College of Social Sciences and Humanities

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MA in TEFL Teaching English as a Foreign Language

Students' Awareness, Practices and Challenges of Reading Comprehension Strategy use: Grade Ten Students at Mettu Secondary School in Focus

By

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Advisor: Getachew Seyoum (PhD)

Co-Advisor: Meheretu Adnew (PhD)

A Thesis Submitted to the Department Of English Language and Literature in Partial Fulfillment of the Requirements for Master of Arts in TEFL

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Declaration

I, the undersigned, declare that **the study entitled 'Students' Awareness, Practices and Challenges of Reading Comprehension Strategy use: Grade 10 Students at Mettu Secondary School in Focus'** is original work, which was not presented for any degree in any university, and that all the sources used throughout the thesis are duly acknowledged.

 Name   Signature   Date

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Confirmation and Approval

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

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Abstract

This study aimed at investigating students' awareness, practices and challenges of reading comprehension strategies used by grade 10 students at Mettu secondary school. To achieve this, a descriptive case study method was employed. The participants of the study were grade ten students for the 2022 academic year and grade ten English language teachers in the school under investigation. Out of 232 grade 10 students in the school, 70 of them were selected through a simple random sampling technique whereas two teachers participants were selected by purposive sampling technique. To collect relevant data, three instruments of data collection: questionnaire, interview and observation were used. Data collected through questionnaire was analyzed quantitatively by making use of frequency percentages and mean values. On the other hand, data gathered via interviews and classroom observation were analyzed qualitatively. The findings of the study depicted that the students' awareness of different reading comprehension strategies is at a low level. Similarly, their practices of using the strategies were poor. Furthermore, the study revealed that the nature of the reading comprehension activities/tasks and lack of awareness of reading comprehension strategies were among the challenges which have been hindering students' not to practice varied reading comprehension strategies. Based on the major findings of the study, it is concluded that the students' were not effectively exposed to reading comprehension strategy use neither explicitly nor implicitly. In conclusion, recommendations were forwarded in order to boost students' awareness and practices of using different reading comprehension strategies. Among these, teachers should model and explain the strategies and they are expected to design tasks and activities that suit their students' needs instead of being a servant of students' textbooks. Moreover, they should provide 'scaffolding' rather than making students rely on them forevery classroom episode. Furthermore, students should exercise their responsibility as active readers. Finally, concerned officials have to organize practical refreshment training on how reading comprehension strategies are best taught at secondary school.

Key words: awareness, practices, challenges, strategy, comprehension

Acknowledgments

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Acronyms

EFL: English as a Foreign Language

ESL: English as a Second Language

TEFL: Teaching English as a Foreign Language

L1: First Language

L2: Second Language

S: Student

T: Teacher

MoE: Ministry of Eduaction

CHAPTER ONE

1. INTRODUCTION

1.0 Introduction

This chapter presents a brief overview of the study. It consists of the following components. The first part deals with the background of the study, which discusses findings of similar studies and different theories pertinent to reading comprehension strategies. Next to the background of the study, an attempt was made to portray the statement of the problem. Then after, both general and specific objectives are stated precisely. Furthermore, research questions, the significance of the study, delimitation and limitations of the study are described one after the other. Finally, definitions of key terms are made to avoid confusion and misunderstandings.

1.1. Background of the Study

In many second and foreign language teaching, reading receives a special focus. There are several reasons for this. Plethora of literature in the area of reading skills in general and reading comprehension strategies in particular one can understand that many foreign language students often consider reading as one of their most important academic goals. These include reading for information, pleasure, career development and study purposes. On top of these, written texts serve various pedagogical purposes. Good reading texts also provide good models for writing and provide opportunities to introduce new topics to stimulate discussion and studyofthe language. Reading; therefore, is a skill which is highly valued by students and teachers (Richards &Renandya, 2002).

Other scholars like Huang, Chern and Lin (2009) and Lien (2011) discuss that reading is central to learning and the ultimate goal of teaching reading is reading comprehension, a critical proficiency that has a considerable effect on the entire life of the learner. A reading skill has paramount importance in English as a foreign language context where students have limited access to learn the language. According to these scholars, reading can enhance not only language proficiency but also other content-related learning, and it helps to gain an understanding of the world, enabling the students to think about and react to what they read. Hence, meaning, learning, and pleasure are the most important goals of learning to read.

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, and world knowledge, and fluency (Vaughn and Boardman, 2007).Since the 1990s, reading comprehension has been seen increasingly to be the result of complex interactions between a text, setting, reader, reader background, reading strategies, and reader decision-making (Andrew & Ernesto, 2007).

On the other hand, many EFL/ESL students often face difficulty in understanding academic literature in their fields of studies as they join higher institutions education, and they lack the literacy skills needed to understand highly sophisticated information, synthesize main ideas across texts, and make meaning when reading for academic purposes (Ware &Capozzoli, 2009; Ippolito, Steele & Samson, 2008). Hence, reading comprehension is a skill that is fundamental for the students to construct meaning from whatever they read by using a variety of strategies.

As to Perry (2013), reading comprehension strategies are resources that are employed by readers during their attempts to understand a text and construct meaning in it. In addition to this, Brown (2007) tells us that successful second language learners are people who know strategy levels encountered with the language in their day-to-day and who know how to manipulate them effectively. According to these scholars, it means that students have to be first aware of general personality and cognitive characteristics or tendencies that usually lead to a successful acquisition. From this, it can be understood that a lack of awareness of different strategies forreading comprehension has a tremendous impact on the readers' understanding of a text they read. Thus, students have to be aware of different reading comprehension strategiesandhow to make use of them.

Moreira (2016) suggests that the researcher thinks that the reading instructor has to know and teach different strategies to help students to become effective readers. Other language experts also suggest that students should never be in doubt as to what the strategies are, where, when and how they are used (Richards & Renandya, 2002). Celce, Donna & Snow (2014) discuss that teachers need to rise learners' awareness or perception of strategies and the strategies used when learning a foreign language. Nuttall (1996) notes that both teachers and students need to understand theories related to the strategies of reading comprehension. If readers can identify the words but do not understand what they are reading, they have not achieved the goal of reading comprehension.

Field (2000) points out that in order to become better readers, the students themselves need to become aware of how they are reading and what they could do to improve their comprehension skills.

In Ethiopia, English is taught as a subject starting from grade one up to the tertiary level. Reading lessons are included in English textbooks starting from grade 1 up to 12. Accordingly, it is presumed that students learn reading skills in these grades. However, most secondary school students seem deficient as far as the findings of the studies and researchers' teaching experiences are concerned. One reason for this is because English is taught as a foreign language and is confined to schools. Secondly, secondary school students may not learn reading skills well (Bola Margaret, 2014). Regarding this, (Yohannes Tefera, 2011) stated that factors such as the influence of mother tongue and teachers teaching methods greatly hampered high school students' reading comprehension skills.

It is obvious that having a sound awareness of reading comprehension strategies and using them effectively can determine the students' academic achievements, but the practice of reading comprehension strategies at secondary schools is under question. Hence, the researcherof this study will then intend to investigate the students' awareness, practices and challenges of reading comprehension strategies use.

1.2.   Statement of the Problem

In situations like that of Ethiopia where English is used as a medium of instruction starting from grade nine, reading is by far the most important of the four skills. Since all academic materials are written in English, students' success or failure depends highly on their ability to read and comprehend the texts of the different subjects they study. With regard to this, Belilew (2015)notes that the learners at the tertiary level encounter so many academic materials written in English. Similarly, the researcher, as a secondary school English teacher, has observed the seriousness of students' reading comprehension problems. From the researcher's observation, most high school learners seem to have poor reading comprehension. They have a great problem in reading print materials properly and comprehending the message from the material.

In this sense, it is unquestionable that students who are poor in using reading comprehension strategies do not succeed in their academic learning at all levels. Regarding this, Atkin, Hailom and Nuru(1996) state that in the academic contexts of Ethiopian high school and tertiary colleges, reading plays the most crucial role.

Atkins et al. (1996); on the other hand, state that many high school students in Ethiopia seem to lack reading proficiency. This ineffective reading inevitably limits students' academic performance.

As mentioned earlier, the researcher came to notice the issue under investigation in two ways. The first one is his experience and observation as a secondary school English language teacher. The second indicator is evidence from studies conducted on the issue related to reading comprehension strategies at different levels. Based on these reasons, the levels of English reading comprehension strategies amongst grade ten students' at Mettu secondary school is a problem of great concern that needs due attention.

As a secondary school teacher, the researcher has observed in different ways that the students have a problem with using reading comprehension strategies. For instance, they usually failed to work on the reading comprehension parts of examinations and reading passages exercises of the lesson in their textbook. Other colleagues who teach English as a foreign language, too, usually complained that their students at the level taking the lesson are not good at working on the reading comprehension sections of the text.

With this regard, putting aside international experiences, several local empirical studies were undertaken on reading comprehension strategies. One of these is YohannesTefera 2011's work. His studyis entitled 'Secondary School Students' Reading Strategy Use, Teachers' Perceptions and Practices: the Case of Grade Nine.' The researcher used a questionnaire as an instrument of data collection, and his study devoted to quantitative data without giving much room for the qualitative part. The findings of his study suggest that teachers' perception of reading strategies was at a 'high level' but students' reading strategy use, as well as teachers' reading strategies instruction, is of a 'moderate' level. The study also revealed that factors such as the influence of mother tongue and teachers teaching methods greatly hampered high school students' reading comprehension skills.

Another local study conducted by Teshale and Yemanebirhan (2015) atBonga College of Teachers education focused on examining students' classroom reading practices. The findings of the study showed that most students were unable to use strategy-based processing including reading for gist, reading for specific information, and guessing meanings from context and the like. The study concluded that students' reading practices appear to be inconsistent with the theoretical framework of reading practices suggested by experts.

Belilew (2015) also conducted a study on Ethiopian EFL learners at Dilla University. The study was an attempt to find out the rate of recurrence of reading strategy use among Ethiopian EFL learners. It also tried to figure out the possible relationship between reading strategy use and reading comprehension.

It disclosed that Ethiopian EFL learners could be categorized as medium strategy users. It also revealed that Ethiopian students reading comprehension ability is below what is expected of them. Furthermore, the use of reading strategies had neither a positively nor negatively correlation with reading comprehension achievement.

Furthermore, Yenus (2017) conducted a study on three EFL teachers at Fasilo Secondary School, Ethiopia. The researcher carried outhis study by examining the pedagogical practices of teachers when teaching reading comprehension. The study revealed that teachers in the school under investigation did not give attention to ways of equipping students with the strategies which help them improve their reading comprehension.

In general, the findings of the local studies discussed above were indicators that the students were not effective in using reading comprehension strategies. Thus, issues like students' awareness of the different reading comprehension strategies, students' practice of applying these strategies and challenges that hinder their practices is a room left for the current study.

Therefore, the researcher believes that it is valuable to examine learners' awareness, practices and challenges of reading comprehension strategies in a very comprehensive manner. This is what makes the current study different from other investigations that were already carried out in the area.

1.3.   Objectives of the Study

1.3.1. General Objective

The general objective of the study was to investigate the awareness, practices and challenges of reading comprehension strategy usedby grade ten students at Mettu Secondary School.

1.3.2. Specific Objectives

The study specifically has attempted to:

➢ Examine the extent to which students have awareness of the different reading comprehension strategies.

- ➢ Find out students' practices of using reading comprehension strategies.
- ➢ Identify major challenges that hinder students from practicing different reading comprehension strategies.

1.4.   The Research Questions

For the attainment of the objectives of the current study, the following research questions were formulated.

- ➢ To what extent do the students have awareness of different reading comprehension strategies?

- ➢ Which reading comprehension strategies are often practiced by grade ten students at Mettu Secondary School?

- ➢ What are the major challenges that hinder the students from not effectively using varieties of reading comprehension strategies?

1.5.   Significance of the Study

The result of the study will be useful for both teachers and students in improving the teaching-learning process about reading skills. Thus, the result of this study primarily benefits the students themselves. The teachers will also be benefited from the study because they will get an opportunity to see their own views concerning the challenges, their current practices of teaching comprehension, and factors related to the issue under investigation and to make necessary decisions on their teaching methods. This study can also be a reference for those who want to conduct a study in a similar area in the future. Moreover, it may draw the attention of curriculum designers in developing and including reading comprehension strategies that can maximize the reading skills of the learners.

1.6.   Limitation of the study

This study got some limitations. Primarily, it is worth keeping in mind that the sample size of the study was limited to only two teachers and seventy students selected from Mettu secondary school, which makes it difficult to generalize the result to the similar educational setting.

Generally, this study would have no exception to having its own limitations that may exist in any study. However, measures were put in place to safeguard against any demeanors that might have negatively affected the validity of the study.

1.7.   Delimitation of the Study

This study was delimited to students of Mettu secondary school in the academic year of 2021/2022. The School is found in South west Oromia, Ilu Abbabor zone Mettu town, Abba Saya Kebele. Its scope was also delimited to grade ten students. Besides, the focus of this study is reading comprehension, specifically related to the students' awareness and practices of using reading comprehension strategies.

1.8.   Definition of Key Terms

Reading comprehension: This is the ability to read the text, process it, and understand its meaning, based on reading processes, and knowledge (Anderson, 1994).

Strategy: This is the conscious action that learners take to improve their language learning (Celce et al, 2014).

Reading comprehension strategies: It refers to the strategies of reading that effective readers employ to comprehend what they read before, during and after reading such as background, prediction, and preview text by skimming, scanning, and inferring to get the sense of the overall meaning of the printed text (Harmer, 1991; Anderson, 1994).

Awareness: This means understanding/Knowledge/Perception of something (Oxford, 2010)

Practices: The actual use of an idea, belief, or method based on theories relating to it.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.0. Introduction

This section of the study contains various issues related to reading comprehension. These are the concept of reading, the purposes of reading and the kinds of reading, the concept of reading comprehension and its approaches, models of reading comprehension, and the major processes involved in reading comprehension. Next, classification of reading strategies, for reading comprehension, and the perception of students towards it. In addition, reading comprehension strategies and cognitive awareness, factors that affect the implementation of reading strategy use, what efficient reading includes and what good readers do in the process of reading comprehension are presented. Finally, the role of students and teachers in the teaching-learning process of reading comprehension is made brief in this chapter.

2.1.   The Concept of Reading

While studying a language, what students understand about reading skills will help improve the efficiency of their reading skills and other skills as well. Thus, for students, a careful look at the definition of reading is of great importance. However, making clear what reading is not an easy task although a lot of attempts have been made.

Different people define the term reading in different ways.Others define reading as a complex skill; that is to say that it involves a whole series of lesser skills (Broughton, Brumfit, Flavell, Hill &Pincas, 2003). Therefore, there are three components in the reading skill; the recognition of the black marks on a paper; the correlation of these with formal linguistic elements; and the further correlation of the result with meaning. The essence of reading then is just this understanding of the black marks on paper.

As to Grabe(2009), reading is often defined in simple statements much like the following: "Reading is the process of receiving and interpreting information encoded in language form via the medium of print".

Another definition of reading by Ur (1991, p.138) is illustrated like this: "…reading means 'reading and understanding'. A foreign language learner who says, 'I can read the words but I don't know what they mean is not, therefore, reading, in this sense. He or she is merely decoding–translating written symbols into sounds."

But the definition of the reading given by Milan (1995) is the one that summarizes the definitions given by different scholars as follows.

> Reading is an almost magical process that includes more than merely decoding print, it requires internal translation. In other words, you must internalize the author's words, so that you understand not only their surface meaning but also what the word suggests beyond that…The words on the pages are nonetheless there to be analyzed, interpreted, questioned perhaps even challenged. In this way, the active reader engages in a kind of silent dialogue with the author (p. 27).

In general, reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences and paragraphs that encode meanings. The reader uses knowledge, skills and strategies to determine what that meaning is. In this sense, readers need to be active participants by bringing their prior knowledge to the text, predicting, raising questions, inferring, monitoring comprehension, and guessing when uncertain in order to arrive at a generalization about the information within the text.

2.2.   The Purpose of Reading

For many students, reading is even by far the most significant of the four skills in second language learning, particularly in English, for reading well allows them to travel, learn, recreate, and most crucially, as a high school student think. Grabe (2009) talks that when L2 students read specific texts in classroom contexts, particularly in academically oriented settings, they will engage in varying types of reading that reflect different tasks, texts, and instructional objectives. Celce et al (2014) on the other hand, discuss that engaged readers have a purpose for reading and these typical purposes of reading include reading for pleasure, reading for information, and reading to learn something new. According to these scholars engaged readers can describe why they are reading a particular text because the reading purpose or goal determines the amount of effort and time the reader invests in getting the information he or she needs from a text. However, the students at Mettusecondaryschool specifically grade ten students can hardly determine the purpose for which they read a given text though it is amongst the strategies for reading comprehension. Therefore, to enhance their skills in this regard as to Atkins et al (1996), the students have to be provided opportunities to read for different purposes and different amounts of detail.

2.3.   The Concept of Reading Comprehension

It was stated in the introduction that knowing how to read words has ultimately little value if the student is unable to construct meaning from text. Ultimately, reading comprehension is the process of constructing meaning by coordinating several complex processes that include word reading, and world knowledge, and fluency (Klinger, Vaughn, and Boardman, 2007).

According to RAND Reading Study Group (2002), comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Extracting and constructing in this context are used to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Pourhosein(2016) emphasized that this process is a task of both reader and text factors that happen within a larger social context. Lehr & Osborn (2005) summarize the definition of reading comprehension as a multi-dimensional process that involves factors related to the reader, the text, and the activity.

Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with the text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. Duke also added that reading is comprehension. And comprehension is what reading is all about. In other words, decoding without comprehension is simply word barking being able to articulate the word correctly without understanding its meaning. Effective comprehenders not only make sense of the text they are reading, but they can also use the information it contains.

Celce et al (2014) indicated that comprehension is a family of skills and activities. A general component in many definitions of comprehension is the interpretation of the information in the text. At the core of comprehension is our ability to mentally interconnect different events in the text and form a coherent representation of what the text is about. According to this definition, some of the key components of comprehension include decoding skills, vocabulary knowledge, grammar knowledge, world knowledge, short-term memory, and inferential knowledge (Celce et al., 2014).

According to other definitions, comprehension is not a unitary phenomenon but rather a family of skills and activities. A general component in many definitions of comprehension is the interpretation of the information in the text.

At the core of comprehension, there is our ability to mentally interconnect different events in the text and form a coherent representation of what the text is about (Grabe, 2009).

In a nutshell, the purpose of reading comprehension is to get an understanding of the text rather than to acquire meaning from individual symbols, words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge or schemata.

2.4. Models of Reading Comprehension

According to Grabe(2009), there are three models for the second-language reading process: the bottom-up model, the top-down model, and the interactive model. These models represent generalizations that reflect primary processing assumptions about how comprehension is carried out. As an introduction to reading comprehension processing, they are useful because they make fundamental processing ideas accessible to interested individuals. Nevertheless, they conceal important details, ignore critical distinctions, and typically do not accurately reflect more current views of reading.

2.4.1. Bottom-up Model

Celce et al (2014) explains that the bottom-up model is a reading which involves the use of lower-order skills related to understanding sound-letter relationships word recognition and understanding, spelling, and awareness of grammar and sentence structure. Grabe (2009) also makes brief that these models traditionally describe reading as a mechanical process in which the reader decodes the ongoing text letter-by-letter, word-by-word, and sentence-by-sentence. According to Grabe this mechanical processing translates the information in the text piece-by-piece with little interference from the reader's background knowledge. Therefore, it is argued that such an extreme view of reading is not accurate, and no current model of reading depicts reading as a purely bottom-up process.

2.4.2. Top-down Model

According to Celce et al (2014), the top-down model on the other hand is a reading process that involves higher-order skills, including bringing world knowledge and knowledge of the various ways we use texts in society to the understanding, analysis, or creation of a text, as well as using strategies in reading to help learners understand, monitor, or perform these skills more effectively. In contrast to the bottom-up, Grabe (2009) also talks that the top-down model assumes the reader actively controls the comprehension process, directed by the reader's goals, expectations, and strategic processing.

These models characterize the reader as someone who has a set of expectations about the information in the text and who samples enough information to confirm these expectations.

Nonetheless, this model does not clarify what mechanism the reader uses to generate appropriate inferences, how sampling is directed by the mind, or how the mental formation of comprehension works. Inferencing is a prominent feature of top-down models as is the importance of the reader's background knowledge. However, it is not clear what the reader could learn from a text if she/he must first have expectations about all the information in the text. As to Grabe that is why few reading researchers support strong top-down views.

Harmer (2001) discusses that the distinction between top-down and bottom-up processing can be likened to the difference between looking down on something from above getting an overview and, on the contrary, being in the middle of something and understanding where we are by concentrating on all the individual features. Harmer also illustrates that the difference between these models is like the difference between looking at a forest or studying the individual trees within it.

According to Nuttal (1996), we might compare the top-down approach to an eagle's eye view of the landscape. From a great height, the eagle can see a wide area spread out below where it is far better than an observer on the ground. On the other hand, the image of bottom-up processing might be like a scientist with a magnifying glass examining the ecology of a transect; a tiny part of the landscape the eagle surveys. The scientist develops a detailed understanding of that one little area (which might, for example, represent a sentence in a text); but full understanding is only possible if this is combined with knowledge of adjacent areas and the wider ground so that their effects on one another can be recognized. These mean bottom-up and top-down approaches are used to complement each other. Therefore, the interaction of the two models must be considered as the third model for reading comprehension.

2.4.3. Interactive Models

These third reading models are the typical compromise solution, even though there are many different ways to understand the concept of 'interactive'. The basic assumption is that useselements from bottom-up and top-down views can be combined in some interactive processes. For instance, word recognition and sentence analysing strategies need to be fast and automatic and both of these processes contribute to the comprehension of the text. However, certain key assumptions of bottom-up processing do not match up well with key assumptions of top-down processing.

Therefore, to make use of the view of interactive models, recent discussions refer to restricted (or modified) interactive models (Grabe, 2009). But Nuttal (1996) approves that both approaches can be mobilized by conscious choice, and both are important strategies for readers.

2.5. Major Processes Involved in Reading Comprehension

As to Klinger, et al (2007) reading comprehension involves much more than readers' responses to the text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

2.5.1. Cognitive Processes

The cognitive processofreading comprehension is what is happening when we read and comprehend what we are reading. Regarding this, Klinger et al., (2007) describes five basic comprehension processes that work together simultaneously and complement one another. These are micro-processes, integrative processes, macro processes, elaborative processes, and metacognitive processes.

2.5.2. Micro processes

Micro-processing refers to the reader's initial chunking of idea units within individual sentences. "Chunking" involves grouping words into phrases or clusters of words that carry meaning, and requires an understanding of syntax as well as vocabulary. For example, consider the following sentence:

> Michelle put the yellow roses in a vase.

The reader does not picture yellow and roses separately, but instead immediately visualizes roses that are yellow. The good reader processes yellow roses together. But according to Anderson (1994) in microprocessing, the reader must decide which chunks of text or which details are important to remember. This does mean that the reader must decide which chunks of texts or which details are vital to remember. This is because it is very challenging to recall every specific item when reading a long passage.

2.5.3. Integrative Processes

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences. He or she is also actively making connections across sentences.

This process of understanding and inferring the relationships among clauses is referred to as integrative processing. Sub skills involved in integrative processing include being able to identify and understand pronoun referents and being able to infer causation or sequence. Good readers seem to automatically know that he in the second sentence refers to Michael in the first sentence. And good readers infer that Michael locked the door and shut the windows because he was afraid.

2.5.4. Macro processes

According to Klinger et al., (2007), ideas are better understood and more easily remembered when the reader cancoherently organize them. The reader does this by summarizing the key ideas he/she read. He or she may either automatically or deliberately (i.e., subconsciously or consciously) select the most important information to remember and delete relatively less important details. The skillful reader also uses a structure or organizational pattern to help him or her organize these important ideas. More proficient comprehends know how to use the same organizational pattern provided by the author to organize their ideas (e.g., a story map that includes characters and setting/problem/solution in a narrative or a compare-and-contrast text structure for an expository passage).

2.5.5. Elaborative Processes

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author. For instance, in the two sentences provided above about Michael, we do not know why he was afraid. But we can predict that perhaps he was worried that someone had followed him home, or maybe a storm was brewing and he was concerned about strong winds. When making these inferences, we may draw upon information provided earlier in the text or upon our own previous experiences (e.g., perhaps at some point the reader was followed home and hurried inside and quickly shut and locked the door). This process is called elaborative processing (Klinger et al., 2007).

2.5.6. Meta-cognitive Processes

Klinger et al., (2007) states that much has been made of the importance of metacognition, that is, thinking about thinking. According to him, metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive processes which the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading.

The metacognitive strategies the reader uses include rehearsing (i.e., repeating information to enhance recall), reviewing, underlining important words or sections of a passage, note-taking, and checking understanding.

2.6.   Classification of reading strategies

Several scholars have attempted to classify reading strategies. Although their studies identify a variety of similar reading strategies, there have been significant differences in their strategy groups. As one of the taxonomies of reading strategies, reading strategies are divided into two categories; cognitive strategies and metacognitive strategies. Cognitive strategies are described as "mental steps or operations that learners use to process both linguistic and sociolinguistic content" (Wenden& Rubin, 1987, p.19). These strategies are used to construct associations between new and existing knowledge of the learners, and they operate on incoming information to enhance learning (O'Malley &Chamot, 1990). The prominent cognitive strategies are:

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

Grouping: Reordering and reclassifying the material to be learned based on common attributes

Note-taking: Writing down the main idea, important points, outline or summary.

Deduction: Consciously applying rules to produce or understand the topic.

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

Keyword: Remembering a new word in the second language by (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word and (2) generating easily recalled images of some relationship between the new word and the familiar word.

Contextualization: Placing a word or phrase in a meaningful language sequence.

Elaboration: Relating new information to other concepts in memory.

Inferencing: Using available information to guess the meanings of new items, and predict outcomes. (Brown, 2007, p.35)

On the other hand, metacognitive strategies are higher critical thinking skills that help readers achieve awareness of whether they understand a reading text or not. Through the use of these strategies, learners identify available resources, decide which of these resources are important for the specific task they perform, and set goals for comprehension.

According to Bishop et al. (2005, p.207-208), metacognitive strategies are as follows:

Imagine, using a variety of senses: This strategy enables readers to visualize the scenes in the texts and refer to their senses to predict the features of substances.

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

Analyze text structure: This strategy involves readers discovering the genre and also usingother specific features in the text such as linking devices, table of contents, and subheadings.

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

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

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

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

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

The effectiveness of the use of those strategies does not rely on the strategy itself (Kern as cited in Farrell, 2001; Carrell, 1998). Instead, the factors which make a strategy effective can be sorted as: (a) who is employing it, (b) how consciously it is employed, (c)what kind of text is being read, (d) when it is being employed, and (d) why it is being used (Carrell, 1998; Farrell, 2001). What does one reader good may not do good for another reader?Similarly, whereas a strategy can be useful for a reader with a specific text, it may not be an appropriate tool with another text when the purpose of reading is different.

2.7.   Reading Comprehension Strategies

Celce et al.(2014) defines the term strategies as the conscious actions that learners take in order to improve the way they learn the language. Moss (2005) notes that teachers should explain these strategies to students so that they can eventually internalize and use them to enhance their comprehension as independent readers. This implies the importance of having awareness of comprehension strategies to be a good reader.

As to Brown (1994) for most second language learners who are already literate in a previous language,readingcomprehension is primarily a matter of developing appropriate and efficient comprehension strategies. Anderson (1994) and Grabe (2009), identify the following strategies that can be used in reading comprehension.

Predicting: involves the readers thinking about what they already know and utilizing those experiences along with other text clues to better understand. In this strategy, readers can gain meaning from a text by making educated guesses. Successful readers apply to forecastto make their existing knowledge to new information from a text to obtain meaning from what they read.

Asking questions: to identify one's understanding of a passage readers inquire and develop their own opinion of the author's writing, character, motivations, and relationship. This strategy involves allowing oneself to be completely objective in order to find various meanings within the text. In this strategy, readers ask themselves pertinent questions in reading the text. This strategy assists readers to combine information, recognizing main ideas, and summarizinginformation.

Making inferences: It involves connecting various parts of a text that are not directly linked to form a sensible conclusion. It is a form of assumption; the reader speculates what connection ties a text. Readers integrate information from the text with their previous knowledge. By making inferences, readers use their prior knowledge and experience and textual information to draw conclusions and develop interpretations and opinions as they interact with a text. Duffy (2009) defines it as the ability to "read between the lines" or to get the meaning an author implies but does not state directly within the text.

Comprehension Monitoring: Proficient readers know when they understand the text they are reading, and they know when it does not make sense. In order to repair comprehension problems, they identify the source of the problem (such as an unfamiliar word or concept or text structure, or segments of the text that are confusing or unclear), and then they decide how

to solve the problem (by consulting a dictionary, rereading the passage, searching for missing details, or drawing from prior knowledge). Finally, the reader refines or revises his or her understanding or interpretation of the text.

Activating and using prior knowledge: Readers who bring relevant prior knowledge to a text can generate more meaning than readers who do not possess this prior knowledge. Reading comprehension can provide opportunities for students to build rich prior knowledge through extensive reading of high-quality literary and nonfiction texts and to learn how to activate relevant prior knowledge to bring to their transactions with new texts.

The more a person reads, the more knowledge of the language, literature, the natural world, and the human experience that person has to bring to the text. Readers elicit prior knowledge before, during, and after the reading event.

Identifying the purpose: Efficient reading consists of clearly identifying the purpose of reading something. According to Brown (1994), by doing so, a reader knows what he/she is looking for and can weed out potential distracting information. As to Grabe (2009), sometimes students do not fully understand the goals for a given reading text or reading task and perform poorly. The problem may not be an inability to comprehend but a lack of awareness of the real goal for that reading task. Therefore, students need to become aware of the goals that they might adopt while reading.

Visualizing: with this sensory-driven strategy, readers form mental and visual images of the context of a text. Being able to connect visually allows for a better understanding of the text through emotional responses. Regarding this, Duffy (2009) tells us that good readers respond to the descriptive text they read, especially when reading narrative text by creating pictures in their minds, or images which are sometimes called "visualizing."

Synthesizing: this strategy involves marrying multiple ideas from various texts to draw a conclusion and make comparisons across different texts; with the readers' goal being to understand how they all fit together. According to Duffy (2009), being literate in the 21st century means being able to combine information within a source or across several different sources. To make sense of it all, it is essential to synthesize or combine information. In this sense, synthesizing is creative. That is, readers must construct a single understanding from a variety of sources.

Summarizing: Readers combine the information in a text to elaborate in their own words what the text is about. Summarizing is a significant strategy that allows readers to remember

text rapidly. In this strategy, readers can be aware of text structure, what is significant in a text, and how opinions are related to each other.Effective summarizing of the explanatory text includes things like condensing the steps in a scientific process, the steps of development of an art movement, or the episodes that result in certain important historical happenings. Effective summarizing of the narrative text includes things such as connecting happenings in a storyline or recognizing the elements that stimulate a character's activities and conduct (Pourhosein, 2016).

Brown (1994) also recommends readers of a second language develop some useful specific reading comprehension strategies such as skimming the text for main ideas, scanning for specific information, and guessing when uncertain which includes guessing the meaning of a word, a grammatical relationship, a discourse relationship, about a cultural reference, infer implied meaning, distinguishing between literal and implied meanings, and analyzingvocabularies such as looking for prefixes, suffixes, roots, grammatical contexts and the semantic contexts (topic) for clues.

2.8.   Reading Comprehension Strategies and Cognitive Awareness

The awareness of students on the reading comprehension strategies can influence their practical application of the strategies. Scholars describe the term cognitive awareness as knowledge of the individual on his cognition system and thoughts and his basic skill to learn how to learn. They also state that skill of cognitive awareness is to provide the learner with motivationon the subject to be learned, to give his attention, to elaborate approach, to make him evaluate to what extent he knows and to what extent he has to know, to make him aware of where he is, to plan what he will do afterward, to observe what, to what extent and by using which contemplation skills he has learned and to improve this and to adopt those skills as a lifestyle (Aksan&Kisac, 2009).

According to Aksan&Kisac(2009), cognitive awareness which is also named as thinking how to think is one of the sub-factors of metacognition. There are three main factors of metacognition: Knowledge of cognition, Regulation of cognition and Beliefs and intuitions. Knowledge of cognition comprises the awareness of the individual of his contemplation process; regulation of cognition, and control over cognition; however, beliefs and intuitions comprise the past experiences of the individual and his styles for the perception of the world.

Celce et al., (2014) points out that metacognitive awareness requires: Preparing and planning for effective learning; deciding when to use specific strategies; knowing how to monitor the

use of strategies; learning how to combine various strategies; and evaluating the effectiveness of strategy use.

The conscious awareness of what is taking place within the mind of an individual reader is best monitored by the individual reader. Teachers also need to be more aware of ways to help learners become aware of their strategies (Celce et al., 2014). Other language experts also describe reading as a personal, individual, reader-centered activity (Atkins et al, 1996).

According to Grabe (2009), the central defining notion of metacognitive awareness is that the reader can devote intentional resources to determine whether or not comprehension is occurring, the reading goals are being met, and linguistic resources can assist comprehension. When such resources are being directed toward monitoring comprehension, the reader can also consider using additional resources to repair breakdowns in comprehension.

The executed studieshave shown that there are distinctive disparities between the cognitive awareness behaviors of good and weak readers during the reading process. Aksan&Kisac, (2009) have shown those disparities in the following table.

Table 1. The cognitive awareness behaviors of the good and weak readers

Reading phase	The cognitive awareness behaviours of a good reader	The cognitive awareness behaviours of a weak reader
Before Reading	-Activates former information. -Understands the objective of the lesson and activity. -Determines appropriate strategies	-Commence directly reading without preparation. -Does not know why he reads. -Has not developed any system how to read
During Reading	-Concentrates. -Previously estimates and tells about the content of the text. -In case of a defect on reading comprehension, he/she uses a reading comprehension strategy for recovery of this defect. -He/she can analyse the content in order to understand new terms. He/she can identify significant terms. -He/she has better reading comprehension by considering the structure of the text. -Organizes the new information and combines them with the past information. -Control his/her own reading comprehension and he/she knows what he/she has understood.	-Easily distracted and become anxious. -Directly reads, cannot estimate previously, does not think -Does not know what to do when he does not comprehend what he reads -Cannot recognize significant words -Cannot define the expression organization in the text -Annexes negative information to the new information, does not look for relation and integrity -Cannot recognize his lack of understanding

After Reading	-Can depict what he has read in various forms. -Can notice (assess) to what extent his endeavor has an impact on his accomplishment. -Can summarize significant ideas, can derive the main idea. -Can inquire the relevant additional information	- Reading and thinking stops - Feels successful.

The above table compares and contrasts the practices of good readers and weak readers on reading comprehension. In the table what the readers do at every stage of the reading shows that readers who are good at having awareness about reading comprehension strategies are also good at making good practices and understanding during the process of struggling with the text they read. If a reader has a lack of awareness, he/she does not know why he/she reads; can never recognize his lack of understanding; does not know what to do when he does not comprehend what he or reads and in general, the reader is unable to utilize the strategies of reading comprehension. Therefore, we can say that lack of awareness is one of the factors which affect the readers' practice of using different comprehension strategies.

2.9.   Factors Affecting Reading Comprehension

Atkins (1996) talks that students lack reading proficiency in English, which exhibits itself in slow and difficult reading and comprehension. This ineffective reading hinders their broader studies and inevitably limits their academic performance. He also illustrates factors that contribute to students' poor reading such as ineffective teaching of reading, the inadequacy of the reading materials and inappropriate reading tasks and activities contained in the materials to help the students develop reading abilities. Hence, in this section, some factors of reading comprehension such as factors related to the reader, factors related to the text, and factors related to the reading activity are discussed.

2.9.1. Factors Related to the Reader

All readers bring to their reading differences in competencies, such as oral language ability, fluent word recognition, and knowledge of the world.

They also bring an array of social and cultural influences, including home environment, community and cultural traditions, and socioeconomic status (RAND Reading Study Group, 2002; Lehr & Osborn, 2005).

2.9.2. Factors Related to Text

Comprehension comes from the representations of the ideas in a text that readers construct as they read. These representations are influenced by text features and are related to genre and structure, or how content is organized (RAND Reading Study Group, 2002) and to language features, such as vocabulary and syntax (sentence structure and complexity) and the author's writing style and clarity of expression (Lehr& Osborn, 2005).

2.9.3. Factors Related to the Reading Activity

As the RAND Reading Study Group (2002) notes, reading is not done in a vacuum. It is done to achieve some end. This is the dimension of reading addressed by the term activity. A reading activity can be a session with a teacher working with an entire class, a small group of students, or one-on-one with a student. It can be students reading alone or with others. Factors related to the success of a reading activity include the purposes for reading and student engagement in reading (Lehr & Osborn, 2005).

Nuttall (1996) recommends that the level of activities and tasks of reading should be varied and matched with the text. For instance, if the text used is too difficult, at least tasks and activities which allow the students to use a top-down approach should be devised. As Nuttall generalized the more difficult the text, the easier you should make the tasks. Nunan (2004) also tells us that in recent years, with the increasing use of authentic texts, there has been a tendency to control difficulty not by simplifying the input to which learners are exposed, but by varying the difficulty of the activities or procedures which learners are expected to carry out. Therefore, teachers should discuss unsuitable tasks and activities with colleagues.

To sum up, this discussion has provided some indication of the complexity of reading comprehension. Therefore, by using this information, the appropriate kinds of instruction which will best help students understand what they read should be identified.

2.10.   Roles of Teachers and Students in Reading Comprehension

2.10.1.   The Role of the Teacher

According to Nuttall (1996), some people would go so far as to say that reading cannot be taught; only learned. However, this does not mean that there is nothing for the teacher to do. There is a great deal concerning the role of the teacher in the students learning of reading. Some of the teacher's responsibilities discussed by Nuttall include these:

a. Identifying what students can and cannot do, and working out a program to develop the skills they lack;

b. Choosing suitable texts to work on, devising effective tasks and activities, and preparing the students to undertake the tasks

c. Making sure that everyone works productively and to their full potential by encouraging students, promoting text-based discussion and providing 'scaffolding' to enable them to interpret the text themselves, rather than having to rely on the teacher (p. 32).

On the other hand, Nuttall added that there are some wrong kinds of help given for students. Though there is no one teacher who tries to hinder students from learning, there are some misconceptions about which procedures are helpful for the students. These include the following:

- Testing the students instead of teaching
- Doing what the reader must do for himself/herself (p. 34)

2.10.2.   The Role of the Student

Nuttall (1996) approves that the role suggested to the teacher implies a reciprocal role for the student. These include the following:

Taking an active part in learning to read

First and foremost, reading is learnt rather than taught, and only the learners can do the learning. Atkins et al (1996) also confirm that students only learn to read by reading. So, their first responsibility is to be active and to take charge of what they do (Duke & Pearson, 2002).

Monitoring Comprehension

Like teachers, though to a lesser degree, students need to understand how texts work and what they do when they read. They must be able to monitor their own comprehension-for instance able to recognize that they do not understand a text, find out why and adopt a strategy that will improve matters. Grabe (2009), also describes this by connecting with the definition of metacognitive awareness in which the reader can devote attentional resources to determine whether or not comprehension is occurring, the reading goals are being met, and linguistic resources can assist comprehension. When such resources are being directed toward monitoring comprehension, the reader can also consider using additional resources to repair breakdowns in comprehension. According to Nuttall (1996), this ability should be recognized as a key factor in students'capacity to develop as readers. Frequently words like aware, conscious, and alert are used to describe good readers; students can learn to develop these qualities and teachers can help them to do so.

Learning text talk

It has been discussed that a good reader carries on a dialogue with a text. Students have to learn how to do this. An effective way to promote the skill is to talk about texts in class. Teachers can plan activities for this purpose, and model the text talk, but it is the students who have to make the most of the opportunities by joining in (Duke & Pearson, 2002; Nuttall, 1996).

Taking risks

According to Nuttall (1996), 'joining in' means that the students have got to take the risk of making mistakes. They won't learn much if they do not do this. The sooner students realize that a mistake is an opportunity to learn, the better they learn.

Learning not to cheat oneself

Learning to read is learning to give yourselfan enormous advantage in life. It may lead to better jobs; it certainly leads to personal development, interest and enjoyment. Students who do not want to learn to read can easily cheat on many of the activities suggested here. But they are only cheating themselves because nobody else will suffer, except that they are losing their opportunities (Nuttal, 1996; Atkins, 1996).

In this chapter, the related literature was reviewed beginning from the general terms of the issue under study to its specific details. Accordingly, at first, the concept of reading followed by the subtopics such as definition, purpose and kinds of reading and benefits of extensive reading has been discussed. Then, the discussion continued on the concept of reading comprehension, its model and the major processes involved in it. In addition, the different kinds of reading comprehension strategies and perception, what efficient reading involves and some major factors of reading comprehension were described. Finally, the roles of both teachers and students regarding reading comprehension were presented.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.0. Introduction

This chapter presents the research design and methodology that was employed in the study. It consists of the following parts. The first part is the research design, which discusses the type of research and the approach utilized to carry out this study. In the next sections, the setting and the participants of the study are explained. Then, the sample and sampling techniques and instruments of data collection, followed by the validity and reliability of the instruments are discussed. After those procedures of data gathering, the method of data analysis and interpretation is presented. Finally, the research ethics are presented.

3.1. The Research Design

To carry out this study, a descriptive casestudy type of research with both quantitative and qualitative approaches was employed. The descriptive studydesign was used because it helps the researcher to provide relevant data for the problems under investigation.

"Any approach that attempts to describe data might be referred to as a descriptive method" (Anderson, 2007, p.100). According to Gay et al. (2012), mixed methods research combines quantitative and qualitative approaches by including both quantitative and qualitative data in a single study. These scholars also explain that the purpose of this type of research is to build on the synergy and strength that exists between quantitative and qualitative research methods to understand a phenomenon more fully than is possible using either quantitative or qualitative methods alone. Based on this, data wasgathered from the participants and then described both quantitatively and qualitatively. Numerical datawerecollected through a questionnaire to the selected subjects and non-numerical through an interview that was conducted with those who participated in the study.

3.2. Study Setting

The study area was located in Oromia regional state, IluAbbabor Zone, Mettutown, Abba Sayakebele in Mettu Secondary school. It is situated in South-Western Ethiopia at distance about 583km from Addis Ababa. This school was chosen because the researcher's living place is closer to it, and he has been staying there for a long time.

Thus, it is believed that the researcher knows a lot about the level of students using reading comprehension strategies problems that found in this school deeply.

3.3.   The populationof the Study

The participants of this study were grade ten English language teachers and grade ten students of Mettu Secondary School. The study area is located in Oromia regional state, Ilu Abbabor Zone, Mettu town. The grade was selected as the students faced difficulty with using varaity of reading comprehension strategies. In oromia region, English is a medium of instruction starting from grade nine. As a result, grade ten students are beginners with the level at which English becomes a medium of instruction in the teaching and learning processes. Hence, to assess and come up with valid empirical evidence grade ten students were purposively selected. There were four sections each having 58 students. Altogether, the school has 232 grade ten students and six English language teacher.

3.4.   Sample and sampling Technique

Sample and sampling arise directly out of the issue of defining the population on which the research is focused (Cohen, Manion& Morrison, 2000). Researchers do not always study an entire population, either because they cannot identify the individuals or because they cannot obtain lists of names (Creswell, 2012).Therefore, according to Best and Kahn (2006), the process of going from a large general population to a target population or accessible population than to a sample is common in educational research. As mentioned under the population of the study, there were 232 grade ten students in the school under investigation. Since it was difficult to collect data from all the students, the researcher included 30% of them from each section by usinga simple random sampling technique. This means that 70 students wereselected as the participant in the study. In sampling the students, the researcher used the following steps:

- Eighteen '1' and forty '0' were written on pieces of paper for each section.
- These pieces of paper were rolled and mixed carefully.
- Students were told to pick one drawing turn by turn.
- Those who were picked 1 were sampled.

In addition to the students, the researcher included two grade ten English language teachers of Mettu Secondary School by using the purposive sampling technique. The teachers were an individuals who were very close to the sample students as well as the nature of the teaching material and able to provide detailed information for the study.

3.5. Instruments of Data Collection

The instruments used to collect data for the study were questionnaire, interviews and observation. They were thoroughly discussed below based on the purpose of the study.

3.5.1. Questionnaire

This data-gathering tool is intended to answer the basic questions of the study. Dornyei (2003) explains that questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. Kothari (2004) also approves that questionnaire is often considered at the heart of a survey study. Moreover, the questionnaire is an effective means of measuring the behavior, performance, opinions and intentions ofa relatively large number of subjects. These scholars also notethatthe questionnaire is efficient in terms of researcher time, researcher effort, and financial resources.

Therefore, a questionnaire was used as an instrument of data collection for this study. The closed-ended questions type were employed in the questionnaire because they do not require the respondents to produce any free writing; instead, they were to choose one of the alternatives, regardless of whether their preferred answer is among them. As to Dornyei, the major advantage of closed-ended questions is that their coding and tabulation is straight forward and leave no room for raters' subjectivity. A questionnaire wasadapted from earlier similar works and a review of literature were dispatched to respondents of the study.These closed-ended questions were presented for the students with different options in order to get clear and detailed information related to the awareness, practice and challenges of reading comprehension strategies.Studentsmarked their choice from the given options. In general, the questionnaire for the students consisted of 32 items all of which were closed-ended.

These questions were grouped as part I and Part II. Accordingly, the first part was to ask about the respondents background and consisted of three items. The next part two consisted of the main body of the questionnaire which was divided into three sections. Section one consisted of nine items thatwere intended to ask questions related to the student'sawareness about reading comprehension strategies. Section two consisted of seventeen items which were predominantly intended to give information about the students' practices in the application of the reading comprehension strategies. The last section consisted of six items which were used to gather information about challenges that hinder the students' practice of applying the reading comprehension strategies.

3.5.2. Interview

In addition to the questionnaire, the interview was included in the study in order to collect in-depth data regarding the basic questions, students' awareness, practices and what challenges are hindering their practices in applying the reading comprehension strategies.

Because of their flexibility, interviews are a useful method of obtaining information and opinions from experts during the study (Walliman, 2006). The most common types of interviews are unstructured, semi-structured and structured interviews (Dawson, 2002). Walliman(2006) states that a semi-structured interview is the one that contains structured and unstructured sections with standardized and open-format questions. Dawson, (2002) also expresses that a semi-structured interview is the type of interview that helps the researcher to know specific information which can be compared and contrasted with other information. Since the semi-structured interview constitutes predetermined questions which can be flexible to obtain valuable and detailed information, the researcher preferred to conduct this type of interview for this study. Accordingly, the interview was conducted with the six grade ten students and two grade ten English language teachers under the study mainly to answer basic research questions 2 & 3.

3.5.3. Classroom Observation

Classroom observation is very important in descriptive qualitative research to collect genuine data from the participant's behavior in their actual setting. In addition, it is an instrument of data collection which is used to obtain current information for the present study. Furthermore, it is an instrument of data collection which helps the researcher to obtain a more detailed insight into the practices and aspects of the classroom context. In addition, it gives insight into the actual practices carried out rather than perceived or intended practices (Johnson& Turner, 2003).

To this effect, the researcher has adapted classroom observation checklists and observed grade ten students' and teachers' practices of teaching and learning reading comprehension strategies as they occur in their natural settings.

3.6.   The Pilot Study

As to Cohen et al (2007), threats to validity and reliability can never be erased; rather the effects of these threats can be attenuated by attention to validity and reliability.

Best & Kahn (2006) suggest researchers need all the help they can get; suggestions from colleagues and experts in the field of inquiry may reveal ambiguities that can be removed or items that do not contribute to a questionnaire's purpose.

The researcher piloted the instruments of data collection on AbdiBoriSecondary school before conducting the main study. This school was found within the area of study, but it was not included in the main study. During the pilot study, 30-grade ten students of the school filled in the questionnaire. The results obtained from piloting were used as input to improve the research instruments by discarding irrelevant questions, using simple language and minimizing spelling errors.

Moreover, the researcher gave the items of the instruments of the research to two of his colleagues so that the quality of the tools was assessed, refined and improved to serve the purpose of the study properly. For instance, suggestions from colleagues helped the researcher to improve the practical aspects of administering the data collection tool in terms of time, and the clarity of the instruction. For the reliability of the questionnaire and consistency of all items in it, the data from the questionnaires of the pilot study was imported into the Statistical Package for Social Sciences (SPSS) to find out Cronbach's Alpha reliability. As to Cohen, Manion& Morrison (2007), the reliability of the questionnaire with the 30 students in a pilot study results indicated that it was reliable (Cronbach's alpha = 0.73). Therefore, the modified 32 items of the questionnaire was used in the main study to collect data from 70 participants and the reliability calculated for the main study was 0.78 using Cronbach's Alpha.

3.7.   Procedures for Data Gathering

The long process of data gathering activity was carried out based onthe following procedures. First, classroom observations were carried out to address the second research objective. This was done to avoid modified classroom behaviors that may emanate as a result of getting the information needed of them. The questionnaire is a LikertScale type because such rating scales are the most commonly used in research under takings (Dornyei, 2003).

The intention here is to answer the research questions proposed to investigate the current awareness and practices of students on reading comprehension strategies, and to identify challenges that hinder their practices of applying the strategies.

Finally, semi-structured interview was presented systematically to six grade ten students and two grade ten English language teachers with different level of achievements to obtain in-depth and rich information to make the study creditable.

3.8.   Method of Data Analysis and Interpretation

Based on the information gathered through the use of different tools such as questionnaires, interviews, and classroom observation data were analyzed both qualitatively and quantitatively. Responses to close-ended items were tabulated and analyzed using statistical tools such as percentages and mean values. The scores were interpreted using the interpretation key based on the frequency scale delineated by Oxford (1990) for general learning strategy use. According to Oxford's (1990) definition, strategies that have a mean value of *1.0* to *2.4* are defined as low use, those that have a mean value of *2.5* to *3.4* are defined as medium use and those whose mean scores are between *3.5* and *5* are defined as high strategy use.

 However, data collected using the interview and classroom observation were analyzed and described in words. Then, based on the information drawn from data, detailed discussions and interpretations were made.

3.9.   The Research Ethics

A researcher has the responsibility to ensure research ethics by providing accurate descriptions of what he/she has done, how he/she has done it, the information he/she needs to obtain and so forth to participants of the study (Walliman, 2011). According to this scholar, the researcher is expected to avoid plagiarism by borrowing ideas and information properly and acknowledging the sources of ideas, concepts, and theories. Moreover, the researcher of this study was secured the confidentiality of the participants from whom the data obtained. In general, throughout this study, the researcher was strictly considered all these and other related ethical issues as much as possible.

CHAPTER FOUR

4. RESULT AND DISCUSSION

4.0. Introduction

The primary purpose of this study was to investigate awareness, practice, and challenges of students on reading comprehension strategies among grade ten students of Mettu secondary school. In this chapter, data gathered through questionnaire from the sample students, and interview conducted with six students and English language teachers were presented and discussed. In addition, data obtained from classroom observation was presented and discussed based on the basic research questions developed at the beginning of the study.

4.1. Results of the Study

4.1.1. Results of Students' the Background Information Questions

In this section, two questions were presented focusing on the respondents' intention towards the learning of reading comprehension. Seventy students were selected as the participant in the study. There were 39 male and 31 female students. The focus of the questions are mainly to know the extent to which student respondents need to learn reading skill and rate importance of learning of English reading comprehension, and level of difficulty in learningof English reading comprehension. It is mainly used as background information of the students' participant for the data gathered by using the items in the main part of the questionnaire.

Table 1:Level of Importance of English reading skills

How important do you think is English reading skills for you?	5		4		3		2		1		Mean value
	F	%	F	%	F	%	F	%	F	%	3.9
	17	24.3	33	47	16	23	4	5.7	-	-	

Key:*Unimportant =1, Less important =2, Moderate = 3, Important=4 , Very important =5*

As can be seen from Table 1 above, out of 70 student respondents *17(24%)* and *33(47%)* of them rated reading skills as 'very important' and 'important' skill respectively. Overall, *71%* of the respondents seem to consider reading skills as an important skill. This result is also in

agreement with the mean value computed (*3.9*) for the item which could rounded to 4, the value assigned for 'important'. Reply to this question approves the idea stated by Richards & Renandya (2002) that reading skill is a skill which is highly valued by students and teachers alike.

Table 2: **Level of Difficulty in learning English Reading Comprehension**

	5		4		3		2		1		Mean value
	F	*%*	*F*	*%*	*F*	*%*	*F*	*%*	*F*	*%*	
How would you rate the difficulty of learning English language reading comprehension?	_	_	*6*	*8.57*	*13*	*18.57*	*36*	*51.43*	*15*	*21.43*	*2.14*

Key:*Very difficult= 1, Difficult= 2,   Moderate =3, Easy=4 , Very easy=5*

As depicted in Table.2 above, *15(21.43%)* of the respondent replied that learning reading comprehension is a 'very difficult task, and *36(51.43%)* of participants on their part rated this task as 'difficult'. Out of 70 respondents *13(18.57%)*also replied learning English Language reading comprehension is a task of 'moderate' difficulty.The mean value of the items*(72.86%)* indicates that the learning of English reading comprehension seem to be difficult for the students.

4.1.2. Results of the Main Part of Students' Questionnaire

This part has three sections. Under section one, 9 items were presented focusing on whether the students have awareness ofthe different reading comprehension strategies which were suggested by different language experts. In section two, 17 items were presented focusing on the extent of students' practice ofreading comprehension strategies. In the last section, 6 items were included focusing on challenges that hinder the students' practicesofreading comprehension strategies.

4.1.2.1. Summary of Students' Awareness of Different Reading Comprehension Strategies

To address research question one (the extent of the student'sawareness ofthe strategies of reading comprehension), the researcher designed nine items whose analysis were carried out in the table below.

Table 3 :Students' Awareness of Reading Comprehension Strategies

No.	Items	5		4		3		2		1		Mean value
		F	%	F	%	F	%	F	%	F	%	
1	Identifying the purpose for reading	22	31.4	21	30	8	11.4	10	14.3	9	13	3.53
2	Activating and using background knowledge	13	18.6	24	34.3	21	30.0	9	12.9	3	4.3	3.50
3	Predicting	2	13	10	27	12	17.1	27	14.3	19	28.6	2.3
4	Making inference	4	6	6	8.6	8	11.4	23	33	29	41	2.04
5	Generating new idea and asking questions	8	11	9	13	13	18	20	29	20	29	2.5
6	Visualizing	2	3	5	7	9	13	28	40	26	37	1.98
7	Comprehension Monitoring	3	4.3	5	7.14	10	21.42	21	30	31	37.14	1.97
8	Synthesizing	6	8.57	10	14.3	11	15.71	20	28.57	23	32.85	2.37
9	Summarizing	13	18.6	19	27.1	13	18.6	14	20	11	15.7	3.13
	Grand mean =2.49											

Key: Very low = 1, Low = 2,   Moderate =3,   High = 4, Very High = 5

As one can see from Table.3 above, the students' responses for items 1,and 2 show that the students' awareness of the two reading comprehension strategies (identifying the purpose for reading, activating and using background knowledge) is at 'high' level. The mean values of the two items (*M=3.53 & 3.50)* almost indicate that the students awareness of the two strategies is high. Obviously, identifying the purpose for reading and activating background knowledge are among the reading comprehension strategies, which active readers have to know and employ while reading a text. In addition, the responses for items 5, and 9 indicates that the students' awareness of(generating new ideas and asking questions and summaring) is at' moderate' level. The mean value of these two items (*M=2.5 & 3.13*) show that the students' awareness as medium strategy users.

On the other hand, the results of items (4, 6, and 7) indicate that the respondents' awareness of thesereading comprehension strategies (Making inferences,Visualizing, and Comprehension monitoring) is at a low level. The mean value of theseitems (*M=2.04, 1.98, &1.97*respectively) shows that the awareness of the students' are below the '**average**' level.

The grand mean (*M=2.49*) of the nine items presented in the table above shows that the level of awareness of the students on the nine reading comprehension strategies discussed in the review of literature of this study is almost ata 'low' level.

4.1.2.2. Summary of Students' Practices of Using Reading Comprehension Strategies

In order to address research questiontwo (the extent of the students' practice in the application of reading comprehension strategies), 17 items were developed and an analysis of each of them is displayed in Table 4. below.

Table 4:Students' Practices of Using Reading Comprehension Strategies

No.	Items	5		4		3		2		1		Mean value
		F	%	F	%	F	%	F	%	F	%	
1	I engage actively in the reading.	8	11.4	9	12.85	13	18.6	10	14.3	30	42.85	**2.35**
2	I think about the reasons/purpose of why I am reading the text.	5	7	11	16	17	24.3	20	29	17	24	**2.52**
3	I read the topic and preview the text in order to predict before reading the text.	10	14.3	23	32.85	32	45.7	3	4.3	2	2.85	**3.51**
4	I ask myself about the author's purpose	6	8.57	8	11.43	19	27.1	14	20.0	23	32.86	**2.43**
5	I decide when to use specific strategies for reading comprehension.	7	10.0	11	16	12	17	16	23	24	34	**2.44**
6	I read the whole passage quickly to understand the main idea.	21	30.0	18	25.7	18	25.7	9	12.9	4	5.7	**3.61**
7	I consider the text structure for better understanding.	5	7	10	14.2	15	21.4	14	20.0	26	37.4	**2.34**
8	I look for implied meanings as well as	4	6	7	10	18	26	19	27	22	31	**2.31**

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	stated meanings.										
9	I use my background (world) knowledge to understand the passage.	6	8.6	10	14.3	16	23	18	25.8	20	28.6	*2.48*
10	I check my predictions about the text while reading.	7	10	9	13	15	21	14	20	25	36	*2.41*
11	I guess the meaning of some words from the context clues.	5	7	8	11.4	23	33	14	20.0	20	28.6	*2.48*
12	I make inferences after finishing reading the passage.	3	4.3	4	5.7	7	10	31	44.3	25	35.7	*1.98*
13	I determine whether or not comprehension is occurring and the reading goals are being met.	1	1.4	5	7	11	15.7	23	33	30	42.9	*1.91*
14	I find out why comprehension is not occurring and adopt a strategy that will improve the matter.	2	2.85	7	10	10	14.3	21	30	30	42.85	*2.0*
15	I summarize what I read to reflect on important information in the text.	6	8.6	38	54.3	18	25.7	5	7.1	3	4.3	*3.55*
16	I synthesize and discuss what I understand with my friends and teachers.	7	10	10	14.3	11	15.7	14	20	28	40	*2.34*
17	I form mental and visual images of the context of a text while reading.	4	5.7	13	18.6	14	20.0	20	28.6	19	27.1	*2.47*
											Grand mean =2.53	

Key*: Never = 1, Rarely =2, Sometimes = 3, Usually=4, Always*

As shown in Table 4 above, students reported that they usually practice only the three strategies of reading comprehension. These are reading the topic or heading of the passage and previewing the text in order to predict what it is about before reading it (item 3), reading the whole passage quickly to understand the main idea (item 6) and summarizing what they read to reflect on important information in the text (item15). As the mean values of the three items (*3.51, 3.61& 3.55*) respectively show,the students usually practice these three strategies which can be considered as high strategy use. It is worth mentioning that based on Oxford's (Oxford, 1990) classification, the student whose mean score is above *3.5 (M≥3.5)* is considered to be a high strategy user, the one whose mean score is between *2.5* and *3.4*

(*2.5≤M≤3.4*) is a medium strategy user, and the one below *2.4* (*M≤2.4*) is considered a low strategy user.

Contrary to this, a large number of the respondents (*42.9%*) reported that they are unable to determine whether or not comprehension is occurring and the reading goals are being met while they are reading a given passage. In the same way, they are also unable to find out why comprehension is not occurring and adopt a strategy that will improve the matter.

On the other hand, the exact mean of items 12, 13 and 14 which are (*1.98, 1.91&2.0*) respectively indicate that the studentsrarelypractice these reading comprehension strategiesto make inferences after finishing reading the passage, to determine whether or not comprehension is occurring and the reading goals are being met and to find out why comprehension is not occurring and adopt a strategy that will improve the matter are considered as low strategy use.

According to items,(2) the respondent reported that they sometimes practice identifying the purpose for reading. As mean value of thisitem(*2.5*) indicate the students sometimes practice this strategy which can be considered as medium strategy use.

Table 4 also shows that the extent of the students' practices related to the reading comprehension strategies such as identifying the purpose for reading (item5), activating and using background knowledge (item 9), predicting (item 10), making inferences (item 12), generating new ideas and asking questions (item 4), visualizing (item 17), synthesizing (items 16), and other related specific strategies (items 1, 8 & 11) are at the rare level because the mean value of these items ranges around (M=*2.42*) wichconsidered as low strategy users.

In addition, (*57.4%*) of the respondents reported that they rarely practice considering the text structure they are reading for better understanding. In relation with this, Brown (1994) states that readers have to develop considering some specific reading comprehension strategies such as grammatical relationships or the language structure which can give clues to understanding the text.

As can be seen from Table 4. Generally, the students were sometimes practicing using the reading comprehension strategies with the grand mean score of all items (M = *2.53*). Though the grand mean score of all items considered them under medium strategy user,the students were rarely practice different reading comprehension strategies.

4.1.2.3. Summary of Students' Challenges for Practicing Reading Comprehension Strategies

To address the basic research question related to the major challenges that hinder the students' practices of applying reading comprehension strategies, there were six items used in the questionnaires. The data gathered to answer this basic question through all three instruments was analyzed and presented as follows.

Table 5: Challenges for Practicing Reading Comprehension Strategies

No.	Items	5		4		3		2		1		Mean value
		F	%	F	%	F	%	F	%	F	%	
1	A varying social and cultural environment in which I live and learn to read affects my practice of reading comprehension.	4	6	11	8.6	8	7.1	30	47	17	31.4	2.35
2	The nature of the reading comprehension activities or tasks have impacted my practice of using the strategies.	20	28.6	39	55.8	6	8.5	4	5.7	1	1.4	4.04
3	Wrong ways of support from the teacher such as doing for us what we must do ourselves inhibit us from taking an active part in the learning of reading.	14	20	36	51.4	13	18.6	5	7	2	3	3.78
4	Ineffective teaching of reading comprehension strategies explicitly from the teachers' side has a negative impact on my useof the strategies.	9	13	33	47	5	7	20	29	3	4	3.35

5	Lack of vocabulary knowledge can affect my practice of reading comprehension strategies.	17	24	34	49	9	13	7	10	3	4	3.78
6	Lack of authenticity or natural use of the language in texts.	20	28.6	28	40.0	17	24.3	4	5.7	1	1.4	3.89
Grand mean =3.53												

Key: *Strongly Disagree =1,   Disagree =2, Undecided= 3, Agree =4,   Strongly Agree = 5*

As seen in Table 5, respondents provided various answers to item 1 asked whether a varying social and cultural environment in which they live and learn to read affects their practice ofusing reading comprehension strategies. Ofthe total respondents, *31.4%* of them responded strongly disagree and similarly, 47% of them responded disagree.

The mean score (*2.35*) from the summary of the statistics of this item also indicates that the students' disagreement on this issue; hence varying social and cultural environment arenot among the factors affecting their practices of using reading comprehension strategies.

As it can be seen in Table 5, more than half of the respondents (*55.8%*) agreed that the nature of the reading comprehension activities and tasks has impact on their practice of using the strategies. The higher mean score (M=*4.05*) revealed by the summary of the statistics of this item is also an indication of the respondents' agreement on the question. As the RAND Reading Study Group (2002) notes as discussed in the review of literature of this study, factors related to the reading activity are among the factors of reading comprehension.

Therefore, the nature of the reading comprehension activities and tasks provided in their textbook are among the factors affecting their practices of using the different reading comprehension strategies.

The information in the above table also indicated that more than half of the respondents (*51.4%*) agreed thatwrong ways of help from the teacher such as doing for them what they must do themselves inhibit them from taking an active part in the learning of reading. The statistical summary of the item also gives the mean score of M=*3.78*, which shows approximately the agreement of the respondents on the issue as a whole.

Consequently, the wrong ways of help provided bytheir teacher such as doing what the students themselves have to do themselves affected their practice ofusing different reading comprehension strategies.

The analysis also indicated that *31.4%* of the respondents disagreed and *43%* of them agreed when they were asked if ineffective teaching of reading comprehension strategies from the teachers' side has a negative impact on using the strategies.

As the mean score (M=*2.97*) of the item shows the students did not decideaboutthe item which says that ineffective teaching of reading comprehension strategies affected their practice.

As can be seen in Table 5, in the above item 5 (*73%*) of respondents agreedthata lack of vocabulary knowledge can affect their practice of reading comprehension strategies.

The statistical summary of the item also gives the mean score of (M=*3.78*) which shows the agreement of the respondents on the issue as a wholethe respondents for the item.From this one can understand that lack of vocabulary knowledge can hinder the students' practice of reading comprehension strategies.

In conclusion, as can be seen inTable 5, the respondents' provided various responsesfor theitemsThe total respondents (*68.6%*) of them agreedlack of authenticity or natural use of the language in texts canhinder their practice of reading comprehension strategies.The statistical summary of the item also gives the mean value of(M=*3.89*) which shows an agreement with the item.

4.1.3. Results from Students' Interview Responses

Sixgrade tenstudents from two sections were selected by purposive sampling technique depending on their level of achievement by crosschecking their average results from the class. Hence, higher, medium and slow learners were consequently the participants of the interview.All the interviewees expressed their experience of learning reading comprehension skills.(See appendix "G") Here are some of the responses given by some of the interviewees when they were asked experience of reading comprehension of English language text.

> ➢ Yes, I have begun reading English language texts starting from the lower classes.
> ➢ My experience was not only reading English textbooks but also I read from any other types of publications.

➢ My experience was very good; I started learning reading English reading comprehension from the lower classes.

➢ My experience was poor; I started learning reading English reading comprehension from the lower classes up to now.

Almost all of them expressed that their experience is good in English reading comprehension starting from the lower classes. On the other hand; most of them were poor in reading comprehension experience of an English textbook. In addition, some of the interviewees confirmed that they like to learn reading skills because they read different texts for different purposes.

4.1.3.1. Students' Awareness of Different Reading Comprehension Strategies

The responses given by the interviewees if they were well informed about the different strategies of reading comprehension suggested by language experts.The following are some of the responses:

➢ No, this is not practiced in our school by the English language teachers(S1)

➢ No, but sometimes encourage us to study and read texts. My brother also advises me to use different strategies for understanding texts.(S2)

➢ Yes, my English language teacher sometimes encourage me how to use different reading comprehension strategies.(S3)

➢ No, I haven't information about different reading comprehension strategies.(S4&S5)

➢ Yes,English language teachers sometimes inform us of different reading comprehension strategies.(S6)

Almost all of the interviewees were not well informed that the reading comprehension strategies suggested by language experts. However, some interviewees think learning the English language in general and reading skills in particular, are important in their future lives, they know that it is useful to continue their education in colleges and universities. Most interviewees'views showed that if they have aware ofdifferent reading comprehension strategies, they will succeed in understanding essays or passages of the written text in their future education.

4.1.3.2. Students' Practices of Using Reading Comprehension Strategies

When they were asked about their practice reading comprehension strategies, some of the interviewees' responses are as follows.

> ➢ Ok, although I haven't information on different reading comprehension strategies, I use my own method which helps me to understand the text in my education.(S1)

> ➢ I simply read with my friends by doing some exercise of reading passage activities or tasks.(S2)

> ➢ First, I read the text silently to get main idea of the topic. Then, I try to memorize for some minutes. After that I talk with myself whether I understand it or not.(S3)

> ➢ . When the reading comprehension is given, I try to use different strategies to understand the text. Basically I focus on the purpose of the reading. For example, if I 'm reading for exam, I try to take short note of main points to remember during the exams.(S4)

> ➢ Ok, when I practice reading comprehension strategies,I focus on the purpose of the readingand actively engage in the reading text.This means when I read any text, I try to understand the ideas or information in detail.(S5)

> ➢ . I read the text silently to get main idea of the topic. I also try to summarize the text my own words.(S6)

As they expressed their opinion, almost all interviewees do not have information about reading comprehension strategies, but they practice by taking a short note, reading with their friends and summerizing are some specific strategies theyuse to understand the text for different purposes.

Almost all of the interviewees' responses show that theywere poorlypractice reading comprehension strategies which are suggested by language experts in order to improve their skills of understanding the written text in the English language.

4.1.3.3. Challenges for Practicing Reading Comprehension Strategies

Here are some of the interviewees' responses when they were asked about the challenges that hinder their practice of reading comprehension strategies.

➢ To me, the challenges of using reading comprehension strategies are environmental influence or reading place, teaching related that means the English language teachers are not interested inhelping us practice different reading comprehension strategies.For example the difficulty of reading comprehension tasks or activities.(S1).

➢ First teaching related. Our English language teacher does not encourage us to practice different reading comprehension strategies. The second, English language text book reading sections sometimes focus on the cultures that we didn't know.(S2)

➢ In my opinion, reading the English language textbook difficult forme because of the influence of my mother tongue language. The other factors are limited knowledge of vocabulary, lack of prior knowledge and experience of using the reading strategy.(S3)

➢ I think there are different challenges that affect my practicing reading comprehension strategies.

➢ For example these are the authenticity of the English textbook, difficulty ofsome words in the reading comprehension text,teachers teaching approach and lack of vocabulary knowledge of the unfamiliar words in the text.(S4)

As the result of the interview specified, a lot of challenges were there which hinder the learners to practice employing the reading comprehension strategies intheir actual reading sessions. The first was that the text was not organized well and specifically that the reading tasks and activities were difficult.The other challenges were related tothe students' competencies. The student'slack of knowledge ofthe different types of reading comprehension strategies and lack of experience in the practical usage of these strategies are the major challenges.

When they were asked about how could they improve their reading comprehension skills, here are some of the interviewees' responses during the interview as follows:

➢ To improve my reading comprehension skills, I want to practice different reading comprehension strategies which help me to understand the written text in the English language.(S1)

➢ Well, to improve my reading comprehension skills, I like to share experiences about what I read by talking with friends.(S3)

➢ Reading different English textbooks such as fiction and nonfiction helps me to develop my knowledge.(S2)

Most of the interviewees responded that they need to use different reading comprehension strategies suggested by the language experts. This means if they get adequate training in reading skills, they can improve their reading comprehension strategies.

Here are some of the interviewees' responses when they were asked about using reading comprehension strategies in the three phases of reading.

➢ I usually useit while reading rather than the other phase of reading first, I try to predict the text by reading the title or the topic.(S1)

➢ I haven't trained how to practice reading strategies in different phases of reading comprehension.(S2)

➢ I can't practicereading comprehension strategies in different phases of reding because my teacher didn't encourage me to use any reading strategies.(S6)

➢ When I read the text in the English language at home and the library I simply read silently to comprehend the text without focusing on the phase of reading comprehension strategies.

Most of the respondents complain that their teacher doesn't help them practice reading comprehension strategies duringthe phases of reading. On the other hand, some of the interviewees responded that they can use reading comprehension strategies in the diffeferntphases of reading.

To sum up, it appears evident these students have poor practice towards their reading comprehension strategies in using durning the phases of reading. If they were taught and if things were favorable, the students might be interested to use reading comprehension strategies in different phases of reading to practice reading comprehension.

4.1.4. Result from Teachers Interview Responses

An interview was conducted with twograde ten English language teachers. There were foursections grade ten in the academic of the year, so the school assigned one English language teacher to teach. The first teacher has about twenty eight years of teaching English language skillsfrom elementary up to high school and currently teaching grade ten students.The second teacher has twelve years teaching English language in high school. According to theiropinion, they teach reading comprehension by initiating and motivating theirstudents.

In addition, they expressed that some of English language reading comprehension text is not related to students' cultural background knowledge. (See appendix "H")

4.1.4.1. Students' Practices of Using Reading Comprehension Strategies

Whenthe interviewees respond to the research question two, whether the students are well informed about the different strategies of reading comprehension suggested by language experts or nottheir responsesare as follows.

➢ Of course, I sometimes inform my students about reading comprehension strategies before they read any text. For example, what they have to do when they read the text, but the students are not much interested to practice and fail to use the strategies.(T1)

➢ No, they haven't enough information about different reading comprehension strategies. This means they didn't train well how, when and where to use different reading comprehension strategies.(T2)

The result of the interview conducted with the teachers also approved that the students were not well informed about these reading comprehension strategies.Therefore their practice was poor. According to them, the students' lack of awareness ofthe strategies may be related totheir experience of learning at lower grades which may differ from the learning style at the high school level.

4.1.4.2. Challenges for Practicing Reading Comprehension Strategies

When the interviewees were asked about the major challenges that hinder students' practice of using reading comprehension strategies, they listed some of the challenges as follows:

✓ Most of the students are afraid of making mistakes and they are also willing to participate while practicing reading comprehension strategies.(T1)

✓ Some texts are not related to students' cultural background world knowledge.(T2)

✓ They also faced difficulties in understanding the meaning of unfamiliar vocabulary in the text.(T2)

✓ There is no awareness of using reading comprehension strategies to comprehend reading texts.(T2)

✓ Failure to read frequently andextensively, lack of interest in reading skills.(T1)

✓ The nature of reading comprehension activities or tasks.(T2)

As the result of the interview specified, a lot of challenges were there which hinders the learners to practice employing the reading comprehension strategies intheir actual reading sessions. The first was that the text was not organized well and specifically that the nature of the reading tasks and activities were inappropriate. The other challenges were related tothe students' competencies. The students' lack of knowledgeofthe different types of reading comprehension strategies and lack of experience in practical usage of these strategies are the major factors.

The interview conducted with grade ten English language teachers to cross-check the data gathered through the questionnaire indicated that the students' practices in the application of the reading comprehension strategies were very poor. During the interview, teachers expressed that though there are many challenges that hinder them to practice,the students alsodid not interested to apply some of the strategies. The students simply considered it as if they were wasting their time.

To sum up, the interview responses indicate that most students are not interested to practice different reading comprehension strategies to develop their reading abilities. However, adequate efforts have to be exerted to motivate the students and change thier attitude towards reading strategy use.

4.1.5. Results from Classroom Observations

To investigate students' practices of reading comprehension strategies and the teachers' teaching procedures of reading comprehension, and classroom observation wasused.

Thus, a carefully designed checklist adapted from review of related literature of this study was used to observe the teaching-learning practices of reading comprehension. Accordingly, there was only one grade ten English language teacher was observed as she taught reading comprehension. The practice of the students was checked against the items in the checklist prepared basedon good reader reading practice on the literature review. Thus, the practices of students' reading comprehension strategies and teaching reading stated in the checklist are checked against the teacher's performance and could be classified into the three phases of teaching and learning reading comprehension. To that end items, 1- 6 refer to the pre-reading phase in the reading practice. Likewise- 7 -18 were on while reading and post-reading phases activities to check whether they are using reading comprehension strategies. (See appendix "F")

Accordingly, the students' practices of reading comprehension strategies and teacher performances and procedures are discussed below.

First round classroom observation

School: Mettu secondary school

Date of observation: 25/09/2014

Reading: Letters of applications

Lesson Objective:_____

The teacher started the class by greeting and asking about what the students learnt on the previous day.She wrote the topic of reading comprehension on a chalkboard. The students are ordered to read letters of application and discuss with their partner to identify the strength and weaknesses of each letter.Though pre-reading phase activities are skipped the students were actively engaged in reading.For instance, there is no room to activate theirprior information.

Then, the silent reading, however, neither lasted long nor was followed by a while reading exercise. Many students took turns reading and comparing the samples of three letters application in their textbook. However, according to the responses of teacher and students during the individual interview, silent reading, though not usually done duringa reading period is practiced sometimes.

Thestudentsusedpost-reading comprehension strategies such as identifying the main idea of the topic and sharing information that they got in the text with their friends. The students tried to summarize letters of application and their format.The questions found after the third reading phase were also treated orally even when there appears writing instruction and the class ended.

Second round Observation
School: Mettu secondary school

Date of observation: 30/09/14

Reading:A poem

Lesson Objective: **_____**

The teacher as observed on the second day started as usual.She wrote the topic on the blackboard and she read the poem herself aloud after instructing the students to follow her. The students didn't practice pre-reading phase activities. Then the students were made to read

silently for a while. The silent reading did not take more than three minutes. Reading aloud followed and many of the students were given the opportunity of reading one by one. After about three fourth of the class has read a poem, the teacher drew their attention to unfamiliar vocabularytaken from the poem and wrote them on the blackboard. The students did not guess the meaning of the unfamiliar words using contextual clues. The teacher then told the meaning of the words orally in the local language to the students. Having finished the meaning of the vocabulary, the teacher told her students to work on the written exercises as homework and at last,she announced that the class for English was over as soon as the bell rang. The students did not practicepre-reading and post-reading phase strategies since the actual teaching-learning process took place at the time. From this observation, it is possible to say that the teacher was mixing the process of reading skills and the students were not practicing the strategies. That is, the words that she explained after the students read the poem were neither a pre-reading vocabulary nor a post-reading discussion.

Third round Observation

School: Mettu secondary school

Date of observation: 06/10/2014

Reading: Ceremonies around the world

Lesson Objective: _____

On the third day, the teacher started the lesson as usual. She then wrote the title and page number of the reading passage. First, she ordered the students to skim three texts to get ageneral idea and make notes on the texts. After that she called students' names randomly and made them read aloud. This is practicinga while reading activity. The pre-reading phase was skipped all together which is students' reading comprehension strategies prediction about the title with their prior knowledge. She then let many students read aloud turn by turn.

In this case, from the while reading activities mentioned in the checklist, only reading aloud was performed. More than half of the students read the same text turn by turn. They were then made to read the questions aloud and answer them in the same manner. The teacher frequently used to give corrections and asked questions while the students were reading aloud. As many as more than half of the class was devoted to read one by one the same paragraph. After half of the period had gone, they were made to answer questions by reading. As the teacher read the questions, the students gave answers one by another. Here also, the students were not made to answer questions while they were reading rather they were made

to answer after they had completed reading aloud.The teacher's intention was the pronouncethe words in the text correctly rather than comprehend the text.

4.2. Discussion of the Results

The first question of this study was to see extent students' awareness of different reading comprehension strategies.The results of the respondents' awareness of Making inferences, Visualizing and Comprehension monitoring is at a low level. The mean value of these items (M=2.04, 1.98, &1.97 respectively) shows that the awareness of the students' are below the 'average' level.

According to Anderson (1994) &Grabe (2009), comprehension monitoring is a strategy by which readers can determine whether or not comprehension is occurring and the reading goals are being met and by which they find out why comprehension is not occurring and adopt a strategy that will improve the matter. Therefore, a lack of awareness of this strategy for a reader means not being an efficient reader.

Furthermore, if a reader is not aware of making mental and visual images of the context of a text, he is losing the advantages of the strategy when practicing reading comprehension.

The grand mean(M=2.49) of the nine items presented that the level of awareness of the students on the nine reading comprehension strategies discussed in the review of literature of this study is almost at a 'low' level. Hence, as to Nuttall (1996), students need to understand theories related to the strategies of reading comprehension such as the purpose of reading and activation of background knowledge.Moreover, as it was discussed in the background of the study part, language experts suggest that students should never be in doubt as to what the reading comprehension strategies are, where, when, and how they are used (Richards and Renandya, 2002). The finding of the study conducted by Yenus (2017) also approved that teachers do not give attention to comprehension strategies which in turn can lower students' awareness. Where there is no understanding of the strategies and their purposes as needed for readers, there might be a failure to practice using these helpful strategies in their reading comprehension.

It was also discussed that teachers should model and explain these strategies to students so that they can ultimately internalize and use them to enhance their comprehension as independent readers (Moss, 2005).

Generally, teachers need to providestudents a text with adequate clues towards different reading comprehension strategies and should appropriately employ the process of teaching

reading. AsRichards and Renandya (2002) expressed the ways of becoming strategic by raising awareness of strategies, demonstrating strategies overtly for students, assisting students to use these strategies were relevant and having more responsibility for using the appropriate strategies independently.

The second research question of this study was to find out which reading comprehension strategies are often practiced by grade ten students at Mettu secondary school. The results of respondents show thatextent of the students' practices related to the reading comprehension strategies such as identifying the purpose for reading, activating and using background knowledge, predicting, making inferences, generating new ideasand asking questions, visualizing, synthesizing, and other related specific strategies are at the rare level because the mean value of these items ranges around (M=2.42) wich considered as low strategy users. On the other hand, the results depicted that thestudents were sometimes practice using reading comprehension strategies with the grand mean score of all items (M = 2.53) which considered as medium strategy users. Though the grand mean score of all items considered them under medium strategy user,most students were faced difficulty to practice different reading comprehension strategies. Regarding this, the finding of thestudy conducted by Teshale and Yemanbrhan (2015) also revealed that most students were unable to use strategy-based processing and their practices were inconsistence with the theoretical framework of reading practices suggested by language experts.

Nevertheless, much work on the process of reading comprehension has been grounded in studies of good readers and a great deal about what effective readers do when they read is identified as follows (Atkins, 1996; Klingner et al., 2007). Good readers are active readers. They have clear goals in mind for their reading. They constantly evaluate whether the text and their reading of it are meeting their goals. Good readers typically look over the text before they read, noting such things as the structure of the text and text sections that might be most relevant to their reading goals. As they read, good readers frequently make predictions about what is to come. They try to determine the meaning of unfamiliar words and concepts in the text, and they deal with inconsistencies or gaps as needed. They compare and integrate their prior knowledge with the text. They think about the authors of the text, their style, beliefs, intentions, historical milieu, and so on. They monitor their understanding of the text, making adjustments in their reading as necessary. They evaluate the text's quality and value, and react to the text in a range of ways, both intellectually and emotionally. Moss (2005) also tells us that proficient readers use these strategies to comprehend text.

Therefore, where there is no adequate practice on the usage of the reading comprehension strategies as efficiently as possible, the readers might lack reading proficiency in English and leading to slow and difficult reading and poor comprehension (Atkins et al, 1996).

As classroom observations result specified,thestudents are not allowed to read by themselves silently to comprehend the text.Thetechniques and procedures of reading phases i.e. pre-reading, while reading and post-reading were not employed properly. Even though reading aloud has its own importance, it is a silent activity in real situation. Students were not trained for this very nature of reading as it was observed. As Nuttal quoted by Abinet (2011) stated in everyday life, it is not normal to read aloud. In elaborating this idea, the writer says most readings such as reading books, letters, advertisements and the likes are done silently. Therefore, I think students should practice real-life reading i.e. silent reading as well.

What is obviously seen from the observations made in the three dayschecklist is the students were unable to practicereading comprehension strategies in reading phases. Harmer as quoted by Abinet (2011) says "teachers should give students hints so that they can predict what is coming too." However, the observed teacher failed to do so in almost all the pre-reading items related to reading comprehension strategies except the item stated on number 5 about the introduction of new vocabulary which was performed. Though it is impossible to observe one's practice of reading comprehension strategies, based on the observation checklist items the students' reading comprehension strategies in the phases of reading skills during the lesson were poor.Reading activities were also dominated by reading aloud that is not advisable in the practice of reading comprehension.The students' practice were also lack frequent reading habits and interest.

To sum up, the teachers' practice of teaching reading did not appear to provide students with a helpful learning atmosphere in order to practice different readingcomprehsion strategies and develop their own reading comprehension ability.

The third research question of this study was to identifychallenges for practicing reading comprehension strategies. The result show that (55.8%) of therespondetsagreed that the nature of the reading comprehension activities and tasks has impact on their practice of using the strategies.The higher mean score (M=4.05) revealed by the summary of the statistics of this item is also an indication of the respondents' agreement on the question.Nuttall (1996) recommends that the level of activities and tasks of reading should be varied and matched with the text. For instance, if the text used is too difficult, at least tasks and activities which

allow the students to use a top-down approach should be devised. As Nuttall generalized the more difficult the text, the easier you should make the tasks.

In addition,wrong ways of help from the teacher such as doing for them what they must do themselves inhibit them from taking an active part in the learning of reading. The statistical summary of this item also gives the mean score of (M=3.78), which shows approximately the agreement of the respondents on the issue as a whole. Consequently, the wrong ways of help provided by their teacher such as doing what the students themselves have to do themselves affected their practice of using different reading comprehension strategies.

Nuttall (1996) pointed out that there are some wrong kinds of help given to students. These include doing what the reader must do for himself/herself, and testing the students instead of teaching. No one teacher tries to hinder students from learning but there are some misconceptions about which procedures are helpful for the students to maximize their practices. According to Nuttall, actually, teachers are responsible for choosing suitable texts to work on, devising effective tasks and activities, and preparing the students to undertake the tasks. However, if the teacher for example begins by explaining or by summarizing the text he/she is defeating the object of the lesson by telling the students something a reader ought to find out for himself/herself.

On the other hand, (73%) of respondents agreed thata lack of vocabulary knowledge can affect their practice of reading comprehension strategies. The statistical summary of the item also gives the mean score of (M=3.78) which shows the agreement of the respondents on the issue as a whole the respondents for the item.As RAND Reading Study Group, (2002), comprehension comes from the representations of the ideas in a text that readers construct as they read. These representations are influenced by text features and are related to genre and structure, or how content is organized and to language features, such as vocabulary and syntax (sentence structure and complexity) and the author's writing style and clarity of expression (Lehr & Osborn, 2005).

Inconclusion, the total respondents (68.6%) of them agreed lack of authenticity or natural use of the language in texts can hinder their practice of reading comprehension strategies. The statistical summary of the item also gives the mean value of(M=3.89) which shows an agreement with the item. Regarding to this, Nunan (2004) also tells us that in recent years, with the increasing use of authentic texts, there has been a tendency to control difficulty not by simplifying the input to which learners are exposed, but by varying the difficulty of the activities or procedures which learners are expected to carry out.

As the result of the interview specified, a lot of challenges were hinder the learners to practice employing the reading comprehension strategies in their actual reading sessions.

The students' competencies, lack of awareness of the different types of reading comprehension strategies and lack of experience in the practical usage of these strategies are the major challenges.Regarding this, Celce et al., (2014) points out that metacognitive awareness requires: Preparing and planning for effective learning; deciding when to use specific strategies; knowing how to monitor the use of strategies; learning how to combine various strategies; and evaluating the effectiveness of strategy use.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

This study was aimed at investigating the practice ofreading comprehension strategies of grade ten students of Mettu secondary school in order to identify the extent of the students' awareness ofthe strategies of reading comprehension, to determine the extent of students' practice on the application of reading comprehension strategies and to identify the major challenges hinder the students' practice of using these strategies.

Accordingly, a descriptive case studydesign with both quantitative and qualitative methods was made to answer the previously mentioned objectives. Three data collection instruments, questionnaire with close-ended questions, semi-structured interview and observation checklist were designed and used. The questionnaire was used for the sample students and the interview was conducted with both the sample students and teachers. The main body of the questionnaire was divided into three groups of which the first consisted of nine items to identify the awareness of the students on reading comprehension strategies, the second group consisted of seventeen items which were used to determine the extent of the students' practice on the strategies and the last section consisted of six items which were aimed at identifying major challenges hinder the students' practices of using the strategies. On the other hand, the semi-structured interview was used with the 6 grade ten students and2 grade ten English language teachersunder study mainly to answer basic research questions 2 & 3.

With regard to the subjects of the study, 70 students were randomly selected and2 teacherswho offered them the subjectwere purposefully selected.

After all, the responses obtained from the sample students through the close-ended items of the questionnaire were tabulated and analyzed quantitatively by using SPSS. Furthermore, the data collected through the items of the interview from the sample students and teachers, and classroom observation were analyzed qualitatively and incorporated to substantiate the data obtained from the students using the close-ended items of the questionnaire. At last, after analyzing and interpreting the data, the researcher arrived at outcomes.

Regarding the extent of the students' awareness on the reading comprehension strategies, the data analysis of the first group of the questionnaire which consisted of 9 items revealed that the students' awareness on the strategies is at low level.

Concerning the students' practices on making use of the different strategies for reading comprehension which were proposed by scholars, was found to be poor. Because the data analysis showed that the students were rarely practicing using the reading comprehension strategies.

The data analysis also revealed that there were some factors which affected the students' practices of applying or using the reading comprehension strategies during the reading sessions. The major ones were the nature of the reading comprehension activities and tasks, and wrong ways of help from teacher such as doing for them what the students must do themselves.

Furthermore, as it could be deduced from the analysis of the data, the students' lack of awareness on the reading comprehension strategies was also among the challenges affected the students' practices of applying the strategies in their actual reading. The summary of the analysis made to the basic research questions 1 and 2 were evidence for this.

5.2. Conclusions

Finally, the researcher made the following conclusions based on the main findings from the analysis and discussion made so far:

1. First questions of this study even though there are different strategies for reading comprehension identified by language experts as discussed in the review of related literature, the students' awareness of these strategies is at low level. However, students should never be in doubt as to what the reading comprehension strategies are, where ,when and how they are used.

2. The students were rarely practicing using the reading comprehension strategies in their reading tasks. According to language experts, efficient readers are active readers.

Nevertheless, inadequate practice on using the reading comprehension strategies may make readers to have lack of reading proficiency in English which may result in slow and difficult reading and poor comprehension.

3. The nature of the reading comprehension activities and tasks was among the major factors affecting the students' practice of using the reading comprehension strategies in their actual reading. It was also discussed in the review of literature section that the nature of activities and tasks of reading should be varied and matched with the students' interests.

4. Though there is no one teacher who tries to hinder students from learning, wrong ways of help from teacher such as doing some activities which the students must do themselves prohibited the students from practicing on using the different reading comprehension strategies on their own and become independent readers.

5. It was concluded that students' competencies, that is, their low level of awareness on the different strategies of reading comprehension also affected the students' practical activities in their actual reading.

5.3. Recommendations

1. The majority of the students reported that they were not well informed about the different strategies of reading comprehension. Therefore, teachers should work on awareness-raising by modeling and explaining the different strategies suggested by scholars to students so that they can eventually internalize and be motivated to use them to enhance their comprehension as independent readers.

2. The students should know that they only learn to read by reading. Therefore, they should play their responsibility to be active participants and to take charge of what they do. Reading comprehension is considered as the result of complex interactions between text, setting, reader, reader background, reading strategies, and reader decision making as was discussed in the background of this study.

3. Teachers should discuss on unsuitable tasks and activities in the textbook with colleagues and redesign it whenever necessary. More than half of the respondent students reported that the nature of the reading tasks and activities were among the challenges hinder their practices of applying the strategies in their actual reading.

4. Teachers should provide 'scaffolding' by devising effective tasks and activities, and preparing the students to undertake the tasks and enable them to interpret the text they read by themselves using the variety of strategies of reading comprehension, rather

than making them to rely on the teacher. Because the majority of the students agreed that the teacher does some activities which the students must do themselves.

5. The curriculum designers should look for ways to improve the tasks and activities of the reading texts used in the   grade 10 English text book in order to enhance the students' skills.

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APPENDICES
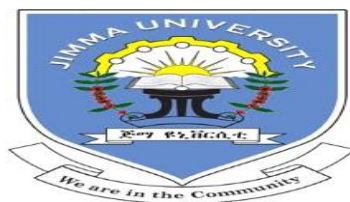
College of Social Sciences and Humanities

Department of English Language and Literature
MA in TEFL (Teaching English as a Foreign Language)

Appendix "A"Questionnaires for students

Dear student,

The objective of this questionnaire is to collect data on the research entitled, "*An Investigation into Students' Awareness, Practices and Challenges of Reading Comprehension Strategy use: Grade 10 Students at Mettu Secondary School in Focus"*. Your cooperation in providing the needed information plays a vital role in the success of the study. Therefore, you are kindly requested to fill in the questionnaires based on the given instructions under each part.

N.B. Do not write your name on the questionnaire.

Thank you in advance!

Part I: Background information about you

Directions: This part of the questionnaire seeks general information about you. Please provide the correct information by putting a tick (√) in the box.

1. Sex: 1: Male ☐   2: Female ☐

2. How important do you think is English reading skills for you?

Unimportant =1 ☐ Less important =2 ☐Moderate = 3 ☐ Important=4 ☐Very important =5 ☐

3. How would you rate the difficulty of learning English language reading comprehension?

Very difficult= 1Difficult= 2   Moderate =3Easy=4   Very easy=5

Part II: The Main Part of the Questionnaire

Direction: In the following sections 1-3 you will read a list of statements that refer to how you feel concerning your awareness of reading comprehension strategies, your practice of

using the strategies and challenges affecting your practices. Be sure to read each statement carefully and select a number from 1 to 5 that best rates your feelings and put a mark '√'.

The numbers 1-5 stand for the scales as follows:

Section 1.I am aware and well informed of the following reading comprehension strategies and can use them effectively when reading a text**.**

Key: Very low = 1,   Low = 2,   Moderate =3,   High = 4,   Very High = 5

No.	Items	1	2	3	4	5
1	Identifying the purpose for reading					
2	Activating and using background knowledge					
3	Predicting					
4	Making inference					
5	Generating new ideas and asking questions					
6	Visualizing					
7	Comprehension Monitoring					
8	Synthesizing					
9	Summarizing					

Section 2. I practically do the following when I read a passage.

Key: Never = 1,   Rarely =2,   Sometimes = 3,   Usually=4,   Always = 5

No.	Items	1	2	3	4	5
1	I engage actively in the reading.					
2	I think about the reasons/purpose of why I am reading the text.					
3	I read the topic or heading of the passage and preview the text in order to predict what it is about before reading it.					
4	I ask myself about the author's purpose for writing the passage.					
5	I can decide when to use specific strategies for reading comprehension.					
6	I read the whole passage quickly to understand the main idea.					
7	I consider the text structure for better understanding.					
8	I look for implied meanings as well as stated meanings.					
9	I use my background (world) knowledge to understand the passage.					
10	I check my predictions about the text while reading.					
11	I guess the meaning of some words from the context clues.					
12	I make inferences after finishing reading the passage.					
13	I can determine whether or not comprehension is occurring and the reading goals are being met.					
14	I find out why comprehension is not occurring and adopt a strategy that will improve the matter.					
15	I summarize what I read to reflect on important information in the text					
16	I synthesize and discuss what I understand with my friends and teachers.					
17	I can form mental and visual images of the context of a text while reading					

Section 3. Challenges that hinder using reading comprehension strategies

Key:Strongly Disagree =1, Disagree =2, Undecided= 3   Agree =4, Strongly Agree = 5

No.	Items	1	2	3	4	5
1	A varying social and cultural environment in which I live and learn to read affects my practice of reading comprehension.					
2	The natures of the reading comprehension activities or tasks have impacted my practice of using the strategies.					
3	Wrong ways of support from the teacher such as doing for us what we must do ourselves inhibit us from taking an active part in the learning of reading.					
4	Ineffective teaching of reading comprehension strategies explicitly from the teachers' side has a negative impact on my using of the strategies.					
5	Lack of vocabulary knowledge can affect my practice of reading comprehension strategies					
6	Lack of authenticity or natural use of the language in texts					

Appendix "B" Students' Interview Guide

Date: _____

Time of interview: _____

Place: _____

Interviewer: _____

The researcher thanks the interviewees for their presence and willingness to participate in the study entitled "*An Investigation into Students' Awareness, Practices and Challenges of Reading Comprehension Strategy use: Grade 10 Students at Mettu Secondary School in Focus*". The purpose of the interview, confidentiality and the duration of the interview will be explained before the interview is carried out.

Questions:

1. Can you tell me about your experience of learning reading comprehension of the English language textbook?

2. Are you well informed about the different strategies of reading comprehension suggested by language experts?

3. How do you practice different reading comprehension strategies?

4. What are the major challenges that affect your practice of using reading comprehension strategies? Text, the activities/tasks, or the teaching related?

5. How could you improve your reading comprehension skills?

6. How could you practice reading comprehension strategies by using phase of reading comprehension?

7. Do you have any other comments that you would like to share with me; for example, anything that you think is important that has not been addressed in this interview regarding your reading comprehension strategies?

Thank you for your cooperation!

Appendix "C&D"Questionnaiers for students and interview guide (Afan oromo version)

Yunivarsiitii Jimmaa

Kolleejjii Saayinsii Hawaasaa fi Namummaa

Muummee Afaan Ingilizii fi Hog-barruu

Mata Duree: Qorannoo Hubannoo Barattootaa, Hojimaataa fi Qormaata Hubannoo Dubbisuu Itti Fayyadama Tarsiimoo: Barattoota Kutaa 10 Mana Barumsaa Sadarkaa Lammaffaa Mattuu Xiyyeeffate

Duuka Buutuu "C"Bargaaffilee Barattootaaf Qophaa'e

Kabajamoo barattootaa,

Kaayyoon gaaffilee kanaa qorannoo mata duree, "Qorannoo Hubannoo Barattootaa, Hojimaataa fi Qormaata Itti Fayyadama Tarsiimoo Hubannoo Dubbisuu : Barattoota Kutaa 10[ffaa] Mana Barumsaa Sadarkaa Lammaffaa Mattuu irratti Xiyyeeffate" jedhuun qophaa'e irratti raga walitti qabuu dha. Odeeffannoo barbaachisu kennuu irratti tumsi gootan milkaa'ina qorannichaa keessatti gahee olaanaa qaba. Kanaafuu, qajeelfama kutaa tokkoon tokkoon jalatti kenname irratti hundaa'uun gaaffilee akka guuttan kabajaan isin gaafadha.

Hub.Maqaa keessan gaaffilee irratti hin barreessinaa.

Hirmaannaa keessaniif dursee galatoomaa!

Kutaa I: Odeeffannoo duubee waa'ee kee

Qajeelfama: Kallattii: Kutaan gaaffilee kun waa'ee kee odeeffannoo waliigalaa barbaada. Maaloo saanduqa keessa mallattoo (√) kaa'uudhaan odeeffannoo sirrii ta'e kenni.

1. **Saala**: Dhiira☐   Dubara☐

2.**Dandeettiin dubbisuu Afaan Ingilizii hangam siif barbaachisaa jettee yaadda**?
Barbaachisaa miti☐ Xiqqaa barbaachisaa☐   G/ galeessa   ☐Barbaachisaadha   ☐

Baayyee barbaachisaadha ☐

3. **Rakkoo hubannoo dubbisa afaan Ingiliffaa barachuu akkamitti madaaltu?**

Baay'ee salphaa ☐ salphaadha ☐ G/galeessa ☐ cimaadha ☐ Baay'eecima ☐

Kutaa II. Kutaa Ijoo Gaaffilee

Kallattii: Kutaalee 1-3 itti aanan keessatti tarree ibsaalee hubannoo tooftaalee hubannoof dubbisuu irratti qabdu, tooftaalee fi qormaata shaakala kee irratti dhiibbaa geessisan fayyadamuu kee ilaalchisee akkamitti akka sitti dhaga'amu agarsiisan ni dubbista.

Hima tokkoon tokkoon isaa sirriitti dubbisuun lakkoofsa 1 hanga 5 kennaman keessaa miira kee haala gaariin madaalu filadhuutii mallattoo '√' kaa'uu kee mirkaneessi.

Kutaa1. Tooftaalee hubannoo dubbisaa armaan gadii irratti beekumsaa fi odeeffannoo gaarii kanan qabu yoo ta'u, barreeffama tokko yeroon dubbisu haala bu'a qabeessa ta'een itti fayyadamuu nan danda'a.

Furtuu: *Baayyee gad'aanaa = 1, Gad'aanaa = 2, G/galeessa =3, Ol'aanaa = 4, Baayyee Ol'aanaa = 5*

No.	Yadoota	1	2	3	4	5
1	Kaayyoo dubbisa aadda baasuu					
2	Beekumsa duubee hojiitti hiikuu fi itti fayyadamuu					
3	Tilmaamuu					
4	Inference gochuu (wabeeffachuu)					
5	Yaada haaraa maddisiisuu fi gaaffii gaafachuu					
6	Miira suuraa fakkessuun(mul'isuu)					
7	Hordoffii hubannoo gochuu					
8	Wal nyaatinsa gochuu(odeffannoo walitti fiduu)					
9	Gabaabsee ibsuu dhaan					

kutaa 2. Kutaa tokko yeroon dubbisu qabatamaan kanneen armaan gadii nan godha.

Furtuu: *Gonkumaa = 1, Yeroomuraasa =2, Yeroo tokkotokko = 3, Yeroo baay'ee=4, Yeroo hundumaa = 5*

No.	Yadoota	1	2	3	4	5
1	Yeroo dubbisa keessatti miira ho'aan hirmaanna nan godha					
2	Kayyoo ykn sababa maaliif akkan dubbisaa jiru nan yaada.					
3	Mata duree ykn mata duree kutaa sanaa dubbisee barreeffamicha dubbisuun dura waa'ee maal akka ta'e tilmaamuuf jecha durseen ilaala.					
4	Waa'ee kaayyoo barreessaan kutaa sana barreessuudhaaf qabu of nan gaafadha.					
5	Hubannoo dubbisuuf tooftaalee addaa yoom akkan fayyadamu murteessuu nan danda'a.					
6	Yaada ijoo hubachuuf kutaa sana ariitiin dubbisa.					
7	Hubannoo fooyya'aa argachuuf caasaa barreeffamaa ilaala.					
8	Hiika hin ibsamne akkasumas hiika ibsame nan barbaada.					
9	Beekumsa duubee (muuxannoo) kootti fayyadamun kutaa sana hubadha.					
10	Waa'ee barreeffamichaa tilmaama koo osoon dubbisu nan ilaala.					
11	Hiikni jechootaa tokko tokko ragaalee yaada (context clues) irraan tilmaama.					
12	Kutaa sana dubbisee erga xumuree booda yaada (inferences) nan godha.					
13	Hubannoon uumamuu fi galma dubbisaa galma ga'aa jiraachuu fi dhiisuu isaa murteessuu danda'eera.					
14	Hubannoon maaliif akka hin uumamne argadheen tooftaa dhimmicha fooyyessu nan fudhadha.					
15	Barreeffamicha keessatti odeeffannoowwan barbaachisoo ta'an irratti xiinxaluuf waanan dubbise gabaabsee nan dhiheessa					
16	Waan hubadhe hiriyoota koo fi barsiisota koo waliin walsimsiisuun mari'adha.					
17	Ani osoon dubbisu fakkiiwwan sammuu fi mul'ataa haala barreeffama tokkoo uumuu nan danda'a.					

kutaa 3. Qormaata tooftaalee hubannoof dubbisuu fayyadamuu danqan

Furtuu: *Cimsee walii hin galu =1, Walii hin galu =2, Hin murtoofne= 3 Waliin gala =4, Cimseen walii gala = 5*

No.	Yadoota	1	2	3	4	5
1	Haalli hawaasummaa fi aadaa garaa garaa ani keessa jiraadhuu fi dubbisuu baradhu shaakala koo hubannoo dubbisuu irratti dhiibbaa qaba.					
2	Maalummaa hojiilee ykn hojiiwwan hubannoo dubbisaa shaakalaani tooftaalee fayyadamuu irratti dhiibbaa qaba.					
3	Karaaleen dogoggoraa barsiisaa irraa gargaarsa kan akka waan ofii keenya gochuu qabnu nuuf gochuu barumsa dubbisaa keessatti dammaqinaan akka hin hirmaanne nu dhorka.					
4	Tooftaalee hubannoo dubbisuu ifatti gama barsiisotaa irraa barsiisuun bu'a qabeessa ta'uu dhabuun itti fayyadama tooftaalee irratti dhiibbaa hamaa qaba.					
5	Beekumsa jechootaa dhabuun shaakala koo tooftaalee hubannoo dubbisuu irratti dhiibbaa uumuu danda'a.					
6	Barreeffamoota keessatti afaanichaa dhugaa ta'uu dhabuu yk uumamaan fayyadamuu dhabuu.					

Duuka Buutuu "D" Qajeelfama Af-gaaffii fi Af-gaaffii Barattootaa Barattootaa

Guyyaa: _____

Yerooaf-gaaffii: _____

Iddoo: _____

Af-gaaffiitaasisaa:_____

Qorataan qorannoo mataduree "Qorannoo Hubannoo Barattootaa, Hojimaataa fi Qormaata FayyadamaTarsiimoo Hubannoo Dubbisuu: Barattoota Kutaa 10 Mattuu Sadarkaa Lammaffaa irratti hirmaachuuf fedhii qabaachuu isaaniif galateeffata. Kaayyoon af-gaaffii, iccitii fi turtii af-gaaffii osoo af-gaaffiin hin gaggeeffamiin dura ni ibsama.

1. Muuxannoo hubannoo dubbisaa kitaaba barataa afaan Ingiliffaa barachuu keessan natti himuu dandeessu?

2. Tooftaalee adda addaa hubannoo dubbisuu ogeeyyiin afaanii yaada dhiyeessan irratti odeeffannoo gaarii qabduu?

3. Tooftaalee hubannoo dubbisaa adda addaa akkamitti shaakaltu?

4. Qormaatni gurguddoon tooftaalee hubannoof dubbisuu fayyadamuu ykn shaakala kee irratti dhiibbaa geessisan maal fa'i?

5. Sadarkaalee shaakala dubbisaa fayyadamuun tooftaalee hubannoo dubbisuu akkamin fayyadamta?

6. Akkamitti dandeettii hubannoof dubbisuu kee fooyyessuu dandeessa?

7. Yaada biraa kan naaf qooduu barbaaddu qabdaa? fakkeenyaaf, tooftaalee hubannoof dubbisuu kee ilaalchisee gaaffii fi deebii kana keessatti hin ilaalamne barbaachisaadha jettee kan yaaddu kamiyyuu yoo jiraate?

Tumsa naa gootaniif galatoomaa!

Appendix "E" Teachers' Interview Guide

Date: _____

Time of interview: _____

Place: _____

Interviewer:_____

The researcher thanks the interviewees for their presence and willingness to participate in the study entitled ""*An Investigation into Students' Awareness, Practices and Challenges of Reading Comprehension Strategy use: Grade 10 Students at Mettu Secondary School in Focus"*. The purpose of the interview, confidentiality and the duration of the interview will be explained before the interview is carried out.

Questions:

1. Can you tell me about your experience of teaching reading comprehension in the English textbook?

2. Are students well informed about the different strategies of reading comprehension suggested by language experts?

3. How do you help students in order they practice different reading comprehension strategies?

4. What are the major challenges that affect students' practice of using reading comprehension strategies? Are the factors learners', text, the activities/tasks, or the teaching related?

5. How could students' reading comprehension skills be improved?

6. How the students practice reading comprehension strategies when you teach reading comprehension by using phase of reading?

7. Do you have any other comments that you would like to share with me; for example, anything that you think is important that has not been addressed in this interview regarding the students' reading comprehension?

Thank you for your cooperation!

Appendix "F" Observation Checklist

The objective of this checklist is to collect information about the students' and teacher's practices of learning and teaching reading comprehension strategies. This information is needed for the research which is going to be conducted under the title, "*An Investigation into Students' Awareness, Practices and Challenges of Reading Comprehension Strategy use: Grade 10 Students at Mettu Secondary School in Focus"* Accordingly, the researcher will fill in the checklist to check whether the students practice different reading comprehension strategies or not during the lesson taking in the classroom.

Reading lesson practice	Rating frequency					
	Day One		Day Two		Day Three	
	Yes	No	yes	No	yes	No
1. Pre Reading phase						
1. Do the students predict or activate the former information?		X		X		X
2. Are the reading topics familiar to the students?	X		X		X	
3. Are the students allowed to work in pairs/groups and brainstorm on the topics to be read by using reading comprehension strategies?		X		X		X
4. Is discussion used as a way of helping students to practice reading comprehension strategies?		X		X		X
5. Can the students estimate and tell about the content of the text?		X		X		X
6. Does the students sort out difficult words from the texts and discussed them with their teacher?		X	X		X	
2. while reading phase						
7. Are the students engaged actively in the reading the written text silently?		X		X		X
8. Can the students organize the new information and combine them with the past information?		X		X		X
9. Are the students made to read the written texts loudly	X		X			X
10. Can the students analyse the content in order to understand new terms?		X		X	X	

11. Are the students use contextual clues for difficult or unfamiliar words?		X	X			X
12. Are the students advised to assist each other when they have questions while they are reading?	X		X		X	
3. post-reading phase						
13. Are the students made to answer questions orally?	X		X		X	
14. Are the students made to answer questions in writing?		X		X		X
15. Are the students synthesized and discussed in pairs/groups to reflect on what they have read?	X		X			X
16. Can students use their background (world) knowledge to understand the passage?		X		X		X
17. Can the students summarize significant ideas and derive the main idea?		X		X		X
18. Can the students depict what he has read in various forms?						

Appendix "G" Transcription of Students' Interview

Date: <u>14/10/2014</u>

Time of interview: <u>3:00-3:15</u>

Place: <u>at school</u>

Interviewer: <u>Researcher</u>

Transcription of student [01]

1. **Researcher:** First of all, I would like to say thank you for your willingness for being participant of this study. Can you tell me about your experience of learning reading comprehension of the English language textbook?

Student [01]: Yes, I have experienced reading English text starting from the lower classes. I read English text book, and other different texts to improve my knowledge of other English language skills. I like reading with friends and help other students to develop the skill of reading comprehension.

2. **Researcher:** The sound is great! Are you well informed about the different strategies of reading comprehension suggested by language experts?

Student [01]: No, this is not practiced in our school by the English language teachers. Because the teacher didn't aware us to use different reading comprehension strategies.Since English is a medium of instruction for high school students, we haven't knowledge how to understand text as well as to develop our reading comprehension skill. In general, reading is not enough; we should know why we read, when we read and how we read to be succeeded.

3. **Researcher:** Thank you. The next question how do you practice different reading comprehension strategies?

Student [01]:I practice different reading strategy which help me to understand the text in my education.

4. **Researcher:** The sound is good. What are the major challenges that affect your practice of using reading comprehension strategies? Text, the activities/tasks, or the teaching related?

Student [01]: As to me, challenges of using reading comprehension strategies the nature of reading comprehension activities, wrong way of help from teachers by doing what the students must by themselves and teaching related that means the English language teachers are not interested to practice us different reading comprehension strategies. And sometimes the text by itself affects me, when it focuses on the cultures that I do not know before.

5. . **Researcher:** Ok, thank you. How could you improve your reading comprehension skills?

Student [01]: To improve my reading comprehension skills, I will practice different reading comprehension strategies which help me to understand the written text in English language. So; I need support and encouragement from my English language teachers and my parents.

6. . **Researcher:** That is well. How could you practice reading comprehension strategies by using phase of reading comprehension?

Student [01]: I use phase of reading first ,I try to predict the text by reading the title or the topic, Then, I get deep reading by identifying main point of the text, listing information mentioned in the text, observing what I'm reading, relating with background knowledge to understand the text. Finally, I summarize the text with my own words.

7. **Researcher:** Thank you very much**.** Do you have any other comments that you would like to share with me; for example, anything that you think is important that has not been addressed in this interview regarding your reading comprehension strategies?

Student [01]: As, we are approaching to take grade 12 national exam, we need to know different reading comprehension strategies to understand written texts, to achieve our goal and to success in the future.

Thank you for your cooperation!

Date: 14/10/2014

Time of interview: 3:30-4:00

Place: at school

Interviewer: Researcher

Transcription made with student [02]

1. **Researcher:** First of all, I would like to say thank you for your willingness for being participant of this study. Can you tell me about your experience of learning reading comprehension of the English language textbook?

Student [02]: My experience was not only reading English text book but also I read from any other media. When I read, I like watching video about what I'm reading. Most of the time, I practice reading comprehension in classroom during the lesson, in the library and at home. I try to use different written text materials to develop knowledge of understanding something

2. **Researcher:** The sound is great! Are you well informed about the different strategies of reading comprehension suggested by language experts?

Student [02]: No, but sometimes encourage us to study and reading comprehension. My brother also advises me to use different ways of understanding text. But I didn't practice well these strategies. I simply read to understand the text by visualizing what I read.

3. **Researcher:** Thank you. The next, question how do you practice different reading comprehension strategies?

Student [02]: I practice reading comprehension strategies with my friends by doing some exercise of reading passage tasks.

4. **Researcher:** The sound is good. What are the major challenges that affect your practice of using reading comprehension strategies? Text, the activities/tasks, or the teaching related?

Student [02]: ok, first teaching related. This is because our English language teacher is not interested to teach us or wrong way of help on different reading strategies. The second, English language text book reading sections sometimes focus on the cultures that we didn't know. This may made it difficult to comprehend the text. There is not much reference books that support reading comprehension in the library rather than focusing on the grammar.

5. **Researcher:** Ok, thank you. How could you improve your reading comprehension skills?

Student [02]: well, to improve my reading comprehension skills, I like to share experience about what I read by talking with friends. For example, when I read holly bible, I just try to comprehend and memorize the text to teach others. In addition, by practicing different reading comprehension strategies which help me to understand the text to achieve my goal. I can also improve by reading newspaper, magazine and other social media which written by English language.

6. **Researcher:** That is well. How could you practice reading comprehension strategies by using phase of reading comprehension?

Student [02]: Our English language teacher didn't inform us how to practice phase reading comprehension with reading strategy. When I read any text, I take a short note and memorize the text .For example, when I read the biology I try to create visual image to understand the text.

7. **Researcher:** Thank you**.** Do you have any other comments that you would like to share with me; for example, anything that you think is important that has not been addressed in this interview regarding your reading comprehension strategies?

Student [02]: In our school, English language teachers have teaching experience but they are not interested to encourage us on using different reading comprehension strategies. For this reason, most students are not interested to practice reading comprehension strategies.

Thank you for your cooperation!

Date: 15/10/2014

Time of interview: 4:00-4:15

Place: at school

Interviewer: Researcher

Transcription made with student [03]

1. **Researcher:** First of all, I would like to say thank you for your willingness for being participant of this study Can you tell me about your experience of learning reading comprehension of the English language textbook?

Student [03]: My experience was very good; I began reading English reading comprehension from the lower classes. I read again and again to understand the text which is written in English language.

2. **Researcher:** The sound is great! Are you well informed about the different strategies of reading comprehension suggested by language experts?

Student [03]: Yes, my English language teacher sometimes encourage me how to use different reading comprehension strategies. He also encourages us to read different newspaper, magazine and other texts. My parents also encourage me by supporting with different reading text references. In addition, I share experience from my friends about different reading comprehension strategies.

3. **Researcher:** Thank you. The next, question how do you practice different reading comprehension strategies?

Student [03]: I practice reading comprehension strategies. First, I read the text silently to get main idea of the topic. Then, I try to memorize for some minutes. After that I talk with myself whether I understand it or not.

4. **Researcher:** The sound is good. What are the major challenges that affect your practice of using reading comprehension strategies? Text, the activities/tasks, or the teaching related?

Student [03]: In my opinion, there are different challenges that affect my practicing reading comprehension strategies. These are using English language text book difficult to me because the influence of mother tongue language. The other factors are limited knowledge of vocabulary, lack of prior knowledge and experience of using the reading strategy. These and the others challenges made me not success in my reading tasks or exams.

5. **Researcher:** Ok, thank you. How could you improve your reading comprehension skills?

Student [03]: I want to improve my reading English language comprehension purposefully in depth reading again and again. And also I try to use reading comprehension strategies suggested by English language teacher. By practicing reading comprehension skills with friends at school and in the library.

6. **Researcher:** That is well. How could you practice reading comprehension strategies by using phase of reading comprehension?

Student [03]: I can't practice phase of reading with reading comprehension strategies because my teacher didn't encourage me to use the phases of reading with the strategies. She simply ordered us to read the given text by telling the title of the reading comprehension, so we read the text silently or loudly and answer the questions about it orally as well as in written form.

7. **Researcher:** Thank you very much. Do you have any other comments that you would like to share with me; for example, anything that you think is important that has not been addressed in this interview regarding your reading comprehension strategies?

Student [03]: Ok, not more but my suggestion is every student should know different reading comprehension strategies and use to understand what is written text in English language. English language teacher should also aware their students how to practice different reading comprehension strategies.

Thank you for your cooperation!

Date: 15/10/2014

Time of interview: 4:00-4:30

Place: at school

Interviewer: Researcher

Transcription made with student [04]

1. **Researcher:** First of all, I would like to say thank you for your willingness for being participant of this study. Can you tell me about your experience of learning reading comprehension of the English language textbook?

Student [04]: Ok, thank you for giving me this chance. My experience was very good; I started learning reading English reading comprehension from the lower classes. As a result I read lot of English text book, newspaper, and magazine and from other social media.

2. **Researcher:** The sound is great! Are you well informed about the different strategies of reading comprehension suggested by language experts?

Student [04]: No, I haven't information about different reading comprehension strategies. But I use my own strategy comprehend written text in English language. I sometime go to library and read different reference books.

3. **Researcher:** Thank you. The next question how do you practice different reading comprehension strategies?

Student [04]: I practice reading comprehension strategies at home, in the classroom during the lesson and in library. When the reading comprehension is given I try to use different strategy to understand the text. Basically I focus on the purpose of the reading. For example, if I 'm reading for exam I try to take short note of main points to remember during the exams

4. **Researcher:** The sound is great. What are the major challenges that affect your practice of using reading comprehension strategies? Text, the activities/tasks, or the teaching related?

Student [04]: There are different challenges that affect my practicing reading comprehension strategies. For example, limited knowledge of vocabulary and lack of experience of using the readingcomprehension strategy.

5. **Researcher:** Ok, thank you. How could you improve your reading comprehension skills?

Student [04]: First I like watching movies which supported by video to understand the text. By reading different English text which helps me to develop my knowledge. Also I will try to use different reading comprehension strategies. Not only this, I can improve my reading comprehension by practicing with friends.

6. **Researcher:** You are welcome. How could you practice reading comprehension strategies by using phase of reading comprehension?

Student [04]: When I read the text in English language at home and in the library I simply read silently to comprehend text without focusing on the phase of reading comprehension strategies. But most the time I use phase of reading with reading comprehension strategies in the classroom during the lesson.

7. **Researcher:** Thank you very much**.** Do you have any other comments that you would like to share with me; for example, anything that you think is important that has not been addressed in this interview regarding your reading comprehension strategies?

Student [04]: No, I haven't comment. Thank you for giving me this chance.

Thank you for your cooperation!

Date: 17/10/2014

Time of interview: 3:00-3:15

Place: at school

Interviewer: Researcher

Transcription made with student [05]

1. **Researcher:** First of all, I would like to say thank you for your willingness for being participant of this study. Can you tell me about your experience of learning reading comprehension of the English language textbook?

Student [05]: Ok, thank you for giving me this chance. My experience was poor; I started learning reading English reading comprehension from the lower classes up to now. But we face different problems, such limited experience of reading comprehension and lack of vocabulary knowledge.

2. **Researcher:** The sound is great! Are you well informed about the different strategies of reading comprehension suggested by language experts?

Student [05]: No, I haven't information about different reading comprehension strategies. No one has informed me strategy of reading comprehension.

3. **Researcher:** Thank you. The next, question how do you practice different reading comprehension strategies?

Student [05]: Ok, when I practice reading comprehension strategies, I try to actively engage in the reading text. I focus on the purpose of the reading.This means when I read any text, I try to understand the ideas or information in detail.

4. **Researcher:** The sound is good. What are the major challenges that affect your practice of using reading comprehension strategies? Text, the activities/tasks, or the teaching related?

Student [05]: There are different challenges that affect my practicing reading comprehension strategies. For example, reading comprehension activities/tasks, teachers teaching approach and lack of vocabulary knowledge of unfamiliar word in the text. The environment or the situation where I read can also affect my practice of reading comprehension.

5. **Researcher:** Ok, thank you. How could you improve your reading comprehension skills?

Student [05]: By reading different English text book such as fiction and non-fiction which helps me to develop my knowledge. Also I watch movies with text manuscript and by reading a lot of essay text materials. If I use different reading comprehension strategies I can improve my reading comprehension skills.

6. **Researcher:** That is well. How could you practice reading comprehension strategies by using phase of reading comprehension?

Student [05]: I think, we use the phase of reading with reading comprehension in the classroom during the lesson. In pre reading the teacher and students raise many questions about the text which we are going to read. That means brain storming questions are raised from teacher and we took part in by responding the question orally before reading the text. Then we read the text silently in while reading phase. Finally, post reading phase is practiced by answering different question about the text.

7. **Researcher:** Thank you very much**.** Do you have any other comments that you would like to share with me; for example, anything that you think is important that has not been addressed in this interview regarding your reading comprehension strategies?

Student [05]: No, I haven't comment. Thank you for giving me this chance.

Thank you for your cooperation!

Date: 17/10/2014

Time of interview: 3:30-4:00

Place: at school

Interviewer: Researcher

Transcription made with student [06]

1. **Researcher:** First of all, I would like to say thank you for your willingness for being participant of this study. Can you tell me about your experience of learning reading comprehension of the English language textbook?

Student [06]: Ok, thank you for giving me this chance. My experience was good; I began reading English reading comprehension from the lower classes. I read again and again to understand the text which is written in English language. Most of the times I read English text in classroom during the lesson and when there is exam or test I read the text to comprehend it.

2. **Researcher:** The sound is great! Are you well informed about the different strategies of reading comprehension suggested by language experts?

Student [06]: Yes, my English language teacher sometimes gives me information how to use different reading comprehension strategies. But I didn't practice different reading comprehension strategies. I think they waste my time; instead I try to use my own method to understand the text.

3. **Researcher:** Thank you. The next, question how do you practice different reading comprehension strategies?

Student [06]: ok, I practice reading comprehension strategies at my home, in the library and during the lesson in classroom. I read the text silently to get main idea of the topic. I also try to summarize the text my own words whether I understood or not. I sometimes relate the text with my prior knowledge.

4. **Researcher:** The sound is great. What are the major challenges that affect your practice of using reading comprehension strategies? Text, the activities/tasks, or the teaching related?

Student [06]: There are different challenges that hinder me to practice reading comprehension strategies. For example, teaching related. This means our teachers mostly focus on teaching grammar rather than teaching us different reading comprehension strategies. The other thing is lack of knowledge to understand text and cultural background. The place or environment can also hinder me to practice reading comprehension strategies because, I prefer cool place for reading to understand the text.

5. **Researcher:** well. How could you improve your reading comprehension skills?

Student [06]: ok, I think if I get knowledge of different reading comprehension strategies from English language experts and practice in my journey of education, I can improve my comprehension gradually.

6. **Researcher:** The sound is great. How could you practice reading comprehension strategies by using phase of reading comprehension?

Student [06]: Yes, we sometimes practice the phase of reading with reading comprehension in the classroom during the lesson. In pre reading the teacher and students ask some questions about the text which we are going to read. While reading phase, I try to relate with my prior knowledge. In post reading phase, I sometimes talk with my friends and summarize the text.

Researcher: Thank you very much**.** Do you have any other comments that you would like to share with me; for example, anything that you think is important that has not been addressed in this interview regarding your reading comprehension strategies?

Student [06]: My comment is, if we get training about different reading comprehension strategies by English language teachers, I hope we can improve our reading comprehension skills.

Thank you for your cooperation!

Appendix "H" Transcription of teachers interview

Date: 13/10/2014

Time of interview: 5:00-5:30

Place: At school

Interviewer: Researcher

Transcription made with teacher [01]

1. **Researcher:** First of all, I would like to thank you for your willingness for being participant of this study. Can you tell me about your experience of teaching reading comprehension in the English textbook?

Teacher [01]: ok thank you for giving me this chance. Yes, I can tell you my experience of teaching English language reading comprehension. Most of reading comprehension English language text book is not related to students' cultural background and real world around their area. Therefore, it doesn't initiate the students to read and understand about their culture. But most students are not interested practice reading comprehension by themselves. So the teachers need to tell and encourage their students by initiating and motivating them to participate in reading comprehension. I have taught English language for 28 years. According to my experience, I teach reading comprehension by initiating, appreciating and relating the text with their prior knowledge. Before the students start reading comprehension, I also raise some questions about the topic to check their previous knowledge in pre reading activity.

Researcher: The sound is great! Are students well informed about the different strategies of reading comprehension suggested by language experts?

Teacher [01]: Of course, I inform them reading comprehension strategies before they read any text what they have to do and how they read the text but the students' fail to use them. As I know most English language teachers including me, inform the students how to use different reading comprehension strategies. Some students may attend and follow strategies of reading comprehension to improve their reading ability. But most students didn't use reading comprehension strategies and fail to change their learning style of reading skill.

2. **Researcher:** Thank you. How do you help students in order they practice different reading comprehension strategies?

Teacher [01]: I help and improve students reading comprehension strategies by appreciating, initiating, giving equal chance to all students turn by turn during reading comprehension. I also ask different question about their previous knowledge on the topic give

in pre reading comprehension activity. I encourage the students to participate in practicing reading comprehension strategies in the class.

3. **Researcher:** Well. What are the major challenges that affect students' practice of using reading comprehension strategies? Are the factors learners', text, the activities/tasks, or the teaching related?

Teacher [01]: ok, there are many challenges that affect students reading comprehension strategies. Most of the students are afraid to make mistake while practicing reading comprehension strategies but I try to encourage the not be afraid. Some texts are not related to students' cultural background. For this reason, they fail to practice reading comprehension strategies. They also faced with meaning of unfamiliar vocabulary in the text. Most students are not interested to practice reading comprehension strategies. There is no awareness of using reading comprehension strategies for the students, because most of English language teachers including me focus on teaching grammar rather than creating awareness on using reading comprehension strategies for students.

Thank you for your cooperation!

1. **Researcher:** First of all, I would like to thank you for voluntary to this interview. Can you tell me about your experience of teaching reading comprehension in the English textbook?

   Teacher [02]: ok, thank you for giving me this chance. Yes, I have taught English language reading comprehension for twelve years and still I'm teaching. For instance, some of reading comprehension English language text book is not related to students' cultural background knowledge and they faced to undertstand the message of the text.

2. **Researcher:** The sound is great! Are students well informed about the different strategies of reading comprehension suggested by language experts?

Teacher [02]: No, they haven't enough information about different reading comprehension strategies. This means they didn't get a knowledge onhow, when and where to usevariety of reading comprehension strategies.

3. **Researcher:** The sound is great! How do you help students in order they practice different reading comprehension strategies?

   Teacher [02]: ok, simply in my experience most of the time,I can't help the students to practice reading comprehension strategies during the lesson in the class, because it wastes my time to cover the lessonwithin 40 minutes. As a result, I sometimes give a passage to improve their reading comprehension strategies with different questions. I

also encourage the students to participate in practicing reading comprehension strategies in the class.

4. **Researcher:** Well. What are the major challenges that affect students' practice of using reading comprehension strategies? Are the factors learners', text, the activities/tasks, or the teaching related?

Teacher [02]: ok there are many challenges that affect students reading comprehension strategies. For example, the students are not interested to read the passage,becausethe text sometimes unfamiliar with the students' background knowledge. Students' lack of awareness of different reading comprehension strategies.In addition, the nature of reading comprehension actities and tasks can affect students to practice reading comprehension strategies.