies do you use?

If your answer is 'no'

why?_____

2. What are the major problems you faced during teaching reading skills?

3. What do you think are the solutions for the above problems in teaching reading skills?

If your answer is ‘yes’, how does it influence the development of their reading skills?

If your answer is ‘no’

why?_____

4. How do you help your students while you teach reading skills?

5. To what extent do you think English teachers are aware of using reading strategies to teach
reading comprehension
skill?_____

6. Do you evaluate your students’ reading skills?

If your answer is ‘yes’, how do you evaluate their reading skills?

If your answer is ‘no’

Why?_____

7. What are the factors that hinder students’ reading comprehension skills?

8. How do you solve the above factors that hinder students’ reading comprehension skills?

Thank you very much for your open cooperation!

Appendix C

Classroom Observation Checklist.

This classroom observation checklist is prepared to collect data about teachers' practice in teaching reading comprehension skill for Seto Secondary 1

No	Items	Alternatives	
		Yes	No
1	The teacher writes the correct title of reading passage on the board.		
2	The teacher clarifies purpose of learning reading skill.		
3	The teacher uses the components of reading strategies such as motivation, reading fluency comprehension, vocabulary and phonological awareness.		
4	The teacher makes the student summarize, evaluate, and reflect on the text.		
5	The teacher monitors personal cooperation through self-question among students.		
6	The teacher takes corrective action when comprehension fails.		
7	The teacher uses visualizing strategies to facilitate reading skills.		
8	The teacher is aware of making inferences.		
9	The students are self-motivated on learning reading comprehension skills.		

10	The teacher helps students choose that fit their specific learning situation.		
11	The teacher encourages cooperative learning.		
12	The teacher encourages predicting strategies.		
13	The teacher encourages asking question for clarification.		
14	The teacher makes the students to help each other in a class.		