

JIMMA UNIVERSITY



**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
MA PROGRAM**

**EXPLORING STUDENTS' AWARENESS AND READING
STRATEGY USE: THE CASE OF TINISHU METTI SECONDARY
SCHOOL**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR MASTER OF ARTS INTEACHING
ENGLISH AS FOREIGN LANGUAGE (TEFL)**

AUGUST, 2024

JIMMA ETHIOPIA

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BY

ADEM HUSSEN

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Declaration, Confirmation, approval and evaluation

A thesis research Title Exploring students'awareness and reading strategy use in reading lesson at TinishuMeti secondary school in focus.

Declaration

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

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Confirmation and Approval

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

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ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my principal advisor, Mr. DawitTesfaye(Ass.pro) and my co advisor Dr. Neguss Yilma for their invaluable and constructive comments, suggestions and feedback on the various stages of the study. Without their constructive comments and suggestions, this study would not have been successful and accomplished. I am very much indebted to the kindness, patience, and warm-welcome they have shown me in the course of time. I would also like to extend my thanks to TinishuMetti Secondary School teachers and students who participated in the questionnaire, interview and classroom observation by contributing their leisure time and knowledge for the success of this study.

Abstract

The main objective of this study was to exploring students' awareness and reading strategystrategy use in Tinishu Metti secondary school reading lesson. A descriptive case study design which consisted of quantitative and qualitative data were used. The study in a sample of 90 students were selected through simple random sampling technique followed by lottery method from grade 11students of TinishuMetti Secondary school. Three teachers were chosen by using purposive sampling technique and they were observed and interviewed. After the administration of the data gathering tools, the data were collected and analyzed. The quantitative data was analyzed using frequency count and percentage. The qualitative data was thematically analyzed. Attempts were made to triangulate the qualitative and quantitative data. Questionnaires, interview and Classroom observations were used as an instrument. Data obtained from questionnaire was organized in tables in to sub category was tabulated under each rating scales. Data gathered through observation and interview were described qualitatively to triangulate the data obtained through questionnaire. Thus, the result of the questionnaire, interviews and classroom observation showed that most grade 11 students are aware of importance of using reading strategy. But EFL students have weakness in using reading comprehension strategies in reading lesson. The researcher suggested that the practice of Implementing reading strategies in EFL lesson must be continuously followed by English teachers.

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CHAPTER ONE:INTRODUCTION

Introduction

This chapter discusses about the background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitation, limitation of the study and definition of key words.

1.1 Background of the study

Reading is a complex activities and a long process to comprehend the text clearly. That process can be divided into three steps such as pre-reading, during reading, and after reading. The term reading processes refers to cognitive activity involving skills, strategies, intentional resources, knowledge resources, and their integration (Grabe, 2002: 15). As Bumela (2012) states that reading starts much earlier. Reading doesn't start when people reach the first actual page of the text. The start doesn't happen as people open the book. Lehtonen (2000: 66) emphasizes that formation of meaning starts when people perceive a book as an object. Then, Read implies that we know what it means to read, to process text meaning through some process of interaction with print (Alderson, 2007: 3). It means that reading is the interactive process between text (linguistics features and meaning) and readers (Background knowledge) so that it will make a sense or comprehending from the text. Because the text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge skills, and strategies to determine what that meaning is. In addition, Davis (2011: 5) gives two different opinions about reading. He says that Reading is a way of finding out more information about a topic. Contrary, he says also that Reading is learning and travelling to the author's imagination. It means that result from reading is different, it depend on the purposes for reading and kinds of text.

Reading comprehension is an active process that must be developed if a learner wants to be a proficient reader. Comprehension is understand what is being said or read and understand what someone reads can be viewed according to the level of comprehension Westwood (2001:21).

A strategy is a plan to help people achieve something. Addition, Grabe (2002: 17) says that strategies is an important concept for reading abilities. Strategies, for definitional purposes, are best defined as abilities that are potentially open to conscious reflection, and reflect a readers intention to address a problem or a specific goal while reading. So a reading strategy helps people achieve understanding when people are reading. To get that comprehension, people have their own

ways or strategies in order to comprehend the text which are reading because the goal of reading is comprehension.

This study will primarily intend to capture reading strategies in comprehending textbook generally used by EFL Learners in reading activities such as pre reading, during reading, and post reading.

1.2 Statement of the problem

Teaching and learning English language in Ethiopian educational curriculum has a long history in the country. This long history indicates that there has been a long existed need to use English language as a medium of instruction. Reading is one of the major language skill, which plays an important role in determining academic success or failure of students at different level of language acquisition. It is an individual activity that readers tried to use their background knowledge. Atkins et.al (1996, p.39) stated many high school students lack reading Proficiency in English which exhibit itself slow and difficult reading and poor comprehension. This ineffective reading hinders broader studies and inevitably limits their academic performance. Similarly, Mesfin(2008) indicates that there is students poor reading performance. Pressley (1999) in Westwood (2001:32) says that skilled readers are effective users of comprehension strategies when they work with text. From those phenomenon, the researcher is interested in exploring EFL learners' reading strategies as skill readers in order to help EFL readers comprehending the text.

Lestari (2014) researched about EFL learners' easthetic reading strategies. This study shows EFL leaners' are qualified and good reader when comprehend literary text using reading strategies. It reflected from esthetic reading strategies that applied since approach the text, comprehend the text, and re-check their level understanding.

Ardiyantika (2014) researched about EFL learners' efferent reading strategies. This study shows that EFL leaners'' are qualified and good reader when comprehend factual text using reading strategies. Agustina (2015) researched about EFL learners' reading strategies on scientific journal. This study shows that EFL leaners' are qualified and good reader when comprehend scientific journal text using reading strategies.

In Tinishu Metti school, most of students have reading problem because they lack the specific reading strategies necessary for efficient reading. This lack of specific reading strategy may lead

readers unwilling to read in to target language. Therefore, the researcher initiated to conducted this research to identify to what extent reading strategies use related to academic achievement of students.

In the researcher's teaching experience at Tinishu Metti secondary school for seven years he discovered that most of Tinishu Metti high school students have lack of good reading habit, they have not interest to learn reading and ability to comprehend written language taking in to account that students face difficulties in their reading ability. This is because of students may not be use reading strategies in reading classes. This mean in other word if reading strategies are not used in English reading lesson properly which is supposed to be an actual problem. so the researcher, having observed these major challenges such gaps would like to work on resolving the problem. Then the researcher after much careful thinking about the problem and tried to find a solution. Therefore an idea came out to him to conduct research. So the researcher attempted to identify wither reading strategies were used or not at grade eleven Tinishu Metti high school. This research was to assess how EFL learners' use reading strategies on comprehending textbook.

This research, there is an attempt to fill ability to use reading strategies by conducting research on exploration of grade 11 students' awareness and reading strategies use in the reading lesson at Tinishu Metti high school.

1.3 Objective of the Study

1.3.1 General objective

The main objective of this research is to explore grade 11 student's awareness and reading strategy use

1.3.2 Specific objectives

Specifically this study tried to:

- . find out students' awareness on importance of using reading strategies.
- . identify the students' practice of using different reading strategies while reading lesson

1.4 Research questions

1. To what extent grade 11 EFL students are aware of using reading strategies to comprehend the text?
2. What are the different reading strategies grade 11 students' use when they read a text for comprehension?

1.5 Significance of the Study

The researcher hopes that the result of the study is thought to be vital for high school EFL students, English teachers and researchers. Students can focus on the some strategies that they use while reading. Then, they can know each reading strategies deeply. Students will realize how they read in English text and comprehend on their reading unconsciously. English teacher can know common reading strategy in English text that students used. They know the process of students' reading on their reading comprehension in English text. And also monitor students' reading. Researchers will know strategies of reading that students often use in English reading. It can make this research for a reference to make a new research. This research may initiate other individuals to do detail research on similar issues that may not addressed by this research and also to provide baseline data for further studies.

1.6.Delimitation of the Study

This study was delimited to secondary school namely Tinishumetti high school found in Gambella region Majang zone Godere worda and grade 11 students and their English language teachers. The scope of this study was also exploration of reading strategies used by EFL students in reading lessons.

1.7.Limitation of the study

This study has got some limitations. Primarily, it is worth keeping in mind that the sample size of the study was limited to only three teachers and 90 students selected from Tinishu Metti secondary school. For this reason, it can be said that the study is limited to only one high school teachers and students, which makes it difficult to generalize the results to all educational setting. The researcher also felt that demonstrating all aspects of strategies in English language teaching and learning could not be carried out with in a short period of time, and will require an intensive study which reflects all aspects of readng strategies in English language teaching and learning. The small

number of the English teachers that were found in Tinishu Metti secondary school was also a limitation encountered by the researcher. If there has some more English teachers, the researcher could have gotten ample information.

1.8 .Definition of key terms

In order to have same idea and concept in this study, the researcher clarifies the terms used in this study, as the details below:

Reading strategy

Reading strategy is the planned and explicit actions that help readers translate print to meaning. In this research reading strategy means students' planning and explicit ways to bring meaning of written text.

Reading comprehension

Reading comprehension is a complex intellectual process involving number abilities. Here, reading comprehension is understanding the text by knowing the main idea of text

CHAPTER TWO:REVIEW OF RELATED LITERAURE

INTRODUCTION

This chapter discusses about an intention is to review literature on reading strategy

affects once reading comprehension in reading lesson.

2.1 Definition of Reading

Reading is defined as a complex interaction between the text and a reader which is shaped by a reader's prior knowledge, experience, attitudes and language community. Different scholars define reading differently: Hedge (2000) defines reading as a dialogue between the reader and the text, and reader and the author. On the other hand, Ur (1991) defines reading as the means of understanding, decoding, translating written symbols in to equivalent sound. Reading, according to Klinger et.al (2007), was defined as a complex process of meaning construction using a number of coordinated skills. This includes decoding, word reading, background knowledge, vocabulary knowledge and the like. According to Stoppar (2003, P. 39), reading is a complex process, which on the elementary level of learning, demands from younger readers to focus on its many aspects. Particular components gradually automatic, which enables the readers to focus on the meaning of what is read. Experienced readers used different strategies that help them to reading comprehension. The National Accessible reading Assessment Project (cited in Cline et al 2006, p. 2) has drafted three kinds of reading definitions.

Reading is decoding and understanding a written text. Decoding requires the translation of symbols writing systems in spoken words they represent. Understanding is determined by the purpose of reading, the context, the nature of the text, and the readers' strategies and knowledge.

According to Nuttal (1996), reading is defined as transfer of meaning from mind to mind or the transfer of message from the writer to the reader. Reading is a fundamental skill for learning a foreign language. It is a basis of instructions all language learning tasks such as using textbooks, writing tasks, and acquiring vocabulary, acquiring grammar and using computer assisted language programs(Mikulecky,2008). Similarly, Anderson (2003) considers reading as an essential skill which is most important skill to master for most of the learner's of English in order to ensure success in learning”(P. 2).Reading is referred as the most important of four language skill for

English as foreign language (EFL) learners as it enables to gain exposure to the target language and receive valuable linguistic input to build language proficiency (Erten&Razi,2003).

Therefore, reading needs a especial attention in foreign language teaching. It is a skill that helps learners to get meaning from reading material and interpret the information. It also demands learners to use their background knowledge to comprehend with the newly acquired information from the printed material. As to Grabe and Stoller(2002), reading is one of the most difficult skill to develop to high level of proficiency for ESL learners. Many learners have difficulties in understanding what they read, in particular comprehending academic text (Snow, 2002). Reading is an active, constructive, and meaning making process, one's awareness and control of this cognitive process is Meta cognition and it is crucial tool to successful reading (Alvermann&Phelps, 2002).As Parry (1996) indicates, there is a relationship between the function of reading strategies and the culture of readers. On the other hand, Maghsude and Talebi (2009) asserted that there is a close relationship between cognitive and meta-cognitive strategies with relevance to L2 reading performance. Furthermore, meta-cognitive strategies are supposed to be sequential processes that learners apply with the aim of controlling cognitive activities and being sure about cognitive goal, such as understanding a text. The process of reading comprehension provides a link between thinking, textual content, and the reader's level of readiness, expectation and objectives of reading. According to Block (2004), the main goal of reading is to construct and structure the intellectual development.

Reading comprehension has been identified as the cognitive skill that people use to comprehend what they read. Cook,(2001), concluded that there are factors that are affects second language reading including readers, text, teachers, and socio-cultural Factors in readers refer to the ability of decoding to receive meaning by process language. Different level of decoding ability affect reading comprehension, and it is believed that poor decoding ability leads to poor comprehension (Maria, 1990). Prior knowledge or background knowledge is important aids of reading comprehension. It is reported that prior knowledge or background knowledge is involved in both L1 and L2 processing of what is read (Cook, 2001). Large portion of learning difficulties result from the lack of general knowledge, especially, in cross-cultural backgrounds and situation (Boothe, & Walter, 1999). Factors in text; this refers to the readability level that affects the degree of ease or difficulty when readers read a text, especially, in a word recognition and comprehension

(Maria, 1990). The length each word and sentence as well as the complexity of structure can cause reading difficulties.

2.2 Purposes of Reading

Reading is a purposeful activity that someone initiated to engage in the activity. According to Jordan (1998, p.143) students have their own purpose when they read any material. These purposes of reading include: to obtain information, to understand theories, to discourse their view points, and to seek evidence for their points of views. Similarly, Wallace (1992, p.6-7) described the purposes of reading as reading for survival, reading for Learning, reading for pleasure. Reading for survival is a kind of reading in the response to our environment. It is a kind of reading that related to life. Whereas reading for learning is kind of reading that the readers are expected to acquire some knowledge through reading by analyzing the information In contrast to the above two kinds of reading, reading for pleasure has influenced and more over the mental ability of the reader to memorize his environment. Reading has a great value for readers. Good reading ability opens up on new world and opportunity. It enables a reader to add new knowledge, enjoy literature, and do daily routine that are part and parcel of modern life, such as reading the newspaper, job listing, instruction manuals, maps and so on(Milan,1996).

2.3 Theory of Reading

Every field of studies is found on theories language teaching and learning particularly teaching of reading built on different theories. From different theories of language learning, teaching reading is highly influenced by schema theory. Schema theory deals with the reading process, whereby readers are expected to combine their previous experience with the text they are reading. The use of reading activities can promote strategic reading behaviors by students at pre reading, while-reading and post reading stages. Reading activity is a interaction between the reader and the text which promotes the reader to interpretation of the text. According to Hedge (2000) schema is defined as it is a mental representation of a typical situation used to press a discourse and to predict the content of a particular text. Furthermore, Reuther and Cooter (1991) also defined schema as a kind of cabinet of information containing related concepts, events, and emotion. Schema theory suggests that what we know about a topic Or construct influences how much we can or will learn by reading a passage that addresses that topic (Anderson and Pearson, 1984).

2.4 Cognitive Strategies in Reading

Williams & Burden (1997, p.148) stated that cognitive strategies are seen as mental process directly concerned with the processing of information in order to learn, that is for obtaining, storage, retrieval, or use of information. There are more limited specific learning tasks and involves more direct manipulation of the learning material itself (Brown, 1994, p.115). Generally, studies in both L1 and L2 reading search provide a binary division of cognitive strategies as bottom-up and top-down. Goodman (1996, p.11) refers to the bottom-up model as the "Common sense notion". In this approach reading is meant to be a process of decoding, identifying letters, words, phrases, and sentences in order to get the meaning. On the other hand, top-down model advocates "the selection of fewest and most productive elements from the text so as to make sense of it" (Lynch & Hudson, 1991, p.218). It assumes that reading requires the readers to make prediction and hypothesis about the text content by relating the new information to their prior knowledge by using as few language clues as possible. The top-down model is influenced by schema theory, which emphasizes the importance of the reader's background knowledge in the reading process (Carell, 1998, p.4). According to this theory; readers make sense of both the text and their background knowledge so as to comprehend a text. Therefore, interaction of the background knowledge and the text is essential for efficient reading. Reading is a cognitive activity in which the reader takes part in a conversation with the Author through text. On the other hand, reading strategies are considered as one of the features of cognitive Psychology which are essential for successful comprehension (Zare, 2012; May, 2001; Walker, 2000). Reading strategies has been by (Cohen, 1990) as mental processes that readers consciously select to use to complete reading tasks successfully. Reading strategies was defined (Baker & Boonkit, 2004) as "techniques and methods readers use to make their reading successfully" (p. 302). Moreover, reading strategies also has been defined as plans and behaviors for solving problems when faced in constructing meaning (Janzen, 2003). He believes that these strategies range from Bottom-up strategies to more comprehensive ones like Top-down strategies. Bottom-up strategies are defined as making use of information, which are already present in the data, such as understanding the text by analysing the words and sentences in text itself or looking up an unfamiliar words in the dictionary. On the other hand, Top-down strategies are make use of previous knowledge such as connecting what is been read to the readers background knowledge (Janzen, 2003). Some other reading strategies include

evaluating, asking questions, checking for answers, making predictions, summarizing, paraphrasing, and translating

2.4.1 Meta-cognitive Strategies in Reading

Reading strategies are divided in two major categories ; meta cognitive and cognitive reading strategies .The strategies that are function to monitor or regulate cognitive strategies are called

meta-cognitive strategies .It involves thinking about the learning process ,planning for learning, monitoring of comprehension ,production while it is taking place ,self-evaluation of learning after the language activity is completed(Skehan, 1993,p.87) Meta cognitive process has been understood to plan an essential part in achieving comprehension (phan, 2006). The use of meta cognitive strategies in the reading process has been generally supported as valuable aid for its cognitive, social, and linguistic benefits. Many studies (Carrel, 1995; Wenden, 2001; Chamot, 2005) have addressed the positive effectiveness of utilizing Meta cognitive strategies in reading process. They illustrate the positive relationship between Meta cognitive strategies and reading comprehension. Research on Meta cognition and reading has shown that when students face difficulties in reading comprehension, learners tend to use some Meta cognitive strategies to cope with these difficulties (Wen, 2003).According to Brown (1994, p.115)Meta cognitive strategies including “checking the outcome of any attempt to solve ,planning one’s move ,monitoring the effectiveness of any attempted action, testing ,revising ,and evaluating one’s strategies for learning. Meta cognitive awareness of reading strategies can help students to understand not only what strategies they can use but also why, when, and where they are supposed to use them at a particular stage, and how to evaluate their efficiency, along with awareness of the purposes of reading that might trigger particular strategies (Anderson, 2002; Carrell, 1998).Such an approach is likely to lead students eventually to become skilled readers. Whereas, Sheorey and Mokhtari (2001) defined Meta cognitive strategies for reading as “intentional, carefully planned techniques by which learners monitor or manage their reading” (p. 436).Meta cognitive awareness refers to one’s ability to understand, control, and manipulate his/ her own cognitive process to maximize learning. On the other hand, Meta cognitive strategy awareness entails readers’ knowledge of strategies for processing text, the ability to monitor comprehension, and the ability to adjust strategies as needed (Pressley, 2002). This concept has offered insight as to how learners manage their cognitive activities to achieve comprehension before, during, and after reading. Cognitive strategies are types of learning strategies in which learners use in order to learn more successfully, that includes

prediction, summarizations and guessing meaning from text, repetition and using imagery for memorization (Oxford, 1990). McNeil (1987) mentioned that “Meta cognition refers to one’s awareness of what one’s purposes for reading are, how to proceed in achieving these purposes, and how to regulate self-checking of comprehension and self test”(P. 104). And he asserted that a Meta cognitive process refers to self-knowledge, task-knowledge, and self-monitoring. On the other hand, Zhang and Seepho (2003) asserted that Meta cognitive strategies in reading are those strategies designed to increase reader’s knowledge of awareness and control, to improve their reading comprehension, and to evaluate whether their attempt at comprehension has been achieved. According to Pressley and Woloshyn (1995) Meta cognitive information is so valuable by assuming one of the mostly known characteristics of instructional models and learner’s need to be instructed how to monitor their performance by instructors. By doing so, instructors might choose to explain Meta cognitive strategies simply or they prefer to actualize the use of these strategies by practicing in the classroom along with relevant curriculum. Similarly, Silberstein (1994) declares readers should have the knowledge of their cognition (Meta cognition), and monitor their comprehension to get the meaning of the text. In this case, they are also expected to become aware of their Meta cognition, such as apprehending their objectives and using several of Reading strategies for different reading text. As to Alexander and Jetton (2000) Meta cognitive processing is expressed through Meta cognitive strategies which are procedural, purposeful, effortful, essential and facilitative in nature. “The reader must be purposefully or intentionally or willfully evoke strategies” and so to regulate and enhance learning and comprehension (Alexander and Jetton, 2000). Meta cognitive strategies are regarded as high order executive skills that make use of knowledge of cognitive processes and involve thinking about the learning process, planning for learning, monitoring the learning task and evaluating how well one has learned (Chamot&Kupper, 1989; Wenden, 1998).

2.4.2. Social/ Affective strategy

Social/ Affective strategies represent a broad grouping that involves either interaction with another person or ideational control over affect. Generally they are considered applicable to a wide variety of tasks. As to Vygotsky (1986) the social and cultural Environment is important factor in personal development. Social interaction and interactive learning of learners play an important role in reading comprehension as well as in all learning. This is because students learn well through Social interaction with their teachers and peers. Similarly, Vygotsky (1987) introduced that

Learning enhanced, when students learn how to learn together, engage in series discussion, examine important topics and have shared responsibility for applying what they know to the new situation Strategies based instruction.

In 1990's there was a shift from describing and classifying learning strategies to experimenting with different kinds of interventions in the classroom. The interest was now on whether learners could enhance their learning by either using new strategies or by using familiar ones more effectively (Cohen & Weaver, 2005). Regarding meta cognition instruction Veenman et al. (2006) state that "meta cognitive instruction appears to enhance meta cognition and learning in a broad range of students" as cited in Veenman et al.(2006, p. 9), because students are encouraged to think about to comprehend a text and how they should do next. For an effective Meta cognitive instruction Veenman et al (2006) stressed the importance of ensuring connectivity by embedding meta cognitive instruction in a content matter for connectivity, informing learners about the usefulness of meta cognitive strategies and activities, and guaranteeing the smooth and maintained applications of meta cognitive strategies and activities through prolonged training. The students are basically modeled and guided for particular strategies presented through contextual examples supporting how and when to use them. While being modeled, students are also explained why a particular strategy is being handled in a particular case, and how useful it is for their reading comprehension. Explicit instruction is important for students rationalization of the effective procedures; Therefore, they can recognize appropriate contexts for its uses, develop criteria for evaluating their strategies use, and self-regulate themselves and their reading process(Hartman, 2001).This led to research on strategies based instruction (National reading Panel, 2000; Pressley, 2000). The rationale behind the strategies based instruction is that students should be given the opportunity to understand not only what they can learn in the classroom, but also how they can learn the language they are studying. Studies on strategy training have found that when strategies are modeled for students and when students have found an opportunity to practice the strategy, their reading comprehension improve (Paliscar& Brown, 1984).

2.5 Sample reading Strategies

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed. These assumptions are addressed in detail in the next two sections of this chapter. Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints. Sample reading strategies (Grabe, 2002: 16).

- 1) Specifying a purpose for reading
- 2) Planning what to do/what steps to take
- 3) Previewing the text
- 4) Predicting the contents of the text or section of text
- 5) Checking predictions
- 6) Posing questions about the text
- 7) Finding answers to posed questions
- 8) Connecting text to background knowledge
- 9) Summarizing information
- 10) Making inferences
- 11) Connecting one part of the text to another
- 12) Paying attention to text structure
- 13) Rereading
- 14) Guessing the meaning of a new word from context
- 15) Using discourse markers to see relationships

- 16) Checking comprehension
- 17) Identifying difficulties
- 18) Taking steps to repair faulty comprehension
- 19) Critiquing the author
- 20) Critiquing the text
- 21) Judging how well purposes for reading were met
- 22) Reflecting on what has been learned from the text

2.6 Reading Comprehension

Reading to find simple information will emphasize word recognition abilities and some background knowledge anticipation of what items (e.g. words, numbers) to look for. Reading for general comprehension will use a balanced combination of text-model comprehension and situation-model interpretation. Reading to learn will first emphasize the building of an accurate text model of comprehension, and then a strong interpretive situation model that integrates well with existing or revised background knowledge. Reading comprehension processes, seen in this way, highlight the seemingly miraculous nature of reading comprehension. Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of processes that makes comprehension a seemingly effortless and enjoyable activity for fluent readers. In fact, the many processes described here all occur in working memory, and they happen very quickly unless there are comprehension problems. So, roughly, in the space of any two seconds of reading time, fluent readers accomplish numerous operations (Grabe, 2002: 30)

2.7 Phases of teaching Reading

All reading techniques are classified according to three phases of reading. These are: pre reading, while reading, and post- reading.

2.7.1 Pre-Reading

Pre-reading activity, according to William (1984) is the stage of reading which intended to orient students toward the reading topic .It is introductory stage in which the teacher tries to do different activities.

2.7.2 While-Reading

It is the stage in which students directly relate with reading text and perform certain activities such as comparing, extracting, and analyzing. Nattal(1994,p.391) states that while-reading text book with general understanding of the text book. According to her, during this stage of reading comparing, extracting, analyzing and inferring are activities that can be performed. While reading exercise help students to develop reading strategies, improve their control of foreign language, and decode problematic text passages. Helping students to employ strategies while reading can be difficult because individual students control and need different strategies.

nsion strategies.

2.7.3 Post-Reading.

This is the reading stage in which the readers are required to comprehend the overall passage they read. It aimed at involving the students to the evaluation of their understanding through reviewing the text. They further integrate what they have read with real world in order to extend their thinking abilities. According to William (1994, p. 184) ‘The main task is to reflect what has been read and to relate the information of the text to the learned knowledge.’ This stage is general intended to involve students in to text and relating the message with their own knowledge, feeling, and experience.

CHAPTER THREE: RESRCH DESLGN and METHODOLOGY

This part of the research is the most significant element of the research process. It presents the research methodology for the study. Research methodology is a guide line system for solving a problem with specific components such as design, sampling, site section, data collection data analysis MOE (1999).

3.1 Design Of The Study analysis

The objective of this study was students' awareness and reading strategies use in reading lesson. The researcher conducted this study to so as to describe the existing phenomena of students reading strategies use and students reading awareness. The researcher also used descriptive survey research to identify the relationship between reading strategies use and awareness of student. The researcher used questionnaires, interview and class room observation to identify how often the students use different reading strategies. (Cook & Campbell, 1979, as cited in Abebe, 2012). Questionnaire will be structured for students under the study as so to enables the researcher to address the aim and objectives of the research. Citing Brown (2001), Mckay stated, "Language surveys are any study that gathers data on the characteristics and views of respondent on the nature of language or language learning through oral interviews or written questionnaire"(2006,p.35).

3.2 Data Sources

The major sources of data for the study was Tinishumetti high school Grade 11 students and English teachers.

3.3 Sample Size and Sampling Technique

To made the study manageable the researcher took samples from Ttinishumetti high school in Godere woreda, which is found in Gambella regional state, majang zone. The school was selected because it was the nearest to the researcher's work place.

The researcher selected grade 11 students as a result of which, it was assumed to be suitable for frequent classroom observations and to got the required collaboration for the study. In TinishuMetti high school there were 7 sections of grade 11 students(450 students) For this study ,from the total population of 450 students 20 % of students 90 were selected as sample population. According to Kothari (2004) states that it was possible to take 20-30 % sample size when using

descriptive survey studies. Simple random sampling particularly lottery method was employed to give equal chances for the whole population.

3.4 Data Collection Instruments

Since this study was descriptive, questionnaire, interview and class room observation were used as instruments to gather the required data for the study. In this study, the researcher used classroom observation to triangulate the data about students reading strategies they use in reading class.

3.4.1 Questionnaires

Questionnaires is popular data collection tool it offers a fast and efficient data and it is also inexpensive means of gathering large amount of information (Jenn, 2006). from students. The questionnaire for students had two parts. The first part was items of five points likert scale ranging from very frequently to never, and the second part has items ranging strongly agree to strongly disagree which were used to answer reading strategies use by students. The questionnaires for students were translated to Amharic language to avoid language problem. In developing the question the researcher used the related theoretical background reviewed for the study.

3.4.2. Interview

Interviewing allows access to a wide variety of information in-depth and quickly with the possibility of follow-up and clarification. Thus, unstructured interviews, mainly, allow the interviewee to elaborate on the issues raised in an exploratory manner (Dornyei, 2007:123). The other instrument designed for this study was a semi-structured interview guide set for grade eleven students. The interview guide developed using the teaching experiences the researcher has as English language teacher and the related theoretical background reviewed for the study. Three grade eleven English language teachers were selected as sample using purposive sampling technique. This interview guide items developed and asked for selected teachers which were selected purposefully to fill the gap of the limitations of the questionnaires and observation to explore reading strategies students use in reading lesson.

3.4.3 Class room observation

The classroom observation aims to explore students awareness and using reading strategies. researcher used classroom observation to triangulate the data about students reading strategies use in reading class. It was chosen because it was comprehensive model which helps to examine

reading strategies that are related with instructional materials, learning activities and strategies, (Guilloteaux,2007) in addition, the model prefer to use in EFL context. For instance, Dornyei and Change (2007) used this model to assess the value English language teachers give and the frequency of using reading strategies.

3.5. Procedure

Firstly, researcher was contacted the school director and explained the purpose of the study before conducting it. This was helped the researcher in order to collected the data effectively. Then, before implementing those instruments, pilot test was given for 20 grade 11 students of Jeyin secondary school respondents in order to checked whether the instruments was strong enough to generated the kind of data the study want.

For face validity of the questionnaires, instruments gave to subject experts. Eventually data gathering instrument was distributed for final study. To approve what they was reply for observation check list was used which was from dornyei& sheng (2007).

3.6. Methods of Data Analysis

After the completion of data collection, by means of different Instruments, the data gathered was edited, classified and tabulated manually based on the data analysis. Finally conclusion and recommendation were drawn. Data obtained from questionnaire was organize in tables into sub categories. Each sub category was tabulated under each rating scales. Then, percentage was analyzed to study to how the frequently EFL students used reading strategies to promote their reading engagement.

Data gathered through classroom observation and interview were described qualitatively in order to support the data gathered though questionnaire. Finally, the findings obtained though questionnaire ,interview and classroom observation were discussed, interpreted and reported.

3.7. Ethical considerations

After receiving official letter of cooperation from Jimma University Department of English Language and Literature, the researcher communicated with school directors and sample participants legally and smoothly. The purpose of the study wsa made clear for all sample respondents. Any communication with the concerned bodies accomplished on a voluntary. In addition, all information obtained from sample respondents kept confidential.

CHAPTER FOUR: RESULT AND DISCUSSION

4.1 Students' Questionnaire Data Analysis

This section focuses on presenting and discussing the data collected using questionnaires, observation and interview. The study employed three data gathering instruments. For an exploration of reading strategies used in reading lesson, semi-structured classroom observation carried out. The researcher used Dornyei's (2001) model of motivational strategy and literature as the basis to prepare classroom observation checklist. Thus, three sections were observed from Tinishu Metti high school (which were taught by different teachers) three times each. The sections were selected through lottery method and observed for three consecutive weeks. Then, important activities concerning to how students were use reading strategies in reading class were recorded in the form of notes.

The students' questionnaires, also deals with the results from 90 respondent students' ranging from never to always Likert scale. The second part of the questionnaire for students ranging from strongly agree to strongly disagree was designed to identify whether the students use reading strategies in reading classes or not.

Each table is followed by description, analysis and interpretation in line with the basic questions the study aimed to answer. Finally, the analyses of the study were reported from the three instruments. The analysis was made in terms of the following basic research questions raised in the first chapter of the study.

4.1.1 students' awareness on reading strategies use

Table 1: students' awareness on importance of using reading strategies

Note that: strongly agree (1) Agree (2) Undecided (3) Disagree (4) strongly disagree (5)

No	Item	1		2		3		4		5		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	I understand that using reading strategies in EFL class help me better comprehended the text.	23	25.5	27	30	11	12.2	20	22.2	9	10	90	100
2	I perceive using different reading strategies enhance my understanding.	21	23.3	32	35.5	10	11.1	13	14.4	14	15.5	90	100
3	I perceive that it is not easy to understand written text without using reading strategies.	26	28.8	35	38.8	7	7.7	12	13.3	10	11.1	90	100
4	I think reading strategies are help ful if used in reading lesson.	32	35.5	23	25.5	6	6.6	16	17.7	13	14.4	90	100
5	I always bored in the class when the teacher model reading strategies.	15	16.6	18	20	13	14.4	14	15.5	30	33.3	90	100
6	I receive that using reading strategies when reading academic text makes learning difficult specially in EFL	16	17.7	10	11	14	15.5	32	35.5	18	20	90	100

	reading class.												
7	I am not willing to use reading strategies in reading class.	32	35.5	29	33.2	2	2.2	16	17.7	11	12.2	90	100
8	I do not think that reading strategies are helpful rather than adding work loads	28	31.1	25	27.7	10	11.1	20	22.2	7	7.7	90	100

According to table 1,item 1 the sample students were asked If they understand that using reading strategies in EFL class help them better comprehended the text, 23(25.5%) strongly agree that using reading strategies help them comprehend the text.27(30%) of the students responded they agree that using reading strategy help them comprehend the text. 11 (12.2%) of the respondents answered that they cannot decide that using reading strategies helps them comprehend the text. 20(22.2%) of the respondents responded that they disagree that using reading strategies helps them comprehend the text. 9(10%) of the respondents responded that they strongly disagree that using reading strategies help them to comprehend the text. The analysis show that the majority 50(55.5%) of the respondents have awareness about the importance of reading comprehension strategies.

Based on item number 2, students were asked if they perceive using different reading strategies enhance their understanding, the sample students responde 21(23.33 %) of them strongly agree and 32(35.5%) of the respondents also agreed that using reading strategies enhance their understanding while reading instructional materials and 10 (11.1%) of the respondents replied that they didn't decide that reading strategies enhance their understanding while reading instructional materials in EFL reading class. The rest 13 (14.4%) of the respondents and 14(15.5%) of the respondents replied that they disagree and strongly disagree that reading strategies enhance their understanding respectively. Therefore, from the data analysis, the researcher found out that the majority 53(58.8%) of the respondents have good awareness about reading strategies among other students.

According to Item number 3, sample respondents were asked if they perceive that it is not easy to understand written text without using reading strategies, 26(28.8%) of the respondents responded that they strongly agreed whereas, 10(11.1%) replied that they strongly disagree that it is not easy to understand written texts without using reading strategies. Similarly, 35(38.8%) of the respondents agreed whereas, 12(13.3%) of the respondents disagree with the statement that it is not easy to understand written texts without using reading strategies. From this analysis the researcher concludes that few 22(24.4%) students lack awareness that it is not easy to understand written texts without using reading comprehension strategies.

In item number 4, sample students were asked to indicate if they think reading strategies are helpful if used in reading lesson, 32(35.5%) and 23(25.5%) the respondents pointed out that they strongly agree and agree respectively that reading strategies are helpful if well used in EFL reading class, and 6(6.66%) of the respondents were not able to decide whether it is helpful or not. The rest 16(17.7%) and 13 (14.4%) of the respondents indicated that they disagree and strongly disagree with the statement that reading strategies are helpful if used in EFL reading class. From the data analysis, the researcher concluded that most of the students have good awareness that reading strategies are vital if used in reading classes though few students still lack awareness the strategy use in an EFL reading classes.

Item number 5, respondents were asked to indicate if they always bored in the class when the teacher model reading strategies, 15(16.6%) of the respondents strongly agree and 18(20%) of the respondents were agree 13(14.4%) respondents were not decide were as 14(15.5%) and 30(33.3%) of respondents were agree and strongly disagree. From the data analysis, the researcher found out that the majority (48.8%) of the respondents are not bored in the class when the teacher model reading strategies used in reading class.

EFL Teachers' interview Responses

Interview Q1. How often your students interested when teacher model reading strategy used ?

Similarly, the data collected with other instruments like interview were parallel with the earlier ones. For instance, one of the interviewee has replied his practice in this way:

"I do not use teacher model reading strategies. Even I only teach reading sometimes; most of the time I do not teach reading passage which in the text book because the text book is very bulky that I skip on the passages to cover the portion. " (T 1)

" Okay I use teacher model reading strategy rarely my intention is only to cover the text book because the text book is wide. However while using teacher model reading strategy most of the were not bored but some of them were bored." (T 2)

"When I teach read in lesson simply I let students to read silently the reading passage individually do the comprehension question. Because of the shortage of time and most of the students are interest in learning grammar than learning reading." (T 3)

Their reason is that the textbook is too wide to cover within the time limited to finish, so that he mostly skip on the reading part. According to this idea, Dirribsa (2005) states that most of Ethiopian teachers, complained of the bulkiness of the textbook that are prepared to certain class levels. And many teachers felt responsibility to cover the textbook. Therefore, this may be a reason for teachers not to consider teacher model reading strategy.

Classroom observation

In addition during the observation, which was made to identify whether the teachers use teacher model reading strategies in actual reading classes, the observer has seen that the teacher entered to the class and greet the students. Then he cleaned the board and write the title of the reading passage from text book and asked students to read individually for 10 to 15 minutes. After that the teacher asked them to do the comprehension questions. The teacher did not use teacher model reading strategy in the classroom. This is what the teachers repeatedly do through all observation sessions. And so that no observed practice of using reading strategy were seen.

From this observation one can conclude that using reading strategy was neglected.

Item number 6, respondents were asked to indicate if they receive that using reading strategies when reading academic text makes learning difficult especially in reading class, 16(17%) and 10(11.1%) of respondents strongly agree and agree whereas 32(35%) and 18(20%) disagree and strongly disagree.

Therefore items numbers 5 and 6, which deals with students lack of comfort and a feeling of difficulties when teachers model reading strategies, 38(63%) of the respondents strongly agree that modeling reading strategies makes them bored and difficult for them, while, 31(34.3%) of the respondents agreed that modeling reading strategies makes them bored and difficult for them to practice. Whereas, 32(35.5%) of the respondents disagreed with the statement; while 18 (20%) of the respondents strongly disagreed to the statement on the items. From analysis of the data the one concluded that nearly half of the respondents have negative perception about reading strategies due to lack of awareness that reading strategies are very helpful for students to understand what they read.

Item number 7, sample respondents asked to put their respons on their willingness, to use reading strategies, 32(35.5 %) of the respondents responded that they strongly agree. As the same time 29 (32.2%) of the respondents also answered that they agree that they are not willing to use reading strategies. 2 (2.2%) of the respondents reported that they didn't decide whether they will or not. On the other hand, only 16 (17.7 %) and 11(12.2 %) of the respondents answered that they disagree and strongly disagree that they are not willing to use reading strategies in an EFL reading class. The researcher conclude that majority of the students are not willing which implied that only few students are willing to use the strategies.

EFL Teachers' interview

In line with the above questionnaire on the same issue the researcher asked how often your students are willing to use reading strategies? the respondents replied as follows:

Sometimes, but mostly I ask them to use reading strategies and read the text do comprehension questions because since there are many students in the class it is not easy to check each and every activity of all students (T 1)

In addition to this the other teacher responded to the interview as follows:

Yes, I often organize them to use different reading strategies to understand what they read but they are not willing to use except some students. (T 2)

The other interviewee said they are not willing to use it. Even most of the students are not interested in learning reading lesson because they are interested in learning grammar part of the text. (T. 3)

The response gained from the interview show that students are not willing to use reading

Classroom observation

the observation result shows no students were seen when using reading strategies in actual reading classes and also no practice was seen when assigning students to do reading activities.

Generally, from the above analysis one can safely conclude that using appropriate reading strategies in reading classes were undermined. Therefore, EFL students are not willing to use reading strategies.

on item 8, sample respondent were asked if they do not think that reading strategies are helpful rather than adding work loads, 28 (31.1%) of the respondents replied that they strongly agree and, 25 (27.7 %) of the respondents agree with the statement that 'reading strategies are helpful rather than adding work load. On the other hand, 10 (11.1 %) of the respondents were not able to decide on their perception about the importance of reading strategies. 20 (22.2%) and only 7(7.7 %) of the respondents replied that they disagree and strongly disagree with the statement that 'reading strategies are helpful rather than adding work load.' This implies that only a few students perceive that reading strategies are helpful to better comprehend academic materials rather than work loads.

4.2 The students' practice of using different reading strategies while reading lesson

All the items below refer to the students' practice of using reading comprehension strategies in reading instructional materials.

4.2.1 Global Reading strategy

Table 2: student's response on global reading strategy use

Key: never (1) rarely(2) sometimes (3) usually (4) always(5)

No	Item	5		4		3		2		1		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
9	I have a purpose in mind when I read	38	42.2	20	22.2	18	20	7	7.7	7	7.7	90	100
10	when I read, I try to realize if the content of the text fits my reading purpose	45	50	14	15.5	10	11.1	10	11.1	9	10	90	100
11	I review the text to know about its main idea	30	33.3	26	28.8	20	22.2	8	8.8	6	6.6	90	100
12	I decided what to read and what to ignore	44	48.8	13	14.4	15	16.6	10	11.1	8	8.8	90	100
13	I used my prior knowledge while reading my instructional materials	21	23.3	23	25.5	14	15.5	22	24.4	10	11.1	90	100
14	I use tables, figures, and pictures in text to increase my understanding	25	27.7	20	22.2	29	33.2	10	11.1	6	6.6	90	100

15	use context clues to better understand what I read	26	28.8	22	24.4	21	23.3	12	13.3	9	10	90	100
16	I check my understanding when I come across new information	32	35.5	28	31.1	10	11.1	11	12.2	9	10	90	100
17	I use bold to identify key information	18	20	11	12.2	40	44.4	9	10	12	13.3	90	100
18	I predict about the text to get a general idea of what it says before I read it	38	42.2	24	26.6	14	15.5	9	10	5	5.5	90	100

NB N= number % = percentage T = teacher s = students V.F = Very Frequently

As shown in table 2 item number 9, the sample students were asked if they have a purpose in mind when they read their academic materials, 38(42.2 %) of the respondents never have a purpose in their mind when they read their academic materials. In the same manner, 20(22.2%)of the respondents also indicated that they rarely have a purpose in mind when they read their academic materials.18 (20%) of the respondents replied that they sometimes have a purpose in mind when they read their academic materials. However, 7 (7.7 %)and 7(7.7%) of the respondents respectively responded that they usually and always have purpose in mind when they read their instructional materials.

Therefore, One can safely conclude that, the majority of students always read their instructional materials without purpose in a mind.

Based on item number 10, Students were also asked to indicate whether or not they realize the content of the text fit their reading purpose, 45 (50%) of the respondents never realize if the content of the text fit their purpose of their reading. 14(15.5%) of the respondents also replied that they rarely do it; while, 10(11.1%) of the respondents reported that they sometimes realize whether the content of the text fit their purpose of reading the material. 10(11.1%) and 9(10 %) of the respondents responded that they usually and always realize whether the content of the text fit their purpose of reading. So, the researcher concluded that most of the students did not realize if the content of the text fit their reading purpose and only a few students did it.

As item number 11, respondents asked if they review the text to know about its main idea, 30(33.3%) and 26(28.8%) of respondent responded that they never and rarely review the text to know the main idea respectively. 20(22.2 %) of the respondents review the test sometime. 8(8.8%) respondents answered usually they review the text while 6(6.6%) of the respondents proved that they always review the text to know its main idea. This show that only few students always tried to review their instructional materials to get the main idea and also some students sometimes and as well as usually reviewed the text while more than half rarely and never did it.

According to item 12, the students were asked if they decided what to read and what to ignore, 44(48.8%) of the respondents never decided on the material they they read what to ignore. 13(14.4%) of the respondents also rarely decided what to read or what to ignore. Yet, 15 (16.6%) of the respondents sometimes decided what to read and what to reject. Only 10(11.1%) and 8(8.8%) of the respondents respectively decide usually and always what to read or what to ignore. Hence, it is to conclude that only few students always select what to read where as majority of the students were unable to decide what to read or ignore.

In item 13 the students were asked if they used their prior knowledge while reading their instructional materials, 21(23.3%) of the respondents never used their prior knowledge when they were reading their instructional material, 23(25.5%) of the respondents rarely used their prior knowledge while reading their instructional material. 14 (15.5%) of the students sometimes use their prior knowledge. 22(24.4%) and 10 (11.1%) of the respondents respectively usually and

always used the prior knowledge when they read their instructional materials. To conclude that majority of the respondents do not use their prior knowledge to comprehend the text.

Item 14 the sample students requested to provide their answer on the extent to which they use tables, figures and pictures to increase their understanding when they read their academic materials, 25(27%) of the respondents reported that they never used tables, figures and pictures to increase their understanding. 20(22.2%) of the respondents rarely used and 29(32.2%) of the respondents sometimes used tables, figures and pictures to increase their understanding, 10(11.1%) and the rest 6(6.6%) of the respondents usually and always respectively use tables, pictures, figures and other aids in the text to increase their understanding. This analysis show that the majority of the respondents did not use the techniques to aid their text understanding.

Based on Item number 15 students were asked if they use context clues to better understanding what they read, 26(28.33 %) of respondent responded that they never used contextual clues to maximize their understanding. 22(24.4%) of the respondents marked that they rarely used. 21(23.3%) of the respondents sometimes tried to use and 12(13.3%) and only the rest 9(10 %) of the respondents usually and always used context clue to comprehend what they read respectively. Therefore, it is possible to conclude that the majority of the respondents do not use contextual clues to understand what they read in their instructional materials.

EFL students interview

In line with the above questionnaire on the same issue the researcher asked to what extent students helped to use context clues? The following responses prove that teachers themselves believe that they have not been giving attention to the context clue during reading classes:"To tell you frankly, I cannot say I am effectively teaching reading lesson. I am not properly teaching the reading skills. I do not have the time to go through each step. Instead, I usually give them the reading activities as home works. So I never helped them to use context clue. " (T 1)"My aim is to prepare students to the national examination so I need to focus on grammatical aspects. This could be because only a few reading questions are asked in national exams." (T 2)" The reading passages in the text book are too long and the contents of the passages are not as such attractive to help students to use context clue." (T 3) This is in line with Drucker (2003) belief, which says that teacher's beliefs in learning affect their class behaviors. Therefore, The above interview analysis show most of the teachers were not give attention to help their students to use context clue to comprehend what they read and they not creat awareness for EFL students about the function of reading strategies.

According to item number 16, respondents were asked if they check their understanding when they come across new information, 32(35.5%)of respondents responded they never check their understanding when they come across new information. 28(31.1%)of respondents responded they rarely check their understanding. 10(11.1%)students were answered they sometimes check their understanding when they come across new information.11(12.2%) and 9(10%) of the respondents respectively reported that they usually and always practice checking their understanding when they read instructional materials. Hence, the data analysis show that the majority of the students did not check their understanding when they come across new information.

Item 17 students were asked if they use bold to identify key information, 18(20%) of the respondents never used bolds and italics to identify new information, 11(12.2%) of the respondents also rarely used bolds and italics. 40(44%) of the respondents sometimes used bolds and italics in order to get new information in their instructional materials. 9(10%), 12(13.3%) of the respondents respectively usually and always used bold and italics in order to understand what they read. Generally we can conclude that the majority of the students use typological features to better comprehend what they read.

Based on Item number 18 students were asked if they predict about the text to get a general idea of what it says before they read it, 38(42.2%) of the respondents never predict the contents of the text before they read it. 24(26.6%) of the respondents rarely predict the contents of the text before reading. 14(15.5%) of the respondents sometimes predict the text content before reading the text. 9(10%) usually predict and the rest 5(5.5%) of the respondents reported that they predict the text before they read.

Hence,it is to conclude that the majority of the respondents have low practice of prediction of the contents of the reading text while few of the respondents always tried to predict what the text would talk about before they read the material.

Generally, from the above analysis one can safely conclude that EFL students use of global reading strategies, the result indicated that they tried to use only bolds and italics to extract new information and understand what they read in their text materials. However, the the EFL students have some problems, such as, confusion to decide what to read or ignore, reading the text with purpose, checking their understanding, predicting what the text would be about before reading the full text and activating prior knowledge to understand what they read.

4.2.2 Support Reading Strategies

The support reading strategies provide the support mechanism to sustain responses to reading (underlining or circling information, paraphrasing, taking notes, reading aloud, and using a dictionary, going back and forth in the text).

Table 3 Students' Response on Support Reading Strategies

Not that: never(1) rarely(2) Sometimes(3) usually (4) always (5)

No	Item	Never		Rarely		same times		Usually		always		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
19	I take note of the key expressions while reading to understand what I read	15	16.6	36	40	16	17.7	13	14.4	10	11.1	90	100
20	I paraphrase (restate ideas in my own words) written texts while I read to understand better what I read	33	36.6	32	35.5	9	10	8	8.8	8	8.8	90	100
21	I go back and forth in the text to find relationships among ideas in it	27	30	31	34.4	19	21.1	6	6.6	7	7.7	90	100
22	I ask myself questions while I read to understand the text.	20	22.2	27	30	17	18.8	15	16.6	11	12.2	90	100
23	While I read, I translate English into my native language	22	24.4	13	14.4	23	25.5	18	20	14	15.5	90	100
24	When read, I realize ideas in English	27	30	24	26.6	15	16.6	11	12.2	13	14.4	90	100

25	I summarize what I read to reflect important information in the text.	20	22.2	25	27.7	26	28.8	12	13.3	7	7.7	90	100
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NB N:number

Table 3 on item 19 sample students were asked if they take note of the key expressions while reading to understand what they read, 15(16.6%) of the respondents never took notes when they were reading. 36 (40%) of the respondents also rarely took notes of the key expressions from what they read. 16(17.7 %) of the respondents sometimes take notes of the key expressions. 13(14.4 %) of the respondents usually take notes and the rest 10(11.1%) always take a note of the key points from what they read. Therefore, the analysis show the majority of the respondents do not take note of key expressions while reading to understand what they read.

In item 20, students were asked if they paraphrase (restate ideas in their own words) written texts while they read to understand better what they read, 33(36.6%) of sample respondent responded that they never restated or paraphrased the idea in the reading text using their own words. 32(35.5%) of the respondents responded that they rarely paraphrase written texts while they read to understand better what they read. 9(10%) of the respondents responded that they sometimes paraphrased written text while they read to understand better what thdy read. 8 (8.8%) of the respondents answered that they usually paraphrased what they read and the rest 8 (8.8 %) of the respondents answered that they always paraphrase or restate written texts by using their own words from what they read.

According to this analysis it can be cincluded few students paraphrased written text while they read.However, the majority of the respondents can not paraphrase written text while they read to understand better what they read.

Item number 21 sample students were asked if they go back and forth in the text to find relationships among ideas in it, 27(30%) of the respondents answered that they never go back to the text to see the relationship between idea in the text. 31(34.4%) of the respondents responded that they rarely go back to the text to see the relationship between idea in the text. 19(21.1%) of the respondents also answee that they sometimes go back in to the reading text to see the relationp

between the idea. 6(6.6%) and 7(7.7%) of students responded that they usually and always see the relationship among the idea in the reading materials respectively.

Hence, generally the analysis shows that the majority of the respondents did not go back and forth in the text to find relationships among ideas in it. Therefore, one can conclude that there was a weakness in identifying the relationship of the idea in the text by going back in to the text in order to maximize their text comprehension skills.

Item number 22 sample respondents were asked if they ask themselves questions while they read to understand the text, 20(2.2%) of the respondents responded that they never ask questions themselves. 27(30%) of the respondents responded they answer they rarely ask themselves questions while they read to understand the text.

17(18.8%) of the respondents answered that they sometimes ask themselves questions. 15(16.6%) of the students answered that they usually asked themselves questions while they read to understand the text. 11 (12.2%) of respondents responded that they always ask questions for themselves when they read reading material. Generally majority of the students do not ask themselves questions while they read to understand the text. Therefore, the analysis show that students haven't habit of asking themselves to understand the text while they read.

Based on item number 23, the sample students were asked if they translate English to their native language while they read

22 (24.4%) of the respondents answered that they never translated English when they read the text into their mother tongue language. 23(25.5%) of the respondents also responded that they rarely translate, 18(20%) of the respondents responded that they sometimes translate English to their mother tongue language while they read the text. 13(14.4%) and 14(15.5%) of the respondents responded that they usually and always tried to translate what they read in English to their mother tongue language. Hence, it is to conclude that the majority of the respondents have translated English to their mother tongue language in order to maximize their understanding while In same students there was weakness translated English to their mother tongue language.

In Item number 24 sample students were asked if they realize ideas in English when they read 27 (30.%) of the respondents answered they never use English language to realize ideas in English. 24(26.6%) of the students also answered that rarely use English to realize ideas. 15(16.6%) of the

students responded that they sometimes realize idea of the text when they read. 11(12.2%) and 13(14.4%) of the students also responded that they usually and always respectively realize idea English when they read.

There fore, the researcher conclude that the majority of the respondents rarely and never realize ideaswhen they read. This show that there is weakness in realizing idea in English language to improve their understanding.

In terms of Item number 25,students were asked if they summarize what they read to reflect important information in the text, 20(2.2%) of the respondents responded that they never summarizing what they read to reflect importat information in the text. 25(27.7%) of the respondents answered that they rarely summarized what they read. 26(28.8%) of the respondent responded that they sometimes summarize the what they read. 12 (13.3%) and 7 (7.7%) of the respondents answered that they usually and always summarize the key points of what they read to reflect important information.

This show that most students do not summarize the key idea of what they read to realize the imporant point. There fore, it is possible to cnclude that students read the text care lesslly for their understanding. Generally, the effort was made to survey students' current practice related to using support reading strategies. Here, the data analysis shows that there was limitation in students' practice suport reading strategies. Most of the support reading strategies were not implemented by students as expected. Thus, the failure in using these strategies leads the readers to misunderstanding of what they read.

4.2.3: Problem Solving Reading Strategies

Table 4 :Students' Response on Problem Solving Reading Strategies

key: never(1) rarely(2) sometimes(3) usually(4) always (5)

No	Item	1		2		3		4		5		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
26	I read slowly to understand what I read	27	30	31	34.4	16	17.7	7	7.7	9	10	90	100
27	I try to adjust my reading speed according to my reading purpose what I am reading	28	31.1	25	27.7	18	20	13	14.4	6	6.6	90	100
28	I try to visualize information from what I read	25	27.7	23	25.5	22	24.4	9	10	11	12.2	90	100
29	When a text becomes difficult, I re-read it to increase my understanding	20	22.2	22	24.4	19	21.1	17	18.8	13	14.4	90	100
30	When I read, I try to guess the meaning of unknown words or phrases	25	27.7	21	23.3	20	22.2	15	16.6	9	10	90	100

Table 4, item number 26, students were asked if they read slowly to understand what they read 27 (30%) of the respondents responded they never read slowly to understand what they read. 31(34%) of the respondents answered they rarely read slowly to understand what they read. 16(17.7%) of the respondents sometimes read slowly to understand what they read. 7 (7.7%) and 9(10 %) of the respondents responded they usually and always read slowly to understand what they read slowly to understand what they read. Therefore, the majority of the respondents did not read slowly to understand what they read.

Item number 27, students were asked if they try to adjust their reading speed according to their reading purpose what they are reading, 28(31.1%) of the respondents answered they never adjusted their speed according to their reading purpose what they are reading. 25(27.7%) of the respondents responded they rarely

adjusted their reading speed according to their reading purpose. 18 (20%) of sample students were responded they sometimes try to adjust their reading speed according to their reading purpose. 13(14.4%) and 6(6.6%) of respondents answered always adjust their reading speed according to their reading purpose respectively. This analysis showed that most students did not adjust their reading speed according to their reading purpose of.

On item 28, students were asked if they try to visualize information from what they read, 20(22.2%) of the respondents never tried to visualize information from what they read. 22 (24.4%) of the respondents answered that they rarely visualize information from what they read. 19(21.1%) of the respondents responded they sometimes visualize information from what they read. 17(18.8 %) and 13(14.4 %) of the respondents responded that they usually and always tried to visualize information from what they read respectively.

Therefore, the analysis shows that the majority of the students have less practice of visualizing the information from what they read. Therefore, it is possible to conclude that most respondents' reading is just glancing the text rather than trying to concentrate on and visualize what they read to comprehend their reading materials.

Item number 29, sample students were asked when a text becomes difficult, they re-read text to increase their understanding, 20(22.2%) of sample students answered they never re-read a text if it is difficult to increase their understanding. 22(24.4%) of the sample students responded they rarely re-read text to increase their understanding when the text becomes difficult. 19(21.1%) of students answered they sometimes re-read text to increase their understanding when a text becomes difficult. 17 (18.8 %) and 13(14.4) of students responded that they usually and always re-read their text to increase their understanding when a text becomes difficult respectively.

Item 30, students were asked When they read, they try to guess the meaning of unknown words or phrases, 25(27.7%) of the sample students were responded that they never try to guess the meaning of unknown words or phrases. 21(23.3 %) of the respondents responded that they rarely guess the

meaning of words and phrases. 20(22.2%) of the respondents responded that sometimes guess the meaning unknown words and phrases. 15(16.6%) of the respondent usually guessing meanings of unfamiliar words and phrases. 9(10%) of the respondents answered they always guess the meaning of unknown words phrase. This analysis shows the majority of the students' respondents were not guess meaning of unknown words and phrases when they read text. Therefore, from the analysis of the all item under problem solving strategy most of students did not use problem solving reading strategies.

EFL teachers interview

In line with the above questionnaire on the same issue the researcher asked teachers how often your students try to guess meaning of unknown words or phrases? all of the teachers responded that their students' reading performance is very low. Here are some of their responses: "Most of the students are poor in English language in general and in reading comprehension ability particular therefore they do not worry to guess the meaning of unknown words and phrases."

"Most of the students have not willing to read texts because they don't need to suffer. They think reading and comprehend English texts is challenging so how they guess the new words." According to the above interview response, one can conclude that their students are not guess unknown words or phrases. The teachers are one of the responsible persons for failure of students because they are not create good interest of students' reading skill by using appropriate reading strategies. As Clark and Peterson quoted in Alamirew (2005) stated that teachers have a lion share in the success or failure of their students.

Results of Classroom Observation

The classroom observation was conducted in Tinishu Metti high School for three English teachers. The researcher observed six English classes two weeks two periods for each class. The time allotted for each period was 40 minutes for the sum of 4 hours. The observation was used to triangulate the information gathered through questionnaire which helped the observer to check what the English teachers and the students thought and did by observing them in actions. What is obviously seen from the observation checklist is teachers do not help their students to use reading strategies. In other words, students were not use reading strategies to comprehend what they read.

Teachers do not create awareness for EFL students about the function of reading strategies. Harmer as quoted by Abinet (2011) says “teachers should give students hints so that they can predict what is coming too.” However, all of the observed teachers failed to create awareness and use model reading strategies to their students to practice reading strategies. Accordingly, the performances and procedures of the three teachers are discussed below.

First Observation day- Teacher 1

The teacher started the class by greeting and asking about what the students learnt on the previous day. He then wrote the title and told page number of the reading passage. After that he called students name randomly and made them to read aloud. More than half of the students read the same text turn by turn. They were then made to read the questions aloud and answer them in the same manner. The teacher frequently used to give corrections and asked questions while the students were reading aloud. The students were not made to answer questions while they were reading in addition they were not given chance to do reading activities by reviewing the text to know about the main idea of the reading text silently. According to Hesham (2005) while reading is done silently and answers for questions are done at the time of reading. Aloud reading was what the teacher was practicing to teach reading throughout the three days when he was observed. However, practicing different reading strategies were forgotten like taking note of the key expressions which helped EFL students to understand better.

First Observation day- Teacher 2

The teacher, as observed on the first day started the reading lesson by writing the topic on the black board in the same way like the first teacher. However, the teacher behaved differently from the previous one in such a way that he read the reading text himself before he let students to do so. After he had finished reading, he sorted out some difficult words from the text and wrote them on the black board and tried to explain their meanings in Amharic. After that he gave the students the chance of reading aloud turn by turn. After many of them got the turn to read, the teacher ordered them to do the comprehension questions. The exercises were done orally and the class was over after a while. No written exercise was carried out for example take notes, using bold to identify key information to comprehend the text and other strategies were forgotten. As it could be observed from what the two teachers performed, it seems that the practice adopted by the second teacher is better than the first one he tried to use teacher model reading strategies. In fact the appropriateness

of using reading strategies is also questionable. And also he did not use different comprehension question which let EFL students to practice reading strategies such as reading slowly to understand what they read and other strategies were skipped.

First Observation day- Teacher 3

The teacher entered the class and wrote the title of the passage on the blackboard, and then he ordered some students to come to front and read passage loudly turn by turn and paragraph by paragraph. As I have observed some five or six students in the class out of which many of them are in the first row who brought their text books looked at the passage and sometimes at the reader in front. And the others without text books merely watch the readers or sit idle. After the students finished the reading the teacher himself tried to explain the already read paragraphs. But the students seem not to have heard what he explained. The teacher, then, tried to translate some parts of the paragraph in to Amharic and summarized the paragraph in Amharic. The students seem interested now. From this We understood that the students did not develop the comprehension reading strategies as well as teacher did not do it. The observation result shows no students were seen when using reading strategies in actual reading classes and also no practice was seen when assigning students to do reading activities.

Generally, from the above observation one can safely conclude that using appropriate reading strategies in reading classes were undermined. Therefore, EFL students are not willing to use reading strategies.

Second Observation day of Teacher 1

The teacher used the same procedure in all the three days. He started his class by greeting students. He then wrote the topic of the lesson on the black board "Reading comprehension" he let individual students read the passage one by one. Many of the students read aloud. The students were very careful to correctly pronounce each word in the passage and the teacher gave more significance to the appropriate way of the students pronouncing words. The teacher gave correction on the spot for every error students committed. The attention of EFL students and teachers were on appropriateness of their pronunciation rather than using and practicing different reading strategies to comprehend the text.

Second Observation day of Teacher 2

The teacher as observed on the second day started by writing the topic on the black board as usual. However he did differently from the first day in such a way that students were not made to read aloud. However he did not brief about the topic, they were made to read silently. The silent reading however, it did not took more time it followed by while reading exercise. It was soon followed by the usual reading aloud where many students took turns to read. The questions found after each reading passage were also treated orally even when there appears writing instruction. The pictures in the text book at the side or above the passage were not used during the reading practice. As Yamashita (2002) states information given in written language can be matched with pictorial information and these activities can be carried out at all grade levels. This teacher was not gave opportunities to students to practice reading strategies to comprehend the instructional materials. Using tables, figures, and pictures in text is help students to increase their understanding is one of reading strategies.

Second Observation day of Teacher 3

This teacher acted differently in his second observation days in such a way that he started the lessons by revising the previous topics. Then after, he asked volunteer students to read the passages loudly turn by turn. After the volunteer students read the passages, as the other teacher, he started explaining the meaning of some words from the passage. In addition, when the teacher finished explaining the meaning of some words, he started asking the comprehension questions which were provided in the text book to some EFL students. The discussion was mainly done in Amharic. He didn't encourage his students to read the text by using reading strategies. Rather he was mixing Amharic to explain his ideas. As the researcher has observed these two lessons, the teacher wasn't teaching reading comprehension rather he was using the translation method. Therefore reading strategies which improve the students reading performance is forgotten.

The results of the days of observation

The continuous observations are concerned, it seems that the teachers are not practicing the appropriate methods of teaching reading. Students are not given the opportunity to read by themselves silently and comprehend the message. They were rather taught reading aloud throughout. However, the current English syllabus for grade ten states that "students read the

passage independently and silently.” (English syllabus guide for grade ten. Federal Democratic Republic of Ethiopia: MoE).

Also the practice of using reading strategies which help students to comprehend what they read and using model activity which creat awareness for EFLstudents have never used during the observations. On the other hand strategies of helping students and creating awareness such as global reading strategies,supporting reading strategies and problem solving reading strategies were not employed in general.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The purpose of this study was to assess reading strategies used by secondary school EFL students the using reading strategies. The study intended to answer the following research questions.

1. To what extent grade 11 EFL students are aware of using reading strategies to comprehend the text?
2. What are the different reading strategies grade 11 students' use while they read a text for comprehension

This study was conducted in Tinishu Metti Secondary School located in Majang zone Godere wordeda. From this high school, grade eleven English language teachers were selected as samples using purposively sampling technique. Regarding students' participation, out of 450 grade 11 students in 7 sections 20 % (90) of them were selected using random sampling technique (Lottery method).

Even though the study was more concerned with exploring grade eleven students' awareness and reading strategy use. The study employed questionnaires (which has two parts) for students , observation checklist and interview as a means of collecting data. Quantitative and qualitative analysis were made on the gathered data and revealed the following major findings.

Finally, the study came up with the following findings which were based on students' awareness about reading strategies, the actual practice of students in using the global, the problem solving and the support reading strategies. Furthermore, the finding also based on the way grade 11 EFL students practice reading strategies in EFL classroom. In relation to students' awareness about reading strategies and strategy use the study revealed that there was awareness about use of reading strategies but there was negative interest from the students on reading strategy use in an EFL class. The study reflected that the students were not willing to engage in comprehension activities. The interview and observation data reflected that there was weakness of creating awareness for the EFL students about the functions of reading strategies.

Regarding reading strategies use, as it can be seen from students' response, classroom observation and interview data, the finding revealed the existence of limitations in practice of reading strategies

during reading lesson. As the data analysis reflected, the practice of using global, problem solving and support reading strategies was almost none. The results from the students' response also indicted that the frequency of using reading strategies is very limited between the ranges of "rarely" and "never". This shows that majority of the EFL students do not frequently use different reading strategies.

As indicated in the analysis part that data gathered from the interview, students were reading their instructional materials without using the model activities provided from the teachers. As the observation and interview data analysis revealed, the EFL students have no practice of using the appropriate reading strategies to comprehend reading text.

5.2. Conclusion

Based on the above findings, the following conclusions were drawn. It is possible to conclude that most students have the awareness of importance of using reading comprehension strategies and as it improves their comprehension. But there was negative interest from the students on reading strategy use in an EFL class. The study reflected that the students were not willing to engage in comprehension activities. The interview and observation data reflected that there was weakness of creating awareness for the EFL students about the functions of reading strategies. In addition there was limitation of preparing reading passages from different sources by introducing, modeling, and implementing different reading strategies to create interest of using reading strategies to comprehend what they read. On the other hand teachers are not practicing the appropriate methods of teaching reading. Students are not given the opportunity to read by themselves silently and comprehend the message by using reading strategies. They were rather taught reading aloud throughout. There was weakness of creating awareness for the EFL students about the functions of reading strategies and limitations in practice of reading strategies in reading activities during reading lesson. This shows that students need the help of English teachers through the use of appropriate way of using, practicing and creating awareness of using reading strategies. Furthermore, it is also possible to conclude that the students have not been addressed to practice using reading strategies to improve their text comprehension skills. Most EFL students had list frequency of applying reading strategies in the EFL classroom. It is also possible to conclude that, there is no practice of different reading strategies in reading class. Most of the EFL students were reading their reading materials without using reading strategies which improve their comprehension.

5.3. Recommendation

Based on the research findings of this study the following recommendations are made:

- The researcher recommended that,teachers had better create awareness to practice for students by creating model reading exercise and strategy use in class room.
- Students should practice using different reading strategies use in reading lesson in EFL classroom.
- Students should use model reading comprehension questions provided by their teachers.
- Teachers should also try their best to use their beliefs and awareness to implement reading strategies.
- EFL teachers are expected to prepare reading activities carefully and construct more different model activities from reading passages in the students' textbook in order to make students frequently apply different reading strategies.
- Students should be exposed to reading comprehension activities so as to develop their reading habit.
- This study was limited only to grade 11 studens in Tinishu metti Secondary school. It would have been more comprehensive if more schools had been included in the study
- Teachers should prepare their reading passages from different sources by introducing, modeling, and implementing different reading strategies to create interest among the students towards strategy use. Finally, the researcher believes that further research should conducted to find out the factors that influence EFL students from using reading strategies.

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APPENDICES

Appendix A

Interview questions for teachers

1. To what extent your students interested with teachers model reading strategies?
- 2.How often your students willing to use reading strategies?
- 3.How often you creat awareness for students about the function of reading strategies?
- 4.To what extent you helped students to use context clue?
- 5.To what extent students intersted in teacher model reading strategies?

Appendix-B: Classroom observation checklist

Jimma University

College of Social Sciences and Humanities

Department of English Languages and Literature

Name of the school.....Section

Topic..... Date..... Time begins

time endedDirection..... Teachers' code

This observation checklist is designed to evaluate reading strategies teachers use to creat awareness in reading lesson. Put a mark () observing while teachers are using them.

No	Items	Yes	No
1	The teacher let students to use tables,figures and pictures to understand what they read		
2	Using teacher model reading strategies		
3	Help students to review the text to know it's main idea		
4	Use bold to identify key information		
5	Help students to take notes of the key expretion to understand better		
6	Help students to read slowly to understand what they read		
7	Let students to visualize information from what they read.		

Appendix- C:Students' Questionnaires on students' awareness on reading strategies use
Jimma University

College of social sciences and Humanities

Department of English Language and literature

Name of the school-----

Dear student,

This questionnaire is designed to identify reading strategies students use in reading lesson.

You are kindly requested to complete the questionnaire. The information you give in response to the items in the questionnaire contribute valuable rewards to the research.

The researcher assures you that the information you provide will be used only for the purpose of academic research please respond to each item.

Thank you very much for your co-operation.

Direction 1: Read each of the following statements about your awareness on reading strategies use and decide how often you implement the following reading strategies.

Note that: strongly agree (1) Agree (2) Undecided (3) Disagree (4) strongly disagree (5)

Indicate your response by putting a () in the appropriate box against each statement

No	Items		5	4	3	2	1
1	I understand that using reading strategies in EFL class help me better comprehended the text.						
2	I perceive using different reading strategies enhance my understanding.						
3	I perceive that it is not easy to understand written text without using reading strategies.						
4	I think reading strategies are help ful if used in reading lesson.						

5	I always bored in the class when the teacher model reading strategies.					
6	I receive that using reading strategies when reading academic text makes learning difficultspecilally in EFL reading class.					
7	I am not willing to use reading strategies in reading class.					
8	I do not think that reading strategies are helpful rather than adding work loads.					

Appendix D

Students' Questionnaires on students' practice of using reading strategies

Direction 2: Read each of the following statements about your practice of using reading stratagies and decide your degree of agreement against each statement by indicating your response putting a () in the appropriate box against each statement

Key: never (1) rarely(2) sometimes (3) usually (4) always(5)

No	Items	5	4	3	2	1
9	I have a purpose in mind when I read					
10	when I read, I try to realize if the content of the text fits my reading purpose					
11	I review the text to know about its main idea					
12	I decided what to read and what to ignore					
13	I used my prior knowledge while reading my instructional materials					
14	I use tables, figures, and pictures in text to increase my understanding					

15	use context clues to better understand what I read					
16	I check my understanding when I come across new information					
17	I use bold to identify key information					
18	I predict about the text to get a general idea of what it says before I read it					

Appendix E

Students' Questionnaires on students' support reading strategies

Not that: never(1) rarely(2) Sometimes(3) usually (4) always (5)

No	Items	5	4	3	2	1
19	I take note of the key expressions while reading to understand what I read					
20	I paraphrase (restate ideas in my own words) written texts while I read to understand better what I read					
21	I go back and forth in the text to find relationships among ideas in it					
22	I ask myself questions while I read to understand the text.					
23	While I read, I translate English into my native language					
24	When read, I realize ideas in English					
25	summarize what I read to reflect important information in the text.					

Appendix F

Students' Questionnaires on students' problem solving reading strategies

key:never(1) rarely(2) sometimes(3) usually(4) always (5)

No	Items	5	4	3	2	1
26	I read slowly to understand what I read					
27	I try to adjust my reading speed according to my reading purpose what I am reading					
28	I try to visualize information from what I read					
29	When a text becomes difficult, I re-read it to increase my understanding					
30	When I read, I try to guess the meaning of unknown words or phrases					

Appendix G

Students' responses on students awareness on reading strategies use

No	Item	1		2		3		4		5		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	I understand that using reading strategies in EFL class help me better comprehended the text.	23	25.5	27	30	11	12.2	20	22.2	9	10	90	100

2	I perceive using different reading strategies enhance my understanding.	21	23.3	32	35.5	10	11.1	13	14.4	14	15.5	90	100
3	I perceive that it is not easy to understand written text without using reading strategies.	26	28.8	35	38.8	7	7.7	12	13.3	10	11.1	90	100
4	I think reading strategies are helpful if used in reading lesson.	32	35.5	23	25.5	6	6.6	16	17.7	13	14.4	90	100
5	I always bored in the class when the teacher model reading strategies.	15	16.6	18	20	13	14.4	14	15.5	30	33.3	90	100
6	I receive that using reading strategies when reading academic text makes learning difficult especially in EFL reading class.	16	17.7	10	11	14	15.5	32	35.5	18	20	90	100
7	I am not willing to use reading strategies in reading class.	32	35.5	29	33.2	2	2.2	16	17.7	11	12.2	90	100

8	I do not think that reading strategies are helpful rather than adding work loads		28	31.1	25	27.7	10	11.1	20	22.2	7	7.7	90	100
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Appendix H

Students' response on the practice of using reading strategies

No	Item	5		4		3		2		1		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
9	I have a purpose in mind when I read	38	42.2	20	22.2	18	20	7	7.7	7	7.7	90	100
10	when I read, I try to realize if the content of the text fits my reading purpose	45	50	14	15.5	10	11.1	10	11.1	9	10	90	100
11	I review the text to know about its main idea	30	33.3	26	28.8	20	22.2	8	8.8	6	6.6	90	100
12	I decided what to read and what to ignore	44	48.8	13	14.4	15	16.6	10	11.1	8	8.8	90	100

13	I used my prior knowledge while reading my instructional materials	21	23.3	23	25.5	14	15.5	22	24.4	10	11.1	90	100
14	I use tables, figures, and pictures in text to increase my understanding	25	27.7	20	22.2	29	33.2	10	11.1	6	6.6	90	100
15	use context clues to better understand what I read	26	28.8	22	24.4	21	23.3	12	13.3	9	10	90	100
16	I check my understanding when I come across new information	32	35.5	28	31.1	10	11.1	11	12.2	9	10	90	100
17	I use bold to identify key information	18	20	11	12.2	40	44.4	9	10	12	13.3	90	100
18	I predict about the text to get a general idea of what it says before I read it	38	42.2	24	26.6	14	15.5	9	10	5	5.5	90	100

Appendix I

Students' Response on Support Reading Strategies

No	Item	Never		Rarely		same times		Usually		always		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
19	I take note of the key expressions while reading to understand what I read	15	16.6	36	40	16	17.7	13	14.4	10	11.1	90	100
20	I paraphrase (restate ideas in my own words) written texts while I read to understand better what I read	33	36.6	32	35.5	9	10	8	8.8	8	8.8	90	100
21	I go back and forth in the text to find relationships among ideas in it	27	30	31	34.4	19	21.1	6	6.6	7	7.7	90	100
22	I ask myself questions while I read to understand the text.	20	22.2	27	30	17	18.8	15	16.6	11	12.2	90	100
23	While I read, I translate English into my native language	22	24.4	13	14.4	23	25.5	18	20	14	15.5	90	100
24	When read, I realize ideas in	27	30	24	26.6	15	16.6	11	12.2	13	14.4	90	100

	English													
25	I summarize what I read to reflect important information in the text.		20	22.2	25	27.7	26	28.8	12	13.3	7	7.7	90	100

NB N

Appendix J

Students' Response on Problem Solving Reading Strategies

No	Item	1		2		3		4		5		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
26	I read slowly to understand what I read	27	30	31	34.4	16	17.7	7	7.7	9	10	90	100
27	I try to adjust my reading speed according to my reading purpose what I am reading	28	31.1	25	27.7	18	20	13	14.4	6	6.6	90	100
28	I try to visualize information from what I read	25	27.7	23	25.5	22	24.4	9	10	11	12.2	90	100
29	When a text becomes difficult, I re-read it to increase my understanding	20	22.2	22	24.4	19	21.1	17	18.8	13	14.4	90	100
30	When I read, I try to guess the meaning of unknown words or phrases	25	27.7	21	23.3	20	22.2	15	16.6	9	10	90	100

Appendix-K Original Classroom observation check list taken from Domyei and Cheng, (2007)

Items
1. Proper teacher behaviors
show students you care about them
Establish good rapport with students
Show your enthusiasm for teaching
2. Recognize students' effort
Recognize students' effort and achievement
Monitor students' progress and celebrate their victory
Make sure grades reflect students' effort and hard work
Promote effort attributions
3. Promote learners' self-confidence
Give clear instructions by modeling
Give good reasons to students as to why a particular task is meaningful
4. Increase learners' goal-orientedness
Help students develop realistic beliefs about English learning
Find out students' needs and build them into curriculum
Encourage students to set learning goals
Display the class goal in a wall chart and review it regularly
5. Make the learning tasks stimulating
Introduce various interesting topics
Make tasks attractive by including novel and fantasy element
Encourage students to create products
6. Promote group cohesiveness and group norms
Explain the importance of the class rules
Encourage students to share personal experiences and thoughts
Allow students to get to know each other
Let students suggest class rules
7. Promote learner autonomy
Adopt the role of a facilitator
encourage peer teaching and group presentation
Teach self-motivating strategies
Allow students to assess themselves
Give students choices in deciding how and when they will be assessed