



**Jimma University**

**College of Social Science and Humanities**

**Department of English Language and Literature**

**MA in (TEFL**

**A Comparative Study of Achievements in Reading  
Comprehension between Male and Female Students: Grade  
11 Students at Algie Preparatory School in Focus**

**BY: Tekalign Mamo**

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**Jimma, Ethiopia**

**A Comparative Study of Achievements in Reading comprehension between Male and Female Students: grade 11 students at Algie Preparatory School in Focus**

**A thesis Submitted to the Department of English Language and Literature in Partial Fulfillment of the Requirements for Degree of Masters in Teaching English as a Foreign Language(TEFL)**

**BY:TekalignMamo**

**ADVISOR:AndinetShimelis(PhD)**

**CO ADVISOR:Ashenafi Belay(PhD)**

**August 2019  
Jimma,Ethiopia**

Declaration, confirmation, Approval and Evaluation

**Declaration**

I, declare that the entire work in this MA thesis the extent to which aspects of reading achievement among male and female students at grade 11EFL class. Comparing male and female students in reading achievement in my own work and that all sources that I have used or quoted have been indicted and acknowledged by means of complete references.

TekalignMamo

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Name

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Signature

\_\_\_\_\_

date

**Confirmation and approval**

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

Principal advisor

\_\_\_\_\_

Name

\_\_\_\_\_

signature

\_\_\_\_\_

date

Co-Advisor

\_\_\_\_\_

Name

\_\_\_\_\_

signature

\_\_\_\_\_

date

**Evaluators**

Internal

\_\_\_\_\_

Name

\_\_\_\_\_

signature

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date

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External

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Chair person

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## **Abstract**

The main purpose of the study was to compare the achievement of reading comprehension between male and female students. The major objective of the study was: to compare the achievement of male and female students in comprehension reading of English language. Quasi-experimental research design was used in the study using comprehension sampling technique. Two research questions and two null hypotheses guided the study. The population of the study were 88 grade 11 students. Data collected was analyzed using independent t-tests. The finding of the study showed that male students who were exposed to structured intervention achieved higher than their counterparts of female students. Also, male students who were exposed to structured intervention had higher post-test mean on reading comprehension achievement scores than of their counterparts of female. The hypothesis was alternative. From the result of data analysis that has been analyzed by the researcher, it denotes that there is statistical significant difference between male and female students at Algie preparatory school grade 11 students. Although there is statistical difference in reading achievement between male and female students, the reading strategies has contribution for high reading achievement. Based on the findings, the researchers concluded that use of reflective teaching be used by teachers for enhancing reading comprehension irrespective of gender differences. Their potentials when properly tapped will be geared to sustainable development equality gender on reading comprehension.

The researcher recommended that the role of teachers in enhancing learners' and helping them achieve continuous progress in their language learning process is very crucial in general and reading comprehension skill in particular.

*Key terms:* reading achievement/ comprehension/, English as a foreign language (EFL) learners/as a second language (ESL) learners/ Reading strategies/

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1. Background of the Study**

English language is one of the foreign languages that are widely taught in schools around the world (Brewster 1992 in Mesfin 2008). Mesfin states that English has now an official status in sixty countries and paramount position in twenty more countries. Ethiopian new education and training policy of (1994 article 3.5 p.2) language and education states that English should be given as a subject starting from grade one onwards and the policy has given due emphasis to the use of English as a medium of instruction in the secondary and tertiary levels. To this end, the practice of the English language skills is indispensably much important in language education.

As Atkins et al (1996), most of the knowledge the high school students acquire comes through the English language and almost all the examinations which test their knowledge and abilities are based on their reading and comprehending abilities in English. Besides, reading has a paramount importance where English is used as a medium of instruction like Ethiopia. This is because the ultimate academic successes or failure of students is largely based on their ability to read and comprehend the text books.

Research in reading shows that successful promotion of reading takes place at home and school (Kraaykamp, 2001). Hill and Holden (1990) defines reading as the most useful skill for students to develop the feeling of satisfaction in understanding a text in many ways. Krashen and Terrel (1989) state that reading is an important source of comprehensible input and can make a significant contribution to competence in a foreign language. Krashen (cited in Hill and Holden, 1990) explains that research shows students who do more pleasure reading are good readers.

Researchers have investigated and indicated differences between male and female students in reading preferences, reading performance and strategy use. (Biigel, Buunk, 1996; Chavez (2001); Oxford & Nyikos (1989) a wide range of gender differences in the frequency and flexibility of strategy use. Differences in achievements in various domains mainly reading between males and females are displayed in each set of indicators. (European Commission, 2005). Computing these indicators does not raise technical problems and there is relative consensus among modern democratic

societies that the gender achievement gap should be reduced. Dominique L.(2009) states gender gap in reading achievement identifies the growing concern about males' under achievement in reading.

Gender differences in achievement have been attributed to a variety of biological and environmental factors in what essentially comes down to a nature versus nurture debate (Dee, 2005) on the biological side evidence have been found of differences in male and female brain structure and exposure to sex hormones that appear to influence the gender. s

Recently, Burman (2008) demonstrated that the areas of the brain associated with language work harder in girls than in boys during language tasks, and those girls and boys rely different parts of the brain when performing these tasks. Neisser et al (1996) have noted that any biological differences interact with environmental factors that appear soon after birth. Furthermore, it is important to remember that not all of female. (Glienne&Burg, 2006) cited in Sunmade (2005) states that girls and boys differ in their reading attitude and other measures of motivation, with girls typically having more positive attitude towards reading, demonstrating more positive reading self-concept and engaging more often in reading activities.

Melaku (2010) states that it is for many Ethiopians to have an acceptable capacity of English to satisfy the growing needs of the country. The language has the special place in Ethiopian education system in that it taught as a subject beginning from grade 1 and is used as a medium of instruction in secondary school as well as higher learning institutions. Over the past decades, major actions have been taken to improve the teaching of the English language.

The Ministry of education has vividly articulated that improving children's reading skill play pivotal roles in increasing children's' learning of content area subjects and developing their English language competency. (Amlaku, 2010). In this era of globalization reading in any language increasingly becomes the most essential skills to acquire different areas of specialization. Particularly in Ethiopian context, having the necessary reading skill in EFL indispensable. Because it helps students acquire effective reading skill (MOE, 2008). Research has shown that in a fast moving world giving the necessary attention to reading and the successful reading strategies help students know how to achieve at school and succeed in their life. (USID, 2009).

EFL has become a national concern in Ethiopia. This is because of good reading school EFL leads to higher overall academic achievement. Abiy (2007) states that, the reading problem is part and parcel of the linguistic deficiency of our teachers and students at different levels. The reading problem may even be taken more serious than the other skills because students learn content area subjects and the English language itself through reading.

## **1.2. Statements of the Study**

English language is the medium of instruction at all levels in high school and preparatory schools in Ethiopia. This means that students need to develop English language skills in order to cope with the difficulties they face in their academic lives, especially regarding reading. Khan (2004) states that reading is one of the most important basic skills. Reading proficiency plays a great role in understanding any written statement accurately and efficiently.

Reading serves as important tool in every field of professional service. Wells (2007) also pointed out that reading plays crucial role in promoting learning and serving as an instrument by which students could study subjects. Skills in reading help learners to benefit a great deal from educational activities. English language Reading comprehension in particular is a base to the successful achievement of all other subjects in the Ethiopian education area. Reading, a lifelong habit is the major source of access to the knowledge.

It is taken as an implicit practice that supports an individual to achieve original power and develops critical thinking ability. The reading habit refers to the frequency of reading and average time spent on reading materials. Abeyrathna (2004) cited in Sunmade (2005) states that individual's interest is determined to a considerable extent by the amount of reading materials he /she will read and the intensity with which he will pursue his reading ability.

Gaining knowledge is a good way, but must be constructive knowledge, it must facilitate a man to get a profession and pass an examination Adnan and Akram (2013) investigated gender difference in reading and reported that reading habits of male and female students are somewhat different. Shafi and Loan (2010) also found that gender is a major factor impacting students reading habits.

Some findings by Gambrell and Marinak (2010) cited in Junaid (2015) show that females are doing better in reading. There are a number of MA theses on reading ability of students at the secondary school. However, all these local studies focused on the tertiary and secondary level of English reading ability of students and their findings concluded that the English language reading ability of Ethiopian secondary and tertiary students has been declining. (Gessesse.1999) andTaye, 1999) cited in

Mesfin (2008). (Gessese 1999) added that appraisals such as National assessment of grade 10 and 12 in 2010 revealed that both grades, the main score for English was below the minimum requirements. The percentages achieving 50% and above were only 17.8% for grade 10, and 25.9% for grade 12. In all the examinations, reading takes relatively a higher proportion, next to grammar.

So, reading achievement has the overall issue for the learners' educational goal. Moreover, studies have shown that girls and boys differ in their reading attitudes and other measures of motivation.

A number of studies have been conducted related to reading in Ethiopia. To mention a few studies, Negashgetachew (2008) conducted a comparative study on the methods of teaching reading employed by the televised teacher and the class room teacher with reference to grade nine students. The finding showed that televised teacher used relatively different methods of teaching reading from the class room teacher. Abera (2014) conducted the study on status and determinants to reading skill development on grade four students at (Sera Gudina, Welegabi and Sire primary schools) found in Sibu Sire district which is located in Eastern Wollaga zone of Oromia Regional State, Ethiopia. The findings revealed that grade four students who learned in the schools could not understand the text they read, the students were thought through their mother tongue.

The current research differs from this local and the foreign researches pertaining to the research question of the study, setting of the study and topic of the study.

This study targeted looking in to the difference between male and female students in reading comprehension achievement. As stated above reading has the wide use for all successes. Quite a lot of teachers complain that the reading abilities of female students in this school is low. It is not difficult to see that many female students are not able to cope with their academic requirements.

So, the researcher experienced that, student reading achievement between the two genders is different. On top of this, from class room observation the researcher carried out as part of his professional activity, he has seen the reading problems among female students. Thus the researcher has been motivated to compare the reading achievement between the two genders. The study tried to answer the following questions:



- Is there a statistically significant difference between male and female students in reading comprehension achievements?
- To what extent do male and female students differ in reading comprehension achievements?

### **1.3 Research Hypotheses**

There are two types of hypotheses

- (A) Null hypotheses (Ho): there is no significant difference between male and female students in reading comprehension achievements.
- (B) Alternative hypotheses (H1): Male students scored significantly higher in reading comprehension skills test than female students.

The study hypothesizes that there is a significant difference between male and female students in reading comprehension achievement. The null hypothesis rejected.

### **1.4. Objectives of the Study**

The study has the following general and specific objective

#### **1.4.1. General Objective**

The main objective of this study is to compare reading comprehension achievement among male and female students at Algie preparatory school grade 11 in focus.

#### **1.4.2. Specific Objectives**

- To find out the degree of difference between male and female students in reading achievement.
- To examine if there is significant difference in reading comprehension achievement after training the reading comprehension strategies.

### **1.5. Significance of the Study**

This study would be significant showing the difference between male and female students reading in English. If they perform different in reading, the reason for their difference assessed and solutions could be sought. More importantly, the study can serve as a stepping stone for future researchers interested in studying of teaching and learning in English.

## **1.6. Limitation of the Study**

This study was limited to the following points. One preparatory school in Algie Sachi Woreda .This study was conducted in this school on grade 11 in focus. The number of students in this class was only 95. From these seven of them were drop out. The study was done on the reading achievement, then for this title all of them were taken for sampling. The other was the resource that helps for referring related material was problem. Written materials were not sufficient and the internet was not found around. This paper passed through these challenges.

## **1.7. Scope of the Study**

The objective of the present study is to compare the reading achievement between male and female students.

The scope of this study therefore delimited to Ilubabor zone Algie SachiWoredaAlgie Preparatory school. It's mainly aim was comparing students reading achievement among the two genders. It was conducted on grade 11 male and female students. The participants were all grade 11 students.

## **CHAPTER TWO**

### **REVIEW OF LITRETURE**

#### **2.1. Definition of Reading**

Reading is a process of extracting meaning from written text. Wallace (1992).Asher (1994) views reading the ability to comprehend the thoughts and feelings of others through the medium of written text. Moreover, Richards (1990) stating that reading is no more viewed as the process of decoding but rather as an integration of top down process that utilizes background knowledge and schema as well as bottom up process that are primary data driven. Reading is a skill that must be learned. Yet the process of learning to read become pleasurable and easy for some students or displacing and complicated for others. Some will employ reading as a learning opportunity while others avoid it because they find it complex and they struggle at it (Wallace, 2007).

Reading is a skill that must be learned. Yet the process of learning to read become pleasurable and easy for some students or displacing and complicated for others. Some will employ reading as a learning opportunity while others avoid it because they find it complex and they struggle at it (Wallace, 2007). Reading is a number of interactive processes between the reader and the text, in which readers use their knowledge to build, to create, and to construct meaning.

Reading is a multi-factor, complex process which involves word recognition and comprehension. As reading is a meaning constructing activity, readers need to utilize their linguistic, cognitive, and socio cultural resources when they interpret written text. (Delbridge, 2008). Reading is most in need of self-regulation because it challenges students to co-ordinate multiple types of information. (eg-about a topic ,reading tasks, what learning entails in a given subject area; and to plan and manage use of multiple strategies(Burke,2001; Irwin,2005;Williams,1992)

Research has shown that good readers use various meta- cognitive strategies to monitor and overcome reading problems.(Mayer ,1996). If readers know when and how to apply the Meta cognitive strategies, they can easily construct meanings from the text. That is the students should ask themselves how, why, when, where and with whom they were learning this skills. Answers for these questions depend on their motivational beliefs (Eccles&Wigfield, 2002). In brief the assumptions the ability of

reading can force students for reading achievement. It is clear that a student who uses the skills that contribute for reading always achieve in reading.

Reading remains one of the most important ways to connect with people and to make sense of the world. As societies are becoming more complex, literacy and reading are involved in many daily activities. In the journey to become “a lifelong reader who can engage with text for information, knowledge, aesthetics, and enjoyment” (Pearson, 2015, p. 8), reading competence is an essential and necessary skill (De Naeghel, Van Keer, Vansteenkiste, &Rosseel, 2012). The ability to read determines future career opportunities and is crucial for academic achievement (Chhabra&McCardle, 2004).

Learners cannot move through their school careers without interacting regularly with a variety of texts, such as prescribed text books, additional reading material and assignments. In addition, children can access information not only through printed text, but also via visual and audio media, and increasingly in digital format via mobile phones. Research indicates that the amount, frequency and breadth of learner reading activity affect various aspects of performance (Guthrie, Wigfield, M. 1999,Wigfield& Guthrie, 1997, p. 420). Learners who are willing and able to engage in these literacy-based activities (especially reading), has an advantage.

## **2.2. Interaction**

Reading is further defined as the interaction that occurs between the reader and the text where by the reader constructs based artily on the knowledge drown from the text and partly from the existing knowledge that the reader has. As Grab (1991) the interactive reading processes involve an array of low-level rapid, automatic identification skills and an array of higher level comprehension/interpretation skills.

## **2.3. Reading Process**

In trying to define reading as a process, Grab (2009) identifies two basic process of which the first one is called the lower-level processes including word recognition ,syntactic parsing and meaning encoding as propositions and the second one is called higher-level processing ,including text model formation, situation-model building, inference executive-control processing, strategic processing.

## **2.4. Reading interest**

Through reading, one has access a wide range of knowledge found in various reading materials like academic books, magazines, newspapers and journals. One who does not know how to read or does not like to read will likely be archaic as he or she fails to be benefit from the opportunity to gain access to the wide range of knowledge. Esker (2002) stated that by reading, one learns to read and becomes better at reading. According to McCool (2007), reading interest is defined as reading which is done when students are outside the school compound. Besides reading interest is also defined by the number of books read in a month and the number of times students read in a week and types of English reading materials (a study students reading interest, 2013).

## **2.5. Reading style**

(Grellet,cited in Ekmekci,1994) states that readers adopt different strategies depending on their purpose. According to the researchers there are four styles. These are: Skimming, scanning, intensive and extensive reading

### **2.5.1. Skimming**

Skimming reading is reading to confirm expectations .an activity in which the reader's eyes run over a text quickly to get a general idea. Skimming is used to quickly gather the most important information (Haiprasad, 2004).

### **2.5.2. Scanning**

Scanning involves reading quickly and selectively to find for a specific information in a given text. When scanning, readers only try to identify specific information and often they do not even follow the linearity of the passage to do so. They simply let their eyes wander over the text until they find what they are looking for (Harmer, 1991).Hairprasad (20 04) scanning refers to reading for specific information, while searching for the time of departure of a particular train.

### **2.5.3. Intensive Reading**

Intensive reading is used on shorter texts in order to extract specific information. Haiprasad (2004).It includes very close accurate reading for detail. Ur and weir (1998) the purpose of intensive reading is to show information on predetermined topics. According to Burton (2004) involves intensive reading for the purpose of the

language or a particular language skill. In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects lexical, syntactic or discourse system of the second language, or to provide the bases for targeted reading strategy practice (Alyouset, 2005).

#### **2.5.4. Extensive Reading**

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well, as business books thus satisfies a very important condition of language acquisition, and that is massive exposure to comprehensible language (Burtons, 2004)

### **2.6. Stages of Reading**

#### **2.6.1. Pre-Reading**

Pre-reading is introducing students a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata. Previewing a text with students should arouse their interest and help them approach the text in a more meaning full and purpose full manner as the discussion compels them to think about the situation or points rose in a text (journal of language and linguistic study vol,5)

#### **2.6.2. While Reading**

While reading (during, through reading) exercises help students develop reading strategies, impart their control of the foreign language, and decode problematic text passages .the practice exercises include guessing word meanings by using context clues, word formation clues, or cognate practice, considering syntax and sentences structure by noting the grammatical functions of unknown words, analyzing reference words, and predicting text content (ElifLeyalaToprak (2009).

#### **2.6.3. Post Reading**

After follow up, beyond reading exercises first check students' comprehension and then lead students to a deeper analysis of the text, when warranted. Because, the goal of most real world reading is not to memorize text content. But rather to see in to another mind or to mesh new information in to what one already knows, foreign language reading must beyond detail eliciting comprehension drills recognize that different strategies are appropriate with different text types (Celea Journal.Vol.29, No,4)

## **2.7. Effective reading instruction**

### **2.7.1. Decoding**

Decoding is the process of identifying the relationship between words and their spoken equivalents. The process of understanding the spoken words are composed of individual sounds and developing the ability to map these sounds on the written language are central to the development of decoding ability.

### **2.7.2. Comprehension**

#### **A. Definition of reading comprehension**

Refers to the extent to which individuals understand the meaning of texts that they have read. This involves not only understanding different words but the ways in which these words are organized in sentences and paragraphs to create meaning.

According to current theories of learning, to comprehend a text, individuals invent a model that helps them organize the information from a text in a way that makes sense to them and fits their prior knowledge. That course of action entails a dual cognitive process in which the reader builds relations (a) among the parts of the text, and (b) between the text and his or her prior knowledge and experience (King, 1994). Hence, to derive meaning from a text, readers rely on both text-driven and knowledge-driven processes (Goldman & Rakestraw, 2000).

This reliance implies that an active reader constructs meaning through the integration of existing and new knowledge, and the flexible use of strategies to foster, monitor, regulate, and maintain comprehension (Alexander & Jetton, 2000). Applying such strategic behavior in reading requires learners' intentional engagement in planned actions under their control (Alexander, Graham, & Harris, 1998; Snow, Corno, & Jackson, 1996). In sentences and paragraphs to create meaning

#### **B. The level of reading comprehension**

In constructing the meaning of a text, the students may engage in different types or levels of thinking. Three levels of comprehension are typically identified: literal, inferential, and critical.

##### **1. Literal comprehension**

At this level the reader or the students can understand information stated directly in the text, but it only surface understanding. Tests in this category are objective.

Common question used in this level of thinking are who, what, when, and where question.

## **2. Strategies of comprehension**

At this level the reader or the students should making inferences that bridge the information directly stated in the text with information that the reader already possesses. Tests in this category are subjective. Common questions asked are open-ended, thought provoking questions like why, what if, and how.

## **3. Critical Comprehension**

At this level the reader should evaluating the information in the text relative to what it means to the reader and relative to the intentions, expertise, and perspective of the author.

### **C. difficulties of reading comprehension**

Comprehension relies on mastery of decoding. Students who struggle to decode find it to understand and remember what has been read. Because their effort to understand the individual word, they tend to allocate so much attention to word identification and neglecting to construct the meaning. Signs of comprehension difficulty:

- 1) Confusion about the meaning of words and sentences.
- 2) Inability to connect ideas in a passage.
- 3) Omission of or glossing over detail.
- 4) Difficulty distinguishing significant information from minor details.
- 5) Lack of concentration during reading.

### **D. Strategies for reading comprehension**

Comprehension is the most important thing in reading. The teacher should provide appropriate strategies to teach students for faster and better comprehension. There are some comprehension strategies, those are:

- 1) Activating background knowledge.
- 2) Pre-teaching critical vocabulary and concepts.
- 3) Generating question.
- 4) Monitoring comprehension.
- 5) Clarifying.
- 6) Using graphic organizers.
- 7) Finding main ideas.



- 8) Summarizing.
- 9) Using text structure

## **2.8. The role of reading in learning**

Reading plays an inevitably important role in comprehending text and using foreign language appropriately and fluently. As Williams (1983) suggests some answers for

- Learners can have further practice in the language that they have learning.
- Learners can practice language in order to reuse it in other skills such as speaking and writing.
- Learners can learn how to get benefit from the texts to extract the information.

Researchers consider that suggestion on point one and two are the most important purposes in reading as they are the ways to encourage the learners to be involved in the language

## **2.9. Recognizing unfamiliar words by contextual guessing**

Studies of young readers report that when they encounter an unknown word, they often substitute a word that makes sense in the text they have read up to that point. This strategy indicates that these readers have an expectation of what they will read next based on what they read just prior to encountering the unknown word. The process of predicting the identity of an unknown word by using the meaning of what has been read so far is called contextual guessing. Because it produces the correct pronunciation only 25 to 30 percent of the time (Nicholson, 1991), contextual guessing is not adequate as the sole basis for identifying unknown words in skilled reading.

Although contextual guessing is the least reliable method for identifying unknown words, it can play an important role in supporting the skilled reader's use of the other four methods of recognizing unfamiliar words. In Reading Ability, an interactive model of skilled reading in which the other methods provide confirmation for the word identification made through sight reading.

For example, when a reader identifies a word by sight context clues may be used to confirm its pronunciation. In other words, a skilled reader will confirm that the identified word makes sense in the sentence. Such confirmation can ensure accuracy and provide efficient self-monitoring and auto-correction of errors that could erode comprehension.

## **2.10. Ability of male and female in language skills**

Male and female have different ability. They may not have equal ability. There is some ability that only superior by one of them. Generally females are superior in some aspects such as vocabulary, found an idea, and making relation. Besides that, females outperform males on several verbal reasoning, verbal fluency, comprehension and understanding logical relation.

## **2.11. Concept of attitude**

The concept of attitude is an issue that is often studied in educational environment. According to Eagly and Chiken quoted by Ni and Dariush (2014:288) attitude is “a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor”. They also point out that is acquired and has an effect on the selection of behavior. Based on these definitions, attitude can be defined as a cognitive manner that has emotional and sentimental side and person’s decision regarding doing something or not.

According to Masarogullan and kocakgol as quoted by Gokham (2011) concept of attitude is made of three components which are affective (feelings, emotions), cognitive (personal, evaluative beliefs) and behavioral. The first one is the emotional that is made of emotional reactions towards the attitude. The second one is cognitive component that is made of ideas and believes that the individual has about the attitude object. The third one is behavioral component that involves behaviors towards attitude.

It is studied that positive attitude facilitate learning. If the learner is reluctant to learn or he/she does not have a positive attitude, he/she does not produce any result. Language learning is affected by the attitude and motivation. As Elko (2005) stated motivated and de motivated students have different perceptions of their class, teacher and curriculum. Their perceptions are responsible for their attitudes. An individual’s perception of the class, perception of the teacher, peer group, syllabus for future needs affect his/her attitude to language learning.

### **2.11.1. Attitudes toward Reading skills**

Attitudes refer to the psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor (day and Bamford, cited by

fatma (2011:208). Perception refer to what a person believes reading a given phenomenon. Attitudes seem to be generated by perceptions since attitudes appear to be a reaction based on how one perceives a phenomenon.

Attitudes are emphasized heavily in studies of reading. Sainsbury (2004) stresses that reading education has two fundamental objectives. Developing reading skills and positive attitudes toward reading. Studies of reading should emphasize attitudes, since attitude towards reading skill is a variable that predicts academic achievement (Elko, 2005). Reading attitude is an important factor that affects students reading achievement and in-class reading activities and determines whether they will become independent readers or not (Mohamed, 2012).

As Fatma cited Meissner and Yun(2011), reading ability is the act of thinking and constructing meaning before during and after reading by integrating the information presented by the other with the readers 'background knowledge. Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinks about all of this information until it is understood. When students determine a purpose for reading and incorporate reading with their former experiences, they increase their reading success.

Effective readers are aware of their own thinking processes, and they make conscious decisions to use different comprehension strategies as they read, especially when they detect problems in understanding what they are reading.(Fatma,2011:291).Thus ,developing a positive reading attitude can be effective on the students 'development towards becoming good reader.

Studies indicated that attitudes facilitate a performance related to any situation. Attitudes also help recurrence of personal experience Gokham, (1012) maintained that "education have been interested in attitudes because of their possible impact on learning and while attitudes have not been convincing linked to achievement, they have been long considered an important outcome of education."

The effect of attitudes on reading has been an important topic of debate just as much as the effect of attitudes on education. Numerous studies have established that positive attitude towards reading have an effect on reading education. As Fatma(2011) stated, many studies reveled that students with positive attitudes towards reading tend

to become successful readers. However, Mathewson (2004) provocatively proposes that measuring attitudes seems irrelevant in research as it takes a greater influence to achieve reading behavior than simply positive/negative attitudes per se. This greater influence is the intention to read/continue to read. He argues that students can have positive attitudes, but without the intention to read/continue to reading, they will not engage in leisure reading.

It is possible that a bi-directional relationship may exist between affect and reading ability in that attitudes to extensive reading may indirectly reflect a student's reading ability. It seems that attitudes and perceptions influence individual life experiences. This suggests that reading is an individualistic experience that seems to be shaped by one's attitudes; it seems that so-called negative attitudes to reading affect students' desire to read during their leisure time, with the sad consequence that their reading ability deteriorates with time (Elko,2005).The lower the reading ability is, the lower the desire to read. The effect is that over time, reading ability is weakened. The point is that the less extensive reading one does, the fewer the benefits in terms of reading skills and ability.

The common theme emerging from above points is of the direct relevance to the current study. One such theme is that reading attitude is an acquired predisposition; it is shaped by readers' Individual experiences. Therefore, we can expect reading instruction to influence readers' attitudes. Another is that attitude one of the factors that influences the decision to read. We can expect that good reading instruction can foster a positive attitude, and then it can further enhance learners' reading achievement thereby.

## **2.12. Meta cognitive strategy in reading**

According to Chamot and O'Mally (1996), Meta cognitive strategies refer to strategies that students use to plan, monitor and evaluate their learning goals and processes. Strategies that are used to monitor or regulate cognitive strategies are called Meta cognitive strategies. Meta cognitive strategies involve thinking about the learning process, planning for learning, monitoring of comprehension while it is taking place, self-evaluation of learning after the language activity is completed (Skehan, 1993).According to O'Malley and Chamot (1990), Meta cognitive strategies

refer to ‘higher order executive skills that may entail planning for monitoring or evaluating the success of a learning activity.’

O’Malley and Chamot (1990) point out that Meta cognitive strategy are higher order executive skills which involve knowledge about cognitive processes, regulation of cognition, self-management, planning for learning, monitoring and self-evaluating after the learning activities have been completed. Oxford (1990) considers Meta cognitive strategies as ‘actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process.’ She describes that Meta cognitive strategies are essential for successful language learning. Meta cognitive strategies such as organizing, setting goals, considering the purpose and planning for a language task help learners to arrange and/or plan their language learning in an efficient way.

Oxford (1990) further describes that meta cognitive strategies refer to over viewing already known material, paying attention, finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, seeking practice opportunities, self-monitoring and self-evaluating .

According to Brown (1994), meta cognitive strategies include ‘checking the outcome of learning, planning one’s move, monitoring the effectiveness of any attempt education, testing, revising and evaluating one’s strategies for learning.’ Sheorey and Mokhtari (2001) on their part define Meta cognitive strategies for reading as ‘intentional, carefully planned techniques by which learners monitor or manage their reading. ’Meta cognitive awareness refers to one’s ability to understand, control and manipulate his/her own cognitive process to maximize learning. Meta cognitive strategy awareness entails readers’ knowledge of strategies for processing text, the ability to monitor comprehension and the ability to adjust strategies as it is needed. (Pressley, 2002).

This concept offers insight as to how learners manage their cognitive activities to achieve comprehension before, during and after reading. McNeil (1987) describes, “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.” He further states that a Meta cognitive process refers to

self-knowledge, task-knowledge and self-monitoring. On top of that, Zhang and Seepho (2013) assert 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 of comprehension has been achieved.

As to Alexander and Jetton (2000), Meta cognitive strategies are procedural, purposeful, effortful, essential and facilitative in nature. They recommend that readers need to be purposefully or intentionally informed to learn and use strategies so as to regulate and fascinate their learning and comprehension.

Many studies (e.g. Carrel, 1995; Wenden, 2001; Chamot, 2005) have studied the positive effect of utilizing Meta cognitive strategies in reading process. These studies assert the positive relationship between Meta cognitive strategies and reading comprehension. Wen's (2003) study on Meta cognition and reading also shows that when students face difficulties in reading comprehension; they tend to use some Meta cognitive strategies to cope with these difficulties.

Anderson (2002) also states that Meta cognitive strategies ignite one's thinking and can lead to higher and better performance. Students who use a wide range of Meta cognitive strategies perform better on examinations and complete work more efficiently. Learners who have a high level of Meta cognitive knowledge identify blocks of their learning as early as possible and devise tools or strategies to attain their goals.

Moreover, Oxford, Park-Oh, Ito and Sumrall (1993) assert that the use of appropriate language learning strategies often results in improved proficiency or accomplishment overall or in specific skills areas. 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 (Carrell, 1998; Anderson, 2002).

Pressley and Woloshyn (1995) hold that Meta cognitive information is so valuable, and it is one of the known characteristics of instructional models. These scholars

suggest that learners need to be instructed how to use Meta cognitive strategies in classrooms.

### **2.13. Cognitive strategy in reading**

Bouchard (2005) states that cognitive strategies are mental processes which are directly related to the processing of information, which are obtaining, storing, retrieving and using of information. Cognitive strategies are types of learning strategies in which learners use to learn more successfully. Predicting, summarizing, and guessing meaning from context, making inferences and using imagery for memorization are examples of cognitive strategies (Oxford, 1990). Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of a learning material itself (O'Malley & Chamot, 1990).

Studies conducted on L1 and L2 readings provide a binary division of cognitive strategies which are bottom-up and top-down approach.

#### **2.13.1. A Bottom Up approach**

Approach as just mentioned, the traditional approach to reading reflected a bottom up approach. In ancient times, scripts were very scarce. Scribes and holy men wrote down on parchment and papyrus, secret chants, prayers and recipes. In addition to this, the ignorance of people led them to believe that secret power and forces were stored in the words themselves. This attitude led people to believe in curses, spells and the like. One's name was thought to hold the key to one's essence and would not be told to many. The reader was seen as a medium through which the words in a text released themselves.

Michael (2003) described that prayers had to be recited in 'original' languages such as Geez, Sanskrit or Classical Arabic. Literary texts were almost worshipped and memorized recitals of a text were encouraged. The most prevalent traditional view on reading portrayed the task of reading as the extraction of a certain piece of information from a written text. Bottom-up, view of second language reading; that is, it was viewed primarily as a decoding process of reconstructing the author's intended meaning via recognizing the printed letters and words, and building up a meaning for a text from the smallest textual units at the "bottom"

This view demonstrates quite well that the sort of reading used to follow instructions in the assembling of a machine. In such instructions there can be only one correct interpretation of the written words. Visual information tended to be seen as the sole factor that influences reading, so various readers were expected to come up with identical interpretations of a given text. The reader was simply seen as a passive decoder and hence the expression of a ‘bottom up approach’, in which the meaning was in the bottom (text) and the top (reader) decoded it. Any variations in interpretations were seen as defects in decoding rather than legitimate differences.

Although the capacity to follow an argument in a text is an important skill of reading, the shortcomings of such an approach were evident in the reading of narratives, particularly poetry. This is because poetry tends to use many loaded words. Consequently, the fact that different readers came up with different responses that they could equally justify and rationalize led to the need to reassess the assumptions about and the approach to reading.

What the story or poem really meant – the right meaning – was what an authority claimed.” Day and Bamford (2000) state “Traditional approaches and classroom practices, with their focus on translating, answering comprehension questions, or practicing skills such as finding main ideas, tend to ignore the larger context of student attitudes towards reading and their motivation to read.” Urquhart and Weir (1998) prefer to call this a “text-driven” approach. They explain that different researchers divided up the reading process into letter and word identification, followed by the assigning of meaning through syntactic and semantic rules.

The fact that the whole process commences with the letters and words or the “text” leads them to argue that “text-driven” is more appropriate than “bottom-up”, which might have unpleasant associations with pubs. Whatever, title might be chosen, such a linear sequential description of components and process failed to deal with the complex reality of reading.

### **2.13.2. A Top down Approach**

With these approach researchers became highly interested in what went on ‘behind the eyes’. Much attention was paid to schemata, cultural familiarity and individuality. The capacity of readers to process texts through various skills was scrutinized. A top-



down approach by saying: The reader reconstructs meaning from written language by using the graph phonic, syntactic, and semantic systems of language, but he or she merely uses cues from these three levels of language to predict meaning, and, most important, confirms those predictions by relating them to his or her past experiences and knowledge of the language Mechael (2003).

Interestingly, the Ethiopian traditional church seems to have encountered difficulties with their students' short-term and long-term memory and developed a memory-enhancing drug from traditional plants and herbs. The reader is seen as an active, planning decision-making individual who co-ordinates a number of skills and strategies to facilitate comprehension the reader bring to the task a formidable array of information and ideas, attitudes and beliefs.”

For instance, simply reading about a wedding ceremony will bring to the mind of different readers the food, drinks and costumes that they are familiar with in their own culture. Infidelity and polygamous acts by characters in stories will also be viewed in light of the cultural norms of the reader. So each reader will be interpreting from the text in his/her own particular way. Urquhart and Weir (1998:) say, “In practice the term is used to refer to approaches in which the expectations of the reader play a crucial, even dominant, role in the processing of the text.”

A great deal of work had shown, quite conclusively, that while all readers use context, good readers are less dependent on it than poor ones. In fact, it has been shown that what distinguishes well from poor readers, at least among young populations, is the ability of the members of the first group to decode rapidly and accurately. ... In spite of this, as had been said above, the assertion by some that good readers use a bottom-up approach is only proven for word recognition. So if learners can develop this approach them able to achieve their reading.

Fortunately, it soon became clear that it was meaningless to concentrate on the reader alone at the expense of the text. Consequently, people like Elliot (1990) began stressing that a reader actually negotiates the meaning of a text through his interaction with it. So, for instance, on reading about a beautiful protagonist, an Ethiopian reader might think of a woman with honey-colored skin, almond-shaped eyes and jet black hair. Mechael, (2003). According to Michael females have a good reading approach which is top-down so they have good achievement in reading.

## **2.14. Strategy 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, Vout Wolters and Afflerbach (2006) state, "Meta cognitive instruction appears to enhance meta cognition and learning in a broad range of students "because students are encouraged to think about to comprehend a text and how they should do next.

For an effective Meta cognitive instruction, Veenman, Vout-Wolters andAfflerbach (2006) stress the importance of ensuring connectivity by embedding 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.

Strategy training is defined as the explicit teaching of how, when and why students should employ language-learning strategies to enhance their efforts at reading language program goals (Cohen, 1990). Assessing the need for strategy training, Cohen points out, "the ultimate goal of strategy training is to empower students by allowing them to take control of the language-learning process" (1990, p.70). He, thus, outlines three major objectives for strategy training: to develop the learners' own individualized strategy systems, to promote the learners' autonomy, self-direction and self-evaluation and to encourage learners to take more responsibility for their own language learning. Since these objectives emphasize on the process than the end product of learning, foreign and second language educators need effective, process-oriented and qualitative measures when they examine the success of strategy training.

Students are basically modeled and guided for particular strategies presented through contextual examples supporting how and when to use them. When the students are modeled, they are also explained why a particular strategy is being handled in a particular case, and how useful it is for their reading comprehension. Explicit instructions important for students' rationalization of the effective procedures. Therefore, they can recognize appropriate contexts for its uses, develop criteria for

evaluating their strategy use, and regulate themselves and their reading process (Hartman, 2001).

This suggests that strategy based instruction should be researched (Pressley, 2002). Strategy based instruction creates an opportunity to students to understand not only what they can learning the classroom, but also how they can learn the language they are studying. Studies conducted 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 improved (Baker & Brown, 1984)

## **2.15. Reading achievement**

It is believed that reading may be the most important acquired skills for any given person and directly impacts all other achievements. (Wallace,2009).Reading gains have been a continuous goal for educators and are often used as a means to determine students' success. Reading achievement often service as a predictor of future academic success.

### **2.15.1. Reading instruction to enhance reading achievement**

In order to read in a second language students need the guidance of their teachers. In fact Julian (2009) pointed out that there is plenty of work for the language teacher to do; for instance, she/he could make use of appropriate texts and activities that focus the learner's attention on the text its self. Julian also stressed the fact that learners should be given techniques so that they develop reading skills .Thus, the teachers' job signifies providing learners with the applicable tools in their potential reading situations out of the classroom. The teacher needs to be a reading guide in the learners' process of becoming thriving independent readers.

Applegate, A. cited by Erin's.(2009) stated the process of reading is extremely complex and involves cognitive skills, but it is important for teacher to realize that there is an effective component involved –attitudes. Harris and spay cited by Michael Daniel (2003) argue “a successful reading program must not only develop children who can read but also children who do read”. For students to have the desire to read, they must have a favorable attitude toward reading. They also suggest, “Even for the fluent reader, poor attitude may occasion a choice not to read when other options exist, a condition now generally known as literacy”.(2003:13).

Recent research asserts that reading attitude is seen as part of the broader topic motivation to read. Not only is it important for readers to read more, but to accelerate reading in struggling readers, it is necessary for them to read interesting texts of their choice (Elizabeth, 2013). When engaged in reading texts of their choice, students develop the sense of enjoyment of reading and their reading level and fluency are consequently improved. Motivation to read is key to increase reading skills for struggling readers. Lazars and Callahan (2002) assert “reading attitude fulfills a pivotal role in the development and of lifelong reading skills”.

The implementation of reading models in the classroom has the ability to affect student reading attitudes. It is important that students are able to develop an appreciation for reading through experiences in instruction and classroom. This will encourage students to read often and by choice.

The only way for students to improve their reading ability is to read each and every day while being an active part of the process of reading. According to leaders in literacy education Irene Founts and Gay Pinnell cited by Andejs Geske (2008) believe that reading instruction which fosters the love and enjoyment of reading will result in students meeting high expectations set by the state and teachers will see increased level of achievement in their classrooms.

### **2.15.2. Reading Attitude and reading achievement**

As Sharon quoted Michaelowa and Wechtler (2012), student’s achievement is central focus for education across the world. Teachers everywhere have students in class who struggle academically. Reading fluently and accurately is vital to completing everyday activities successfully, such as following the steps in a recipe or choosing items from a restaurant menu, and is the foundation of all other academic content areas.

The development of positive attitude toward reading in children produce, adults who continue to engage in sustained reading throughout their life (Fatma 2012). Even if the relationship between attitudes toward reading and achievement has been well established, the causal relationship between these constructs remains unclear (Alexander & Filler, McKenna & Kear, cited by Sharon in Nardos Hailu (2016)). Reading attitudes develop through repeated success or failure with reading activities. Students with well-developed reading skills are likely to have positive attitudes toward reading,

while students with poor reading skill often have overcome negative reading attitudes to improve their reading skills.

Here, achievement and attitude in reading do not appear to reflect a simple association, but instead are influenced by a set of direct and indirect factors. Such that attitudes, achievement and reading experiences appear to mutually reinforce one another with a bi-directional influence. However, it may only be after repeated failure that attitude and achievement become more closely linked(Sharon,2012).Despite the controversy regarding the direction of causality, empirical findings to show that successful readers normally possess more positive reading attitudes than poor readers.

### **2.15.3. Importance of students' attitude towards reading achievement**

Reading attitude is how the student feels about what they read, and the desire a student has for reading a book at a leisure time. Researchers constantly maintain that reading instructions that emphasize active, learner-centered approaches prove to be effective. According to AjzenFishbein theory of reasoned action as quoted by Nima and Dariush(2014) “attitudes are a functions of believes”.

Based on this theory, believing that performing a task will result in mainly positive outcomes results in taking a favorable attitude towards the task. On the other hand, mistrust of the success of performing a task will lead to taking an unfavorable attitude.

Therefore, if students believe that for example, teachers' teaching method will have a significant effect on their reading comprehension, then this method will be their benefit. Attitudes, once formed, can shape the way students think, understand, feel and behave. “Attitudes and believes are a subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive a person's actions”(Richardson, as cited in Nima and Dariush (2014). Thus, the evaluation of students' attitude may provide new insights into the way hinder or facilitate learning skills.

### **2.16. Ability of male and female in language skills**

Male and female have different ability. They may not have equal ability. There is some ability that only superior by one of them. Generally females are superior in

some aspects such as vocabulary, found an idea, and making relation. Besides that, females outperform males on several verbal reasoning, verbal fluency, comprehension and understanding logical relation.

### **2.17. Gender differences and reading motivation.**

Gender refers to the social characteristics of people which are commonly associated with being male or female. Millard (cited 2015). Differences in the learner's gender identity often lead to differences in intellectual activities including reading. The characteristics associated with being male or female provide a better predictor of the learners reading skill or motivation to read. From an early age, reading has been recognized as an activity more closely associated with females than males. Millard (1997)

Learner's motivation to read is an area where constituent and substantial gender differences are found. The learner's success in the reading skill is associated with their motivation to read because it is regarded as an activity requiring deep involvement on the part of the readers. S (YodollahaHossiene, 2005).

### **2.18. Reading achievement between male and female students.**

According to the reading skills, girls are better readers and consequently are more likely to score higher in reading test compared to their male peers. (Logan&Johonston, 2009) states that this difference may be explained, among others, by gender developmental differences. Psychologically (Below et al, 2010; Logan&johonston, 2010) environmental and cultural factors also such as family support and socioeconomic states also appear to influence gender differences in regards to reading achievement.

### **2.19. Mother tongue effect on second language reading achievement**

The comparison of literacy acquisition of students (grave, 2009) learning to read in their first or native language with students learning to reading a second language. (Verhoven, 1990) states that students learning to read in second language are not as efficient as students learning to read in their native language. Verhoven also found that students learning to read in a second language had lower achievement in reading comprehension than students learning to read in their native language.

## **2.20. Activities for reading achievement**

Reading remains one of the most important ways to connect with people and to make sense of the world. As societies are becoming more complex, literacy and reading are involved in many daily activities. In the journey to become “a lifelong reader who can engage with text for information, knowledge, aesthetics, and enjoyment” (Pearson, 2015,), reading competence is an essential and necessary skill (De Naeghel, Van Keer, Vansteenkiste, &Rosseel, 2012,).

The ability to read determines future career opportunities and is crucial for academic achievement (Chhabra&McCardle, 2004,).

Learners cannot move through their school careers without interacting regularly with a variety of texts, such as prescribed text books, additional reading material and assignments. In addition, children can access information not only through printed text, but also via visual and audio media, and increasingly in digital format via mobile phones.

Research indicates that the amount, frequency and breadth of learner reading activity affect various aspects of performance (Guthrie, Wigfield, M. 1999)Learners who are willing and able to engage in these literacy-based activities (especially reading), has an advantage.

Reading gains have been a continual goal for educators and are often used as a means to determine student success. Reading achievement often serves as a predictor of future academic success. Thus, providing students with essential instruction and working to bridge the gap between achievement and potential is key. With the understanding that reading success predicts future academic success, it is teacher’s responsibility to develop research based best strategies to ensure student success.(Ambachew,2003)

## **2.21. The Role of Reading in English in Ethiopia**

Because Ethiopia is a ‘dual circle’ user of English, students need to be proficient at reading English to succeed properly in education. Starting from secondary school, where English becomes the medium of instruction, most reference books are written only in English.

As a result, English is the language, which provides access to knowledge. Although problems in listening could be and are overcome by teachers through the use of

Amharic or other local languages during classroom lectures, students are forced to rely on their own skills without assistance, when it comes to reading books. It has been pointed out (NOE, 2001) that most educational assessment conducted by UNESCO in African countries include a focus on reading as it is known that good reading skills, are a key factor for learning in other areas.

Crystal (1997) makes a convincing case for the use of English by pointing out its unrivalled role as the global language for international relations, international news, travel, safety, education and communications. Obviously, Ethiopian students want to be in touch with the latest thinking and research, and developing proficient reading skills is their best way to do this. This is especially true in Ethiopia, where in remote places lacking electricity and modern facilities, only printed material is readily available for the students.

Nevertheless, most Ethiopian students do not master reading adequately. Instead they end up with fascinating skills of memorization and recall, whereby they memorize whole books and simply regurgitate the contents on demand. This lack of sufficient comprehension, evaluation and synthesis has repercussions for the whole educational system.

A particular case that illustrates this was a second year teacher trainee who memorized a thirty-two page handout and reproduced it in a final examination including all the typographical mistakes in the original.

The fact that this trainee went on to graduate top of his batch and was awarded the gold medal is a clear indication that the whole system encourages such an approach to reading. Study skill courses, which equip students with reading, note-taking and other skills to cope with their academic courses, are a common feature of a lot of preparatory course for foreign students joining institutions of learning in England. (Ambachew, 2003)

Unfortunately, Ethiopian students are never consciously equipped with such skills. Starting from Grade One, they are taught English as a language course and this continues until the end of their education, without any obvious preparations for the switch to English as a medium of instruction after the second cycle of primary education. Starting from Grade Nine all textbooks (except Ethiopian language ones) and reference books found in the libraries are written only in English. Students are



expected to cover a lot of content in the subject areas in English, but have not been trained adequately in reading skills.

Reading is given equal coverage to all the other language skills, despite the fact that it is the fundamental skill that they require to be successful in their secondary education. Reading in English has the most pivotal role in secondary education, yet students are not trained to read effectively. Instead of being encouraged to understand and generate new ideas from what they have understood, they are simply taught to repeat almost verbatim ideas from the text. Students therefore mostly develop amazing skills of simply recall and lack other skills like synthesis and appreciation.

Unfortunately, the inclusion of extensive reading passages in the English textbooks have only recently taken place. Previous textbooks had factual passages with comprehension questions that only demanded regurgitation of facts from the passage. The new extensive reading sections allow the students to read for pleasure, yet even these passages tend to be skipped by teachers anxious to cover the textbooks by the end of the semester. (Ambacew, 2003)

## **CHAPTER THREE**

### **METHODOLOGY OF THE STUDY**

#### **3.1. Introduction**

This chapter describes the methodologies which were used to carry out this study. Thus, in this chapter, the research design, study population, sampling techniques, data collection instruments and procedures and, methods of data analysis were discussed in detail on the basis the research questions identified earlier.

#### **3.2. Research Design**

The main objective of this study was to compare the reading comprehension achievements between male and female students. Quasi-experimental research design was used in the study. Quasi-experimental design was chosen in this study in order to collect data from existing groups, because it is not practical to control all the key factors. Male group and female group assigned comprehension method. Of this group 51 male students and 44 female grade 11 students were involved from Algie preparatory school. The participants of the study in sum 95 grade 11 students. 20 male students and 20 female students were assigned for control groups. 24 male and 24 female students were assigned for experimental group. 7 males were not in the class during the test. So, the number of students became 88. A pre-test before treatment that is independent variable reading comprehension based instruction and a post test of reading comprehension were given for both groups to compare their results and find out their differences.

#### **3.3. Participants**

The population was all grade 11 students total of 95 students. The number of students became 88 because of absentees. Through them 40 students assigned for control group and 48 for experimental. The sample was divided in equal number in control group and experimental group. The experimental group was 24 male and 24 female students were assigned. For control group 20 male and 20 female students assigned.

### **3.4. Sample Size and Sampling Techniques**

#### **3.4.1. Sample Size**

The total numbers of grade 11 students who were learning at Algie preparatory school in 2018-2019 academic year enrolled students were 95 ( whom 51 male and 44 female). Therefore, all grade 11 students who were learning at Algie preparatory School in 2018-2019 academic years were taken as a target group of this study.

#### **3.4.2. Sampling Techniques**

The sampling technique the researcher used to conduct this study were comprehension sampling technique. Because all female and male students of grade 11 students who were learning at Algie preparatory school in 2018-2019 academic year, all grade 11 students who were about 95 were selected as sample using comprehension sampling. From 51 male students 7 of them dropped out of the school Therefore the number of male students became 44. From the total number of male students 20 of them assigned for control group and 24 for experimental. From 44 female students 20 of them for control group and 24 of them for experimental group assigned.

### **3.5. Data Collection Instruments**

Reading comprehension test, which were extracted by the researcher from students text book were used to measure the reading performances of students during pre-test and post-test. Moreover, the researchers looked the content of reading comprehension, types and structures of items in the reading comprehension tests to avoid vague, ambiguous and fuzzy ideas and concepts, thereby increasing the reliability of reading comprehension tests. In addition, the mood of the participants when taking the test and the temperature in the room was taken into account in administering the reading comprehension tests.

The questions used in the pre-test and post-test were objective types which has ten questions which aimed at measuring strategies such as comprehending and predicting. The post test was given for both experimental and control groups. It was given after the experimental had been thought the reading strategies. The tests in post-test was objective as the pre-test.

During the intervention phase both gender were exposed to the reading strategies training based on the CALLA (Chamot and O'mally, 1994) language learning model.

The model contains five stages such as preparation, presentation, practice, self-evaluation and expansion.

The preparation phase focused on explanation and modeling the learning strategies.

In the presentation phase students were helped to identify the strategy they were already using.. The students had explained the characteristics, usefulness and application of the strategies, and they were thought examples and illustrations through reading tasks. In the practice phase the students were given an opportunity to practice with authentic reading task. On the other hand, in the self-evaluation stage, the students were given opportunities to reflect on and evaluate their success or failure in their reading task. Lastly, in the expansion phase, students were encouraged to transfer the strategies that they found most effective to new context and to develop their own individual combinations and interpretations.

### **3.5.1. Data collection procedure**

The study consisted three main phases which are (1) pre-test, (2) intervention (3) post-test. Before the intervention was given, both groups had been given a pre-test so as to assess their prior knowledge of reading comprehension. In the pre-test stage the students were informed to give their appropriate responses without any fear and negative consequences, and one of the researcher assistance facilitated the classroom environment to be comfortable during the test. The control group was taught by one master who act as the research assistants in school using conventional method the reading comprehension strategy.

Then, the pre-test score of the groups were marked by the researcher. Next, the students in both genders attended the training- eight weeks for two periods per week. During this time, the students received instruction based format. The instruction focused on five stages which were preparation, presentation practice, self-evaluation and expansion. In these stages the subjects were exposed to variety of reading strategies that enable them to comprehend texts.

After the training had been given for both gender for eight weeks, the some reading comprehension post-test was given to both genders. Finally, the data gathered using pre-test and post-test was analyzed statistically using the Statistical Packages for the Social Sciences (SPSS) version 20 was used.

### **3.5.2. Validity and reliability**

To insure validity, the reading comprehension test was given to appropriate experts for their comment. Moreover the researcher looked the content of reading comprehension, types and structures of items in the reading comprehension test to avoid vague, ambiguous and fuzzy ideas and concepts, thereby increasing the reliability of reading comprehension tests. In addition the moods of participants, when taking the test and the temperature in the room were taken in to account in administering the reading comprehension test.

### **3.6. Method of data analyses**

Descriptive statistics which are means and standard deviation have been used to analyses the collected data. Independent sample t-test has been used to measure mean differences of the reading comprehension of the two genders after intervention. The statistical package (SPSS) version 23 was used.

### **3.7. Ethical consideration**

To get access to the research sites, a letter of cooperation was written to the concerned administrative bodies in the research areas from research and Post graduate coordinating office of College of Social Sciences and Humanities, Jimma University. Furthermore, the purpose and objectives of the study were explained to the participants of the study to get their informed consent. Moreover the participants of the study were requested to give their answers for the questions. They were also informed to withdraw from participating in the study for any reason without fear of any negative consequences.

## CHAPTER FOUR

### Results and discussion

#### 4.1. Introduction

This section presents the results and discussion of the study. The data gained from pre-test and post-test have been presented, analyzed and interpreted in the section.

##### 4.1.1. Results

The 1<sup>st</sup> specific objective of this research was to find out the difference between male and female students in reading comprehension achievement at Algie preparatory school grade 11 in focus. To this end pre-test and post-test reading comprehension achievement tests were used as data gathering instruments. Students' reading comprehension achievement in the pre-and post-tests were computed using independent samples t-test.

**Table 4.1: Statistical Analysis of the Pre-test for male and female control group**

Pretest	N	Mean	SD	Mean difference	T	Df	Sig (2-tailed)
Male	20	5.7000	.80131	0.800	3.325	38	.002*
Female	20	4.9000	.71818				

Sig .p<0.05\*

As indicated in Table 1 above, there is a significant difference in scores of male and female reading comprehension achievement. Achievement of male students Mean=5.7000, SD=.801 and the Female students, Mean= 4.900, SD= 0.718; t =3.325, p=0.002 (two-tailed). The mean difference in male and female reading comprehension achievement is 0.800, which is large. This shows that there is a difference in terms of student's reading achievement between male and female students before intervention. Male students outperform their counterpart of female students. (pre -test result under control group).

**Table.4.2: Statistical Analysis of the Pre-test for male and female experimental group**

Pretest	N	Mean	SD	Mean difference	T	Df	Sig (2-tailed)
Male	24	6.6250	.92372	1.625	6.397	46	.000
Female	24	5.0000	.83406				

Table 2 above independent t-test, shows as there is a significant difference in scores of male and female reading achievement. Achievement of male students Mean =6.625, SD=0.923, and female students, Mean= 5.00, SD=0.834;  $t =1.625$ ,  $p=0.000$  (two-tailed). The mean difference in male and female reading achievement is 1.625, which is large. This shows there is a different in terms of student's reading achievement between male and female students under experimental group before intervention. Male students out perform their counter part of female students.

**Table 4.3: Statistical Analysis of the Post-test for male and female students for control group**

Post-test	N	Mean	SD	Mean difference	T	Df	Sig (2-tailed)
Male	20	6.150	.812	0.350	1.463	38	.152
Female	20	5.800	.695				

As indicated in table 3 above, there is a no significant difference in scores of male and female reading achievement. Achievement of male students Mean=6.150, SD=0.812 and the female students, Mean= 5.800, SD=0.695;  $t =1.463$ ,  $p=0.152$  (two-tailed). The mean difference in male and female reading achievement is 0.350, which is small. This shows there is no different in terms of student's reading achievement between male and female students under control group after intervention.

**Table.4.4: Statistical Analysis of the Post-test for male and female students of experimental group**

Post-test	N	Mean	SD	Mean difference	T	Df	Sig (2-tailed)
Male	24	8.000	.932	2.541	6.480	46	.000
Female	24	6.541	.588				

Table 4 above indicates that there is a significant difference in scores of male and female reading comprehension achievement. Achievement of male students Mean =8.000, SD=0.932, and Female students, Mean= 6.541, SD=0.588;  $t =6.480$ ,  $p=0.000$  (two-tailed). The mean difference in male and female reading achievement is 2.541, which is very large. This shows there is a great different in terms of student's reading comprehension achievement between male and female students under experimental group after intervention. Male students score higher than female students.

The 2<sup>nd</sup> specific objective of this research was to examine the effect size of difference in reading comprehension achievement after training the reading comprehension strategies. To this end pre-test and post-test students reading achievement tests were used as data gathering instruments. Students' reading achievement in the pre-and post-tests were computed using independent samples t-test. The effect size of the intervention was calculated as follows:

**Table 4.5: Independent t-test for male and female students' pre-test and post-test control and experimental group**

Pre-test	gender	N	Mean	SD	Mean difference	T	DF	Sig(2-tailed)
Control group	M	20	5.700	.80131	0.800	3.325	38	.002
	F	20	4.9000	.71818				
Experimental group	M	24	6.625	.92372	1.625	6.397	46	.000
	F	24	5.0000	.83406				
Post test	gender	N	Mean	SD	Mean difference	T	Df	Sig (2-tailed)
Control group	M	20	6.150	.812	0.350	1.463	38	.000
	F	20	5.800	.695				
Treatment group	M	24	8.00	.932	2.541	6.480	46	.000
	F	24	6.541	.588				

Table 5 above shows the interaction effect of gender on students' reading comprehension achievement. It shows that male students who were exposed to reflective teaching had a post-test mean reading comprehension achievement score of Mean 8.00 with a standard deviation of .932 against their pretest reading comprehension mean achievement score of mean=6.6250 with standard deviation of .92372 while the male students who were exposed to conventional method had a post-test mean reading comprehension achievement score of 6.150 with a standard deviation of .812 against their pre-test reading comprehension mean achievement score of 5.700 with standard deviation of .80131.

Female students who were exposed to reflective teaching had a post-test mean reading comprehension achievement score of 6.541 with a standard deviation of .588



against their pre-test reading comprehension mean achievement score of 4.900 with standard deviation of .71818 while the female students who were exposed to conventional method had a post-test mean reading comprehension achievement score of 5.800 with a standard deviation of .695 against their pre-test reading comprehension mean achievement score of 5.00 with standard deviation of .83406.

Invariably, both male in the control group and experimental group out perform their counter parts of female students. Reflective teaching had higher post-test mean reading comprehension achievement scores than the male and female students of the control group.

This supported that student achievement of the control group had some difference after intervention. On the contrary, the mean scores that the experimental group (Mean difference = 2.541 was significantly different ( $t=6, 480, df =46, p =.000$ ). Achievement in the experiment group increased after the experiment. This implies that there is significant difference in reading achievement after training the reading comprehension strategies at Algie preparatory school grade 11 in focus. Male students out perform their counter parts female students.

#### **4.1.2. Discussion**

The researcher conducted research by giving a test to the participants, while the test is assessing them to answer the questions of the reading comprehension in form of objective test. Then, the researcher scored their point to be analyzed. Then the researcher analyzed the reading comprehension test score by using statistical form, comparative study. In comparing the scores of both groups, that is male and female students the researcher applied the formula of independent t-test theory.

Biological research reported in recent articles in the popular press is increasingly shedding light on neurological and hormonal differences in the brains of males and females. For example, women have more nerve cells in the left hemisphere of the brain where language is centered (Legato, 2005a), and have a richer connection between the two sides of the brain (Tyre, 2005). Women seem to use more of their brains to listen and to speak which may make activities essential to communication easier for them (Legato, 2005). Brain scan imagery performed by neuroscientists' shows that women utilize the same area of the brain as men to process language but, depending on the linguistic task, women often use both sides of the brain, and, given

identical assignments, women activate more areas in their brain than men do (Legato, 2005).

Reading is a process that requires effort on the readers' part if they want to understand what they are reading. A considerable amount of research has been devoted to understanding the processes that contribute to reading and reading achievement. Thus, this study was designed to compare reading achievement among male and female students. Accordingly, it was conducted to explore the processes by made the reading strategy intervention for the selected participants.

As explained in the background of study that some study found that there is difference achievement between male and female students in reading comprehension achievement. The researcher formulates two research problems in which all of need to be answered of this research. The researcher analyzed the reading comprehension score of both groups (male and female students by using t-test formula and committed hypothesis testing. After knowing the results, answers are:

There is difference achievement in reading comprehension between male and female students at Algie preparatory school grade 11 in 2019. It can proved by analyzing and knowing the means score of male students 8.00 and the mean score of female students 6.541 after treatment. The mean score 8.00 which is got by the male students higher than female students. This is because male students can use reading strategies more than female students. It shows that male students out perform their counter parts of female students. In short based on the description of the means scores and t-value above the researcher infer that there is deference achievement in reading comprehension between male and female students at this school which were learning in the indicated class.

In addition to this, a further examination of the literature also revealed that students in a foreign environment were found to have less exposure towards reading (Wharton, 2000), which was also found to be in line with the findings of this study however this study is different for it focuses in gender. But, the complete similarity between this study and that of Wharton, (2000) is that both studies are conducted on foreign language learners where the students learn English as a major subject.

When we look at the use of reading strategies, the finding of this study revealed that there is a statistically significant difference between male and female students' in their

use of reading strategies with the male students' having higher use of reading strategies than female students.

This finding, although Burg, 2006, as cited in Sun made (2005) had found that girls and boys differ in their use of reading strategies with girls typically having higher use of reading strategies, seems to agree with the findings of some researchers such as Cohen & Apex; Nikos (as cited in Oxford 1990). Their findings showed that there is a significance difference between male and female students with male students having higher use of reading strategies.

Similarly, the finding of this study revealed that male students were able to employ different reading strategies such as reviewing, guessing, note taking when practicing reading. As to Oxford (1990), when the students had difficulty of understanding the words that they do not know its meaning in English, contextual guessing is one of the reading strategies that enable students to arrive at the meaning of the word by making a contextual guess which again help them to comprehend and perform better.

In line with this, the opportunities for practice in strategy use should be incorporated into daily teaching, especially for EFL learners who may fail to use varieties of reading strategies. Thus, there is a need for providing learners with more opportunities to use a wide variety of strategies that are suitable to the various learning activities to raise learners' awareness of developing their strategic competence (Hedge, 2000).

Regarding reading achievement, the study conducted by Richardson (2008) reveals that female students performed better than the male students. The researcher suggests that the availability of female teachers might have been a determinant for female students' performance in reading achievements.

However, the study conducted by Maundy (2003)) reveals that male students performed better in their reading achievements than the female students. Similarly, regarding reading achievement, however his study was different in many things from this study; the study conducted by Randy (2004) reveals that female students in rural areas have performed better than their urban counterparts suggesting that these good performance or good reading achievement was attributed to many contributing factors such as having good, motivation, and use of strategies.

Teacher qualification and the teaching methodology used in schools and the schools facilities of which the findings of this study seemed to confirm some of his findings that good motivation and good use of strategies, might be highly related to good performance or good reading achievements as the male students were found to have good use of strategies than female students. As a result, the male students were also found better in their reading achievements than the female students which helped the researcher to conclude that good use of strategies, are highly related to good performance or good reading achievements

Furthermore, the implementation of teaching reading comprehension in the class room focusing on gender participation was not equal as the reading comprehension test.

Thus regarding reading activities provided for learners, the provided activities are the one that frequently encourage them to practice reading in English. This was found to be similar with the result obtained from intervention that the students tried to practice reading in English. Moreover, it was detected that the teacher tried to help and support students by providing reading activities.

Richards (2006) and Jones (2009) advocated that while engaging students in reading activities, teachers need to motivate students to read in English and should help and support them.

When students are given more opportunities and time to practice and work in reading activities, they develop reading skill, reading habit; develop use of variety of reading strategies (Jones, 2009).

Moreover, whether or not the activities enable them employ variety of reading strategies, the activities 'Rarely' enabled them to employ reading strategies. What we understand from this is that the students employed the strategies without being aware of it.

On top of this, provided reading activities are the one that let students practice and employ a wide variety of reading strategies so that learners can develop their reading proficiency, it was observed during intervention. Some of the provided activities were the one that do not let/encourage learners to participate and practice reading. it was noticed that the majority of the students were not given a chance to participate and

practice reading. Mainly female students keep silent and as a result the students do not employ a wide variety of reading strategies.

The provided activities were the one that encourage learners to participate actively and help them develop their reading skill, it was noticed that the activities were the one that encourage students to participate actively and equally help them develop their reading skill.

Furthermore, with regard to whether the activities provided are to the interest and level of the learners, it was noticed during the training, most of the activities provided were the one that include the interest and level of students.

Regarding training reading comprehension, if the teachers encourage or motivate learners by providing equal opportunities for students to participate in reading in English students can compete equally towards gender. it was observed that during training for this research when a teacher encourage both genders equally they participate without any fear.

Providing specific training in particular strategies to apply and offer practice in transferring strategies so that learners can practice and learn how to employ variety of reading strategies.

In relation to this, Nunan (2004) stated that in addition to the right approach, reading classes also require a variety of reading activities, variety of facilities, adequate training, and opportunities to participate and motivation to practice. Moreover, it is important to get learners psychologically prepared, in other words, to keep them well aware of the reading strategy training they are undertaking so as to encourage their engagement and active participation (Hedge, 2000).

Teachers can achieve this aim of generating students' motivation through implementing various motivational strategies so as to enhance learners' motivation toward reading in English. To expand the scope, Hedge further points out that time outside classroom could also be made use as continuing phase of classroom training through extensive reading project in language library and self-access centers at home As stated earlier, this study was designed to compare reading comprehension achievement among male and female students.

Accordingly, the study tried to assess the difference between male and female students. And to examine the difference between the two gender and also, to identify the effect size of difference between them in reading achievement. The results of this study were discussed as follows.

The reading comprehension achievement which was the major of this study was analyzed by using the SPSS software application. The value shows that the mean value of the test shows the difference between the two gender. On the independent t-test value shows that there is statistical difference between male and female students male students out perform their counter part of female students.

As the explanation in the background of study that some study found that there is difference achievement between male and female students in reading comprehension achievement. The researcher formulates two research problems in which all of need to be answered of this research. The researcher analyzed the reading comprehensions score of both groups (male and female students) by using t-test formula and committed hypothesis testing.

The hypothesis of this research is alternative hypothesis ( $H_a$ ) that states that there is different achievement in reading comprehension between male and female students.

When we look at the use of reading strategies that given as intervention, the finding of this study revealed that there is a difference between male and female students' in their use of reading strategies with the male students' having higher use of reading strategies than female students. This finding seems to agree with the findings of the study made by Cohen (2003) which showed that there is a difference between male and female in their use of reading strategies with male students having higher use of reading strategies than female students.

As to Oxford (1990), when the students had difficulty of understanding the words that they do not know its meaning in English, contextual guessing is one of the reading strategies that enable students to arrive at the meaning of the word by making a contextual guess which again help them to comprehend and perform better. In line with this, the opportunities for practice in strategy use should be incorporated into daily teaching, especially for EFL learners who may fail to use varieties of reading strategies. Thus, there is a need for providing learners with more opportunities to use

a wide variety of reading strategies that are suitable to the various learning activities to raise learners' awareness of developing their strategic competence (Hedge, 2000).

Finally, regarding reading achievement, the finding of this study revealed that male students were found to be higher achievers than female students as they were found to have good ability and good use of strategies than female students.

Similarly, the study conducted by Maundy (2003)) reveals that male students performed better in their reading achievements than the female students. Good reading achievements as the male students were found to have good use of strategies than female students as a result, the male students were also found better in their reading achievements than the female students. So, one can conclude that use of strategies, is highly related to good performance or good reading achievements.

## **CHAPTER FIVE**

### **5.1. Conclusions and Recommendation**

#### **5.1.1. Conclusions**

There is significant difference achievement in reading comprehension between male and female students at Algie preparatory grade 11 students. Since female students could not aware and apply their brain potential to be superior in term of language learning including in reading comprehension. From the result of data analysis that has been analyzed by the researcher, it denotes that there is statistical significant difference between male and female students at Algie preparatory school grade 11 students.

Thus, as noted in chapter one, this study was designed to compare reading comprehension achievement among male and female students. Accordingly, this study tried to investigate the difference between male and female students in reading comprehension achievement.

To know this difference the pre- test and post- test was given after intervention for both experimental and control group.

Thus, based on the findings of the study, this chapter tried to provide the following conclusions followed by recommendations.

On the basis of the findings of this study, the following conclusions can be drawn.

The mean score for both genders in the pre-test were found to be the same. This show that both of them performed poorly before reading strategy based instruction (intervention). However both genders improved their mean scores of reading comprehension achievement.

The two gender had comparable reading achievement. This is so because the observed mean scores for the two gender were statistically significant both on pre-test.

This study was designed to compare reading achievement between male and female students by focusing on identifying the difference between the two genders. There are differences among the two gender, according to the mean score after intervention post-test. When we compare the reading achievement among male and female students, we can conclude that they have significant difference in the reading comprehension achievement.



Moreover, the analysis of the data obtained from the reading test given for male and female students for control and experimental groups showed that there is a statistically difference between male and female students' on the pre-test in their reading achievements with the male students' having higher reading achievements than the female students.

The post-test given for experimental group male and female students showed that there is significant deference as the result indicated. It concluded that high reading strategy during intervention attributed to high reading achievements. As it was documented that students who have high use of reading strategies towards reading, achieve higher than students who have poor use of reading strategies towards reading. Since having high use of reading strategies to wards reading, help them to make ready themselves to read and deal with different types of reading problems (Gibbons et al., 1997).

Reading comprehension is an active mental process and in a sense, it is a kind of strategy learning. Teachers should consider strategy training as a necessity in reading teaching. One feasible means is to arouse the students' awareness of the reading process and make strategy knowledge explicit to them, followed by a training instruction integrated into the routine teaching activities.

One important goal of reading teaching should help students become more effective and strategic ones according to their own factors. Teachers should provide students with a large range of strategies and leave students to make decisions of their own on when and how they should employ strategies and what strategies they need to enhance reading comprehension.

The importance of learning strategy in reading comprehension training includes: first, strategies help students to improve reading comprehension; second, strategies also help students enhance efficiency in reading; third, strategies help students process the text actively and monitor their comprehension. Most of important, teachers should be good at motivating students to participate in strategy training.

### **5.1.2. Recommendations**

Based on the findings of the study and the conclusions made, the following recommendations have been forwarded as there are certain aspects which need due attention and should be taken into account for the improvement of learners' reading

achievement and also for the teaching and learning process of reading skill in the study area. These are:-

Although there is statistical difference in reading achievement between male and female students, the reading strategies has contribution for high reading achievement. So, there is large difference between male and female students' in their reading comprehension strategies. With the male students' having higher reading ability, and higher use of reading strategies than female students as the intervention given. It is well documented that reading strategy and reading ability plays significant role in the rate and success of second and foreign language learning in general, and in classroom language skill learning in particular and also it provides the primary impetus to initiate learning the second language and later the driving force to sustain the long and often tedious learning process (Dörnyei, 1998).

- The role of teachers in enhancing learners' and helping them achieve continuous progress in their language learning process is very crucial. Therefore, teachers should know how to whet the students' appetite and attract their attention to learn the language in general and towards reading in particular (Ur, 2007). Teachers can achieve this aim of generating students' through implementing varieties of strategies in the teaching of reading skill in EFL classrooms depending on helping female students in particular.
- Moreover, regarding use of strategies, Nunan (2004) stated that in addition to the right approach, reading classes also require a variety of facilities, activities, adequate training, and more opportunities to read in English. Thus, as reading skills probably take longer time to be taught and assessed, it is important to give additional credit so that the students can have longer time to practice reading, both male and female students should be equally encouraged not only in classroom but should also be given opportunities to outside the classroom reading through the provision of outside the classroom reading activities.
- The teachers tried to provide a wide variety of reading activities; they do identify/assess students' strategy use. Regarding this, it is stated that examining what strategies learners use leads to exploring how to help learners enhance strategy use by deciding which strategies to focus on in the instruction (Cohen, 2003) and also helps to maximize learners' strategy use

through strategy training, by providing specific tasks to the learners so that they can practice and learn how to employ the strategies for other similar tasks (Richards, 2008)

Another aspect is the teacher should create conducive reading environment for learners by providing reading tasks and motivating the students, it was noticed during the training /intervention given. Conducive reading environment for learners motivate the students to practice and participate in reading.

- **Teachers should prepare exceptional strategy training for female students to minimize the deference between the two gender using the following steps;**

At the beginning, it is very crucial for teachers to draw up a training plan, choose training materials, study students 'factors and training methods. This step is for students and teachers to prepare strategy instruction that can be compared to a foundation of constructing a building. Thus, it's indispensable to any successful strategy instruction. It encompasses studying student factors and motivating them for strategies.

The training plan should be suited to students' current language levels and the training forms should be various. Unified training, decentralized training and individual coaching should be integrated with each other. To different students with different age, such as mentioned in the methodology, the teacher can take different training forms. The older adult students are experienced in cooperation with others, so the teacher can use short workshop to train their reading.

The younger adults are rarely use social/affective learning strategies in reading comprehension, so the teacher should stimulate them to discuss with peers or teachers. After having determined the plans, the teacher should choose the suitable materials according to students' language levels, strategy types and textbooks, which should be analyzed to see whether they already embrace learning strategy in reading comprehension training. Perhaps upon careful observation, teachers will be surprised to find out many learning strategies incorporated into the teaching materials. If not, they may look for other teaching materials or just design a new material where strategies overtly are immersed.

The effect of students' factors on strategy instruction can't be overemphasized nor ignored. It has been elucidated that individual differences may have an impact on

learning strategies in reading comprehension. Factors such as age, sex, may be key to the receptiveness of students to learning strategies training and in their ability to obtain new learning strategies. Motivation is probably the most important characteristic that students bring to a learning task.

O'malley and Chamot (1990) claim that learning strategy training will be most valuable for students who are not successful.

Learning strategy training can help reluctant students over the initial hurdle of learning to use new strategies. Once students begin to experience success in using strategies, their attitudes about their own abilities may change and they can increase their motivation. Therefore, letting students know when the strategy is used affectively is one of the keys to motivating them. Before designing strategy training program, it is very important for teachers to diagnose the strategies students already used so that the strategies selected are not in students' repertoire but are potentially to them.

Next to this teachers should present and model the strategy. The teacher should give a clear definition of the strategy, as well as some of the benefits of learning the strategies excluding the strategies used in preparatory step. The teacher should also describe the rationales for use of the strategies, the characteristics of the strategies and identify real assignments in specific classes what and when the strategies might be used.

After describing the strategies, the teacher models the use of the target strategies. For example, the teacher can demonstrate to make predictions based on the title, guess the meaning of unfamiliar words from context, monitor rhetorical structure and evaluate how competent students have been in learning from the text. How can the students master such strategies?

The teacher should grasp the usefulness and compatibility of the strategies and then train the students to strengthen their awareness of strategy use. The teacher can ask students to recall the strategies they used and encourage them to discuss the appropriateness of using the strategies. This model helps students visualize their working successfully on a similar strategy.

Finishing the first half part of this step, students have the opportunity to practice the learning strategies in reading comprehension with an authentic reading comprehension. So, in this step, materials appear very important when creating and selecting materials for this step. This practice will frequently take place during collaborative work with classmates. For example, a group of students might read a story, describe the images of the story, discuss unfamiliar words encountered, and infer meanings through contextual cues, and take turns to summarize the main points of the story.

This contextual practice fosters students' autonomy to independently regulate their reading process. When the teacher finds students use Meta cognitive strategies and social/affect strategies, he/she should remind them of the use of cognitive strategies. When the teacher finds students perform cognitive strategies but rarely use met cognitive strategies and social/affect strategies, he/she should encourage them to use the latter.

The goal is attained when the students are able to use strategies from consciously to unconsciously. Another competent of the practice is to collect feedbacks. It's critical for the teacher to give students advice on their strategy use when the teacher helps students learn how to use strategy effectively and how to change what they are doing if a particular approach is useless. How can the teacher know the students' effectiveness of their strategy use?

Through collecting feedbacks, the teacher can understand in time how students use strategies, put right the incorrect operations and then can monitor the training speed.

When the teacher explains the use of translation strategy, he/she needn't spend much time on it. In this step, the teacher should remember to motivate the students to take active part in strategy training, just as Oxford et al. points out that if students have gone through a strategy assessment step, their interest in strategies is likely to be heightened; if the teacher explains how to use good strategies students can learn language easier, students will be even more interested in participating in strategy training.

Haastrup, K. (1991) thinks some inducements such as extra credit may substantially increase enthusiasm in the college classroom. It's necessary to mention that at the beginning of language strategy training, the practice step is usually focused on simple

strategy, after strategy training has progressed to the point where students have a repertoire of strategies, the students can practice the complex strategies. That is to say, the practice is conducted step by step.

In the last step of training, teachers' reflection and students' self-evaluation are a necessary link. It is useful for teachers to reflect on their own positive and negative experiences in teaching reading which is in accordance with what Graham (1985) suggests that those teachers who have thought carefully about how they learn a language about are most appropriate for which task are more likely to be successful in developing strategic competence in their students.

In addition to teachers' own reflection, it's essential to encourage students to self-evaluate after threading classes. Students need to find out which language strategies work best for them for certain tasks, and why they work, and why they are not effective. Through such self-evaluation students consciously monitor these effective and ineffective strategies that refine their individual repertoire of strategies. Some methods of encouraging students 'self-evaluation of their language strategies include the following:

Language strategies checklists, learning logs, diaries and journals on strategy use or other means. Checklists may focus on one particular task, or they may refer to strategy use over time. For example, students may be asked to check off how many times within a week they used the strategies inference. Similarly, logs, diaries and journals can be used on a daily basis to record strategy use and its effectiveness and to communicate with the teacher.

As mentioned above, the older adult students with integrative motivation use more self-evaluation than the younger adult students with instrumental motivation, so in the strategy training, teachers would pay more attention to the younger use of self-evaluation. This step completes the learning phase of strategy training and serves as a transition to application of the strategies.

### **For the further researcher**

The researcher suggests to consider the topic of the research that will be conducted with the skill of the researcher, and also prepare enough references before writing a thesis proposal. It has been known that quantitative

research relates to the data that is in form of figures and the analysis of data using statistical formula, such as instrument reliability and data analysis. So, whoever wants to conduct quantitative research they should understand the statistical formula. It is suggested for further researchers who are interested in developing this research to be able to develop this research by using different point of view

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**Appendixes**  
**Appendix 1**  
**Jimma University**  
**College of social sciences and humanities**  
**Department of English language and literature**

Lesson plan for experimental group intervention

Weak 1 and 2	Components of reading Reading comprehension Finding the main idea of the text Looking up the general information
Weak 3 and 4	Ways of finding specific information in the text Using different skills to comprehend the text
Weak 5 and 6	Find the meaning in the text
Weak 7 and 8	Using vocabulary strategies

## Appendix 2

**JIMMA UNIVERSITY**  
**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES**  
**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

### **Teaching reading manual**

**Reading** -Reading is a mental process. Although the eyes are involved in sending information about print to the brain, the brain performs the real act of reading. The mental process we call “reading” has two parts: word recognition and comprehension

#### ✓ **Word recognition**

1. Word recognition allows you to access the meaning or multiple meanings of words in a sentence. The functions of non-meaning bearing words (articles prepositions, etc.) are also identified.
2. As more word meanings are accumulated in your mind you be able to sort through multiple meanings and select the appropriate one.
3. As the number of meanings held in your mind increases, you begin to form an expectation of the complete meaning of the sentence. This occurs as you assembles those meanings and connects them to prior knowledge.
4. Only when all of the meanings have been assembled you can finally determine the meaning of the sentence.

### Example

1. He picked up his bow...He—refers to a male person picked—could mean selected, lifted, or pulled off, like “picked the apple from the tree”up—clarifies picked, now I know it means the same as lifted his—belongs to the he bow—could be for shooting arrows, for playing a stringed instrument, a type of necktie, or the front of a boat

2. He picked up his bow and arrows and... bow —for shooting arrows, not the other possible meanings

3. He picked up his bow and arrows and put them in the back of his truck... (literal) He took his bow and arrows and placed them in the rear of his vehicle. (Inference) He is going to shoot his arrows at a target range.

4. He picked up his bow and arrows and put them in the back of his truck along with the other things he was taking to his friends’ garage sale.(Corrected inference) He is going to sell his bow and arrow.

Sight vocabulary

Alphabetic

✓ Vocabulary

Contextual

Example: hoop the hoop of the basketball is 3.048 high

Fluency

Oral-read these words orally.

Lamp, organize,

Silent: read these words silently



## **Comprehension**

- Word, sentences, paragraph, full text.
- Interrelationship of the reading comprehensions
- Reading comprehension happens when it all comes together

### **Reading comprehension**

Comprehension is when constructs meaning by combining the ideas from the text with your own background knowledge. You must hold the meanings of the words you have recognized in your brain. You can think about and understand their collective meaning. Although this definition makes comprehension seem simple. If you think more carefully about what is going on in the mind, you will realize how challenging comprehension of text can be. The process of word recognition brings information about the words in print to your working memory at a rapid pace. As this information begins to pile up, you must sort through it and begin to make sense of it.

This

requires:

1. Keep the meanings of the words in the sequence in which you read. This is what enables you to distinguish between “Reta called to Martha” and “Martha called to Reta.”
2. Recognize functions of words that do not carry meaning—words like *the* and *of*.
3. Make sure that each word identified correctly—check to see that each word makes sense in terms of the other words in the sentence or paragraph.

Reading comprehension is the goal of reading

When you read remember the following three factors

1. Relate your comprehension
2. Relate the sentences to one another
3. Relate the sentences to things you already known

### **Comprehension strategies**

- Question words

Who –talks about people, proper nouns, people words and pronouns

What – talks about places, directions, often prepositions.

Where – talks about time such as soon, later, before, after.

Why –talks about reasons- because, therefore, so.

How – talks about in what way something might happen, adverbs, ending in ly.

### **Identifying the main idea**

The main idea of a passage is what it is mostly about.

To find the main idea:-

Before reading: read the title

Predict it will be about

During reading: look for repeating words, and other information

After reading: discuss what the most important idea was

### **Ways of reading materials**

Look at the title

Figure out what it will be about before you read

Think about you are reading while you read

What is happening as you read?

Underline or write down words you don't know

### **Exercise 1**

Identify the main idea of the following paragraph

- Ask yourself what kind of information this text will contain ,
- Read the paragraph.
- Read the first sentence of the paragraph.

**I still remember –my hands and my finger –nails still remember!-what used to be waiting for us on our return to school from the holy days. The guava trees in the school yard would be in full leaf again, and the old leaves would be lying in scattered heaps. in places there were even more than just heaps of them: it would be a muddy sea of leaves.**

Begin at the topic sentence level, because the topic sentence gives the main idea of a paragraph. Find where the topic sentence is then underline it. Discuss how the remaining sentence is providing details.

## **Exercise 2**

Read a paragraph and then choose among two main idea sentences. Focus on the question words in this paragraph. The remaining sentences become the details.

I still remember –my hands and my finger –nails still remember!-what used to be waiting for us on our return to school from the holy days. The guava trees in the school yard would be in full leaf again, and the old leaves would be lying in scattered heaps. in places there were even more than just heaps of them: it would be a muddy sea of leaves.

‘Get all that

the sweep up!’ the head master would tell us. ‘I want the whole place cleaned up at once!’

‘At once!’ There was enough work there, hard work, too, to last us for over a weak. Especially since the only tools with which we were provided our hands, our fingers, our nails.

Descriptions: are usually straight forward providing details of the main idea under discussions.

Sequentially:- usually involves directions following words such as first, second, then and finally signal a procedure to follow.

### **To find the specific information:**

Quickly move your eyes back and forth across the text. Looking for just one or a few words that will give you the information you want.

### **Compare and contrast**

This comprehension skill focuses on how things are alike and how they are different.

Signal words help identify when a comparison or contrast is used by the writer.

### **Words for comparison**

Example: alike, both, similar to, in the same way, like....

Words to contrast: different, but, in contrast to, however, while, although.

### **Exercise**

**Comparison** – underline the signal words

We would all line up like laborers about to reap afield, and we would set to work like slaves.

### **Contrast**

Example:

Perhaps we should have told our parents what was going on, but somehow we never dreamed of doing so; I don't know whether it was our pride or loyalty to the school that kept us silent, but I can see now that we were foolish to keep quiet. Such beatings were utterly foreign to our people's nature, and our passion for independence and equality.

### **Cause and effect**

Tells why something happens

Signal words

If... then, when....then, because, so, the reason why, as a result of, therefore, it may be due to.....

Cause is what made it happen

Example

If we did not do this because we were afraid of going home with an empty stomach or an empty purse, the blows would be even harder.

If we happen to have any money on us, the coins changed hands at once.

### **Find the meaning from context**

When you read an unfamiliar word, you can often determine its meaning by reading the words around it. The words before and after a new word will often give you clues to its meaning.

### **Get the big picture**

Don't panic if you don't understand a word when you first read it. Try to read on and complete the reading. Often the meaning of an unfamiliar word will become clear after you understand the main idea the writer is trying to convey.

Exercise

Read the following fable, and complete the vocabulary exercises that follow it. Try to determine each word's meaning from the surrounding context.

### **The fox and the grapes**

One hot, dry summer's day, a fox was passing through a large orchard lined with vines loaded with ripe, juicy fruits of all kinds. As the fox passed under one tree, he spied a beautiful clump of purple grapes hanging from a vine that had grown into the branches of the tree.

5 The fox was very thirsty, and he thought how good a few sweet grapes would taste just then. Although the grapes were out of the fox's reach, he was determined to get those grapes one way

or another. The fox walked a little way from the tree. He turned toward the tree and ran as fast as he could until he was almost directly under the 10grapes; then he leaped into the air-just missing the clump. The fox landed with a loud thump he brushed himself off and tried to run and jump for the grapes again and **15** again –each time with no success. The luscious fruit hung safely out of his reach. Finally, the fox had to give it up, and as he walked away with his nose in the air, he **20**was heard to say “Those grapes were probably sour any way”

1. What does the word “spied”(line 3) means?\_\_\_\_\_
2. What does the word “clump”(line 3) means ?\_\_\_\_\_
3. What does the word “leaped” (line 10) means?\_\_\_\_\_
4. What does the word “luscious”(line 16)means?\_\_\_\_\_
5. What does the word “despise”(line 22) means?\_\_\_\_\_

If you practice these reading skills in other situations outside of the class room, you will quickly become a more effective reader.

APENDIX 3  
JIMMA UNIVERSITY  
COLLEGE OF SOCIAL SCIENCE AND HUMANITIES  
DEPARIMENT OF ENGLISH LANGUAGE AND LITRATURE

**Sex** \_\_\_\_\_

**Read the following passage carefully and answer the questions follow it.**

I still remember –my hands and my finger –nails still remember!-what used to be waiting for us on our return to school from the holy days. The guava trees in the school yard would be in full leaf again, and the old leaves would be lying in scattered heaps. in places there were even more than just heaps of them: it would be a muddy sea of leaves.

‘Get all that the sweep up!’ the head master would tell us. ‘I want the whole place cleaned up at once!’

‘At once!’ There was enough work there, hard work, too, to last us for over a weak. Especially since the only tools with which we were provided our hands, our fingers, our nails.

‘Now let’s see that it’s done properly, and be quick about it,’ the head master says to the older pupils, ‘or you will have to answer for it!’ ‘So at an order boy, we would all line up like laborers about to reap a field, and we would set to work like slaves. In school yard itself, it wasn’t too bad: the guava trees were fairly well spaced; but there was one part where the closely planted trees grew in a tangle of leaves and branches. The sun could not penetrate here, and there was a smell of decay even in fine weather.

If the work was not going as the headmaster expected, the big boys, instead of giving us a helping hand, used to whip us with branches pulled from the trees. Now guava wood is very flexible and the whips used to whistle as they moved through the air; our backs felt as though they were on fire. Our skin stung and tears fell from our eyes and splashed on the dead leaves at our feet.

In order to avoid these blows, we used to bribe our tyrants with the delicious corn cakes which we used to bring for our midday meal. Also, if we happen to have any money on us, the coins changed hands at once. If we did not do this because we were afraid of going home with an empty stomach or an empty purse, the blows would be even harder. They were administered with such violence that even a deaf man would have understood that we were being beaten not so much to speed up the work, but rather to make give up our food and money.

Occasionally, one of us, worn out by such cruelty, would have the courage to complain to the headmaster. He would, of course, be very angry, but the punishment he inflicted on the older boys was nothing compared to what they had done to us. And the fact is that however much we complained, our situation did not improve at all. Perhaps we should have told our parents what was going on, but somehow we never dreamed of doing so; I don't know whether it was our pride or loyalty to the school that kept us silent, but I can see now that we were foolish to keep quiet. Such beatings were utterly foreign to our people's nature, and our passion for independence and equality.

(Developed from students text book)

**I. Choose the best way to complete these statements about the text.**

1. The school yard was in a very untidy condition because:
  - a. it had not been maintained during the holyday
  - b. the guava trees had lost their old leaves
  - c. the older boys had not done their work properly
  - d. both of the reasons given in a and b
2. The headmaster saw that the work was done properly by:
  - a. providing tools
  - b. making the boys line up like laborers in a field about to be reaped
  - c. threatening the older boys with punishments if the work was not done
  - d. making the boys work like slaves
3. The main reason why the big boys beat the smaller ones so viciously was:
  - a. to make sure they did their work
  - b. to persuade them to hand over presents
  - c. to make sure that the headmaster would not punish them

d. because they liked doing it

4. We can understand that it was pointless to complain the headmaster about the bullying because:

a. he would not believe the complaints

b. it only made the older boys behavior even worse

c. his punishments were not hard enough to stop their activities

d. he did not do anything to stop the older boys

5. The younger boys didn't complain to their parents

a. Because they were loyal to their schoolmaster

b. because they were too proud

c. because they were too frightened to do so

d. we don't really know

**II. Choose the correct definitions of these words as they are used in the text.**

1. *Scattered*

a. dropped and spread over an area

b. placed in position

c. partly covered

d. cut up

2. *A tangle*

a. a small quantity

b. a wall

c. a small forest

d. a thick mass

3. *Penetrate*

a. come out

b. shine on

c. enter

d. be seen

4. *Decay*

a. leaves laying on the ground

b. the soil



c. the fruit of the guava tree

d .what happens to plants and animals after they die

5. *Tyrant*

a .someone who uses their power over others in a cruel way

b. someone who steals things

c. someone who bribes people

d. someone who does not

care about other people

